



# **FINAL APPROVED**

**NATIONAL DEVELOPMENT AGENCY RESEARCH AND EVALUATION AGENDA  
2020-2021**

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## 1. INTRODUCTION AND BACKGROUND

The National Development Agency (NDA) has a mandate to conduct research, publish research outputs and create effective platforms for engagements with state organs, civil society sector, private sector and academics in constantly informing effective development policy in the country. Therefore, to achieve the objectives the NDA has to collaborate with research institutions to strengthen its capacity and to be able to cover the scope of research needed. The State President, on his first 6<sup>th</sup> Administration State of the Nation Address, said: “As we enter this new administration, we will focus on seven priorities”:

- Economic transformation and job creation
- Education, skills and health
- Consolidating the social wage through reliable and quality basic services
- Spatial integration, human settlements and local government
- Social cohesion and safe communities
- A capable, ethical and developmental state
- A better Africa and World

Understanding and taking decisions on matters of public policy is of paramount. Evidence-based decision making is the key to unlock structural problems. Research is one tool that provides evidence policy and decision making for effective and efficient governments. The government priorities outline above need to be anchored on evidence-based policies through research and public debates. The National Development Agency, through its secondary mandate, has a duty to generate evidence that can lead to informative debates on how the state achieve its goals on these priorities.

At the wake of the 2020/21 financial year, the world faced one of the most devastating global pandemics since the 1918 – 1919 Spanish flu pandemic that infected over half a billion people<sup>i</sup> and killed over 17 million people<sup>ii</sup> worldwide over that period. The world is faced with COVID-19 pandemic that started in China, late December 2019,<sup>iii</sup> by the end of May 2020, there were over 6million infected people and over 370 thousand fatalities.<sup>iv</sup> South Africa is also currently facing this pandemic. Since the reporting of the first case

in March 2020,<sup>v</sup> at the end of May 2020, South Africa has recorded 32 683 infections with 683 fatalities. Intervening in all the 6<sup>th</sup> administration priorities need an understanding of the deeply complex nature of the challenges in each of these priorities.

The Social Development Portfolio (DSD, NDA & SASSA) in the Monitoring, Evaluation, Learning and Research (MELR) functions, made up of the Research and M&E units from the three entities, convened a structure, MELR Steering Committee, which oversees and coordinate all research, monitoring and evaluation to be undertaken by the social development sector. The aim is to have a coordinated response to COVID-19 research, monitoring, evaluations, reporting and lessons outputs and outcomes that can inform the sector COVID-19 response. The Social Development Portfolio MELR Steering Committee appointed a technical team to assess research and M&E needs and develop a research agenda to respond to sector needs for accurate information and evidence-based on research and the sector. An outline of research and evaluation projects are listed in Appendix F of this document.

The conditions and climate for addressing social and developmental challenges prioritised by the 6<sup>th</sup> Administration have to be approached from COVID-19 pandemic lenses. The National Development Agency's research and evaluation agenda must therefore respond to the priorities at the same contextualise it within the COVID-19 response. COVID-19 will form part of all social, economic and developmental approaches policies and interventions for the near future. The research and evaluation agenda, is, therefore, purposed to meet this new challenge.

This means that the solutions cannot intervene in isolated symptoms of a larger, more complex and multifaceted problems, hence the NDA has a secondary mandate to produce information through its research and evaluation work that can inform debates and engagements between the state, civil society and private sectors to contribute towards addressing pressing needs of the people and state. The total of appropriately and effectively intervening produce the desired outcome of a reduction in poverty, increasing employment levels and reducing inequalities amongst all members of the society.

## 1.2 Purpose and objective

The purpose and objective of the research and evaluation agenda are to guide the NDA research and evaluation priorities and align them to the government priority areas. This will ensure the relevance of research and evaluation outputs to the state, civil society sector and all social partners in the context of COVID 19. The research and evaluation agenda therefore provides a framework on how the research unit, will over this period and post COVID-19, reform its operations towards meeting its objectives of reducing poverty, inequality and unemployment in the period of COVID-19. The intended outcomes of the agenda are defined within these parameters:

- Generating knowledge and information that can enhance policies, strategies and programmes for improving effectiveness during and post COVID-19;
- Creating sustainable platforms for consultation, dialogues, debates and sharing of development policy between the state organs, civil society, private and academic sectors during and post COVID 19;
- Promoting the use of evidence-based policymaking & review, strategic decision making, programme planning and monitoring across all sectors of the economy and state during and post COVID 19;
- Provide tools to identify issues that have an impact on development and possible solutions during and post COVID 19.

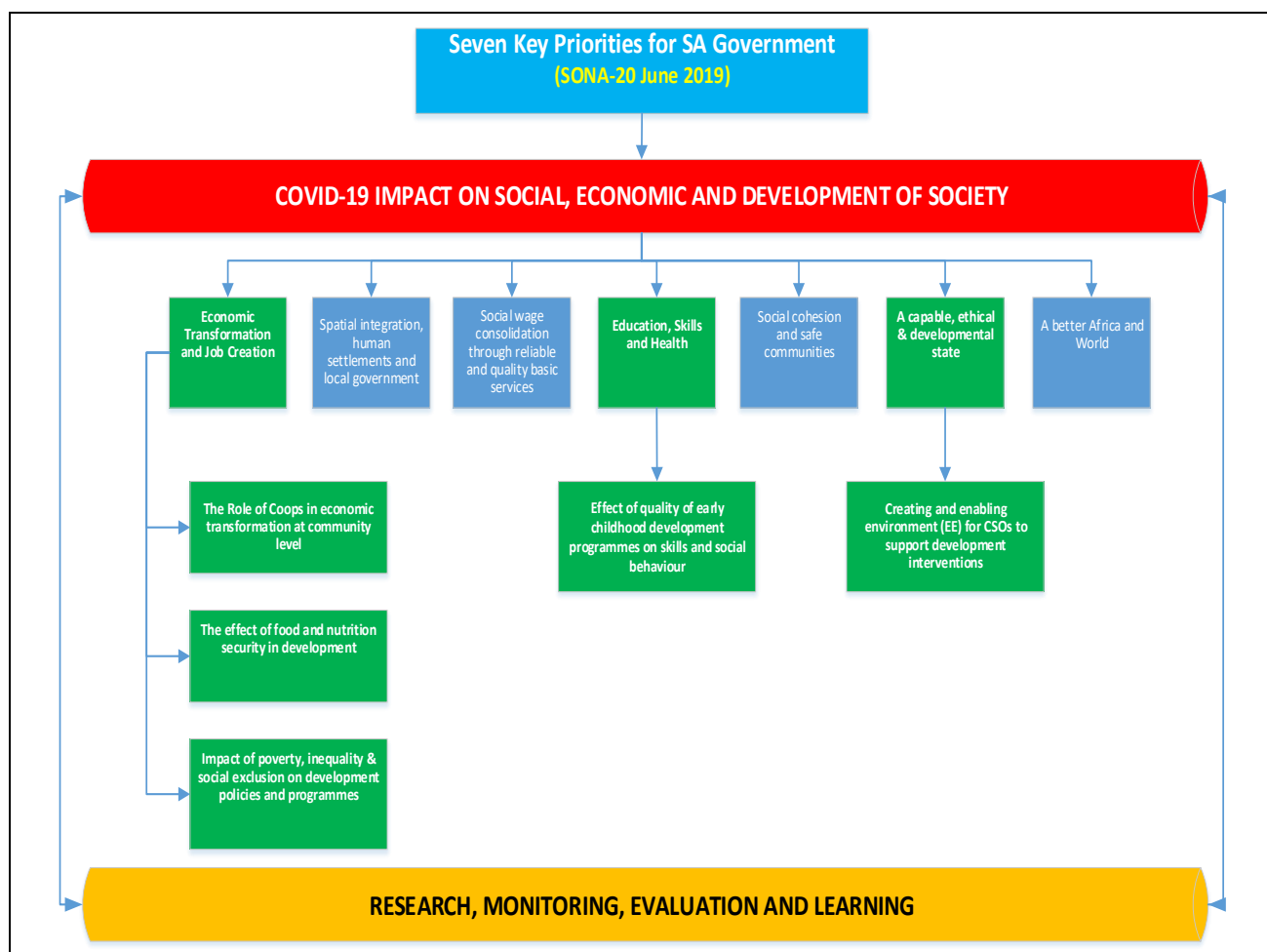
The NDA research and evaluation agenda provides an implementation framework, with targeted interventions and specific outcomes that can contribute to facilitating achievements of the government priorities. It does this through the following:

- Outlines the research priority areas which the NDA intends focusing on over 3 years (2020/21 – 2022/23) taking into the context the COVID-19 effects in the society;
- Informs the annual research plans of the NDA on an annual basis to ensure it is responsive to current challenges;
- Align research and evaluation to government priorities, NDA mandate and sector approach to social, economic and development challenges.

## 2. NDA RESEARCH AND EVALUATION FOCUS PRIORITY AREAS

The National Development Agency research and evaluation priorities have been identified based on the NDA mandate, state of the nation address priorities for 2019/20, DSD sector portfolio approach and resolutions taken by the state and the ruling party strategic focus, the COVID-19 pandemic and research outcomes and recommendations from previous studies in these areas. The three areas of focus are economic transformation and job creation; education, skills and health, a capable, ethical and developmental state. The contextualisation of these focus areas has taken consideration of the prevailing status of COVID-19 pandemic which has an impact on the social, development and economic livelihood of the population. The conceptual framework that informs the Research Agenda is presented in Figure 1 below:

**Figure 1: Conceptual Framework for NDA Research & Evaluation Agenda**



## **2.1 Economic transformation and job creation**

Given the persistence of poverty, unemployment and inequality in South Africa, and the consequences of COVID-19 on gains made on these challenges, there is a need to ask fundamental questions on how the state and its social partners would need to re-purpose its interventions and approaches to mitigate the further undesirable impact. There are several policies, strategies and frameworks the state, over the years, has developed to deal with these economic issues, there also many multidisciplinary programmes that the state, including the private sector, had implemented to respond to these issues, however, the outcomes seem not responsive to these challenges. COVID-19 has even worsened the situation over a few months. The economy is expected to shrink by between 5-8% in the current financial year, unemployment may increase to above 40%, and inequalities are likely to increase between the poor and rich. A new set of policies and approaches need to be developed and put into action to avoid the perpetual collapse of the economy. As more and more economic sectors are negatively affected by the pandemic, especially in the informal and small enterprise sector, there is a need to reform the economic and development sectors of the country.

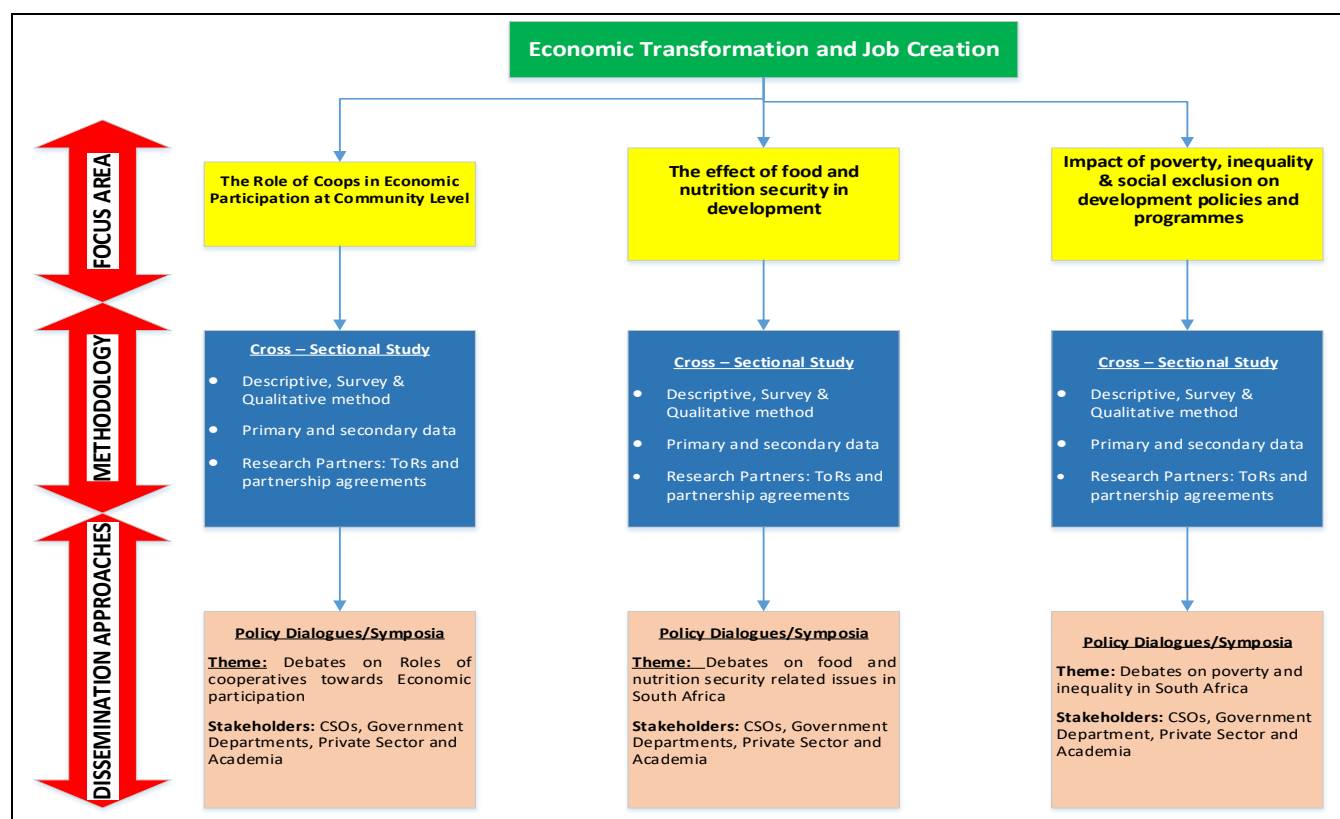
The COVID-19 pandemic has provided an opportunity for the country to assess and evaluate economic and development policies that can be resilient to sustain economic shocks. For repurposing policies there are fundamental questions that need to address – “what policies are required to create, support and sustain local-based economic activities for small and cooperatives industries? What are key policy imperatives that would make small, medium and cooperatives to have a competitive edge in the local, national and international markets? What policy instruments are required to remove barriers to markets for local small, medium and cooperatives enterprises? This will allow looking at the structure of these policies; the context addressed by the policies; the linkages that prohibit fragmentation and the terrain the policies provide to deal with legacies and structural poverty, inequality and unemployment.

The following specific areas to be covered in the next MTEF are justified as follows:



- I. **The role of cooperatives in economic participation at the community level** – cooperatives are proven a sustainable economy contributor in some of the emerging African economies such as Ethiopia, Rwanda, Kenya and some of the West African economies. South Africa needs to review its legislative frameworks, policies and operational model for this sector to achieve its potential of contributing to national & local economic growth, sustainable employment opportunities, expanding and innovation of models for cooperative businesses so that they can expand to the whole range of business sector and compete with mainstream business.
- II. **The effect of food and nutrition security in development** – South Africa has unacceptable levels of households leaving below the Food Poverty Line (FPL), thus classified as people living in abject poverty. To reduce the proportion of the population classified as poor, we need to find innovations for improving food production at the community level. We need to review the legislation that relates to food production and food distribution, including access. Policies and frameworks for food production for purposes of achieving food security at the household level will generally contribute in the reduction of poverty and inequalities in the country.
- III. **Impact of poverty, inequality & social exclusion on development policies and programmes** – poverty and inequalities are a direct outcome of social exclusion. Those that are excluded in participating in the economy will remain poor and unequal to those that have access to actively participate. South Africa needs to find innovative approaches in opening the economy at all levels for disadvantaged people and community to have full access and control in the economy. We need to have a better understanding of why economic development and participation policies and strategies have not yielded the desired results in contributing towards the reduction of poverty, inequalities and social exclusion of the mainstream population base.

**Figure 4: Economic transformation and job creation**



### 2.1.1 The Role of Coops in economic transformation at the community level

The Department of Trade and Industry (the DTI,2012) highlights that the idea of promoting cooperatives as a mechanism of income generation was also to stimulate job creation and enterprise development, reduce poverty, develop human resource capacities and knowledge; strengthen competitiveness and sustainability; increase savings and investment; improve social and economic well-being; and contribute to sustainable human development. Cooperatives, as a result, have become a prevalent mechanism of government to stimulate economic activities and job creation in many countries.

With the devastating impact of COVID-19 on the economy, especially projected low growth and high job losses post COVID-19, cooperatives may be part of the solution to stimulate growth and job creation vehicle. There are several examples globally the have demonstrated the ability of cooperatives reduce poverty, create jobs and transform

national economies. The United Nations International Year of Cooperatives (IYC) (2012), reported overwhelming success stories from developing and developed countries, including India, Brazil, China, Kenya, Rwanda, Ethiopia, Italy, France and the United States. It stated, over the past decade, cooperatives have reduced their unemployment rate, increased their economic growth and they had sustainable economies, some of their economic success can be partly attributed to their cooperatives policies and strategies adopted and implemented by these countries.

Effectively, cooperatives are positioned to address challenges of unemployment, inequality and poverty, especially during this period of COVID-19 pandemic. In principle, this makes them an ideal development and economic stimulation tool for the democratic government.

Key broad research questions for this specific area will include the following, but not limited to them:

- What is the national strategy for stimulating the cooperatives business sector to become a major contributor to the South African GDP? Given the large population of low skilled economic active individuals, can cooperatives be the best vehicle to open productive opportunities for this population?
- What is the propensity for cooperatives to become the major employer, especially for the young people who have given up on looking for employment? What models and design of cooperative business can suit the South African context to stimulate sustainable job creation?
- What sectors of the economy can be used as an entry point for cooperatives to access the open market and compete with traditional business establishments who are currently occupying those sectors? What type of stimulus packages need to be tailor-made for cooperatives to start, build and grow as businesses?
- What instruments – legislation, policies, strategies and location - the state need to develop, review or re-define to ensure that cooperative business is not seen as social responsibility but a business concern with interest of the country and people as opposed to shareholders.

- What are suitable environmental conditions and changes that would make it easier for individuals and communities to see cooperatives as an attractive platform to improve their livelihood – which they aspire to have for themselves and their families?

### ***2.1.2 The effect of food and nutrition security in the development***

COVID-19 pandemic and the measures for containment demonstrated South Africa food and nutrition insecurity. During the lockdown periods, millions of South Africans were exposed to how limited food availability to households is, especially those households dependent on an irregular income. During the periods of total lockdown, families in poor households were faced with a dilemma where they could not make means to earn some income on one hand and the other, there was not enough food distribution to meet the demand. To mitigate such experiences in the future, South Africa needs to review its food and nutrition strategy, policy and plan to respond to such emergencies in the future. The propensity of well-planned programmes for food security would determine the effect it would have on poverty reduction and sustain households during difficult times.

Studies have shown that poor households would rather sacrifice food and nutrition over other competing demands of households. Most of the competing demands access and availability is determined by markets and commodity forces which poor people cannot influence. Cost relating to energy, transport, housing is relatively controlled by markets in both access and consumption. However, food production is more likely to be influenced by the willingness and ability of households to produce. Production of food by households would reduce the cost and expenditure of poor household thus allowing members of the household to climb out of poverty.

Given the links between poverty and food and nutrition security, there are policy implications for South Africa and different levels of efforts to reduce poverty. Notwithstanding that South Africa has some national policies, strategies and plans on both poverty and food and nutrition security, a very large proportion of people and households in this country go to bed without food.

The key research statements and questions to be addressed in this area:

- How do we improve production and access to food through social protection and development programs/ schemes? improved food availability, affordability and accessibility through broad-based and inclusive approaches. This includes promotion of market access; income-generating activities and infrastructure development; improving access to social grants; targeting; irrigations schemes; feeding programs; smallholder food production support; community works program; community and institutional gardens; self-reliant and diversified food production; rural development and mainstreaming of gender and youth.
- How do we improve the processes and production of food and nutrition security that impacts on health, nutrition and hygiene outcomes at individual and household level? To achieve a better quality of life, economic participation and health and productive individuals and communities through improved food utilization; safe storage, handling, preparation and distribution of food in feeding programmes; fortification of staples; nutrition awareness and promotion of healthy lifestyle.
- How do we establish an effective and functional food value chains for improved rural economies? Through the establishment of agro-processing and distribution of commodities including contractual markets, synchronization of production and demand, processing and packaging of commodities and agro-logistic support.
- Given the current poor coordination of FNS initiatives, how can South Africa explore structures and models would be most appropriate to govern the South African food system in a decentralized but more integrated and holistic way. Furthermore, policy initiatives towards dealing with food and nutrition insecurity should also be expressly tied to efforts addressing structural-developmental challenges of poverty and inequality.

### ***2.1.3 Impact of poverty, inequality & social exclusion on development policies and programmes***

Poverty, inequality and social exclusion have received global attention in the post-2015 development agenda. Despite significant progress in poverty reduction in many parts of the world, social and economic inequalities persist and vulnerable groups continue to confront barriers that prevent them from fully participating in economic, social and political

life. In this context, “inclusiveness and shared prosperity have emerged as core aspirations of the 2030 Agenda for Sustainable Development. A central pledge contained in the 2030 Agenda is to ensure that no one will be left behind and to see all goals and targets met for all nations, peoples and all parts of society, endeavouring to reach the furthest behind first.” (UN, 2016).

The Sustainable Development Goals (SDGs) focus on equity specifically identifies those who are excluded because of their age, gender, race, ethnicity, disability or migrant status, lack opportunities, resources and influence. Concerning South Africa, the SDGs find expression in the Africa Agenda 2063 and national monitoring targets, with a focus on the most vulnerable and the extremely poor (StatsSA, 2017).

Towards the achievement of greater inclusiveness and equity in access to services, resources, and opportunities, greater empowerment of disadvantaged and marginalized groups must participate in the social, economic, and political life of the economy. A responsive and flexible social security system must be in place to allow these population groups to cope with chronic or sudden risks, thus this priority area is based on the premised and understanding that policies matter and can make a real difference, and are a significant component of efforts to address poverty, inequality and exclusion.

The key research statements and questions on this area will include the following but not limited to them:

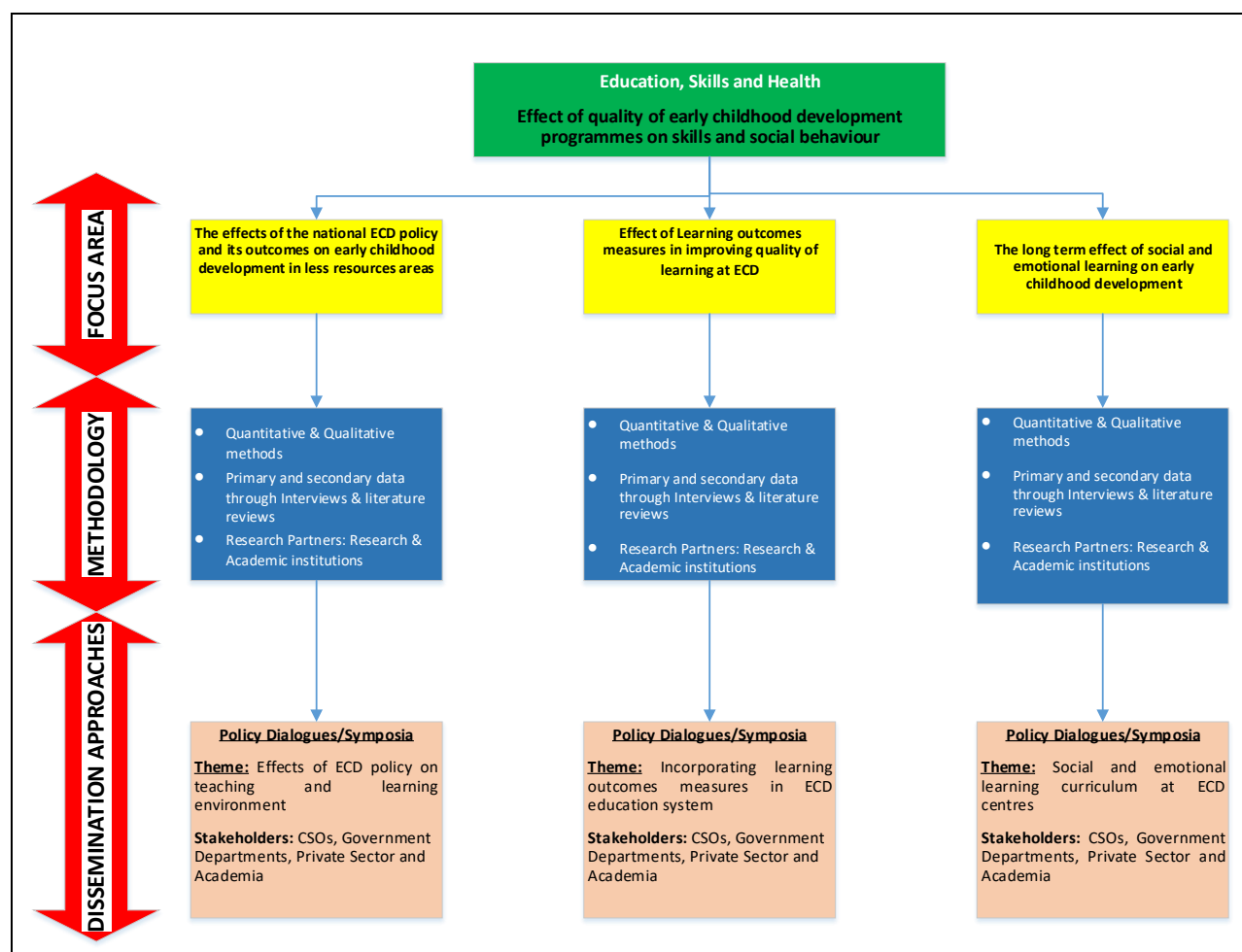
- Define the assessment criteria for determining whether socio-economic policies are inclusive and target poverty and inequality reduction;
- Analyse the policies against the assessment criteria, to gain a comprehensive understanding of how poverty and inequality are addressed in socio-economic policies and strategies in South Africa and whether these policies are inclusive;
- Provide a comprehensive review of how poverty and inequality are addressed in socio-economic policies and strategies in South Africa and whether these policies are inclusive;
- Assess of key socio-economic policies, strategies and flagship programs to be outlined of how they address poverty and inequality;

- Highlight factors hindering previous efforts in mainstreaming equity for poverty reduction;
- Provide recommendations on the need to revise and develop relevant socio-economic policies, and how these could be strengthened to ensure regional balance and inclusion vulnerable groups; and
- Develop and share guidelines for mainstreaming and fast-tracking delivery of equity in poverty reduction.

## **2.2 Education, Skills and Health**

Laying a good foundation for better economic active population start with a healthy population than can be creative, innovative, resilient and prosperous. This ideal requires a health mother to conceive and nature the unborn, it requires the newborn to have good nutrition and healthy environment, it requires a schooling or educational systems that start early in life and expose the child to better systems that contribute to knowing and learning. Early childhood development is there for the basis for producing a health and functional population. A healthy population is described as: *“the health outcomes of a group of individuals, including the distribution of such outcomes within the group”* The reason why the current government administration pronounced early childhood development as a public good.

**Figure 5: Education, skills and health**



### **2.2.1 The effects of the national ECD policy and its outcomes on early childhood development in less resources areas**

The government declared ECD as a public good, this was followed by a national policy on ECD which has been implemented since its approval by Cabinet. In the state of the nation address, the President announced the shifting of this function from Social Development to Basic Education. The changes in the responsibility function may affect the implementation of this policy. There is a need to understand the effect of this policy on ECD centres, especially those operating in disadvantaged areas such as peri-urban, townships, informal settlements and rural areas. What lessons can be learned from implementing this policy in those environments? This will assist the Department of Basic



Education to build on the best outcomes brought by this policy on those environments and improve where the policy has minimal effect.

The key research statements and questions on this area will include the following but not limited to them:

- **Function shift on policy** - What are the policy implications, including unintended disruptions, that may be brought about by the function shift – from the Department of Social Development to the Department of Basic Education?
- **Lessons from policy implementation** - What are lessons and good practice that can be used to comprehensively address universal early childhood development in South Africa? Of all the children illegible to attend early childhood development centres, almost half of them still don't have access to this service and the quality of the service in various environments has not been assessed.
- **Formalisation of early childhood development** – currently early childhood development is fragmented, there are many players in this space, with limited coordinated focus. There is a mix of public and private service model for this service. What is the best approach for all players to ensure a meaningful role in the provision of comprehensive ECD services in South Africa, with quality and increased access for poor children?
- **Implication of roles and responsibilities of key players in the ECD services space** – are roles and responsibilities of all players – government, private sector, civil society, communities and parents – clearly define at legislative, policy and strategy levels? Is there a resource plan and response to support early childhood development needs – in an equitable manner? What is needed to ensure that ECD addresses the need for building a nation that would have a skilled population, socially cohesive nation and better future-focused individuals?

### ***2.2.2 Effect of Learning outcomes measures in improving the quality of learning at ECD***

Learning outcomes measures in improving quality of learning at ECD centres are important therefore, some measures of learning outcomes need to be developed, adopted and applied across all centres. This will improve the quality of learning, regardless of the environment where early learning is taking place. The aim is to establish relevant and appropriate learning outcomes that are required at this level of human development that would result in the quality of learning and teaching across all centres in the country.

The key research statements and questions on this area will include the following but not limited to them:

- **Measurement of learning outcomes** – learning outcomes measures not only addresses disparities in early learning for children under the age of seven years but they also identify areas of teaching and learning that need to be strengthened to improve overall learning for children. What type(s) of tools need to be developed to measure learning outcome at different age groups for children? What processes are required to have a standardised and universal measurement of learning outcome at different community or local context? How do all role-players use learning outcomes to improve the quality of learning and teaching?
- **Pre-requisite for improving learning outcomes** – what are contextual, resource base and infrastructure minimum requirements to improve learning outcomes across ECD centres in South Africa, taking into account the variations in communities?
- **Use of learning outcomes measures** – how can learning outcomes for early childhood development be used as a tool to improve the quality of teaching and learning and be linked to long term effects of quality of life?

### ***2.2.3 The long term effect of social and emotional learning on early childhood development***

Social and emotional learning is less developed in the South African ECD curriculum. A body of knowledge and approach towards developing relevant curriculum, teaching and learning methodologies, suitable for South African context is needed. Social behaviour

and emotional intelligence are learned. Studies have shown that children that are systematically exposed to social and emotional learning at an early age of their development grow to become better citizens. However, the learning environment must be responsive to the context where children are coming from.

The key research statements and questions on this area will include the following but not limited to them:

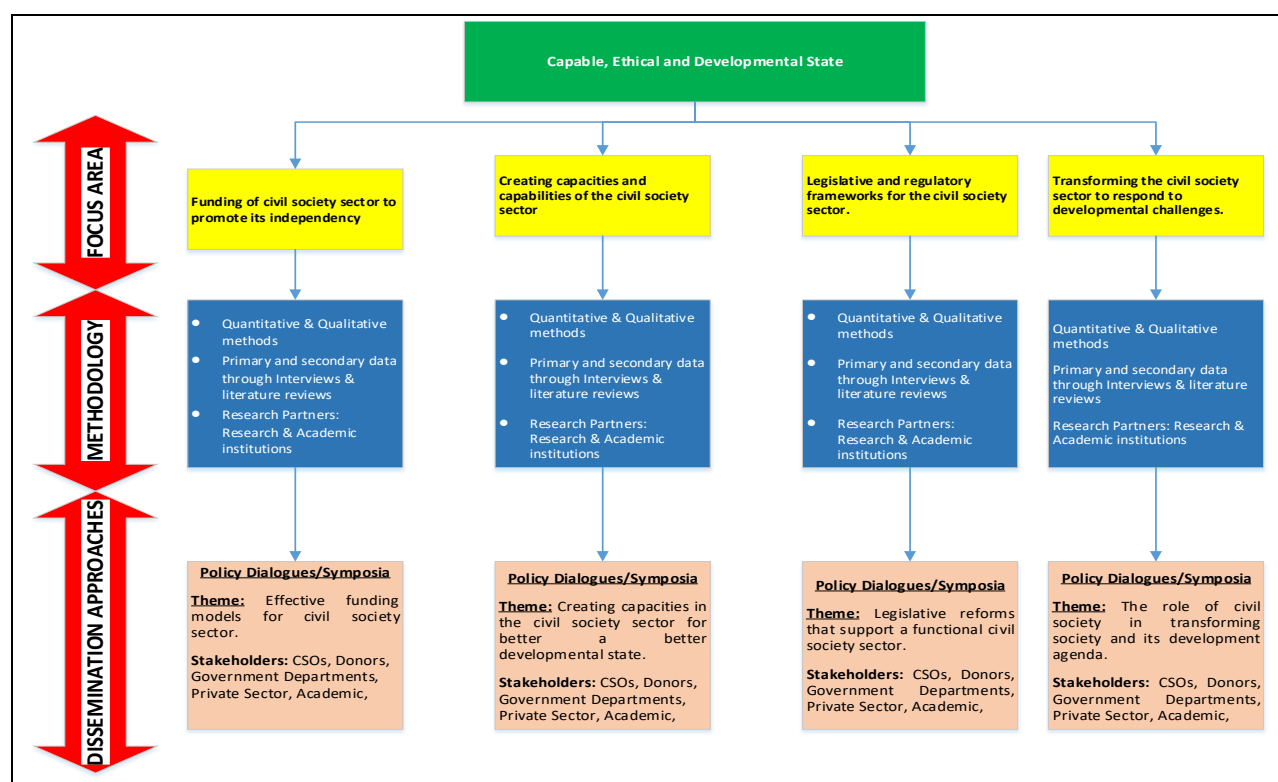
- **Exploring social and emotional learning in early childhood development** - Educate rounded, sensitive, empowered, equitable, empathetic, and inclusive young men and women. How do we introduce social and emotional learning at the earliest age of learning and within an ECD curriculum? How do we include this area in teachers training curriculum to ensure we have the skills to teach at all levels of child development stages?
- **Tools for teaching and learning on effective social and emotional learning** – what types and how to we provide children with the tools and foundation to succeed on a life-long journey of learning,
- and equip them to promote positive values and be upstanders for these values in their communities.
- **Measurements of social and emotional competency at early learning** – how do we transform mindsets and create a new generation of equality advocates in all school-going youth over the next generation? Can greater improvements in social competence and earned higher report card grades in domains of learning, health, and social-emotional development at the same time creating the control group exhibited more selfish behaviour over time.

### **2.3    *A capable, ethical and developmental state***

The State recognised the unintended consequences should this sector remain unregulated. To revitalise the sector back to a coherent civil society movement, several actions need to be taken by the sector itself and supported by its social partners. The sector needs to acknowledge that fragmentation based on the scramble for resources, makes the sector weak in South Africa. The sector needs to first agree on a common

purpose and re-establish national, provincial and regional structures to pursue their goal. These structures are paramount in creating an environment for the sector to gain trust and confidence from its partners. There is a need for a mind shift from the state and the private sector on how they create a space for the sector to actively participate in representing society on issues affecting the public. The state and the private sector must first recognise that civil society is the most influential sector for implementing impactful development programmes, debating public discourse affecting people and communities, ensuring that South Africa, as a developmental state has capacity and capabilities to deliver quality services to citizens.

**Figure 6: Capable, ethical and developmental state**



## 2.4 Funding of the civil society sector to promote its independency

Financial resources constraint is most often the top challenge reported by Civil Society in South Africa. Some parts of Civil Society are financially dependent on donors (e.g. Corporate Social Investment funders, donor organisations, philanthropy funders).

External factors, such as poor economic growth, have influenced the extent to which donor funding is available to the civil society sector. Many civil society organisations have collapsed and many others hovering on the brink of collapse due to a combination of lack of financial support and inadequate funding to the sector from the traditional funding agencies, public sector and government. This situation is exacerbated by the lack and the inability of the sector to financially sustain itself by generating its income.

Below are some of the key questions for research under this sub-theme:

- a) How should funding for the sector be allocated by the state, private sector, foreign governments, philanthropies, bilateral and multilateral agencies to the sector?
- b) How should the sector access funding and funding information to ensure that funding is not skewed to well developed and capacitated organisations?
- c) What mechanisms should be put in place to ensure that funders of the sector account for funding allocated to the sector?
- d) What mechanisms and processes should put in place for the sector to account for funding received by organisations in the sector?
- e) What steps should be taken by the sector and its social funding partners for the sector to remain sustainable and functional?
- f) How can we ensure the predictability of funding programs in the sector to ensure planning?

#### ***2.4.1 Creating capacities and capabilities of the civil society sector***

The bulk of developmental and social interventions at the community level are provided by the sector. Both the state and the private sector relies on this sector to provide basic services in communities, especially those in hard to reach areas. On the other hand, there is a huge challenge regarding the issue of management in particular leadership in general in the sector to ensure that these organisations are efficiently and effectively managed. Individuals equipped with the capacity and skills to manage requisite resources (human and financial) are lacking. Building capacity amongst the sector staff is crucial for the sector to deliver quality services to the communities serviced.

The sector requires a range of well-equipped technical staff in planning, financial management, accounting practices, leadership and management training programmes, marketing/branding packages for their programmes. The sector also requires skilled staff in service delivery given the range of services they provide to communities. Capacity-building support for the sector must be accompanied by sustainable funding to mitigate staff migration from the sector to other sectors due to employment uncertainty, poor conditions of service and job satisfaction amongst the staff.

Below are some of the key questions for research under this sub-theme:

- a) What are the skills and capacity areas required by the sector to compete with other sectors for producing and delivering quality services and managing organisations operating in the sector?
- b) What measures must be put in place to ensure the sector retain and grow its skills and capabilities base?
- c) What methods and mechanisms should be used to build capacities of the sector and who must drive this process?
- d) What are the current challenges which the sector can address and assist in building a capable state?

#### ***2.4.2 Legislative and regulatory frameworks for the civil society sector***

Current South Africa's regulatory frameworks are fragmented and complex for many of the sector organisations. Also, the regulatory system has evolved piecemeal, and as a result, the different types of regulation are not aligned. Misalignment within the regulatory scheme arises in two ways. First, the legislation governing legal form, governance and taxation is not harmonised. Thus, organisations have to register multiple times with different regulators submitting the same information more than once, and therefore making compliance cumbersome. Second, service regulation such as the Children's Act (2005), Older Persons Act (2006), and Prevention of and Treatment of Substance Abuse Act (2008) have created separate and sometimes unconnected regulatory processes. Organisations are therefore required to register multiple times with the same provincial

department to deliver certain legislated services. The poorly aligned regulatory framework imposes unnecessary costs to the sector.

Below are some of the key questions for research under this sub-theme:

- a) What mechanisms, policies and legislation should be put in place to seamlessly regulate the sector and take into consideration the different development and status of organisations in the sector?
- b) What the challenges experienced by the sector in the current regulatory systems and processes that results in the sector becoming dysfunctional and non-compliant to current regulations and legislation?
- c) What reforms must be undertaken by the sector and the state to address regulations and legislation of the sector?
- d) How does the sector see itself being regulated to ensure compliance, accountability and delivering a better quality of services?

### ***2.4.3 Transforming the civil society sector to respond to developmental challenges***

Transformation of the sector remains a huge challenge on many fronts. These include amongst others, no equitable process to access required funding as well as a capable workforce to render quality services and sustain the organisations. Leadership in the sector, especially at board and management levels is male-dominated. The sector is still highly fragmented with no mechanisms to harmonise the sector to have one voice on issues. There are no norms and standards for good practice in the sector to ensure value for money for services rendered to the state or private sector. There is a lack of self-regulatory mechanisms and process for the sector to keep one another accountable to build trust between the sector and other sectors. Small, unregistered and community based civil society organisations are often left out with no systems and processes to hear their voices and challenges. For the sector to return to the main table of debating social and development discourse would need to be transformed and supported by the state on the transformation journey.

Below are some of the key questions for research under this sub-theme:

- a) What are the elements of the sector that require transformation to ensure that the sector is fair and just in its perspective?
- b) Who should drive the sector transformation agenda and what assistance or support would be needed to transform?
- c) How should the sector be restructured to achieve coherence, better voice, better response to development programmes, better funding mechanisms, better coordination, better accountability and better systems for checks and balances for the state organs and private sector?
- d) How does the sector see itself creating mechanisms and processes for self-regulation to ensure accountability within the sector, norms and standards for the sector and building trust between the sector and its social partners and funders?

Each of the research outputs themes will be debated and discussed in a dialogue platform and the civil society sector, relevant government departments, private sector, academic institutions, leaders in the labour movement and donor community. This will assist to solicit implementable solutions to improve the sector into a vibrant contributor and active participator to development in South Africa.

### **3. NDA EVALUATION FOCUS PRIORITY AREAS**

The Monitoring and Evaluation (M&E) Unit in the National Development Agency (NDA) has the responsibility of evaluating the programmes that are funded and implemented by the Agency. The NDA was established through an Act of Parliament (NDA Act No. 108 of 1998) to support the civil society organisations and government in eradicating poverty and its causes. The Agency, as part of the state organ, is required to comply with several planning, monitoring and evaluation prescripts which are defined in the National Treasury Strategic Planning and Annual Planning Framework, the National Treasury Performance Information Reporting Framework, the Government-Wide Monitoring and Evaluation Framework and other government monitoring and reporting policies. Based on these requirements, the Monitoring and Evaluation of the NDA developed a monitoring and evaluation framework, with guidelines to ensure the Agency complies with these prescripts. The monitoring and evaluation of the programme and projects also find its



expression in the NDA monitoring and Evaluation framework. As part of the planning process delivering the evaluation duties for the organisation, the M&E Unit is setting up evaluation priorities that are linked to the government priorities as described in this document.

### ***3.1 Rationale for conducting evaluations***

Evaluation at the NDA is aimed at providing feedback information on how developmental programmes have desired effect on their intended outcomes and outputs, in some instances will measure the impact of these programmes. Over the years, the NDA has made remarkable investments to four main programmes that support the development of the CSOs namely: Organisational Capacity Building, Income Generation, Food Security and ECD with the later as the most grant funded by the Agency. In recent years, the M&E Unit has also started evaluating organisational processes that support the business operations of the NDA. The evaluations also focus on the NDA CSO development systems, processes and tools as well as the implementation in a quest to ensure that the NDA contributes towards achieving a capable and developmental state.

The evaluations conducted during the MTEF will also align with the government priorities which has been covered in the previous section of the document. Since evaluations are post-event enquiry, information from evaluations is important for improving efficiencies, effectiveness and measurements of event outcomes and impact. As the 6<sup>th</sup> Administration is focusing on outcomes and impact, the NDA will evaluate its interventions to measure outcomes and impacts of its programmes thus drawing lessons for the social development sector, government in general and the civil society sector on how best to implement developmental programmes in South Africa.

The NDA will systematically design the evaluations such that it can show the contribution the NDA has made in improving the livelihood of members of these organisations engaged in such projects. Aggregation of these projects into a programmatic approach in the evaluation perspective allows the evaluators to explore the question of scaling up of such projects, prospects of shifting them from a project to a business, possibility of entering national markets to compete with other existing business in that product line etc.

All evaluations conducted by the ND will have the following standards of measurements across the programme or projects pipeline:

**Project/programme plan** – the evaluation will evaluate the design and approaches described in project/programme plan documents. What are the activities that were planned to be implemented to achieve the project or programme objectives?

**Project/programme implementation** – process evaluation provides an account of what was done, when by whom. This is the most important part of an evaluation that generate lessons and best practice examples. Not only it provides best practice lessons, it also shows limitations in the approach and design of the project or programme.

**Project resources** – inputs evaluations are critical in all evaluations. They provide a sense of investment and subsequent can measure a return on investment. Resources are usually associated with monetary value, where else resources include people, skills used, time spent on the project or programme, tools and systems developed to manage and monitor the programme.

**Measurements of project/programme achievements** – these measures must be linked to planned results – outputs, outcomes and impact. These are defined in the project or programme plan. In some cases, especially for a project with short term life span, outcome and impact measures are not included. The evaluator has a responsibility of project what would have been expected over time to be achieved. This is important for justification of replication, expansion or massification of similar projects and programmes in the future. Where outcomes and impacts are projected, recommendations are made on how to create measurements for medium to the long effect of the programme on a wider audience.

### **3.2 Economic transformation**

Since its inception in 1998, the NDA has been funding for the income generation initiatives to empower communities in poverty prone areas. The recent dominant projects funded under the income generation included sewing of school uniform, cash crop farming and animal farming, manufacturing and other production industries such as brick-making form

part of NDA funded income generation projects. In 2018/19 financial year, the NDA approved 78 income generation projects which include agricultural and non-agricultural activities such as sewing, craft, and baking etc. All these income generation projects are owned and implemented by a range of community-based formations such as cooperatives and non-profit organisations. All these projects have a real potential of contributing towards creating sustainable employment, creating business opportunities and creating reliable income flows to households.

The NDA has a deliberate approach in funding these projects, such that they focus on the most vulnerable members of the community and households. Some of these vulnerabilities that are explicit in the project design and formulation are women, youth and people living with disabilities.

The income generation projects and programmes evaluations will be aimed at learning how best these projects and programmes can be expanded for many people living in poor communities can have access to economic participation activities. The structure of evaluations will seek to evaluate the following:

- Is the **design of the project/programme** appropriate to allow those interested to participate in economic activities to participate in these projects or programme? How were these participants selected or recruited to participate in the project or programme?
- Are the **processes and systems for supporting income generation projects and programmes** at the NDA suitable to support income generation projects? Are these systems and processes adaptable to the local setting where projects or programmes are being implemented? Are these systems and processes easy enough for the local people to understand, see the value and improve the operations of these projects and programmes?
- Are the **resources provided to support income generation project appropriate** to create opportunities for the project/programme to survive the initial stages of income generation? Does the NDA provide appropriate skills to support and mentor the project members to implement these programmes and projects by

themselves? Are there linkages to specialized skills to support capacity within the organisation?

- What has been **achieved against what was planned to be achieved** – this must include – outputs, outcomes and impact of the project or programme on people lives. The change brought about the project or programme must not only be numeric values but also qualitative values. The aim of this area of evaluation is not to identify failures and or achievements but to create a body of knowledge and practice that can assist similar projects and programmes to expand and grow and increase coverage to access to economic participation of populations that have limited or no access to these opportunities.
- What are **lessons that can be learned from these projects/programmes** – the overall reason for evaluations of income generation projects is to extract lessons that can inform the expansion and massification of these projects and programmes. Avoid mistakes that may have resulted in the failure to achieve the intended objectives and outcomes of the project or programmes.

### **3.3 Education, skills and health**

The NDA has been funding the ECD centres to improve the learning environment and conditions in the poorer ECDs in South Africa. The NDA support and implement several innovative interventions at ECD centres to improve teaching and learning in these centres. The NDA support interventions to ECD centres cover the following areas:

**Improvement of infrastructure** – these interventions are important for promoting a conducive environment for learning and teaching; compliance to the ECD registration as institutions that provide care to children with government and access to funding; and supply of equipment's necessary to promote learning, teaching and safety in these institutions.

**Establishment of food gardens** to have access to healthy food and nutrition – these are important for the health and nutrition component at ECD centres, especially those in poor communities and do not attract sustainable payments from children in these centres or do not have access to government subsidies from the children support grants;

**Supply of learning and teaching material to improve the quality of learning** – most of the centres supported by the NDA have no available resources to secure learning and teaching materials to stimulate children. These materials are critical for early learning and age-appropriate for the children and those children who have some physical or learning disabilities;

**Capacity building to enhance management of the ECD centres** – EED centres are learning and teaching institutions, they required to be managed like any other institution that had a responsibility to account for its activities especially looking after children. The institution must be provided with capacity support to ensure that ECD centres are effectively managed and create confidence for parents to use them as centres where the children are properly looked after.

**Skills development of ECD practitioners** to improve the quality of teaching and learning. Teaching and learning are critical components of early childhood development. NDA has in some instances funded ECD practitioners to upgrade the educational requirements or attend in-service training to improve the quality of teaching.

The structure of evaluations will seek to evaluate the following:

- Is the **design of NDA ECD support programmes** appropriate to achieve a conducive environment for teaching and learning at early childhood development? Is there value contribution made by the NDA support in these programmes? Are communities and families given a space to fully participate in taking charge of these centres? How were the ECD centres selected to participate in the NDA supported programmes?
- Are the **processes and systems for supporting ECD programmes** at the NDA suitable to achieve intended objectives of ECD programmes? Are these systems and processes adaptable to the local setting where ECD programmes are being implemented? Are these systems and processes easy enough for the local people to understand, see the value and improve the operations of these programmes?
- Are the **resources provided to support ECD programmes appropriate** to create opportunities for the programme to improve the basic needs and quality of

ECDs? Does the NDA provide appropriate skills to support and mentor ECD programmes to improve the management and quality of teaching and learning? Are there linkages of the specialized skills to support capacity within the organisation?

- What has been **achieved against what was planned to be achieved** – this must include – outputs, outcomes and impact of the ECD programme on the children, teachers, parents and the centres. The change brought about the programme must not only be numeric values but also qualitative values. The aim of this area of evaluation is not to identify failures and or achievements but to create a body of knowledge and practice that can assist similar projects and programmes to increase coverage and access to better ECD services in poor communities.
- What are **lessons that can be learned from these programmes** – the overall reason for evaluations of ECD programmes is to extract lessons that can inform improvements in the quality of learning and teaching, learning and teaching environment and increase access to better ECD centres for the public. Avoid mistakes that may have resulted in the failure to achieve the intended objectives and outcomes of the programmes.

### **3.4 A capable, ethical and developmental state**

The NDA programme implementation is based on the Civil Society Organisation Development Framework. It is the role of the M&E unit to evaluate the implementation and performance of the CSO Development Framework and implementation of its processes. The M&E will evaluate NDA processes and systems including the programme performance information for its effectiveness, responsiveness and complexities that promote or hinder achievements of the NDA mandate.

The structure of evaluations will seek to evaluate the following:

- Is the **design of NDA processes and systems to support the NDA mandate** appropriate to promote effectiveness, responsiveness and efficiencies to deliver on the NDA mandate? Are the requirements of systems and processes support to enable staff and stakeholders to deliver on their commitments? Are the systems

and process relevant to what NDA and stakeholders require to produce the required products and services?

- Are the **resources provided to support NDA programmes appropriate** to meet the demands of the NDA mandate? Does the NDA provide appropriate skills to implement its mandate in all areas – support programmes and core programmes? Has the NDA developed plans and set targets to be achieved in a specified period? Are those plans and targets set appropriate for the resources (human and financial) to deliver against the plan and targets
- What has been **achieved against what was planned to be achieved** – this must include – outputs, outcomes and impact of planned programmes of the NDA. The change brought about the planned programmes of the NDA must not only be numeric values but also qualitative values. The aim of this area of evaluation is not to identify achievements and or challenges but to create a body of knowledge and practice that can assist the NDA to deliver better its products and services to the target audiences they target.
- What are the **lessons that can be learned from the NDA** – the overall reason for evaluations of NDA programmes is to ensure that the NDA contributes to a capable state that responds effectively to national priorities relevant to the NDA. Use lessons to inform other institutions similar to the NDA, thus increasing the ability of the state to effectively respond to challenges faced by the state and the citizens of South Africa.

## 4.0 RESEARCH AND EVALUATION APPROACHES

The research and evaluation process will adhere to standard requirements of rigorous, systematic enquiry and analysis. Such research and evaluation standards ensure reliability and acceptability of the outcomes of these studies by a wider population. The approach may be empirical or theoretical, quantitative or qualitative, applied or basic depending on the intended outcomes of the studies. It may involve the critique of policy; in-depth analysis of regularly compiled data sets and explanations of trends; observations; case studies and other research investigations, or meta-reviews and

analyses. Approaches to be used will be a combination of internal conducted, partnerships with research institutions and TOR's to call for proposals. Within these approaches, qualitative, quantitative, mixed methods, as well as participatory research methods, will be utilised to conduct the studies.

#### **4.1 Qualitative approach**

Qualitative studies are a form of inquiry that analyzes information conveyed through language and behaviour in natural settings. Qualitative research is a form of social action that stresses on the way people interpret, and make sense of their experiences to understand the social reality of individuals. It makes the use of interviews and observations and open-ended questionnaires to obtain, analyse, and interpret the data content analysis of visual and textual materials. Furthermore, it is exploratory and seeks to explain 'how' and 'why' a particular social phenomenon, program or policy, operates as it does in a particular context. It tries to help us to understand the social world in which we live, and why things are the way they are. Some qualitative approaches use technical methods (such as statistical content analysis) to determine the significance of findings, while others rely on the researcher's thoughtful reflection. It is utilized to capture expressive information not conveyed in quantitative data about beliefs, values, feelings, and motivations that underlie behaviours.

#### **4.2 Quantitative approach**

Quantitative studies generate empirical information to create an understanding of any phenomenon that requires some form of empirical evidence. Quantitative studies are used in a whole range of needs such, planning, policy formulation, design of programmes, evaluating specific outcomes or effect of programme action, decision making and many others. Quantitative research can be used as a way of learning about a particular group of people, known as a sample population. It is also used to generate reliable statistics across all sectors of society and can approve accurate and reliable data and information on specific areas of society needs. Using scientific inquiry, quantitative research relies on data that are observed or measured to examine questions about the sample population. The results of this approach in studies explain what is and is not important, or influencing,



a particular population. Quantitative research also provides answers to questions about the frequency of a phenomenon, or the magnitude to which the phenomenon affects the sample population.

### **4.3 *Mixed methods***

Mixed methods research design is a procedure for collecting, analysing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem. Mixed methods research is the type of research in which researchers or teams of researchers combines elements of qualitative and quantitative research approaches, for example, the use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration. This method design as a product has several primary characteristics that should be considered during the design process. The purpose of mixing, theoretical drive, timing, point of integration, typological use, and degree of complexity. The overall goal of mixed methods research, of combining qualitative and quantitative research components, is to expand and strengthen a study’s conclusions and, therefore, contribute to the published literature. In all studies, the use of mixed methods should contribute to answering one’s research questions.

## **4.4 *Minimum areas to be covered in studies approached***

### **4.4.1 *Rationale of the study***

All studies (research and evaluations) of the NDA must define why is the study conducted, what are the benefits for conduct the study to the NDA mandate and the stakeholders targeted for the study. It must define the aim and broad questions the study seeks to address.

### **4.4.2 *study objectives and methodology***

All studies (research and evaluations) of the NDA must define the objectives. These objectives must be linked to the aim and the context within which the study is being conducted. Each study must have clearly defined methodology and methods that will be

used to source or collect information required to answer the broad questions. It must also define the method to be used for data analysis to ensure accuracy and reliability of the information, including the extent the information can be generalised.

#### **4.4.3 study results and findings**

Studies must present results and or findings based on the defined methods and questions it seeks to produce information or evidence against. The presentation of results and findings must meet the standards of presentation of the information per the type of enquiry selected for the study and general publications of study results and findings. The results and findings must meet the requirements of the need for the NDA to conduct the study and cannot be influenced by factors outside the study or opinions not backed by facts or individuals that may be looking at a different outcome.

#### **4.4.4 study discussion and recommendations**

Studies must cover discussion and or recommendations relevant to the study topic and objectives. These sections of the study argue specific areas to facilitate engagements with target audiences and stakeholders, including the general public. It provides a better understanding of the results and or findings for users to better apply the recommendations in their operations relevant to the study.

## **5.0 DISSEMINATION APPROACH**

Dissemination is a process that requires ongoing support from partners, stakeholders and the communities. In addition, dissemination is a process requiring a careful match among (a) the creation of products or knowledge, and the context of that creation, (b) the target audiences, and (c) the content used in getting targeted target audiences. Research Unit generates new knowledge by conducting research studies that can be useful in suggesting effective ways of improving people's lives and societal issues. The Research unit has the responsibility to disseminate the results of the studies to all appropriate target audiences and in easily and accessible platforms. All the research projects will have goals and objectives that are linked to the dissemination session. Research unit uses a variety of platforms to debate and share developmental experiences such as seminars,

dialogues, consultations, symposia and engagements with internal and relevant external stakeholders.

To ensure that the outputs from the research promote and provide basis and debate for development policies and fulfilment of the NDA mandate, the information has to be shared with various relevant stakeholders and the public. The main objective of the dissemination sessions is utilization of information by stakeholders and the public.

The approach to engage the sector and state organs on NDA research outputs will be configured to respond to the following outcomes as measures:

a) **What products should be produced by the research function to advance the mandate of the NDA and fulfil the requirements of the secondary mandate?**

The products of the research are explicit in the NDA Act which states that the NDA must “*undertake research and publication aimed at providing the basis for development policy*”. For the mandate to be achieved, there must be research conducted for purposes of producing publications. The products to be produced by the programme for purposes of meeting requirements of the mandate will be research reports, research policy papers and evaluation reports. The reports will be packaged to ensure utilisation for debates, engagements and dialogues for informing development policy and legislation enactments, reviews and shifts.

b) **To what extent does the products of the programme are exposed to platforms that will spark debates?** – this would require the research programme to create sustainable platforms with relevant sectors for engagements, debates, sharing of experiences and proposing ways of influencing sectorial policies relevant to NDA mandate. The approach to this work would require defining specific platforms for specific purposes to be achieved through the activities planned. For the research programme, the following platforms would be created and used for purposes of engagements, debates and sharing of experiences between the state and the civil society sector:

- i. **Media platforms** – digital and social media platforms will be used to disseminate and engage different stakeholders and the public. The use of digital, virtual platforms, has proven to be useful, cost-effective and

efficient tool to engage and debate issues of public and policy interest. It also allows interactive participation without people being restricted by distance and access to as long as they have the technology and hardware required.

- ii. **Workshops** – workshops are good platforms for sharing lessons and informing research and evaluation agenda. They provide an environment to assess what works and what does not work. This platform also gives a space for the state and civil society sector to think through and develop appropriate strategies for responding to a common challenge
- iii. **Interest groups forum** – interest groups forums are ideal for the NDA to participate in and disseminate development policy research findings and outputs. There a range of interest groups formation in South Africa which the NDA will explore, these include civil society forums, NEDLAC, business forum, and government officials forum that NDA use as a platform to disseminate its research outputs.
- iv. **Colloquium and symposium** – experts on specific topical areas affecting development policy-relevant in creating a conducive environment for the state and civil society sector to implement impactful development programmes. The purpose is creating a platform that allows state organs and civil society sector representatives to engage, debate and proposed best policy requirements that would promote development for the poor from the expert presentations.
- v. **Conferences** – a civil society and state organs conference will periodically planned which will aim at sharing new development practice in the state and the civil society sector. Present good practice examples of development programmes implemented by the state and the civil society, reviewing and assessing the effectiveness of development policies and sharing international experiences on work done by the civil society sector in partnerships with the state.
- vi. **Libraries and archives** – these platforms run on high technology search engines, they provide a wealth of information, accessible anywhere in the world instantly. Libraries are not physical space with hard copies of paper, but open space with electronic information that crosses all borders. They are useful to disseminate information to a very large audience requiring information for a different reason. It is for these reasons that they will form part of information dissemination

- c) **To what extent has the products been used to engage the relevant organs of state and the civil society sector?** This would measure the utilisations of the research and evaluations products by the state and civil society in shaping development policy relating to areas implemented by the civil society sector and the state. The aim is to measure how much empirical information from the NDA studies have been used to inform development policy direction in the country.
- d) **What outcomes have these products created new thinking in policy, legislation or practice?** Policy or legislation enactment, review or even changes is a better measure for new policy thinking. The aim is to ensure that enactments, reviews and changes in these instruments had the benefit of being informed by research and has robust consultation and inputs from the civil society sector. As part of requirements for any civil sector to play a meaning role in the development of a country, there must be a deliberate attempt to provide an enabling environment for the civil society to operate. This leg, in the approach, is vital for improving the participation of this sector in development programmes of a developmental state.

## 6.0 KNOWLEDGE MANAGEMENT

Research is best utilised when it is relevant, current and accessible. As such, the research outputs from the research agenda, including instruments, design protocols, research guidelines and reports will be shared through Knowledge Management Portal accessible from the NDA website. Sharing of research will occur in several ways including publications, seminars, dialogues, email circulation etc. Different channels will be used to share research outputs to reach multiple users of the research. Knowledge is considered a key asset, it must be created, managed, disseminated and used to deliver on the value proposition. The NDA seeks to improve the coherence and convergence of knowledge creation, sustainably manage knowledge and create mechanisms to access and share knowledge. Knowledge Management Publications such as case studies, best practices, relating to NDA programmes and developmental issues will be produced and shared through multiple platforms.

## 7.0 CONCLUSION

The National Development Agency, research and evaluation agenda is premised on the Research Unit quest to respond to the NDA secondary mandate prescripts as outlined in the introduction. The research outputs are not aimed to fulfil an academic exercise, but to inform policy and programming for efforts by the state to respond appropriately to its developmental challenges. The engagements and debates with targeted audiences on the research outputs is key and important. The involvement of research institutions is also key in ensuring the quality of the research outputs the NDA produces. The areas of research are based on current gaps between government programmes, policy implementation and outcomes of programmes observed over some time. This Research Agenda is a living document, and as such it will be subject to constant updating and refining. It is envisaged that a range of dissemination sessions will be held over the next three years, during which new inputs will be collected and recorded on the Research Agenda. Every year the NDA will issue an updated version of the Research Agenda, which will contain all new inputs and additions, as well as a record of all the research produced by the NDA relevant to items contained in the Research Agenda, will be uploaded on the NDA website for information sharing. This will ensure that a complete record of completed and intended research is developed.

# Appendixes: Tools for supporting the implementation

## Appendix A: Template for terms of reference for research and evaluations

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### 1. Background

[Provide detailed background of the research or evaluation to be conducted, provide a clear rationale why the NDA need to conduct the study and how it will be used to enhance and advance the mandate of the NDA]

### 2. Purpose and objectives of the evaluation

[Why do you want the research or evaluation to be conducted; list the objectives of the study]

### 3. Approach/methodology of the study

[what methods should be used when conducting the research or evaluation; what measures must be used during the research or evaluation study, for example, sampling, tools to be used for data collection, data capturing and analysis methods, data integrity etc]

### 4. Scope of the evaluation

[What should the research or evaluation cover about the topic of the study, the background, specific areas of emphasis, and deliverables required from the study]

### 5. Proposal content

[What should be contained in the proposal, for example, a technical proposal – to assess their technical capabilities to conduct the research or evaluation (methodology, data collection, analysis, report writing); Organisation profile – the experience of the organisation in conducting research or evaluation and the capacity in the organisation to conduct the research or evaluation; Workplan – activities they are proposing and time frames; Budget – a breakdown of cost]

### 6. Deliverables

[Define expected deliverables from the research or evaluation such as formats of copies of reports, data, and any other deliverables deemed useful from the research or evaluation]

### 7. Submission

[Indicate who the proposal should be submitted to; provide contact details of the technical person(s) to respond to technical queries. Provide a closing date and time for submission]

**8. Timing**

[Provide period or duration of the research or evaluation, when you want the research or evaluation to start and end]

**9. General information**

[provide information on NDA rights and obligations, NDA procurement criteria and any other general information you may wish to inform bidders on]



## ***Appendix B: Template for research and evaluation abstract***

**1. Topic of the research or evaluation:** [as presented in the research or evaluation report]

**2. Background:**

[Brief summary of background information about research or evaluation, including a literature review on the topic – not more than 2 paragraphs]

**3. Objectives**

[Summary of aim and objectives of the research or evaluation]

**4. Method/approach:**

[Brief summary of methods or approaches used for conducting the research or evaluation – about 1 paragraph]

**5. Key findings:**

[Brief summary of findings on key issues in the report – can be presented in bullet form]

**6. Key discussion points:**

[Brief summary of key discussion points relating to findings]

**7. Key recommendations:**

[Brief summary of key recommendations]

**8. Conclusion/recommendations:**

[Brief summary on conclusions]

## Appendix C: Outline for NDA research and evaluation reports

NDA conducts numerous research evaluations every year. These reports are written in many different styles, which decrease their use by management and program staff. Standardising the report format is intended to make the research and evaluation information more accessible and user friendly to management and program staff, including service providers who conduct NDA research and evaluations. A consistent format for organising the information is expected to facilitate reading and understanding of reports on diverse topics covered in our research and evaluation work increases the likelihood that results will be used.

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### 1. Title Page or Cover Page

**Title of the research or evaluation conducted**

**Submitted by – Name of organisation conducting the research or evaluation**

**Date which final report submitted**

### 2. Executive Summary (maximum 3 pages)

The executive summary should briefly cover every main section of the report. The major points to be emphasized in the executive summary are:

- Objective(s) of the research/evaluation study
- Major research/evaluation questions
- Major results or findings
- Major recommendations
- Major conclusions and implications

### 3. Table of Contents

### 4. List of Tables (if applicable)

### 5. List of Figures (if applicable)

### 6. Background

Provide context which the research/evaluation is being conducted, including literature on the topic or subject being researched or evaluated.

## **7. Evaluation Aim and objectives**

research/evaluation goals state the purposes of the study (e.g., define why the study is important to be conducted and how it will assist in achieving goals of the NDA mandate), define the specific objectives of the study.

## **8. Evaluation Methodology**

This section should cover issues relating to the research/evaluation design, including data collection tools and procedures (including validity and reliability of instruments used)

## **9. Results**

Should flow from research/evaluation questions, with strengths, challenges (weaknesses, problems, etc.). This section must also cover the following results areas:

- Presentation of findings – quantitative findings can be presented and described using tables of graphs etc.
- Thematic responses from data collection used in the study
- Comparison of findings or results to other existing information on the topic or from secondary data that exist
- Description of findings from the study relating to the research/evaluation questions
- Presentation of any other findings that may have resulted in the information collected or presented to enhance the study results

## **10. Discussion and conclusions**

This should discuss the findings and interpretation of them. Always interpret results in terms of the stated goals and objectives and key questions to be answered by the study. This section should cover the interpretation of all the results from the above section. The results should always be related to the purpose of the research/evaluation. The discussion should cover:

- Alternative explanations for the results from the data
- Generalizability of the results or findings
- Results related to certain attitudes or characteristics
- Any unexpected results and their implications

The conclusion part of the section should cover the following points:

- Major conclusions of the research/evaluation study
- Validity and reliability of the conclusions
- Benefits associated with the findings
- Unexpected benefits suggested by the study results

## **11. Recommendations**

Should include a discussion of the implications of the findings on decision making about the topic of the study. This section must also include:

- Recommendations regarding the implications on the area of the study
- Predictions about the future influence of the study
- Recommendation for future research/evaluations study

## **12. References**

Must use the Harvard style of referencing. List references in alphabetical order of the first author. Example:

Abraham, J. & Subrahmanian, C. (1998) Barriers towards the implementation/utilization of HIV counselling services. Paper presented at XII International Conference on AIDS, Geneva, Switzerland.

## **13. Appendices**

Research/evaluation tools, including survey instruments, additional tables and graphs and other information deemed useful to be included in the report.

## Appendix D: Social Development Portfolio Research, Monitoring and Evaluation Agenda for COVID-19 Related Studies

What we need to respond to	Objective(s)	Key Question	Who	What is available	Timeframe <sup>1</sup>
<b>Extended social security system in response to COVID-19</b>					
<ul style="list-style-type: none"> <li>• R500 ↑ for CSG caregivers amounting to R5.7mil for the duration June-October</li> <li>• R300 ↑ for CSG beneficiaries [R13mil for May]</li> <li>• R250 ↑ for all other grants [R4.9mil for the duration May-October]</li> <li>• R350 ↑ Social Relief of Distress Grant (SRD)</li> </ul>	To obtain technical assistance to strengthen and expand social protection systems specifically focused on the design, financing and delivery of the C-19 SRD	What can be done to improve and optimize the current crisis-management grant design and implementation of the benefit delivery mechanisms?	DSD/ILO/EU	Request for technical advisory services to extend national social protection systems in response to the covid-19 crisis drafted	Medium to Long-term
	To monitor the implementation of the SRD	What are the roll-out/implementation challenges?	DSD: Social Security	Proposed: Nothing in place yet	Medium-term
	Longitudinal impact evaluation of the expanded social grants in South Africa	How have people used the grant(s) they have received, and what has been the impact on individuals, households, and community economies well-being and cohesion?	Consortium of South African evaluators <ul style="list-style-type: none"> <li>• CLEAR-AA</li> <li>• Wits School of Governance</li> <li>• Studies in Poverty and Inequality Institute (SPII)</li> <li>• Gauteng City Region Observatory (GRCO)</li> <li>• Social Surveys Institute</li> </ul>	Call to Evaluate the Expanded Social Grant outlining the proposed approach	Long-term
	To identify urgent and emergency needs and short-term post-Covid-19 recovery needs to inform immediate and long-term interventions		UNDP	<ul style="list-style-type: none"> <li>• A TOR has been developed and an inception report received</li> <li>• Fieldwork currently being undertaken</li> </ul>	<ul style="list-style-type: none"> <li>• First analysis outcome for the short-term</li> <li>• Ongoing component likely classified as long-term</li> </ul>
<b>Social Protection Programme Coordination: Food Security and Nutrition (FSN)</b>					

<sup>1</sup> End June = short-term, End March 2021 = medium-term, Post Marc 2021 = long-term

What we need to respond to	Objective(s)	Key Question	Who	What is available	Timeframe <sup>1</sup>
<b>Extended social security system in response to COVID-19</b>					
<ul style="list-style-type: none"> <li>Food security (attainment of food parcels distributed &amp; general access to food i.e. affordability)</li> <li>What is happening at a household level with respect to (wrt) food distribution and what are the policy implications [understanding the entire value chain]</li> <li>Coordination of the food parcels, including the DSD monitoring element</li> <li>Review of the Food &amp; Nutrition Security in SA</li> <li>Critical analysis of the links between FNS, employment and job creation</li> <li>Performance Information</li> </ul>		Are the most vulnerable able to access food and/or the food parcels distributed?	UNDP		
	To understand What is happening at a household level wrt food distribution [ <i>Understanding the entire value-chain</i> ]	What are the policy implications of the food parcel delivery model(s)?	DSD: Food & Nutrition	Proposed: Nothing in place yet	Medium-term
	To understand the coordination of the food parcels	Monitoring the distribution of food parcels	NDA/DSD	Proposed: Nothing in place yet	Medium to Long-term
	Review of the FSN in SA		NDA	Baseline available through study conducted with the HSRC	Medium to Long-term
	To undertake a critical analysis of the links between FNS, employment and job creation	What links exist between FSN, employment and job creation?	DSD/SASSA/NDA	Proposed: Nothing in place yet	Medium-term
	Performance Information		DSD		
<ul style="list-style-type: none"> <li>State of well-being amongst children</li> </ul>	To rapidly assess the wellbeing of children to determine the immediate impacts that may result from governments' response to the COVID-19, and to identify and provide support to those at high risk of hunger	What is the state of wellbeing among children in targeted "hotspots"?	DSD/SAM/UNICEF	Concept Note	Medium to Long-term

Psycho-social services					
<ul style="list-style-type: none"> <li>Rapid assessment of the wellbeing of <i>children and families</i></li> </ul>	To determine the immediate impacts that may result from governments' response to the COVID-19, and to identify and provide support to those at high risk of <i>violence, abuse and neglect</i> .	What is the state of wellbeing among children in targeted "hotspots"?	DSD: M&E/SAM/UNICEF	Concept note developed	Medium-term
<ul style="list-style-type: none"> <li>Implication(s) of COVID-19 on <i>ECDs</i></li> </ul>	To understand the implication(s)/impact of COVID-19 on the livelihoods of ECD practitioners	What has been the impact of COVID-19 on the livelihoods of ECD practitioners?	DSD/NDA	Proposed: Nothing in place yet	Medium to Long-term
<ul style="list-style-type: none"> <li>Gender Base Violence (<i>GBV</i>) Command Centre</li> </ul>	Review the implications of the reaction of the GBV command centre	What has been the outcome of the GBV command centre response/reaction rate?	DSD	Proposed: Nothing in place yet	Medium to Long-term
	To identify urgent and emergency needs and short-term post-Covid-19 recovery needs to inform immediate and long-term interventions	What has been the impact of COVID-19 on women, girls, men and LGBTI?	UNDP	Concept Note	Medium to Long-term
Governance					
Identification/development of an accountability framework for managing the COVID-19 response  <ul style="list-style-type: none"> <li><i>Analysis of the social and governance implications (state capacity, social impact measures, partnerships)</i></li> </ul>	To develop an integrated and comprehensive response plan to address immediate needs of COVID-19 that could serve as an accountability framework for managing the response	What are the emergency and priority needs of those most at risk and the most vulnerable households, groups, communities and businesses on a short-term and temporary basis (3-6 months)?	UNDP	Concept Note developed	Medium-term
<ul style="list-style-type: none"> <li>Effectiveness of partnerships (CSOs &amp; business)</li> </ul>	To assess the effectiveness of the partnerships currently in place	How effective have the current partnerships been, and what can be	DSD	Proposed: Nothing in place yet	Medium to Long-term

		done to strengthen them in light of COVID-19?			
<b>Roll-out of the District Model</b>					
<b>Supervisory Plans AND Monitoring &amp; Evaluation (M&amp;E)</b>					
<ul style="list-style-type: none"> <li>Effectiveness of the situation room [Whether the institutional arrangements put in place are effective]</li> </ul>					
<b>Policies &amp; Directives</b>					
<ul style="list-style-type: none"> <li>Citizen perception study on the socio-economic, health and gender impact of COVID-19 amongst South Africans</li> </ul>	Perception Study: Socio-economic, health and gender impact of covid-19 amongst south Africans	What has been the impact of relief of hunger and social distress measures and existing services which fall under the mandate of DSD and SASSA?	DSD: Population/Service provider to be appointed	Concept note under development	Medium-term
<ul style="list-style-type: none"> <li>Policy and directive challenges</li> </ul>	To identify policy and directive challenges of COVID-19 measures, using the homeless as a case study	What are the social implications of COVID-19 on the homeless?	NDA	Proposed: Nothing in place yet	Medium to long-term
<ul style="list-style-type: none"> <li>Diagnostic evaluation of the needs and possible options available to address/respond the identified needs post COVID-19</li> </ul>	To identify citizens needs and options to respond to the needs in the medium to long-term	What are vulnerable citizens currently in need of and what options are available to respond to the likely rise in the needs of citizens	DSD/NDA/SASSA	Proposed: Nothing in place yet	Medium to long-term
<b>Performance Information</b>					
<ul style="list-style-type: none"> <li>Consolidation, validation &amp; analysis of the COVID-19 interventions data</li> </ul>	Consolidate, validate & analyse COVID-19 intervention(s) data	Activity to be undertaken, not necessarily a study	DSD/SASSA/NDA		Ongoing



**Appendix E: research and evaluation planning tool (specific headings and time frames for studies to be conducted)**

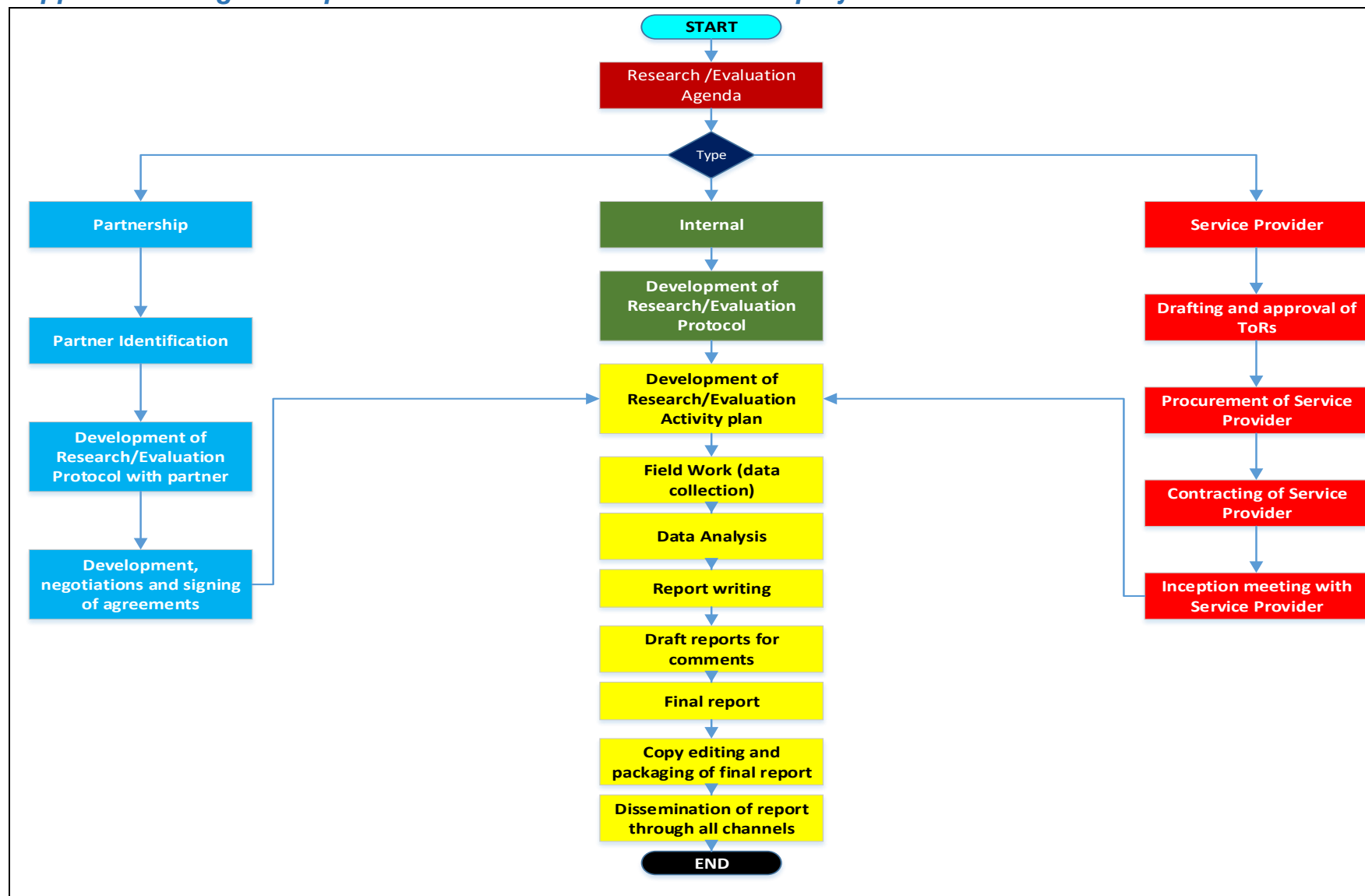
RESEARCH THEMATIC AREA	RESEARCH/EVALUATION TOPIC	RESEARCH TYPE	PURPOSE OF RESEARCH	TYPES OF RESEARCH OUTPUTS	FY BUDGET Allocation
Economic Transformation and Job Creation					
Education, Skills and Health					
A capable, ethical & developmental state					

## Appendix F: Research & Evaluation Projects Monitoring tool

		Quarter 1					Quarter 2				Quarter 3				Quarter 4					
Project Name	Institution	Budget	April	May	June	Payment	July	August	Sept	Payment	Oct	Nov	Dec	Payment	Jan	Feb	March	Payment	Total Payments	YTD Balance
Totals																				

Milestone Indicator Key	
No activity started	
Conceptualization Stage	
ToRs/Protocol/Proposal stage	
Procurement Process stage	
Contracting stage	
Inception stage	
Field work/Data collection/Data analysis/Report writing	
Draft report/comments/consultation/feedback stage	
Final draft submitted and Signed off	

## Appendix G: High level process for research and evaluation projects



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<sup>i</sup> Taubenberger JK, Morens DM (January 2006). "[1918 Influenza: the mother of all pandemics](#)". Emerging Infectious Diseases. 12 (1): 15–22. doi:[10.3201/eid1201.050979](#). PMC [3291398](#). PMID [16494711](#). Archived from [the original](#) on 1 October 2009

<sup>ii</sup> "[Historical Estimates of World Population](#)". Archived from [the original](#) on 9 July 2012. Retrieved 29 March 2013.

<sup>iii</sup> <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/events-as-they-happen>

<sup>iv</sup> <https://www.worldometers.info/coronavirus/#news>

<sup>v</sup> National Institute for Communicable Diseases. (2020, March 5). First case of COVID-19 coronavirus reported in SA [Press release]. Retrieved from <https://www.nicd.ac.za/first-case-of-covid-19-coronavirus-reported-in-sa/>