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COMPASS: Tracking monitoring and evaluation developments in Anglophone Africa

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Centers for Learning on Evaluation and Results
ANGLOPHONE AFRICA

COMPASS

Tracking monitoring and evaluation developments in Anglophone Africa

2018



ACKNOWLEDGEMENTS

The 2018 Compass draws on research work from different business lines in the Centre for Learning on Evaluation and Results – Anglophone Africa (CLEAR-AA) and Twende Mbele.

Twende Mbele is a partnership of countries that collaborate on developing and implementing M&E systems, which improve government performance and impact on citizens. The publication would not have been possible without their valuable input, insight, and critical engagement.

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WORDS FROM THE **DIRECTOR**



Laila Smith

The demand around developing monitoring and evaluation (M&E) systems on the African continent is such that there is a desperate need for conducting continuous analysis of how these systems are evolving and how they are shaping practice. The Compass measures the progress of a country's developing M&E systems, as well as where there is innovation and movement at the sectoral level. The Compass can serve as an instrument for informing our research and learning on where demand and supply for M&E systems is growing.

From our 2017 launch of the Compass (then entitled Prime), we moved from 11 to 6 countries largely because there simply had not been enough movement on some key indicators, such as parliamentarians' academic qualifications or number of M&E units being established, to warrant carrying out the same research from one year to another. The data collection challenges which we experienced in our first edition, and continued in our second, show the need for further research in M&E and the development of data capturing systems. While continuing with a smaller set of indicators within a smaller sample of countries, we are increasingly certain that what we have selected to track in the Compass will reveal an important story to tell.

Going forward, the Compass will be published every two years, with the next edition coming out in 2021. I have no doubt that the 2021 edition will illustrate quite a different picture from the one narrated in this edition, given the permutations within the state around M&E systems, how parliamentarians are gaining more capacity to use M&E evidence in their oversight functions, and how universities and volunteer organisations for professional evaluation (VOPEs) are growing in numbers and strength in their contributions towards making national evaluation systems more rigorous and inclusive.

A very big thank you to the CLEAR-AA staff who have poured much passion and debate into this edition, as well as to the support from Twende Mbele in allowing us to draw on their valuable country data systems.

Laila Smith, PhD
Director

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ACRONYMS

AfDB	*African Development Bank*
AfRED	*African Evaluation Database*
CLEAR- AA	*Centre for Learning on Evaluation and Results – Anglophone Africa*
CSO	*Civil Society Organisation*
DfID	*Department for International Development of the United Kingdom government*
DPME	*Department of Planning, Monitoring and Evaluation*
GEF	*Government Evaluation Facility*
GWM&ES	*Government-Wide Monitoring and Evaluation System*
HEI	*Higher Education Institution*
IEG	*Independent Evaluation Group*
IIAG	*Ibrahim Index of African Governance*
M&E	*Monitoring and Evaluation*
MP	*Member of Parliament*
MPAT	*Management Performance Assessment Tool*
NES	*National Evaluation System*
NGO	*Non-Governmental Organisation*
NIMES	*National Integrated Monitoring and Evaluation System*
RCSP	*Rwanda Civil Society Platform*
SAMEA	*South African Monitoring & Evaluation Association*
UNEG	*United Nations Evaluation Group*
UNODC	*United Nations Office on Drugs and Crime*
VOPE	*Volunteer Organisation for Professional Evaluation*
Wits	*University of the Witwatersrand*
DAC	*Development Assistance Committee*
UNDP	*United Nations Development Programme*
OECD	*Organisation for Economic Cooperation and Development*
IMF	*International Monetary Fund*
EvalNet	*Network on Development Evaluation*

1 INTRODUCTION

The 2018 Compass is the second iteration of a cross-country comparison study of monitoring and evaluation (M&E) systems in Anglophone Africa.

The first Compass, which was produced in 2017, compared 11 countries, namely Benin, Botswana, Cote d'Ivoire, Ghana, Kenya, Niger, South Africa, Tanzania, Uganda, Zambia, and Zimbabwe.

This edition of the Compass focuses on the six Anglophone countries that are either Twende Mbele members or countries in which the Centre for Learning on Evaluation and Results - Anglophone Africa (CLEAR-AA) carried out diagnostic studies in 2018, namely Ghana, Kenya, Rwanda, South Africa, Uganda, and Zambia.

The publishing of a second Compass is indicative of the maturing evaluation practice across the continent, and adds to the growing body of literature around M&E systems and policies in Africa.



The 2018 Compass compares six Anglophone African countries: five are continuations from the previous year, with the addition of Rwanda.

1.1 Purpose of the Compass

Much of the existing literature around M&E and evaluation systems is based on European, North American and Latin American theory and practice, with little written about African M&E systems. For example, a study by the Organisation for Economic Cooperation and Development (OECD) (2016) explores evaluation systems in development cooperation focusing on 37 members of the Development Assistance Committee (DAC) Network on Development Evaluation (EvalNet) and nine multilateral organisations, including six development banks, the European Commission, the International Monetary Fund (IMF) and the United Nations Development Programme (UNDP). Another example is Rosenstein's (2015) Mapping the Status of National Evaluation Policies in South Asia. The Compass offers a snapshot of developments in M&E in Anglophone African countries and is designed to inform CLEAR-AA and development partners' understanding of M&E systems and planning for capacity development interventions in these countries, as well as contribute to public debate on the development of national M&E systems, institutionalisation of evaluation, and use of M&E evidence in the larger African context.

1.2 Definition of concepts

Monitoring and evaluation are concepts that seem inseparable; partly because the use of M&E as a term has come to have its own meaning, but also because of the symbiotic relationship between the two. In this report, there are instances were monitoring and evaluation will appear as standalone and distinct activities, and others where the catch-all M&E term will be used. This is because while most countries talk of M&E, and have established M&E systems, in practice, these are largely related to monitoring. CLEAR-AA aims

[1]*As defined in the Norms for Evaluation in the UN System, UNEG/FN/Norms (2005), United Nations Evaluation Group, Geneva, 2005.*

[2]*https://www.unodc.org/documents/evaluation/Evaluation_Handbook_new/UNODC_Evaluation_Handbook_chapters_1-3_overall_context_for_evaluation.pdf.*

to promote greater learning from M&E systems and has, as such, focused on promoting better evaluation practice among development institutions and governments. The indicators selected specifically look at growing an evaluation practice at a national evaluation systems level.

The UN Evaluation Group (UNEG) defines **evaluation** as an assessment, conducted as systematically and impartially as possible, of an activity, project, programme, strategy, policy, topic, theme, sector, operational area, or institutional performance. The United Nations Office on Drugs and Crime (UNODC) adds that evaluation uses social research methods and practices to measure what changes the programme, projects, and policies have contributed to, and to obtain a mature understanding of how it happened. This is differentiated from **monitoring**, which is routine collection of programme/project implementation and performance data, mostly to track progress. Monitoring data provides regular feedback to implementers, programme/project sponsors, and other relevant stakeholders, but does not always answer the questions why and how. While the precise definition of an **M&E system** varies between different organisations and guidelines, in this report, it will be used to refer to indicators, tools, and processes used to measure if an intervention (programme/policy/project) has been implemented according to the plan (monitoring) and is having the desired result (evaluation). **M&E** itself will refer to processes and systems generating programme/project performance information, and not systematic analysis/assessment of achievement of outcomes and impacts, which is what evaluations provide.

A national evaluation system (NES) will be used to refer to a system that exclusively defines the undertaking/commissioning and use of evaluations. This report uses a combination of the Furubo and Sandahl (2008) and Lazaro (2015) definitions of evaluation systems which state that an evaluation system exists when "evaluation is a regular part of the life cycle of public policies and programmes, it is conducted in a methodologically rigorous and systematic manner in which its results are used by political decision-makers and managers, and those results are also made available to the public." Lazaro further points out that intertwined in national evaluation systems are values, practices, and institutions associated with a particular political and administrative system (Lazaro 2015:16). In other words, evaluation systems are not separate from the administrative systems that host them, whether in government, civil society organisations (CSOs), or international development agencies. The Compass therefore not only measures the existence of technical components of a country's M&E system, but also the enabling environment that is important for the growth of evaluation practice at national level.

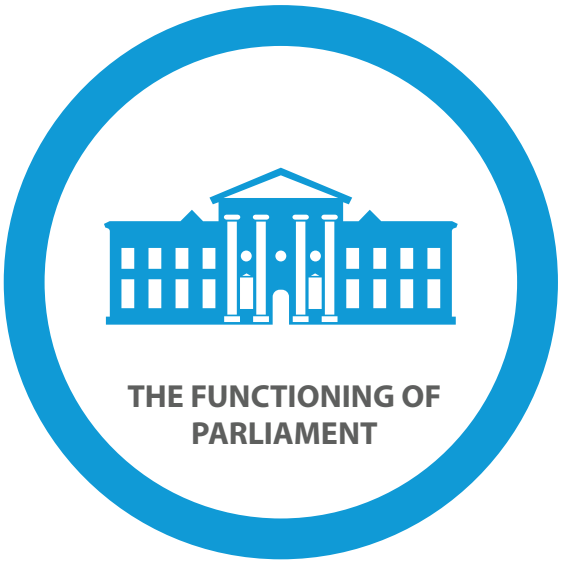
An evaluation system exists when "evaluation is a regular part of the life cycle of public policies and programmes, it is conducted in a methodologically rigorous and systematic manner in which its results are used by political decision-makers and managers, and those results are also made available to the public. (Lazaro 2015)

Although the Compass focuses on country level M&E and evaluation systems, it is important to note that these can also be sectoral, and that different systems can co-exist within a country. As a result, the Compass could be missing some of the activities taking place at sectoral or subnational level, but is nevertheless an important contribution to the knowledge base of M&E trends in the continent.

2 COMPASS DIMENSIONS

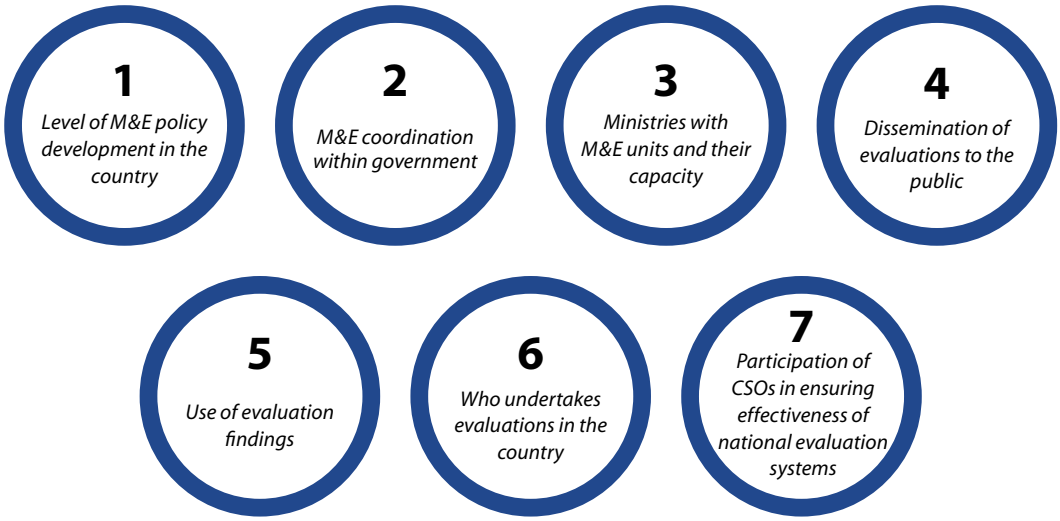
The Compass is organised around four dimensions, considered vital for developing evaluation practice within a country, summarised below (see Appendix A for a detailed definition of each).





2.1 Government-wide monitoring and evaluation system

The government-wide monitoring and evaluation system (GWM&ES) dimension measures development in government-coordinated M&E systems. Seven variables are measured:



2.2 The functioning of Parliament

Parliament is a critical lever for democratising the M&E process and supporting the use of M&E evidence. Within this dimension, three variables are measured:







2.3 Professionalisation of evaluation

There is increasing interest in the professionalisation of evaluation in the continent, and while there are still many questions about what this entails, M&E training, volunteer organisations for professional evaluation (VOPEs), and communities of practice are important indicators for measuring the growth of M&E/evaluations as a discipline. Eight variables are measured:

1. *Number of members within the VOPE*
2. *VOPE participation in the NES/GWM&ES or M&E system*
3. *Institutions of higher learning offering M&E qualifications*
4. *Levels of qualifications offered*
5. *Levels of qualifications offered*
6. *Supply of M&E qualifications*
7. *Focus of training (monitoring, evaluation, or both)*
8. *Buyers of M&E training*

2.4 Existence of an enabling environment

For national M&E systems to be robust, they require an enabling environment. While the nature of this environment is yet to be fully understood, democratic institutions, a free press, and socio-economic rights are all important components in ensuring government is using evidence to strengthen national development. Four variables are measured:

1. *Safety and rule of law in the country*
2. *Public participation and human rights in the country*
3. *Political support for M&E in the country*
4. *CSOs involvement in policy development*

3 METHODOLOGY & APPROACH

3.1 Building the 2018 Compass: Methodology explained

Data presented in the Compass has been drawn from both primary and secondary data. Primary data sources included a structured self-administered questionnaire used by key informants (M&E experts, government officials, and parliamentarians) in the six countries, as well as CLEAR-AA's hands-on experiences. To ensure reliability of the information gathered through the self-administered questionnaire, another key informant within relevant central government agencies or ministries was appointed to validate the information. Secondary data sources included five diagnostic studies conducted by the CLEAR-AA team in 2018 on the evaluation systems in Ghana, Kenya, Rwanda, Uganda, and Zambia. No diagnostic study was conducted in South Africa as a substantial amount of literature on the country's NES has been published already. Other secondary data sources used were the 2018 Ibrahim Index of African Governance (IIAG) to measure the enabling environment dimension, and research done by Twende Mbele on M&E culture in South Africa and Uganda. Data for South Africa was also drawn from the Management Performance Assessment Tool (MPAT) which is administered by the Department of Planning, Monitoring and Evaluation (DPME) across the entire public service.

3.2 Changes in the 2018 Compass

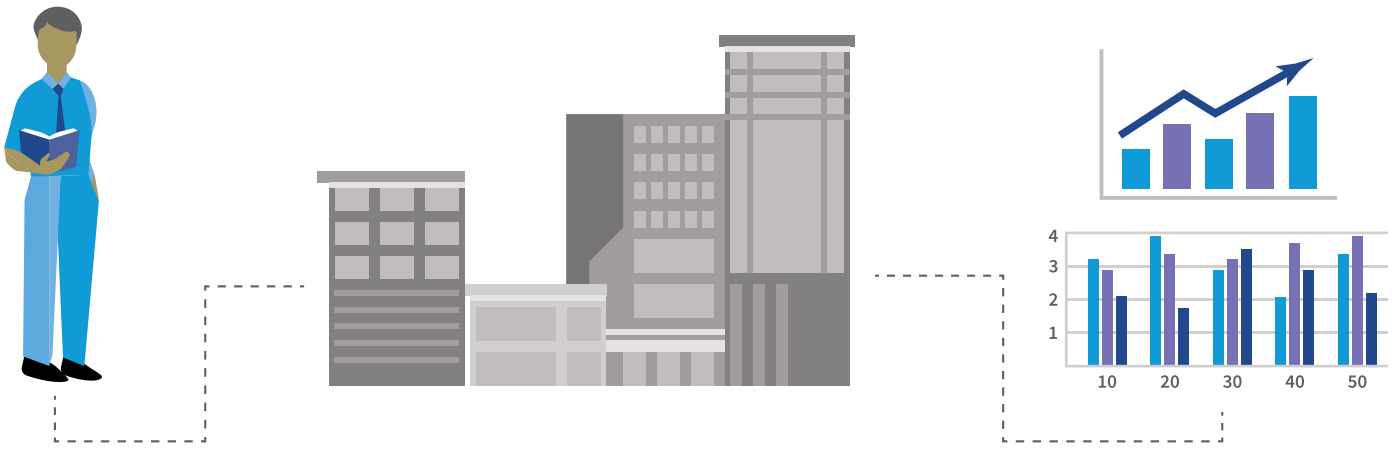
A number of changes were made to the 2018 Compass from the 2017 Compass, such as the adaption or omission of certain indicators based on availability of data. For example, certain indicators, specifically within the parliamentary section, were not included given that most countries had not had elections since the 2017 Compass was published and therefore the constitution of parliaments would not have changed significantly. In other cases, indicators were omitted due to the inability to obtain reliable data, for instance the average cost of a standalone M&E qualification or highest level of qualifications for evaluators.

3.2 Methodological limitations

The national evaluation and M&E systems in the six countries are all at different stages and coordinated by a diverse range of stakeholders. None have a single entity with an exhaustive set of data on the performance of the M&E system/NES or wider evaluation ecosystem. Even where there are useful indicators to assess the functioning of an M&E/NES or developments in the evaluation ecosystem, it is not always possible to obtain the data, and therefore the Compass is limited to the indicators where data is currently available. Some of the variables are measured using the perceptions of key informants who responded to the questionnaire or participated in the diagnostic studies.

Moreover, countries define and constitute their systems differently and there is no single development path or ideal prototype which they are compared against. In reading the Compass, it is therefore not always useful to compare countries to each other, but rather to see how each country's M&E is developing and explore opportunities that exist in each.

In addition, although there is continuity between the 2017 and 2018 Compass, because of the changes made and different ways in which the variables are measured (based on data limitations), as well as the difference in the respondents between these years, it is difficult to read the Compass as an indication of trends. Despite these challenges, there are some indicators that are comparable and the Compass remains an important publication that offers a cross-country examination of M&E developments.



4.1 State of government-wide monitoring and evaluation system

COUNTRY	M&E POLICY	CENTRAL COORDINATION OF M&E	BUDGET ALLOCATED FOR EVALUATIONS	WIDE SHARING OF GOVT. EVALUATIONS	USE OF EVALUATION IN GOVERNMENT	CSO PARTICIPATION IN NES/GWM&E	USE OF LOCAL EVALUATORS
GHANA	Policy awaiting approval	✓	✓	✓	✓	✓	✓
KENYA	Policy awaiting approval	✓	x	✓	✓	✓	✓
RWANDA	RBM&E policy	✓	✓	x	✓	✓	Both local and external evaluators
SOUTH AFRICA	Implemented	✓	✓	✓	✓	✓	✓
UGANDA	Implemented	✓	✓	✓	✓	✓	✓
ZAMBIA	Policy approved	✓	x	x	✓	x	x

Number of ministries with M&E units



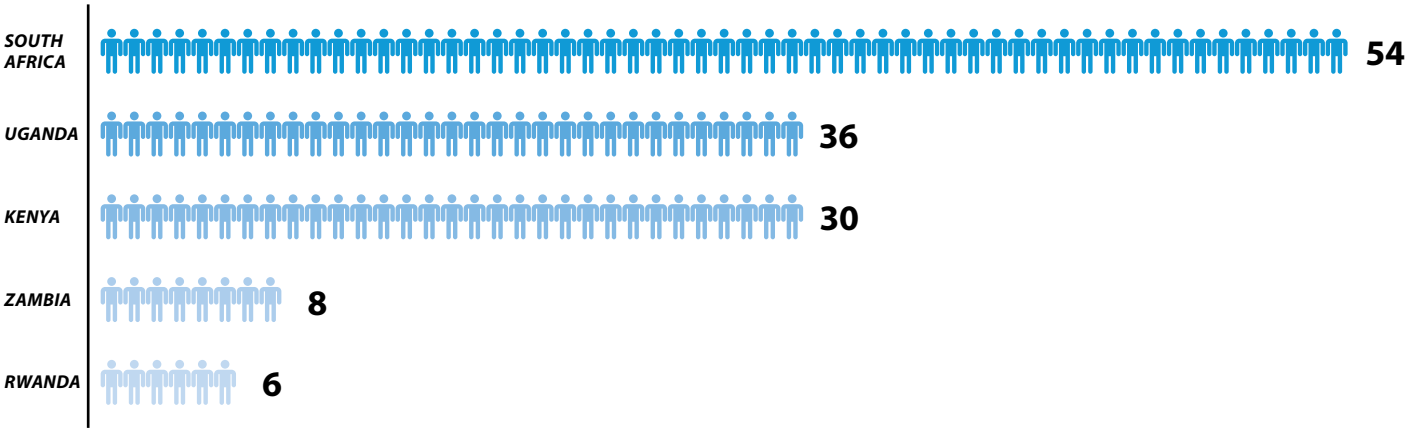
Note: *No data for Uganda*

Ministries with M&E units

Governments are increasingly investing in M&E infrastructure, and some governments already have distinct M&E policies or other policies guiding the practice of M&E by ministries and state agencies. Governments with distinct policies tend to focus on both monitoring and evaluation, and only South Africa has a standalone policy that defines evaluation practice in government. It is not yet clear whether there is added benefit to having a distinct M&E or evaluation policy, and whether the integration of M&E into other policies is sufficient to drive institutionalisation and use of evaluation evidence.

Many ministries noted above are in the process of setting up units and hiring staff, and although the infrastructure is still geared to produce monitoring data for performance management and accountability, this growing institutional architecture is laying the foundation for production and use of evaluation within government.

Number of researchers in parliament

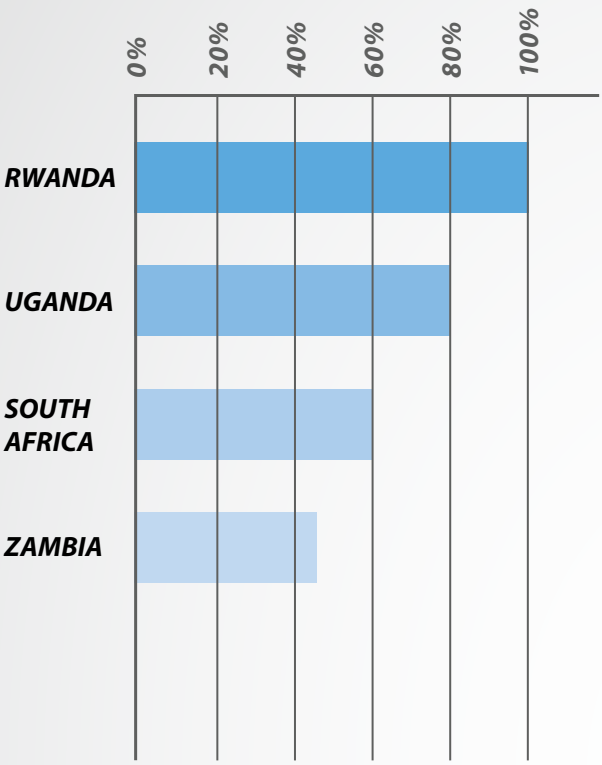


Note: *No data for Ghana*

Systems to support use of M&E data by parliaments

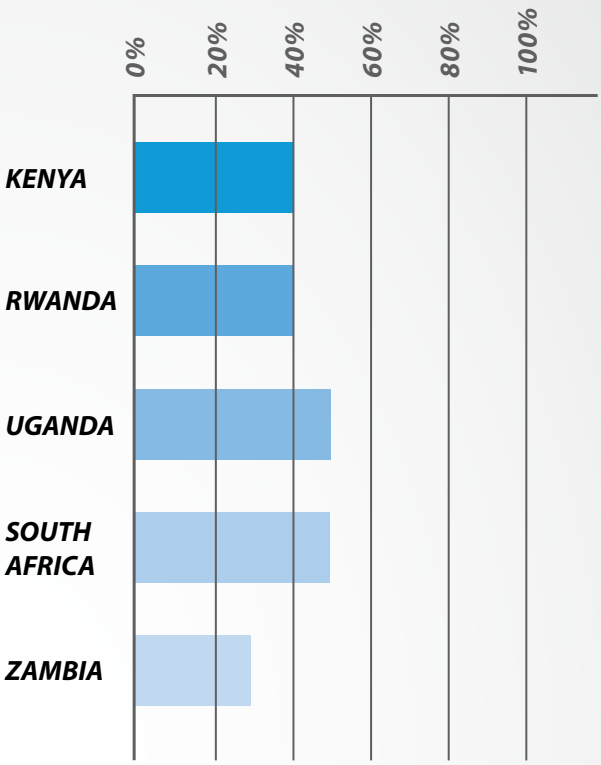
COUNTRY	SYSTEMS FOR M&E	PARLIAMENT USING M&E INFO
KENYA	✓	✓
RWANDA	✓	✓
SOUTH AFRICA	✓	✓
UGANDA	✓	✓
ZAMBIA	x	x
GHANA	✓	✓

Educational attainment of MPs'



Note: *No data for Ghana and Kenya*

Percentage of time spent in oversight



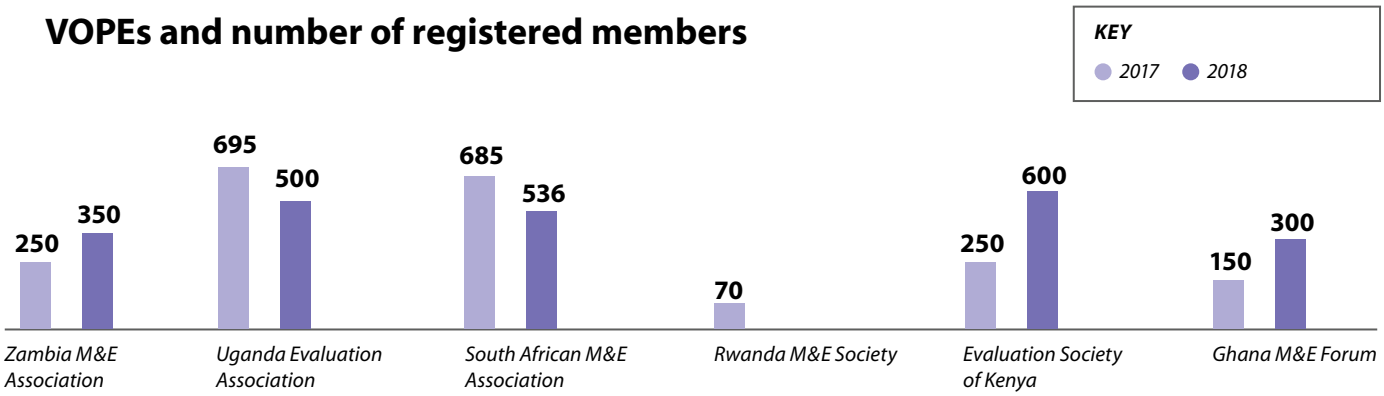
Note: *No data for Ghana*

M&E provides valuable evidence for parliament to hold the executive accountable and research suggests that parliamentarians are likely to use monitoring evidence for oversight. This could be because the executive is mandated to report performance monitoring against annual work plans to respective portfolio committees as a means of accounting for the resources allocated to ministries.

Members of Parliament (MPs) often have diverse backgrounds, and while a degree is not the only measure of capacity to engage with M&E evidence, it is an indication of available technical capacity to do so. The majority of MPs in the Compass countries are likely to be educated beyond high-school and should therefore have the technical capacity to understand and use M&E evidence. While they can be a useful stakeholder in strengthening their respective countries' M&E systems, the fact that individual MPs often change after an election period or for other political reasons presents a limitation. For this reason it is important for there to be a balance between working with individual MPs and strengthening parliamentary systems.

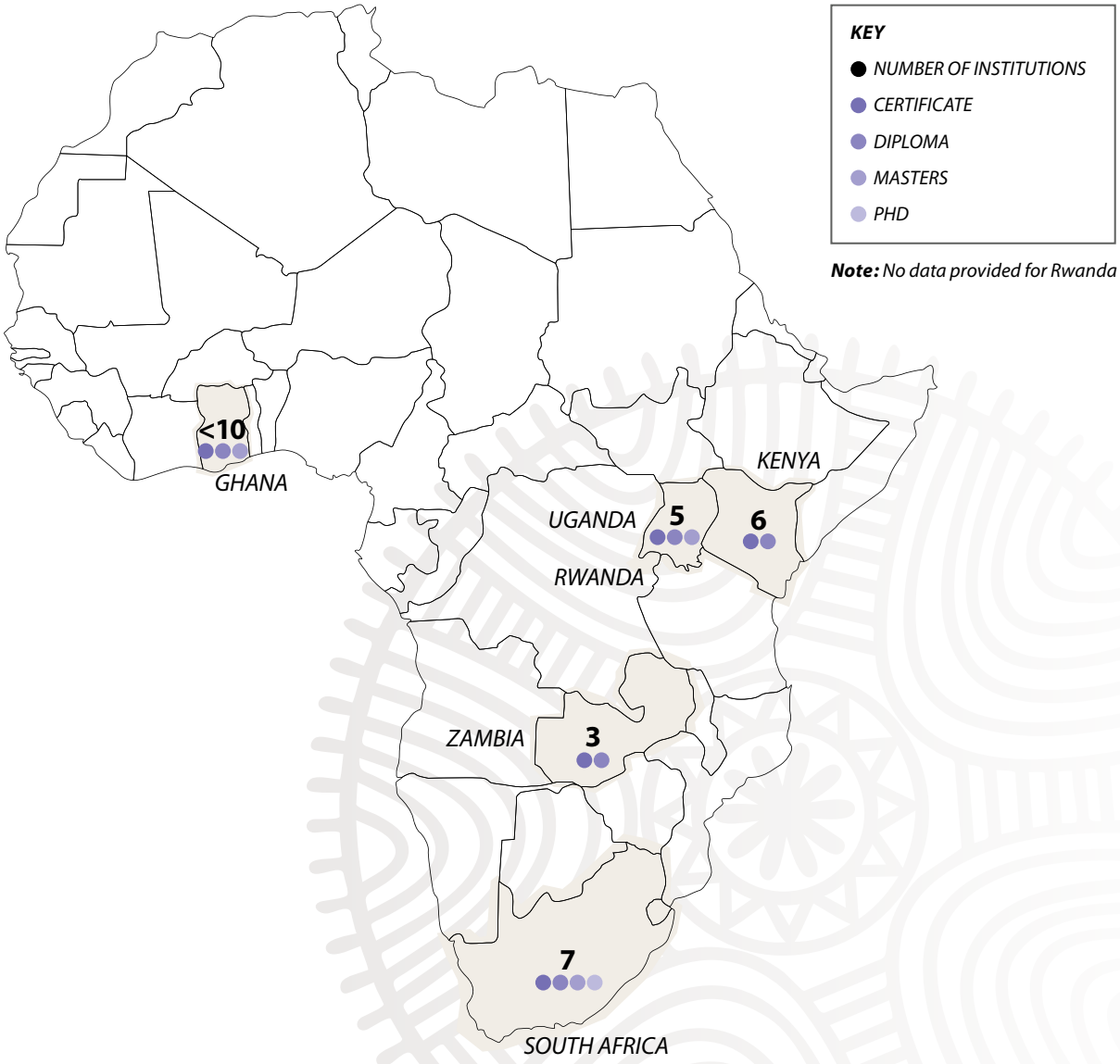
Parliamentary researchers are another valuable resource for synthesising research and providing parliamentarians with access to research conducted by other agencies in order to inform parliamentary debates and oversight work. Most MPs in the Compass countries have research capacity, and although M&E may not be part of their job description, they are an important resource for supporting parliament in evidence use.

VOPEs and number of registered members



Note: *All these VOPES have participated in their respective country's NES or GWM&ES*

Institutions of higher learning offering M&E qualifications



Note: *No data provided for Rwanda*

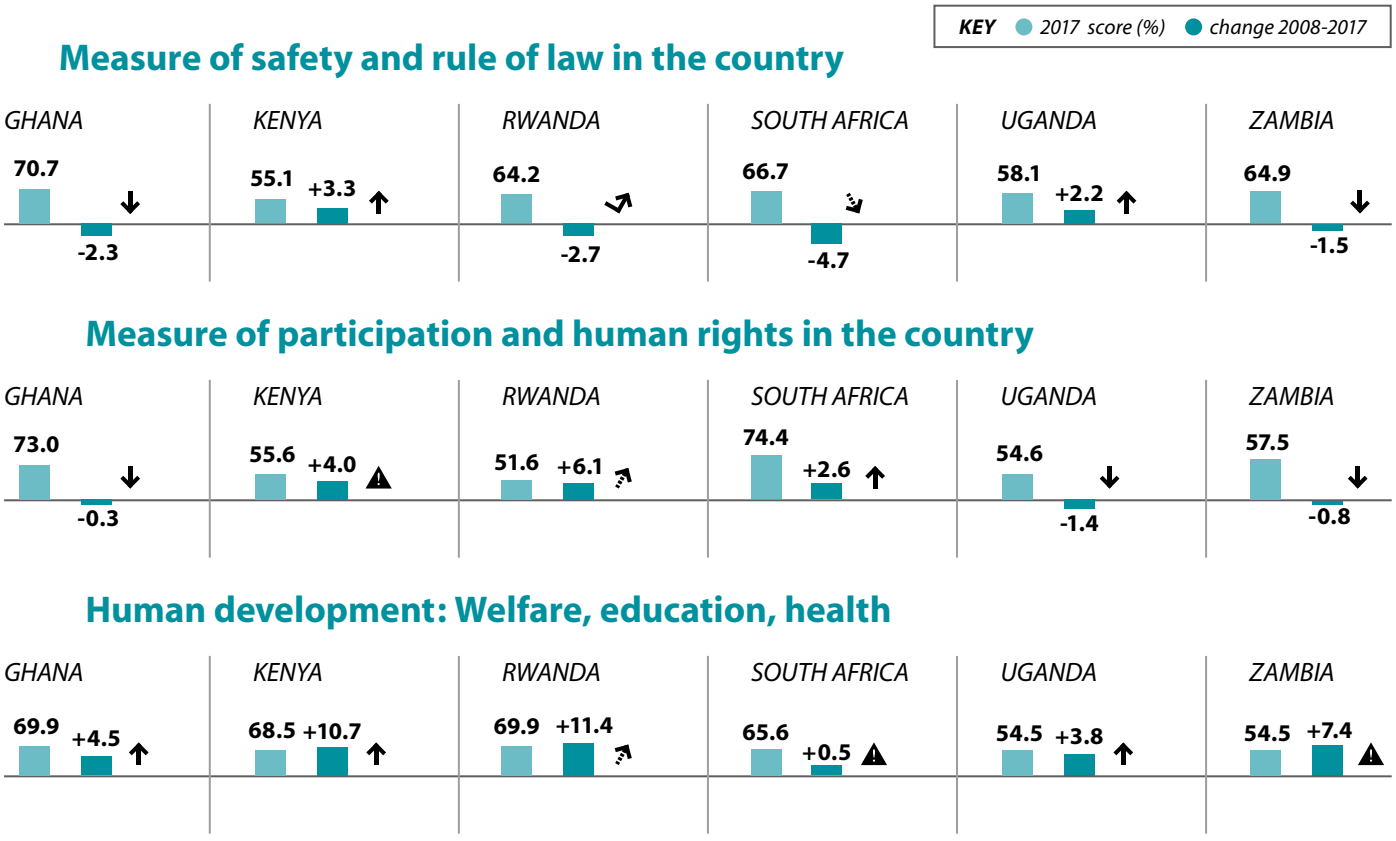
Supply of M&E training in the country

KEY
● *SUPPLY* ▲ *DEMAND/BUYERS*

COUNTRY	UNIVERSITY	RESEARCH CENTRES	GOVERNMENT AGENCIES	PRIVATE SECTOR	CONSULTANTS	VOPES	DONORS	FOCUS ON TRAINING
GHANA			▲				▲	M&E
KENYA	●		●				▲	MONITORING
RWANDA	●	●	●	●	●	●	▲	M&E
SOUTH AFRICA	●	●	● ▲	●	●	●		M&E
UGANDA	●	●	● ▲	●	●		▲	M&E
ZAMBIA	●		● ▲				▲	MONITORING

M&E is a growing profession across the six countries and probably indicative of shifts in the rest of Anglophone Africa. All VOPEs, except in Uganda and South Africa, reported growth in membership, and a new VOPE was established in Rwanda with 70 members. Government and donor agencies are drivers of evaluation demand and important players in expanding evaluations in all Compass countries. In most, international donors and organisations funded by international donors have a more established evaluation practice compared to other sectors. While it is difficult to track M&E academic offerings in light of it being an emerging discipline, interdisciplinary, and offered in different schools, a number of the Compass countries do offer a standalone M&E qualification at a range of higher education institutions (HEIs) and other institutions, including Kenya, South Africa, Uganda, and Zambia.

The qualifications are pitched at different levels (certificate, diploma, post-graduate diploma, masters, and doctor of philosophy), but South Africa and Uganda offer the highest number of qualifications, which could be influenced by formalisation/ institutionalisation of evaluation by government leading to an increase in demand for trained personnel. In other countries, while the supply is limited at certificate level, M&E is generally offered as part of development and management courses and universities offer accredited training, although the focus is mostly on monitoring, with little on evaluation. In addition, training is provided in many countries by government training agencies and VOPEs, but these are not normally credit bearing.



Characteristic terms

- **Increasing improvement -** Progress over the last 10 years, with the rate of improvement increasing
- **Slowing improvement -** Progress over the last 10 years, with the rate of improvement slowing
- **Warning signs -** Progress (or no change) over the last 10 years, but showing recent decline
- **Bouncing back -** Decline (or no change) over the last 10 years, but showing recent progress
- **Slowing deterioration -** Decline over the last 10 years, but the rate of decline is slowing
- **Increasing deterioration -** Decline over the last 10 years, with the rate of decline increasing

Source: *Ibrahim Index (2018)*

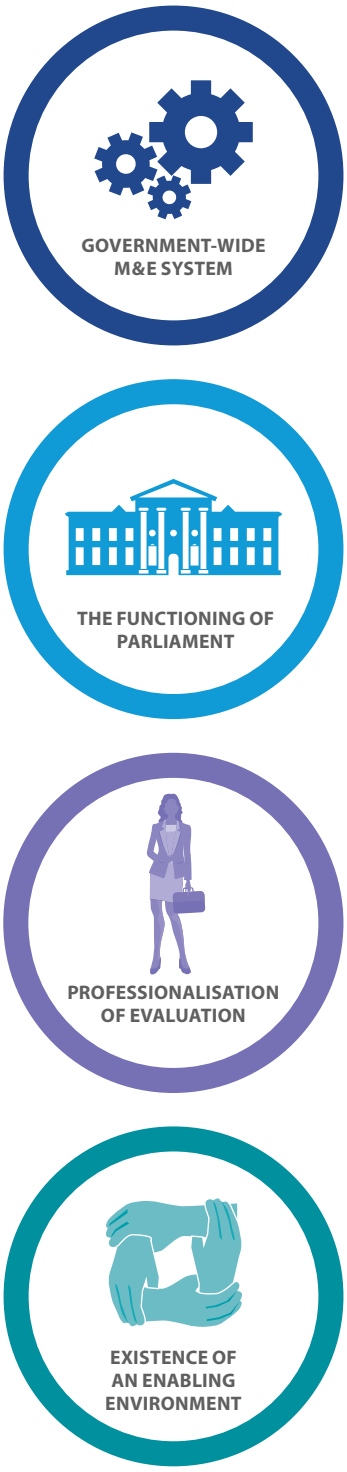
Political support for M&E in the country

COUNTRY	POLITICAL SUPPORT / CHAMPIONS FOR M&E	CSO PARTICIPATION IN POLICY DECISION-MAKING
KENYA	✓	✓
RWANDA	✓	✓
SOUTH AFRICA	✓	✓
UGANDA	✓	✓
ZAMBIA	✓	x
GHANA	✓	✓

On the whole, governance in Africa is steadily improving. Rule of law, transparency, and accountability are key pillars of enabling conditions for M&E evidence to be used to promote greater transparency and, in so doing, provide levers for government to hold itself to account, increase the performance of policies and programmes, and support the public in performing its much needed oversight role. The decline of civil liberties and infringement on human rights in a growing number of African countries, however, runs counter to creating these enabling conditions. Greater research is therefore needed to assess the correlation between a growing culture of M&E evidence use and the growth and practice of rule of law in respecting human rights and civil liberties.

5 ANALYSIS AND CONCLUSIONS

M&E practice is growing in all six countries and most have approved policies guiding M&E. In some, this is a standalone M&E policy, while in others, M&E is embedded in cross-cutting policies, such as public finance management legislation or public service management legislation. Evidence from country studies suggest that there is no good or bad practice on how a country institutionalises M&E, but there is emergent practice that is responsive to country context. As Lazaro (2015) argues, M&E systems are not separate from the political and administrative system within which they exist. The different M&E systems in the six countries are shaped by state architecture, political administration priorities, government capacity, resources available, and many other factors. What can be observed is that levels of formalisation are linked to a relative increase in supply (measured in growth of VOPEs) and demand for evaluation evidence in government. For example, in South Africa, when government formalised evaluations with concomitant financial investment to build the M&E infrastructure, this significantly drove growth of the M&E sector, and specifically evaluation. This highlights the importance of governments shaping evaluation practice in a country, where the state invests resources to build the needed infrastructure, such as M&E units with evaluation functions, policies, guidelines, and tools. This impacts demand for training and the kinds of investments universities/training institutions make in curriculum development and delivery. Other stakeholders that seem to be influencing M&E in the countries studied are development partners and donors and so, when thinking about the Made in Africa agenda, we need to be conscious of the prominent role of these institutions in M&E in the continent.



The findings from the country diagnostics also concur with Lazaro's (2015) and Rosenstein's (2015) claims that evaluation culture, or culture that supports the practice of evaluation, often precedes the formalisation of evaluation practice. Indeed, evaluation culture is often more important than the technical elements of a system. As Lazaro (2015) asserts, the successful development of evaluation does not so much require a technical or institutional change, rather and above all, a cultural change. Evaluators and institutions supporting evaluation systems or investing in evaluation capacity-building should therefore avoid emphasising the establishment of technical and institutional elements of a NES at the risk of countries merely mimicking other countries' systems or approaches, which may not be relevant for their context. In other words, equal investment is needed to build political will for rigorous reflection on what best serves a country's development objectives and the conviction regarding the value of evaluation in development.

Evaluators, researchers, and practitioners in different countries are coming up with new methods and approaches for assessing programme performance and effects in ways that do not currently fit existing theories about evaluation, further research is required to understand M&E practice, particularly around the emerging evaluative tools, that responds to contexts of constrained financial resources.

In addition, there is currently not enough knowledge around the benefit of the institutionalisation of government evaluations, given there is limited evidence on the value of a NES as a whole. Furthermore, M&E training within the continent is still in short supply. Linked to this is how to make M&E training both relevant and responsive to the country context in a changing world. The Compass offers some interesting insights in these areas which can be used to start much needed conversations about how to close existing knowledge gaps, improve M&E capacity-building offerings, and increase the use of M&E evidence in policy and programme implementation.

APPENDIX A: DISCUSSION OF DIMENSIONS

GOVERNMENT-WIDE M&E SYSTEMS

Variables of dimension	Definitional considerations
Level of M&E policy development in the country	Policy development is a fluid process which varies from country to country. However, common stages in the process include (i) policies still being drafted; (ii) policies which have been drafted but not yet adopted by parliament; (iii) policies adopted by parliament but not yet approved by Cabinet; and (iv) policies which are fully in place.
M&E coordination within government	This variable focuses on oversight of public sector M&E.
Ministries with M&E units	This variable measures the number of ministries with an established M&E unit.
National budget for evaluations	This variable assesses the availability of budget allocated to evaluation of policies, programmes, and projects.
Dissemination of evaluations to the public	This variable assesses dissemination of evaluation findings, with the following categories: (i) generalised dissemination; (ii) restricted dissemination; and (iii) no public dissemination.
Use of evaluation findings	This variable investigates where evaluation findings are being used for policy- and decision-making.
Who undertakes evaluations in the country	This variable assesses who conducts evaluations in a country. Evaluations are often conducted by internal evaluators within the organisation and external evaluators outside the organisation (can also be outside of the country).
Participation of CSOs in ensuring effectiveness of national evaluation systems	This variable acknowledges the integral role citizens play in producing and interpreting evaluation evidence, and that government evaluation systems cannot be effective in isolation. It examines openness to civil society participation.

THE FUNCTIONING OF PARLIAMENT

Variables of dimension	Definitional considerations
Parliament support research staff	This variable assesses parliamentary capacity to engage with evidence. Research support staff play a crucial role in this regards, and the number of support staff give a sense of the potential for MPs to be supported in engaging with M&E. It remains challenging to obtain information for this variable given the closed nature of parliaments.
Systems to support the use of M&E evidence for oversight	This variable assesses the systems enacted to support the use of M&E evidence for oversight.
Time parliament spends in oversight and legislative work vs. constituency work	This variable assesses the time parliament spends on oversight by parliament. MPs are mostly expected to do constituency work, balancing this with oversight and legislation work demonstrates parliamentary effectiveness.

APPENDIX A: DISCUSSION OF DIMENSIONS

PROFESSIONALISATION OF EVALUATION

Variables of dimension	Definitional considerations
Existence of a VOPE in the country	This variable assesses the existence of a VOPE. All six countries have their own VOPE.
Number of members within the VOPE	This variable investigates the number of M&E practitioners affiliated with a VOPE in a country, and includes both paying and non-paying members.
VOPE participation in the NES/GWM&ES or M&E system	This variable assesses stakeholder participation in the NES/GWM&ES/M&E system. This enables ownership of the system. Different countries' VOPEs are involved to varying degrees. For example, in South Africa, the South African Monitoring & Evaluation Association (SAMEA) is in the process of drafting evaluator competencies.
Institutions of higher learning offering M&E qualifications	This variable investigates HEIs that are offering M&E qualifications. It remains a challenge to obtain this data as there is no central repository from where this data can be drawn. However, there are various HEIs offering M&E qualifications, including in Kenya, South Africa, Uganda, and Zambia.
Levels of qualifications offered	This variable assess at what level qualifications are pitched, i.e. certificate, diploma, post-graduate diploma, masters, and doctor of philosophy. Currently, South Africa and Uganda offer the highest number of qualifications.
Supply of M&E qualifications	This variable investigates who supplies M&E qualifications. Across all the countries, universities are at the forefront, but government agencies also offer training. A number of private sector institutions and organisations offer training as well, although most are not credited.
Focus of training (monitoring, evaluation, or both)	This variable assesses the focus of the M&E qualifications in different countries. Across all six countries, the focus of training was on monitoring, rather than evaluations.
Buyers of M&E training	This variable investigates where the demand for M&E training is. The need to demonstrate results/outcomes to deepen transparency and accountability has pushed governments to demand M&E training, as can be seen in Ghana, Kenya, Zambia, and Uganda.

APPENDIX A: DISCUSSION OF DIMENSIONS

EXISTENCE OF AN ENABLING ENVIRONMENT

Variables of dimension	Definitional considerations
Safety and rule of law in the country	This variable measures external environment aspects drawn from the IIAG which have an effect on national evaluation systems, including rule of law, accountability, personal safety, and national security in the country.
Public participation and human rights in the country	This variable measures elements drawn from the IIAG which are essential to holistically understand national evaluation systems, including levels of participation, rights, and gender.
Political support for M&E in the country	This variable investigates the presence of political will in a country. M&E systems exist in a political environment and therefore conduciveness of the environment is important for effectiveness of the system. There was buy-in from political leadership and administrative staff across all six countries, resulting in an increase in M&E infrastructure i.e. allocation of budgets, establishment of M&E units, and hiring of M&E personnel.
CSOs involvement in policy development	This variable investigates the synergies between government and CSOs. While there is wide consultation with CSOs for decision-making across all six countries, the political space for CSOs is shrinking.

ABOUT **CLEAR AA**

The Centers for Learning on Evaluation and Results (CLEAR) is a global initiative that began in 2010. CLEAR has six regional centres, all housed in academic institutions, and aims to strengthen developing countries' capacities in M&E and performance management to support and focus on results and evidence-based decision-making.

CLEAR-AA was established in 2011 and is hosted by the Faculty of Commerce, Law and Management at the University of the Witwatersrand (Wits) in Johannesburg, South Africa. The founding donors of this regional initiative are the African Development Bank (AfDB), Australian Agency for International Development, Asian Development Bank, Belgian Development Cooperation, Inter-American Development Bank, Rockefeller Foundation, Swedish International Development Bank, Agency for Development Cooperation, Department for International Development (DfID) of the United Kingdom government, and the World Bank Group. The secretariat is housed in the Independent Evaluation Group (IEG) of the World Bank Group. CLEAR-AA is a response to an increased demand from government and civil society for practical and applied evaluation capacity development, and the limited availability of relevant services in many developing countries in the region.

CLEAR-AA develops and provides high-quality, applied, cost-effective in-region capacity-building programmes and connects with global learning to produce innovative materials and enable practical knowledge-sharing on M&E and performance management. The aim of CLEAR-AA is to expand and strengthen M&E capacity across Anglophone Africa, and support initiatives that work towards this.

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OUR SERVICES

- Work with country governments and civil society organisations to develop and strengthen accountability systems.
- Encourage the use of reliable information in decision making so that governments and others are more accountable and perform better.
- Strengthen skills and increase knowledge on how to gather and use information.

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