Planning, Monitoring & Evaluation Diagnostic Assessment Tool

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planning, monitoring and evaluation

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What is the PM&E diagnostic assessment tool?

➢ This is a voluntarily PM&E self-assessment tool for government departments

➢ The tool assesses department's current planning, monitoring and evaluation system

➢ The assessment results are used to formulate an improvement plan to address areas of weaknesses

➢ The improvement plan identifies support mechanisms to continuously improve PM&E system

➢ The Assessment Tool focuses on 6 key PME focus areas and 36 standards

➢ The standards were derived from a comprehensive research study of M&E system across government

➢ It can be adapted for different sectors and is demand driven

➢ It has been internationally benchmarked- IRBM Malaysian model and is web based

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Purpose and Objectives

Purpose

To assess and strengthen department's PM&E system.

Objectives

- To assess departments' PM&E systems against set of key PM&E standards

- To develop an improvement plans to address areas of weaknesses

- To facilitate support to departments to continuously improve and track progression over time

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PM&E Key Focus Areas and Standards

Enabling Environment for PM&E	Organisational Capacity	Planning	Data Management	Evaluation	Use of M&E Information
Demand for information	M&E Diagnostic Skills Assessment	Situational analysis	Data management plan	Planning for evaluation	Decision-making
Organisational culture	Posts supporting M&E function	Alignment	Data collection	Managing Evaluation	Learning for improved programme implementation
Planning, M&E as a management function	Capacity Development	Programme design	Information management system	Conducting Evaluations	Allocation of scarce resources
Planning, M&E Policy Framework	Roles and responsibilities	Consultation	Programme Monitoring and /or Evaluation reports	Dissemination and publication	Accountability

Methodology for implementing the PM&E Assessment

Step 1

➤ A need to customise the generic assessment standards as per sector mandate (policies and reporting requirements)

Step 2

➤ Sector department conducts the self-assessment

Step 3

➤ DPME develop the assessment report and improvement plan

Step 4

➤ DPME present the assessment report and facilitate feedback on the improvement plan and support mechanisms

Step 5

➤ DPME facilitate support to strengthen department PME system

Step 6

➤ Department implement improvement plan

Target group to administer the tool

- **M&E officials**: this relates to the category that has the ability to gather and analyse, present and verify data on the departmental activities.

- **Programme managers:** these may comprise of Middle and Senior Management responsible to apply an evidence-based approach to monitor, evaluate and report the implementation of programmes in the institution.

- **Executive management:** responsible to assess information collected through the M&E process, and use this information for planning, budgeting, reviewing policies, decision making and improving policies, strategic and operational plans and future interventions

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Rating scale of assessment areas

➢ The tool identifies three progressive levels of improvement on which each M&E standard will be measured against

Levels	Description	Maturity level
Level 1	non-compliance with good M&E practice	Basic
Level 2	partial demonstration of good M&E practice	Intermediary
Level 3	full demonstration of good M&E practice	Advanced

Implementation of the PME assessment tool in six provinces

Pilot sites 2014/15
➢ EC Education in King Williams Town District
➢ Gauteng Provincial Health in West-Rand Health District(Leratong Hospital)
➢ North-West Provincial Health- Ngaka Modiri Molema District
➢ Commission for Gender Equality

Full Scale Implementation 2015/16
➢ Northern Cape Office of the Premier
➢ Northern Cape Provincial Legislature
➢ Limpopo Provincial Health
➢ Free State Provincial Health in Lejweleputswa Health District
➢ Department of Higher Education and Training

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Value Proposition

➢ Assessment is a collaborative process in which each group reflect and reach consensus on a score for each standard

➢ Voluntarily self-assessment which is demand led

➢ Assessment report provides the baseline for the PME system

➢ Departments develop their improvement plan and prioritise area for improvement

➢ DPME and departments develop the support strategy

➢ The system provides baseline evidence for areas of training and support

➢ Focus is on improvement and strengthening departments PM&E system

➢ Leveraging partnership e.g. JSI/SIFSA in the health sector, with resource - nine provincial coordinators to support improvement

Site visited and support provided

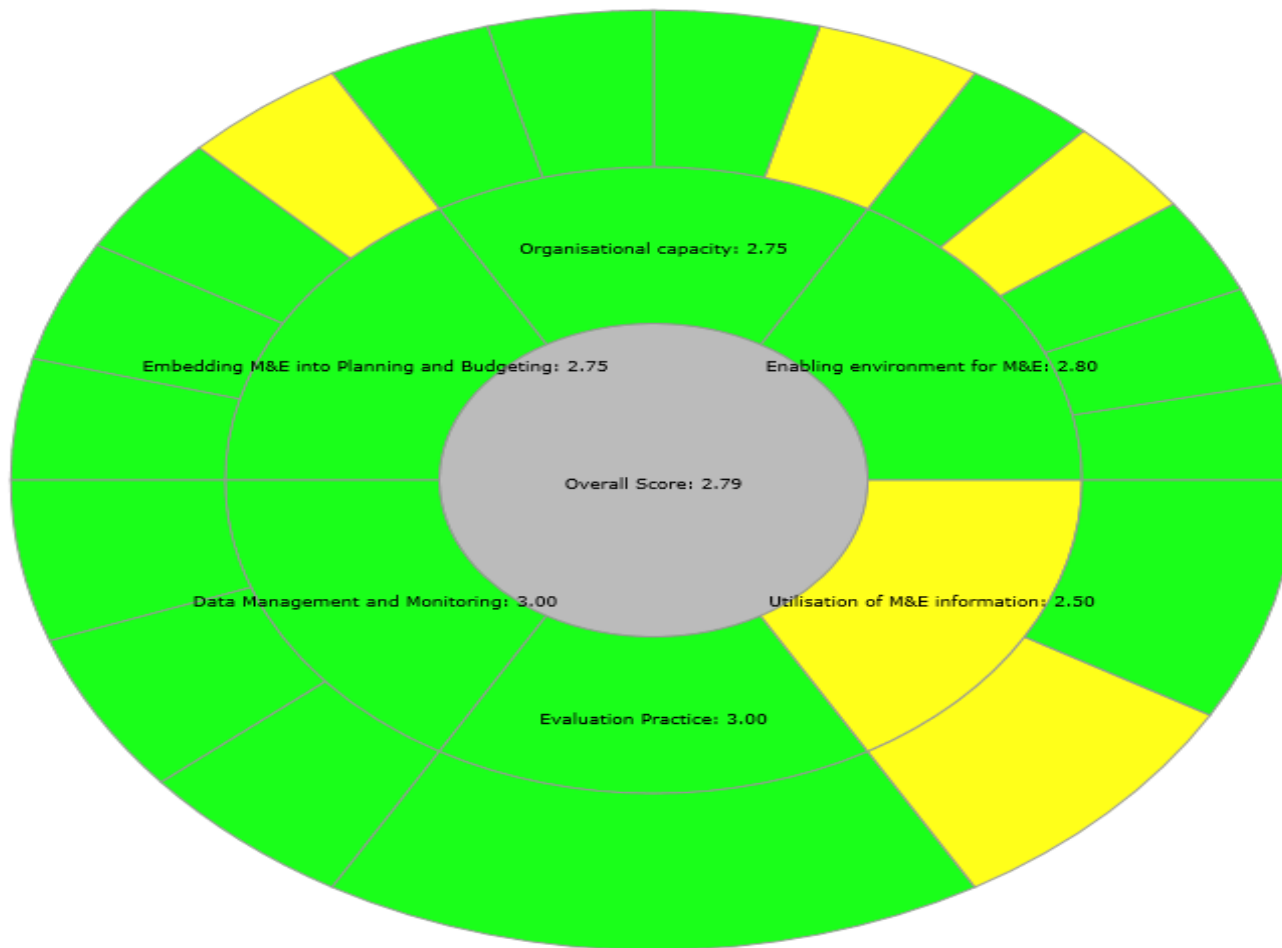|	
Commission for Gender Equality	• Guidance on the development of CGE M&E framework
West Rand Health District	• M&E training in partnership with JSI
Eastern Cape Department of Education	• Advisory support to UFH on Post Graduate M&E Diploma - 60 EC officials enrolled on the training
North-West Province NMM and Dr KK Health District	• Training on developing M&E framework, PSETA bursary to 10 officials to study at WITS M&E PGD
Department of Higher Education and Training	• Advisory support on assessment of DHET M&E of post school education system
Northern Cape OTP	• Planning support on M&E training in 2016/17
Northern Cape Provincial Legislature	• Planning support in 2016/17
Limpopo Department of Health	• Training on Standard Operating Procedures in partnership with JSI

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Reflection on ratings by school Principals

Province - Eastern Cape - Education - 2014/15 - Central M&E Unit

Organisational capacity: 1.50

Embedding M&E into Planning and Budgeting: 1.20

Enabling environment for M&E: 2.13

Overall Score: 1.56

Data Management and Monitoring: 1.67

Utilisation of M&E information: 1.40

Evaluation Practice: 1.00

FusionCharts XT Trial
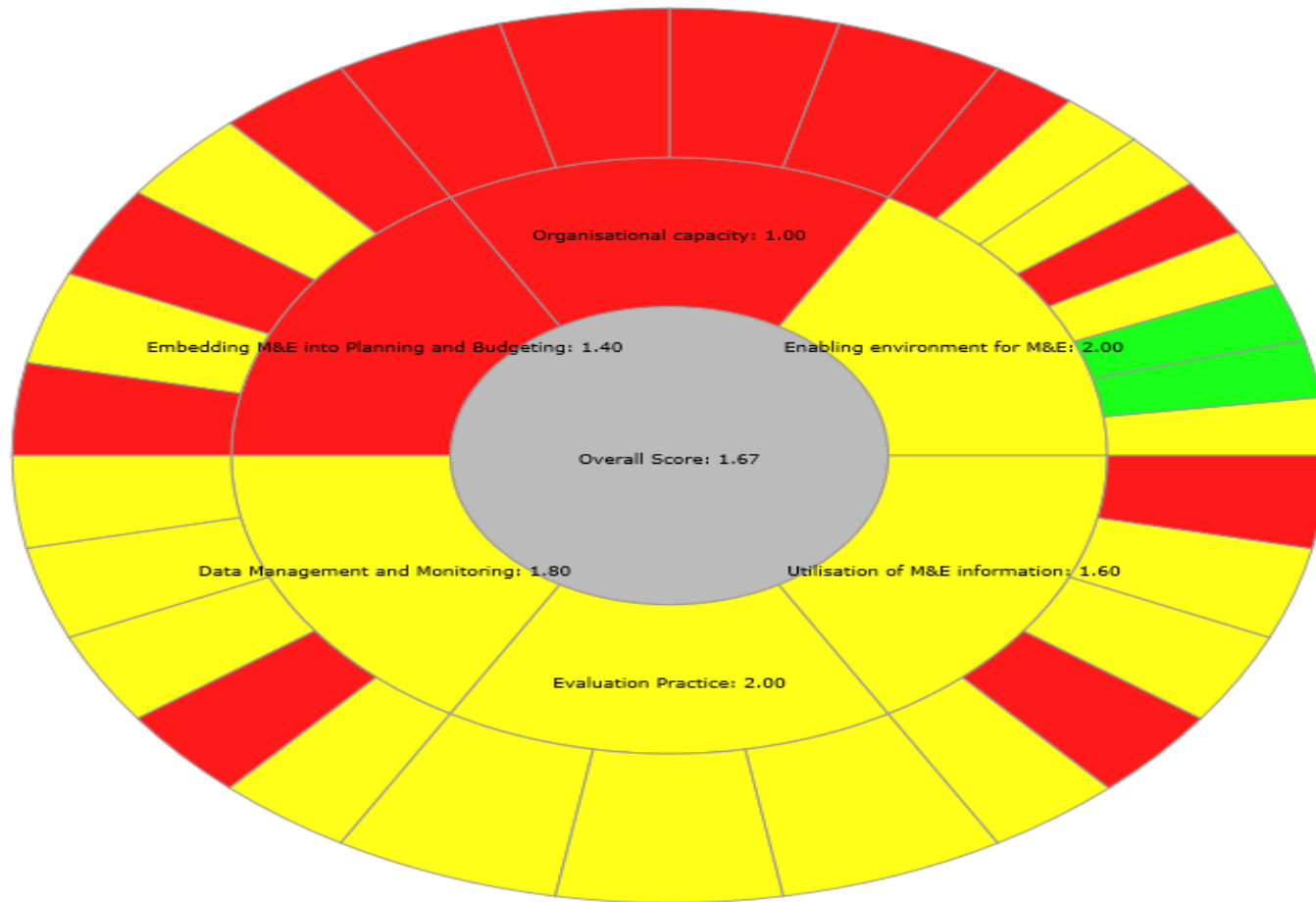
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Reflection on ratings by WSE programme management team

Province - Eastern Cape - Education - 2014/15 - Programme Management Team

Organisational capacity: 2.75

Enabling environment for M&E: 2.80

Embedding M&E into Planning and Budgeting: 2.75

Overall Score: 2.79

Data Management and Monitoring: 3.00

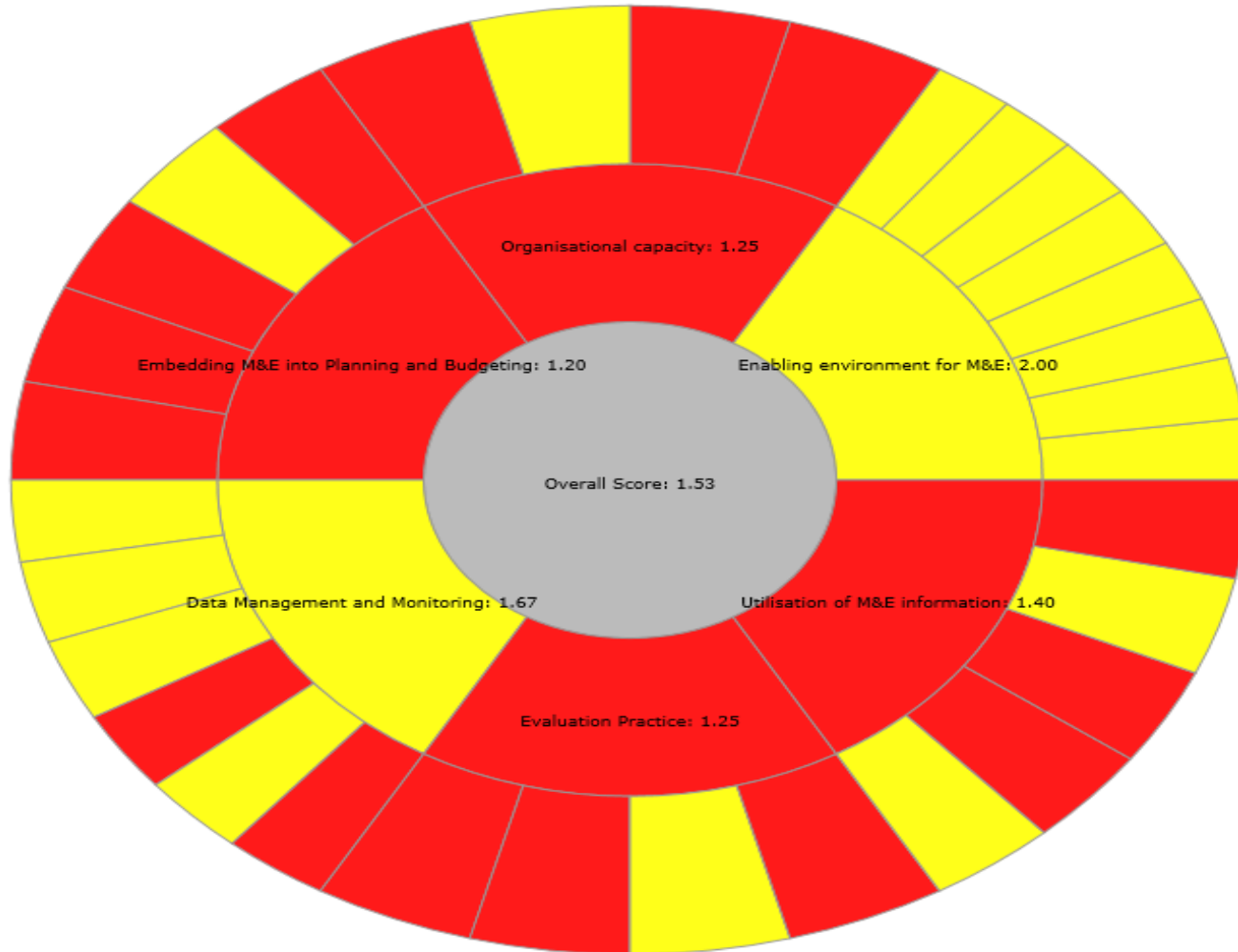Utilisation of M&E information: 2.50

Evaluation Practice: 3.00

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Reflection on ratings by Executive management team District executive managers in the Quality promotion and Standards Directorate

Province - Eastern Cape - Education - 2014/15 - Executive Management

Organisational capacity: 1.00

Embedding M&E into Planning and Budgeting: 1.40

Enabling environment for M&E: 2.00

Overall Score: 1.67

Data Management and Monitoring: 1.80

Utilisation of M&E information: 1.60

Evaluation Practice: 2.00

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Reflection on ratings: Consolidated scores of the three target groups

Province - Eastern Cape - Education - 2014/15 - Consolidated

Organisational capacity: 1.25

Embedding M&E into Planning and Budgeting: 1.20

Enabling environment for M&E: 2.00

Overall Score: 1.53

Data Management and Monitoring: 1.67

Utilisation of M&E information: 1.40

Evaluation Practice: 1.25

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Analysis and comments made by respondents

M&E Key Focus Area	Standard	Analysis and comments made by respondents
Enabling environment for M&E	1.1 Internal demand for M&E information	The scores made by school principals on the first 3 standards were rated at level 1: **demand limited to compliance driven requests**. However, the picture was slightly different with programme and executive managers as they felt there is an extensive demand for internal/external M&E information
	1.2 External demand for M&E information	
	1.3 Rewards for evidence-based performance	
	1.4 Supportive organisational culture	
	1.5 M&E mainstreamed as a management function	
	1.6 Organisational mandate consistent with sector legislation	
	1.7 Comprehensive M&E Policy Framework	
	1.8 Policy coordination and alignment of monitoring & reporting requirements	
Organisational capacity	2.1 M&E specialist staffing	The principals highlighted that there are **posts in the Districts that are not clearly defined** for schools to understand roles in such posts.
	2.2 M&E Diagnostic Skills Assessment	
	2.3 Capacity Development	
	2.4 Roles and responsibilities of the central M&E unit	
Embedding M&E into Planning and Budgeting	3.1 Planning for monitoring key performance indicators	All the ratings for these standards with the exception of 3.2 were rated by school principals and the district executives at a basic level. The executive officials highlighted that plans for evaluation have been undertaken.
	3.2 Relationship between the Planning, Budgeting and M&E functions	
	3.3 Technical Indicator Protocols	
	3.4 Budgeting and resourcing	
	3.5 Planning for evaluation	

Analysis and comments made by respondents

M&E Key Focus Area	Standard	Analysis and comments made by respondents
Data Management and Monitoring	4.1 Data sourcing and collection	One critical aspect that was highlighted by school principals is that at times school information gets lost by officials at the districts. This implies that **safe keeping of school document** should be a priority. In terms of the use of technology for data management, the challenge was cited to be **unavailability of office equipment**, no photocopying machines at Districts.
	4.2 Utilisation of existing datasets	
	4.3 Use of technology for data management	
	4.4 Regular monitoring reports include data analysis	
	4.5 Data audits and verification	
	4.6 Data archives and warehousing	
Evaluation Practice	5.1 Conducting evaluations internally	All the scores for these standards were rated at a basic level. An indication was made that there are no funds to outsource service provider for evaluation. In relation to **dissemination** of evaluation reports, it was indicated that this is only limited to when teachers are informed of exam results.
	5.2 Conducting evaluations externally	
	5.3 Evaluation role-players demonstrate requisite competences	
	5.4 Dissemination and publication	
Utilisation of M&E information	6.1 Improved decision-making	Most of the ratings for this M&E key performance area were at level 1 and 2, and one of the reasons cited by school principals was that the district focuses only on utilising information relating to **Grade 12 results** and not on information that reflects the status of resources such as building. In addition to that it was also indicated that is a contraction of process when it comes to **promotion** because the same hard working principals are not considered for promotion.
	6.2 Learning for improved programme implementation	
	6.3 Allocation of scarce resources	
	6.4 Accountability for performance	
	6.5 Informing policy review	

Improvement plan

Key Focus Area	Standard	Score	Areas of improvement/ Possible Solutions
Enabling environment for M&E	Internal demand for M&E information	2	• Effective use of WSE information: The schools must identify its own problems through self-evaluation • Decentralisation of district budget and functions
	External demand for M&E information	2	• A need to improve infrastructure and school resourcing by District, e.g. availability of basic working resources such as photocopies
	Rewards for evidence-based performance	2	• Reward evidence based performance • The district needs to lead and facilitate a supportive organizational culture
	Supportive organisational culture	2	
	M&E mainstreamed as a management function	2	• SGB's, and initiative by the school to source sponsors • Circuits awards (reward good performance and replicate best practice) • Self-Evaluation linked to SASASMS
	Organisational mandate consistent with sector legislation	2	
	Comprehensive M&E Policy Framework	2	
	Policy coordination and alignment of monitoring & reporting requirements	2	
Organisational capacity	M&E specialist staffing	1	• Appointment of more Circuit Managers
	M&E Diagnostic Skills Assessment	1	• Multi- disciplinary teams should be formed to strengthen capacity to analyse SSE-
Organisational capacity	Capacity Development	2	(district responsibility) • Peer learning • Utilise the good performing
Organisational capacity	Roles and responsibilities of the central M&E unit	1	• Schools to support others: QLTC to influence others in Circuits. • Initiate accountability mechanisms • Educators curriculum related content • Bursaries provided for educators • SGBs: The District and the University assist to capacitate SGBs on roles and responsibilities and legislative mandate governing schools • Workshops • INSET needs to be put in place • Retention strategy: The District needs to consider skills and knowledge that is lost due to high resignation by experienced staff in the teaching profession • Training in data management, including how to use SASAMS,EMIS and SEP • Fill in vacancies

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Improvement plan

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	Comprehensive M&E Policy Framework	2	
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			• Training in data management, including how to use SASAMS,EMIS and SEP
			• Fill in vacancies

Lessons learned from the pilot

➢ Integrated approach that link planning, monitoring and evaluation, supported by IT as management functions

➢ Collective engagement with assessment and improvement planning of the PME system, everyone is valued , neutralise the power relations between organisational layers

➢ Entry point for identifying areas of improvement

➢ Clear set of standards to assess the PME system

➢ Process is important - District officials heard first hand from the principals what they considers to be key in the quality and the extent of the services the district provides, where these can make a difference for improving school and teacher performance,

➢ The need to spend more time developing support tools, and providing support to departments in the next phase of the project.