EVALUATOR COMPETENCY AND STANDARDS FOR PUBLIC SERVICE RELATED FUNCTIONS

What are Evaluation Competencies

Session will cover:

❑What are evaluation competencies?
❑Why were they developed?
❑How can they be used

What are Evaluation Competencies?

❖ Various definitions used to define a competency,

❖ General consensus that competency refers to Set of behavior patterns an individual needs to **display** in order to **perform** effectively and efficiently **in his or her position**.

❖ The Public Service Regulations, 2001 defines 'competence' as "… the blend of knowledge, skills, behavior and aptitude that a person can apply in the work environment, which indicates a person's ability to meet the requirements of a specific post.

Competences

1.Combination of various attributes, such as

❖**Ability: Being** able to perform. While it may be possible to develop abilities, they cannot be created.

❖**Assessment: A** formal evaluation of competencies relative to a specific position

❖**Attitudes: A** mindset that affects the way a person feels, thinks and acts.

❖**Behaviour:**A way a person feels, thinks and acts

❖**Competent:** Qualified to perform to standards and requirements of the job.

❖**Skill:** Demonstrated competency to meet the required performance standards of a process activity

Uses of Competencies

❖Recruitment and selection
❖Performance and management
❖Training and development
❖Career planning and,
❖Job description
❖Succession management
❖Development of ToRs (functionality criteria/skills needed)

Why competencies?

❖ Inform and guide high quality and ethical practice in the South African Public Service
❖ Provide evaluators with a self review tool and a professional guide
❖ Support the development of employment criteria for evaluator roles through provision of guidance
❖ Enhance the professional accountability of evaluators commissioners(service providers and development partners)
❖ Increase public awareness about what makes "good" evaluation practice

Have you seen it?

THE PRESIDENCY
REPUBLIC OF SOUTH AFRICA

DEPARTMENT: PERFORMANCE MONITORING AND EVALUATION

Evaluation Competency Framework for Government

Version 2   10 July 2014

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DPME Evaluator competencies

➢ Developed 2014
➢ Competencies for M&E advisor, Evaluator and programme managers
➢ **Cover five dimensions:**
  ▪ **Overarching considerations** (Contextual knowledge & understanding, Ethical conduct and Interpersonal skills)
  ▪ **Evaluation leadership**
  ▪ **Evaluation craft** (evaluative discipline and practice, and research practice)
  ▪ **Implementation of evaluation** (Evaluation planning, managing, report writing and communication and Improvement)

Uses so far

TORs

7.3 Competencies and skills-set required

The competencies for evaluation are summarised from the Draft Evaluation Compete available on the DPME website. The service provider will be assessed against these compete (see 8.4.2):

Domain/descriptor	Demonstrated ability to
1 Overarching considerations	
1.1 Contextual knowledge and understanding	Have knowledge of relevant sectors and government systems in relation to the 14 priority outcomes and can appropriately relate the evaluation to current political, policy and governance environments
	Have a team with a minimum of 30% pdi staff.
1.2 Ethical conduct	Understand ethical issues relating to evaluation, including potential or actual conflict of interest, protecting confidentiality/anonymity, and obtaining informed consent from evaluation participants.
1.3 Interpersonal skills	Lead an evaluation and its processes using facilitation and learning approaches, to promote commitment and ownership of stakeholders
2 Evaluation leadership	Lead and manage an evaluation team effectively
3 Evaluation craft	
3.1 Evaluative discipline and practice	Use knowledge base of evaluation (theories, models including logic and theory based models, types, methods and tools), critical thinking, analytical and synthesis skills relevant to the evaluation
3.2 Research practice	Design specific research methods and tools that address

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Job description

JOB DESCRIPTION

A: JOB INFORMATION SUMMARY

Job Title	Assistant Director: Evaluation	
Branch / Component	Branch: Outcomes Monitoring and Evaluation	
Unit	Chief Directorate: Evaluation and Research	
Post reports to	Director: Evaluation	
Location	Pretoria	
Post grade	10	Date of last JE	29 September 2014
CORE	Management and General Support Personnel	
Career path	Compliance with the requirements of the higher post.	

B: PURPOSE AND DUTIES

Purpose: To support evaluations and development of the evaluation system.

Duties:
- Supporting Evaluation Directors or the DDG by project management of specific evaluation assignments;
- Drafting terms of reference, project plans and SLAs;
- Commissioning evaluations, organising Steering Committee and other meetings, organising stakeholder workshops, minuting meetings, drafting contracts for peer reviewers;
- Undertaking research or analytical activities for evaluations, reviewing evaluation documents, monitoring improvement plans;
- Analyzing relevant data as required;
- Supporting one or more provincial evaluation plans;
- Presenting to provinces and reviewing evaluation concept notes;
- Initiating and undertaking certain evaluation assignments directly with some guidance;
- Initiating and undertaking development work towards technical elements of the evaluation system;
- Presenting as required on aspects of the evaluation system as required;
- Mentoring of Interns and indirect supervision of Evaluation Officers;
- Taking on specific responsibilities within the Evaluation and Research Unit.

C: INHERENT REQUIREMENTS

C1 Formal Qualifications
Minimum requirement: A relevant 4 year tertiary qualification.
Additional: Added advantage will be a master's degree.

C2: Minimum Experience
Minimum of 4 years work experience, two of which must be in research or evaluation.

C3: Skills
1. Overarching considerations
   1.1 **Contextual Knowledge and Understanding**
   - Knowledgeable about certain sectors in South Africa (e.g. content, institutions, people and politics) and can appropriately relate evaluations to the current political, policy, and governance environments and issues.

- Can act in an appropriate cross-cultural role with cultural sensitivity and attends appropriately to issues of diversity.
1.2 **Ethical Conduct**
- Operates in an ethical manner.
1.3 **Interpersonal Skills**
- Operate in a co-operative and respectful manner.
- Able to communicate effectively in writing, on the telephone

2. Leadership
- Able to make sound decisions that incorporate evaluative and critical thinking in planning and decision making processes.
- Taking initiative but work well in a team.
- Drive to solve problems.

3. Evaluation craft
3.1 **Evaluative Discipline and Practice**
- Analytical approach, and able to use evidence-based data.
- Acts professionally, achieves and modules high standards of integrity, independence and quality.

3.2 **Research Practice**
- Good understanding of evaluation and research methodology.
- Able to use specific research methods and tools relevant to evaluation, this may include qualitative, quantitative or mixed methods.
- Able to systematically gather, analyse, and synthesise relevant evidence, data and information from a range of sources, identifying relevant material, assessing its quality, spotting gaps.
- Able to interpret the findings and reach valid, defensible, and transparent findings that address the evaluation questions.

4. Implementation of evaluation
4.1 Evaluation planning

4.2 Evaluation management
- Ability to manage different aspects of the evaluation from government's side, from drafting TORs, commissioning, through to completion.

4.3 Report writing and communication
- Ability to communicate with diverse audiences, e.g. selecting and presenting findings to different stakeholders.
- Able to express themselves in writing, e.g. drafting letters for signing by the DG, writing operational reports for the director, develop analytical reports on different aspects of evaluation.
- Attention to detail and good completer-finishers.
- Can critique and provide constructive feedback on reports.

4.4 **Improvement**

Progress thus far

❖ DPME has partnered with DPSA in this process
❖ DPSA developed generic competencies
❖ DPME to lead process of developing technical evaluation competencies
❖ Working off the 2014 version
❖ A draft framework is in the process of being developed and will be consulted on
❖ A task team to work on this is being put together
❖ Please participate in the process