



**LEAVING NO
ONE BEHIND:
EVALUATION
for 2030**

2019 National Evaluation
Capacities Conference

**Private Sector Partnership with Government:
A Case Study of the South African Education
Sector**

**South Africa: Department of Planning,
Monitoring and Evaluation (DPME)**

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Context and Background

SA's NDP, AU's Agenda 2063 and UN's SDGs are mutually reinforcing agendas



Agenda 2063



THE AFRICA WE WANT



Context: South African National Evaluation System



Case Study: Education Sector in South Africa

- **Deep Historical Roots:** The democratic government sought to undo the past educational inequality
- **Partnerships:** government, private sector, international development agencies and education institutions
- Numerous **public–private partnerships** have been established over the years to address the weak schooling system
- **Success of SA’s PPP:** strong policy frameworks and government incentives



Case Study: Interventions

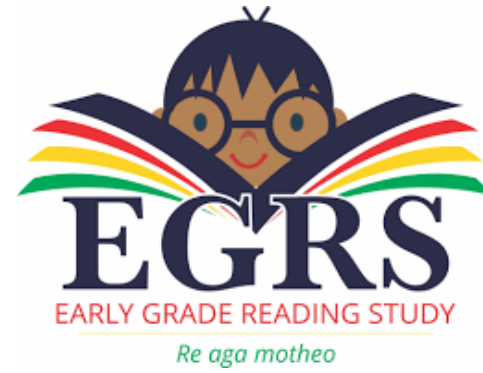


Case Study: Interventions

- In recognition of the critical role of learner well-being in achieving **quality educational outcomes**, the Department of Basic Education (DBE) identified hunger and malnutrition as barriers to optimum participation in education
- Rolled out in all the **9 Provinces**
- **Partners:** Private Sector , Donor Agencies, Philanthropic Foundations, Research Institutions
- **National Evaluation (2015):** A key recommendation was that improvement in outcomes can be achieved by enhancing integration between stakeholders



Case Study: Interventions



Case Study: Interventions

- One of the biggest developmental challenges facing SA is the high number of children who do not learn to read for meaning in the early years of school
- DBE initiated the EGRS in collaboration with DPME and various other stakeholders
- This was the biggest impact evaluation in South Africa and aimed to build evidence to improve the teaching and learning of early grade reading in African languages in the country



Case Study: Interventions

- Implemented: In the Foundation Phase from 2015 – 2017. The 3 interventions were:

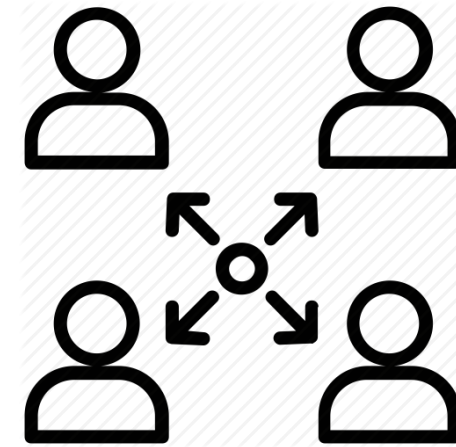
“Training” Lesson plans, reading materials + central teacher training	“Coaching” Lesson plans, reading materials + on-site coaching	“Parent Involvement”
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- Key recommendation: Large-scale implementation should be immediately pursued in all districts



Final reflection

- Strengthening coordination and partnership efforts
- Fortify coordination on SDGs with all stakeholders
- Integrated planning, monitoring and evaluation system for SDGs





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Thank You

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