



THE PRESIDENCY  
REPUBLIC OF SOUTH AFRICA

DEPARTMENT: PERFORMANCE MONITORING AND EVALUATION

## **Evaluation Competency Framework for Government**

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## Glossary

Competency Evaluation craft Evaluator	Knowledge, skills and ability to undertake an activity The skills to conduct an evaluation effectively Person that may be internal or external to the government and is involved in designing and conducting the evaluation. The evaluator may conduct an evaluation on their own or with team members who bring complementary knowledge, skills and abilities. Note that the competencies suggested for the evaluator may apply to the evaluation team, rather than are necessarily all held in one person.
Improvement Plan	Plan developed based on the findings and recommendations of an evaluation. There is a specific format and guideline for this.
Institutional Review Board	Formal board established to review the ethical standards of an evaluation (DPME is developing a guideline in this regard).
Intervention Management Response	Policy, programme, project or activity undertaken by government for a specific purpose The formal response by the department concerned to the recommendations of an evaluation. There is a specific format and guideline for this.
M&E advisor	Person that is internal to the department, often provides advice on the evaluation process and is influential in both the evaluation and management decisions. This person may also overlap with the evaluator role;
Programme manager	Person manages the programme and is usually the key intended user for the evaluation results. This person is often responsible for identifying the need for an evaluation

## Introduction

This South African Evaluation Competency Framework (ECF) describes the competences (knowledge, skills and abilities) for the managers and users of government evaluations conducted through the national evaluation system, through setting benchmarks of quality evaluation practice. This document considers competencies in relation to five dimensions: (1) overarching considerations, (2) leadership, (3) evaluation craft, and (4) the implementation of evaluations.

The competencies apply to three different roles that are involved in the evaluation of government programmes and policies. The three roles are the:

- (1) **Programme manager**, who manages the programme and is usually the key intended user for the evaluation results. This person is often responsible for identifying the need for an evaluation;
- (2) **M&E advisor**, a person that is internal to the department, often provides advice on the evaluation process<sup>1</sup> and is influential in both the evaluation and management decisions. This person may also overlap with the evaluator role; and
- (3) **Evaluator**, a person that may be internal or external to the government and is involved in designing and conducting the evaluation. The evaluator may conduct an evaluation on their own or with team members who bring complementary knowledge, skills and abilities. Note that the competencies suggested for the evaluator may apply to the evaluation team, rather than are necessarily all held in one person.

This Competency Framework suggests domains, describes the elements of that domain, and then suggests the level of competence for the programme manager, M&E advisor, and evaluators.

These South African government evaluation competencies was developing based on a review of international evaluation competencies, their strengths, weaknesses, and appropriateness for South Africa, with support from GIZ. Inputs were provided by present and past SAMEA board members.

## Usage of the Framework

This Framework has been sequenced to enable users to immediately identify areas where they need guidance. The table below should be used in order to assist those using the Framework to get to the part of most relevance. The Framework can be used for different purposes such as:

- A human resource assessment tool to recognise and assess a programme managers current evaluation capacity and identify the gaps and provide relevant training to fill these;
- To develop job descriptions by departments and generic ones by DPSA. DPME has used it for this purpose;
- To develop appropriate training programmes to build the competencies required. DPME's suite of evaluation training courses have built on these;
- To guide the selection of service providers. DPME's terms of reference for evaluations includes competences derived from these;

<sup>1</sup> Currently this person is usually playing a monitoring role and may be located in different units, M&E, research or the strategic management unit of departments.

- As a diagnostic tool to assess individual performance.

**Summary of the competency dimensions**

Competence Dimension	Domain	Relevance
<p><b>1 Overarching considerations</b> This dimension is concerned with outlining the competencies relevant across the practice of evaluation. Without the development of these skills evaluation use will be limited.</p>	<p>Contextual Knowledge and Understanding Ethical Conduct Interpersonal Skills</p>	<p>This dimension cuts across all others and is the baseline skills required in order to perform a number of the other tasks successfully. This section could primarily be referred to for:</p> <ul style="list-style-type: none"> <li>• Commissioning an evaluation</li> <li>• Basic training</li> <li>• Cross-referencing evaluation core tasks to existing job descriptions</li> </ul>
<p><b>2 Leadership</b> This is the quality of being able to champion evaluation processes</p>	<p>Leadership</p>	<p>This dimension is primarily concerned with the skills of those who need to lead evaluation functions (whether programme managers, M&amp;E Advisors or Evaluators). This section could primarily be referred to for:</p> <ul style="list-style-type: none"> <li>• Commissioning an evaluation</li> <li>• Developing an evaluation function in a department</li> <li>• Developing leadership training</li> <li>• Developing a terms of reference for an evaluation committee</li> </ul>
<p><b>3 Evaluation craft</b> What people need to know about evaluation and links to research practice</p>	<p>Evaluative Discipline and Practice Research Practice</p>	<p>This dimension is concerned with the evaluation and research skills needed to conduct evaluations. This section can be referred to for:</p> <ul style="list-style-type: none"> <li>• Identifying skills needed when commissioning an evaluation</li> <li>• Developing evaluation training applicable to target group</li> <li>• Understanding the research skills needed to conduct an evaluation</li> <li>• Ensuring recognition of link between research and evaluation skills</li> </ul>
<p><b>4 Implementation of evaluation</b> The actual running of the evaluation</p>	<p>Planning Management Reporting Improvement</p>	<p>This dimension is concerned with the process to conduct evaluations. This section can be referred to for:</p> <ul style="list-style-type: none"> <li>• Identifying skills needed when commissioning an evaluation</li> <li>• Developing a training on evaluation process</li> </ul>

Competence Dimension	Domain	Relevance
		<ul style="list-style-type: none"> <li>• Managing implementation of an evaluation</li> <li>• Meta-evaluation of the evaluation's implementation</li> <li>• Ensuring that management response and Improvement Plans are developed, implemented and monitored</li> </ul>

## 1 Overarching Considerations

Domains/Descriptors	Prog Manager	M&E Advisor (Ability to advise on and not action)	Evaluator/evaluation team
<p><b>1.1 Contextual knowledge and understanding</b></p> <p><b>CK1 - Sector specific knowledge:</b> Knowledge of relevant sectors in South Africa (e.g. content, institutions, people and politics) and the ability to appropriately relate the evaluation to the current political, policy, and governance environments and issues</p>	<p>Able to demonstrate a deep knowledge and understanding of the relevant sector in South Africa (e.g. content, institutions, people and politics) and to appropriately relate the evaluation to the current political, policy, and governance environments and issues</p>	<p>Able to demonstrate an understanding of relevant sectors in South Africa (e.g. content, institutions, people and politics) and appropriately relate the evaluation to the current political, policy, and governance environments and issues</p>	<p>Able to demonstrate a deep knowledge and understanding of the relevant sector in South Africa (e.g. content, institutions, people and politics) and to appropriately relate the evaluation to the current political, policy, and governance environments and issues</p>
<p><b>CK2 - Donor Knowledge:</b> Donor-specific knowledge if relevant</p> <p><b>CK4 - Intervention Knowledge:</b> Understands the specific intervention focused on in the evaluation and how and why it was developed and implemented</p>	<p>Able to explain donor-related issues if relevant</p> <p>Able to guide others on the specific intervention being evaluated. Explain how and why the intervention was developed and implemented</p>	<p>Able to explain donor-related issues if relevant</p>	<p>Able to explain donor-related issues if relevant</p> <p>Able to understand the specific intervention being evaluated, explain how and why it was developed and implemented (degree of familiarity needed may differ)</p>
<p><b>CK4 - Acquiring Knowledge:</b> If not familiar with the specific intervention, has an ability to grasp this and related knowledge in a short time period</p> <p><b>CK5 - Cultural Sensitivity:</b> Displays appropriate cultural sensitivity</p> <p><b>CK6 - Sensitivity to mix needed for team:</b> Ability to provide, as an individual evaluator or to form an evaluation team that has credibility in the context and the range of relevant connections, knowledge, skills and experience required for the specific evaluation</p>	<p>n/a</p> <p>Acts in a culturally sensitive manner</p> <p>Able to advise on the relevant connections/relationships, knowledge and experience required for the specific evaluation</p>	<p>If not familiar with the specific intervention, able to grasp and relate knowledge in a short time period</p> <p>Acts in a culturally sensitive manner</p> <p>Able to advise on an appropriate evaluation team that has credibility in that context and the range of relevant connections/relationships, knowledge, skills and experience required for the specific evaluation</p>	<p>If not familiar with the specific intervention, able to grasp and relate knowledge in a short time period</p> <p>Acts in a culturally sensitive manner</p> <p>Able to provide, as an individual evaluator or to form an evaluation team that has credibility in that context and the range of relevant connections/relationships, knowledge, skills and experience required for the specific evaluation</p>

Domains/Descriptors	Prog Manager	M&E Advisor	Evaluator/evaluation team
<b>CK7 - Government Knowledge:</b> Knowledge of government systems including the government-wide evaluation systems, as appropriate	Able to describe relevant government systems	Able to describe government systems and advise on the operation of the government-wide evaluation system	Able to describe relevant government systems including the government-wide evaluation system

Domain/descriptors	Prog Manager	M&E Advisor	Evaluator
<b>1.2 Ethical conduct</b>			
<b>E1 - Government Standards and Ethics:</b> Understands how to develop and apply appropriate government standards and ethics in the evaluation design	Able to demonstrate understanding of appropriate government standards and ethics	Able to advise on anonymity and/or confidentiality agreements, and know when Institutional Review Boards (IRB) are appropriate and the process to obtain approval	Able to develop and apply anonymity and/or confidentiality agreements, and know when Institutional Review Boards (IRB) are appropriate and the process to obtain approval
<b>E2 - Personal Ethics:</b> Understand and take the appropriate action on possible ethical issues, including potential or actual conflict of interest, protecting confidentiality/anonymity, and obtaining informed consent from evaluation participants	Able to direct the appropriate action on possible ethical issues, including potential or actual conflict of interest, protecting confidentiality/anonymity	Able to advise on appropriate action on possible ethical issues, including potential or actual conflict of interest, protecting confidentiality/anonymity, and obtaining informed consent from evaluation participants	Able to take the appropriate action on possible ethical issues, including potential or actual conflict of interest, protecting confidentiality/anonymity, and obtaining informed consent from evaluation participants

Domain/descriptors	Prog Manager	M&E Advisor	Evaluator
<b>1.3 Interpersonal skills</b>			
<b>I1 - Relationship Management:</b> Ability to develop collaborative, co-operative and respectful relationships with those involved in and affected by the evaluation (stakeholders) and evaluation team members	Able to develop collaborative, co-operative and respectful relationships with those involved in and affected by the evaluation (stakeholders) and evaluation team members Able to respond appropriately to communications from internal and external stakeholders	Able to develop collaborative, co-operative and respectful relationships with those involved in and affected by the evaluation (stakeholders) and evaluation team members Able to respond appropriately to communications from internal and external stakeholders	Able to develop collaborative, co-operative and respectful relationships with those involved in and affected by the evaluation (stakeholders) and evaluation team members Able to respond appropriately to communications from internal and external stakeholders
<b>I2 - Communication:</b> Ability to respond appropriately to communications from internal and external stakeholders	Able to support the evaluation and its processes using facilitation and learning approaches, and promote commitment and ownership of stakeholders, notably within	Able to advise the evaluation and its processes using facilitation and learning approaches, and promote commitment and ownership of stakeholders	Able to lead the evaluation and its processes using facilitation and learning approaches, and promote commitment and ownership of stakeholders
<b>I3 - Facilitation:</b> Ability to support the evaluation and its processes using facilitation and learning approaches, and promote commitment and ownership of stakeholders			



Domain/descriptors	Prog Manager	M&E Advisor	Evaluator
<p><b>I3 - Problem Solving:</b> Ability to undertake suitable negotiation and conflict resolution processes to handle challenges emerging during the evaluation</p>	<p>the senior management of the custodian department</p> <p>Able to undertake suitable negotiation and conflict resolution processes to handle challenges emerging during the evaluation</p>	<p>Able to undertake suitable negotiation and conflict resolution processes to handle challenges emerging during the evaluation</p>	<p>Able to undertake suitable negotiation and conflict resolution processes to handle challenges emerging during the evaluation</p>

## 2 Evaluation leadership

Domains/descriptors	Prog Manager	M&E Advisor	Evaluators
<p><b>L1 - Strategic Planning:</b> Ability to explain and analyse how evidence is used to diagnose and identify appropriate intervention in the strategic and operational planning process</p> <p><b>L2 – Strategic leadership:</b> Ability to promote a clear and compelling vision and mission and culture of use of evaluation that supports the planning cycle</p> <p><b>L3 – Decision Making:</b> Ability to make sound decisions that incorporate evaluative and critical thinking in planning and decision making processes</p> <p><b>L4 – Organisational Strategy:</b> Understands relevant policies and organisational strategy and the ability to identify and articulate related key evaluation questions and relate evaluation findings to them</p> <p><b>L5 – Resource Management:</b> Ability to effectively negotiate funding for evaluation with a range of internal and external stakeholders</p> <p><b>L6 – Stakeholder mobilisation:</b> Ability to motivate stakeholders to commit time and resources and work together to undertake the evaluation and ensure use</p> <p><b>L7 – Evaluation Use:</b> Ability to provide guidance to others within and external to the organization on how to reflect on and use evaluation findings effectively</p> <p><b>L8 – Team leadership and roles:</b> Demonstrates strong leadership of the evaluation process and ability to work with an</p>	<p>Able to explain how evidence could be used to diagnose and identify appropriate elements for strategic and operational plans, and the role evaluation can play in this</p> <p>Able to explain the need for evaluation for learning and continuous improvement</p> <p>Able to make sound decisions that incorporate evaluative and critical thinking in their programme planning and decision making processes</p> <p>Able to explain relevant policies and organisational strategy and to identify and articulate related key evaluation questions</p> <p>Able to effectively negotiate funding with a range of internal and external stakeholders</p> <p>Able to motivate stakeholders to commit time and resources and work together to undertake the evaluation and ensure use</p> <p>Able to explain how to use evaluation findings to mobilise support or motivate for changes at a strategic level</p> <p>Able to lead and chair a steering committee that is managing an evaluation process, and manage</p>	<p>Able to explain how to practically use evaluation evidence in developing strategic and operational plans</p> <p>Able to develop and communicate a clear and compelling vision and mission and culture of use of evaluation that supports the planning cycle</p> <p>Able to make sound decisions that incorporate evaluative and critical thinking in their programme planning and decision making processes</p> <p>Able to identify relevant policies and organisational strategy and to clarify evaluation questions so that they respond to the purpose of the evaluation</p> <p>Able to advise on funding required to undertake an appropriate evaluation for the identified purpose</p> <p>Able to motivate stakeholders to commit time and resources and work together to undertake the evaluation and ensure use</p> <p>Able to provide guidance to others within and external to the organization on how to reflect on and use evaluation findings effectively</p> <p>Able to work with programme staff and stakeholders effectively, acting as the</p>	<p>Able to analyse how evidence is needed in developing strategic and operational plans, and the role evaluation can play in this</p> <p>Able to explain the need for evaluation for learning and continuous improvement</p> <p>Able to facilitate a process to identify questions and evidence needed to support sound decisions in planning and decision making processes</p> <p>Able to learn relevant policies and organisational strategy and to clarify evaluation questions so that they respond to the purpose of the evaluation</p> <p>Able to comment on funding required to undertake an appropriate evaluation for the identified purpose</p> <p>Able to comment on resources required to undertake an appropriate evaluation for the identified purpose</p> <p>Able to provide guidance to others within and external to the organization on how to reflect on and use evaluation findings effectively</p> <p>Able to lead and manage an evaluation team effectively, and work well with stakeholders</p>

Domains/descriptors	Prog Manager	M&E Advisor	Evaluators
evaluation team	the group process with stakeholders and the evaluation team	evaluation advisor	
<p><b>L9 - Evaluation process:</b> Ability to manage the evaluation process in such a way that it maximises the impact of the process as well as the quality of the product</p>	Able to document process and undertake reflection/learning during and after the evaluation	Able to document process and undertake reflection/learning during and after the evaluation	Able to suggest learning to be used as the evaluation unfolds
<p><b>L10 - Use:</b> Understands how to promote use through follow up and tracking of evaluation recommendations, and mobilisation of stakeholders</p>	Able to apply evaluation results and Improvement Plan to implement changes or mobilise support or motivate for changes at a strategic level	Able to advise on how to apply evaluation results and Improvement Plan to implement changes or mobilise support, and able to track changes	Able to advise on how to apply evaluation results to implement changes or mobilise support

### 3 Evaluation Craft

Domains/descriptors		Prog Manager		M&E Advisor		Evaluator	
3.1	Evaluative Discipline and Practice						
<b>ED1 - Design:</b>	Understands the knowledge base of evaluation (theories, models including logic and theory based models, types, methods and tools) and how this would impact on appropriate evaluation designs	Able to explain basics of evaluation including different types, different ways of answering evaluation questions, and how to ensure use	Able to explain knowledge base of evaluation (theories, models including logic and theory-based models, types, methods and tools) and to apply this in designing evaluations	Able to explain knowledge base of evaluation (theories, models including logic and theory-based models, types, methods and tools) and to apply this in designing evaluations	Able to explain knowledge base of evaluation (theories, models including logic and theory-based models, types, methods and tools) and to apply this in designing evaluations	Able to explain knowledge base of evaluation (theories, models including logic and theory-based models, types, methods and tools) and to apply this in designing evaluations	Able to explain knowledge base of evaluation (theories, models including logic and theory-based models, types, methods and tools) and to apply this in designing evaluations
<b>ED3 – Critical/analytical thinking:</b>	Ability to provide critical thinking, analytical and synthesis skills to the evaluation	Able to reflect critically around their area of work and the evaluation	Able to provide critical thinking, analytical and synthesis skills to the evaluation	Able to provide critical thinking, analytical and synthesis skills to the evaluation	Able to provide critical thinking, analytical and synthesis skills to the evaluation	Able to provide critical thinking, analytical and synthesis skills to the evaluation	Able to provide critical thinking, analytical and synthesis skills to the evaluation
<b>ED4 – Evaluation methodology:</b>	Understands current issues in evaluation methodology and is familiar with relevant evaluation organisations	n/a	Able to explain current issues in evaluation and the main implications for evaluation methodology and is familiar with relevant evaluation organisations	Able to explain current issues in evaluation and the detailed implications for selection of appropriate methodologies, and is familiar with relevant evaluation organisations	Able to explain current issues in evaluation and the detailed implications for selection of appropriate methodologies, and is familiar with relevant evaluation organisations	Able to explain current issues in evaluation and the detailed implications for selection of appropriate methodologies, and is familiar with relevant evaluation organisations	Able to explain current issues in evaluation and the detailed implications for selection of appropriate methodologies, and is familiar with relevant evaluation organisations
<b>ED5 - Use:</b>	Understands how to use evidence-based data to inform recommendations	Able to critique the evidence base of recommendations and help to formulate useful and actionable recommendations	Able to use evidence-based data to formulate useful and actionable recommendations	Able to use evidence-based data to formulate useful and actionable recommendations	Able to use evidence-based data to formulate useful and actionable recommendations	Able to use evidence-based data to formulate useful and actionable recommendations	Able to use evidence-based data to formulate useful and actionable recommendations
<b>ED6 - Enhancing Evaluative Practice:</b>	Reflects on their identity, evaluation practice and expertise and assess need for growth, engaging in professional development to enhance their evaluation capacity as well as to inform the field	n/a	Able to reflect on their identity, evaluation practice and expertise and assess need for growth, engaging in professional development to enhance their evaluation capacity as well as to inform the field	Able to reflect on their identity, evaluation practice and expertise and assess need for growth, engaging in professional development to enhance their evaluation capacity as well as to inform the field	Able to reflect on their identity, evaluation practice and expertise and assess need for growth, engaging in professional development to enhance their evaluation capacity as well as to inform the field	Able to reflect on their identity, evaluation practice and expertise and assess need for growth, engaging in professional development to enhance their evaluation capacity as well as to inform the field	Able to reflect on their identity, evaluation practice and expertise and assess need for growth, engaging in professional development to enhance their evaluation capacity as well as to inform the field
<b>ED7 - Quality of Evaluative Practice:</b>	Acts professionally, achieves and models high standards of integrity, independence and quality in dealing with internal and external stakeholders, applying judgement and ensuring the highest evaluation standards are upheld	N/A	Acts professionally, achieves and models high standards of integrity, independence and quality in dealing with internal and external stakeholders, applying judgement and ensuring the highest evaluation standards are upheld	Acts professionally, achieves and models high standards of integrity, independence and quality in dealing with internal and external stakeholders, applying judgement and ensuring the highest evaluation standards are upheld	Acts professionally, achieves and models high standards of integrity, independence and quality in dealing with internal and external stakeholders, applying judgement and ensuring the highest evaluation standards are upheld	Acts professionally, achieves and models high standards of integrity, independence and quality in dealing with internal and external stakeholders, applying judgement and ensuring the highest evaluation standards are upheld	Acts professionally, achieves and models high standards of integrity, independence and quality in dealing with internal and external stakeholders, applying judgement and ensuring the highest evaluation standards are upheld

Domains/descriptors	Prog Manager	M&E Advisor	Evaluator
<b>ED8 - Enhancing Evaluative Practice:</b> Ability to capacitate others on evaluation approaches and methodologies, enhancing their ability to identify and select appropriate approaches and methodologies	N/A	Able to capacitate others on evaluation approaches and methodologies, enhancing their ability to identify and select appropriate approaches and methodologies	Able to capacitate others on evaluation approaches and methodologies, enhancing their ability to identify and select appropriate approaches and methodologies

Domains/descriptors	Prog Manager	M&E Advisor	Evaluator
<b>3.2 Research Practice</b>			
<b>RP1 - Methods:</b> Ability to use specific research methods and tools that address the evaluation's research needs, this may include qualitative, quantitative or mixed methods. For a particular evaluation, these should be specified.	Able to clarify different methods and their strengths and challenges	Able to explain specific research methods and tools that address the evaluation's research needs, this may include qualitative, quantitative or mixed methods	Able to explain specific research methods and tools that address the evaluation's research needs, this may include qualitative, quantitative or mixed methods
<b>RP2 - Data Collection and Analysis:</b> Ability to systematically gather, analyse, and synthesise relevant evidence, data and information from a range of sources, identifying relevant material, assessing its quality, spotting gaps	n/a	Able to critique the way evidence, data and information from a range of sources has been gathered, analysed, and synthesised, identifying quality and spotting gaps	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
<b>RP3 - Data Interpretation and Application:</b> Ability to interpret the findings and reach valid, defensible, and transparent findings that address the evaluation questions	Able to interpret findings, the relevance and quality of material, as well as gaps, and the relationship to the evaluation questions	Able to analyse and critique the findings and whether they are valid, defensible, and transparent and address the evaluation questions	Able to generate findings that are valid, defensible, and transparent and address the evaluation questions
<b>RP4 - Capacity development:</b> Ability to develop the capacity of the evaluation team as well as government staff to systematically gather, analyse, and synthesise relevant evidence, data and information from a range of sources, identifying relevant material, assessing its quality, and spotting gaps	n/a	Able to develop the capacity of internal stakeholders to interpret findings, the relevance and quality of material, as well as gaps, and clarify the relationship to the evaluation questions	Able to develop the capacity of the evaluation team as well as government staff to systematically gather, analyse, and synthesise relevant evidence, data and information from a range of sources, identifying relevant material, assessing its quality, and spotting gaps

## 4 Implementation of Evaluation

Domains/descriptors		Prog Manager		M&E Advisor		Evaluator	
<b>4.1 Evaluation Planning</b>		Able to articulate the programme theory of change		Able to develop clear theory of change with quality programme logframe with good programme logic and indicators		Able to facilitate development of clear theory of change and quality programme logframe with good programme logic and indicators	
<b>P1 - Planning:</b> Ability to develop or facilitate development of clear theory of change with quality programme logframes with good programme logic and indicators							
<b>P2 – Design – purpose:</b> Ability to determine and clarify the purpose and objectives for the evaluation that directly relate to the key users' information needs, and understands the importance of an evaluation's critical timing and type of product delivered		Able to determine and clarify the purpose and objectives for the evaluation, and understands the importance of an evaluation's critical timing and type of product delivered		Able to determine and clarify the purpose and objectives for the evaluation that directly relate to the key users' information needs		Able to facilitate clarification of the purpose and objectives for the evaluation that directly relate to the key users' information needs	
<b>P3 – Design - TOR:</b> Ability to develop and write a clear and focused evaluation TOR		Able to identify the evaluation purpose and questions for the TOR		Able to develop and write a clear and focused evaluation TOR, in collaboration with programme staff		Able to interrogate the TORs, identify areas which need clarification and interpret from them a suitable methodology	
<b>P4 – Design - methodology:</b> Based on the evaluation's purpose and objectives, has the ability to design an appropriate and feasible evaluation with appropriate analytical framework and methods		Able to clearly identify how the evaluation design addresses the purpose, objectives and evaluation questions		Able to design an evaluation's methodology and scope in general terms, which is appropriate to the questions and feasible, to be included in the TOR		Able to design an evaluation's purpose and objectives, which is appropriate to the questions and feasible	
<b>P5 - Resource Management:</b> Ability to develop an appropriate budget for an evaluation and when necessary to negotiate evaluation budgets with an understanding of how budgets influence evaluation designs		Able to understand the implications of the budget for addressing questions to be answered, and make informed decisions		Able to develop an appropriate budget for an evaluation linked to the evaluation design and when necessary to negotiate evaluation budgets		Able to develop an appropriate budget for an evaluation linked to a proposed evaluation design and to explain and negotiate evaluation budgets	
<b>P6 - Feasibility:</b> Ability to assess the evaluability of a programme or policy		n/a		Able to assess the evaluability of a programme		Able to assess the evaluability of a programme	
<b>P7 - Use:</b> Ability to ensure that evaluation planning considers how to assess the potential unintended effects of interventions, both positive and negative, as well as intended effects		Ensures in evaluation planning that potential unintended effects of interventions, both positive and negative, as well as intended effects are		Ensures in evaluation planning that potential unintended effects of interventions, both positive and negative, as well as intended effects are considered in the design		Ensures in evaluation planning that potential unintended effects of interventions, both positive and negative, as well as intended effects are considered in the design	

Domains/descriptors		Prog Manager		M&E Advisor		Evaluator	
			considered				

Domains/descriptors		Prog Manager		M&E Advisor		Evaluator	
<b>4.2 Managing Evaluation</b>							
<b>M1 - Government Processes:</b> Understands how to complete evaluation processes effectively		Able to manage evaluation processes effectively in terms of contracting, supply chain management, governance and improvement plans		Able to advise on effective evaluation processes in terms of contracting, supply chain management, governance and improvement plans		Able to demonstrate deep knowledge and understanding of the performance requirements of the contract	
<b>M2 - Government Context:</b> Ability to manage stakeholders interests in the intervention and the evaluation including identifying potential barriers and facilitators of the evaluation process and its intended use		Able to manage stakeholders' interests in the intervention and the evaluation including identifying potential barriers and facilitators of the evaluation process and its intended use		Able to facilitate identification of relevant stakeholders and their interests in the intervention and the evaluation including an ability to identify potential barriers and facilitators of the evaluation process and its intended use		Able to facilitate identification of relevant stakeholders and their interests in the intervention and the evaluation including an ability to identify potential barriers and facilitators of the evaluation process and its intended use	
<b>M3 - Resource Management:</b> Ability to manage evaluation resources to deliver high quality evaluations and related objectives on time and to appropriate standards		Able to oversee the evaluation resources so that high quality evaluations and related objectives are delivered on time and to appropriate standards		Able to advise on the management of evaluation resources to deliver high quality evaluations and related objectives on time and to appropriate standards		Able to manage evaluation resources to deliver high quality evaluations and related objectives on time and to appropriate standards	
<b>M4 - Stakeholder Management:</b> Ability to manage relationships with stakeholders to ensure a high quality evaluation to which stakeholders are committed, achieved on time and to appropriate standards		Able to manage relationships with stakeholders, particularly internal departmental stakeholders, to ensure a high quality evaluation to which stakeholders are committed		Able to facilitate relationships with stakeholders to ensure a high quality evaluation to which stakeholders are committed		Is sensitive to relationships with and between stakeholders and builds communication and trust, and so support a high quality evaluation to which stakeholders are committed	
<b>M5 - Decision Making:</b> Able to make timely and appropriate decisions in relation to evaluations		Able to make timely and appropriate decisions in relation to evaluations. Understands the difference between management decisions and technical evaluation decisions (which need to be negotiated with the evaluator) and understands the implications of those decisions		Able to advise the programme manager on appropriate technical and management decisions, and when and how to negotiate with the evaluator		Able to make timely and appropriate decisions in the implementation of the evaluation	

Domains/Descriptors	Prog Manager	M&E Advisor	Evaluator
<b>4.3 Report writing &amp; communication</b> <b>RW1 - Writing:</b> Ability to write clear, concise and focused reports that are credible, useful and actionable and address the key evaluation questions	Able to critique and provide constructive feedback on reports to ensure that they are credible, useful and actionable and address the key evaluation questions, and to provide useful inputs to ensure actionable recommendations	Able to critique and provide constructive feedback on reports to ensure that they are credible, the logical link between findings, conclusions and recommendations is strong, they are useful and address the key evaluation questions, and recommendations are actionable	Able to write clear, concise and focused reports that are credible, have a strong logical link between findings, conclusions and recommendations, they are useful and address the key evaluation questions, and recommendations are actionable
<b>RW2 - Clear evidence in report:</b> Evidence for evaluation choices, findings and recommendations in evaluation report is clear and understood	Able to read evaluation reports and identify key issues, availability of evidence, credibility of findings, and logic of argument	Able to critique and provide constructive feedback ensuring that reports are transparent about methodological choices, and show the evidence, analysis, synthesis, recommendations and evaluative interpretation and how these build from each other	Able to be clear and transparent about methodological choices, and show the evidence, analysis, synthesis, recommendations and evaluative interpretation and how these build from each other
<b>RW2 - Communication:</b> Ability to clearly articulate, communicate and disseminate key messages that are appropriately written for different key stakeholders	Able to advise on key messages for different key stakeholders, and manage the dissemination of information in a targeted and timely manner	Able to, advise on the writing of suitable one page policy summary, five page executive summary and main reports which draw out key messages for different key stakeholders	Able to clearly articulate and write evaluation reports with a suitable one page policy summary, five page executive summary and main reports which draw out key messages for different key stakeholders
<b>RW5 - Use:</b> Ability to identify, articulate and support strategic use of data in the report for the evaluation's intended use and users	Able to select and present findings effectively to different stakeholders	Able to select and present findings effectively to different stakeholders	Able to select and present findings effectively to different stakeholders



Domains/Descriptors		Manager		M&E Advisor		Evaluator	
<b>4.4 Improvement</b>							
<b>I1 – Management response:</b> Able to develop management response and mobilise support		Able to synthesise recommendations from report, and provide management response to recommendations. Able to mobilise support from senior management to recommendations	Able to synthesise recommendations from report, draft table for management response, and provide management response to recommendations			Understands how management response will be developed	
<b>I2 – Develop Improvement Plan:</b> Able to develop Improvement Plan and link to organisational processes		With key stakeholders, able to draft improvement plan based on recommendations, linking the plan to relevant operational processes	With key stakeholders, able to draft improvement plan based on recommendations, linking the plan to relevant operational processes			Understands how Improvement Plan will be developed and used	
<b>I3 – Implement Improvement Plan:</b> Able to implement Improvement Plan		With key stakeholders, able to take Improvement Plan, mobilise to ensure inclusion in organisational processes, including APPs	With key stakeholders, able to take Improvement Plan, mobilise to ensure inclusion in organisational processes, including APPs			n/a	
<b>I4 – Monitor Improvement Plan:</b> Able to monitor Improvement Plan		Able to use reporting formats to report on progress and take or mobilise for corrective action where needed	Able to use reporting formats to report on progress and take or mobilise for corrective action where needed			n/a	



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