3rd Biennial South African Monitoring & Evaluation Association Conference

Proceedings

Theme: M&E 4 Outcomes: Answering the "So What?" Question

Co-hosted by South African Monitoring and Evaluation Association and Public Service Commission of South Africa on the 05 -09 September 2011 at Emperors Palace Conference Centre, Kempton Park, Ekurhuleni, South Africa

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CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

For the evaluation community, asking the **"so what"** question has become more than just a scholarly attempt to give credence to the vast (but shrinking) sums of development funds spent on public interventions. Public demands for better service delivery and improved socio-economic conditions, within growing budgetary constraints, all point to the importance of "felt" results to the integrity and longevity of development interventions. It is important for organisations such as the South African Monitoring and Evaluation Association (**SAMEA**) to remain relevant to this kind of context. The 2011 Biennial Conference was testament to the fact that this platform is valuable in providing the evaluation and development community with an opportunity to wrestle with the real-world issues that require deep thought and imaginative responses in order to change the world for the better – especially for the poor and the most vulnerable communities whom most of us serve. The real success of the Conference will be measured not by the five successful days of workshops and deliberations, but by the extent to which these have sown seeds of action for evaluation practitioners, users, producers and partners to create sustainable change – we hope that you will join us in this endeavor, and continue to support the work of **SAMEA** as it strives to do so.

1.2 BACKGROUND

The formation of **SAMEA** began in 2004 on the margins of the 3rd African Evaluation Association Conference which was co-hosted by the Public Service Commission (PSC). This event drew over 400 delegates from 61 countries, to produce a highly successful event that charted out the development of M&E on the continent. The PSC has supported the formation and growth of **SAMEA**, and its personnel have served on Board positions since its inception. The association was formally established in 2005.

SAMEA and the PSC are signatories to a Memorandum of Understanding, which details collaborative programmes between the institutions and which have led to several training and other events. The partnership is mutually beneficial and productive, and the last two conferences and the recent one were executed within this broad collaborative agreement.
In 2007, the first Board held the inaugural M&E Conference with the PSC. Its theme was *Evaluation in Action*. This was followed by an equally successful 2nd Biennial Conference in 2009, held under the theme: *Values in Evaluation.* A summary of the quality of the 2009 (**SAMEA** II) event is contained within the report, and as noted, it was rated very positively.

Each of the events has been milestones to build evaluation networks, capacity and through this, deepen transparency and accountability, and thus support democracy. As these demonstrate, the events received exceptionally high participant ratings.

CONFERENCE RATING (2009 event): (see report on www.samea.org)

A full analysis is contained within the report. It shall suffice to state that in the areas most critical, delegate experience, either as a conference participant or recipient of training, the assessment was very good. A summary follows below:

DELEGATE EVALUATIONS:

Pre-conference Organisation	Good	70%
	Excellent	20%
Conference Presentations and Discussions	Good	62%
	Excellent	32% +
Overall Conference Experience	Excellent	65%
	Good	30%

1.3 BOARD MEMBERS 2011

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1.4 CONFERENCE CO-HOSTS

The Conference was co-hosted by the South African Public Service Commission

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Commissioner based in Mpumalanga

Mr MJ Diphofa
Director-General

PUBLIC SERVICE COMMISSION (PSC) OF SOUTH AFRICA

www.psc.gov.co.za

1.5 SPONSORS AND DONORS

The conference has been made possible through the support of several funders. The ratings of the last co-hosted conference are as follows:

Sponsors:

Public Service Commission (PSC) of South Africa
The Deutsche Gesellschaft Für Internationale Zusammenarbeit (GIZ)
Public Administration Leadership And Management Academy (Palama)
The Department of Performance Monitoring and Evaluation (DPME)
The Zenex Foundation
MK Consulting
Khulisa Management Services

Exhibitors:

Public Service Commission (PSC) of South Africa
Southern Hemisphere Consultants
Creative Consulting
Feedback Research and Analytics
Auditor General of South Africa

CHAPTER 2: KEY NOTE ADDRESSES AND PLENARY SESSIONS

2.1 OFFICIAL OPENING

Chair and Introductions: Mr Mashwahle Diphofa, Director-General, Office of the Public Service Commission
Welcome: Ms Candice Morkel, Chairperson, SAMEA
Opening Address: Mr Ben Mthembu, Public Service Commission of South Africa.

2.1.1 Chair and Introductions: Mr Mashwahle Diphofa, Director-General, Office of the Public Service Commission

Mr Diphofa welcomed all to the Conference, noting the attendance of over 400 delegates. The first **SAMEA** Biennial Conference had been held in 2005 and remains a central event for **SAMEA** and the PSC as its partner. Its reach encompasses all the Biennial conference, all government departments and all the country's provinces. Mr Diphofa emphasised the shift in emphasis within government policy towards implementation and it was hoped that the outcomes of the Conference will strengthen this.

2.1.2 Welcome: Ms Candice Morkel, Chairperson, SAMEA

Ms Morkel observed that 2011 was the sixth year of **SAMEA's** existence and that the third biennial conference had been convened in conjunction with a number of important partners. While the attendance of over 400 people was indeed welcome, of equal importance is the building of momentum to sustain the work of **SAMEA** and its partners in strengthening Monitoring & Evaluation for empowerment and accountability in South Africa. This can only be achieved through a collaborative approach and an active membership that participates in the life of the association. The real work of the Conference will commence once people return to their work space, hopefully energised and refreshed, having shared ideas and experiences, as well as new developments in the sector.

Working with M&E can often be a lonely battle, since it is not always accepted as an integral aspect of the delivery process. At a practical level, **SAMEA** hopes to promote the achievement of its objectives in all sectors; to develop evaluation guidelines; and to strengthen regional evaluation networks to build strong African M&E and bring about changes that will address violence, famine and inequities in the Continent.

Ms Morkel explained that **SAMEA** is able to draw on internationally recognised evaluation experts to support its vision and praxis of M&E in South Africa. Networks are important tools since they carry a wealth of expertise and innovation using M&E as a vehicle for change. Such conferences provide space to reflect and to engage and share. It is also important, however, to make time for self-evaluation. Frank and robust debate is a key aspect of this.
In closing, Ms Morkel quoted President Mandela writing to Mrs Winnie Mandela in 1970, on the subject of meditation when she was sent to the remote town of Brandfort under house arrest:

> "In judging our progress as individuals we tend to concentrate on external factors such as one‟ s social position, influence and popularity, wealth and standard of education but internal factors may be even more crucial in assessing one‟ s development as a human being: honesty, sincerity, simplicity, humility, purity, generosity, absence of vanity, readiness to serve your fellow men – qualities within the reach of every soul – are the foundation of one‟ s spiritual life."

This speaks to the heart of what we value as progress, whose standards we use to measure development, and what really matters. **SAMEA** and its partners espouse the notion that it is important to pursue goals that make a real difference in the lives of constituents.

2.1.3 Opening Address: Mr Ben Mthembu, Public Service Commission of South Africa

Mr Ben Mthembu welcomed all to the Conference and all protocols were observed. He noted that the Conference has become a highlight of the Public Service Commission calendar and a key event in the country. The partnership with SAMEA over the past six years has generated a number of successful events, as well as other activities which have helped to entrench M&E in South Africa. Training has been provided, giving practical skills to participants. Opportunities have presented themselves to interact directly with policy makers and key practitioners, and to share insights with colleagues from government and other sectors. The Conference theme, &E for Outcomes, will attempt to answer the "So What?" question.

The PSC, based on its Constitutional mandate, has investigated, monitored and evaluated the public service for the past decade. This has been a long and fruitful journey, but not without challenges. When designing M&E strategies, it is important to keep in mind that all citizens are custodians of good governance. Maintaining oversight through M&E is a challenging task and the value of M&E is not always fully understood or accepted. Yet M&E is central to upholding the principles of governance in order to deepen democracy.

The PSC has assessed the quality of public administration and recommended appropriate actions. The outcome has been a better life for all, a vibrant democracy, and an effective Public Service, and strong M&E is required to ensure such outcomes.

The basis for the PSC engagement with all stakeholders present has been to generate value. M&E must, of course, be seen as independent, as it is easy for institutions with access to power to be captured by special interest groups. The PSC is vigilant in guarding its independence and using M&E as an independent tool. For example, evaluations are shared in the public domain without being censored in any way. This approach has earned the PSC the respect of a wide cross-section of the society, and today M&E promotes accountability, transparency and learning.

The conference theme encompasses outcomes rooted in the experience of the citizens. As evaluation professionals, it is important to recognise that all evaluation efforts must give voices to citizens and how they experience outcomes – education, safety, and service delivery, amongst others. Until now, M&E has tended to focus more internally than externally. Outputs have been measured without sufficiently considering what the benefits might be on the ground. One of the reasons for this could be because M&E works well when a clearly defined compliance framework and norms and standards are in place. Compliance remains a central element of good governance but alone may not generate the type of outcome one expects.

Mr Mthembu noted that despite an increase in social spend, many outcomes are less than had been hoped for, or indeed expected. For example, despite a huge investment in the education system, standards in the key subjects have not been significantly improved. It is thus essential to have a diagnostic M&E system to identify blockages and guide solutions. The Presidency has taken an outcomes approach that includes performance contracts, and clusters that address outcome areas. In this respect, South Africa is becoming an international leader. The PSC is using stakeholders as critical mirrors to achieve the outcome of better service provision to all citizens, believing that stakeholders will add value through collective insight and wisdom. Independent and defensible methodologies are needed. Parliament is a key stakeholder – all reports are tabled there and there is a strong indication that M&E results are taken seriously at all levels. In the North West province, for example, workshops were held to consider provincial government M&E reports, and deliberations were open to the public. Parliament plays a vital role in ensuring good governance, since it has been constitutionally mandated to call anyone to account.

The **"So What"** question is asked before any evaluation exercise. M&E is defined by the fact that there is always a defined user – one must know what such a user wants and what the relevant issues are for that individual or community. Inspections are conducted, both announced and unannounced, of key service providers. Clinics, police stations, home affairs offices, forensic science laboratories are visited, amongst others. Actionable reports are produced that are relevant to the decision-makers and when reviewing those same delivery points, it is possible to observe tangible improvements and visible change. This is M&E that has the capacity to drive the *Batho Pele* message – People First is not an abstract concept but a deliberate government strategy to ensure a cohesive approach and a higher level of outcomes for service provision.

It is important to keep in mind that "What is measured gets done". There are agreed baselines for service delivery and progress is easily tracked. In the past decade, 150 government departments have been partnered to promote compliance with the public administration principles. There must be a universal acceptance of these values and ethics, including accountability and transparency.

The extent to which a lack of compliance has been addressed is somewhat disappointing. Over 9 000 cases of corruption have been reported on the National Anti-Corruption Hotline, and approximately R100 million recouped. However the feedback rate remains low, largely due to capacity constraints. On the other hand, it must be recognised that the mere act of reporting itself helps to keep government on track.

While much good work has been done, there is still some way to go, and it hoped that the conference will make a solid contribution in enriching capacity and understanding of the critical role of M&E for outcomes.

CHAPTER 3: PANELS AND ROUNDTABLES

3.1 PLENARY PANEL 1

THE EFFECTIVENESS OF OVERSIGHT INSTITUTIONS IN BRINGING ABOUT GOOD GOVERNANCE IN SOUTH AFRICA: AN AFRICAN PERSPECTIVE

Moderator: Candice Morkel, SAMEA Chairperson

Panellists:

Dr Sean Phillips, Office of the Presidency
Mr Freeman Nomvalo, National Treasury
Mr Imran Vanker, Office of the Auditor-General
Dr Indran Naidoo, Office of the Public Service Commission

3.1.1 Dr Sean Phillips, Office of the Presidency

Dr Phillips explained that the Department of Performance Monitoring and Evaluation situated in the Office of the Presidency had been in place for about a year, with the intention of government monitoring government. It is a key aspect of the Presidency's work and a reflection of the growing international recognition of the potential contribution of M&E towards improving government performance. It is an evolving mandate that includes the development of plans for cross-cutting M&E and citizen-based monitoring in partnership with civil society. It will conduct extensive site visits to assess poor performance and generate a comprehensive picture of current management practice.

A Framework is being developed that will facilitate comprehensive assessments, commencing October 2011. PALAMA is doing work around curriculum development for M&E. It is important to have evidence-based reporting that is based on delivery. There has been extensive state expenditure over some time but the extent of improvement and development has not always been commensurate with such spending. It is therefore time to link the whole of government to key outcomes at all three levels, and promote more co-ordinated delivery.

The 12 outcomes of government are:

1. **Basic Education:** Quality basic education.
2. **Health:** A long and healthy life for all South Africans.
3. **Safety:** All people in South Africa are and feel safe.
4. **Employment:** Decent employment through inclusive economic growth.
5. **Skills:** Skilled and capable workforce to support an inclusive growth path.
6. **Economic Infrastructure:** An efficient, competitive and responsive economic infrastructure network.
7. **Rural Development:** Vibrant, equitable, sustainable rural communities contributing towards food security for all.
8. **Integrated Human Settlements:** Sustainable human settlements and improved quality of household life.
9. **Local Government:** Responsive, accountable, effective and efficient Local Government system.
10. **Environment:** Protect and enhance our environmental assets and natural resources
11. **Internal and External Relations:** Create a better South Africa, a better Africa and a better world.
12. **Public Service:** An efficient, effective and development oriented public service and an empowered, fair and inclusive citizenship.

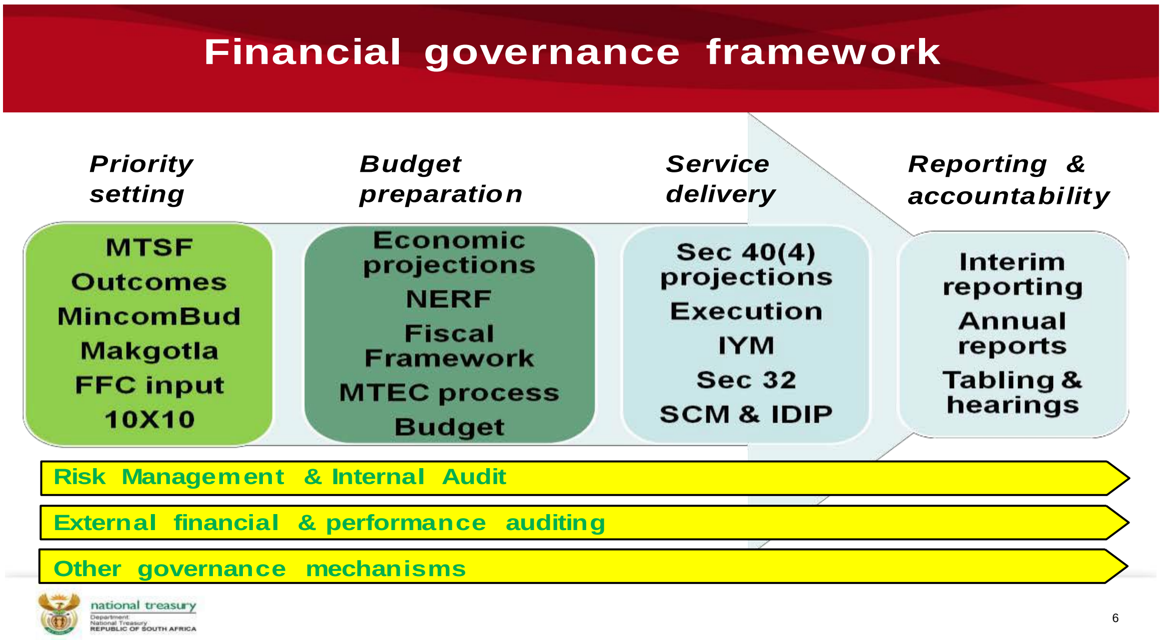
The delivery agreements will ensure that the public remains fully informed of the extent of delivery through quarterly progress reports. The key challenges that relate to the Outcomes Delivery Agreements include low targets that were previously set and poor reporting on these; a general public service mindset that is largely bureaucratic and rules based; processes being construed as results, such as a workshop being viewed as an outcome rather than a process or tool; a lack of good information systems; and weaknesses in the overall planning.

On the positive side, however, there is an improving understanding of the challenges of different departments, as well as better co-ordination between departments. Cabinet has approved a clear strategic agenda which is results-based and linked to the key government priorities. However, measuring results rather than simply focusing on compliance with rules will require a different approach from government.

Quarterly reports will provide Cabinet with a strategic agenda, and ensure that Cabinet regularly focuses on assessing progress with the achievement of targeted improvements in the key priorities of government. The emphasis on measuring results will also function as a catalyst for change in government.

3.1.2 Mr Freeman Nomvalo, National Treasury

Mr Nomvalo explained that the role of the National Treasury included the prescription of uniform treasury norms and standards; enforcing the Public Finance Management Act (PFMA); monitoring and assessing the implementation of the PFMA; assisting spending agencies to build capacity for strong financial management; and addressing breaches of the PFMA, to the extent of withholding funds where appropriate.



Mr Nomvalo noted the importance of having a long-term national vision. At present, however, there is an election every five years which brings changes, then a planning process to inform the work for the ensuing five years, including budgets.

Treasury does not disburse funds. This is done through the Division of Revenue Act and the Appropriation Act, since Parliament has the main responsibility of allocating budgets. Treasury is there to manage the process that has been agreed. The PFMA allows for ongoing monitoring of budgets. Reports should be produced monthly which allows for early corrective action to be taken. In principle, it should be possible for South Africa to achieve outcomes that are significantly above the Millennium Development Goals.

It is also important to decide on how things are measured. There must be a balance between outcomes and outputs. Outcomes translate into outputs. A key Treasury tool is the Financial Management Capability Maturity Model (FMCMM) used to conduct M&E in each department and then prepare mitigating actions.

The Tool includes best practices, and is used to develop a strategic support plan. It is important that Departments employ people with the relevant skills to interact with Treasury at the required level. Departments do, however, need to request Treasury to assist them to attain the required level of reporting.

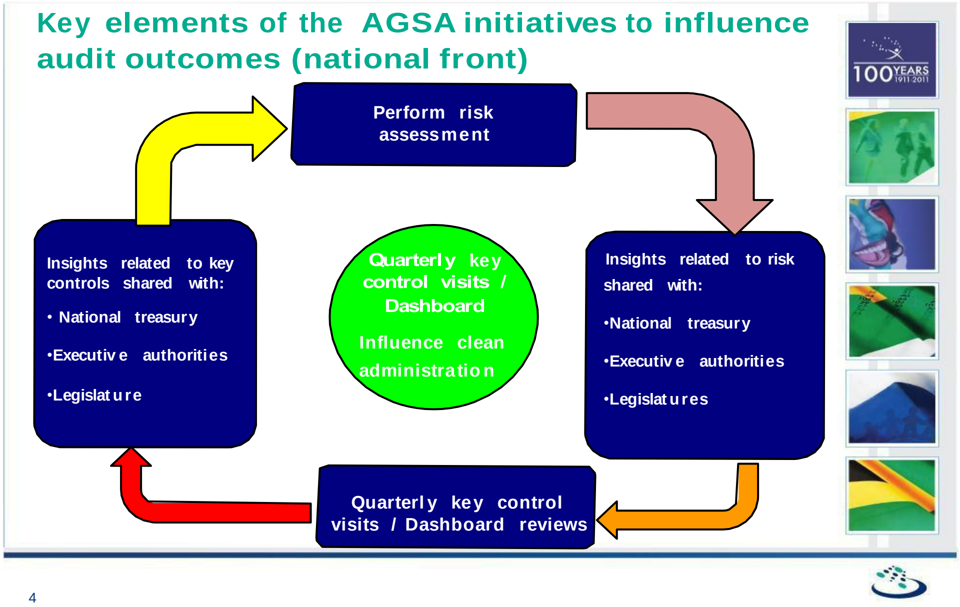
The other aspect of the **"So What"** question is related to the manner in which the compliance framework is developed and implemented. It is important that a culture of M&E is promoted. Where people do not comply there are legal mechanisms in place to address this. It is moreover a criminal offence to be aware of a crime and not report it, a provision that will be of importance for financial officers and auditors.

The citizens of the country need services and delivery and where service protests occur, government should be in a position to explain exactly what it has done and where it is in the development continuum.

3.1.3 Mr Imran Vanker, Office of the Auditor-General

Mr Vanker indicated that M&E is a professional approach that has grown in stature. The Auditor General (AG) plays a key role and in 2011 celebrates 100 years of existence. Mr Vanker undertook to explain what exactly the Auditor General does to promote good governance, and how this can be used to address the **"So What?"** question.

The AG has a constitutional mandate as the Supreme Audit Institution of South Africa, and must contribute to strengthening democracy and building public confidence. Each year, 500 audit reports are issued. The AG office is the largest training office of chartered accountants in the country, with over 1 000 trained each year. Audit Outcomes for the whole country are captured. Local government is now being proactively engaged to promote improved reporting that will contribute to sustainable institutions. The overarching intention is to achieve a clean administration in government. Quarterly visits are conducted with all government departments where the findings of AG assessments are shared. It is hoped that any anomaly can be flagged and corrected quickly, rather than waiting for annual reporting.



3.1.4 Dr Indran Naidoo, Office of the Public Service Commission

Dr Naidoo explained that the mandate of the PSC is the promotion of good governance, with this Chapter 10 institution having been set up explicitly to "investigate, monitor and evaluate public administration" – independently, and "without fear, favour or prejudice". Good governance is the attainment individually and collectively of the nine Constitutional values and principles for public administration, which forms the PSC evaluation framework.

The PSC is tasked with translating this mandate into outcomes, using a variety of approaches, including the promotion of social dialogue such as the present conference. It works with oversight bodies to source data, and emphasises the importance of transparency, accountability and learning being in place.

There is a range of methodologies in the PSC Accountability Framework which contribute to evidence-based decisions. Multiple audiences and information support the social dialogue on the performance of government – but while high quality information is produced, there is limited follow-up to ensure that recommendations are acted upon. The PSC is now tracking the approximately 1 000 recommendations made last year and reporting to Parliament as to which departments have not acted on the recommendations.

The PSC then engages civil society and interest groups on the results, since M&E should be seen to contribute to the strengthening of democracy. It is important that the information is used, and that reports are acted on promptly.

Dr Naidoo added that:

- The true relevance of M&E lies in the fact that there are positive changes that are external to oneself.
- Everyone understands a score or percentage! Nothing is worse than being ignored!
- Reports will be shared publicly and departments will be required to show evidence of use towards policy-making.
- M&E is different from research, which adds to the body of knowledge, whereas
- M&E assesses the quality and quantity of outcomes.

Discussion and Comments:

Participants raised the following questions and comments:

(i) It is hoped that the Evaluations will be made publicly available including recommendations. What method will be used to do this and how can the Presidency hotline, for example, be linked to M&E, as well as citizen report cards or other anonymous comments?

(ii) While good work is being done at national level this is not filtering down to provincial level where much of the non-delivery lies. What mechanisms will be in place to do this?

(iii) It would be useful to know what the different roles and responsibilities are for the various organisations or bodies tasked with M&E, such as the PSC, Auditor General and Office of the Presidency.

(iv) There is a concern that people cannot eat frameworks and outcomes – the only important thing is how the frameworks are linked to frontline service delivery to actually promote better lives.

(iv) We have heard about a wide spectrum of M&E but where is the person doing the planning? There is a role for the Planning Commission and a role for M&E but it is important that they work in conjunction, as this will make for quicker interaction and results.

(v) It seems that government is expected to do M&E work cross-sectorally at the highest level but how will this be done? There has also been a lot of discussion about the consequences of not doing M&E but little aid about providing incentives to people to do M&E because there has been a shift in mindset.

(vi) There is a difference between good administration and good governance. There was also mention of government getting value for money. It is important that all the terms being used are clearly defined to enhance general understanding.

Response Dr Phillips, Office of the Presidency:

On recommendations and results of evaluations being made public, the draft evaluations framework is presently with government for comment. It makes bold proposals to Cabinet, such as regular evaluations of all the major strategic government programmes and disseminating the findings publicly.

On linking work to the existing hotlines, this does indeed form part of the overall M&E system and provides a strong data source.

On building M&E capacity in the provinces, there is as yet no official discussion but there is a process under way to clarify the role of Premiers" offices in this regard.

On how delivery agreements can be monitored, this would depend on whether the focus is on concurrent functions or not – if concurrent, then monitoring would take place on a sectoral basis.

As regards possible or existing overlaps in institutional arrangements, South Africa has both planning and M&E systems that are relatively new and evolving. Planning is indeed an important area and there are two sub-bodies in the Presidency to do this. The National Planning Commission has a mandate to produce a vision and long term plan but not for general planning for government, which remains a concern. There is also some discrepancy in the way in which plans are monitored and regulated. M&E can be a self-regulated function that is conducted by management and does not always have to be an independent process.
Potential overlaps are a concern. The framework that has gone to Cabinet includes the point that Departments themselves could commission evaluations and will manage these independently to ensure that resources are not wasted. In the Presidency there is a strong tendency to draw on existing information rather than commissioning new research and to avoid duplication.

Government departments are generally overburdened with reporting requirements and this should be reduced. A few sectors should be selected and audited on all reporting requirements. There are some tensions but also frank and useful discussions taking place.

Response Mr Freeman Nomvalo, National Treasury:

While there is merit in the "Value for Money" concept, this cannot always be applied to the work of government, since it is not only about finding the cheapest product or service, but also about obtaining the most appropriate and fit-for-purpose item, rather than simply accepting the cheapest tender. Very often contracting the cheapest service provider means further expenditure when the job is not done according to the specifications. Issues value for money can be evaluated objectively based on market rates and appropriateness.

It is important that those who must apply the framework still have a degree of flexibility without being hindered by issues of compliance. If the framework itself has problems, the compliance will not automatically yield positive results, and this needs to be kept in mind.

Response Dr Indran Naidoo, Office of the Public Service Commission:

With regard to the carrot-and-stick approach, the question is to what extent paid public officials need to be encouraged to do their jobs, and what kind of incentive is appropriate. In high level positions there should be consequences where there is non-compliance, although this is unlikely to lead to good governance. There cannot be good government without good governance, and it would be useful to be able to measure both. There is a lot of attention given to compliance, which on its own does not necessarily translate into good governance. What gets measured gets done.

Further questions were then invited.

(i) What the DPME does is to ensure that good planning takes place. As regards theories of change, there is a role for DPME to track with an outcomes focus if policies and processes are being implemented effectively. Compliance is about doing things right and if the process is adhered to, then the outcomes ought to be achieved.

(ii) There has been discussion on integrated work and now integrated monitoring – what are the challenges that have mitigated against Directors-General (DGs) working together in the cluster system? Was there an absence of KPAs within the performance agreements of DGs that encouraged silos? There may be some reluctance to deal with the human elements of challenges.

(iii) Previous M&E exercises had been done and recommendations made. There was a failure to act on those recommendations, as well as an overly quantitative compliance report done. It is important that the reasons for M&E are made clear to all and people allowed the opportunity to internalise this information.

(iv) In India the Prime Minister‟ s office has a performance monitoring division, which is not, however, responsible for execution. This promotes a culture of accountability and emphasises the importance of good governance.

(v) Many citizens are losing confidence in the Chapter 9 institutions and also the Chapter 10 institution such as the Public Service Commission. These may be becoming simply reporting institutions rather than being able to challenge issues. When policy is made too complex there may be a lack of capacity in government to manage the requirements. Policies are very advanced for a state that is in development.

(vi) M&E can do more harm than good, if not done properly. However, there is also the possibility of conducting self-comparison over time. There is a need to have proper evidence to support M&E but the average poor South African may not see the value in it.

(vii) It is time to move beyond simple problem identification and begin with problem resolution that will include strategies to close the feedback loop that speakers have identified. There is a view that the management culture in the Public Service is to blame others for the delivery problems. It largely relates to an inability or unwillingness to transform good ideas into action. Three things are needed – better recruitment of people in key positions in the public sector to bring in a new mindset of strategic management that transforms knowledge into action and which must be fast-tracked; training, including leadership training, for example through PALAMA, that is customised to promote strategic management skills; and strategic management meetings that are not merely report backs from operations but should be spaces for strong decision-making.

(viii) There should be some acknowledgement of the evolution of M&E in the public service in the past five years, which has drawn on international best practice. The challenge lies in building the process in order to influence mindsets, and also building capacity. For example, across all sectors, there is a lack of innovative thinking, and a lack of engagement with communities and stakeholders. It is not only the role of the M&E practitioners and managers but the role of each person in the team to align all line managers at the lower levels.

Response: Mr Freeman Nomvalo, National Treasury:

As regards citizens losing confidence in the democratic oversight institutions, it is correct that the frameworks are complex and there is not always the required expertise in place to deal with these frameworks. National Treasury is responsible for the administration of the PFMA – where there are challenges or concerns, these should be clearly identified and suggestions made on how to improve the situation or address the matter. Treasury is aware of the many challenges, and problems are being addressed. In the Department of Home Affairs, for example, which has an unqualified audit for the first time within the democratic dispensation, this is a result of improved M&E, and then realignment, since they have the same skills and no new people. It can be done in the current context with a caring leadership that has a commitment to quality. A further example is seen in the Eastern Cape, which had a R32 billion deficit but has now begun to turn a corner. Even with serious constraints there are possibilities for improvements and if hearts and minds are focused on doing the right thing we can make it work. Government has an obligation to deliver services to the people, and having skills challenges cannot be an acceptable excuse.

Response: Dr Sean Phillips, Office of the Presidency:

The gap in M&E is Evaluation. When putting in place an evaluation policy, this is done through testing theories of change and evaluating the validity of such theories. M&E should be used for continuous improvement which is the primary point of M&E processes. There is a strong recognition that this is part of a longer term process that includes stakeholder consultation and detailed delivery agreements. While delivery agreements may not be sufficiently robust at the outset, there is a cycle of continuous improvement in place. Plans are not cast in stone and flexibility is important.

On the absence of KPAs in the performance agreements of senior management in government, these are now part of cluster and collaborative work. There is a shared concern that collective accountability is lacking. The PFMA and PSA are largely based on individual accounting officers and executive authorities being accountable to parliament and there is presently no legal mechanism to counter this. There is some evidence of improved co-operation between certain departments but there is still some way to go to move away from the silo mentality.

On the slow pace of change and improvement, it is not advisable to reject things as being useless simply because not every problem has been solved. M&E can certainly contribute to improving government performance but it is not the only solution. There is much international research to be drawn on where improvements have been implemented over decades and improvements are seen only with time. Government should continue on the current path, only doing things better. Improvements will become evident over time and will be reflected in the improvements in people‟ s lives.

Response: Dr Indran Naidoo, Office of the Public Service Commission:

On the methodology, there is some level of cynicism which may be attributable to having a monolithic idea of what will solve the problems. This is a highly differentiated country, but there are also many pockets of excellence that tend to be overlooked and many different experiences to be drawn on. The PSC is considering issues at localised level more, and offering local solutions in partnership with local management. For example, ten years ago reports were very generalised, but are now customised to sector and province.

Response: Dr Sean Phillips, Office of the Presidency:

It is not correct to suggest that the public is losing confidence in Chapter 9 institutions and the independent oversight bodies. There is a misperception that these bodies are supposed to hold government accountable, when in fact their role is to provide information and support civil society and all citizens to hold their government accountable. South Africa has a good record of providing accurate government information and it is unlikely that the Auditor-General will be silenced, so there is adequate information available regarding government delivery. However, the average citizen does not act on the information being provided. This could be because it is a relatively new democracy and should be strengthened and supported.

On establishing the DPME unit in the Presidency, this is not intended to be an independent M&E body, but forms part of the Executive. If there is indeed a commitment to using M&E as a means of improving delivery, it is important that managers themselves commit to using M&E to improve performance.

Response: Mr Imran Vanker, Office of the Auditor-General:

The important point is to exchange ideas and learn. There is also a richer understanding of what is needed from communities and government. Promoting good governance and improved social delivery must surely be a shared objective. Ten years ago, all government reporting was two years after the event. When the PFMA was first introduced, there were strong views that it would be impossible to implement, yet today it is standard practice. Financial processes that previously took two years to finalise now take 120 days with an audit opinion as the outcome. In 2011 every national department delivered full Financial Statements by May 31 and by July 31 only two departments did not yet have audit opinions.
As to thequality of such audit opinions, of 35 national level departments, in 2010 23 received unqualified audits. The twelve that received qualified audits are being supported to

address the anomalies and improve their output. There are three key drivers of improved outcomes – firstly, leadership which links to turnarounds; secondly, clear roles and responsibilities for those responsible for governance including audit committees, public accounts committees and civil society: and thirdly, good policy, systems and accounting practice. These three factors must all be present.

M&E is simple in many ways. For example, when visiting a chief financial officer in a remote rural district office, the first question to ask is whether yesterday" s cash has been banked. If not, there are many other questions that will emerge and all kinds of impacts.

Human resources remain a concern. The Auditor-General recruits 300 graduates a year, of which 100 remain and 200 move into the private sector. It is thus an incubator for strengthening public finance management and also a significant change agent.

From a global perspective, South Africa is seen as a developmental state but even so there are important global responsibilities. The World Economic Forum Global Competitiveness Report recently placed South Africa in 50th position but with regard to accounting and audit standards it is ranked 1st in the world, making it a developmental country leading the way at international level.

3.2 PLENARY PANEL SESSION

THE OUTCOMES APPROACH OF GOVERNMENT – DATA MANAGEMENT FOR THE ACHIEVEMENT OF OUTCOMES

Moderator: Dr Indran Naidoo, Office of the Public Service Commission

Panellists:

Dr Ronette Engela, DPME, Office of the Presidency
Dr Solomon Bhunu, CEO, DPME, Office of the Presidency
Dr Hermi Boraine, National Planning Commission

3.2.1 Dr Ronette Engela, DPME, Office of the Presidency

Assessing the public service is not the same as assessing business where there is a clear bottom line called profit. It is necessary to question whether an appropriate environment is being developed that will allow society to flourish in the context of a culturally diverse and highly unequal nation.

Government has a service delivery budget of R900 billion that covers 174 national and provincial departments and 283 municipalities, with 1.3 million people working in government.

Of these, 370 000 are teachers, 190 000 police personnel, and 200 000 are health workers, of which 120 000 are nurses. By comparison, De Beers has a R25 billion market capitalization, significantly less than the annual government budget of R900 billion. This is not a small ship to steer.

It must be acknowledged that while service delivery is lacking, the reach is adequate. Government has undertaken frank assessments of its delivery and this indicates a new approach and fresh thinking. As a country South Africa is very open about its problems, although it is not always clear how best these may be resolved.

Planning processes are key to making delivery real and actionable. The two main questions are "What is the impact we want?" How will we know we have had an impact?" Four guiding principles influence the approach: Problem analysis – theory of change – intervention logic – clear indicators, baselines and targets.

Contrary to many views, there is near equity in education spending, of R8 000 per child, and a 95-98% enrollment rate, indicating that parents are committed to their children's education. There are 12 million children attending 27 000 state schools. However, in 80% of schools the quality of education is inadequate, the country scores at the bottom of all international tests on literacy and mathematical ability, teacher presence in classrooms often does not meet the required six hours and many teachers have a limited knowledge of the subjects they teach, most especially with regard to mathematics.

In beginning to make the required changes and improvements, it was necessary to establish the baseline data related to teachers" performance. The point is to measure what must change in government. This exercise was conducted in every government department, and resulted in broad agreement on the main challenges. The outcomes document was used as the basis for a key Cabinet Lekgotla which took place in January 2010.

M&E can only be done once baseline information is in place and processes of consultation with all stakeholders are complete.

Education – proposed outcomes from Presidency "circular 7"

1 High Quality of Teaching and Learning	Higher curriculum completion levels and increased teacher attendance will result in better learning High availability of LTSMs[3] and standardized lesson plans will reduce teacher inconsistency and mitigate low teacher quality

	Metric	Current Value[1]	Target Value[2]	Rationale
Delivery of LTSMs[3]	Easy-to-use LTSMs[3] available to teachers at bottom 80% of schools – Lesson plans, Gr. 1-9 – Gr. 1-6: Workbooks – Gr. 7-12: Workbooks and textbooks – Teacher Manuals	Not known[4]	100%	Consistent provision of LTSMs[3] that are accessible to teachers and learners will provide crucial support to both parties
Teacher Quality Improvement	Average % scores attained by teachers in IQMS[5] evaluations	Not known	*No target*	Knowing that objective evaluations are conducted, teachers will be motivated to absorb the subject material, and as a result should be better able to teach their classes; furthermore, teachers will be empowered to identify and address areas in which they need to improve
	Average % scores attained by teachers in independent evaluations	Not known	TBC	
	Curriculum coverage	Not known	100%	
	Pedagogy assessment	Not known	70%[6]	

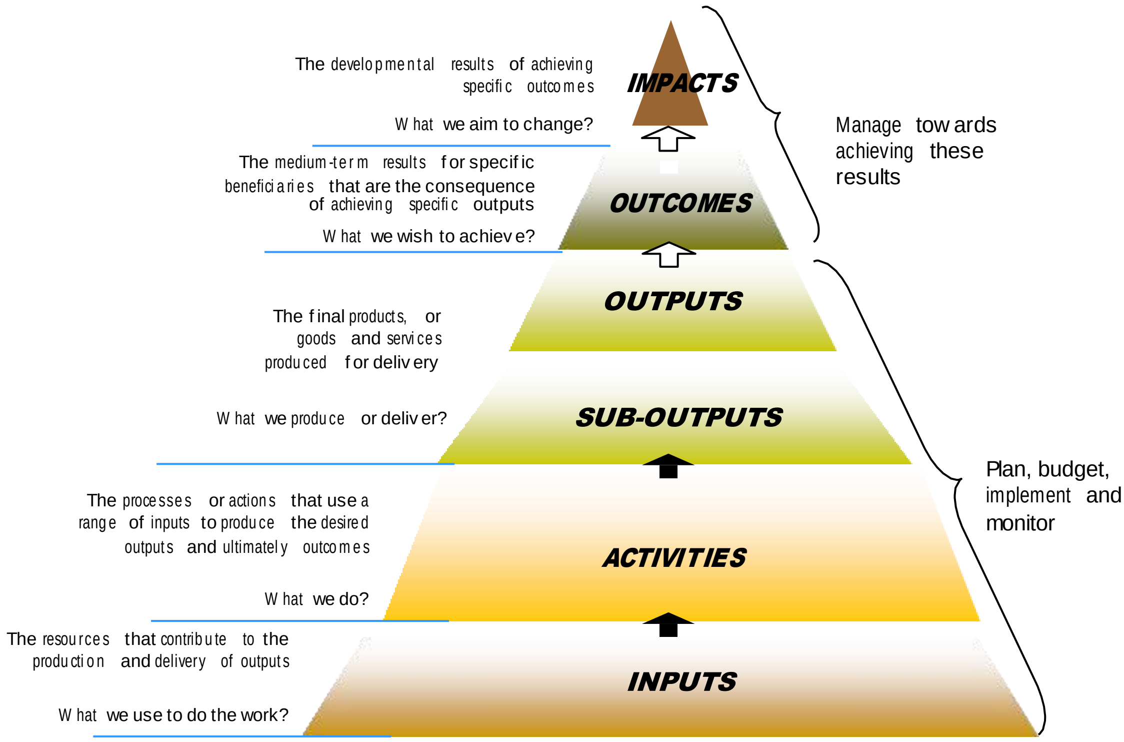
These metrics need to be measured in order to establish an appropriate baseline and target

Note: [1]2008 or 2009 value unless otherwise indicated; [2]2014 value unless otherwise indicated; [3]Learning and Teaching Support Materials – workbooks, lesson plans and teacher manuals; [4]No value for LTSM delivery as this is a new initiative, however, distribution of textbooks to schools is currently at 98%; [5]Integrated Quality Management System, which is an internally administered assessment by schools; [6]Achievement in Assessment of essentials of pedagogy, however 100% of teachers should attain this required level in knowledge and practice of teaching
Source: Expert Interviews; Dept of Education Staff; Monitor Analysis

The most important lesson that emerged was that immediate action is necessary. It is pointless to wait for the perfect plan or perfect time. Action is better than perfection. An approximate answer to the right question is worth more than the exact answer to an approximate problem. However, the importance of good data must not be ignored, and examples should be provided, implementation plans proposed and outcomes developed. In this instance, twelve outcomes emerged for each cabinet cluster. These became management tools in consultation with the ministers, and the public outcome was delivery agreements per sector. These also included the offices of the provincial premiers who were incorporated into the national processes for the first time.

At the practical level, ongoing assessment of progress is necessary. Agreements should be kept simple as outputs and activities, since the important thing is the indicators.

The outcomes logic



3.2.2 Dr Solomon Bhunu, DPME, Office of the Presidency

The importance of working with quality-assured data is that it contributes to making government plans more accessible. The M&E architecture of the DPME site allows for a Programme of Action model to be easily accessible. Reports can be viewed as well as the origins of the reports, using a simple Excel environment. The platform is designed to speak to other systems including international systems.

3.2.3 Dr Hermi Boraine, National Planning Commission

A recent World Bank study analysed successful M&E systems in developing and developed countries, and identified three main factors – data quality, evaluation reliability, and sustainability over time. Successful M&E should not depend on a specific administration but be embedded in government processes.

Quality assured administrative data is essential to inform successful outcomes indicators – such as legal registers, benefits paid, or general transactions. There is a strong expectation that the data will be accurate although it must be kept in mind that most data is collected for Reasons other than M&E, and M&E practitioners cannot assume that the quality will be of an acceptablestandrad

The quality of data must always be checked. It remains a challenge to access government data and information residing in government departments as there appears to be a reluctance to share. There may also be technical challenges involved when multiple systems are used.

The Department of Public Enterprise is presently working to improve the quality of data in government, since good data must be reliable and timely. There is a lack of expertise around data collection at all levels. Policy development also does not take the importance of data into account.

There are many government processes that underpin a single piece of data. Data forums are platforms to raise the importance of government data and develop shared solutions. It is also important that the source of any data is clarified, so that the quality can be independently assessed. Data is thus needed about the data.

Discussion and Comments:

(i) This is cutting edge work for a developing country, and is of international quality.

Now that accurate information is becoming available, this must be applied without delay. There is also a need for some flexibility within any database and the possibility for additional information to be incorporated easily.

(ii) Consistency of application across all national and provincial departments is important, as is consistent implementation in all the provinces. A strong downstream oversight mechanism is required that will equally monitor provinces under different political control. There is a concern that there is some disconnect between prescribed activities and outcomes, as well as between departments conducting evaluation.

(iii) Any system is only as good as the person behind it and this is promoted through training and information around why such a system is necessary. Every department needs to have the same information and interest in making the system work. This links also to skills development, where M&E is a relatively new field in South Africa. There needs to be quality assured training, a possible role for PALAMA.

Response: Dr Ronette Engela, DPME, Office of the Presidency

There are two problems with the South African Statistical Quality Assurance Framework – firstly, high levels of information are needed based on the International Monetary Fund requirements which might not be easy for a developing country; secondly, M&E is not sufficiently prioritised and resourced. However, there is a recognition that this should begin to change and processes are under way.

To understand how a piece of information is accessed at national level it is necessary to understand the priorities. Co-ordinating departments need to sign off on the data, since very often data flowing upstream from provinces is in a raw form and not easy to use. There is then the question of what to do with the information that emerges so that front line service delivery is improved.

Response: Dr Hermi Boraine, National Planning Commission

On the tensions between being prescriptive about defining an indicator in a certain way and the freedom to define an indicator that suits the system, the outcomes approach provides for sectors themselves to develop the indicators so that there is some flexibility to develop powerful indicators. This is a process to be encouraged, since proper indicators are required and are presently not being sufficiently provided.

3.3 KEYNOTE ADDRESS 1

USING AN EMPOWERMENT EVALUATION ENGINE TO RACE TOWARDS SOCIAL JUSTICE – A RESPONSE TO THE "SO WHAT?" QUESTION

Chairperson: Dr Ray Basson, SAMEA Board
Dr David Fetterman, Stanford University

Dr Fetterman said that the Evaluation Road Map is informed by the desire for a better life, for ourselves, our communities and our nation. The crew on the vehicle are the role-players, government and NGOs. The drivers are the programmes and communications and the engine is Empowerment Evaluation. This is a set of evaluation concepts, techniques and findings that can be used to foster improvement and self-determination, and provide stakeholders with tools to do for themselves, while also mainstreaming evaluation to be part of the planning and management of a programme.

There is a wide range of good case studies to support this approach, including Schools in distress in Arkansas, and bridging the digital divide on Indian reservations with Hewlett Packard.

The logic of evaluation is reflected in both the traditional and empowerment approaches, where the similarities include goal, baseline, intervention, measurement, process, outcomes, and impacts. However, it is not always realistic to expect huge impact. It is important to use the process to build capacity and promote empowerment of those who are partners in the project or programme. It is important to know that M&E will enhance sustainability, build capacity, and encourage collaboration.

The traditional approach to M&E has a tendency to foster some form of dependency and often makes recommendations that are not based in the reality of the situation. While the independent view is important and useful, it needs to be appropriate and sensitive to the specifics of the community itself.

Empowerment Evaluation enhances Knowledge Utilisation, which will address the biggest problem being experienced in evaluation where people are reluctant to use the evaluation results. The theories of action and use are better aligned, where the theory of action which the organisation has espoused is negatively impacted by the gap between that and the theory of use, which may not match the theory of action. The intention is to close the gap between the espoused system and the observed behaviour. In other ords, shift the activities towards the aspirations of the organisation.

Key Empowerment Evaluation concepts include the use of coaches, who may be seen as "critical friends" that can support people or organisations to move forward in a safe way and accomplish outputs.

The three steps of Empowerment Evaluation are the mission; taking stock; and planning for the future. The process needs to consider how to give voice and make meaning: living with consensus rather than perfection; and giving enough time for people to think about the big values first.

The actual process should provide for prioritisation of activities, evaluation as a group, rating of each activity in a frank and participatory way, and ensuring that everyone is heard in a rating process known as "norming".

Maintaining a positive ambience is important. People could be asked first what they are doing well, and only then be asked to share what is not going as well. People tend towards self-criticism and it is helpful to provide a window of opportunity for them to view a situation more positively. Where the person or organisation is located in the development cycle will also have influence.

Planning for the future is critical. It is important to note that knowledge has become the main currency of development, while funding has begun to play a secondary role in many instances. The role of external parties and development facilitators is beginning to be redefined. People must be allowed the space to take charge of their own lives.

Taking stock represents the baseline of an intervention; plans for the future represent the intervention; approaches could include interim measures / benchmarks / internal measures / feedback loops / formative feedback / mid-course corrections. It is important also to compare changes over time as a group. Processes should be handed over to the community or group diplomatically and respectfully in a situation of equality.

Empowerment Evaluation Principles

- Inclusion is critical in empowerment evaluation – you never know who will save the day! Gather every resource you can through inclusion, keeping mind that everyone has something of value to offer or share
- Respect community knowledge – but do not discard evidence-based strategies.
- Use each as appropriate
- Build capacity – this is a key part of empowerment evaluation
- Accountability and Results – Did you do it and what were the results?
- Accountability and Outcomes – it is essential to measure change over time.

Every intervention will bring its own lessons and experiences. The following are some examples:

Working with Distressed Schools in Arkansas, it was important to be in the space to get the contextual sense. In any event, it is only possible to develop a joint strategy with the people face-to-face. Work with the resources available. Over time, people become consumers of evaluation. Evaluation is a diagnostic tool that tells you where you are, it" s the results or activities that shift.

Working with Hewlett Packard on the $15 million San Diego Tribal Digital Village project, implementing the largest wireless system in the United States, the communities were instrumental in contextualising the challenges. The importance of pictures was realised, as these are compelling evidence. At Stanford University" s School of Medicine, an innovative evaluation system was developed through dialogue and inclusion.

Return on Investment at the Arkansas Tobacco Prevention project has been high, and easily quantified in the form of saved medical costs to the state. The M&E process shared information and combined numbers from different sources of health and social data and this was a key lesson in beginning to promote common interests. Only then could the combined cost of tobacco be assessed and then the savings in medical costs be quantified as a saving to the state. This helps to translate information into accessible policy that is accessible and it all begins with data sharing under the umbrella of a common goal.

Building local evaluation capacity is important. In the state of Arkansas, there were many concerns around quality of data, which linked to poor training. The governor of the state was lobbied and a bill developed to address these challenges. Political timing was expedient, the bill was signed, and free training commenced across the state. In the process of providing the free training, further important points around M&E emerged that had not been previously identified. The real winners in the process were the communities who were empowered and capacitated.

In summary, Empowerment Evaluation includes:

- Capacity building
- Programme improvement
- Self-determination and empowerment
- Knowledge utilisation
- Outcomes results and accountability.

Discussion and Comments:

It can be difficult to incorporate Empowerment Evaluation into existing work – how can this be done? ***Response:*** It is best to focus on monitoring and evaluation and include more special interest groups and collaborators with common interests – this is the heart and soul of this evaluation approach.

There is a growing quantitative interest and fascination with statistical analysis that claims to be vigorous. However, it is also important to understand where it would be appropriate to use particular kinds of techniques. What are the best contexts for Empowerment Evaluation? ***Response:*** The methodological tail should not wag the research dog. Empowerment Evaluation is different in that it can be used at three levels – accountability – development – knowledge, but it is not always best suited for external credibility. This would depend on the purpose.

There are often concerns expressed about the bottom line or cost of empowerment evaluation as weighed up against the costs of traditional M&E. ***Response:*** The usual M&E method is a highly prescriptive one. There is also the question of choosing qualitative over quantitative approaches. Empowerment Evaluation is never conducted in a vacuum but rather in the context of what is possible at that point.

3.4 PAPER SESSION: M&E INNOVATION – NOVEL APPROACHES AND IDEAS

Chair: Commissioner P C Nzimande, PSC

Presenters:

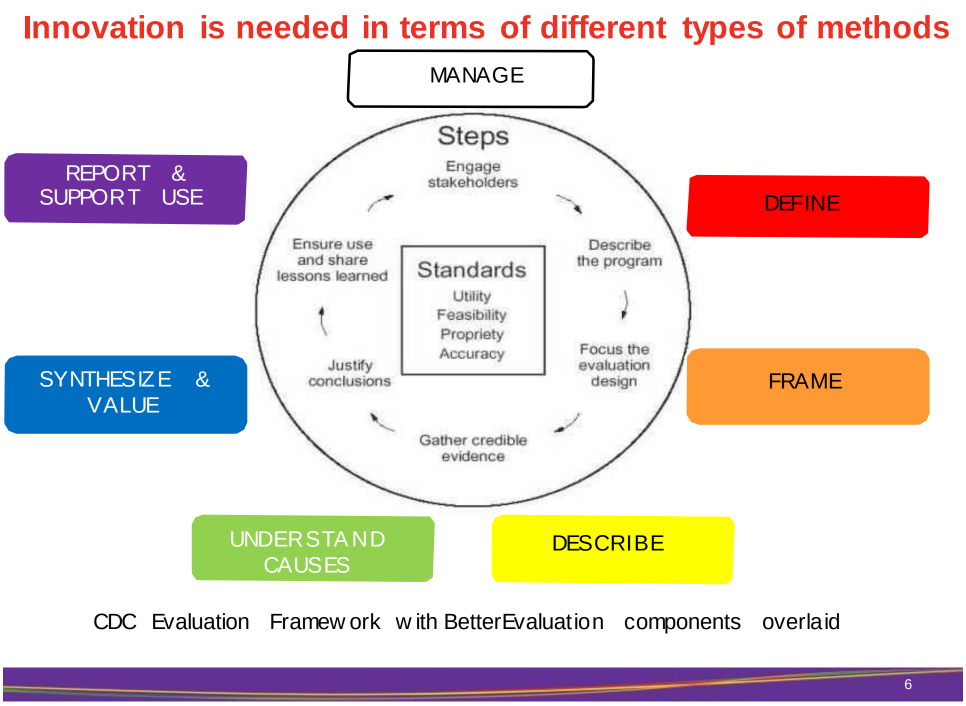
Ms Patricia Rogers, RMIT, Australia
Mr Andy Rowe, ARC Economics, Canada
Mr Errol Goetsch, Centre for Social Impact
Ms Annette Boshoff, Cambridge University

3.4.1 Ms Patricia Rogers, RMIT, Australia

BetterEvaluation will support the uptake of innovation in the following ways:

- Providing examples of innovative methods across the range of evaluation tasks; Sharing advice from experienced users;
- Links to recommended resources and examples; Opportunities for users to ask questions;
- Opportunities for users to share their experiences in an environment supporting;
- constructive, critical discussion of methods and
- Support for field testing of new approaches.

What BetterEvaluation does is to have a cluster of methods at each of the stages or a "rainbow of methods". There are 350 methods presently available. For example, one way of innovation is to ask, when framing values, where the values come from, and to identify methods around valuing and working out criteria or standards. Discovering new methods of doing things should be made easier, for example, innovations in hierarchical card sorting.



3.4.2 Mr Andy Rowe, ARC Economics, Canada

Evaluation is Use-Inspired Research and the likelihood of use is improved when research is salient, relevant or valuable for use in evaluation; is legitimate; fair, unbiased and respectful; is feasible, credible; true, and technically adequate in handling evidence. The debate over methods is primarily about credibility and assessing if a method is appropriate.

According to John W Tukey, *An approximate answer to the right question is worth a good deal more than the exact answer to an approximate problem*.

The intention is to stimulate practitioners of all kinds to develop new techniques and to share these techniques widely. A key question would be what the value of the change might be to those affected thereby.

It is not necessarily useful to have an ongoing debate on the different methods, but rather to employ a creative approach that will address deficiencies or anomalies. There are two new options for comparison, namely Natural Alternatives and Negotiated Alternatives.

Negotiated Alternatives is being seen as an exciting new approach which largely involved working with interested groups to ensure that all interests are represented in a situation. The agreement reached needs to be both legal and feasible, and identify the possible alternatives. This is likely to promote valid and reliable outcomes.

The following are the steps for pursuing Negotiated Alternatives:

Secondary research is needed to understand the treatment and possible options

1. Interviews with a small number of key decision-making parties representing different and central interests to explore existing options
2. Developing a case summary that lists possible effects attributable to the intervention, parties with an interest in the intervention, and descriptions of the intervention including what, where, when and who
3. Interviews with all affected interests to solicit their own likely alternative
4. Revision of the case summary to include the possible alternatives
5. Soliciting the comments of all those involved and their agreement on alternatives.

In short, Evaluation pursues approximate answers to the right questions; using a method that is chosen on the basis of use (salience, legitimacy and credibility), and providing negotiated alternatives that have excellent promise to expand options for comparison.

3.4.3 Mr Errol Goetsch, Centre for Social Impact

Experience shows that the absence of documentation is a root cause of project failure, and is the result of a number of factors, including corporate governance failure, limited management capacity, or design weakness. The key challenge is that it largely results in delivery gaps, and fixing the paperwork tends to fix the problem.

It is a matter of concern that in the past decades many NGO and non-profit projects have received significant amounts of funding, amounting to billions of Rands. For example, many NGOs have had extensive support to fight the HIV-AIDS pandemic yet the infection rate remains largely unchanged, as if those funds were never used. Why is this? What are the reasons for so many projects simply not delivering on their mandate?

There is a view that what is needed is improved tracking and identifying successes on the ground. In identifying the capacity gap, there are identified management areas which satisfy the universe of project management and also provide opportunities to correct anomalies.
The Capacity Audit Surveillance Tool is able to identify the gaps since this is where things go wrong and must be corrected.

Measuring Non Profit Sustainability is linked to the information that donors usually request, such as governance, cash flow, quality of output, results and impact.

Mentoring is an important tool for both corporate and NGO staff, where staff have a designated person they can approach at any time for support as part of a project design.

The value of good auditing cannot be over-emphasised, and bilateral donors especially are asking to see evidence of proven impact.

3.4.4 Ms Annette Boshoff, Cambridge University

The number of different models that can be used for evaluation can become overwhelming. One model that has acquired greater currency recently is the social capital framework and the potential for use in the evaluation of enterprise development programmes.

Social capital is the ability of an individual to secure resources through participation in social structures, and is a strong predictor of nascent entrepreneurship, providing access to knowledge, funding, potential markets, and other resources. It is thus important to promote for its potential to support nation-building. It is built on theoretical concepts of social capital and pragmatic insights and experiences, and uses qualitative community level data rather than qualitative corporate data. These include field work interviews, documentation, and field notes as a non-participant observer at meetings and during site visits.

In the process of assessing four enterprise development projects in South Africa, the findings included:

- A high score for active networks created by mines but limited geographic scope of the networks.
- Mining licenses depend on Tier 1 communities in the vicinity – one particular mine had implemented innovative solutions for the local communities such as brickyards and car washing.
- There was a lack of learning which meant no replication or sustainability of projects but at the community level there was a lot of mutual learning happening informally.

Using the Social Capital Framework can assist in assessing core concepts and translate these into operational variables to measure and evaluate. It also provides a starting point for reflection which is often not done because government evaluation requires reporting on specific aspects that are largely quantitative. However, examining the qualitative aspects promotes the sharing of experiences and shared learning. Current evaluation frameworks do not identify context-specific environments which provide an opportunity to use social capital to evaluate projects.

Discussion and Comments:

(i) What methods are used to measure impact, for example, talking to beneficiaries?

Is it externally or internally focused?

(ii) Amid the increasing numbers of M&E methods, on what basis can a choice be made to use the best or most appropriate method? How will one know it is the best method?

(iii) Why do people not document their work and what has in fact been documented over the years? How can documentation be used to establish the credibility of a negotiated alternative approach?

Response: Mr Errol Goetsch, Centre for Social Impact

On what evaluation method is the most appropriate, the questions to be answered would include matching the promises made and the performance delivered. Internal auditing and cross-matching also play a role.

With regard to the lack of documentation generally, there is often excessive paperwork in projects, for example, the evolution of documentation and a more bureaucratic focus that has moved from budgeting to HR to strategy. Many organisations are overwhelmed by the requirements. However, there is also the challenge of having too few people to do the thinking and strategising. Where there is no system and no people, then there can be no strategy. The other challenge is that largely people do not know what it is that they don‟ t know. This makes it hard to close the gaps. Reporting should tell the truth, but there is often a sense that something is missing, and projects and organisations then compensate for the lack of substance by adding superfluous information.

Response: Ms Patricia Rogers, RMIT, Australia

On which method is the right one, it is not a question of right or wrong methods but rather whatever method is needed at that time, and this can be assessed where values have been clarified. It is important to understand the causes – the notion of the method is to promote a range of methods. This can make it difficult to choose the right combination and this remains a key challenge of the work. It may be best to focus on links to resources and to timeframes, as well as what can be built in at the planning stage, and approaches that are easily participatory in nature.

Response: Mr Andy Rowe, ARC Economics, Canada

Knowing when the method is the correct one, and the credibility of the approach is linked to general credibility as a measure of technical quality and assessment of other measures or

approaches. There are a lot of different methods and some necessary techniques – so what incremental change can be attributed to a decision or intervention that must be checked against real data. It is also important to consider whether work is salient and legitimate according to the decision-makers in that context. There is also a need to expand on how judgements are made and aligned to the intended work. Preferred methods should also be flexible and affordable.

Discussion and Comments:

(i) Are donors aware of new techniques and have an interest in them, or is it only the practitioners?

(ii) From theory to practice, there is always the question of human capital, and the extent to which practitioners have the flexibility to be innovative and creative in choosing the methodology they use.

Response: Ms Patricia Rogers, RMIT, Australia

There is not much point in doing something if it is not seen as real information – legitimacy and credibility is critical. Discussions start early on in a process with donors such as AusAid, GIZ and USAID since they are the intended users of the evaluations which have to meet their needs. There is a view in the donor community that many evaluations are not providing the necessary and useful information in a practical format.

On moving from theory to practice, evaluators are often not given space to decide on the methodology, and furthermore constrained methodology is being prescribed that may not be appropriate. Practitioners can also find themselves in a situation where they develop a proposal that requires extensive work which they then are not awarded and which is used by someone else.

There is sometimes an anarchic array of measures, with some being too constrained, and where the standard approaches often provide somewhat dysfunctional outcomes. It would be good to explore a third way that has greater flexibility.

Response: Mr Andy Rowe, ARC Economics, Canada

Donors are not all the same, and many are trustees and operations people themselves. Working with the Packard Foundation, for example, there is a requirement in grant-making that the researcher or knowledge generator will go to natural resource decisions within three years and this is an encouraging sign. We are often in situations where we do not know what works, but rather have a sense of what is or is not a good idea!

Response: Mr Errol Goetsch, Centre for Social Impact

There are Feel Good Donors who only want to feel good, so they give money away, and then what! There are Look Good Donors like corporate foundations and government departments that will attend a launch and then move on.

Then there are the Do Good Donors who are the real partners. However, they may not always become involved in the evaluation methodology but rather look at compliance aspects only. In fact there is an oversupply of methodology that is in excess of the demand for methodology. There are also no broad standards in place that underpin M&E.

3.5 PARALLEL PANEL SESSION:– SAMEA BOARD

CHALLENGES WITH MEASURING OUTCOMES – PERSPECTIVES FROM EVALUATION EXPERIENCE

Moderator: Professor Fanie Cloete, University of Johannesburg

Panel – SAMEA Board Members:

Candice Morkel (Chairperson)
Indran Naidoo
David Molapo
Mairy Tsigoida
Christo de Coning
Stephen Rule

3.5.1 Input: Professor Fanie Cloete:

There has been in South Africa for some time, in the government, private and voluntary sectors, a lot of experience available on evaluation of projects and resource conversion processes. However, impact evaluation has been limited and of varied quality. Government recently published its 12 Strategic Outcomes which is intended to systematically shift the focus of evaluation in the public sector towards the consequences of government programmes rather than merely the efficient use of the available resources. It is important to assess whether the transformative work being undertaken is in fact contributing to an improved national vision and the extent to which some or all of the elements are being achieved.

As practitioners and academics, there is a realisation that a higher order of evaluation activity may be required, although evaluation itself is in fact a higher order management

activity, and often not undertaken very successfully, if indeed at all.

3.5.2 Input: Ms Candice Morkel

There is a new willingness in government to conduct proper measurement of outcomes, although it is not entirely clear if the required institutional framework is in place. The national evaluation policy was circulated internally in government although it remains the prerogative of the Presidency as to the extent of consultation that will be undertaken. Within 8-12 months the current draft document is likely to be finalised and promulgated. The challenge lies in the absence of an evaluation policy framework, which begs the question of how evaluation is currently happening. Provincial policy frameworks are being developed concurrently and there is a question about how it will all be aligned.

Regarding an evaluation agenda, there is a wide range of documents to draw on and a proliferation of outcomes, but whose outcome is to be measured? It is important that the various initiatives are inter-linked, since sectors tend to conduct evaluations in silos and without wider discussion. This leads to a duplication of efforts, which should be strenuously avoided in the current context of a shrinking fiscus.

It is not entirely accurate to assume that there is no M&E capacity, since political will carries as much weight. There may, for example, be instances of tension between political leadership, and the technical and management components, where views may not coincide, and this presents a challenge to create the space to merge views. However, on technical capacity there are concerns, but government is a funder of evaluations so it does need to conduct evaluations itself, but rather manage the process and service providers optimally.
Regarding an Evaluation Culture, what are the parameters on how to do evaluations? How are they related to theories of change, or are they subjectively selected? How are the theories of change within the national outcomes approach being applied?

The most important aspect of evaluations is how they will be used, and which evaluations really matter. Ownership and commitment are linked, so it becomes important to find ways to feed back into the policy framework and improve service delivery.

3.5.3 Input: Professor Christo de Coning:

There is a need to move beyond monitoring frameworks beyond the articulation of objectives towards anticipated outputs and outcomes. A key challenge is the limited institutionalisation of M&E where governance is but one of six aspects. There is also a need to take into account the relationship between the State and Civil Society, which interfaces around M&E; policy and planning; the need for strong leadership and management in the public sector; organisational development that includes embedding M&E; the need for higher level skills;

and the lack of co-ordination between key government entities. These institutional issues must first be addressed before monitoring frameworks can be put in place.

Regarding top-down or bottom-up planning and implementation, at present M&E in the public sector is top-down, although there is an awareness that good thinking is often bottom- up but there is no interface. There is strong capacity at the centralised level but this is encountered less at the provincial departments.

There is overall a limited recognition of the importance of outcomes. For example, in some Gauteng provincial departments there are highly competent personnel but even so, the annual performance plan has no outcomes column. At national level, outcomes are not formally requested by National Treasury reporting. There has been a view that departments are not aware of how to translate outcomes to outputs, but in fact this capacity already exists in many government departments.

From the bottom up, there is valuable information available in the private sector and civil society organisations. Childline is a good case study as this is information that government does not have and urgently needs, and this highlights the importance of collaborating with NGOs. Local government is also a key roleplayer where high order M&E systems are required. It is important to find ways to institutionalise a bottom-up approach as well as embedding M&E in government. A results-based M&E system can make a significant impact on reporting quality.

3.5.4 Input: Ms Mairy Tsigoida

The opportunity is taken to present a case study for people to engage with. What happens in our shrinking economy when someone is working for a private company, with high overheads and which largely contracts to the State. The State finds itself in a financially constrained situation yet many smaller companies need work from the State to survive. A budget is needed that will allow for an overhead rate reduction, LOE reduction, possible retrenchments, and a retention policy to keep good people. How can organisational capacity be evaluated and how will this inform the best course of action?

3.5.6 Input: Dr Indran Naidoo:

There are three issues to present:

1. The historical and political backdrop for outcomes in South Africa
2. What challenges M&E professionals when doing evaluations? This relates to whether the policy is working and whether the ruling party is delivering effectively.
3. Horizontal and vertical alignment is important and is not sufficiently addressed or commonly implemented.

There is some challenge in evaluating political questions in a new democracy. Assessments are often done by academics rather than practitioners. Do we speak truth to power or do we choose safe topics? It seems there is a tendency to do the latter, where it is easy to produce outputs and measure activities. However, there is greater value in committing to real outcomes, addressing the 12 questions at a higher political level, and providing good information.

There is recognition that while huge amounts of public money have been spent on the education system, the outcomes remain poor. There is equally a widely held view that the main reason is the poor quality of teachers, although this may not always be publicly expressed. M&E provides a tool to independently assess the outcomes, and the link between outputs and outcomes.

There appears to be a strong commitment in government to working with systems and paperwork, yet this does not always identify the real problems. Two examples come to mind: In Riemvasmaak where land restitution took place, when the impact was assessed it proved impossible to find any beneficiaries. In KwaZulu-Natal, with redistribution projects, beneficiaries could not be identified although they existed on paper. The systems had been carefully followed, yet the results were problematic.

There are three numbers to keep in mind: the seven points of *Batho Pele*; the nine constitutional values and principles for public administration; and the twelve points of government" s recent commitment to deliver. With these in mind, we must then answer frankly and honestly whether delivery has really worked.

3.5.7 Input: Dr Stephen Rule

Private sector evaluations are seen as being only for large clients, not government or religious organisations or smaller NGOs. A recent experience was that a smaller NGO client with a small budget had required an M&E process. The goals of the programme to be evaluated were broad and it proved difficult to evaluate these positively. The results were disappointing, including around questions that linked directly to the organisation‟ s core work. In delivering the assessment it was important to be honest – one never wishes to disappoint a client, especially when they have to report to their donors, but it is important that M&E is shared honestly.

Discussion and Comments:

(i) The twelve outcomes is a welcome shift and is more focused. To what extent has the current work been peer reviewed since government challenges must be contextualised at provincial level.

(ii) Change management requires a rigorous approach that includes, for example, job creation. However, government has limitations and is in need of strong partnerships that will move it away from silos and bureaucracy.

(iii) There are a number of opportunities for government and NGOs to interface, such as clustering foster care. M&E always provides opportunities for learning.

(iv) There is strong commitment at the highest level to ensuring good outcomes, but the challenge lies in ensuring downstream changes. When people leave the conference they need tools to help them implement the changes. There are serious frustrations at the highest level of government about the poor pace of delivery. There is political willingness but insufficient implementation capacity. This may present an important opportunity for NGOs.

(v) The Childline M&E exercise provides important lessons. The interface between NGOs and government is on foster care, not M&E, yet sharing information with government will be beneficial. Government will benefit from good monitoring that it can use, and the NGO will benefit having proper trends from government on child rights and child abuse.

(vi) In the Northern Cape Province, M&E is being used as a management tool. It seems that the expertise lies in institutions such as the universities and to an extent the private sector. The challenge is to identify ways to share this expertise with NGOs that will contribute to standardisation of instruments used in M&E. This also links to the national evaluation framework, and identifying ways to begin training people across the board. NGOs will be open to assisting government but it is important that everyone is assessed using the same tools.

(vii) The office of the Premier in KwaZulu-Natal is very open to M&E and a recent 15- year review showed shortcomings in relation to evidence-based government delivery. In the

South African, there is often an assumption that there is a strong inter-governmental relations system in place that includes accountability mechanisms at both extremes of public and social accountability. However, an outcomes-based approach may not be very easy to implement.

Response: Dr Indran Naidoo

It is necessary to move to an Outcomes approach, but this involves multiple players and must be a participatory process, otherwise monolithic views will prevail. Civil society must also be closely involved, as well as recipients, as part of a shift away from so-called „expert" knowledge. Historically government has often implemented a misguided approach on the basis of available information, similar to the situation in the United States where government was completely wrong about its approach to managing the economy. It may be preferable to draw on people who are not overly academic but who have the experience to play a stronger role.

Response: Ms Candice Morkel

There are many provincial challenges, with a disconnect at the point of implementation. The necessary capacity needs to be in place first that often includes basic things related to institutional structure. The funding model does not allow for cross-pollination and integrated implementation, and this then presents further challenges across the spheres of government. There are also too many directives, guidelines, documents to be included in the daily work, resulting in fragmentation down to local ward level. Every person is based in a ward somewhere, as well as a particular community, so that should be the starting point when interrogating government planning rather than the focus being higher up on the bigger outcomes. Furthermore, the big outcomes require a technical capacity that is not always present.

Response: Dr Stephen Rule

Many public tenders have a capacity building component – service providers are keen to help build capacity but the experience on the ground is that there is a limited interest on the part of government officials to do this, although the reasons are unclear.

General Comments:

- There is a tendency to measure government on outputs since outcomes are impossible to measure, and we do this by proxy indicators, that is, limitation of humans and numbers. We try to understand the world through language and numbers and what people want, and that should be the most important measure.

- There is a Gross Happiness of Country index which includes a compendium of all outputs and outcomes together. M&E links to the desired attributes of a society that we want to achieve in the medium to long term. In the short term there appears to be little progress being made but it is important to retain a longer term perspective and refine what is already being achieved.

- Many defined outcomes are in any event problematic, and a more participatory approach is needed that can collectively define the needs and desired changes in society as well as the measuring instruments.

- There are concerns about the entire national planning process as it is presently being conducted, and it remains unclear whether it is a planning department or a planning commission. Policies remain uncoordinated and planning in most government departments remains limited.

- The theme of the discussion was the challenges of an outcomes-based approach to evaluation. It is clear that the discussion moved from that somewhat narrow focus with some skepticism being expressed about the ease with which outcomes can be measured, and possibly only by proxy.

- It is important to look not only at the relatively easy ways to measure resources, which is conversion process – efficiency – outputs, but to move beyond that and address the consequences of what has been done until now. Many societies that are more advanced still struggle to do this.

- Outcomes and impacts are really the medium to longer term transformations that government wants to achieve, including impact based on the transformative vision of government. The medium term outcomes are the stepping stones to achieving the overall integrated vision.

3.6 KEYNOTE ADDRESS 2

INDIGENISING EVALUATION – THE NEW ZEALAND EXPERIENCE

Presenter: Ms N Wehipeihana, Kinnect Group, New Zealand

Session Chair: Dr M Abrahams, University of the Western Cape

As a Māori person in New Zealand, the experience has often been that Māori communities have little influence in structuring how evaluation processes are conducted, even when the evaluation is about them and their lives. Government had limited commitment to hearing the Māori voice and valuing Māori indigenous knowledge, where the Māori people comprise 14% of a population of 4 million. This has begun to shift but change is slow.

Among the important reasons for conducting M&E, drawing on indigenous knowledge can make a positive difference for the Māori people, provide a better understanding of Māori culture so that these can inform policy development and decision-making, and ensure that monitoring, evaluation and research – with tribes and in Māori communities – is led by Māori,

responds to Māori aspirations for self-determination and is guided by Māori cultural values and practices, rather than European approaches.

A major challenge has been that Māori people are not included at the planning stage of evaluation, with a dominance of western approaches and methodologies. Evaluation is often presented as being objective and independent but does not take into account the filter through which indigenous experience is presented or informed. Māori knowledge is not sufficiently respected or drawn on, and there is a negative presentation of Māori as being needy, criminal, poorly resourced, or unqualified. As a result, many Māori communities have closed ranks and refuse to participate in studies or discussions if these are seen as being imposed.

The research shows that the school system, for example, privileges white students, with only 61% of Māori school leavers having a formal qualification against 84% of white school leavers. Building the nation is important and can only be done if there is accuracy about the systemic deficits.

A key aspect of the indigenous approach to M&E is recognising the importance of relationships. Relationships just matter! They are at the core of evaluation work. Even when there is only limited time to do M&E, relationships *are* the business. When we get them right, what we found was the time we thought we had lost at the beginning of a process was very quickly made up as communities responded quickly and substantively.

In M&E relationships are the business. Faces must be known. Local people should be used since they have local knowledge and are trusted. Where there are technical gaps, they must be supported.

In short the best approach is: Look, listen for a long time – then speak! Take time to observe rather than pushing questionnaires onto people and then rushing off. This is not useful.
Reciprocity is important. Give back to the community, in training or resources, or link up with a good project that will add value. It is also important to understand every situation will have insiders and outsiders and the differences can be subtle. Draw on local people to ensure that the researcher is culturally safe. Linked to this is the importance of respecting local authority,

whether one fully supports it or not, since this is the authority structure of the local people. Be humble, seek to empower communities, while allowing them the space to decide on what they need or want.

Indigenising evaluation in the Māori context requires that evaluation processes

- Set out to make a positive difference for Māori;
  Focus on social change and transformation;
- Privilege Māori knowledge and ways of being;
- Value theory and empirical research;
- Provide a framework for organising, conducting and evaluating Māori research and evaluation;
- Are active in building research and evaluation capacity, and
- Uphold community aspirations, development and sovereignty.

Real evaluation is one step beyond descriptive research. Real evaluation asks the question: "What are the outcomes?" Real evaluation asks "Are those outcomes good enough?".

Draw on cultural metaphors that are already in place. Evaluative rubrics are a ladder of change – how good is good, and how good is good enough? We define quality for ourselves and for others.

The simplicity of reporting on indigenous evaluation has been well-received by government, as it is easy to summarise programmes once the terminology has been agreed.

In promoting evaluation by Māori for Māori, it has been a long road, and contestation has not been absent. It is important to find the small spaces to begin indigenisation of M&E practice and sell the value of an indigenous approach on the basis of quality and not only ethics Doing M&E with passion inevitably means better quality.

Discussion and Comments:

(i) Indigenisation of M&E has many positive implications for the South African situation, but what are the main points? ***Response:*** The strong focus on monitoring in South Africa was striking, but there was a clear gap in the evaluation aspect. There is also no strong promotion of culture and its role in M&E, not just as a process for engagement, but to assess what lies behind the community. It may be a challenge having to take into account eleven different official languages – each language community will of course have its own cultural identity as well. The challenge is to consider how one might include culture and cultural values as more than process engagement but to frame our judgements of goodness, or of merit.

(ii) On the question of rubrics, which run parallel with outcome mapping, to what extent are these only for behavioural change or is there some flexibility? ***Response***: This is not related only to behaviour change, and in descriptions of excellence one can locate any indicator and outcome within a performance level rubric.

3.7 KEYNOTE ADDRESS 3

Locating M&E in the Context of a South African Developmental State

Speaker: Professor Sibongile Muthwa, DVC (Administration) Nelson Mandela Metropole University

Chair: Ms Candice Morkel, SAMEA Chairperson

The intention is to reflect on M&E with a focus on evaluation within the broader development implementation context and within the framework of the South African developmental state. We should define whether evaluators can answer the "So What?" question, and for South Africa it is a critical time to answer this question with conviction.

Public revenue is declining and demands to deliver are growing. This is a worldwide problem. In addition, South Africa faces challenges of income inequality, lack of basic services, and poor socio-economic infrastructure. It is not enough to sit in comfort talking about how to change things; a sense of urgency must be generated. The point is to emerge from this conference with a consensus and a deep resolve to use M&E as a lever for change.

A Personal Story:

This is the story of all my people – although I have spent most of my time in Johannesburg, London and the Eastern Cape, I was born in rural KwaZulu-Natal. I walked two hours to school, the same as every other child in my village. There was one bus to the village but when it rained the roads would flood. I was the first person in my village to obtain a degree, leaving Wits University for exile. When I returned and went at once to my father in the village, things had improved. There was indeed service delivery happening. But no-one had come back to my father in his village to ask "How have your lives changed?" "How could we do development differently for you?" "What does this mean in your life?" Evaluation so far has concentrated on the supply side and not the demand side. It is thus important to begin to think about how to deal with the empowerment side.

I have four propositions:–

1. Mainstream theories of evaluation that have been practiced and implementation processes that flow from these theoretical suppositions have had limited impact on sustainable development because they lack ownership. The point is to empower the poor to affirm decision-making, and making their own choices. Even though roads, water, and electricity had been provided, it is not possible for my father, for example, to say that he has made choices about the rate, the type, the extent of services. He

does not have the dignity of deciding about what services to receive first.

2. Conduct M&E as a means to access extrinsic resources such as development finance, money from Treasury, and similar. This is necessary but is not sufficient for achievement of socioeconomic transformation, which is the primary concern of the developmentally marginalised.

3. Empowerment is an integral process of sustainable development, and affirms the lived experienced of the owners of development. People are not beneficiaries but owners.

4. M&E is very often the only side of engagement and the primary zone of influence for the poor to decide on the direction of an intervention, and allows owners of development a horizontal entry into a virtual boardroom where decisions are made. Evaluating properly on the ground from the demand side may be the only space where the marginalised can be heard and contribute to the direction of development.

There has been significant growth in M&E in the public and private sectors in South Africa and government is serious in its intention to strength service delivery performance, but what does M&E mean in the context of a developmental state. While the needs of the poor and social issues such as health care, housing and education are placed at the top of the national agenda, it is clear that there has not been enough progress made on delivery.

The developmental state needs support if it to improve the lives of the poor. The role of SAMEA and similar organisations is to ensure that in their conduct and implementation of evaluation they extend the developmental state capabilities by mitigating the limitations.

A weak relationship between public policy and developmental administration is an ongoing concern. We believe that suppositions made in formulating public policy for developmental administration are working, but they are not. Conditions in the political economy which is capitalist and consumerist are counter to the intentions of a developmental state. Even if the state has the courage and will to intervene, its effectiveness is subject to limitations of the political economy.

There is a lack of technical and administrative capacity to achieve transformation, as well as the will to begin to implement a bottom-up approach. This is a role of participatory development and M&E is important, including in building partnerships with state institutions. Government leadership is openly engaging a range of role-players and collectivism is important in defining priorities for development.

M&E can provide substantive information for a developmental state, including notions of accountability and voice. There is a range of role-players involved and what M&E practitioners can do is to raise voices through groundbreaking research and discourse, demystifying evaluation for the poor, who get evaluated upon rather than being involved in the evaluation.

The methodology in terms of participation remains a challenge. The government system provides for a national outcomes approach with a set of standard primary policy instruments guiding the national approach to M&E over the past five years. Challenges that have been identified include inadequate leadership; management weaknesses; poor institutional design; poorly aligned decisions; and no strong performance culture in place.

Building a performance culture is more of a consciousness-raising exercise and prioritises a commitment to address promises not met. Placing M&E at the centre of government" s goals demonstrates a government promise to address service delivery failure.

Working together to enhance state capacity to use M&E to enhance delivery objectives, evaluation and outcomes is an important step in the right direction but is not enough to ensure lasting change.

SAMEA can play and important role in building capacity that is needed to drive the M&E agenda and it is important to reflect on how effectively it is playing this role. With so much public investment in the past 17 years on social services, the huge contradictions continue. This cannot be allowed, and the main challenge around M&E methodologies is to demand that government unpack the demand side of service delivery.

Discussion and Comments:

(i) M&E tends to be somewhat self-referential unless it is actively embedded within communities. If M&E cannot address poverty then what is the point? It is important to find ways to improve understanding of how M&E can strengthen developmental processes and what practical things can be done that ordinary people, including poor people, can be involved with.

(ii) M&E is happening all the time, and the people that invest and have the resources choose what is going to be done, how its going to be determined whether it has been done, and how successfully it has been done. In Bangladesh and Brazil, for example, participatory budgeting is well established. Participatory evaluation takes time and is hard work. It requires facilitating the thinking of people rather than just telling them.

This alternative approach needs to be popularised. The state is not by its nature able to do this.

(iii) A major constraint in the public service at present is the prevailing management culture that is not conducive to achieving outcomes. This does not seem to have improved much. We should all be learning organisations, but have some way to go.

(iv) Hearing about the four propositions which state that evaluation can often be the only space in which communities are able to participate in decision-making, is both a shocking and enlightening statement, and is also motivational.

(v) The new government approach to M&E is correct. Services in rural areas are not being realised and many people have moved to urban areas. We should start at the bottom, at the village where a director general comes from and evaluate the extent of delivery there. SAMEA itself should evaluate government since there are policies in place which may not be the best policies, but cannot be changed without evaluation first being done.

Response Professor Muthwa:

In the Eastern Cape government, not everyone who makes it to the good life from a village has the necessary passion and commitment to social justice and often view the public service as just another job. This may well apply in developed countries but in South Africa working for government is unavoidably a development exercise, and decisions about resources and their impact on people should be ubder-pinned by a commitment to social justice. This is not always the case and is the root of the problem. Where there are good leaders there is excellence, but we do not yet have a critical mass of those people. People may be appointed to senior positions and oversee budgets of billions of Rands but have neither the expertise, nor the moral commitment, as they are simply politically deployed appointments. This deficiency must be interrogated and that is linked to political will which places people where they are placed. This is a genuine problem.

Within a range of reasons for why we have not achieved the desired changes, public policy is not the same as public participation processes – this is not the implementation of public policy.

On rural underdevelopment even after 17 years, the further away people are from spaces of choice, information or decision-making, the more under-developed they will remain. Even where a lot of money is put into development, the owners of development must participate to ensure results. Our government refers to an outcomes approach but there implementation thereof remains unclear.

3.8 INTERNATIONAL PANEL

INTERNATIONAL PERSPECTIVES ON MONITORING AND EVALUATION FOR OUTCOMES ATTAINMENT AND ITS BENEFITS AND EFFECTS FOR PROGRAMMES

Moderator: Professor Fanie Cloete, University of Johannesburg

Panel:

David Fetterman, Stanford University, United States
Nan Wehipeihana, Kinnect Group, New Zealand
Patricia Rogers, RMIT, Australia
Andy Rowe, Evaluation Consultant, Canada
Azusa Kubota, United Nations Development Programme, United States
Marco Segone, Systemic Management, UNICEF Evaluation Office

3.8.1 David Fetterman:

There is a return on investment, other than financial, that is seen in the social benefits for society. In a number of different countries there is a shift to community return on investment. The ideal will be to begin to see more evaluation rather than just monitoring. In South Africa, as in the United States, the emphasis has shifted from monitoring to evaluation as the processes have matured. However, there is still not enough of a link with policy – there is grassroots evaluation but this must link to community as social policy and then link evaluation to policy. And then link it to planning for the future strategically.

People often feel excluded from strategic planning. M&E practitioners should request to be inserted into the processes early on for informational reasons, as that is where the primary concerns that stakeholders feel are most likely to be heard

There is some challenge in applying the carrot-and-stick approach – there is value in both but there must be a balance. It may be preferable to help people to move forward with self-determination.

South Africa is at a pivotal stage where making the link between output, empowerment evaluation and outcomes should become the driving force that shapes policy. There has always been some degree of strategic planning which gets evaluated. Policy and evaluation have been separated, and should move towards being more integrated, drawing on voices from the ground up on how plans are being implemented.

3.8.2 Nan Wehipeihana:

There is indeed some lack of evaluation, which is necessary to answer the **"So What?"** question. Are the outcomes good enough and what are they? The collaborative approach provides a shared understanding of what is valued, who is valuing what, and how it is being valued. What is goodness, and how good is good enough? Over time, practitioners come to know that judgements of quality and value depend a lot on the perspective. The outcomes that are hoped for depend very much on the context. Yet these are always both different and the same for culturally based outcomes.

3.8.3 Patricia Rogers:

The conference theme was excellent, drawing on the spirit people have to do things better, but also explaining how that can be done.

The theory of change explained how and whether M&E contributes to better outcomes. When talking about the impact of evaluation, what is often left out is the impact for owners of development, and how to make a difference in terms of outcomes and identifying gaps. This encouraged delegates to question the impact of the M&E work that they do.

The importance of allowing sufficient time for conceptualising was emphasised, to talk about how it might happen and then follow up to remove blockages.

There was also discussion about how M&E can contribute to worse outcomes – this is equally important to keep in mind. M&E can discourage people, information is not always accurate, M&E processes remove the attention from more important matters, and such negative effects should be anticipated and mitigated.

The theory of change must support flexible and nimble programmes – take a lot of time to specify what is needed, have a lengthy design process, and then commence. Traditional

M&E is not sufficiently nimble, the world moves very quickly and our responses must match this. This links to different kinds of evaluations, some planned at length, others, a quick but useful insert that draws on rapidly evolving technology.

3.8.4 Andy Rowe:

The focus on substantial governance issues was welcome, as was the practical input that explains how to make M&E work better. These are useful approaches in a country facing many developmental challenges. It was suggested that the only important reason to do M&E was to contribute towards better governance and this is to a large extent accurate.

In South Africa, as in India, there are real tensions between Monitoring and Evaluation, and resources for good M&E could be freed up if these different roles and aspects could be better clarified.

Use M&E as a mechanism to modify how knowledge generated by evaluation insights is used. Joint production processes are often more useful. Technical competence and credibility of methods is importance but the real discussions should be about the salience and legitimacy of the whole evaluation undertaking.

In both national and provincial systems, it is important to assess the extent to which the system is being used. It is easier to get systems implemented rather than to get knowledge used. Innovative approaches are needed so that the initial and second rounds are early adopters and become the deployers and coaches in the future.

Insufficient attention has been given to the use of knowledge and insights and this could easily have been done through diffusion of usage and innovation in approach.

Drawing on management systems in Canada and the United States shows us a good federal structure with evaluation of federal programmes and the required capacity. This has implications in that South Africa has developed a system that may have entrenched flaws since it is largely a top-down system whereas a bottom-up system is also necessary. Both approaches have value, as long as there are connectors between them.

3.8.5 Azusa Kubota:

The hope is that sharing the experience of evaluating the UNDP in New York will be of use. The United Nations is not a donor but seeks to embed itself in a country's national progammes and promote national ownership that draws on existing capacity. At present 15-20 country level evaluations have been completed. Since 2009 there has been a different approach to evaluation, where previously consultants were brought into a country, now the trend is to draw on national expertise. In some countries, the evaluation team consists only of local experts. This also enhances the credibility of the data, and improves the relevance and responsiveness of UNDP interventions to support national priorities. The outcomes of evaluation processes are also used in designing UNDP programme cycles.

The UNDP has also become more open than previously in sharing of evaluation results. For example, an evaluation of work in China indicated that the UNDP had in fact not influenced any policy change in the past ten years and this had to be acknowledged.

There are national reference groups in many countries comprising a wide range of stakeholders including UN donors. The scope of evaluation and questions are developed with national partners, since the UN is not an external entity but seeks to be a national partner.

Broad stakeholder workshops on evaluations are conducted which assess whether the UN has been doing the right things in the right way, and this information should feed into strategic planning cycles. National counterparts need to be sharing this level of information, and opportunities to do so are becoming more common.

A key challenge is to find independent evaluators in each country. It also takes time to become familiar with the complex UN processes at national and international level. However, the benefits of a national level approach outweigh the challenges, and increasing numbers of joint national evaluations are now being conducted.

3.8.6 Marco Segone:

With regard to the international trends on M&E for outcomes, there is good news and bad news. The good news is that there is growing international recognition of the importance of moving to results-based M&E that will address the **"So What?"** question. However, there should be a move towards "Whose question is it?" Given that there is now largely a common approach around aid principles that includes the principles of national ownership and alignment, it makes sense to move towards using national evaluation systems.

The bad news is that in practice this does not always happen. The Paris Declaration noted that the principles of ownership and alignment are no always implemented. This is a problem because it means that for international development interventions, the **"So What?"** question is the donor"s question. When an evaluation is planned, the target is not the people in the country but upstream. Why are principles of national ownership not implemented in practice through country evaluations? Do donors and agencies fear weak capacity? How are donor priorities linked to upward accountability? To what extent could the shift of power relationships be impacted?

Country evaluations being done in middle income countries like South Africa, where there is already a strong national M&E system should move towards sharing own knowledge and experience in the region and beyond. This is a key role for South Africa that the UN could be closely involved with. It links also to South-South Co-operation. There is furthermore a role for **SAMEA** in both South Africa and the region to foster national demand and supply for M&E, either using national systems or a hybrid approach that involves topics of mutual interest. UNICEF, for example, is attempting to address the issue that 95% of M&E should be managed at country level; even with the challenges it makes for a more rigorous and improved process.

Discussion and Comments:

(i) The timing is good and the evaluation framework is in the public domain for comment by the end of September. This is an important opportunity. The Monitoring aspect tends to dominate, and this is an opportunity to promote the Evaluation aspect. It is critical to ensure a good framework.

(ii) In the context of a participatory approach to evaluation that includes the use of progressive methodology, and in response to a question about what SAMEA should prioritise, the top four responses were capacity building; facilitating M&E in higher learning and networks; marketing SAMEA to the corporate world in South Africa; and developing M&E frameworks and standards.

(iii) Insofar as M&E is about collecting evidence to improve policy and practice, how policy is developed takes on a greater importance. There are political aspects to the implementation of M&E and the level of resources that is allocated to M&E functions. The people who are determining policy and budget allocations thus also need to be engaged and evidence provided as to the value of M&E. Public servants work in challenging conditions. The way that evidence is presented and articulated has an impact. As practitioners it is important to understand the cultural context in which one is working and also the relevance and influence of policy. A report may be defendable but is it speaking to the people, and if not it is potentially a wasted resource.

(iv) Capacity building should be avoided. Is there a person anywhere who does not have capacity? Capacity building is essentially a power relationship and there should be a move towards empowerment / sharing / exchange of knowledge instead. Everyone has a knowledge base to share, but speaking only of capacity building can serve to entrench inequitable power relations.

(v) There has been a useful merging of theory and practice, with many similar questions being asked and consensus being obtained around issues. Evaluation is key to get

(vi) better evidence, rather than focusing only on the data as is often the case. In the context of lacking in adequate capacity and human capital, it will be important to investigate possibilities for collaboration.

Patricia Rogers:

On capacity building, this really means training so it is important to be specific. It may be worth reclaiming capacity building and viewing it rather as different types of capital, including networks, reciprocity or similar, so that it is not only about skills but encompasses support networks and organisational structures that all have their own value. There is also a concern that we build capacity to do something but then there is no demand.

Azusa Kubota:

A United Nations conference in Johannesburg in the coming week will address national evaluation capacities, where many kinds and degrees of capacity will be discussed. The intention is to provide a forum where all players can interact. It is not the role of the UN to train people, since this must come from the national organisations, but rather to provide a space for interaction and sharing.

Andy Rowe:

When commencing an evaluation that is collaborative and participatory, people already know the future and are turning towards it. In North America we are still in the past, outcomes are outmoded, and participatory is really the only approach going forward. The question is around how to do it well.

Evaluation has changed, and is focused on use, and on being participatory and collaborative. This is a better and more ethical approach. It seems that there is a common interest in the new approaches so the conversations should move towards how best to implement.

Community-based economic development is in transition. Capacity is a deficit-based model, and the shift is towards asset-based models. When talking about national programmes there is also a strong move towards asset-based approaches to evaluation, and there is a need for M&E people to embrace this shift.

Marco Segone:

Capacity is about the strategy being multi-pronged and including knowledge management.

The political aspects are also important, since tools are applied in a political environment which varies between countries. If we want evaluation to be influential we must ensure that evaluation questions are the right ones that can influence key stakeholders and be informed by political strategy. Policy makers should therefore be included in the conversations.

David Fetterman:

The question often relates to who has the power. South Africa is in a unique position to hear all sides including the voices of the owners of development. Balance evidence-based work with practice-based evidence, not choosing or privileging one or the other. Knowledge is power. Create knowledge

.

Nan Wehipeihana:

Who makes policy and how is it developed? How is it tested? Practitioners in New Zealand developed a set of standards to assess quality development in relation to policy development for Māori students which is now a monitoring process used in the policy development process. This was the result of a long and thoughtful process. There is a concern, however, that there is not enough time to promote better use of the technical reports.

There is much discussion about unleashing potential and this works well at community level, but less so at a systemic level.

Discussion and Comments:

(i) There should be some reflection on why M&E results and findings are sometimes ignored. This may be influenced by our understanding of the issues and a need to improve the context of understanding policy processes.

(ii) It is important when reflecting on, or reviewing findings, for example the 2005 first draft of the policy framework, that public servants must also begin to see themselves differently. This relates to an extent to building capacity and self-esteem. It is important to see the benefits of the bigger picture.

(iii) Because of the power structures that often prevail, the data gatherer is often overlooked for capacity building, even though they play the most critical role in the process.

Patricia Rogers:

One could conduct M&E in the technical way which enhances the needs of the powerful elites or choose to do it in a respectful way. This does not necessarily mean a democratic approach, although this is important, particularly in the context of South Africa, where democratic principles are seen as an intrinsic part of all development processes.

3.9 SUMMARY AND CLOSING REFELECTIONS ON THE CONFERENCE

Presenter: Dr Florence Etta, President African Evaluation Association / International Development Evaluation Association

The partnerships have been excellent and provide a good model for the continent. SAMEA should begin to promote the model and develop case studies. The nature and title of the conference was both innovative and unforgettable.

Some of the key messages and observations of the past few days included the following:

1. Strategic partner which is government said take time to reflect on the role of SAMEA to enhance the capacity of the state to meet its goals – it is playing its role, whether government or SAMEA.
2. Remain relevant – it cannot be that with so much public investment in services we still have our people in poverty.
3. While the Conference was professionally run, government and public service delegates were dominant and a wider range of M&E practitioners would have been interesting. However, this is the reality in Africa, where government tends to be a large structure in any country.
4. In defining the political economy of the South African state, is it truly a developmental state, or are we simply in a state of development. There is a large population to be serviced, and the private sector is not doing enough. It is debatable whether they are able to?
5. There was great enthusiasm for learning, although the emphasis was more on Monitoring and less on Evaluation when in fact there should be more focus on Evaluation.
6. Some people have monitored programmes and projects but have never done an evaluation. There were examples of this at provincial level.
7. Evaluate outcomes at all levels – the small NGO and the high level government department. There may be a role for SAMEA in taking forward the messages derived from outcomes.

There were a few disappointments, the most important being the lack of serious networking and organising. In such a space, the expectation was that people would seize the opportunity to continue the action at the end of the conference and maintain the momentum.

This does not seem to have happened and it is an important lost opportunity.

What must **SAMEA** do next? The suggestions included M&E empowerment, facilitating M&E in higher learning and through networks, marketing itself, and developing M&E frameworks and standards. The challenge to **SAMEA**, therefore, in planning the next conference, will be to take up the leadership role more strongly, and expand the vision. This may be an opportune time to consider co-hosting with an African partner or neighbour at regional level.

AFREA as the Parent Association of **SAMEA** has made great strides in the past few years, including setting up governance structures, improving communications, and developing quality standards. Conferences are important to M&E practitioners as this is where most skills and capacity are built up. AFREA plans to host a 2012 conference for just that reason, and has been inspired by Nan Wehipeihana to strengthen the indigenous aspects of evaluation that includes African ways of knowing, understanding and evaluating.

CHAPTER 4: SAMEA PRE-CONFERENCE TRAINING WORKSHOPS

Preceding the conference, a series of training workshops was presented by top-notch local and international M&E experts. A total of thirteen workshops including both introductory and specialised advanced workshops were presented over two and a half days, with workshops ranging in length from half a day to two full days.

Workshop one, ***Empowerment Evaluation*** (two days) was presented by **Dr David Fetterman** from Stanford University, USA, also a keynote speaker at the conference. Dr Fetterman is the past-president of the American Evaluation Association, author of over 10 evaluation books and 100 articles and reports and the President and CEO of Fetterman & Associates, an international evaluation consultation firm. The workshop covered the basic steps of empowerment evaluation, the 10 guiding principles of empowerment evaluation, the key concepts guiding the approach (focusing on accountability), guidelines on prioritising program activities, enabling organisations plan for the future, and how to select appropriate technological tools to facilitate an empowerment evaluation.

Workshop two, entitled, ***Better Evaluation: Frequently Asked Questions about evaluation methods*** (one day) was presented by Prof Patricia Rogers from CIRCLE at RMIT University, Australia. Prof Rogers has worked on various evaluation projects in Australia and internationally, including South Africa. She has been awarded the American Evaluation Association" s Myrdal Award for Evaluation Practice, the Australasian Evaluation Society" s Evaluation Training and Services Award for outstanding contributions to the profession of evaluation, the AES Caulley-Tulloch Prize for Pioneering Literature in Evaluation, and led the team that was awarded the AES 2007 „Best Evaluation Study" Award. The Better Evaluation workshop focused on deciding between various evaluation methods to select those appropriate for a particular situation, taking into account the purposes of the evaluation, the resources available, and the nature of the program or policy being evaluated. It enables delegates to make sense of the wide range of possible evaluation methods by focusing on the different tasks involved in an evaluation and exposed delegates to the new evaluation resource „BetterEvaluation" where information on various evaluation methods can be accessed.

Workshop three, ***Assuring Quality Standards in Evaluation*** (one day) was presented by Dr Florence Etta and Nene Konate from the African Evaluation Association (AFREA). Dr Etta is the CEO & Principal Consultant at GRAIDE International, a Development Evaluation Consulting Company registered in Kenya & Nigeria and has comprehensive and extensive international and development experience including training, research, evaluation and assessment; data analysis; reporting and programme and policy analysis. The workshop familiarised participants with available and used tools for evaluation quality assurance including the African Evaluation Guidelines (AEG), the DAC Standards for Development Evaluation, and similar others. As such, the workshop covered aspects of quality in Evaluation, planning and designing evaluations with quality in mind, implementing and reporting evaluations and the follow-up and use of evaluation.

Workshop four, ***A new wave of innovation in evaluation theory and practice: complexity concepts, systems theory and developmental evaluation*** (one day) was presented by Dr Kevin Kelly from CADRE. Dr Kelly is a Social science researcher and M&E practitioner with 11 years of leadership of a research and evaluation NGO and has experience in conducting evaluation in 12 African countries. He is the Director of CADRE at the Rhodes University as well as the editor of the African Journal of AIDS Research, a SAMEA member, a member of European Evaluation Society and Chairperson of Raphael Centre of HIV/AIDS prevention and support. The workshop focused on the fallacies of explanation and prediction in programme evaluation, complexity science and theories of change, systemic thinking in evaluation, understanding complex adaptive systems and developmental evaluation. It presented a basic understanding of different models of change in social programme environments following the Cynefin framework and how to identify and analyse the models of change and the forms of agency that are appropriate in relation to them.

Workshop five, ***Designing and implementing M&E systems*** (two days) was presented by Dr Ray C. Rist. Dr Rist is one of the creators and Co-Directors of IPDET and current President of IDEAS. Retired from the Independent Evaluation Group of the World Bank, Dr Rist continues to advise organizations and national governments throughout the world on how to design and build results-based M&E systems. His career includes 15 years in the U.S. Government with senior appointments in both the executive and legislative branches. He has held professorships at Johns Hopkins, Cornell, and George Washington Universities and been a Fulbright fellow at the Max Planck Institute. He has authored or edited 26 books, written more than 140 articles, and lectured in more than 75 countries. Dr Rist serves on the editorial boards of nine professional journals and chairs an international working group that collaborates on research related to evaluation and governance. The workshop was based on the presenter‟ s two popular co-authored books, the “10 steps to setting up M&E systems” and “The Road to Results”. The objectives of this workshop were to provide guidelines for planning and implementing M&E systems; to introduce M&E managers to the international discourse and practice of M&E, address issues of systems development and related methodology and provide guidelines for reporting and assessing impact.

Workshop six, ***Fun & games with logframes*** (half-day) was presented by Scott Chaplowe, a senior M&E officer at the International Federation of Red Cross and Red Crescent Societies (IFRC). He specializes in strategic planning, organizational development, and capacity building for international organizations, with an emphasis on participatory approaches to monitoring and evaluation (M&E). His work with the IFRC includes the development of various innovative approaches to M&E planning, program design and assessment in program areas ranging from community health and disaster management to poverty eradication and environmental conservation. The workshop focused on the development of logframes as tools that should help project design, monitoring, and evaluation but that sometimes straightjacket a project, imposing an outside, "technocentric" method that alienates rather than fosters local participation in project design, monitoring, and evaluation. This workshop introduced participatory approaches to demystify logframes so local partners (or anyone) can better understand and work with them. This is important not only for local ownership of a project, but for reliable reporting as local partners often gather monitoring data. The workshop presented fun, innovative, and flexible methods to understand and work with logframes.

Workshop seven, ***Data Management System and Data Quality Workshop*** one and a half day) was presented by Mr Peter Njaramba and Ms Annette Ching'andu at Khulisa Management Services. Mr Njaramba has in-depth knowledge of M&E principles and concepts including logic models, indicator definitions, and research and evaluation methods and statistics. He is the lead data quality auditor at Khulisa and an experienced trainer in M&E data management systems, and Data Quality Systems. Ms Ching'andu is a trained demographer and public health researcher with specialized skills in monitoring and evaluation. She is also an experienced data quality auditor (ISO 9000) and trains PEPFAR implementing partners in South Africa in data quality and use of a data quality improvement tool after which the partners are provided with technical assistance as they conduct their own data quality assessments. The workshop aimed to strengthen the capacity of the participants to develop high quality Data Management Systems that produces high quality data and that is accessible to all stakeholders. The workshop explained the elements of a data management system and how the structure of the system can threaten or strengthen data quality based on the six criteria of data quality. Methods for enforcing and maximizing data quality to enhance credibility and engender confidence in the data was proposed.

Workshop eight, ***Practical Solutions to Everyday Evaluation Challenges: With an Eye on Use*** (one and a half day) was presented by Dr Andy Rowe from Canada, in association with the African CLEAR centre at the University of Witwatersrand. Dr Rowe has thirty years of experience as an economist and evaluation consultant in North America, Europe, South Asia, the Western Pacific and the Caribbean. He now works primarily in the resource and environmental sector in the U.S., on evaluation of conflict resolution in the US and Canada and development assignments in India and the Western Pacific. He has a PhD from the London School of Economics and is a former President of the Canadian Evaluation Society.

The workshop explained how rapid evaluation can contribute to all three types of evaluation (summative, formative and developmental) providing feasible and flexible information, insights and advice without sacrificing quality. The workshop provided participants with knowledge and tools to engage program staff in a range of rapid evaluation undertakings for both formative and summative evaluations. Participants learned how to identify opportunities for rapid evaluation, how to mobilize project and program staff in rapid evaluation efforts promoting use and evaluative thinking, as well as specific techniques and methods to help them apply rapid evaluation.

Workshop nine, ***From indigenous values to instruments and action in the context of developmental evaluation*** (one day) was presented by Nan Wehipeihana, also a keynote speaker at the conference. Ms Wehipeihana is the Director of Research Evaluation Consultancy Limited, established in 1997. She specializes in evaluation and research with a focus on Māori (indigenous people of Aotearoa New Zealand) and evaluation in and with Māori tribal and community groups. A key focus is in the area of policy and program evaluation, and the development of culturally driven evaluation outcome frameworks. The workshop, within the context of Developmental Evaluation, aimed to share and work through a range of practical tools which have been used (and refined) over the years when working with Māori and with (tribes). For examples this includes the use of whakatauki (tribal and regional proverbs); the use of iconic or culturally relevant photographs; the use of music (as an engagement and facilitation technique); the use of objects from ones environment (leaves, rocks etc to pens and paper clips etc). The workshop outlined general principles of engagement - from within the presenters own culture – and then provided examples of how one gives effect to this principles in practice.

Workshop ten, ***An introduction to outcome mapping*** (one day) was also presented by Dr Kevin Kelly (CADRE) in association with Dr Donna Podems. Dr Podems is a researcher, facilitator, and monitoring and evaluation specialist who has worked at the government (policy) level, grassroots, nongovernmental and donor levels in 26 countries. She is the head of OtherWise, an independent evaluation company, past Board Member for SAMEA, past Chairperson for the American Evaluation Association" s AEA International Committee and the Feminist Evaluation TIG for AEA. She has provided M&E technical assistance in outcome mapping in a range of projects. The workshop exposed participants to the need and value for outcome-oriented programme design and management; the stages of intentional design and practical steps for implementing outcome mapping as a programme management and evaluation approach; the challenges of implementing outcome mapping; the possibilities for hybrid models of outcome mapping and logframe approaches.

Workshop eleven, ***Participatory Project Reviews – Stakeholder Involvement in Assessment*** (half-day) was also presented by Scott Chaplowe. This workshop prepared participants to conduct a Participatory Project Review (PPR) - a participatory approach to evaluation that can be readily tailored to different timeframes and contexts according to need. PPR help programs/projects use a form of self-evaluation and reflection that builds better understanding and ownership among project stakeholders, as well as the capacity to conduct assessment. This workshop covered six steps as part of the PPR, including interactive activities to reinforce practical understanding and application.

Workshop twelve, ***Data Gathering in Evaluation Research*** (half day) was presented by Prof Gert van der Westhuizen. Prof van der Westhuizen is associate professor in the Department of Educational Psychology at the University of Johannesburg. As a learning psychology specialist, he was originally educated as language teacher and researcher in education, and is an experienced educator of teachers in university and community environments.

He teaches courses on learning and cognition on undergraduate through to master"s levels, and on qualitative research methodology. The purpose of this workshop was to consider methodological options, and develop an awareness of relevant skills required, for data gathering based on the transformative paradigm of evaluation. The course promoted an understanding of what transformative evaluation is about, to consider data gathering methods that are transformative in design and sensitive to local ways of knowing, and develop skills of using specific techniques of depth interviewing clarify evaluator roles that are empowering and participative.

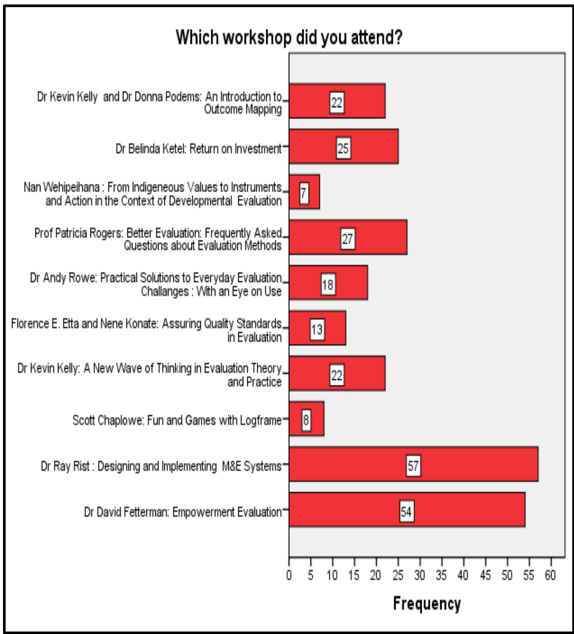
Workshop thirteen, ***Return on Investment*** (half day) was presented by Dr Belinda Ketel from Imsimbi Training. Dr Ketel is an experienced management consultant, trainer, facilitator and coach with qualifications in Management Development and Organisational Science, and a strong background in all aspects of strategic and business management, monitoring & evaluation, people development, diversity management, performance management, competency assessment, organisational transformation and design. This workshop enabled participants who work in environments that invest resources into various projects or initiatives with a basic introduction on how to determine the return or value gained over time on their investment (financial and non-financial). Various models and steps involved in ROI assessment and calculation was introduced as well as drafting ROI indicators and targets and setting up a clear reporting process and template for ROI that provides valuable information for management decision-making at all levels.

The workshops attracted 430 participants from various backgrounds in the public sector, private sector, voluntary sector, academic environment and international development aid. While most were South Africans, a few delegates from Kenya, Botswana, Uganda, Ghana and Italy also indicated international interest. **Table 1** presents the overall registration numbers for the respective workshops.

Table 1: Workshop registration numbers

Workshop Number	1	2	3	4	5	6	7	8	9	10	11	12	13
Number of delegates	36	34	21	20	62	9	58	37	14	43	36	28	31

An evaluation form with open and closed ended questions was distributed to participants at the end of each workshop and 253 completed questionnaires were returned. The first graph below indicates the response rate for each workshop, while the subsequent graphs indicated the responses to the seven closed ended questions aimed at assessing participants overall experience of the workshop attended.


Which workshop did you attend?
Dr Kevin Kelly and Dr Donna Podems: An Introduction to Outcome Mapping
Dr Belinda Ketel: Return on Investment
Nan Wehipeihana : From Indigeneous Values to Instruments and Action in the Context of Developmental Evaluation
Prof Patricia Rogers: Better Evaluation: Frequently Asked Questions about Evaluation Methods
Dr Andy Rowe: Practical Solutions to Everyday Evaluation Challanges : With an Eye on Use
Florence E. Etta and Nene Konate: Assuring Quality Standards in Evaluation
Dr Kevin Kelly: A New Wave of Thinking in Evaluation Theory and Practice
Scott Chaplowe: Fun and Games with Logframe
Dr Ray Rist : Designing and Implementing M&E Systems
Dr David Fetterman: Empowerment Evaluation
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25
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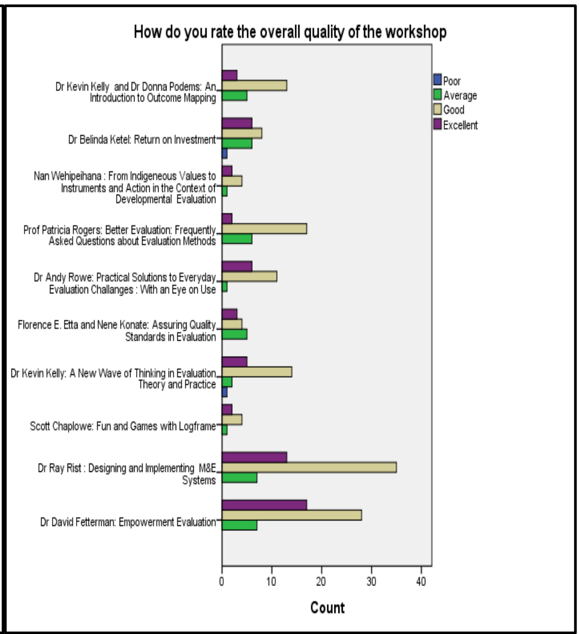
Frequency


How do you rate the overall quality of the workshop
Poor
Average
Good
Excellent
Dr Kevin Kelly and Dr Donna Podems: An Introduction to Outcome Mapping
Dr Belinda Ketel: Return on Investment
Nan Wehipeihana : From Indigeneous Values to Instruments and Action in the Context of Developmental Evaluation
Prof Patricia Rogers: Better Evaluation: Frequently Asked Questions about Evaluation Methods
Dr Andy Rowe: Practical Solutions to Everyday Evaluation Challanges : With an Eye on Use
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Dr Kevin Kelly: A New Wave of Thinking in Evaluation Theory and Practice
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Dr Ray Rist : Designing and Implementing M&E Systems
Dr David Fetterman: Empowerment Evaluation
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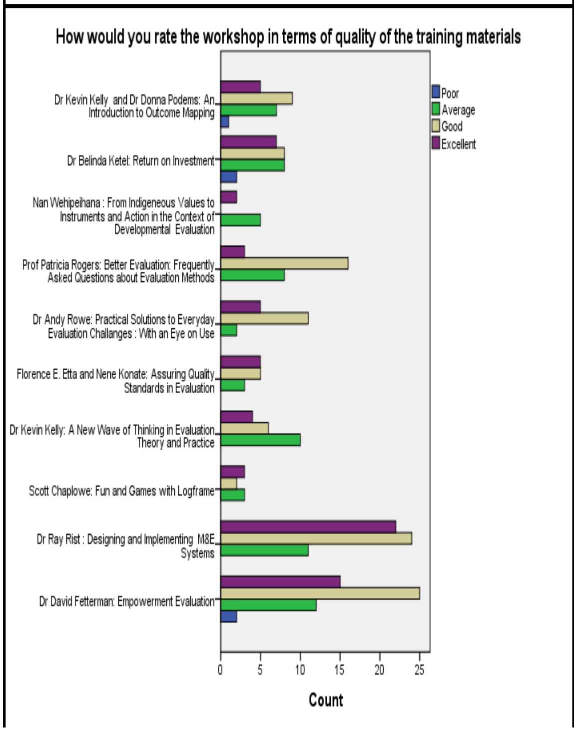
How would you rate the workshop in terms of quality of the training materials
Poor
Average
Good
Excellent
Dr Kevin Kelly and Dr Donna Podems: An Introduction to Outcome Mapping
Dr Belinda Ketel: Return on Investment
Nan Wehipeihana : From Indigeneous Values to Instruments and Action in the Context of Developmental Evaluation
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Scott Chaplowe: Fun and Games with Logframe
Dr Ray Rist : Designing and Implementing M&E Systems
Dr David Fetterman: Empowerment Evaluation
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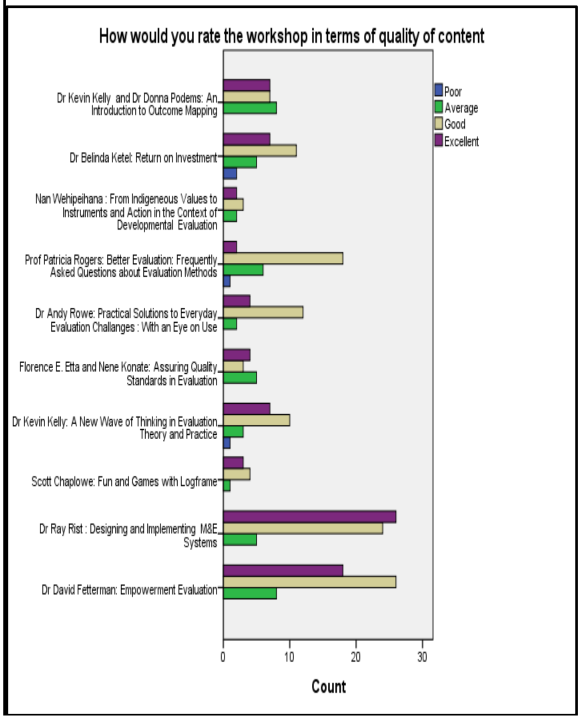
How would you rate the workshop in terms of quality of content
Poor
Average
Good
Excellent
Dr Kevin Kelly and Dr Donna Podems: An Introduction to Outcome Mapping
Dr Belinda Ketel: Return on Investment
Nan Wehipeihana : From Indigeneous Values to Instruments and Action in the Context of Developmental Evaluation
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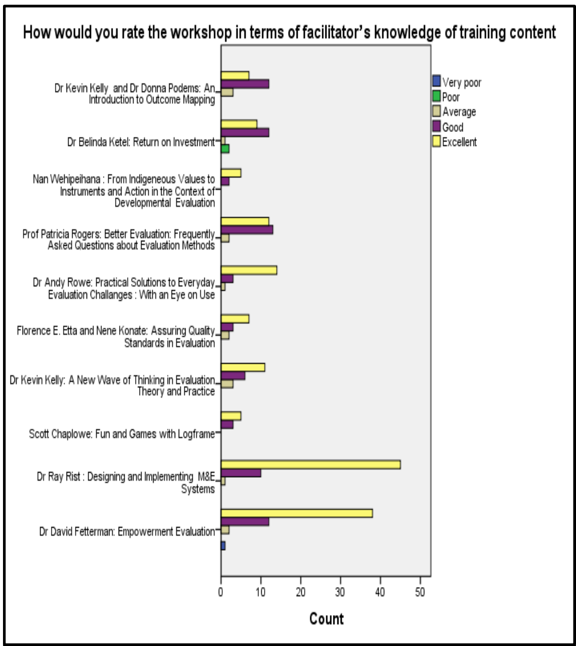
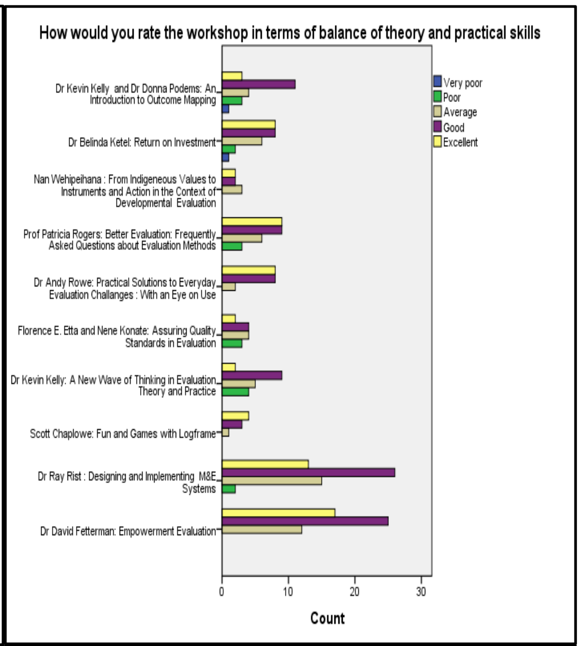
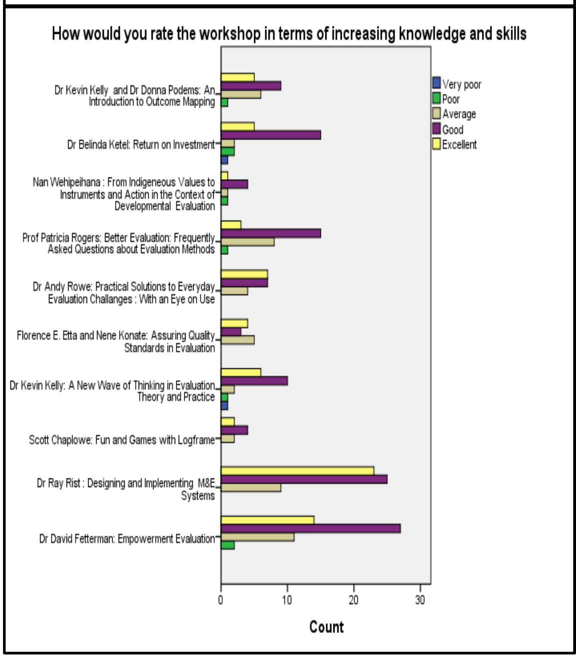
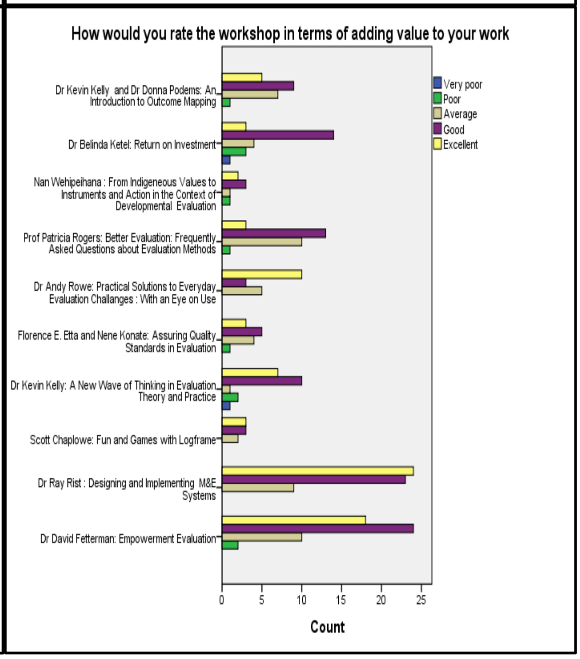








The responses indicate that the majority of participants found the workshops to be of good or excellent value, or on par with other workshops previously attended. Both the quality and content of workshop training material were rated positively, with responses ranging mostly from average to excellent, whilst the overall evaluation of the facilitators‟ knowledge on the training content was rated very positively with most responses indicating this as excellent or good. The workshops were rated positively or on par with other workshops in terms of the blend between theory and skills, with very positive responses for the workshops contribution to increase knowledge and skills and practical value added to work responsibilities.

CHAPTER 5: VIRTUAL CONFERENCE

SAMEA founding documents state that the Association should be a resource on M&E in South Africa and be an instrument for empowerment and accountability. Its objectives state more specifically that the Association is to “provide a platform for interaction and information sharing among all those interested in M&E”, as well as “to promote approaches and methods suitable to a South African and developmental context” [Objective 1 and 4].

With these in mind, the Conference Committee in 2011 choose to extend the reach of the Conference beyond delegates being physically present and included also those able to attend virtually in a simultaneous, side-by-side Virtual Symposium. The decision entailed drawing a specialist evaluation partner experienced in the use of the internet for virtual conference purposes--the Wits Programme Evaluation Group [Wpeg]--into the organization of the conference, which made virtual participation in the two-and-a-half day timeframe possible whilst the conference was in progress, and after.

Focusing on the Conference theme, “M&E 4 outcomes: Answering the „So What?‟ question”, the Wits Programme Evaluation group made available through the internet 25 papers divided between those physically presented and papers relating to the theme made accessible virtually through its website. Papers were divided more or less equally between the two, and were intended to be inclusive by levying a charge almost everyone interested in M&E internationally could afford [R100-00/USD$9-00]. A consequence was that 400 to 450 individuals many of whom otherwise would not have been part of the Conference participated, adding a hitherto „silent‟ voice to debate. And to promote debate whilst at the same time following the Conference practice, papers in the Virtual Symposium were arranged under subthemes integral to it, namely: M&E in the public sector; M&E innovations – novel approaches or ideas; Global trends – comparative perspectives; M&E systems; M&E in the caring professions; M&E in education and training – including skills development; Case studies.

Debates were raised by both international and local monitoring M&E experts.

David Fetterman‟s Key Note address [Stanford, US] on empowerment evaluation and social justice, challenged evaluators in the country to think systemically of self-evaluation and include it in their toolkit as legitimate approach with tools for adjudication and improvement, as opposed to it being seen as a widely accepted but ad hoc practice. Andy Rowe [Consultant, Canada] pointed to new approaches for judging impact in an endeavor to get beyond what he called the „stale RCT debate‟, whilst Patricia Rodgers [RMIT, Australia] argued for improving evaluation outcomes by sharing information about evaluation methods through Better Evaluation a website established for this purpose.Echoing David Fetterman,

Donna Mertons [US] raised the link between evaluation and social justice, Katherine Hay [South East Asia] argued for evaluation field-building, Abraham Wandersman [US] for evaluation and programme development, Daniel Stufflebeam [US] for lessons learnt for the real world from meta-evaluation, Carol Weiss [US] for theory driven evaluations.

Local contributors presented arguments for different evaluations in South Africa. Amongst others, Indran Naidoo argued for evaluation of programmes in the public sector context, Ray Basson for qualitative evaluation approaches in public administration, Fanie Cloete and Babette Rabie for outcome indicators identifying effective local economic development interventions, Stephen Porter for strengthening demand-driven performance M&E, and the like. Other contributors asked pressing questions of evaluation in the country, Kevin Kelly what questions we should be asking about health and welfare services here, Jennifer Bisgard what innovative methods to use to evaluate more effectively and cheaply, Benita Williams for unpacking learner-selection through a synthesis of evaluation findings, Charles Potter, Peter Fridjhon and Greg Ravenscroft for test results as a basis for identifying instructional need and monitoring progress, Donna Podems and Anna Davis for developmental evaluation and systems thinking.

Developed by Charles Potter, the Virtual Symposium is hosted by the Central Networking Services of the University of the Witwatersrand [CNS], Johannesburg. The website design was guided by a small committee interested in evaluation, and developed with CNS website development expertise as well as expertise in the School of Human and Community Development. For the most part, costs were absorbed by using down- time of computer personnel supplemented by academic staff working after hours, any direct costs incurred being borne by Wpeg from resources available at the time. Registered delegate access to the website was arranged by Wpeg which registered them as a delegate, gave each delegate a personal user identity number and a password unique to individuals, who when paid-up, gained access to papers. Payment also enabled delegates to access evaluation resources on the website, a rich collection of present and past papers by evaluation theorists who have shaped the field with hyperlinks to their work and are open to question and debate.

As Conference innovation, the Virtual Symposium added a further platform for discussion of M&E in the country thereby shifting the Conference in 2011 closer to achieving one of its founding objectives, and in a small measure, it is hoped, to empowerment and accountability.

CHAPTER 6: SAMEA AGM

The final part of the conference was set aside for the SAMEA Annual General Meeting and the board elections which took place on Thursday, 8 September 2011. The term of office of the following board members of SAMEA came to an end:

- Mr David Molapo
- Ms Candice Morkel
- Ms Christel Jacob

Elections of new board members that replaced the above outgoing members were held and the following new members were elected:

- Ms Irene Mathenjwa
- Mr Jabu Mathe
- Mr Terence Beney

CHAPTER 7: CONFERENCE EVALUATION

7.1 CONFERENCE PARTICIPANTS

A total of 119 evaluation forms were completed and submitted at the end of the 3rd Biennial SAMEA Conference. Looking at the demographics of those participants that completed the evaluation form, reveals the following:

	Percentage (%)
Sex	
Male	44
Female	56
Age	
20-29	15
30-39	38
40-49	32
50-59	12
60+	3
Country in which they reside	
South Africa	97
United States of America	2
Uganda	1

The vast majority of participants (97%) were from South Africa, with slightly more female (56%) than male (44%) participants. More than a third (38%) of participants were in the 30 to 39 age cohort, with a similar proportion (32%) in the 40 to 49 cohort. This reflects the working nature of the participants at the conference. Participants were asked in which sector they were employed:

Sector in which employed	Percentage (%)
Government (South African)	58
NGO (South African)	16
Private (South African)	9
International development aid	7
Academic (South African)	7
NGO (foreign)	5
Government (foreign)	3
Other	3
Private (foreign)	1

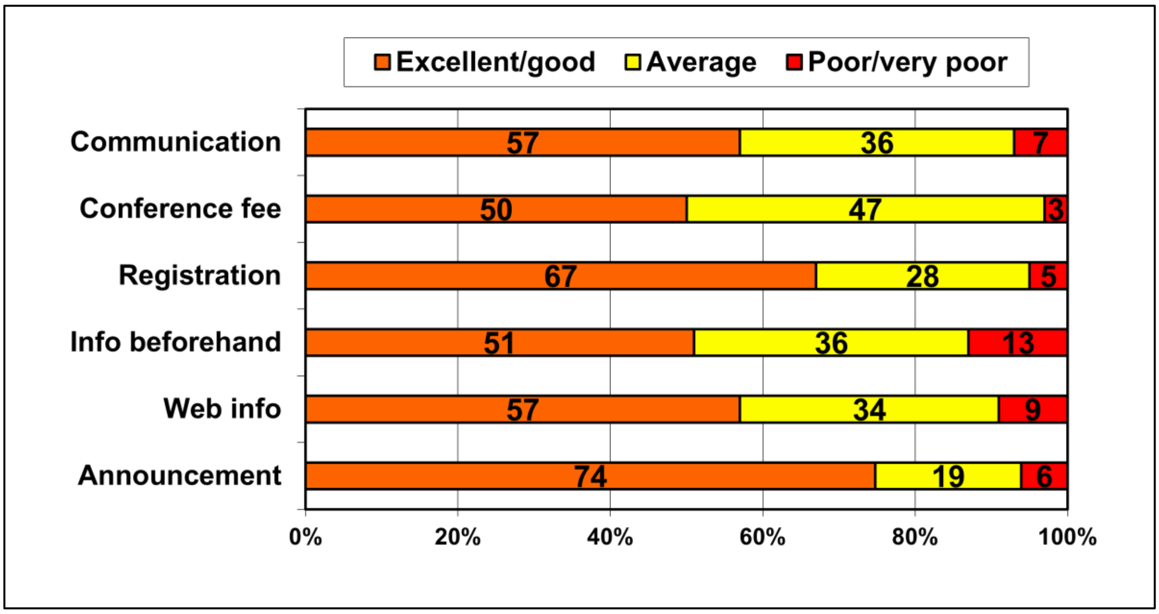
Almost six out of every ten (58%) participants were employed by a government department in South Africa, with the next largest grouping (16%) being drawn from the local non-governmental organisation (NGO) sector.

Participants were also asked if they were members of SAMEA, with more than half (57%) stating that they were members. Of those who were members of SAMEA, the majority (61%) had either joined in 2010 (14%) or in 2011 (47%). However, almost one in five (18%) had been members of SAMEA from 2006 or before.

7.2 PRE-CONFERENCE ORGANIZATION

Participants were asked where they had found out about the conference. Almost half (48%) had heard about the conference from the SAMEA website, with other websites (4%) or sources of information (48%) accounting for the rest of participants.

Participants were then asked to rate, using a scale from excellent to very poor, a number of aspects of the pre-conference organisation:



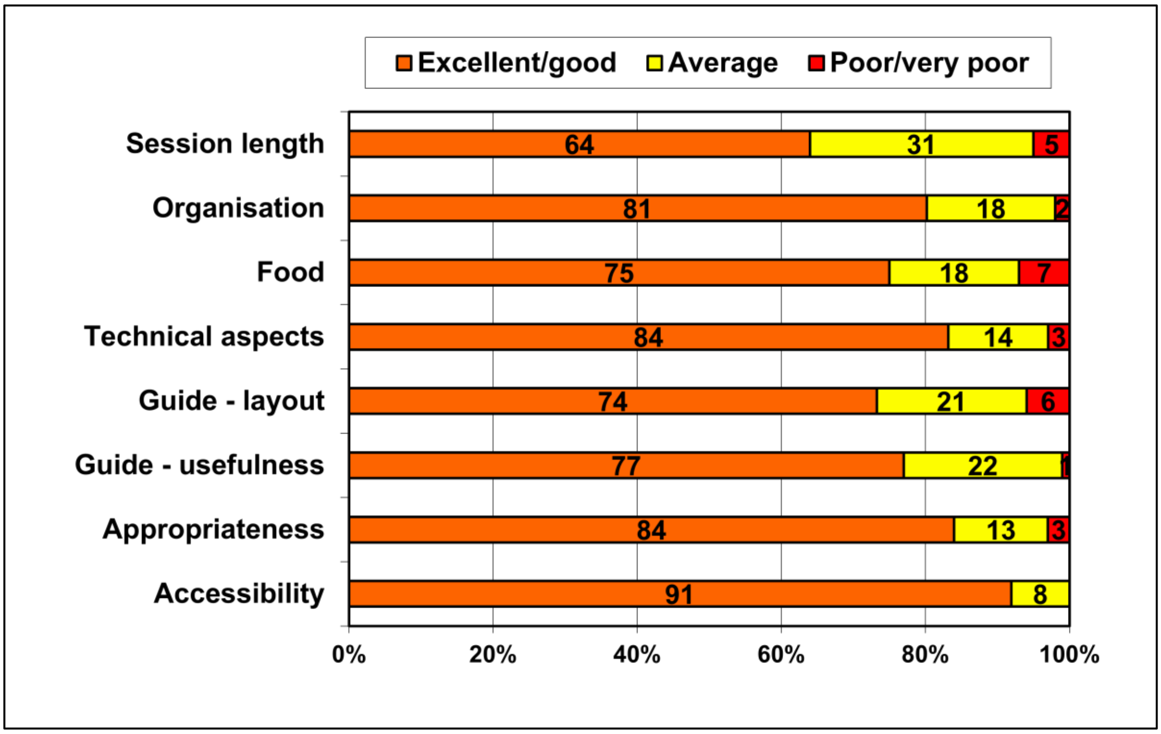
As the above graph shows, every aspect of the pre-conference organisation received more of a favourable rating than an average or poor one. The announcement of the conference was rated as excellent or good by three quarters (74%) of participants, while two thirds (67%) felt that the conference registration process had been excellent or good.

Least positive ratings were for the information provided beforehand, where only 51% thought that this had been excellent or good, and for the conference fee where half (50%) rated the fee excellent or good. In terms of negative ratings, 13% of participants thought that the information provided beforehand had been poor or very poor, with a similar proportion (9%) unhappy with the information provided on the website.

Those participants that had rated an aspect as poor or very poor were asked to elaborate through providing comments on the pre-conference organisation. Some did, while many did not and other participants that may have given an aspect an average rating also answered the question. While the response rate for the question was less than 25%, the most common comment made by a fifth (18%) of all participants was that the communication had been disorganised and inconsistent. Other comments included the need for material to be made available earlier (3%), to not change venues for the workshops at the last minute (2%) and guidelines to be circulated for those submitting papers or presentations (1%).

7.3 AT THE CONFERENCE

Participants were asked to rate, using the same scale from excellent to very poor, a number of logistical aspects of the conference:



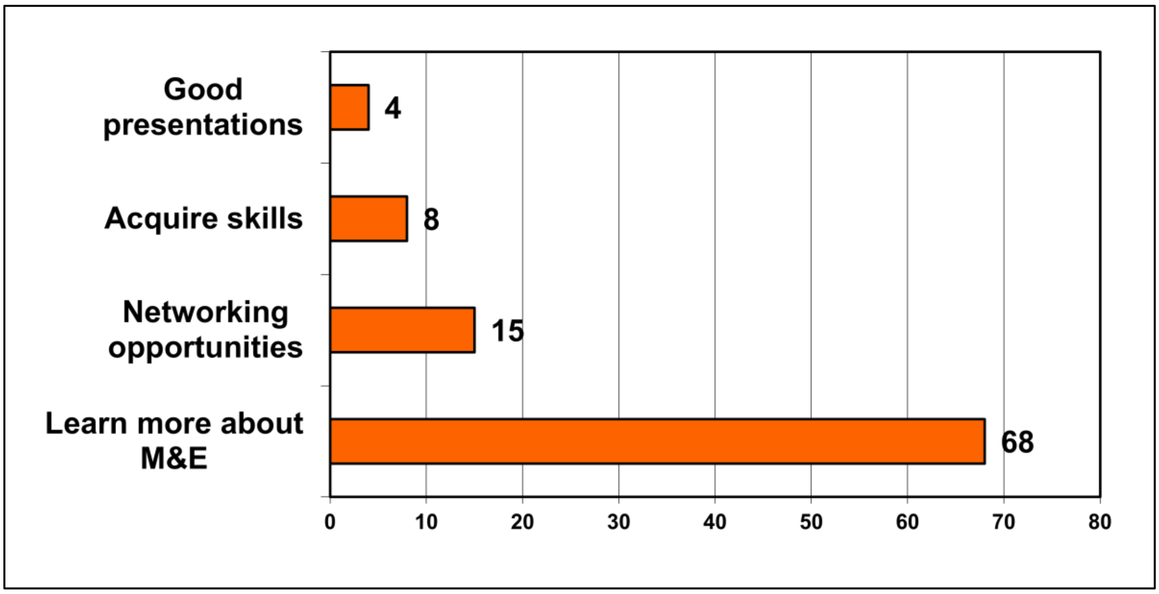
The above graph again shows the more positive ratings that every aspect of the conference logistics received from participants. Three quarters of participants or more rated each aspect as excellent or good, except for the length of the conference sessions where two thirds (64%) still rated this aspect positively. Very few respondents rated any of the aspects as poor or very poor with the range and quality of the food (7%) and the clarity and layout of the programme guide (6%) getting the most negative feedback.

Participants were again asked to provide any comments on the logistical aspects of the conference. With only three out of every ten participants answering this question, the main criticism was that the programme guide was poor in terms of the information it provided (6%). Other comments were that there was insufficient time in each session or that time management had been poor (5%) or that some of the sessions had been held in venues with insufficient space or seating (4%).

7.4 CONFERENCE CONTENT

Participants were asked about their main motivation for attending the conference. Three quarters (73%) of participants pointed to wanting to learn more as their main motivation while a fifth (18%) stated that they attended the conference to network. Other motivating factors were the desire to develop skills (7%) or the fact that attending was important for their job (2%).

The following graph shows the expectations that participants had of the conference, which were very similar to their motivation for attending:

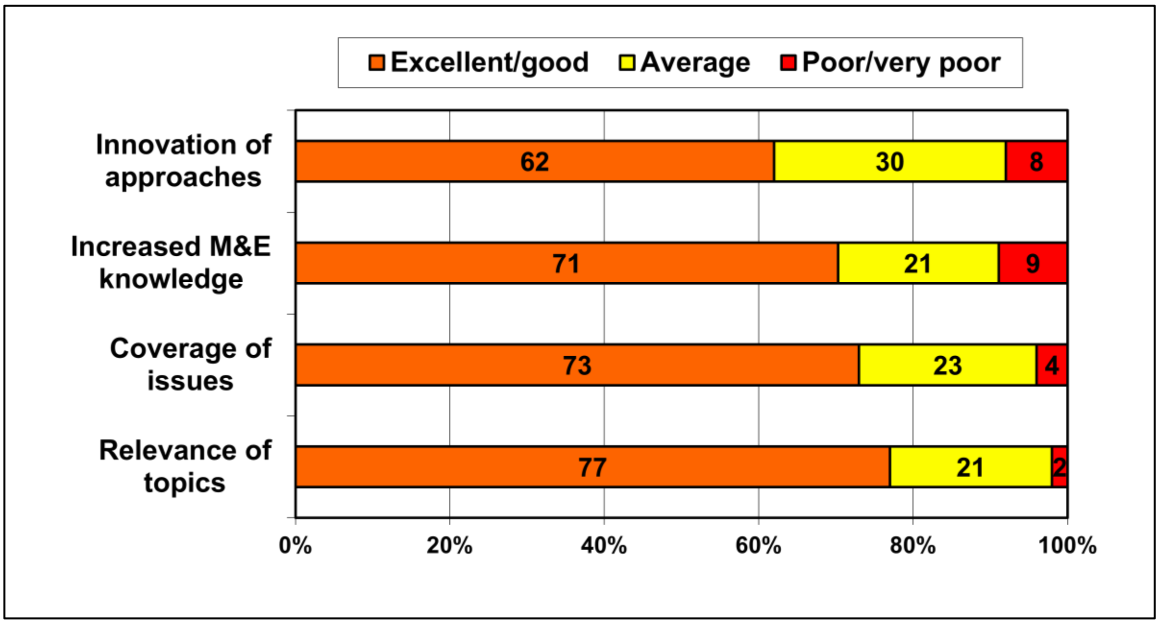


As a follow-up, participants were asked whether the conference had met their expectations and given them what they hoped to get out of it. Two thirds (66%) of participants felt that their expectations had been met, while a quarter (24%) stated that their expectations had been partially met. Almost one in ten participants felt that their expectations had not been met at all

.

The evaluation form then asked participants to rate the presentations and discussions at the conference (using the scale from excellent to very poor) in terms of the following: the relevance of the topics presented, the coverage of issues in M&E, increasing their knowledge in M&E and the innovation of approaches to M&E.

The following graph shows the responses to these aspects of the conference content:



As can be seen in the graph, the majority of participants were very positive about the various aspects of the conference content. The relevance of topics presented and the coverage of issues in M&E were most favourably rated, with the innovation of approaches receiving the least positive rating.

7.5 LEARNING EXPERIENCE

Participants were asked which parts of the conference they found to be most useful/valuable. The most common responses were:

Most useful/valuable parts of the conference	**Percentage (%)**
Theoretical approaches	22
Government M&E	16
workshops	12
Practical approaches	10

One in five (22%) participants cited the theoretical approaches around M&E that they had been exposed to as the most valuable aspect, while 16% liked hearing about what government was thinking and doing on M&E. One in ten (12%) found the workshops to be most useful, with a similar proportion pointing to the exposure to new practical approaches to M&E as being most useful.

In response to what they found least valuable/interesting about the conference, a positive finding was that one in ten (11%) participants stated that there were no parts of the conference that were least valuable or uninteresting. Where they chose to cite particular parts of the conference that were least valuable, responses tended to be generic with participants pointing to "poor presentations" (13%) or "some panel discussions" (6%) as being least valuable. As with all evaluations, what some people like others will dislike and so it was not a surprise to find that 5% of participants pointed to the sessions on what government were thinking and doing on M&E as being least valuable.

In concluding this section of the evaluation, participants were asked what the most valuable things were that they had learned or gained from the conference. The main responses are shown in the following table:

Most valuable things learned/gained from the conference	**Percentage (%)**
Need for M&E	15
Participatory evaluation	13
Broader perspective on M&E	13
Networks established	8

The most common response from participants was that they had seen the real need for M&E (15%). Similar proportions cited exposure to participatory evaluation approaches (13%) and gaining a broader perspective on M&E (13%) as being the most valuable thing gained. Just less than one in ten (8%) participants pointed to the fact that they had established important networks at the conference as being most valuable.

7.6 RECOMMENDATIONS & SUGGESTIONS

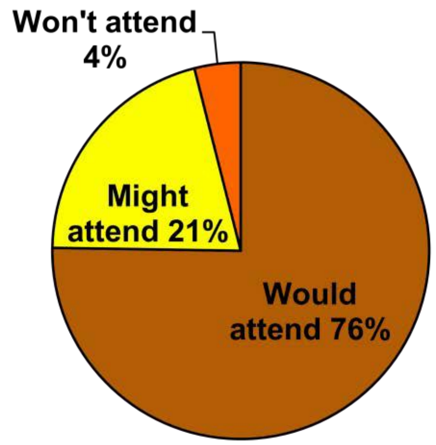
In summary, the evaluation asked respondents how the conference could be improved next time around.

How to improve the conference in the future	**Percentage (%)**
Improve communication	15
Participatory evaluation	13
Increase civil society involvement	7
Peer review system	6
More workshops less presentations	4

While only six out of every ten participants answered this question, the most common response (15%) had to do with improving the communication around the conference. Other responses included increasing civil society involvement in the future (7%), adopting some kind of peer review system of presentations and papers before the next conference to ensure quality (6%) or having more workshops and less presentations the next time around (4%).

Participants were asked to rate the conference in comparison to other ones of a similar type that they had attended in the past. Two thirds (65%) felt that the SAMEA Conference had been good in comparison, one third (34%) felt that it had been average and only one participant rated it as poor in comparison.

A fairly good indicator of how participants rate a conference is whether they would attend the next one.



As the above graph shows, three quarters (76%) of participants said that they would attend the next SAMEA conference, one in five (21%) stated that they may attend and only 4% said that they would not. Against the favourable ratings detailed above that all aspects of the conference received from the participants, this finding is not surprising.

CHAPTER 8: ACKNOWLEDGEMENTS

The SAMEA Board would like to acknowledge a number of partners and sponsors for their generous contribution to ensuring the success of the 3rd Biennial Conference. Without their support, this conference would not have been possible, and we are grateful for their continued partnership with SAMEA in building and strengthening Monitoring and Evaluation in South Africa.

We are also especially grateful to our international partners and guest speakers, who believe in and continually demonstrate their support for the work of the Association and the importance of its role in building a better South Africa.

We would also like to acknowledge Feedback RA for their continued support to SAMEA in providing office space and resources to support the administration of the association, without which we would not be able to function.

Our thanks go to the following:

KEY SPONSORS

Public Service Commission of South Africa

- GIZ
- PALAMA
- Zenex Foundation
- The Presidency of South Africa (Department of Performance Monitoring and Evaluation)

OTHER SPONSORS

- MK Consulting
- Khulisa Management Services
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- CLEAR (Regional Centers for Learning on Evaluation and Results)

EXHIBITORS

- Public Service Commission of South Africa
- Southern Hemisphere Consultants
- Creative Consulting
- Auditor General of South Africa
- Feedback Research and Analytics
- Auditor General of South Africa
- The PEPFAR Fellowship Programme

INTERNATIONAL GUESTS AND KEYNOTE SPEAKERS

- Dr David Fetterman (Fetterman & Associates)
- Dr Ray Rist (World Bank)
- Prof Patricia Rogers (Royal Melbourne Institute of Technology)
- Nan Wehipeihana, Kinnect Group, New Zealand
- Professor Sibongile Muthwa, DVC [Administration], NMMU

ANNEXURE A: CONFERENCE PROGRAMME

3rd Biennial South African Monitoring & Evaluation Association Conference

Theme: M&E 4 Outcomes: Answering the 'So What?' Question

Co-hosted by South African Monitoring and Evaluation Association and Public Service Commission of South Africa on the 05 - 09 September 2011 at Emperors Palace Conference Centre, Kempton Park, Ekurhuleni, South Africa

SAMEA south african monitoring and evaluation association

PUBLIC SERVICE COMMISSION PSC Custodian of Good Governance

On behalf of Federal Republic of Germany The Federal Government

giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

ZENEX FOUNDATION

palama Public Administration Leadership and Management Academy REPUBLIC OF SOUTH AFRICA

THE PRESIDENCY REPUBLIC OF SOUTH AFRICA

TABLE OF CONTENTS

CONFERENCE CO-HOSTS

SOUTH AFRICAN MONITORING AND EVALUATION ASSOCIATION (SAMEA)

SAMEA strives to cultivate a vibrant community that will support, guide and strengthen the development of monitoring and evaluation (M&E) as an important discipline, profession and instrument for empowerment and accountability in South Africa.

Through this it intends to promote the recognition of M&E as a profession and discipline essentially to development, and practiced and used in a manner that adds significant value to effective, sustainable development in South Africa.

Objectives:

- Provide a platform for interaction and information sharing among all those interested in M&E.
- Promote high quality intellectual, ethical and professional standards in M&E.
- Increase the use of M&E theory and practice.
- Promote the development and adoption of M&E approaches and methods suitable to a South African and development context.
- Promote post-graduate education and continuing professional development in the field of M&E.
- Increase the profile of South African M&E at national and international level.
- Help build understanding of international developments and trends in M&E.
- Be a resource on M&E in South Africa.

www.samea.org.za

Candice Morkel, Chair

Mairy Tsigoida, Treasurer

Christel Jacob

Dr Indran Naidoo

Dr Christo de Coning

Dr Babette Rabie

Anzél Schönfeldt

David Molapo

Dr Ray Basson

Dr Stephen Rule

PUBLIC SERVICE COMMISSION OF SOUTH AFRICA

The Public Service Commission is an independent and impartial body created by the Constitution, 1996, to enhance excellence in governance within the public service by promoting a professional and ethical environment and adding value to a public administration that is accountable, equitable, efficient, effective, corruption-free and responsive to the needs of the people of South Africa.

The Public Service Commission aims to promote the constitutionally enshrined democratic principles and values in the public service by investigating, monitoring, evaluating, communicating and reporting on public administration. Through research processes, it will ensure the promotion of excellence in governance and the delivery of affordable and sustainable quality services.

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Chairperson

Ms PM Tengeni
Deputy Chairperson

Ms S Nkosi
Commissioner

Ms PC Nzimande
Commissioner

Mr P Helepi
Commissioner based in Free State Province

Mr S Mafanya
Commissioner based in the Eastern Cape

Mr M Mawasha
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Ms M Marais-Martin
Commissioner based in the Northern Cape

Mr D Mkhwanazi
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Mr MJ Diphofa
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THE DEUTSCHE GESELLSCHAFT FÜR INTERNATIONALE ZUSAMMENARBEIT (GIZ) Since 1 January 2011, GIZ has brought together under one roof the long-standing expertise of the Deutscher Entwicklungsdienst (DED) gGmbH (German Development Service), the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH (German Technical Cooperation) and Inwent – Capacity Building International. As a federal enterprise, we support the German Government in achieving its objectives in the field of international cooperation for sustainable development. We are also engaged in international education work around the globe.

www.giz.de

PUBLIC ADMINISTRATION LEADERSHIP AND MANAGEMENT ACADEMY (PALAMA), as the capacity building vehicle of the South African government, manages and offers training and development opportunities to public servants at national, provincial and local spheres of government. PALAMA has also expanded its reach to support legislatures and parliament with the design and delivery of training in governance, leadership and management.

www.palama.gov.za

THE ZENEX FOUNDATION provides financial resources and engages proactively with its funded projects to empower disadvantaged teachers, learners and school management committees through education and training. The Zenex Foundation is recognised as a grant-making organisation that values innovation and prizes highly its partnerships with government, donors and service providers.

www.zenexfoundation.org.za

THE DEPARTMENT OF PERFORMANCE MONITORING AND EVALUATION, in The Presidency, Republic of South Africa, in close cooperation with the National Planning Commission, plays an important role in setting expectations of improved outcomes across government. The Department drives a results-oriented approach across the three spheres and other organs of state. The Department reviews the data architecture of government so that the required performance information is generated and it will ensure that this information is actually used in intergovernmental planning and resource allocation.

www.thepresidency.gov.za

PRE-CONFERENCE TRAINING DAY 1: 5 SEPTEMBER 2011

2 DAY SESSIONS (5 & 6 September)	TOPIC	VENUE
Presenter:		
Dr David Fetterman (Fetterman & Associates Keynote Speaker at conference)	**Empowerment Evaluation**	**Tiberius**
Dr Ray Rist (World Bank)	**Designing and Implementing M&E Systems**	**PALAM A (off-site venue)**
FULL DAY SESSIONS	**TOPIC**	**VENUE**
Presenter:		
Prof Patricia Rogers (Royal Melbourne Institute of Technology)	BetterEvaluation (FAQ on Evaluation Methods)	Claudius
Dr Florence E. Etta and Nene Konate (AfrEA)	Assuring Quality Standards in Evaluation	Romanus
Dr Kevin Kelly (CADRE)	A New Wave of Innovation in Evaluation theory & Practice	Assembly 4
Scott Chaplowe (International Federation Red Cross and Red Crescent Societies (IFRC)	Fun & Games with Logframes	Assembly 3

PRE-CONFERENCE TRAINING DAY 2: 6 SEPTEMBER 2011

FULL DAY SESSIONS	TOPIC	VENUE
Presenter:		
Nan Wehipeihana (Kinnect Group, Keynote speaker at conference)	From Indigenous Values to Instruments and Action in the Context of Developmental Evaluation	Assembly 3
Dr Kevin Kelly (CADRE) **& Dr Donna Podems** (OtherWise)	An Introduction to Outcome Mapping	Assembly 4
2 DAY SESSIONS 5TH & 6TH)	**TOPIC**	**VENUE**
Presenter:		
Dr David Fetterman (Fetterman & Associates, Keynote speaker at conference)	Empowerment Evaluation	Tiberius
Dr Ray Rist (World Bank)	Designing and Implementing M&E Systems	PALAMA (off-site venue)
1 ½ DAY SESSIONS (6TH & 7TH)	**TOPIC**	**VENUE**
Presenter:		
Peter Njaramba and Annette Chingandu (Khulisa Management Services)	Data Management System & Data Quality	Claudius
Dr Andy Rowe (Canada, associated with the CLEAR centre, Wits University	Practical Solutions to Everyday Evaluation Challenges	Romanus

PRE-CONFERENCE TRAINING DAY 3: 7 SEPTEMBER 2011

[morning only]

HALF DAY SESSIONS	TOPIC	VENUE
Presenter:		
Scott Chaplowe (International Federation Red Cross and Red Crescent Societies (IFRC)	Participatory Project Reviews	Tiberius
Prof Gert van der Westhuizen	Data Gathering in Evaluation Research	Assembly 3
Dr Belinda Ketel (Imsimbi Training)	Return on Investment	Assembly 4
1 ½ DAY SESSIONS (6 & 7 Sept)	**TOPIC**	**VENUE**
Presenter:		
Peter Njaramba and Annette Chingandu (Khulisa Management Services)	Data Management System & Data Quality	Claudius
Dr Andy Rowe (Canada, associated with the CLEAR centre, Wits University	Practical Solutions to Everyday Evaluation Challenges	Romanus

CONFERENCE PROGRAMME

CONFERENCE DAY 1: WEDNESDAY, 7 SEPTEMBER 2011

14:00 – 15:15	OFFICIAL OPENING	ASSEMBLY 2
Chair and Introductions	Mr Mashwahle Diphofa, Director-General, Office of the Public Service Commission	
Welcome	Ms Candice Morkel, Chairperson, SAMEA	
Opening Address	Mr Ben Mthembu, Chairperson, Public Service Commission of South Africa	

The SAMEA-PSC/WPEG side-by-side Virtual Symposium on programme evaluation is open: Your participation is encouraged throughout the Conference and after.

15:15 – 15:45	TEA

15:45 – 17:15	PLENARY PANEL 1 *The Effectiveness of Oversight Institutions in Bringing about Good Governance in South Africa: An African Perspective*	ASSEMBLY 2
Moderator	***Ms Candice Morkel, SAMEA Chairperson***	
Panellists	Dr Sean Phillips, Director-General, Department of Performance Monitoring and Evaluation, Office of the Presidency	
	Mr Freeman Nomvalo, Accountant General of South Africa, National Treasury	
	Mr Imran Vanker, Corporate Executive, Auditor General of South Africa	
	Dr Indran Naidoo, Deputy Director-General: M&E, Office of the Public Service Commission	

17.30 – 19.00	PLENARY PANEL 2	ASSEMBLY 2

	The Outcomes Approach of Government – Data Management for the Achievement of Outcomes	
Moderator	*Dr Indran Naidoo, Office of the Public Service Commission*	
Panellists	Dr Ronette Engela, Deputy Director-General, Department of Performance Monitoring and Evaluation, Office of the Presidency	
	Dr Solomon Bhunu CIO: Department of Performance Monitoring and Evaluation, Office of the Presidency	
	Dr Hermi Borrain, Department of Performance Monitoring and Evaluation, Office of the Presidency	

17:30 – 19:00	ROUND TABLE SESSIONS Topic:	VENUE
Round Table 1: **Casper Merkle**, UN, **Edward Addai**, UN, **Michael Carbon**, UN, **Adeline Sibanda**, AGDEN	Enhancing Evaluation Quality Through Evaluation Quality Assurance Systems [24]	Tiberius
Round Table 2: **Sandiran Premakanthan**, SICS Canada	Assessing Monitoring and Evaluation Readiness 4 Outcome Management [72]	Claudius
Round Table 3: **Dr Andy Rowe**, ARCeconomics, **Linda Lee**, PR, **Larry Bremner**, Proactive Research	Is Knowledge about Evaluation Use and Methods Useful? [61]	Romanus
Round Table 4: **Benita Williams**, Feedback	The African Evaluation Guidelines as a Tool for Ensuring the Quality of Evaluations Commissioned by Private Sector Donors [2TP]	Assembly 2
17:30- 19:00	**POSTERS** **Topic**	**VENUE**
Poster 1: **Sphindile Magwaza**, Consultant	Development of Project Evaluation Scorecard [11]	Assembly 2
Poster 2: **Mansoora Tufeyl,** Aga Khan Education Service, Pakistan	Comparative Study of the Baseline Survey and Mid-Term Evaluation of the Releasing Confidence and Creativity 0-3 Programme [28]	
Poster 3: Lindie Botha, Hss-Africa	Supplementing Traditional Logical Framework Approaches with MSC (Most Significant Change theory): Evaluating an HIV/AIDS Project in Rural Limpopo Province [45]	
Poster 4: **Mokete Mokone**, Feedback	The Influence of Developing an M&E Framework on Programme Design: A Case Study from the Lesotho Agricultural Sector [46]	
Poster 5: **Peter Njaramba** and **Annette Ching'andu,** Khulisa Management Services	Programme Performance Assessment as an Evaluation tool in Public Health Management [74]	
Poster 6: **Madri Jansen van Rensburg and Isaac Moukangoe**, Resilience Analysis Consulting	Evaluating Home Based Care Projects Using a Quality of Life Scale in Three Sites in Malawi, South Africa and Zambia [75]	
Poster 7: **JK Ssegawa**, University of Botswana	A Model to Complement the Understanding of the Logical Framework Approach	

19:30 +	CONFERENCE WELCOME AND COCKTAIL	SENATE ROOM

CONFERENCE DAY 2: THURSDAY, 8 SEPTEMBER 2011

SAMEA-PSC/WPEG side-by-side Virtual Symposium on programme evaluation is in progress for participation throughout the Conference and after.

08:30 – 09:45	KEYNOTE ADDRESS - PLENARY	ASSEMBLY 2
Chair and Introduction	***Dr Ray Basson**, SAMEA Board*	
Key Note Speaker:	**Professor David Fetterman** – Stanford University [formerly] *Using an Empowerment Evaluation Engine to Race Towards Social Justice: A Response to the 'So What' question?"*	

10:00 – 11:15	PARALLEL ORAL/PAPER PRESENTATIONS 'A'

PAPER SESSION 1: M&E INNOVATIONS – NOVEL APPROACHES OR IDEAS		TIBERIUS
Chair	***Commissioner M Mawasha, PSC***	
Presenter:	**Topic:**	
Judith Matthis. KPMG	Evaluation of IFHA'S Development Matrix: A Private Equity Funds's Initiative in Measuring Development Impact [54]	
Jennifer Roberts, JRoberts Consulting	Evolving Approaches to Evaluating the Outcomes of Mathematics, Science and Language Development Programmes and Reflections on Ways in which Evaluations can be Used to Support more Effective Educational Development [70]	
Ruben Richards, D&PM, University of the Witwatersrand	Seventeen Years Later and What a Mess. The Call for a New Bottom Line for Post-Apartheid Nation-Building [30]	
Terence Beney, Feedback	So What if we Answer So What? The Limits of Programme Specific Evaluation and What"s Being Done About it [26]	

PAPER SESSION 2: M&E INNOVATION – NOVEL APPROACHES OR IDEAS		CLAUDIUS
Chair	***Commissioner PC Nzimande, PSC***	
Presenter:	**Topic:**	
Patricia Rogers, RMIT, Australia	Better Evaluation: Improving Evaluation Outcomes by Sharing Information about Evaluation Methods [6]	
Andy Rowe, ARCeconomics, Canada	Getting Past the Stale RCT Debate: A New Approach to Evaluate Impacts [10]	
Errol Goetsch, CSI	Master of Excellence: The Value, and Values, M&E Gives to Organisations and their Projects [21]	
Annette Boshoff, University of Cambridge	Investigating A Social Capital Framework in the Evaluation of Enterprise Development Programmes [14]	

PAPER SESSION 3: M&E IN THE CARING PROFESSIONS		ROMANUS
Chair	***Commissioner S Mafanya, PSC***	
Presenter:	**Topic:**	
Friederike Sebklew-Sehume, Lovelife	Lovelife: A Possible Framework for Measuring Outcomes in HIV Prevention Programmes: The Example of the Uitenhage Youth Centre [3]	
Donna Podems, IFI Macro	Developmental Evaluation and Systems Thinking : Applying the Concepts on a Social Innovation Project in Namibia [22]	
Darryn Dunro, SADC	Operationalising Ethics in Evaluation Research [56]	
Gabrielle Kelly, Evaluaid	Evaluation Questions for Understanding the Social and Developmental Impacts of Disability Grants in South Africa [55]	

PAPER SESSION 4: M&E IN THE CARING PROFESSIONS	ASSEMBLY 3
Chair	*Commissioner P Helepi, PSC*
Presenter:	**Topic:**
Kevin Kelly, CADRE	Non-Governmental Health and Welfare Services in South Africa: What Evaluative Questions Should we be Asking About the Current Environment? [49]
Christa van der Berg, ESI	Not Meeting Health Program Targets: Let the Data „Speak". Use of Existing Routine Data to Improve Data Quality where Needed Most [38]
Zenobia Carolus. DSD	Monitoring and Evaluation of Intervention Programmes Aimed at Treatment of Youth Abusing Substance: A Social Development Approach [62]
Irene Mathenjwa., PSC	Service Delivery Inspections of the Primary Health Care Delivery Sites [68]

PAPER SESSION 5: USAID's NEW EVALUATION POLICY AND ITS IMPLICATIONS FOR M&E IN AFRICA	ASSEMBLY 4
Chair	*Ms J Bisgard, Khulisa Management Services*
Presenter:	**Topic:**
Winston Allen, USAID, Washington	USAID"s New Evaluation Policy
Charles Mandivenyi, USAID M&E Specialist Southern Africa	Implications of USAID's New Evaluation Policy for Development Programs in Africa

11:15 – 11:30	**TEA**

11:30 – 12:45	**PARALLEL ORAL/PAPER PRESENTATIONS 'B'**

SESSION 1: M&E IN EDUCATION AND TRAINING	TIBERIUS
Chair	*Ms C Jacob, SAMEA Board*
Presenter:	**Topic:**
Benita Williams, Feedback	Unpacking the Learner-Selection Suitcase: A Synthesis of Evaluation Findings From Learner-Directed Educational Improvement Initiatives [60]
Charles Potter, Psychology, University of the Witwatersrand	Using Test Results as a Basis for Identifying Instructional Needs and Monitoring Progress of Children in Schools and Classrooms [2TP]
Mark Abrahams, University of the Western Cape	Measuring Up, Making Sense and Making the School Better [29]
Anzee Altaf, Aga Khan Education Service, Pakistan	Execution of Quality ECD Environment and Practices Under the RCC 0-3 Pilot Programme: A Monitoring and Evaluation Approach [23]

SESSION 2: M&E IN EDUCATION AND TRAINING	CLAUDIUS
Chair	*Ms M Tsigoida, SAMEA Board*
Presenter:	**Topic**
Eleanor Hazell, Mthente Research	Evaluation can Enhance Understanding of how Capacity Development Programmes Work: Reflections on Two Recent Evaluations [9]
Suki Goodman, UCT	A Best Practice Model for the Design, Implementation and Evaluation of Social Context Training for Judicial Officers [8]
Elizabeth Zishiri. Feedback	Teacher Development, Learner Development and Whole School Development: The Benefits and the Detriments [41]
Madri Jansen van Rensburg, UNISA	Evaluating the Selection of Research Psychology Consultants Masters Students [27]

SESSION 3: GLOBAL TRENDS – COMPARATIVE PERSPECTIVE	ROMANUS
Chair	*Commissioner D Mkhwanazi, PSC*
Presenter:	**Topic:**
Dharmendra Chandurkar, Sambodhi Research, India	India – Process, Outcomes and Lessons Learnt: Implementing the Most Significant Change Technique for Monitoring and Evaluation of Social and Behaviour Change Programme [4]
Dominic Pealore, Ministry of Education	Ghana – Evaluating Social Protection Initiatives in African Countries: Case Study of Ghana [15]
Alyna Wyatt, Financial Education Fund	UK – the Advantage of Incorporating Evaluation from the Inception: Evaluation to Influence Perceptions, Programming and Future Interventions [32]
Florence Etta, Afrea	Africa – Evaluation Quality Assurance: The Case of the Paris Declaration Phase 2 Evaluation [70]

SESSION 4: M&E MACRO AND MICRO SYSTEMS	ASSEMBLY 3
Chair	*Mr D Molapo, SAMEA Board*
Presenter:	**Topic:**
Jennifer Bisgard, Khulisa	Innovative Methods to Evaluate More Effectively and Cheaply [44]
Tania Ajam, Consultant	Evaluation and Performance auditing in South Africa: convergence of Reforms? [80]
Carina van Rooven. UJ	Can Systematic Reviews Help Identify What Works and Why? The Case of Microfinance in Sub-Saharan Africa [65]
Tiara Dungy, Development Works	Monitoring and Evaluation Best Practices: A Closer Look at Creative Consulting and Development Works' Evaluation of the NACOSA 3- Tier Model [47]

SESSION 5: M&E IN MACRO AND MICRO SYSTEMS	ASSEMBLY 4
Chair	*Dr C de Coning, SAMEA Board*
Presenter:	**Topic:**
Mike Leslie, Price, Waterhouse & Coopers	A Clarificatory Evaluation of a Volunteer-Based Community Engagement Programme at Stellenbosch University: Results and Utilization of Findings [2]
Ros Hirschowitz, Consultants	Integrating Monitoring and Evaluation into the Normal Workings of an NGO: A Grassroots Approach [13]
Michelle Stewart, Impact Consulting	Between the Funder and the Project: the Role of M&E Facilitation and Mentorship Towards Attaining Outcomes for Programmes [39]

SESSION 6: DATA QUALITY AND DATA USE	ASSEMBLY 2
Chair	*Dr S Rule, SAMEA Board*
Presenter:	**Topic:**
Zach zeh'Akiy, Khulisa Management ServicesESI	Using Data Quality Surveys and Action Planning to Improve Data Management Systems and Data Quality in the North West Province, South Africa [42]
Peter Njaramba, Khulisa Management Services	Identifying and Tackling Barriers to Data Use [64]
Anzel Schonfeldt. SAMEA Board	How Standards are Changing the Information Quality Landscape [36]
Teri Richter, Impact Consulting	A Recommendations Based Case Study of a Utility Based Evaluation [35]

13:00 – 13:30 LUNCH SESSION	BETTEREVALUATION	TIBERIUS
Chair	*Ms A Schonfeldt, SAMEA Board*	
Presenter:	**Topic:**	
Patricia Rogers. RMIT. Australia	Better Evaluation – An Online Evaluation Resource	

12:45 – 13:45	LUNCH

13:45 – 15:15	PARALLEL PANEL DISCUSSIONS

PARALLEL PANEL SESSION 1: EDUCATION SECTOR	TIBERIUS
UNPACKING EDUCATION EVALUATION METHODOLOGIES: CASE STUDIES OF PROJECT, PROGRAMME AND PROVINCIAL EVALUATION RESEARCH	
Moderator	***Ms Janet Marx, Zenex***
Panel members:	
Eric Schollar	Gauteng Primary Literacy Strategy
Carla Pereira	The NRE Project
Gail Campbell	Zenex School Development Project

PARALLEL PANEL SESSION 2: SAMEA BOARD	CLAUDIUS
CHALLENGES WITH MEASURING OUTCOMES – PERSPECTIVES FROM EVALUATION EXPERIENCE	
Moderator	***Prof Fanie Cloete, University of Johannesburg***
Panel members:	
Candice Morkel	SAMEA BOARD
Indran Naidoo	SAMEA BOARD
David Molapo	SAMEA BOARD
Mairy Tsigoida	SAMEA BOARD
Christo de Coning	SAMEA BOARD
Stephen Rule	SAMEA BOARD

PARALLEL PANEL SESSION 3: 'EMERGING EVALUATORS'	ROMANUS
INITIAL IMPRESSIONS ON THE VALUE OF EVALUATION FOR ACHIEVING OUTCOMES AND INFLUENCING PROGRAMS	
Moderator:	***Ms Christel Jacob, SAMEA Board***
Panel members:	
AJ Edge	Wits Reproductive Health and HIV Institute, SA
Pusetso Moipolai	Dental School, University of Witwatersrand, SA
Grames Chirwa	School of Education, University of Witwatersrand, SA
Odor King	University of Ibadan, Nigeria

PARALLEL PANEL SESSION 4: GOVERNMENT PERSPECTIVES ON M&E	ASSEMBLY 3
PROFESSIONALIZATION AND EVALUATION – CONSIDERED EXPLORATIONS	
Moderator:	***Dr E Tshikwatamba, PALAMA***
Panel members:	**Topic:**
Ishmael Akhalwaya & Bernadette Leon, DDGs in the Department of Performance Monitoring and Evaluation.	Performance Assessment Tool (PAT) of the Department of Performance Monitoring and Evaluation
Marcel Wilson, Department of Public Service and Administration	Service Delivery Improvement Plans (SDIP)
Chris Malehase, Director, Free Basic Services Coordination M&E (COGTA)	Practitioner-based Expert in Public Sector

PARALLEL PANEL SESSION 5: RURAL DEVELOPMENT	ASSEMBLY 4
RURAL DEVELOPMENT AND POVERTY REDUCTION – DOES EVALUATION LEAD TO TANGIBLE BENEFITS/CHALLENGES AND ASSIST PROJECTS ACHIEVE GOALS	
Moderator:	***Jabu Mathe, Director, Office of the Public Service Commission***
Panel members:	
Gcinumzi Qotywa	Chief Director, Department of Environmental Affairs
Thabani Buthelezi	Director, Department of Social Development
Lawrence Matemba	Senior Policy Analyst: Office of the Deputy President, The Presidency
Michael Aliber	Project Coordinator: Office of the Director-General, Department of Agriculture, Forestry and Fisheries
PARALLEL PANEL SESSION 6: EVALUATION SYSTEMS	**ASSEMBLY 2**

MEXICO –COLUMBIA AND SOUTH AFRICA – COMPARISON OF M&E SYSTEMS	
Moderator:	*Dr I Goldman, Deputy Director-General, Office of the Presidency*
Panel members:	
Stanley Ntakumba	Chief Director, Office of the Presidency
Dr Hersheela Narsee	Director, Department of Basic Education [Colombian M&E System]
Sabelo Mbokazu	SADEC Parliamentary Forum

15:15 – 15:30	TEA

15:30 – 16:45	KEYNOTE ADDRESS 2 - PLENARY	ASSEMBLY 2
Chair and Introduction	*Dr M Abrahams, University of the Western Cape*	
Key Note Speaker:	**Ms N Wehipeihana, Kinnect Group, New Zealand** Indigenizing Evaluation: The New Zealand Experience	

17:00 – 18:15	SAMEA AGM AND BUSINESS MEETING	ASSEMBLY 2
Chairperson	**Ms Candice Morkel**	
	All members and prospective members welcome	
	Election results announced	

CONFERENCE DAY 3: FRIDAY, 9 SEPTEMBER 2011

SAMEA-PSC/WPEG side-by-side Virtual Symposium on programme evaluation is in progress and open for participation throughout the Conference and after.

08:30 – 09:45	KEYNOTE ADDRESS 3 – PLENARY	ASSEMBLY 2
Chair and Introduction	*Ms Candice Morkel, Chairperson, SAMEA*	
Key Note Speaker:	**Professor Sibongile Muthwa, DVC [Administration], NMMU** Locating M&E in the Context of a South African Developmental State	

10:00 – 11:15	PARALLEL ORAL PRESENTATIONS 'C'

SESSION 1: 'EMERGING EVALUATORS'		TIBERIUS
Chair	*Dr C de Coning, SAMEA Board*	
Presenter:	**Topic:**	
Pusetso Moipolai, University of the Witwatersrand	Illuminative Evaluation of the Final Year Prosthodontic Component of the Oral Health Science Curriculum [34]	
J Edge, University of the Witwatersrand	Positive Transfer from Classroom to Workplace? Evaluation of an HIV Training Programme for Health Care Workers [5]	
Grames Chirwa. University of the Witwatersrand	An Illuminative Evaluation of Expressive Arts in Primary Schools, Malawi [48]	
Odor King, University of Ibadan, Nigeria	Elderly Condom Use and Perception: A Barrier to Family Planning and Mitigation of HIV/AIDS in High Risk Urban Slums in Nigeria [17]	

SESSION 2: LESSONS IN THE PUBLIC SECTOR EVALUATION LANDSCAPE		CLAUDIUS
Chair	*Commissioner M Mawasha, PSC*	
Presenter:	**Topic**	
Prof Fanie Cloete, UJ	Toward Evidence-Based Local Economic Development Policy: Outcome Indicators for identifying Effective Local Economic Development Interventions in South Africa [19]	
Stephen Porter, D&PM, University of the Witwatersrand and CLEAR	Incapacitated Outcomes Measurement in Institutions: a Case Study of the Outcomes Approach in the Free State [31]	
Jones Gondo, Genesis Analytics	Lessons for Evaluating a Municipal Capacity Building Programme [50]	

SESSION 3: M&E IN THE PUBLIC SECTOR – SOUTH AFRICAN PERSPECTIVES ON EMERGING M&E	ROMANUS
Chair	*Commissioner PC Nzimande, PSC*
Presenter:	**Topic:**
Kobus van der Merwe. OPSC	Measuring Institutional Performance of Public Service Departments and How This Can Help Institutional Building [53]
Dugan Fraser, Consultant	The Rise of Enemy Monitoring and Evaluation [57]
Barry Morkel, Price Waterhouse & Coopers	Improving Service Delivery Through Strengthened Monitoring and Reporting in the Public Sector [59]
Erika Schultze, University of Stellenbosch	Carbon Energy Offset Projects Improve the Rigour of M&E Practice Because Outputs are Rewarded Rather than Inputs Financed [2TP]

SESSION 4: M&E IN THE PUBLIC SECTOR – A GLOBAL PERSPECTIVE	ASSEMBLY 3
Chair	*Ms A Schonfeldt, SAMEA Board*
Presenter:	**Topic:**
Thomas Mpofu, University of Ethiopia, Ethiopia	An Evaluation of the Effectiveness of Flood Disaster Mitigation Strategies in the City of Adigrat, Tigray Region and Ethiopia [7]
Ogochukwu Nzewi, University of Fort Hare	Of Anecdotes and Verities: Notes and Lessons From the Civil Society African Peer Review Mechanism Monitoring and Project (AMP) in South Africa [16]
I Awasthi, Institute of Applied Manpower Research, Dehli, India	Why is Management Information System [MIS] Critical in the Policy Domain? Lessons From Indian flagship Programmes [63]
Edwin Ijeoma, University of Fort Hare	Application of Participatory Monitoring and Evaluation Methodologies [2TP]

PARALLEL SESSION 5: M&E IN THE PUBLIC SECTOR – SECTOR STUDIES IN IMPROVING SEVICE DELIVERY	ASSEMBLY 4
Chair	*Dr S Rule, SAMEA Board*
Presenter:	**Topic:**
Jerushah Rangasami, Impact Consulting	The Impact of Formal Housing on Recipient" s Quality of Life? A Longitudinal Mixed Method Impact Study [52]
Sphindile Magwaza, Consultant	Reducing the Impact of Unemployment by Building Youth Skills in Renovation and Maintenance of Public Building in the North West Province [12]
Jason Kasuto, University of the Western Cape	Broad Based Black Economic Empowerment Policy Indicator Development for South Africa and Namibia [43]

11:15 – 11:30	**TEA**

11:30 – 13:00	PLENARY PANEL 3	VENUE
INTERNATIONAL PANEL		**ASSEMBLY 2**
INTERNATIONAL PERSPECTIVES ON MONITORING AND EVALUATION FOR OUTCOMES ATTAINMENT AND ITS BENEFITS AND EFFECTS FOR PROGRAMS		
Moderator:	***Prof Fanie Cloete, University of Johannesburg***	
Panel members:	David Fetterman, Stanford University [formerly], US	
	Nan Wehipeihana, Kinnect Group, New Zealand	
	Patricia Rogers, RMIT, Australia	
	Andy Rowe, Evaluation Consultant	
	Azusa Kubota, United Nations Development Programme (New York Office)	
	Marco Segone, Systemic Management, UNICEF Evaluation Office	

13:15 – 14.00	SUMMARY AND CLOSING	ASSEMBLY 2
Reflections on the Conference by the President of the African Evaluation Association (AfrEA) and Board Member of the International Development Evaluation Association (IDEAS), **Dr Florence Etta**		
Official Closing, SAMEA Chairperson, **Ms Candice Morkel**		

14:00 +	**LUNCH**

SAMEA VIRTUAL SYMPOSIUM

[in parallel with the 3rd Biennial SAMEA Conference, 5-9 September 2011]

Conference Theme: M&E 4 outcomes: Answering the 'So what?' question.

Keynote paper:	**David Fetterman [contribution to virtual symposium invited – accepted]** Empowerment Evaluation and the "So What" Question in Evaluation FettermanAssociates@gmail.com
Conference and Virtual Symposium Subthemes:	
1. M&E in the public	**Indran Naidoo [DDG, Public Service Commission]** Monitoring and Evaluation in the South African Public Sector Context Indran.Naidoo@gmail.com **Ray Basson** Evaluation, Qualitative Approaches and Public Administration raymond.b.basson@gmail.com **Katherine Hay** Evaluation Field Building in South Asia: Reflections, Anecdotes, and Questions khay@idrc.org.in **Kevin Kelly** Non-governmental Health and Welfare Services in South Africa: What Evaluative Questions should we be Asking about the Current Environment? k.kelly@ru.ac.za **Stephen Porter** Strengthening Demand-driven Performance Monitoring and Evaluation stephen.porter@wits.ac.za
2. M&E innovations -	**Patricia ideas** Better Evaluation: Improving Evaluation Outcomes by Sharing Information about Evaluation Methods patricia.rogers@rmit.edu.au **Andy Rowe** Getting Past the Stale RCT Debate: A New Approach to Evaluate Impacts andy.rowe@earthlink.net
3. Global trends -	**Donna Mertens** **Comparative** Social Justice and Evaluation: From Theory to Practice and Back Again **Perspectives** Donna.mertens@gallaudet.edu **Daniel Stufflebeam** Meta-evaluation: Lessons from the Real World dlstfbm@aol.com **Abraham Wandersman** Program Evaluation and Program Development wandersman@sc.edu **Carol Weiss** On Theory-Based Evaluation: Winning Friends and Influencing People carol_weiss@gse.harvard.edu
4. N&E systems	**Jennifer Bisgard** Innovative methods to evaluate more effectively and cheaply jbisgard@khulisa.com **Fanie Cloete and Babette Rabie** Toward evidence-based local economic development policy: Outcome

	indicators for identifying effective local economic development interventions in South Africa fcloete@uj.ac.za , babette.Rabie@spl.sun.ac.za **Errol Goetsch**] Master of Excellence: the value and values M&E gives to organisations and their projects errol@xe4.org
5. M&E in the caring professions	**AJ Edge** Positive transfer from classroom to workplace? Evaluation of an HIV training programme for health care workers. ajedge@wrhi.ac.za
6. M&E in education and training - including skills development	**Benita Williams** Unpacking the Learner-Selection Suitcase: A Synthesis of Evaluation Findings from Learner – Directed Educational Improvement Initiatives. bwilliams@feedbackra.co.za **Johann Louw, Johan Muller and Colin Tredoux** Time-on-task, Technology and Mathematics Achievement Johann.Louw@uct.ac.za **Charles Potter , Peter Fridjhon and Gregg Ravenscroft** Using Test Results as a Basis for Identifying Instructional Needs and Monitoring Progress of Children in Schools and Classrooms pottercs@gmail.com
7. Case studies	**Ray Basson** Commitment in developing new educational sites in South Africa raymond.b.basson@gmail.com **Dharmendra Chandurkar and Aparupa Negi** Process, Outcomes and Lessons Learnt: Implementing the Most Significant Change Technique for Monitoring and Evaluation of a Social and Behaviour Change Programme dharmendra@sambodhi.co.in **Stephanie Friend, Gordon Naidoo and Mark Creekmore** Participatory Evaluation in Teacher Development: An Application of Photovoice Methodology stephanierosefriend@gmail.com; gordon.naidoo@gmail.com; creekmor@umich.edu; **Sabrina Liccardo** An Evaluative Case Study of Transformation in South African Tertiary Education sabrina.liccardo@gmail.com **Donna Podems and Anna Davis** Developmental Evaluation and Systems Thinking: Applying the Concepts on a Social Innovation Project in Namibia donna@otherwise.co.za **Stephen Porter** End of the road for a rights-based approach? A case study of mobile technology in KwaZulu Natal, South Africa stephen.porter@wits.ac.za **Laurie Woollacott** An Evaluation of the Use of Mediated Interaction Groups for Enhancing Learning among First Year Engineering Students Lorenzo.Woollacott@wits.ac.za

SPECIAL EVENTS

TIME AND VENUE	EVENT
Date: 7 September 2011 **Venue**: Senate Room **Time**: 19:30	Conference welcome and Cocktail
Voting closes: 9 September 2011 **Venue**: Election booth	Voting
	The term of office of the following members expires: Candice Morkel David Molapo Christelle Jacob
	The following persons are standing for elections: Carol W right Charles Mandivenyi Irene Legodile Mathenjwa Jabulani Mathe Terence Beney Victor Sevenia Madziakapita
	Link to access the nomination module : http://www.samea.org.za/index.php?module=election&func=election_display&electionid=9

OTHER SPONSORS

BETTEREVALUATION is an international collaboration to improve evaluation practice and theory, by helping evaluators and evaluation managers choose and implement the best combination of evaluation methods and approaches for their situations. The interactive website, developed with support from the Rockefeller Foundation and IFAD, includes content from user contributors, existing websites and guides, recognised evaluation experts, face to face and virtual events, and Research and Development projects on evaluation methods. Founding partners: ILAC (Institutional Learning and Change Initiative of the Consultative Group on International Agricultural Research), ODI (Overseas Development Institute), Pact, RMIT University (Royal Melbourne Institute of Technology). www.betterevaluation.org.

MK CONSULTING was established to close that gaping chasm that exists in research skill that is needed to develop good strategic plans for organizations and the interventions that they implement; the planning skill that is needed to develop plans and the monitoring skill that is needed to monitor implementation of plans and the evaluation skill that is needed to determine effectiveness of organizations and their interventions in terms of the difference (impact) that they make in the lives of people, hence our motto, "Nexus" which means "a gap", thus amplifying our realisation of the importance of always linking research, planning, monitoring and evaluation as activities that are interdependent in ensuring organizational effectiveness. We offer the following services:

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CLEAR (Regional Centers for Learning on Evaluation and Results) *is a multiregional initiative, whose goal is to contribute to strengthening the monitoring and evaluation (M&E) and performance management (PM) capacity of countries and their governments to achieve development outcomes. CLEAR supports (1) regional centers to provide in-region capacity development and technical assistance services, and (2) global learning to strengthen practical knowledge-sharing on M&E and PM across regions.*

CLEAR in Anglophone Africa is hosted at the University of Witwatersrand's Graduate School of Public and Development Management.

CLEAR's partners include the African Development Bank, Australian Agency for International Development (AusAID), the Asian Development Bank, the Belgian Development Cooperation, Rockefeller Foundation, the Swedish International Development Agency, UK Department for International Development, and the World Bank Group. The secretariat is housed in the Independent Evaluation Group of the World Bank Group.
www.theclearinitiative.org

LIST OF EXHIBITORS

PUBLIC SERVICE COMMISSION OF SOUTH AFRICA

The PSC is the only institution established in terms of Chapter 10 of the Constitution. It is vested with custodial oversight responsibilities for the Public Service and monitors, evaluates and investigates public administration practices. It promotes the values and principles governing public administration contained in section 195 of the Constitution and may issue directives regarding the compliance of the personnel practices of recruitment, transfers, promotions and dismissals to these values and principles.

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Feedback is an innovative research, evaluation and information quality services provider, inspired by the challenges of sustainable development. By applying creativity, conscience, obsessive curiosity and uncompromising scientific rigor, we empower clients with the best possible empirical basis for taking action and making an impact. Feedback Research and Analytics offers three categories of services: monitoring, evaluation and development research; analytics and information quality assessments; and public policy research. We have provided these services in a range of practice areas including education; health; skills development; science, technology and national systems of innovation; local economic development; democracy, governance and institutional reform; ICT in emerging economies; agriculture; land reform; migration; sustainable livelihoods; and human rights. (www.feedbackra.co.za)

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The Auditor-General of South Africa ("AGSA") is established in terms of section 181(1)(e) of the Constitution of the Republic of South Africa, 1996 as a state institution supporting constitutional democracy. The constitutional functions of the AGSA are set out in section 188 of the Constitution and section 4 of the Public Audit Act, 2004 (Act No. 25 of 2004)("the PAA"), which mandates the Auditor-General to perform constitutional and other functions. Constitutional functions are those which the Auditor-General performs to comply with the broader mandate described in the Constitution. Section 4 of the PAA makes a further distinction between mandatory and discretionary audits.

www.agsa.co.za

PEPFAR FELLOWSHIP PROGRAMME

The PEPFAR Fellowship Programme partners capacity- building fellows in Masters degree programmes with PEPFAR Partners and AIDS Service Organizations in South Africa. Our objectives are to:

- Create a gateway to developing local operational skills.
- Facilitate exposure of local South African graduates to a network of local health care organizations including the public sector for career opportunities.
- Provide host organizations access to scarce skills in technical assistance.
- Facilitate the absorption / retention of scarce skills within the South African health care sector by means of directive career path modeling where local graduates from diverse academic backgrounds are “harvested” from our Universities and developed according to identified areas of need within the South African health care sector.

ACKNOWLEDGEMENTS

The SAMEA Board would like to acknowledge a number of partners and sponsors for their generous contribution to ensuring the success of the 3rd Biennial Conference. Without their support, this conference would not have been possible, and we are grateful for their continued partnership with SAMEA in building and strengthening Monitoring and Evaluation in South Africa.

We are also especially grateful to our international partners and guest speakers, who believe in and continually demonstrate their support for the work of the Association and the importance of its role in building a better South Africa.

We would also like to acknowledge Feedback RA for their continued support to SAMEA in providing office space and resources to support the administration of the association, without which we would not be able to function.

Our thanks go to the following:

KEY SPONSORS

- Public Service Commission of South Africa
- GIZ
- PALAMA
- Zenex Foundation
- The Presidency of South Africa (Department of Performance Monitoring and Evaluation)

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- BetterEvaluation
- CLEAR (Regional Centers for Learning on Evaluation and Results)

EXHIBITORS

- Public Service Commission of South Africa
- Southern Hemisphere Consultants
- Creative Consulting
- Auditor General of South Africa
- Feedback Research and Analytics
- Auditor General of South Africa
- The PEPFAR Fellowship Programme

INTERNATIONAL GUESTS AND KEYNOTE SPEAKERS

- Dr David Fetterman (Fetterman & Associates)
- Dr Ray Rist (World Bank)
- Prof Patricia Rogers (Royal Melbourne Institute of Technology)
- Nan Wehipeihana, Kinnect Group, New Zealand
- Professor Sibongile Muthwa, DVC [Administration], NMMU

ABSTRACTS

Ref: SAM /2

A CLARIFICATORY EVALUATION OF A VOLUNTEER-BASED COMMUNITY ENGAGEMENT PROGRAMME AT STELLENBOSCH UNIVERSITY: RESULTS AND UTILIZATION OF FINDINGS

Authors and Affiliation:

Mike Leslie
Pricewaterhouse Coopers- Consultant, Monitoring & Evaluation

Abstract

At Stellenbosch University the core function of community engagement has advanced institutional commitments to reciprocity, redress, development and transformation, while enriching student learning and enhancing research relevance. Student interest in community engagement initiatives has resulted in an innovative programme that has brought together University stakeholders to guide and support volunteer-based community engagement initiatives.

Under the title of the One-Stop Service at Matie Community Service, volunteer participation in community engagement projects has grown rapidly in recent years. As student participation has multiplied and student-led projects under the auspices of the One-Stop Service proliferated, the programme has experienced considerable maturation without commensurate monitoring and evaluation of its outcomes.

A clarificatory evaluation of the One-Stop Service programme at Matie Community Service was conducted with the aim to better conceptualize the One-Stop Service for all stakeholders and contribute towards a shared understanding of programme objectives and outcomes. A utilization focused approach informed the mixed-method evaluation design. Semi-structured interviews, participatory observation, document and record review, as well as a questionnaire were all methods of data collection used for the evaluation.

The paper presented will detail the results of the clarificatory evaluation of the One-Stop Service programme, including the previously implicit theory of change. The subsequent utilization of evaluation findings within official programme documentation as well as the integration of findings into a student volunteer handbook will be presented. The recent piloting of a University registered short course informed by evaluation findings will also be discussed.

Ref: SAM /3

LOVELIFE: A POSSIBLE FRAMEWORK FOR MEASURING OUTCOMES IN HIV PREVENTION PROGRAMMES. THE EXAMPLE OF THE UITENHAGE YOUTH CENTRE

Authors and Affiliation:

Ms Friederike Subklew-Sehume, LoveLife, Director Research, Monitoring and Evaluation Department
Ms Jerusha Govender, loveLife, National Monitoring Manager
Ms Jennifer Koen, loveLife, National Research Manager
Mr Steffen Becker, loveLife, Advisor Monitoring and Evaluation

Abstract

Background:

loveLife is promoting healthy, HIV-free living among teenagers through a sustained nationwide multi-media campaign and community-level outreach and support programmes for youth.

In recent years it has become increasingly important for organisations like loveLife to demonstrate the outcomes and impact of their work. The impetus for increased attention to outcomes is both, externally driven, to meet donor requirements and internally driven for programme review and design. loveLife's process for monitoring of activities and outputs is well established, but a need for evaluations on outcome level exists. This paper seeks to illustrate, and reflect on, the process of an NGO becoming an outcome-oriented organisation through a presentation of the evaluation efforts loveLife is undertaking in the Youth Centre in Uitenhage.

Methods:

During an organisational change management process in 2010, loveLife recognized the importance and the value of defining and measuring programme outcomes. On-going discussions resulted in an organ-isational mindset shift towards outcome-based monitoring and evaluation. The Youth Centre in Uitenhage presented a perfect opportunity to design a framework for measuring outcomes in HIV prevention programmes.

Results:

The framework and the process presented demonstrate the inclusive and participatory approach that loveLife applied in its move towards an outcome-oriented organisation. Results created by a broad ownership within loveLife were the transformation of the Monitoring Department into a Research, Monitoring and Evaluation Department, the up scaling and employment of dedicated personnel as well as a comprehensive RM&E framework that forms the basis for all programme planning, design and evaluation.

Conclusion:

loveLife has laid the groundwork to become an outcome-oriented organisation. loveLife is now better able to evaluate its programme outcomes in order to report to the donor community as well as use these evaluation findings for programme reviews and future programme designs. The process of change management to emphasise the importance of evidence and reflexivity is ongoing.

Ref: SAM /4

PROCESS, OUTCOMES AND LESSONS LEARNT: IMPLEMENTING THE MOST SIGNIFICNT CHANGE TECHNIQUE FOR MONITORING AND EVALUATION OF SOCIAL AND BEHAVIOUR CHANGE PROGRAMME

Authors and Affiliation:

Mr. Dharmendra Chandurkar (1)
Ms. Aparupa Negi (1)

(1) Chief Knowledge Officer, Sambodhi Research & Communications Pvt. Ltd.
(2) Program Officer, Winrock International India

Abstract

The Most Significant Change (MSC) technique is increasingly gaining popularity as a qualitative participatory monitoring and evaluation (PM&E) method. With focus on changes considered significant by the clients, MSC gets distinguished from other monitoring and evaluation (M&E) techniques as it enables assessment of indirect outcomes usually are not captured by conventional M&E systems or other PM&E techniques. Since 2008, UNICEF India has been implementing MSC in its social and behavior change communication (SBCC) programme. Complementing the indicator-based quantitative system; MSC has been employed to determine results of the programme as perceived significant by the stakeholders and associated values. This paper is synthesis of experiences in ‘on-scale’ implementation of the technique. It discusses the implementation processes; outcomes reflected by the MSC stories, and delineates lessons learnt for effective implementation across large geographies.

For implementing MSC, a three stage process- capacity development, system development and operationalization was adopted. The four key behaviors targeted - exclusive breastfeeding for six months, hand washing with soap, girls’ education and HIV-AIDS, were defined as the domains-broad categories of possible changes. A bi-annual reporting period was adopted for story collection, selection and analysis.

Analyses of the stories reflect on the intended as well as indirect programmatic outcomes. In all the domains, the stories underscore the intended changes in knowledge, attitude, behaviour and practices. Indirect outcomes indicated by the stories include early adopters becoming change agents advocating behaviour change, enhanced decision-making and problem solving skills and recognition to the story-tellers. However, the most important indirect outcome has been in terms of providing voice to the community that reflects the outcome of community empowerment through MSC implementation.

Lessons emerging from implementation experiences highlight the need building a supportive environment, integrating MSC with M&E systems, continuous capacity building, documenting values of change and the pros of internalizing the system.

Ref: SAM /5

POSITIVE TRANSFER FROM CLASSROOM TO WORKPLACE. EVALUATION OF AN HIV TRAINING PROGRAMME FOR HEALTH CARE WORKERS

Authors and Affiliation:

Ms AJ Edge
Wits Reproductive Health and HIV Institute
University of the Witwatersrand.

Abstract

Following the availability of antiretrovirals (ARVs) for the treatment of HIV in the public sector from 2004 to 2008, thousands of multidisciplinary health care workers were trained by RHRU on HIV care and ARVs on behalf of the South African Department of Health. Post-training assessments indicated that learning had taken place, but it was unknown if this had been transferred to the workplace.

To ascertain if, and to what extent, transfer of learning had occurred, a case study approach was used involving seventy alumni from six sites including those directly involved in ARV services plus health care workers providing care in other contexts such as hospital wards.Data collected via questionnaires and interviews suggests that transfer of learning took place at some level for most alumni but was weakest with non clinical staff in ARV sites and ward based staff, many of whom felt that they did not treat HIV patients.However, observations of a small number of volunteers (n=2), provided evidence that transfer of learning may not be as positive amongst clinical staff based in ARV clinics as the perceptions of the sample alumni imply.

The study concludes that the ‘one size fits all’ approach preferred by the Department of Health, did not support effective transfer of learning for all alumni mainly due to the inappropriate training design for many participants and the impact of this on motivation and a less enabling transfer climate. To optimize the possibility of transfer, therefore, HIV training should be specifically designed for the learning needs of each cadre of health care worker with clear expected changes to practice for participants, linked to supporting transfer environments. It is also recommended that subsequent evaluation work includes strategies to increase the number of alumni willing to undergo observation.

Ref: SAM /6

BETTER EVALUATION: IMPROVING EVALUATION OUTCOMES BY SHARING INFORMATION ABOUT EVALUATION METHODS

Authors and Affiliation:

Prof Patricia Rogers
Royal Melbourne Institute of Technology University

Dr Javier Ekboir
ILAC Coordinator

Abstract

Evaluation outcomes are affected by way an evaluation is framed, and who is engaged in it and how, by the way it is designed to balance rigor, timeliness and scope, and by the activities that occur when results are presented and afterwards. Many different evaluation methods have been developed for all these stages, but it is often difficult to find information about them or to choose the right combination of methods for a particular situation.

This presentation introduces BetterEvaluation - a new international resource to improve the quality and use of evaluation by sharing information about which methods to use in which situations, and how to use them well.

There are many existing sites about evaluation methods, but it is often difficult to navigate among the different recommendations for methods. BetterEvaluation provides a framework to help choose methods, includes useful methods that are less well documented, and draws on the experiences of evaluators, evaluation manager and evaluation researchers, providing ways for them to share their knowledge. The presentation will provide an overview of the material on the site that can be useful to evaluation managers and evaluators, including specific methods for supporting use of evaluations, and also explain how to contribute to the site.

BetterEvaluation is a resource that is being created through an international collaboration involving different countries, different sectors, and different roles in evaluation. In addition to making accessible information about methods and examples, BetterEvaluation makes visible good evaluation practice in different settings, and supports constructive discussion of how these can be adapted for use in other settings.

BetterEvaluation has been in testing phase during 2011 and will be launched in September. It has been developed by an international collaboration of partners with support from the Rockefeller Foundation and the International Fund for Agriculture.

Ref: SAM /7

AN EVALUATION OF THE EFFECTIVENESS OF FLOOD DISASTER MITIGATION STRATEGIES IN THE CITY OF ADIGRAT, TIGRAY REGION, ETHIOPIA

Authors and Affiliation:

Dr Thomas P Z Mpofu
Ethiopian Civil Service University
Addis-Ababa

Abstract

Ethiopia is one of the countries that experience regular flooding. This is mostly confined to particular low areas such as river basins. The Huga River that runs through the Adigrat City in the Tigray Region of Ethiopia is one such case. Flooding in Adigrat often leads to loss of human lives, destruction of property as well as disruption of people's livelihoods. Despite a number of response measures that have been implemented by this Cityï¿½s administration, no comprehensive study has been undertaken to evaluate the effectiveness of those measures. Therefore, between March and July in 2009, this study was undertaken to evaluate the effectiveness of the Cityï¿½s flood mitigation strategy. Specifically, the study sought to evaluate both the structural and non-structural measures.

Structural measures included the construction of new drainage channels; the diversion of river channels; and elevation of river banks. Non- structural measures included land use planning; flood disaster preparedness; and enactment and enforcement of rules and regulations. It was hoped that the findings of the study would help Adigrat City Administration to improve its flood disaster mitigation strategies. The study utilized primary data from the affected household heads, the City Administration, the Disaster Prevention and Preparedness Bureau; the Road Construction Authority and some non-governmental organizations. Secondary data was obtained from literature as well as annual reports of the above organizations. The main findings of the study were that most of the drainage channels were sub-standard; land use planning and rules and regulations were not enforced; and a flood disaster preparedness strategy was non-existent.

The City fathers attributed their failures to shortage of financial and qualified human resources. The major recommendation of the study is the urgent formulation of a flood management policy to guide mitigation operations and define roles and responsibilities of each stakeholder.

Ref: SAM /8

A BEST PRACTICE MODEL FOR THE DESIGN, IMPLEMENTATION AND EVALUATION OF SOCIAL CONTEXT TRAINING FOR JUDICIAL OFFICERS

Authors and Affiliation:

Dr Suki Goodman and Prof Joha Louw-Potgieter
University of Cape Town

Abstract

The recent development of the National Judicial Education Institute (NJEI) suggests that government is taking a new view on judicial education in South Africa. There is limited public information about this new body but traditionally the focus of state-funded judicial education in South Africa has been on substantive law delivered to magistrates by the now defunct Justice College.ï¿½ Justice College was South Africaï¿½s official training provider of the Department of Justice and Constitutional Development. Apart from courses run by Justice College there has been limited judicial training offered by various branches of the magistrate associations. The other major contributor to judicial training was the University of Cape Townï¿½s Law Race and Gender Unit (LRGU) (1996-2008).ï¿½ The LRGUï¿½s training centred on social context training and essentially was the sole provider of this specialised and indisputably invaluable training to judicial officers during a time of significant constitutional, political and social change. The LRGU is no longer ï¿½active and hence the responsibility for preparing the South African judiciary for the complex social context issues that may influence their ability to deliver fair justice for all now falls to NJEI.ï¿½

This paper presents a best practice model for designing, implementing and evaluating social context training for judicial officers. The aim of the paper is to provide a useful framework for programme designers in institutions like the NJEI for ï¿½the development of future social context training programmes.

Ref: SAM /9

EVALUATION CAN ENHANCE UNDERSTANDING OF HOW CAPACITY DEVELOPMENT PROGRAMMES WORK: REFLECTIONS ON TWO RECENT EVALUATIONS

Authors and Affiliation:

Ms Eleanor Hazell
Mthente Research and Consulting Services (Pty) Ltd

Abstract

Evaluation can assist in understanding the mechanisms through which social programmes work (e.g. how they bring about positive social change). Two recent evaluations of South African capacity building programmes reveal the critical role that developing self confidence and being able to heal, forgive and move on from past hurts played in developing creative and business skills, and leadership abilities.

Programme theory can be understood as: "A plausible and sensible model of how a program is supposed to work."Programme theory was developed via a review of programme documentation and discussions with programme management - to understand the capacity building programmes and provide a framework to guide the evaluations. Interviews with key stakeholders and beneficiaries revealed mechanisms through which the programmes worked, and intermediate outcomes, which were not explicit in the programme theory, but were considered critical for capacity development.

The evaluation of a programme aiming to develop the skills and capabilities of craft producers and ultimately enhance their livelihoods, found "self-confidence" and "confidence in crafting abilities" were strongly linked to the development of creative and business capacities. Similarly, the evaluation of a youth leadership programme identified "forgiveness" and "overcoming past hurt" as barriers which need to be broken through to realise leadership potential. The findings suggest that various aspects of personal development (self confidence, forgiveness and emotional wellbeing) can play a key role in capacity building.

Evaluation can reveal unexpected outcomes and assist in understanding how and why social programmes work. Thus evaluation could help with refining capacity building programmes, and developing new ones focused on achieving specific results.

Ref: SAM /10

GETTING PAST THE STALE RCT DEBATE: A NEW APPROACH TO EVALUATE IMPACTS

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ARCeconomics

Abstract

The debate on the status of randomized experimental designs and control group designs for summative evaluations has become stale and repetitive. At this stage it is now largely a political issue reflecting different values about the interventions as well as differences in views about evaluation. This paper introduces the *negotiated alternative* as a new approach to identifying salient, legitimate and credible comparison, and describes how this has been used in a dozen applications to date.ï¿½ï¿½ Comparison is at the heart of summative evaluation methods. Proponents of RCT and quasi experimental designs argue that these are the best approaches to minimize bias from comparison. However in applications to date *negotiated alternatives* satisfy the statistical measures for internal validity and reliability and perform well on external validity suggesting they are as good at managing bias as the so-called gold standards. *Negotiated alternatives* illustrate another comparison technique and suggest that evaluators can reframe the stale RCT debate by expanding options for comparative methods in evaluation.

The presentation will introduce the concept of the *negotiated alternative*; describe its use to date to evaluate resource and environmental decisions in three programmatic settings in the US including statistical testing of the approach, and outline enhancements for the next application in a major US environmental program. The *negotiated alternative* was originally developed to evaluate the environmental and economic effects of decisions and is directly relevant for sustainable development and resource/environmental/conservation initiatives, but can also be used for summative or formative evaluation of a much broader range of decisions including health and human service settings and policy decisions. The goal of this paper is to describe a new proven approach for comparison and to encourage evaluators to shift the tiresome methods debates to more productive and exciting terrain.

Ref: SAM /11

DEVELOPMENT OF PROJECT EVALUATION SCORECARD

Authors and Affiliation:

S. Magwaza (1); B. Magongo (2), C. Sebogo (2);
(1) Independent Consultant; (2) National Youth Development Agency

Abstract

The scorecard was developed as part of the skills development project evaluation, with intention to assess the extent to which project was planned, implemented, managed by partners. The scorecard promotes self-assessment and uses participatory methods to collect, and analyse data and helps to identify areas needing technical assistance or improvement. The project scorecard has six domains namely,

- Purpose and objectives of the project
- Evidence based project plans and design
- Efficiency and effectiveness
- Partnerships and cost-effectiveness
- Replicability and transferability
- Sustainability

Methods: It was distributed to program managers, donor, training providers and youth centre managers. The domains are rated to a maximum of 20 per domain with a total score of 100. The basic descriptive statistics were performed. The mean, medium and mode on each domain was performed.

Results: The overall median score given was 88 across 6 domains with the range between 88 and 93. All stakeholders perceived the project to be focused, evidence based, replicable and sustainable. The training providers rated effectiveness and transferability low (7/20 andï¿½ 5/20) respectively.ï¿½ However, some stakeholders gave a rating of zero on some of the components within the effectiveness, replicability and sustainability domains. The main weakness identified included: lack of evidence of cause-effect of training, lack of community involvement and commitment of resources to ensure sustainability; and that the project did not completely achieve the desired outcomes.

Recommendations: In future, early design and buy-in of exit opportunities strategy by stakeholders is essential for successful project planning and implementation. Targeted marketing of the exit strategy plan by the project steering committee can help to increase ‘buy-in,’ and create more opportunities for sustained employment for youth offenders.

Ref: SAM /12

REDUCING THE IMPACT OF UNEMPLOYMENT BY BUILDING YOUTH SKILLS IN RENOVATION AND MAINTENANCE OF PUBLIC BUILDING IN THE NORTH WEST PROVINCE

Authors and Affiliation:

S. Magwaza (1); B. Magongo (2), C. Sebogo (2);
(1) Independent Consultant; (2) National Youth Development Agency

Abstract

Introduction: The Renovation and Maintenance of Public Building Project was funded by the National Youth Agency over 15 months to:

- Develop and transfer skills amongst the youth in plumbing, carpentry, painting, tiling, glazing, electrical work and landscaping.
- Equip youth with life-skills; and promote youth awareness and active involvement in reconstruction of government owned buildings.

Scope of evaluation : The key principles of evaluation were used during the evaluation in February 2009, to assess the extent to which the project met the broader objective of accessing sustainable livelihoods. Primary and secondary data collection included project document review, project audit and individual interviews with key stakeholders including the programme managers, training service providers, mentors and construction companies.

Achievement and Barriers: The project strengthened private-public partnerships (PPPs), developed skills relevant to the provincial needs; reached the vulnerable groups of youth and indirectly homes and communities that would not have benefited; developed a feasible and implementable exit opportunities strategies; and strengthened multi-departmental response at provincial level. Challenges: delay in the appointment of a project manager; lack of integration of all project components limit better control of all project aspects; and limited involvement of learners, training providers and construction companies in the selection of beneficiaries remains a barriers to effectively develop skills and make appropriate work placement and mentoring.

Lesson Learned: The partnership model used added value to the project and created supportive and cooperative provincial, regional and local environments that has further strengthened strong collaboration toward multi-funded initiatives. Developing a monitoring and evaluation (M&E) framework and quality assurance tools for all project related services, is essential to measure progress against baseline data, monitor progress and make changes as project evolves. Communication and management channels including learner voices are recommended during the project development to effectively respond to learner needs.

Ref: SAM /13

INTEGRATING MONITORING AND EVALUATION INTO THE NORMAL WORKINGS OF AN NGO: A GRASSROOTS APPROACH.

Authors and Affiliation:

Dr Ros Hirschowitz and Dr Anne Letsebe
Previously Deputy Directors General in Stats SA (Dr Ros Hirschowitz) and the Presidency (Dr Anne Letsebe)

Abstract

This paper draws on the author's experiences from workshops they conducted with staff members at Childline Gauteng, with a view to enhancing the organisation's efforts at integrating monitoring and evaluation as part of their normal operations. Childline Gauteng, is an NGO that aims at promoting children's rights and assisting children in crisis. It has four components namely: the 24-hour Crisis Line, which is a toll-free telephone service; the Community Awareness and Prevention Programme (CAPP); Clinical Services for Abused Children; and the Sunlight Safe House Project. In the present economic climate, funders of these programmes and government are asking for clear outcomes to be demonstrated. They want evidence that these programmes are effective.

In the past, Childline had made some attempts to measure outcomes. For example, Childline conducted a user-satisfaction survey among callers to the Crisis Line. It also analysed teachers "responses to teachers" workshops on child abuse run by the NGO, and to class-based talks for children, as part of CAPP. While there was value in this type of evaluation, the organisation saw merit in facilitating the acceptance of M&E by its staff across all levels as an integral part of their work, to ensure its implementation and sustainability.

To facilitate the gaining of acceptance of M&E, the authors ran four separate workshops with the staff on each programme. In these workshops the basic principles of M&E were explained. Emphasis was placed on how M&E could help each person to do their work better. The work of each programme was linked to organisational goals, nationally to the 12 key outcomes set out by government and internationally to the Millennium Development Goals. Inputs, activities, outputs, outcomes and impacts and their possible indicators were developed together with the staff for each programme. The staff members were encouraged to think of their own ways of monitoring and evaluating their work. The log frame exercise done as an integral part of these workshops, and the feedback afterwards, indicated that the workshops were highly successful, and that M&E would increasingly become an accepted method of working at Childline.

Ref: SAM /14

INVESTIGATING A SOCIAL CAPITAL FRAMEWORK IN THE EVALUATION OF ENTERPRISE DEVELOPMENT PROGRAMMES.

Authors and Affiliation:

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University of Cambridge
Prof Ian W. Jones
Centre for Business Studies, University of Cambridge

Abstract

BACKGROUND:

The focus is on enterprise development programmes of multinational corporations operating in the extraction industry in South Africa. All mines are compelled by law to contribute to local economic development (LED) in the communities they impact on. The mines' commitment to LED is contained in their Social and Labour Plans (SLP's), which should be aligned with the Integrated Development Planning (IDP) of local government.

OBJECTIVE:

The objective was to appraise whether a social capital framework developed by Jones et al. (2007) provides a useful tool to evaluate the enterprise development programmes undertaken as part of the SLP of the Marula Platinum Mine operating in the Greater Tubatse Municipality in the Limpopo Province.

METHODS:

The existing social capital framework was principally developed at a corporate level. It integrates the theoretical concepts of social capital with the empirical evidence from several case studies. In contrast, this exploration was done on a community level. Utilising a qualitative methodology, a range of data types were collected.

RESULTS:

The existing framework neither fully reflects the effectiveness of the social structures created and supported by the mines, nor the context-specific positive outcomes attained. A local-level analysis reveals open, flexible and creative networks provides. In addition, the existing framework does not reflect the intensity of the exchange of knowledge and the considerable mutual learning that take place through the interaction between the mines and their communities. Significant boundary crossing is facilitated, resulting in bridging and linking social capital.

CONCLUSION:

Nonetheless, the social capital framework developed by Jones et al. served as a useful starting point for the evaluation of enterprise development programmes. It affords the opportunity to reflect on the interaction with communities and to evaluate the resources the participants have access to through these networks. A local-level appraisal affords the amplification of the existing framework.

Ref: SAM /15

EVALUATING SOCIAL PROTECTION INITIATIVES IN AFRICAN COUNTRIES- CASE STUDY OF GHANA.

Authors and Affiliation:

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Director of Statistics, Research, Information Management and Public RelationS Division of the Ministry of Education

Abstract

The paper summarizes the content into the following areas: introduction, historical background, methodology used and findings impact in terms of relevance, effectiveness, efficiency, sustainability and lessons learnt

After independence in 1957 Dr Kwame Nkrumah's government embarked on a set of social protection policy reforms to alleviate poverty, social injustices meted against the people by the colonial government. Their interest was to maximize the wealth and resources in the colony disregarding the plight of the people. The policy of the colonial government was a deliberate attempt to widen the gap between the already endowed south and the less endowed north of the country. To bridge this gap was the introduction of the free education for all immediately after independence as enshrined in the 1961 Education Act. Similar laws, policies and interventions on social protection followed up by subsequent governments till to day. These include1992 Constitution, Livelihood Empowerment against Poverty; National Health Insurance Scheme; Ghana School Feeding Programme; Introduction of Capitation Grant to basic schools; provision of free school uniforms to poor school children; free medical care for children, pregnant women and the Aged; free compulsory Universal Basic Education etc.

.Analysis of data and focus group discussions indicates a mixed record of implementation and outcomes of the Social Protection initiatives in Ghana. For example the overall poverty rate has declined substantially over the past two decades from 51.7% in 1991/92 to 28.5 % in 2005/06. Similarly the proportion of the population living below the extreme poverty line declined from 36.5% to 18.2 % over the same period, against the 2015 target of 19%. On progress made in the fight against HIV/Aids, after a decline from a high of 3.2% in 2006 to low of 2.2% in 2008, Evidence from the 2009 Sentinel Surveillance report suggests an increase in the HIV/AIDs prevalence rate in Ghana to 2.9% in 2009. On education outcomes, the introduction of the capitation Grant in 2005 reduced direct cost to households by replacing the various levies that schools imposed on parents for extra-curricular activities. The Capitation Grant improved primary enrollments by an increase of 17 percent within one year of implementation. Nevertheless, this also led to an unpredictable decline in quality of education as provision of additional teachers, classrooms, textbooks lagged behind. Social protection interventions in Africa face sustainability and decentralized capacity building challenges. Civil Society Organizations and governments have a significant role to play in finding solutions to the challenges.

- Not interested in presenting a poster
- This paper has not been presented before
- Hard copies will be made available when selected

Ref: SAM /16

ANECDOTES AND VERITIES: NOTES AND LESSONS FROM THE CIVIL SOCIETY AFRICAN PEER REVIEW MECHANISM MONITORING PROJECT (AMP) IN SOUTH AFRICA

Authors and Affiliation:

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University of Fort Hare

Abstract

In July 2010, the Centre for Policy Studies and the South African Institute for International Affairs launched the African Peer Review Mechanism Monitoring Project (AMP). The aim of the project was to establish a Civil Society Mechanism for monitoring the APRM especially in relation to government commitments to good governance made in the National Programme of Action (NPoA). The CSO process was conceptualized as a complementary process to government's implementation reporting of the APRM, which tended to lack detail and pander to government's whims. The project set out to firstly build a strong platform for a broad range of CSOs to participate in the process, secondly develop a specialized tool kit that can be used for CSOs in monitoring the APRM and thirdly conduct a pilot participatory M&E process to monitor and evaluate the South African government's commitment to the NPoA.

There are views that in Participatory Monitoring and Evaluation (PM&E), process is as important as results and recommendation. Objectives, principles and process determinants in PM&E are hinged on decisions from engagements with stakeholders. PM&E establishes legitimacy and authority to M and E findings and produces lessons for stakeholders as well as a greater sense of ownership in findings. This motivates the development of action plans and encourages greater accountability for stakeholders and society at large. The paper will look at the AMP process as a PM&E process, isolating the AMP methodology, and the strengths and shortcomings of the process based on known and tested PM&E principles. In particular, the paper will look at the challenge of reducing the tendency for the anecdotal to focus on factual and evidence based reporting.

Ref: SAM /17

ELDERLY CONDOM USE AND PERCEPTION: A BARRIER TO FAMILY PLANNING AND MITIGATION OF HIV/AIDS IN HIGH RISK URBAN SLUMS IN NIGERIA

Authors and Affiliation:

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Sure Health Orgnization (SHO)
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Abstract

Introduction

HIV/AIDS is a major public health challenge in Africa, the pandemic cut-across-boarders and affects geriatrics also. However, limited attention is paid to this population in mitigating the pandemic. This study therefore examined condom-use and perceived HIV/AIDS-infection among geriatrics in Nigeria.

Methods

The study was cross-sectional and multi-stage sampling procedure was used to select 400-geriatrics. Pre-tested questionnaire and 10 Focus Group Discussion (FGD), was adopted. FGD-data were analyzed thematically, while questionnaires were analyzed using descriptive-statistics.

Results

Some (25%) of participants had extra-marital sex since attained elderly-age. Among this subgroup, few (6.8%) used condom. More males (5.3%) than females (1.5%) used condom in the episode. Low condom-use was attributed to not-worthwhile (34.5%) and not-made (50.0%) for elderly. Moreover, FGD participants posited, patronizing traditional-healers and herbs/concussion-use (10.3%) could prevent HIV/AIDS.

Conclusion

Engagement in risky activities among elderly is a public health challenge. Condom-use is misconstrued due to knowledge-gap. Urgent measures are needed to address this problem.

Ref: SAM /19

TOWARD EVIDENCE-BASED LOCAL ECONOMIC DEVELOPMENT POLICY: OUTCOME INDICATORS FOR IDENTIFYING EFFECTIVE LOCAL ECONOMIC DEVELOPMENT INTERVENTIONS IN SOUTH AFRICA

Authors and Affiliation:

Babette Rabie
University of Stellenbosch
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University of Johannesburg

Abstract

Systematic policy, programme and project evaluations have been an established tool for the improvement of policy outputs, outcomes and impacts for a number of decades now by governments in more developed societies. This implies an evidence-based approach to link explicit goals to be achieved to envisaged or real results through an assessment of empirical evidence compiled on the basis of concrete, measurable indicators.

These evaluation tools are, however, relatively new tools in the arsenal of the public manager in developing or transitional countries. This paper explores the development of an indicator framework for the systematic measurement and evaluation of local economic development in South Africa. The paper commences with an overview of evidence-based policy making and the notion of the developmental state, and then proceeds to describe current limitations to measuring local economic development (LED) results as applied in practice. It describes the process in adopting an evidence-based approach to LED policy formulation and presents a proposed framework of outcome indicators for 15 alternative LED interventions.

The paper aims to expand capacity to measure LED outcomes by presenting outcome statements and outcome indicators for the most common LED interventions adopted in the developing context.

Ref: SAM /20

STRENGTHENING ACCOUNTABILITY: USING SCORECARDS TO MONITOR IMPLEMENTATION OF INTERNATIONAL COMMITMENTS ON HEALTH

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Abstract

Context

Political commitments are often framed in collective rather than individual terms, and action to implement these commitments is often poorly communicated. Commitments are often vague and difficult to monitor, which undermines accountability.

Content

To strengthen accountability in the International Health Partnership and related initiatives (IHP+), IHP+Results developed a scorecard approach that allows IHP+ signatories to be rated and held to account for progress against these commitments. Online versions provide the user with further evidence, including disaggregated results and ratings. Benefits include:

- Encourages signatories to translate political-level commitments into results, which are not always clearly articulated, even within organisations;
- Flexibility: the back of the scorecard provides a space that can reflect specific agency mandates or extenuating circumstances for ratings;
- Presents complex information simply through dynamic data visualisation, making it accessible to all and to widen engagement;
- Facilitates accountability - signatories communicate their actions to their stakeholders, promoting transparency and participation.

Results

In 2009 and 2010, we learned that:

Formulating measurable actions helped focus on the implementation of publicly made commitments.

This process is key to strengthening mutual accountability. The scorecards can be a powerful advocacy tool for both recipient governments and civil society to hold development agencies to account.

The scorecard process and principles are applicable to the M&E of other development programmes, policies and initiatives. For instance, during 2011 we will be using scorecards to monitor commitments made in the Southern African Development Community (SADC) Pharmaceutical Business Plan. Such an approach is equally applicable to other development sectors as well as a wide range of other contexts.

In 2011/12, IHP+Results will offer the scorecard approach to all IHP+ signatories, including 29 countries in Africa, Asia and Latin America.

Ref: SAM /21

MASTER OF EXCELLENCE: THE VALUE, AND VALUES, M&E GIVES TO PROJECTS AND ORGANISATIONS.

Authors and Affiliation:

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Abstract

Two decades of auditing, consulting, implementing and training in the private, public and passion sectors generated a portfolio of management and measurement tools and a theory of M&E. They cover the consequences, content and context of evaluation, giving competence and confidence to staff employed full-time or occasionally in development work.

Highlights include the evolution of results-based monitoring, a critique of World Bank practice, the mathematics for measuring the excellence (economy, efficiency, effectiveness, cost/benefit equity) of projects and the capacity, corporate governance and sustainability of organisations. Key features include clear definitions, ways to distinguish and depict ethical organisations from others and to blend quantitative and qualitative measures. Unique features include the formulae for financial, operational and strategic performance, a balanced scorecard for corporate governance, and graphs showing the cash-flow sequence of the development sector, the sequence and structure of project budgets and reports, and the gifts, job descriptions and KPI's of the complete range of project functions.

The author studied politics, law and management and tutored or lectured in Business Conditions Analysis, Economics, Managerial Finance, Organisational Design, Management, Marketing, Politics and Strategy. The tools fetch from and add to these fields. He conducted R&D for banks, oversaw banking assets and mergers, developed technology for fighting HIV/AIDS, managed large -scale projects in multiple countries, yearned for success and learned from failure. The author has audited World Bank-funded African projects extensively and trained internationally.

The paper makes clear the big picture and essential steps in M&E. It shows how each management function includes M&E and the role M&E plays in corporate governance. It offers a range of concepts, formulae and graphs never published before, extracted from the 2 day course given to World Bank funded government projects. They are humbly submitted for peer review.

Ref: SAM /22

DEVELOPMENTAL EVALUATION AND SYSTEMS THINKING: APPLYING THE CONCEPTS ON A SOCIAL INNOVATION PROJECT IN NAMIBIA

Authors and Affiliation:

Dr. Donna Podems
ICF Macro;
Ms. Anna Davis
Independent Evaluator

Abstract

Introduction:

The Namibian Ministry of Health faces the long term challenge of their need to improve access to and quality of health services, particularly for Namibia's poor.

Case description:

In 2007 the Synergos Foundation and its partners, with funding from the Gates Foundation, introduced a Public Health Leadership Programme (PHLP) to address these health system challenges. The programme aimed to improve health services by strengthening the leadership within the Ministry and working with the nonprofit and private sector to achieve their goals.

The intervention used an innovative approach, Theory U. Theory U offers a new theoretical perspective and a practical social technology. As a theoretical perspective, Theory U suggests that the way in which we attend to a situation determines how a situation unfolds. As a practical social technology, Theory U provides a set of principles and practices for collectively creating the future that wants to emerge. Guided by Theory U, the intervention sought to encourage health leaders and emerging leaders to identify service delivery challenges and develop a way forward. The intervention focused on improving a small portion of the health sector, maternal health.

Discussion and evaluation:

The intervention used a combination of Outcome Mapping and a Logical Framework Approach to monitor the programme. Guided by Developmental Evaluation and Systems Thinking, an internal and external evaluator worked with the project over a three period to facilitate the use of monitoring data, and to conduct an implementation, outcome and impact evaluation.

Conclusions:

While the innovative programme reached their final goal, the path that they took to achieve that goal varied tremendously from their original intent. Their flexible and innovative approach required monitoring and evaluation that was adaptable and yet provided an empirical process. By using a hybrid monitoring system and drawing on the fundamental principles of Developmental Evaluation the evaluators were able to facilitate the use of monitoring data and conduct evaluations that were used by the project.

Ref: SAM /23

EXECUTION OF QUALITY ECD ENVIRONMENT AND PRACTICES UNDER THE RCC 0-3 PILOT PROGRAMME: A MONITORING AND EVALUATION APPROACH.

Authors and Affiliation:

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Aga Khan Education Service, Pakistan

Abstract

Abstract:

Early childhood years are critical in a child's life; this is because the rate of development is more rapid during these years. A child needs positive early learning experiences to foster intellectual, social and emotional and physical development that lays the foundation for better success. A stimulating environment at this impressionable age helps the child in developing his potentials to the maximum. The Releasing confidence and creativity 0-3 pilot programme fosters the healthy development of children. It ensures children's holistic development by supporting and complementing efforts of parents and other carers during the early years and easing the transition to schools. The programme ensures continuity of support as the child moves from the family to a programme outside home and eventually into the school.

According to D. Offord, "*If you don't measure something, how do you know if it's doing any good?"* thus it is important that such programmes are regulated in order to monitor the quality of environment and practice that promote children's development and learning. Regulation usually focuses on easy-to-measure indicators of structural quality, availability of resources, staff training, attendance of participants and field visit records. Equally important is to assess the quality of teaching and learning in the centre based sessions and quality of home based visits.

In order to monitor the strengths and weaknesses of the programme's activities for its effective implementation the RCC Monitoring and Evaluation (M&E) team developed a monitoring framework adapted from different monitoring tools such as ECERS etc. The monitoring framework clearly explains the monitoring and evaluation mechanism of the programmatic activities, assessment and evaluation of the ECD Workers performance, increase and application of the mothers' learning towards ECD and children's growth and monitoring. The monitoring framework discusses the input and outcomes of the activities. It monitors and evaluates the professional development of the ECD Workers, impact of home based and centre based sessions through attendance of the participants, utilization of resources,ï¿½ teaching sessions and participants' learning and improvement in their practices towards ECD.

Regulating the programme fosters unity of knowledge, builds a new framework of understandings and identifies the need for and benefit of the programme. Effective monitoring and evaluation of the programme will allow learning to be incorporated into a larger pilot or scaling up of the programme for further communities.

Ref: SAM /24

ENHANCING EVALUATION QUALITY THROUGH EVALUATION QUALITY ASSURANCE SYSTEMS: ABSTRACT FOR ROUNDTABLE SESSION WITH UN WOMEN, UNICEF, UNEP AND AGDEN

Authors and Affiliation:

Caspar Merkle, UN Women (United Nations Entity for Gender Equality and the Empowerment of Women);
Edward Addai, UNICEF (United Nations Children's Fund);
Michael Carbon, UNEP (United Nations Environmental Programme);
Adeline Sibanda, AGDEN (Africa Gender and Development Evaluators Network).

Abstract

Evaluation is an important source of evidence for institutional performance, accountability, and for building knowledge and organizational learning. *Evaluation quality* refers to the totally of features and characteristics of an evaluation process and its products. *Key quality features* for evaluations include the relevance, timing and credibility of the evaluation, but also the acceptance of, and follow-up to evaluation lessons and recommendations by intended users.

Evaluation quality is determined by a number of inter-related *quality determinants*, such as the independence of the evaluation, quality assurance mechanisms in place, the performance of the consultants' team, and the level of ownership of evaluation findings, lessons and recommendations by evaluation users.

The paper under preparation will focus on *evaluation quality assurance mechanisms and management of evaluation consultants*. The roundtable discussion will provide inputs on the draft paper from three perspectives: the evaluation manager, the evaluation user and the evaluation supplier. The discussion will be held around three main themes/questions as follows:

- **What are the key attributes of a high quality evaluation, what are key determinants for a high quality evaluation process and product?** The roundtable discussion will examine causal links between evaluation objectives, evaluation quality features and evaluation quality determinants.
- **What are key attributes of an institutional evaluation quality assurance mechanism?** The Roundtable will allow sharing experiences on quality assurance mechanisms in different institutions.
- **What are key conditions for a consultants' team to deliver quality in an evaluation, what can evaluation managers and consultants do to ensure that these conditions are in place?** Building on the first discussion, the Roundtable will map out specific conditions for a consultants' team performance.

The first and second themes will provide the background for the third one, which is the main subject of the paper and should therefore receive most attention at the roundtable discussion.

Ref: SAM /25

RESULTS BASED PERFORMANCE INDICATORS AND THE PROJECT MANAGEMENT CYCLE IN THE PUBLIC SECTOR: A SYNTHESIS OF TWO METHODOLOGIES

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Technical Assistance Unit
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Abstract

Government departments have for some years been encouraged to utilise an outcomes-based strategic planning and performance measurement methodology. Results Based Management (RBM) draws a distinction between activities, outputs and outcomes, and attempts to show causal relationships between them, so that it is possible to measure not only what is done or produced, but also what societal benefits are achieved.
The departments construct a hierarchical Logic Model which depicts the perceived causal relationships within their areas of responsibility. The Logic Model also assists the department to identify the more important indicators to measure the production of outputs and the achievements of outcomes.

The existing systems often do not provide accurate and reliable data to measure performance. One of the reasons for this is the lack of alignment of the existing data collection systems with the particular data needs expressed through the Logic Model. Finding solutions is difficult due to the relatively large size of many departments, with multiple data-gathering points, and thus many data collectors.

In addition to RBM, the TAU also uses a public sector programme and project management methodology that utilises a project cycle with five key phases: each project moves from conception phase to definition, planning and implementation and ends with a close-out phase. At the end of each phase is a checkpoint, which must be completed before embarking on the next phase.

This paper reflects on the experience of working with government departments in improving performance reporting and explores the possibility of using the project management methodology to guide this process. The development and definition of performance indicators and the data to measure those indicators can be improved by systematically following a process similar to that of the project management cycle, for each performance indicator.

This entails aligning key phases in the indicator definition, planning and data collection process with the phases of the project management cycle. Finally, the accuracy and reliability of the products are tested against the SASQAF at relevant points in the cycle. The result is an integrated methodology for the development of new, and the revision of existing, indicators for the monitoring of organisational performance.

Ref: SAM /26

SO WHAT IF WE ANSWER SO WHAT? THE LIMITS OF PROGRAMME SPECIFIC EVALUATION AND WHAT?'S BEING DONE ABOUT IT

Authors and Affiliation:

Terence Beney
Feedback Research & Analytics

Abstract

"The only course for the social sciences is to forget all about the verbal fireworks and to tackle the practical problems of our time with the help of the theoretical methods which are fundamentally the same in all sciences. I mean the methods of trial and error, of inventing hypotheses which can be practically tested, and of submitting them to practical tests. A social technology is needed whose results can be tested by piecemeal social engineering." - Popper 1945, p.222

The practice of evaluation is firmly grounded in a long-standing conviction of social scientists that the products of social investigation should influence public policy. However, whereas the grand theorists advocated wholesale revolutionary reform, Karl Popper proposed 'piecemeal social engineering' to avoid the uncontrollable unintended consequences of revolutionary scale intervention. Piecemeal social engineering would introduce modest changes to address particular harms. And such efforts were to be scientifically tested to determine their efficacy before being replicated.

Development practice now manifests this process. Development programming is evolutionary rather than revolutionary. Programmes are based on theories of social change. Evaluation tests the effectiveness of interventions and their underlying theories of change, contributing to development policy and practice. However the ability of evaluations to deliver findings with external validity, thus vetting interventions for replication, is contentious. Arguably the two meatiest bones are research methodology and programming scale.

The methodology debate is frustratingly familiar: the orthodox view is that external validity relies on the experimental method because it alone eliminates alternative causal explanations for measured effects. The riposte is that the experimental method elides the influence of context on effects, expecting like intervention to always produce like effect (Tilley, 2000). This account of causality has proven invalid in complex contexts (Rogers and Funnel, 2010).

Programming scale is also problematic: small interventions are emphatically context bound. Determining their transplant-ability depends on repeated implementations and aggregating multiple evaluations. Unfortunately review studies resort to a hierarchy of evidence favoring experimental methods, not exclusively due to methodological zealotry, but also because descriptions of alternative methodology are frequently opaque. There is not enough detail to assess credibility, quality of data and reliability of findings.

Methodological superficiality and piecemeal evaluation of piecemeal social engineering fail to provide evidence equal to the demands of external validity.

However, with the advent of larger-scale social intervention, converging with the maturing of evaluation practice and advances in information technology, exposing the replicability of programming in complex contexts is becoming more feasible. This paper presents a brief overview of the converging trends in development programming, evaluation methodology, technology and information quality practice that will, through review studies inclusive of alternative methodologies, as well as real-time monitoring, improve the external validity of evaluation and enhance development effectiveness.

Ref: SAM /27

EVALUATING THE SELECTION OF RESEARCH PSYCHOLOGY CONSULTANTS MASTERS STUDENTS

Authors and Affiliation:

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Abstract

The Masters Research Psychology course at UNISA has developed significantly since its first offering in 1989. Research Psychology consultants are trained to work in different sectors, including market research, Non-governmental Organisations, academic institutions and others work as independent consultants. In order to ensure a good fit of the group members and enabling optimal learning an extensive selection process has been employed. During the 2010 selection an external evaluation of the process was conducted. This is currently being follow-up by an investigation on how the selection process impacted on the learning and experiences of the selected candidates during the 2011 training sessions. The selection process included various processes, all of which contributed to the overall selection validity. Four different tasks were completed (home assignment, article summary, individual interviews and a group exercise). These were assessed by various staff members. The evaluation included observations, informal discussions and formal evaluation questionnaires with both open-ended questions and rating scales. The ***staff*** mostly felt that the process was a positive experience. The interaction with the candidates were seen as stimulating and created a friendly environment. The variety of tasks provided assessment opportunities of both research and consulting skills. The ***candidates*** rated the overall selection process high. The average was 1.5 (on a scale between 1=very good and 4=very bad). The most positive aspect of the process as experienced by the candidates was meeting the other candidates and the selection team. The selection process was seen as an opportunity to learn about the course in 2011. The opportunity to have previous students of the course sharing their experiences was rated very high. The atmosphere during the selection process was open, honest, relaxed, fair and practical. Having the selection process documented and externally evaluated contributed significantly to the validation of the process and the Departmental activities.

Ref: SAM /28

COMPARATIVE STUDY OF THE BASELINE SURVEY AND MID TERM EVALUATION OF THE RELEASING CONFIDENCE AND CREATIVITY 0-3 PROGRAMME

Authors and Affiliation:

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Anzee Altaf, Monitoring, Evaluation and Research Officer: Aga Khan Education Service, Pakistan

Abstract

Early Childhood Development programmes are concerned with ensuring that children grow up in environments which are supportive of their overall development. The RCC 0-3 Programme is implemented in five communities of Gilgit-Baltistan and Chitral in order to ensure that children have opportunities to explore, discover, communicate, relate well to others, and play an active role in their environment. The programmatic initiative includes working with families to improve parenting skills, to ensure good linkages with existing community health initiatives, training pre-primary teachers at district level, advocating national government to improve the policy framework for ECD.

In order to ensure that the programmatic objectives are being achieved to accomplish the desired outcomes a thorough monitoring and evaluation mechanism is being followed. This paper compares the baseline and mid term results so that the future programmatic initiatives could be modified and planned accordingly. The sample size contained 100 percent of the participants. A similar tool for baseline survey and mid term evaluation was utilized which was divided into 7 stages of child growth according to their developmental domains and changes. Each stage represent seven graphs and the indicators of the tool mainly focuses on the infant/childï¿½s developmental domains, types of games played at home, types of toys provided to the child, concept of parents towards importance of toys and what types of occasions are celebrated with the child, why and why not the occasions are celebrated.

The overall mid term evaluation rating in all the developmental domains such as physical, social and emotional, language, vision and cognitive skills have somewhat increased by 20% to 30% on an average as compared to its baseline ratings. Simultaneously, the graphs representing games and toys results shows better understanding of parents towards playing different games with their children, choice of toys to be purchased for their children and rational for providing toys to their children. Concurrently, with regard to celebrating occasions, the data shows that during mid term evaluation parents showed better understanding towards celebrating different occasions with their children for their social and cultural development as compared to baseline survey results

Ref: SAM /29

MEASURING UP, MAKING SENSE AND MAKING THE SCHOOL BETTER

Authors and Affiliation:

Dr Mark A. Abrahams

Abstract

Policy strategies, aimed at improving the quality of schooling in South Africa include, standardised national assessments for languages and mathematics in the intermediate phase (grades 4 - 6) and in literacy and numeracy for the foundation phase (grades 1 - 3). The Annual National Tests are supplied by the National Department of Basic Education and since 2011 became subject to external marking and moderation, this is a departure from the initial 'internal marking and moderation. The Western Cape Education Department has instituted its own standardised tests and every Grade 3, 6 and 9 learner in the Western Cape was tested in 2011, administered by the WCED and outside service providers. In addition to regular testing, schools are also subjected to Whole School Evaluation processes and required to submit school improvement plans. The key areas of assessment are: Basic functionality of the school; Leadership, management and communication; Governance and relationships; Quality of teacher and educator development; Curriculum provision and resources; Learner achievement; School safety, security and discipline; School infrastructure; and Parents and community involvement (Department of Basic Education and Training).

All these measures are external, 'top-down' policy strategies that hold schools accountable for the enormous amount of resources spent on maintaining and improving the quality of schooling in the country. Success has been limited partly because of the existence of what Spillane et al (2002) term a gap between a policy and its implementation. Within this 'gap' there exists a limited understanding of the social problem, and a policy design that denies adequate opportunity for implementing agents to make sense of the policy. Policy implementation processes should make sure that "the policy message is not simply 'de-coded' by implementing agents but rather there is 'an active process of interpretation that draws on the individual's rich knowledge base of understandings, beliefs, and attitudes (Spillane et al, 2002, p. 391)."

This paper explains and explores how an academically well-performing school in the Western Cape has been able to navigate the external 'top-down' measures with ease by simply conforming to the stated requirements. These accountability measures were however incapable of surfacing underlying problems, tensions, perceptions and feelings that hampered the school from improving even further.

A process of measuring UP involves a kind of introspection that goes beyond reflecting merely against externally created and 'general' criteria. It is about the setting of own standards, looking into the mirror and facing 'self-created' imperfections. This case study will show that the lessons for continuing and continuous school improvement abound more from the conceptualisation and implementation of such an evaluation project than the recommendations that emerged.

Ref: SAM /30

SEVENTEEN YEARS LATER AND WHAT A MESS. THE CALL FOR A NEW BOTTOM LINE FOR POST-APARTHEID NATION-BUILDING

Authors and Affiliation:

Prof Ruben Richards
Chairperson of the Transformation Internal Standing Committee Cape Town Regional Chamber of Commerce and Industry

Abstract

"South Africa has shifted from being a country of state-sponsored terrorism, to a democratic state and government-sponsored educational and economic dysfunctionality."

(from BULLETS OR BALLOTS: The ultimate solution to crime and unemployment in South Africa, by Ruben Richards)

The purpose of this presentation is to propose a new standard and performance measure by which to gauge the progress of the South African nation-building programme. It is proposed that South Africans, as a nation (beyond the strictures of a political ruling party or opposition ï¿½ but rather as a collective nation ï¿½ if there is such a thing) must actively and explicitly agree on a standard by which to measure the success or failure for our nationhood and nation-building programme and not leave it to the ruling party to dictate the character and standard of performance and/or delivery of services. Without an agreed upon standard, the goal posts of performance will constantly shift, allowing functionaries and those involved in active nation building to wiggle their way out of being held accountable for performance or the lack thereof.

By the same token, those tasked with monitoring and evaluation will have no baseline against which to measure performance, thus making a mockery of the need and discipline of monitoring and evaluation. It is therefore imperative that we, as South Africans, develop a national consensus on what we as patriots and citizens consider the hallmarks of a successful South African society ï¿½ indeed a new bottom line.

It is my view that the current performance and evaluation discourse and methodological paradigm has contributed to a more than tacit acceptance of declining and unacceptable levels of performance "across the board" within South African society. We are at risk of entrenching a definition of excellence that is race-based (or at least one that is tolerant of the underperformance of blacks) at the expense of real competence and true patriotic commitment to a prosperous future for all and not just the elite few linked to the ruling party. I contend that if we do not put in place a robust and uncompromising monitoring and evaluation system premised on an agreed upon standard of performance, we are effectively condemning the hard won democratic gains of the new South Africa to the rubbish heap of mediocrity and race-based performance criteria. This paper proposes such a standard.

The prickly question and challenge that now arises is this: Is South Africa ready for a radical identity make over? Are we truly ready to embrace performance that is colour blind?

Ref: SAM /31

INCAPACITATED OUTCOMES MEASUREMENT IN INSTITUTIONS: A CASE STUDY OF THE OUTCOMES APPROACH IN THE FREE STATE

Authors and Affiliation:

Stephen Porter
University of the Witwatersrand

Abstract

Institutions need to be configured so that conditions are created to demand evaluative information. This paper presents a case study of an institutional assessment of the readiness for the outcomes approach in the Free State province, South Africa. Four institutional lenses were applied in focus group discussions to analyse the current institutional configuration. This technique identified four main institutional barriers that hinder implementation of the outcomes approach in the Free State. First, the planning environment is unsupportive of feeding information back into practice. Second, there is a lack of administrative frameworks to support managers to manage for results. Third, there is a lack of demand to use evidence to support decision-making among decision makers. Finally, there is a low level of organisational trust.

In order to remedy this situation five recommendations garnered from the focus groups are currently being considered to strengthen outcomes management:

1. development of a results chain that links programming to planning;
2. key individuals or agencies champion the coordination of priority outcomes that cut across departments;
3. the planning unit in the Premier's office is strengthened;
4. a policy analysis organisation is established within Premier's Office;
5. immediate training and other capacity building steps are implemented for staff with planning and M&E responsibilities.

These results demonstrate the utility of this approach to institutional assessment, but also raise questions about South African institution's capacity to embrace the outcomes approach.

Ref: SAM /32

THE ADVANTAGE OF INCORPORATING EVALUATION FROM THE INCEPTION: EVALUATION TO INFLUENCE PERCEPTIONS, PROGRAMMING AND FUTURE INTERVENTIONS

Authors and Affiliation:

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Abstract

The Financial Education Fund (FEF) is a UK Department for International Development (DfID) challenge fund. Started in 2008, two competitive application rounds were held resulting in fifteen grantees funded in eight African countries.Emphasis is placed on impact evaluation which is built into each project as a core operational component, including the preparation of baseline studies, ongoing monitoring, and final evaluations.

Under the challenge fund mechanism, grantees are encouraged to experiment and derive learning that will result in increased financial capability and improved access to financial services by historically excluded and impoverished populations.The purpose of the rigorous evaluation requirement is to provide evidence of effectiveness, pre-conditions, requirements and incentives required to reach outcomes.

Funded projects cover a diversity of delivery channels and different target audiences to determine the relative efficiency and effectiveness of different financial education models to equip poor people in Africa with the skills and knowledge to manage their finances effectively and protect them from exploitation.

Change in knowledge and skill can be measured immediately or shortly after the FE intervention as this is often measured through a test or competency assessment. However, to measure sustainable change in behaviour, grantees have built in time (3 to 6 months) between the intervention and the final evaluation to enable them to assess whether actual behaviour change has occurred. Most FEF grantees are using a Quasi-experimental Design through which measurements are taken before and after the intervention, as well as a treatment and intervention group, to document real change that can be attributed to the project.

By using a few of the grantee projects as cases studies, this paper will explain how the data evaluation process has changed perceptions, programming and already affected future interventions.

Ref: SAM /33

VISUALIZING THE DIFFERENCE: THE USE OF PHOTOVOICE AS A TOOL FOR THE EVALUATION OF DEVELOPMENT PROGRAMMES

Authors and Affiliation:

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Abstract

Impact evaluations in the development sector seek to determine the extent to which development initiatives have contributed to positive community change and improved peoples quality of life. While social researchers often measure such outcomes and impact by gathering information through traditional means of data collection (e.g. interviews, surveys, focus groups, observation, etc.), it is possible to employ non-traditional methods in assessing the effectiveness of development interventions. One method for collecting data to understand the impact of development from the beneficiaries perspective is through the use of photographic images.

Photovoice is a participatory process by which people utilize cameras to document their experiences and perspectives on a given issue and use the photographs to facilitate critical reflection, action and community change. As a tool of empowerment and self determination, photovoice, allows individuals the opportunity to identity and visually represent issues affecting their lives and participate in enacting solutions. Although photovoice and similar processes (e.g. participatory photography) are commonly used in action research and community development as tools for community needs assessment, aspects of the process could be useful for programme evaluation.

This paper explores the use of photovoice as a tool for measuring the impact of social programmes. An in-depth discussion of photovoice including the theoretical underpinnings, design and implementation of projects and ethical issues will be presented. Specific attention will be paid to the opportunities and challenges of implementing the process in a development context using examples of photovoice projects.

With careful attention to ethical issues and cultural context, photovoice may be a viable tool for not only identifying community issues but documenting solutions for some development programmes.

Ref: SAM /34

ILLUMINATIVE EVALUATION OF THE FINAL YEAR PROSTHODONTIC COMPONENT OF THE ORAL HEALTH SCIENCE CURRICULUM

Authors and Affiliation:

Pusetso Moipolai

Abstract

Illuminative evaluation of the final year prosthodontic component of the Oral Health Science curriculum (OHSC 501 Component 1) at the University of the Witwatersrand, Johannesburg, South Africa was conducted. This evaluation method was employed to illustrate how an evaluation strategy was used to assess classroom practices following institutional curriculum reform. The aim was to use a qualitative evaluation process to assess the impact of the curriculum change at classroom level and to evaluate how a department had reformed its teaching and learning strategies within the hybrid problem based learning curriculum that had been implemented. Additionally, it was to evaluate how this curriculum operated in its own terms. From July through October 2007 small group teaching involving problem based learning, led by two faculty from the department of prosthodontics were observed. Six two hour long small group sessions (equivalent to twelve forty minute lessons), were observed and they revealed a variety of pedagogic strategies utilised.

The plan, as outlined in the instructional system was held up against the reality through observations of what happened in the classroom. By and large the findings illustrate that much of what was planned was realised, with the more experienced staff member teaching more or less to the plan. However, from the themes that were inductively derived from analysis of the data, it was clear that integration of content knowledge and critical thinking necessary to assist in the comprehensive management of dental patients was not as robust as would be expected from the students at this level during their training.

This finding illustrates the importance of using qualitative evaluation approaches as a mechanism to assess curriculum change efforts.

Ref: SAM /35

A RECOMMENDATIONS BASED CASE STUDY OF A UTILITY BASED EVALUATION

Authors and Affiliation:

Teri Richter
Impact Consulting

Abstract

Aim & Introduction

This abstract aims to use the current example of an evaluation as a case study of how to design and implement an evaluation with the direct aim of supplying recommendations for improvement of efficiency, effectiveness and customer service at District Offices and Facilities of a department in the Western Cape government.

Method

To assess the evaluation aims outlined above, the evaluation team conducted a customer satisfaction survey and an internal assessment, complimented by key informant interviews at Head Office.

Lessons from this case study

This evaluation can be used as a case study of best practice in working with a client to produce a report that is tailored and designed to provide useable and agreed upon recommendations. Much of the evolutions success in this depends on the input, dedication and commitment of the primary contact of the programme or department evaluated. The main success factor for the current case study was forming a strong and highly participatory relationship with the primary contact within the WC government department.

The key to successfully producing useable evaluation reports

- High level of Involvement of the client and primary contact person in the design of the evaluation from the onset including (identification of key target groups, tool development, data collection, analysis targets or analysis framework)
- Highly recommendations focused reporting style - ensuring recommendations are graded by importance, and resource intensively of implementation
- Strong involvement of a broad range of stakeholders in a workshop to discuss, edit and prioritise recommendations (best to use key stakeholders from a range of departments, e.g. representatives from District Offices, Facilities, Head Office - including high level managers, and M&E unit representatives).

Through this involvement of a range of key stakeholders a buy-in is created across groups that are involved implementing changes, increasing the likelihood of these implementations taking place.

Ref: SAM /36

HOW STANDARDS ARE CHANGING THE INFORMATION QUALITY LANDSCAPE

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Abstract

As the need for accurate, reliable data and evidence based management and accountability continues to grow, the need for standards against which to measure this information becomes increasingly important. Governments and donor agencies need to be able to demonstrate effective and responsible return on investment as resources continue to come under increasing pressure. With a myriad of standards to choose from, claims of compliance becomes more and more difficult to verify.

This presentation will highlight three standards against which information quality is currently measured, namely ISO 9001:2008, ISO 8000, and the South African Statistical Quality Framework (SASQAF). The origin; context in which these standards are used; the reasons why there is a need to move away from tool-driven approaches; as well as practical application in the form of field examples will be discussed during this presentation. A review of these standards will make it clear that there is no one-size-fits-all approach, but that a solution could possibly present itself in the form of a hybrid solution linked to different components of an organization's data management system.

Ref: SAM /37

PARTNER INFORMATION MANAGEMENT SYSTEM (PIMS)

Authors and Affiliation:

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Senior Project Manager: John Snow Inc

Abstract

ESI is in the process of developing an integrated system namely a Partner Information Management System or PIMS for short. The system enhances the Data warehouse and Inventory systems currently in use by PEPFAR in order to strengthen the programme and the management of its partners. An area of improvement is with regards to reporting where partners will not only view numbers that are being submitted for OGAC reporting purposes, but also be able to view these numbers linked to budgets and ultimately to expenses going forward. All reports and views will be across program areas. External systems integration has not been overlooked and the platform is being enhanced to cater for this requirement. The ultimate goal is to have full partner transparency and a 360 degree view of the overall PEPFAR programme. Having achieved this milestone would enable PEPFAR to view the programme's full impact and allow for required interventions where deemed necessary.

Ref: SAM /38

NOT MEETING HEALTH PROGRAM TARGETS. LET THE DATA 'SPEAK'. USE OF EXISTING ROUTINE DATA TO IMPROVE DATA QUALITY WHERE NEEDED MOST

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Abstract

When routine health information systems indicate that health program targets are not achieved, poor data quality is often cited as the reason. The first questions when the quality of large data sets is assessed, are whether all facilities report on the standard data elements every month. The District Health Information Software (DHIS) has a function called Snapshot report, where the facility reporting rates, minimum and maximum data entry violations, validation rule violations as well as gap and outlier analysis are auto-calculted. This is an excellent tool that enables people skilled in using the DHIS software to identify and address specific problems in specific geographical areas.

Managers often don't have the knowledge, skills or time to use the DHIS software but most have MS Office installed and many are able to use pivot tables.

A pivot table which is refreshed from the standard DHIS data file, was developed to enable managers at all levels to monitor the number and percentage of public health facilities that reported on a specific data element by month, by national, provincial, district, sub-district and/or facility level in a quick, easy and user-friendly manner.

This tool is especially valuable for line and program managers in resource-constrained districts and provinces where this rapid rouitine data quality assessment can assist in identifying data management and health program intervention shortcomings to be addressed in specific geographical areas and/or health care facilities.

Although this tool was developed as part of the John Snow Incorporated (JSI) Enhancing Strategic Information (ESI) Project to support the National Department of Health to strengthen monitoring and reporting of the PMTCT project, the principles can be applied for monitoring data element reporting for all health programs with data elements in the DHIS.

Ref: SAM /39

BETWEEN THE FUNDER AND THE PROJECT: THE ROLE OF M&E FACILITATION AND MENTORSHIP TOWARDS ATTAINING OUTCOMES FOR PROGRAMMES

Authors and Affiliation:

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Impact Consulting

Abstract

With increasing community needs and decreasing funding for non profit organisations (NGO) there is pressure on NGOs to show the impact they are making. Donors are interested in seeing the changes that have happened in the world as a result of the money they have funded to projects. And with companies spending a total of R5.4 billion on corporate social investment in the 2009/10 financial year, it is important to know what impact this large amount of funding has had on social development in South Africa.

Given such a context, a major South African corporate contracted Impact Consulting to provide M&E facilitation and mentorship to some of the projects it funds with the objective of facilitating the projects to know and be able to effectively communicate their outcomes.

This paper explores the pivotal role that M&E experts can play, positioned between funder and NGO, to attain outcomes and make a difference to programmes through evaluation. Impact Consulting accomplished balancing the projects' needs against those of the funder by capacitating the projects to produce high quality outcomes-based reports which impressed the funder.

Best practices and lessons learnt are discussed with the intention that experts in the evaluation field will be taking on this kind of role more and more. Through the mentoring process the projects are steered towards thinking in terms of outcomes and capacitated to develop their own M&E systems aligned with these outcomes. Consequently, they are able to show what impact they are having and moreover are conscious of aligning activities and outputs to their outcomes, continuously striving towards increasing effectiveness and efficiency. In such a way impact is demonstrated and the 'So What?' question answered by the projects themselves thereby exemplifying the purpose and power of evaluation.

Ref: SAM /40

MONITORING AND REVIEW OF LARGE SCALE CAPACITY BUILDING PROGRAMMES: LESSONS OF EXPERIENCE FROM THE INFRASTRUCTURE DELIVERY IMPROVEMENT PROGRAMME

Authors and Affiliation:

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IDIP Programme Manager

Abstract

This paper examines the key lessons in relation to monitoring and review that can be learned from the Infrastructure Delivery Improvement Programme (IDIP) from its initial piloting in 2004 until its current full implementation. By examining the approaches and methodologies that are being used by IDIP more clarity is obtained on what should be used as benchmark for the design and implementation of monitoring and review systems for capacity building programmes in the public sector.

The introduction of programme and project management in the public and development management arena in South Africa during the past 20 years has introduced new challenges with regard to determining the progress, outcomes, impact and even the “value add” of these initiatives. These challenges are particularly prevalent in capacity building programmes that aim to develop and implement management systems, to promote cooperative governance and to develop and sustain appropriate skills.

This paper challenges the argument that the successful monitoring and review of capacity building programmes are difficult and are in most instances not successful. Using the lessons of experience of IDIP, the paper not only motivates for the importance of proper monitoring and review systems for capacity building programmes but also argues that these systems and processes should be key drivers of the type of change that is being promoted by such programmes.

The paper also discusses the emerging relationship between independent audits (in particular value for money audits) and independent reviews. Furthermore, it also focuses on the importance of the constant monitoring of the efficiency and effectiveness of the capacity building programmes.

Ref: SAM /41

TEACHER DEVELOPMENT, LEARNER DEVELOPMENT AND WHOLE SCHOOL DEVELOPMENT: THE BENEFITS AND THE DETRIMENTS

Authors and Affiliation:

Elizabeth Zishiri, Fazeela Hoosen
Feedback Research and Analytics

Abstract

A number of studies have shown that South Africa has low levels of learner performance in Mathematics and languages even when compared to other African countries. Consequently, the need to improve learner performance has been widely recognised. There is little consensus on the strategies that can be employed to raise performance, and a plethora of learner directed, teacher directed, and whole-school improvement projects have been implemented. This paper draws on international literature as well as evaluation reports drafted by Feedback RA on the topic of learner improvement. The paper summarises some of the key findings from these sources, yet it does not attempt to recommend a "one size fits all" strategy. The three main learner performance improvement strategies (namely, teacher development, learner development and whole school development) are described and pros and cons of each approach is discussed.

An examination of the three strategies will assist in identifying the strategy best suited to specific contexts and purposes when embarking on improving learner performance. Additionally, an appreciation of the different strategies and the context in which they are applied can have important implications for evaluators in that they will need to consider in their evaluations what works for whom and under which circumstances.

Ref: SAM /42

USING DATA QUALITY SURVEYS AND ACTION PLANNING TO IMPROVE DATA MANAGEMENT SYSTEMS AND DATA QUALITY IN THE NORTH WEST PROVINCE, SOUTH AFRICA

Authors and Affiliation:

Zacheaus Z
AKIY, ESI DQ Mentors

Abstract

Context:

A BPS survey commissioned by the Chief Director for Strategic Health Programmes in the North West Province in 2009 identified DMS and DMP challenges at all levels of data reporting and use in the Province. The survey also identified DMS best practices at health facilities, hospitals, sub-district and district information offices. Since many facilities had not addressed such issues, the Chief Director commissioned a second exercise to help facilities develop action plans to strengthen their DMS.

Content/Methodology:

In responding to the Chief Director’s request, ESI organised teams consisting of DIO, DQ mentors, facility staff and ESI quality experts, and made facility BPS follow up trips to develop action plans to address vulnerabilities.

Results:

Follow up visits identified areas where improvement was evident but also revealed prevailing data management vulnerabilities. It included strengthening facility, district and sub district staff to address DMS vulnerabilities through collaborative formulation of action plans. Some of the vulnerabilities identified were:

1. Absence of indicator definitions and misinterpretation of indicators/elements;
2. Lack of Data Flow Policy and Chart, Reporting Guidelines and frequent late, incomplete and erroneous reporting;
3. Too many Forms and Registers being completed and lack of User instructions; etc.

Actions identified, agreed upon and implemented include:

1. Requesting SOPs and simplified policy documents from (Sub) districts;
2. Requesting several guidelines, including report compilation and submission guidelines through the HAM;
3. Obtaining data flow chart and SOP from the (sub) district;
4. Training clinic staff on data elements, indicator definitions, DMP, the registers, E tool, DHIS and or any other data management tool in use at facility, other levels; etc.

Conclusions and Recommendations:

The process of developing actions plans and implementing them to address vulnerabilities could be seen as answering the “so what question” after a rigorous DQA, programme assessment, review and or evaluation.

Ref: SAM /43

BROAD BASED BLACK ECONOMIC EMPOWERMENT POLICY INDICATOR DEVELOPMENT FOR SOUTH AFRICA AND NAMIBIA

Authors and Affiliation:

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Abstract

The Namibian Government has recently embarked on the formulation of an empowerment strategy similar to South Africa's Broad Based Black Economic Empowerment (BBBEE) policy - the Transformation of Economic and Social Empowerment Framework (TESEF) for Namibia. Monitoring and evaluation (M&E) more specifically, results-based M&E has also recently emerged worldwide as an important tool in public sector management reform and is focused on the attainment of outcomes and development results at project, programme and policy levels. The problem being investigated in this study concerns the shortage of evidence in BBBEE policy and legislative documentation of a coherent M&E framework inclusive of a set of indicators that can measure BBBEE progress against its set objectives and anticipated outcomes.

Through an investigation on the state of an M&E framework for BBBEE and South Africa's good experiences regarding the development of a Government-wide (including all sectors) coherent M&E system a number of lessons of experience have been drawn for the anticipated implementation and M&E framework of TESEF and the establishment of a Government-wide M&E system in Namibia.

The study reveals that there is currently (June 2011) no comprehensive M&E framework inclusive of set of indicators in effect to measure BBBEE progress towards its objectives and anticipated outcomes. The suitability of available indicators to measure BBBEE and the potential for indicator development is explored. Through an appropriate methodology a comprehensive set of indicators that address the objectives and anticipated outcomes of BBBEE in South Africa and TESEF in Namibia are developed and suggested as part of this ï¿½study.

Ref: SAM /44

INNOVATIVE METHODS TO EVALUATE MORE EFFECTIVELY AND CHEAPLY

Authors and Affiliation:

Jennifer Bisgard
Director, Khulisa Management Services

Abstract

Khulisa Management Services conducted its first evaluation in 1993. Since then, we have conducted many evaluations and as we have grown and gained experience, we have identified evaluation methods and technologies that reduce cost, effort and time. Often, we are asked to conduct evaluations in the absence of monitoring data. When this is the case, conducting an evaluation is difficult but not impossible.

The paper will talk about strategies to effectively address this issue.

When there is monitoring data, the job is a bit easier. Often data quality can be easily assessed and a sample of the data can be validated as a proxy for some evaluation data When starting an evaluation, our first question is always “what is the theory of change” and where does the project or programme fit on the following schematic: direct service delivery, system (or policy) change or models to be replicated. The location on the schematic affects the evaluation focus and the degree of fidelity required. Once these fundamentals are established, the next choice is of methodologies. In addition to old standards such as key informant interviews, focus groups and observation, we often use appreciative inquiry, most significant change and social network analysis. Alternatively we may end up with a developmental evaluation design.

Finally we use technology to lower costs, such as collecting data utilising cell phones (cutting paper out of the equation completely) geographic information mapping, and data mining.

My paper will expand on this abstract and describe actual evaluations conducted.

Ref: SAM /45

SUPPLEMENTING TRADITIONAL LOGICAL FRAMEWORK APPROACHES WITH MSC (MOST SIGNIFICANT CHANGE THEORY). EVALUATING AN HIV/AIDS PROJECT IN RURAL LIMPOPO PROVINCE

Authors and Affiliation:

Lindie Botha
Executive Director of hss-Africa

Abstract

Waterberg Welfare Society is community health project in Vaalwater, Limpopo province, with an adult HIV-prevalence of over 20%. The project provides medical and social services to rural communities, including farm workers. Due to the rigorous reporting requirements of donors (i.e. USAID), a traditional logframe approach has been in use to capture numbers, in relation to targets. This has worked well to develop a MER system in that can track indicators like *the number of people who have tested for HIV, started ARV treatment*, etc. However, the limitation has always been that this method fails to capture social transformation and community development (i.e. the impact of the medical interventions on the community at large, the outcomes of health information and education, etc.) As part of the summative evaluation commissioned by Comic Relief UK, the evaluator decided to employ a mixture of quantitative and qualitative approaches, specifically drawing from *Most Significant Change (MSC) Theory* as a methodology. This has resulted in the creation of an in-depth report, which has captured the results of the program on all levels: outputs, outcomes and impact. More importantly, it has allowed for much deeper organizational learning and beneficiary feedback. The final report also used multi-media tools in order to reflect back to the reader the nature of the change stories, as well as the context of the project. The poster presentation will focus on:

- “Setting the scene” in terms of development context
- Displaying the quantitative and qualitative approached used
- Focus on how MSC was used to complement traditional approaches
- What challenges this presented for the Evaluator
- Final results of the summative evaluation

Ref: SAM /46

THE INFLUENCE OF DEVELOPING AN M&E FRAMEWORK ON PROGRAMME DESIGN: A CASE STUDY FROM THE LESOTHO AGRICULTURAL SECTOR

Authors and Affiliation:

Mokete Mokone
Feedback Research and Analytics

Abstract

Conventionally the value of M&E is recognized in adjusting implementation or learning for subsequent implementation. This paper discusses the formative value of the M&E design process for programme design, by way of example of the Wool and Mohair Product Development and Producers Capacity Building Programme. The programme is funded by the Lesotho Ministry of Finance and Development Planning. Its purpose is to maximize the potential of the wool and mohair enterprise by:

- enhancing product quality and increase quantity through the promotion and support of appropriate breeding processes;
- educating and training farmers in appropriate knowledge and skills to advance commercial viability;
- nurturing the creation of local private enterprises to support the supply chain and diversify the agricultural economic sector;
- and indentifying and facilitating favourable access to new and existing markets.

The M&E design process encourages the recognition of the interconnectedness of multiple interventions and leads to:

- broader measurement (M&E), but programmatic focus on high impact areas for intervention
- theoretical basis for building a programme based on a theory of change that accommodates a range of interventions
- more effective measurement that distinguishes programme contribution from that of broader sector interventions Therefore, an M&E framework for a programme with multiple components is important for ensuring that the programme is focused and achieves its intended goals.The agricultural sector is intrinsically linked with other sectors; therefore, an effective M&E framework allows it to zoom-in on the most important aspects for greater impact. This contributes to a system that reflects on interventions that add value in the sector as a whole.

Ref: SAM /47

MONITORING AND EVALUATION BEST PRACTICES: A CLOSER LOOK AT CREATIVE CONSULTING AND DEVELOPMENT WORKS' EVALUATION OF THE NACOSA 3- TIER MODEL

Authors and Affiliation:

Susannah Clark
Research Manager
Creative Consulting and Development Works

Abstract

NACOSA, funded by the DG Murray Trust, Oprah's Angel network and the National Department of Health sought to conduct an evaluation of their unique 3- Tier Model at the end of 2009, prior to their expansion from a regional to a national presence. Creative Consulting and Development Works executed this evaluation while remaining mindful of the need for suggestions for better practice utilising the NACOSA 3-Tier Model framework. This paper will use the 2009 Report's findings to consider the outcomes and change in practice according to prescriptions for better practice, as laid out by the Creative Consulting and Development Works report.

Monitoring and evaluation and the implementation of better practice prescriptions are essential for growth in the development sector, but problems arise when evaluations are not internalised or used as an impetus for institutional improvement by organisations. NACOSA attributes the positive accomplishments of the prescription implementation to the manner in which Creative Consulting and Development Works disseminated their discoveries. The presentation involved "workshopping" the findings and prescriptions with all levels of stakeholders at NACOSA so there would be more accountability throughout the ranks as it pertains to better practice of the implementation of their 3-Tier Model. This workshop prevented the compartmentalisation that often accompanies the reception of external evaluation reports as departments retreat into themselves to respond to their individual concerns. It is important to open a space for constructive dialogue and reflection to take place in conjunction with the evaluation process. Since the conclusion of the evaluation, NACOSA has enacted the expansion into the other eight provinces with greater success attributed to the interactive evaluation report. The interactive nature of this example of monitoring and evaluation can be used as a best practice model for general implementation and should be further studied for its intrinsic value to the evaluation process.

Ref: SAM /48

AN ILLUMINATIVE EVALUATION OF EXPRESSIVE ARTS IN THE PRIMARY SCHOOLS IN MALAWI

Authors and Affiliation:

Grames Chirwa

Abstract

Expressive Arts is one of six learning areas in the national curriculum innovation implemented in Malawi in 2007 and known as the National Curriculum and Assessment Reform Initiative [NCARI]. It is an integrated curriculum using themes to integrate across multiple subject disciplines including Creative Art, human body movement, Music, Drama, amongst others, and differs from its predecessors which were designed around ends, emphasised content rather than skills, didactic rather than facilitative pedagogies and examinations rather than continuous assessment as in the national innovation. The NCARI is the most recent attempt to improve the quality of education in the country, and shift education from content-based to outcomes-based education similar to Curriculum 2005 in South-Africa.

Following the introduction of the new national curriculum in Malawi in 2007 and its implementation over the past two years in schools across the nation, the purpose of my research is to evaluate if the Expressive Arts, its theme-based design and content, facilitative pedagogy and continuous assessment, at this early stage is being implemented more or less as intended. Paradoxically, the introduction of an outcomes-based curriculum in Malawi may have a similar effect as in South-Africa where grades seem lower on standardized test when compared to grades in other countries in sub-Saharan countries, a phenomenon which Malawi needs to avoid with the implementation of its new curriculum. My study aims to uncover where this curriculum may diverge from the national mandate, to refine Expressive Arts teaching and learning materials as well as teacher classroom practice. In the field of curriculum studies, adjudicating worth or attributing value to a curriculum customarily follows the implementation of a curriculum designed with particular intentions in mind. The problem of research in this study is two fold, one to establish how successful, or not, Expressive Arts is being taught in schools two years into the implementation of the NCARI. Two, to use this experience to reflect on illumination as evaluation approach developed in the USA-UK for its use outside its country of origin, here in Malawi. The research problem in this study, thus, has less to do with the design and development of Expressive Arts, or its implementation, than it has with evaluation to establish effectiveness.

Illuminative evaluation(Parlett and Hamilton 1976; Fetterman 1996, 2001, 2005) offers an evaluation framework which takes account of the teachers perspective of the curriculum, to describe it, match this with what is intended and gauge how well teachers implement the new curriculum in schools, as well as where these may need remediation. In the study, what is learned, how it is taught and assessed will be considered to evaluate the effectiveness of Expressive Arts in schools two years into the innovation. In addition, the approach allows for ‘emergent issues’ to be formally studied in the evaluation, to ‘progressively focus’ on these as they contribute to understanding Expressive Arts and what to do for classroom practiceï¿½ to accord more closely with what has been planned. Illumination was developed by Parlett and Hamilton to assist evaluators go beyond testing as the predominant instrument, to consider in addition, how context, those ‘within’ schools, and issues often ‘hidden’ in evaluation contribute to understanding an innovation and how it may be improved.

In illuminative evaluation, a programme is studied by qualitative methods to gain an in-depth understanding of its "instructional system" its intended teaching arrangements, as well as its "learning milieu"   the actual sites of learning interaction; this results in a rich description of the programme that allows "matches" and "mismatches" between the instructional system and learning milieu to be uncovered. In this study, this approach was applied to investigate the instructional system through document analysis, and the learning milieu through lesson observations and post-lesson observation teacher interviews, observation and a student questionnaire. The data reveal that, In uncovering these findings, the illuminative approach provided indepth

insights into the workplace component that might not have been obtained by using another evaluation methodology.

The main research question asked in this study is: "*How well do Expressive Arts teachers teach their learning area two years into the implementation of NCARI in Malawi?"*

In asking this question, I wanted to establish early in the implementation of this curriculum both the intended for teaching Expressive Arts as well as what teachers 'actually do' when teaching this learning area, with the view to strengthening practices consonant with intentions and remediating those which may not early in the national innovation. Three sub-questions will assist in responding to the research questions:"*What in the national innovation is the plan or 'ideal' for the design and teaching of Expressive Arts?," "What do teachers 'actually do' when teaching Expressive Arts in their classrooms?, what differences are apparent between the plan and what actually happens to Expressive Arts in lessons?, and how Expressive Arts teaching may be refined to accord more closely with the 'ideal," "Reflecting on the tools of illumination as used in this evaluation, in what ways may the approach be adapted for use in Malawi, and the region more generally?*

Sub-question one seeks to establish how Expressive Arts as integrated curriculum within an outcomes framework is planned to be taught in primary schools. Sub-question two seeks to describe what teachers 'actually do' when teaching Expressive Arts, its content, pedagogy and assessment procedures, differences between the intentions and practical action, and changes which may need to be made to this curriculum for it to accord more closely with the expressed intentions of the national innovation. During this stage, 'fore shadowed' questions may emerge, be focussed on and responded to, as a characteristic development of this approach to evaluation. Sub -question three is for reflection on the evaluation framework used in the study, to ascertain its applicability for evaluating curriculum in the region, and how it may be made more so.

Ref: SAM /49

NON-GOVERNMENTAL HEALTH AND WELFARE SERVICES IN SOUTH AFRICA: WHAT EVALUATIVE QUESTIONS SHOULD WE BE ASKING ABOUT THE CURRENT ENVIRONMENT?

Authors and Affiliation:

Kevin Kelly
Director of CADRE

Abstract

Context

An evaluation was conducted of an HIV/AIDS support programme supporting a large number of NGOs providing services at community level.

In the course of this evaluation insight was gained into the support of provincial government health and welfare departments to community level service-providing NGOs.

It is evident that large scale engagement of the NGO sector in service provision is not undergirded by a sound set of policies or efficient practices. This together with new policy initiatives to enlist large numbers of community-level NGO members in the process of re-engineering the primary health care system, raises a range of troubling questions.

Content

The paper sketches the development of the NGO service sector in South Africa in the democratic era. Based on a range of sources of data, estimates are made about the size of the sector and the scale and scope of services. A review is also conducted of the policy initiatives supporting government engagement with the sector. In addition the characteristics of provincial government relationships with CBO service providers are described based on research and evaluation studies.

This material is used as a resource for reflecting on the options for government-NGO collaboration. A set of evaluation themes and questions is proposed; which are relevant to the broad aim of preserving and developing the civil society service sector while meeting government needs for manageable systems of local response to HIV/AIDS.

A broad taxonomy of outcomes is proposed which is relevant to both government and NGO needs.

Conclusions

By agreeing on evaluation criteria and questions relating to government/NGO interaction, it is much more likely that that government and NGO sectors can achieve the community level reach that is needed in health and social welfare services.

Ref: SAM /50

LESSONS FOR EVALUATING A MUNICIPAL CAPACITY BUILDING PROGRAMME

Authors and Affiliation:

Jones Gondo
Genesis Analytics

Abstract

In 2010, Genesis Analytics undertook a strategic evaluation of a R1 billion municipal capacity building intervention, co-sponsored by the National Treasury and the DBSA. The programme ran from 2006/7 - 2010/11, deploying close to 500 technical experts in engineering, municipal finance and town planning into over 200 municipalities across the country. The objective was to assess outputs and outcomes achieved by taking stock of the overall performance of the programme and to glean any lessons learnt. This also included a review of the programme concept, design, delivery models, implementation and management and identified any key constraints hindering the ability to achieve stated objectives. The findings were evaluated on the DAC criteria for evaluating development assistance of relevance, effectiveness, efficiency, impact and sustainability.

The principal research findings were that the programme did meet most of its stated objectives. Given the context of municipal service delivery backlogs and failures, the relevance of the programme was undoubtedly significant, and the rapid mobilisation and deployment of scarce, short-term, expert skills into needy municipalities was remarkable. The implementation of an online project office, using real-time monitoring and reporting ensured that the impact and efficiency of the interventions remained measurable. However, and most importantly, the sustainability of the capacity-building and knowledge management aspects was questioned. Despite the rapid roll-out, some deployments were untargeted, without verifying need nor appropriateness of the skills deployed, therefore creating dependencies on short-term skills to solve immediate delivery issues or filling vacancies, rather than longer-term skills transfer. Ultimately, this meant the programme focused on becoming a short-term panacea for municipal woes and less so about skills transfer and capacity building. The lesson is that the programme built-in it’s parameters as it went along, in favour of rapid deployment over deliberate design and monitoring frameworks. Therefore, outcome for sustainability would not have been so adverse had the programme been deliberately designed for both short-term, rapid response to municipal problems and long-term skills transfer plans.

Ref: SAM /51

LESSONS FOR EVALUATING A DONOR FUNDED PROGRAM TO A DFI

Authors and Affiliation:

Matthew Matthee
Genesis Analytics

Abstract

In 2010 independent economics consultancy Genesis Analytics conducted an evaluation of a 30 million euro credit line extended to a large South African Development Finance Institution (DFI) by a donor. The credit line was disbursed among 105 projects across 7 sectors. The focus was to support BEE SMEs in line with the mandates of both institutions. The evaluation of the credit line was conducted according to the DAC criteria: relevance, effectiveness, efficiency, impact and sustainability. In addition, Genesis proposed the credit line be evaluated against one more criteria: additionality.

Two key findings emerge from this evaluation: First, the effectiveness of the DFI in translating the credit line into maximum development impact amongst borrowers was compromised by a lack of a sufficiently differentiated approach to loan disbursements among loan applicants. This meant the facility did not give priority to projects demonstrating high development impact. The study advocated a differential approach which incentivised development impact, where projects with high development impact (high job creation, pro-women, geographically located in previously disadvantaged area, etc) could acquire lower rates on their loans. Second, the credit line realised no additionality. This was because, by contractual agreement with the donor, all the projects financed under the credit line were pre-existing loans signed by the DFI prior to credit line agreement with the donor . The credit line thus did not give rise to new loan agreements, nor did it enable the DFI to explore new client segments, develop new loan products or extend any specific new loan terms to BEE-SME borrowers.

This evaluation showcases the importance of creating donor programs that incentivise development impact and create new market opportunities through provision of funding that is in addition to, but does not crowd-out, traditional sources of fundin

Ref: SAM /52

THE IMPACT OF FORMAL HOUSING ON RECIPIENTS' QUALITY OF LIFE - A LONGITUDINAL MIXED METHOD IMPACT STUDY

Authors and Affiliation:

Jerushah Rangasami, Michelle Stewart, Anthony Gird, Anje Coetzer.
Impact Consulting

Abstract

More than 12% of South Africans live in informal settlements with very limited access to services, facilities or opportunities. Government efforts to provide houses have been inadequate to meet the growing need, and there has been widespread corruption from contracted housing providers. Non-profit organisations are now getting involved in providing low cost houses. One such non-profit which provides high quality low cost houses to the poor, recruits volunteers to help build houses and works on other community development initiatives, commissioned an impact evaluation to understand the benefits of living in a formal house on new home-owners quality of life. As there is very little other research investigating this link, an initial grounded study was conducted to reveal key domains of change. These findings informed the design of a household survey which was run in three communities in South Africa. The impact study was conducted using a quasi-experimental methodology with control and intervention groups, as well as an extensive qualitative methodology. After two years of living in a house, quantitative data showed statistically significant changes to the intervention group in the domains of psychological well-being and safety and security with some changes in education, health and economic well-being. Qualitative data confirmed these findings and also revealed many other outcomes in the domains. Social cohesion and community development domains showed mixed results. All the quantitative and qualitative data from the three year study was used to construct a narrative that would reflect findings in a way that shows changes in the lived experience of the beneficiaries and the relationships between the various domains.

Ref: SAM /53

MEASURING INSTITUTIONAL PERFORMANCE OF PUBLIC SERVICE DEPARTMENTS AND HOW THIS CAN HELP INSTITUTION BUILDING

Authors and Affiliation:

JP van der Merwe
Office of the Public Service Commission

Abstract

The Public Service Commission has for the past ten years applied a Monitoring and Evaluation Framework/System to do institutional assessments of public service departments. The System is used to measure the performance of departments against a consistent set of indicators over time and trends in performance can thus be established. The paper assesses the outcome achieved with these assessments, namely building the institution that is the Public Service. The System consists of a number of performance indicators for each of the values governing public administration listed in section 195 of the Constitution of the Republic of South Africa. Linked to the indicators is a scoring system and after an assessment a performance score is awarded to a department. The PSC has since 2001 assessed 150 departments and performance scores for these departments are available in its data base. The paper briefly describes the results of these institutional assessments. The results give a trend line over time and the PSC system is the only one that can show whether the South African Public Service has improved over time or not. The results also rank departments from poor performers to good performers. The PSC has also applied the system to assess all the departments in a province or a sector. Recommendations are issued to departments to help them to improve performance. The system is, however, not a diagnostic tool that offers solutions to all possible management problems. Assessment reports put performance scores in the public domain and create pressure for improved performance. The paper lastly assesses the validity of the measurements. The results are robust enough so that a distinction can be made between methodological changes and real changes in performance. The paper also discusses the generalizability of the measurements. Other validity issues that are dealt with are the interplay between compliance with public service regulations (prescribed best practice) and service delivery performance, contextual differences between departments and how the System deals with this, and evaluator capacity.

Ref: SAM /54

EVALUATION OF IFHA'S DEVELOPMENT MATRIX: A PRIVATE EQUITY FUND'S INITIATIVE IN MEASURING DEVELOPMENT IMPACT

Authors and Affiliation:

Kathy Tyacke (Principal Advisor, KPMG South Africa);
Judith Matthis (Senior Advisor, KPMG South Africa);
Suzanne Derksen (Consultant, KPMG Netherlands);
Marieke Pelt (Environment and Social Manager, IFHA).

Abstract

Context:

A private company has initiated a process of measuring the social returns of their investment in Africa. Investment Fund for Healthcare in Africa (IFHA), a private equity fund based in the Netherlands, invests in private healthcare companies in Africa. IFHA contracted KPMG's Sustainability Unit in the Netherlands who brought on board KPMG Health Care in South Africa to evaluate the effectiveness of IFHA's evaluation framework for investments.

Content:

The assignment involved assessing the extent to which the evaluation framework effectively measures the development impact of IFHA's investment, and then recommending improvements. The framework was adapted for five African countries and was piloted in Tanzania. In the initial stage, the framework was assessed to ensure alignment with IFHA's development policy and it was benchmarked against specific recognized standards. This was followed by an analysis of the most material development topics for each of the sectors in which IFHA invests. The topics were then categorized according to development objectives derived from the MDGs.

The second stage of the project involved defining new - and revising existing - KPIs to capture the development topics, the local African country context, and to improve measurability and accuracy.

The third stage involved piloting the framework with two Tanzanian companies to determine usability of the framework. At the same time an audit of the reliability and accuracy of responses to the evaluation framework was conducted.

Conclusions:

The pilot revealed a number of insights as to how the questionnaire could be administered more effectively as well as contextual issues to be taken into account. IFHA also had important insights into the interpretation of the responses and how these may be used most effectively to support sustainable development.

The question of whether the measurement tool can track improvements in sustainability as well as impact on the long term behaviour of the portfolio companies being funded comes to light.

Ref: SAM /55

EVALUATION QUESTIONS FOR UNDERSTANDING THE SOCIAL AND DEVELOPMENTAL IMPACTS OF DISABILITY GRANTS IN SOUTH AFRICA

Authors and Affiliation:

Gabrielle Kelly
Researcher, Evaluaid.

Abstract

Context

Governments in developing countries in Africa and South America increasingly see cash transfers as an effective instrument for alleviating transitory and chronic poverty within populations facing high levels of structural unemployment. South Africa has an extensive social security network in place, of which unconditional cash transfers to vulnerable groups, such as the elderly, children and the disabled, form a large part. Whilst a substantive amount of economic research has been conducted on the redistributive and poverty-reducing effects of the bundle of social grants offered by the South African government, the multidimensional nature of poverty means that the social and developmental impacts of grants, as well as possible perverse incentives created by current policies and systems, are less clear.

Methodology

Reports of perverse incentives created by the disability grant are frequently cited in the literature on social grants in South Africa. The presentation focuses on this particular grant and aims to consolidate findings of evaluative research conducted in the area thus far.

To this end, a systematic review of cash transfers was conducted, reviewing literature on evaluations and evidence-based research conducted on disability grants in developing countries over the past 10 years. The review systematized the particular questions that have been raised in evaluating the disability grant system. It also aimed to discover what questions we should ask in understanding the efficacy of policy and implementation in the area.

Findings

It emerges that in an environment where acquiring employment is difficult even for the healthy, notions of being unable to work because of disability take on meanings different to those implicit in existing theoretical definitions of disability, and evaluation questions need to be formulated with this context in mind. A set of focused evaluation questions is proposed for understanding the social and developmental impacts of disability grants in South Africa.

Ref: SAM /56

OPERATIONALISING ETHICS IN EVALUATION RESEARCH

Authors and Affiliation:

Darryn Durno
SADC Research Centre

Abstract

First thing Monday morning, sitting around a boardroom table facing-off against each other: 4 people, 5 ways to address the problem, all of them are correct but are any of them right?

Design and methodological choices in evaluation research are not made in isolation. These choices are critical to the reliability, validity and integrity of the process and findings yet there is a plurality in given scientific choice about design and methodology. New fields of study and new approaches to evaluation research require reflection and documentation. But where does an evaluator turn when looking for guidance? Most research reports are scant on content regarding research methodologies. Whilst there are sources of information that set out ‘how to guides’ for conducting and commissioning studies there is little information in the way ‘oh-my-goodness-its-not -turning-out-the-way-I-figured-it-would-what-now?’ This creates the impression that all research is neatly packaged and without challenges. This predicament further mystifies research and moreover limits the amount of learning that is possible from one project to the next.

Research is a learning industry. Ethical frameworks are often critical in our endeavours. Many evaluations are governed by rigorous and complex ethical standards and requirements. Rightly so, ethical protocols ought to be followed. We reached a critical point in a research project recently: abort; adjust or acknowledge that it’s just not going to be perfect. The presenter seeks to reflect on the experiences conducting research with children in an area of growing global interest, Youth Risk Behaviour.

The paper will sketch out a major challenge in the study (engaging young rowdy learners in the informed consent process); reflect on the classroom and school environment; highlight the ethical foundations for concern; sketch the predominant conflict between medical and social science research ethics that influenced debates and present the approach taken in Africa’s largest study of leaners, as a point of departure to invite questions and discussion.

Case Study:

The UNODC School Survey on Substance Use, Risk Behaviour and Mental Health in the Western Cape. A survey of more than 20,000 learners in grades 8, 9 and 10. The study is being conducted by SADC Research Centre and was designed in partnership with the UNODC, Medical Research Council, and Office of the Premier (Western Cape) with funding from the Department of Social Development and permission of the Department of Education.

Ref: SAM /57

THE RISE OF ENEMY M&E

Authors and Affiliation:

Dugan Fraser
Independent M&E Consultant

Abstract

The rise of Monitoring and Evaluation in public and development management is undeniable. Consistent with the medical analogy widely used in the M&E industry, M&E can be toxic and do more harm than good. Wrongly administered and incorrectly applied, M&E, like badly administered medicine, can do much damage.

Why has Enemy M&E arisen? Most of us share a common desire for certainty and predictabilityâ€¦ this shows itself in M&E as the search for simple solutions to complex problems. In this regard, three trends underlying the reasons for the rise of Enemy M&E can be noted:

- Ideological (the promotion of private sector solutions to public sector problems in terms of the New Public Management model and the desire to “manage for impact”);
- Technological (the inappropriate application of Information Technology solutions to organisational and development challenges) and
- Methodological (in the poorly thought out use of M&E methods, a situation captured in the bland, homogenising phrase “M&E”, which is usually just monitoring without evaluation, and even worse, data collection without reflection or “remedial action”).

How does Enemy M&E do harm?

- “Enemy M” leads to the classic problems identified by authors such as Jerry Winston over 20 years ago, including data gaming, goal displacement and others; and
- “Enemy E”, formulaic, uncritical and expedient evaluation has become a compliance oriented exercise rather than an authentic effort to learn and do things better. Of particular concern in this regard is thoughtless application of impact evaluation.

It is possible to combat Enemy M&E through the use of simple, practical strategies. For example, Michael Patton’s focus on utilisation remains relevant and his more recent work on developmental evaluation is very useful. A thoughtful, mindful, and above all humble approach is necessary to combat Enemy M&E.

Ref: SAM /58

DISSEMINATING MONITORING AND EVALUATION FINDINGS TO THE PROGRAMME STAFF OF THE HUMAN DEVELOPMENT SECTOR

Authors and Affiliation:

Shelina Bhamani, Aga Khan Foundation (Pakistan)
Aazia Rafiq Jindani , Civil Society Resource Center (a project of AKF,P)

Abstract

Quality improvement efforts are the integral part of any programme. The importance of regular monitoring and evaluation cannot be ignored and is vital to the quality assurance of the programmes and projects. Hence, the significance of monitoring and evaluation data is considered the back bone of the organizations. To add on, the findings of the monitoring and evaluation data of an organization gets its quality audit ensured.

This session will highlight how to disseminate the monitoring and evaluation findings with the relevant stakeholders, what are some of the strategies of disseminating the findings, ethical consideration for its pursuance, issues and challenges faced while disseminating the findings and what are the recommended models and practices of disseminating monitoring and evaluation findings to the relevant stakeholders.

This session will be moderated by the core facilitators and would be interactive in nature. The session will allow the participants to share their experiences and case studies while the round table discussion and expectation from the group would be to participate in the discourse with contextualized arguments.

In addition to it, facilitators will also encourage the participants to highlight their own experiences and practices of disseminating mentoring and evaluation findings within their settings. The ultimate aim of the session will be to develop concrete dialogue to compliment against initiation of monitoring and evaluation dissemination meetings at the human developmental sectors.<

Ref: SAM /59

IMPROVING SERVICE DELIVERY THROUGH STRENGHTENED MONITORING AND REPORTING IN THE PUBLIC SECTOR

Authors and Affiliation:

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Abstract

Over the last decade monitoring and reporting of service delivery performance information has become requisite throughout all spheres of Government. Similarly, the Auditor General has included the 'Auditing of Predetermined Objectives' as part of the annual compliance audit within the public sector. In 2009, the ushering in of the new Medium Term Strategic Framework (MTSF) elevated performance monitoring and evaluation, and introduced an outcomes based approach to public sector monitoring and evaluation in South Africa.

All of this has placed significant emphasis on planning, monitoring and reporting in the public sector. However, while there are improvements in institutional and sector planning, monitoring and reporting in the public sector remains challenged and has not yet been able to drive the envisaged impact on accountability and service delivery as intended.

The paper provides an exploration of some of the challenges confronting effective planning, monitoring and reporting in the public sector. In doing this the authors explore various factors including human agency, institutional capacity and maturity, systems and controls, intergovernmental coordination and structural configuration as just some of the factors mitigating effective monitoring and reporting and its potential impact on service delivery. In responding to these challenges, the paper identifies an integrated institutional approach to the management of performance information within public entities. In conceptualising this integrated approach, the paper postulates that the existence of monitoring and reporting frameworks, within the public sector, alone will not necessarily advance opportunities for improved service delivery and the attainment of programme outcomes by various sectors and departments.

The paper makes a number of observations of public sector monitoring and reporting, and makes constructive recommendations towards creating optimal opportunity for effective monitoring and evaluation to more directly and positively impact upon improvements in service delivery, both in terms of the pace and footprint of service delivery in South Africa.

Ref: SAM /60

UNPACKING THE LEARNER-SELECTION SUITCASE: A SYNTHESIS OF EVALUATION FINDINGS FROM LEARNER-DIRECTED EDUCATIONAL IMPROVEMENT INITIATIVES

Authors and Affiliation:

Ms Benita Williams,
Feedback Research & Analytics

Abstract

In response to South Africa's education crisis, many donors have embarked on the funding and implementation of supplementary education improvement initiatives. One common type of intervention focuses on the improvement of learner results by providing additional support to learners – usually in Mathematics and Physical Science. This support may take the form of extra tuition, homework support, learner clinics, holiday- and Saturday schools, as well as self-paced computer based learning. Typically these interventions target learners in their last three years of schooling.

Since individual donors' funding resources are limited, a popular strategy for maximizing the reach of these interventions is to invite only a small group of learners from a large number of schools to participate. Usually, only "top learners" who take maths and science are invited to participate.

Based on a synthesis of findings from three programme evaluations, this paper interrogates the reasoning behind the selection of "top learners" and unpacks the term "top learners" and its variants. It reflects on three different learner selection approaches and their measurement implications. The paper argues that these learner selection approaches are not always necessary or successful, and that many learner selection approaches have significant limitations. The paper concludes with recommendations about learner selection methods, the definition of target participants and the design of programmes that could be implemented by donors and implementers of learner-directed education improvement initiatives.

The paper would be of interest to the evaluation community since it demonstrates how a synthesis of evaluation findings can be used to answer the "So What" question.

Ref: SAM /61

IS KNOWLEDGE ABOUT EVALUATION USE AND METHODS USEFUL?

Authors and Affiliation:

Andy Rowe, ARCeconomics,
Linda Lee and Larry Bremner, Proactive Research

Abstract

This round table asks whether knowledge about evaluation use and evaluation methods is useful. The proposition is that much of this knowledge does not heed what we know about promoting knowledge use, including evaluation knowledge or use of science knowledge more generally. The performance standard is that the knowledge should be utilized and provides valued contributions to actual evaluations; thus evaluators doing evaluation are the mechanism of change whereby knowledge about evaluation contributes to improving programs.

- The paper suggests that most knowledge about evaluation use and methods is: Produced by academics who do the research,
- Working evaluators who are the primary knowledge users are sometimes included as subjects, rarely as joint producers of the knowledge,
- The knowledge products are communicated to working evaluators through peer reviewed publications and conference presentations.

We utilize recent work on use-inspired science research to demonstrate that this approach does not promote knowledge use because the products are unlikely to prove salient (relevant or valuable for use in evaluation) nor legitimate (fair, unbiased, respectful, feasible) and sometimes not credible (true, technically adequate in handling evidence) to working evaluators as users of knowledge about evaluation. Moreover the literature about use of evaluation and science knowledge is clear; engaging users in the knowledge /evaluation process is the key mechanism for improving salience and legitimacy, and thus for use.

The purpose of this round table is to propose and critically discuss this evaluative take on the mini industry generating knowledge about evaluation methods and use, present our initial observation that the way most knowledge about evaluation methods and use is generated does not promote use, and to learn from round table participants how they use or do not use knowledge about evaluation methods and u

Ref: SAM /62

MONITORING AND EVALUATION OF INTERVENTION PROGRAMMES AIMED AT TREATMENT OF YOUTH ABUSING SUBSTANCE: A SOCIAL DEVELOPMENT APPROACH

Authors and Affiliation:

Dr Zenobia Carolus,
Department of Social Development
Directorate Monitoring and Evaluation, Cape Town

Abstract

The extent of alcohol and drug abuse in the Western Cape is of serious concern. Substance Abuse is increasing among young people in the province. Therefore the Western Cape Department of Social Development is continuing to focus on the treatment of youth abusing substances. Aftercare programmes are enhanced to ensure that persons who completed inpatient or outpatient intervention programmes are successfully reintegrated into the family and community structures.

The importance of a proper monitoring and evaluation system in order to ensure effective service delivery is emphasized within the Department's service delivery model. Evaluation techniques and processes to determine the effect of social development programmes is therefore an important field to be explored.

The Social Development Approach is in essence a people-centred approach, which puts the emphasis on building on people's strengths and developing their inner abilities to become self-sufficient. According to the White Paper for Social Welfare (1997) the reorientation of existing services towards a developmental approach was proposed. One of the principles/ values of the White Paper are to "Empower" people to strengthen and enhance their own skills and capacity in order to become self-reliant citizens of our country.

A study was conducted to develop indicators within an internal monitoring and evaluation system for the monitoring and evaluation of the Substance Abuse programmes with the emphasis on treatment and after care services. The focus was on the monitoring and evaluation of programmes aimed at empowerment and treatment of youth who are abusing substances. These indicators can be used to measure the effect of programme interventions intended to contribute towards youth abstaining from substances and stay sober over a period of 12 months after exit of a treatment programme.

Ref: SAM /64

IDENTIFYING AND TACKLING BARRIERS TO DATA USE

Authors and Affiliation:

Mr Peter Njaramba,
Senior Associate,Khulisa Management Services

Abstract

Context:

Due to the need to comply with client or higher authority demands and due to a lack of understanding of the value of data service providers rarely define their own data needs and data is collected to fulfil reporting requirements. Significant resources are expended collecting data yet data is rarely used to inform the coverage, efficiency and quality of services. For programs to better serve beneficiaries, a culture of owning and using collected data needs to be fostered.

Presentation Content:

One imperative way to encourage data use is to identify common constraints that may affect use of data through conducting assessment of data use. The Information Cycle is a useful diagnostic tool when searching for constraints to data use with a view of correcting the practices of underutilization of data. The examination of data use barriers at the various stages of the Information Cycle provides a systematic approach in identifying gaps in current data use practices. The Information Cycle guides the exploration of the type and amount of requested data; the adequacy of data collection practices; how data is processed, analysed, presented and interpreted; and how data is ultimately disseminated and put into proper use for evidence-based decision-making.

Results and Conclusions:

Information gathered during the assessment of the various stages of the Information Cycle will help programmes, organisations and government departments to assess the causes of the failure to use data. Effective rectification measures are identified and action plans developed to address the identified challenges to data use

Ref: SAM /65

CAN SYSTEMATIC REVIEWS HELP IDENTIFY WHAT WORKS AND WHY? THE CASE OF MICROFINANCE IN SUB-SAHARAN AFRICA

Authors and Affiliation:

Carina van Rooyen,
CLC, University of Johannesburg & Department of Anthropology and Development Studies, University of Johannesburg;
Dr Ruth Stewart,
CLC, University of Johannesburg & EPPI-Centre, Social Science Research Unit, Institute of Education, University of London;
Dr Thea de Wet,
CLC, University of Johannesburg & Department of Anthropology and Development Studies, University of Johannesburg.

Abstract

There has been a significant shift amongst the large development funders towards identifying 'what works in development' putting pressure on programmes to demonstrate their effectiveness and providing researchers with the challenge of how best to measure impact. Once impact is measured, the debate is further how we explain that impacts to inform policy.

For some, randomised controlled trials (RCTs) provide the solution to the 'what works' challenge; for others, this methodology is problematic. Commonly raised epistemological concerns about RCTs include: a) the dismissal of other evaluation techniques, b) the lack of consideration of contextual information, and c) the narrow focus on linear causal relationships. This paper will explain how these concerns can, to an extent, be overcome through the use of systematic reviews. This methodology originated in health care and is being increasingly promoted within the field of development by funders such as the UK's Department for International Development (DFID), AusAID, and the International Initiative for Impact Evaluation (3ie). The approach involves the thorough and systematic collection of all relevant evidence, and its appraisal and synthesis.

We will illustrate our argument for systematic reviews by drawing on a recent review of the impacts of micro-credit and micro-savings on the lives of the poor in sub-Saharan Africa. We will explain how

1. by drawing other well-conducted evaluations, as well as on RCTs,
2. by focussing on regional rather than worldwide evidence, and
3. through the development of a causal pathway, we were able to draw conclusions as to whether or not micro-credit and micro-savings improve the lives of the poor in sub-Saharan Africa, as well as exploring why microfinance does or does not work and for whom.

Ref: SAM /66

FROM CITIZEN REPORTING TO INTERACTION AND COLLABORATION

Authors and Affiliation:

Roderick Lim Banda
CIO Forum and CenCRA

Abstract

The focus of this paper is on the development of public participation in an increasingly technology enabled society using mobile devices, text messaging and social media.

The paper will discuss the Citizen1 program which is an initiative of the CIO Forum in Cape Town. This paper highlights the significance of "digital conversations" and its impact on citizen engagement, knowledge management, monitoring and evaluation and research of public services. The aim is to help policy makers, public servants, M&E practitioners and researchers to adapt their strategies and approaches in communicating and interacting with citizens and citizen groups.

The aim of this discussion is to share experiences in the use of tools to support collaboration and human interactions.

Ref: SAM /67

AN EVALUATION OF THE COMPREHENSIVE AGRICULTURAL SUPPORT PROGRAMME IN SOUTH AFRICA

Authors and Affiliation:

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Director: Programme Evaluation, Office of the Public Service Commission
Noqobo Gcwabe
Deputy Director: Programme Evaluation, Office of the Public Service Commission

Abstract

During the 2010/11 financial year, the Public Service Commission (PSC) embarked on an evaluation of the Comprehensive Agricultural Support Programme (CASP). The main purpose of the evaluation was to assess whether the objectives of the programme have been achieved.

CASP was designed to promote and facilitate agricultural development by providing support services to the beneficiaries of the land and agrarian reform programmes in the following six areas: information and knowledge management; technical and advisory assistance, and regulatory Services; training and capacity building; financial Assistance; marketing and business development; and on-and off-farm Infrastructure and production inputs. A sum of R750 million over the three-year medium-term expenditure framework was allocated to implement the programme at its inception in 2001.

The paper will present the findings of the assessment of CASP by the PSC paying particular attention to the suitability of the programme design in relation to set objectives and whether the programme is being implemented effectively and efficiently (focusing on the implementation strategies).

Ref: SAM /68

SERVICE DELIVERY INSPECTIONS OF THE PRIMARY HEALTH CARE DELIVERY SITES

Authors and Affiliation:

Irene Mathenjwa,
PSC

Abstract

CONTEXT

The Public Service Commission, (PSC) in its oversight work, conducts monitoring and evaluation of government programs to ensure an efficient and effective functioning of the Public Service. Amongst its methodologies of executing this mandate, the PSC conducts inspections of service delivery sites. An inspection is a process of closely looking at any documentation and/or officially examining facilities and production in order to ensure adherence to stipulated regulations and other government frameworks. In this regard PSC is mandated by section 9 of the Public Service Commission Act (1997) which provides that “the Commission may inspect departments and other organizational components in the Public Service, and has access to such official documents or may obtain such information from Heads of those departments or organizational components or from other officers in the service of those departments or organizational components as may be necessary for the performance of the functions of the Commission under the Constitution or the Public Service Act ”. Inspections can be both announced which involves notifying the department prior to the visit and unannounced inspection are completely random and affords the PSC an opportunity of observe service delivery in action. Amongst others, the objectives of inspections include engendering a sense of urgency and seriousness among officials regarding service delivery .

CONTENT

This paper looks at the service delivery inspections conducted during 2009/2010 in the primary health care delivery sites of the Departments of Health across the country. These inspections sought to assess adherence of clinics to the Batho Pele framework as a key strategy for the transformation of the Public Service. The Batho Pele framework was introduced in 1997 to fast-track both the transformation of the Public Service and actual service delivery . The inspections also sought to determine the availability and adequacy of health care resources in clinics in order to deliver quality health care services. The paper presents findings on the functioning of the primary health care delivery sites as informed by the inspection teams’ observation of the facilities, the promotion of access to Information for the public, how staff conducts themselves and the experiences and views of citizens who make use of the services of the primary health care delivery sites and the views of officials who render such services. The paper highlight some of the critical issues hampering service delivery such as lack of access on-site for people with disability, long distances undertaken by citizens to access primary health care, lack of medication and equipment on-site.

CONCLUSION

According to the PSC protocol on inspections, the lasting success of inspections depends on how and when the outcomes of the inspections are communicated to the lie department or implementing agencies . In this regard, the Departments were provided with six week to provide the PSC with a plan of action on how recommendations would be implemented. Summonses were issued to those who did not comply. In order to validate implementation of recommendations and evaluate impact on how those have contributed to the improvement of the lives of the people, follow-up inspections were conducted at the same sites. Monitoring service delivery through mechanisms such as inspections reinforces the importance of outcomes in M&E.

Ref: SAM /70

EVALUATION QUALITY ASSURANCE. THE CASE OF THE PARIS DECLARATION PHASE 2 EVALUATION.

Authors and Affiliation:

Abstract

Introduction

The 2005 Paris Declaration (PD) and the 2008 Accra Agenda for Action (AAA) were expected to usher in an era of changed behaviours among aid takers and aid givers. Both the PD and the AAA have been described as providing the guiding framework for aid effectiveness. The evaluation of the second phase of the Paris Declaration Evaluation was conducted in 2010.The synthesis report has just been put in the public domain on the OECD DAC website and will be a majors piece of evidence at the 4th High Level Forum holding in Seoul in November 2011. This evaluation, described as a joint outcome evaluation, sought to assess the relevance and effectiveness of the Paris Declaration and its contribution to aid effectiveness and ultimately to development effectiveness, including poverty reduction. Ten (10) African countries and many Africans/evaluators were involved in this Evaluation in a variety of roles; as evaluators, commissioners, and managers. This Round Table is seeking to interrogate and showcase how this unique, extensive strategic global evaluation managed the thorny issue of evaluation quality assurance.

The Round Table with the title of ‘EVALUATION QUALITY ASSURANCE: The Case of the Paris Declaration Phase 2 Evaluation’, will bring together participants from those African countries that participated in the evaluation. A total of --- countries took part in t he evaluation worldwide among these were 10 African countries, the largest of any single region of the world. These include: Malawi, Uganda, Ghana, South Africa, Zambia, Cameroun, Benin, Mozambique, Senegal & Mali. The AfDB was among development agencies that participated in a mirror study of development agencies which was organised as part of the main evaluation.

It is expected that up to 8 participants will address the following questions based on and drawn from their country evaluation reports which will be made available to participants as learning material:

1. How was the Quality Assurance (QA) implemented in this evaluation? Who by?
2. What effect did the QA have on the evaluation /findings if any?
3. Was your capacity improved (in QA) for the next evaluation? How?
4. How have you taken this experience forward in your evaluation practice?

Writing Support

All panel members will attend side meetings during the SAMEA conference to prepare and improve their writing to make them good enough for publication in the AfrEA journal- AfJE whose maiden volume will be launched during the 6th AfrEA conference in January 2012.

Participants

The potential participants include the following:

1. Edward Chisala, Jimat Development Consultants, Box 2176 Lilongwe, Malawi
2. Ms Nene Konate, APEM, Mali AfrEA Board member
3. Patrick Donkor, National Developmnet & Planning Commission, Accra, Ghana
4. Timothy Lubanga, National Integrated Monitoring and Evaluation Strategy (NIMES)
   Office of the Prime Minister, P. O. Box 341, Kampala – Uganda
5. Paul Lupunga, Ministry of Finance And National Planning, P.O. Box 50062
   Lusaka - Zambia
6. Mr Jeff Zingel, WYGI/ IDC, 239 Celliers St., Muckleneuk, 0002 Pretoria - South Africa
7. Jessica Kitakule-Mukungu, Operations Evaluation Department, African Development Bank

8. Tina Asante-Apeatu AfrEA Secretariat
9. Florence Etta –President AfrEA, Core Evaluation Team member, Ottawa.

Expected Results

A. Outputs

It is expected that Roundtable participants would be encouraged and supported as part of this project to prepare from the country evaluation reports papers which documents their experiences for publication in the maiden volume of the AfrEA Journal: The **African Journal of Evaluation AfJE. The Journal is committed to publishing theoretical as well as practical evaluation pieces.**

B. Outcomes

Micheal Quinn Patton the iconic American evaluator said in 2010 that experience is not the best teacher; it is reflecting upon experience that teaches he insists!

The intention of this Roundtable is to engender the practice of public reflection and lesson learning especially in matters of evaluation and development in Africa. This needs to become the culture among evaluators and through this activity AfrEA wishes to make this an evaluation tradition among its members.

Ref: SAM /72

ASSESSING MONITORING AND EVALUATION (M&E) READINESS 4 OUTCOME MANAGEMENT

Authors and Affiliation:

Sandiran Premakanthan,
Symbiotic International Consulting Services (SICS), Ottawa, Canada

Abstract

The Treasury Board Secretariat (TBS) of Canada introduced the new Evaluation Policy in April 1, 2009. The policy requires all government program expenditures to be evaluated (mandatory) on a five year cycle beginning 2013.

The paper examines the state of program Monitoring and Evaluation (M&E) readiness of government organisations and agencies in meeting the TBS requirements. It explores the response of government organizations and agencies to this policy. More specifically, do government organizations and agencies conduct assessments (evaluability) to determine where they are now and how they propose to bridge the gaps of program M&E readiness through a systematic approach (planned actions)?, similar to the way Audit findings both internal and external are addressed. What are the current practices including tools and techniques that facilitate program M&E readiness assessments?

Program M&E readiness assessments, if done systematically will in the long run avoid investment in evaluations that yield very poor evidence or no evidence about programs and their impacts on beneficiaries. The paper introduces a systematic approach to planning for Program Monitoring and Evaluation (M&E) Readiness and discusses the importance using evaluability assessments for continuously assessing M&E Readiness of programs. The round table discussions will enable participants to share their country experiences on M&E readiness for Outcome Management.

Ref: SAM /73

AN INTEGRATED APPROACH TO BUSINESS AND HUMAN RESOURCES PLANNING, BUDGETING AND EXPECTED RESULTS 4 OUTCOME MANAGEMENT

Authors and Affiliation:

Sandiran Premakanthan,
Symbiotic International Consulting Services (SICS), Ottawa, Canada

Abstract

Clerk to the Privy Council (Government of Canada) 16th Annual Report (2009-10 Public Service Renewal Action Plan) to the Prime Minister on the Public Service of Canada stated: Public Service matters, as our country faces difficult economic circumstances and complex challenges, this is clearer than ever. The government requires the best possible advice at this time and Canadians require and expect us to provide them with excellent services. Continually improving our ability to do this is what public service renewal is about.

The report also stated the need to continue to stress the importance of effective integrated business and human resources planning as the foundation for shaping the public service of the future. Integrated plans will report on progress made last year, and indicate how employees and managers will be engaged in the process of renewal. Plans will also include concrete measures of performance results to monitor, evaluate and report on progress.

In addressing this direction, Canadian Federal government departments and agencies are implementing and refining integrated models of business and human resources planning, budgeting and expected results for outcome management. The models are developed based on Treasury Board Secretariat Canada guidelines and frameworks on Performance Measurement and Evaluation. The round table/paper discusses a specific model adopted by a Canadian federal government agency and the pros and cons of such an integrated approach.

Ref: SAM /74

PROGRAMME PERFORMANCE ASSESSMENTS AS AN EVALUATION TOOL IN PUBLIC HEALTH MANAGEMENT

Authors and Affiliation:

Edna Berhane, Khulisa Management Services (Pty) Ltd
Mary Pat Selvaggio, Khulisa Management Services (Pty) Ltd
Dr. Susan Griffey, Social & Scientific Systems, Inc
Doug Franke, SustainAbility Solutions Africa

Abstract

Context:

Many public health programmes (both NGO and Government) receive external donor funding. Increasingly donors are looking for ways to ensure that the funds are being used as planned, and that the public health programme is functioning as expected. Performance assessments that examine health services delivery as well as organisational management and administration can assist donors and implementers alike in understanding areas of strength and weakness within these programmes.

Poster Content:

Khulisa Management Services (Pty) Ltd – together with its partners Social & Scientific Systems, Inc and SustainAbility Solutions Africa – developed a Performance Assessment tool and approach to determine the extent to which public health programmes in South Africa meet South African Government standards as well as donor expectations and international best practice.
The Performance Assessment tool was designed to measure adherence to standards and expectations in the following areas:

- Adherence to Policies and Procedures
- Human Capacity Development
- Organisational Administration and Fiscal Management
- Programme Planning and Monitoring
- Services Delivery (infrastructure, supply chain management, organisation of services, support services, health promotion)
- Linkages and Referrals

The Performance Assessment tool was designed in MS-Excel with automation to produce charts and graphs of the results by the areas indicated above. “Red-yellow-green” colour coding was incorporated into the tool as a way of quickly identifying areas of compliance and non-compliance.

Results and Conclusions:

The Performance Assessment tool has proven to provide a comprehensive snapshot of the public health programme’s performance in key technical and organisational areas. It also provides accessible results “at-a-glance” to managers (due to colour coding and graphical depiction of results) enabling quick and informed decision making. The relative ease of conducting performance assessments makes it a useful performance evaluation approach.

Ref: SAM /75

EVALUATING HOME BASED CARE PROJECTS USING A QUALITY OF LIFE SCALE IN THREE SITES IN MALAWI, SOUTH AFRICA AND ZAMBIA

Authors and Affiliation:

Dr Madri Jansen van Rensburg: Resilience Analysis Consulting
Dr Isaac Moukangoe: Homoeopath in Private Practice

Abstract

A longitudinal evaluation study was conducted at three Home Based Care project sites in Liwonde (Malawi), Mpumalanga (South Africa) and Mpatamatu (Zambia). The study aimed to assess the Quality to Life (QoL) of persons living with HIV and AIDS and to investigate changes over a four month period after a Home Based Care intervention at three different sites. The survey used a quantitative Quality of Life scale and a repeated measures quantitative design. The sample at each site included 50 clients, approximately half were short term (being assisted by the project for shorter than four months) and half long term (assisted for longer than four months) clients. Patients were recruited by the project and trained project staff collected the data. The initial measured QoL was low at all sites. The domains that displayed higher satisfaction were Social Relationships and Psychological Wellbeing. The domains with lower satisfaction were General Health and Environment. The satisfaction of the Environment domain stayed more or less constant, while the General Health domain improved. No specific trends were found for age and sex factors. Prominent changes were evident for short term clients over the study time period. The changes were mostly related to the General Health domain. The Environment domain was relatively stable and seemed to be influenced less by the projects' interventions. In conclusion the changes (improvements) in the Quality of Life (especially the General Health domain) for short term clients seemed to indicate a good quality of care provided by the projects.

Ref: SAM /76

APPLICATION OF PARTICIPATORY MONITORING AND EVALUATION METHODOLOGIES IN GOVERNEMENT

Authors and Affiliation:

Professor EOC Ijeoma
University of Fort Hare

Abstract

The past three decades have seen an increase in global consensus on participatory democracy and accountability in government and private sector alike, yet the recognition of the importance of participation by beneficiaries and wide range of other stakeholders in decision-making process has eluded the Monitoring and Evaluation (M&E) practice as a part of development interventions. The notion of people’s participation is now widely recognised as a basic operational principle of development programmes and projects especially in government departments. The paper undoubtedly seeks to explore various participatory approaches, tools and methods that could catalyze participatory M&E practice with a view to fast-tracking service delivery on one hand and ensuring people’s trust in government and ownership of projects and programmes on the other hand. Participatory M&E methodologies envisages better outcomes on quality improvement, effectiveness and sustainability of development efforts, the paper further encapsulates various participatory Monitoring and Evaluation techniques that would fit into designing, planning, implementing and evaluating of government projects and programmes. The findings and results that emanated from the bases for the analysis provided in the paper reveals various trends and options towards emerging participatory methods and tools that will contribute to improving M&E practice in government.

Ref: SAM /77

CARBON ENERGY OFFSET PROJECTS IMPROVE THE RIGOUR OF M&E PRACTICES BECAUSE OUTPUTS ARE REWARDED RATHER THAN INPUTS FINANCED

Authors and Affiliation:

Ms Erika Schutze
University of Stellenbosch

Abstract

Context

This paper describes the typical M&E activities of renewable energy and energy efficiency development projects. Many of these projects reduce greenhouse gas (GHG) emissions and therefore qualify as Clean Development Mechanism (CDM) projects.

The United Nations' Kyoto Protocol established the CDM with the twin objectives of achieving sustainable development in the developing countries encouraging them to mitigate climate change while assisting developed countries to achieve their mandatory emission reduction requirements. In essence, the CDM is a financial incentive mechanism to encourage developing countries to invest in clean energy technologies by paying projects to introduce technologies that reduce GHG emissions.

Overview of content

As carbon credits become an internationally traded commodity, then verifying the amount of carbon reduced becomes critical. To access carbon finance, projects need to show evidence that they have reduced emissions by presenting certified emissions reductions (CERs). Thus M&E is transformed into Monitoring, Evaluation, Reporting and Verification (MERV).

MERV requires stringent data collection techniques, based on specified statistical confidence levels and verified by external UN-registered organisations. This paper aims to enhance understanding of MERV and to assess the positive and negative impacts of the research procedures that they introduce.

Summary of the results/conclusions

MERV improves the rigour of M&E by demanding precise and ongoing baseline data collection, well documented and reproducible data; comparison of results against other methods, and the monitored emission impacts must be compared for reasonableness with outside or independently published estimates. Carbon finance operates such that the finance is paid after delivery of the measured output, so outputs are rewarded rather than inputs financed. The disadvantages are an escalation in transaction costs and a prioritisation of quantitative data over qualitative data.

Ref: SAM /78

USING TEST RESULTS AS A BASIS FOR IDENTIFYING INSTRUCTIONAL NEEDS AND MONITORING PROGRESS OF CHILDREN IN SCHOOLS AND CLASSROOMS

Authors and Affiliation:

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Peter Fridjhon,
Head: School of Statistics and Actuarial Sciences, University of the Witwatersrand.
Gregg Ravenscroft,
Phonicinventories.com

Abstract

This paper focuses on the use of an instrument called the Phonic Inventories for profiling the errors made by children in schools and classrooms. The error profiles are then used as a basis for planning instruction, and for monitoring the progress made by children.

We have validated the instrument over a ten year period (Grasko, 2005; Pereira, 2008; Ravenscroft, 2008), and have established that the instrument is reliable as well as content and construct valid. We have also conducted a series of evaluations which have attempted to study the test's discriminant and ecological validity through three types of designs: classroom–based, clinical and classificatory. The data used in these evaluations have been gathered from mainstream schools and classrooms, and then analysed and profiled using a computer-based scoring and analysis system. The demographic details of the children have been used for classifying and organizing the data, and then for feedback of the results to schools and individual classrooms.

Given findings indicating the internal and external validity of the instrument, a number of evaluations have also been conducted which focus on the utilization potential of the instrument at primary school level. Our studies indicate that the error profiles from the test can be used by teachers for planning instructional programmes, and have additional clinical uses in planning remedial programmes for children with learning problems.

We thus see potential for wider use of the instrument for monitoring and evaluation purposes in classrooms, and for comparative purposes within and across schools. We are currently creating an internet-based facility to enable computer-based analysis of large data sets (eg data from clusters of schools or data from a school district). Given the focus of the millennium goals on achieving universal literacy, there would be value in using the instrument in this way both in our own country, as well as more broadly internationally.

Ref: SAM /79

EVOLVING APPROACHES TO EVALUATING THE OUTCOMES OF MATHEMATICS, SCIENCE AND LANGUAGE DEVELOPMENT PROGRAMMES AND REFLECTIONS ON WAYS IN WHICH EVALUATIONS CAN BE USED TO SUPPORT MORE EFFECTIVE EDUCATIONAL DEVELOPMENT

Authors and Affiliation:

Jennifer Roberts
J Roberts Consulting Services

Abstract

One of South Africa's development priorities is to increase the quantity and quality of passes in mathematics, science and language - particularly in historically disadvantaged schools – in order to ensure that the country has the skills needed for economic development. Evaluations of interventions designed to support this objective should therefore be sufficiently rigorous to support sound judgements on project effects and inform future initiatives.

The paper is based on two meta-evaluations of mathematics, science and language that were commissioned by the Zenex Foundation, spanning 15 years' work. The first study was written jointly with Mr Eric Schollar and covered the first ten years of the Foundation's work, while the second meta-evaluation covers the period 2006 to 2011. In addition to assessing project effectiveness and identifying lessons learnt about project design and implementation, both studies examined the evaluation methodologies used and considered the implications of that these designs have for the nature of judgements that evaluators could make.

Over the last five years there has been a noticeable increase in the number of evaluations using learner performance as the primary measure of project impact and in the inclusion of control groups in their project designs. However, the meta-evaluation also shows a decreased emphasis on the use of qualitative data, especially where this data could explain learner performance patterns. It was also noted that very few evaluations overtly verify theories of change underlying interventions.

Unfortunately, many of these evaluations do not demonstrate a change in learner performance scores that can be attributed to the intervention, yet very few evaluations consider reasons for this. The paper concludes with an examination of ways in which evaluation designs could be strengthened to consider intermediate outcomes and contribute to knowledge on why interventions do and do not succeed.

Ref: SAM /80

EVALUATION AND PERFORMANCE AUDITING IN SOUTH AFRICA: CONVERGENCE OF REFORMS?

Authors and Affiliation:

Tania Ajam

Abstract

Since the advent of democracy in 1994, the South African public service has been in the throes of unremitting transformation. A host of reforms have been undertaken over the last 15 years broadly aimed at improving government effectiveness: planning reforms, budget reforms, in year management etc. Two of the most recent innovations include a systematic emphasis on evaluation (as part of the Government-wide Monitoring and Evaluation system and the outcomes based approach) and performance auditing. Yet there is some confusion on how these two performance-enhancing instruments should relate to each other and to other broader processes such as the budget process, both internationally and in South Africa.

This article explores the emerging relationship between evaluation and performance auditing in the South African context, drawing on international experience. It examines how these innovations can complement each other as well as previous reforms relating to budgeting and financial management. It also highlights tensions between the two instruments and recommends that each of these performance instruments be aligned to the particular objectives. Thus M&E should not be overly compliance focused but should encourage critical self reflection, innovation and learning. Performance auditing in relation to performance information should be implemented in its “weak form” and focus primarily on its accountability role. New approaches to accountability may have to emerge to support both effective evaluation and performance auditing.