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City Power Training Report

CLEAR-AA

2017-02

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Centers for Learning on Evaluation and Results
ANGLOPHONE AFRICA

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG



Event Title : **City Power M&E capacity building programme**

Nature of Event : **Training**

Date : **Block 1: Senior Managers**
23-27 January 2017
Block 2: Senior Managers
20-24 February 2017

Venue : **Wits School of Governance**

CLEAR AA Facilitators : **Dr. Lewis Ndhlovu, Dr. Takunda Chirau, Ezethu Mandlelize, Basia Bless and Candice Morkel, Kgothatso Mamabolo**

Report compiled by **Thabang Motsoeneng**

1. INTRODUCTION

Capacity building is generally provided to help organizations to develop their own capacity to better fulfil their core functions, and achieve their own mission. It requires in depth reflection on organization's culture, values and vision. The City of Johannesburg Metropolitan Municipality led by the Group Strategy Policy Communications and Relations (GSPCR) embarked on a city wide Monitoring and Evaluation capacity building programme which commenced in July 2016. This created some interest in the city as such private entities as 'City Power' wanted to go the same process with their staff (senior managers). Improve the organization's overall performance and its ability to adapt itself within a changing context.

The design of the curriculum was informed by the results emerging from the diagnostic report done for the City of Johannesburg. Therefore it was important that the course should be the same, but changed to fit the perspective of 'City Power' such that it becomes more embedded and comprehensive. Similar to the CoJ the capacity building programme formed foundation for:

- City Power to establish itself as a leader with respect to implementing integrated organization-wide M&E systems at the municipal level.
- To address the need for the seamless integration of M&E into the policy, decision-making, planning and implementation cycle of the City of Johannesburg.
- Creating the impetus for organization-wide commitment to behavioral change and organizational adjustment.
- Ensuring that the organization is adequately oriented to embracing and valuing M&E as an evidence-based decision-making support system, as well as continuous performance improvement.

2. TARGET GROUP AND ATTENDANCE

The certificate course was designed to target the following groups: monitoring and evaluation officials; managers and advisors in central organizational M&E units in government and development organization structures, as well as programme/ project managers of delivery units who have to plan and manage evaluations.

The training for Block 1 was conducted on the 23rd to 27th of January 2017, the cohort being senior managers from different units/departments in (HR, strategy, finance, engineering services metering services etc.). This was also the same in Block 2 which ran from the 20th to 24th of February 2017.

The attendance breakdown was as follow:

Cohort	Anticipated Number of Participants	Actual Number of Participants
City Power Senior Managers (23rd to 27th of January 2017)	16	15
City Power Senior Managers (20th to 24th of February 2017)	15	14

3. OBJECTIVES OF THE COURSE

The course has been focused on achieving the following objectives:

(1) To develop champions amongst middle and senior public servants and development managers for the institutionalisation of results-based monitoring and evaluations systems and practices.
(2) To prepare organisational M&E unit managers/ M&E advisors to be able to create a favourable environment for institutionalising results-based M&E plans.
(3) To prepare programme and project managers to plan and manage evaluations.

4. COURSE DESIGN

4.1 Block-release programme

The course was being delivered in a “block release” format, over two “blocks”. Each block consisting of 5 consecutive days:

Block 1	**Modules 1 & 2**
Block 2	**Modules 3 & 4**

Block 1 was concluded on the 27th of January 2017, while Block 2 was concluded on the 24th of February 2017. A detailed description of the modules in each Block is seen below:

MODULE 1 - Situating monitoring and evaluation in development interventions

The module introduces participants to the development intervention cycle to place and understand the roles of management, monitoring and evaluation in any society's developmental efforts. The module furthermore situates the roles of Monitoring and

Evaluation plans and data demand and information use in the development intervention cycle. Attention is also given to understanding the fundamentals of evaluation, incl. the theory of change, the intervention logic as well as the different role-players with respect to monitoring and evaluation. Themes covered are applied to the context of operations of the participants.

MODULE 2 - Organisation-wide monitoring and evaluation systems and supportive environments

The effective roll-out of an evaluation plan assumes the existence of organizational support and demand for information, sufficient and appropriate infrastructure, a realistic M&E policy or framework, dedicated resources for maintenance of the overall M&E system and so forth. This module introduces the critical components of a supportive environment in which M&E has to take place, and how to assess whether such an environment is indeed in place or not. This module further outlines the benefits of a Monitoring and Evaluation plan as component of strategic planning. It emphasizes issues of alignment, coordination and integration in a hierarchical system of planning, e.g. IDPs, to provincial development plans, to national development plans, to global aspirational statements such as the SDGs. Themes covered are applied to the context of operations of the participants.

MODULE 3: MANAGING AND COMMISSIONING EVALUATIONS

This module emphasizes the link between good planning practices and useful, useable and used evaluations. With respect to planning it pays attention to crafting an evaluation plan that takes into consideration design issues; resourcing and other logistical considerations for managers while keeping a focus on eventual utilization. With respect to commissioning of evaluations, participants were introduced to requirements for high quality evaluation project documents such as the Terms of Reference and Requests for Proposals, as well as selection and commissioning of evaluator or evaluation team. Themes covered by this module are applied to the context of operations of the participants.

MODULE 4: USING TOOLS FOR DISSEMINATING MONITORING AND EVALUATION INFORMATION

This module focuses on defining key "data dissemination and use" concepts. Participants are introduced to the behavioral, technical, as well as organizational and systemic determinants of data dissemination and use. The module forces participants to engage in

discussions around the issues of data dissemination and use, and how they can better implement data dissemination in order to build the foundation for data use. A brief introduction is provided to core tools for data dissemination and use, e.g. a communications plan; improvement plans, etc. Themes and tools covered are applied to the context of operations of the participants.

Note: The modes of delivery were a combination of lecture presentations, individual exercises and group work (including group presentations based on the current practical environment within which the participant operates). Training materials, including case studies were provided).

4.2 FACILITATORS

The following facilitators for both Block 1 and 2 brought a wide variety of expertise and knowledge in the delivery of the course. They were as follow:

- Dr. Lewis Ndhlovu, Senior Technical M&E Specialist (CLEAR-AA)
- Candice Morkel, Senior Technical M&E Specialist (CLEAR-AA)
- Basia Bless , Senior Technical M&E Specialist (CLEAR –AA)
- Ezethu Mandlelize , M&E officer (CLEAR –AA)
- Dr. Takunda Chirau (CLEAR –AA)
- Kgothatso Mamabolo (CLEAR –AA)

4.3 ASSESSMENTS

The Assessment process is still in process, and will be concluded once all Take Home Assignments have been submitted and assessed (10th of March 2017).

There are three means of assessment for this course:

- Group Work (assessed during the training sessions)
- Take-Home Assignment (submitted 14 days after the full 10-day course)
- 2 Examinations (one on Day 5, one on Day 10)

Group Work represents 20 % of participants' final course mark; the Take-Home Assignment represents 30% of the final course mark, while the Examinations together represent 50% of the final course mark.

An Assessment Rubric has been designed to indicate the dimensions according to which participants will be assessed, as well as how marks are allocated, for each the Group Work, the Individual Take-Home Assignment as well as the Examinations.

1. TRAINING PROCESS

Participants were introduced to the emergence of Results-Based Management and the outcomes-based approach in the public sector from a National Development perspective, linking these to the local government growth and development strategies and the importance of focusing on results. The course has been specifically customised to ensure that participants are able to immediately apply their newfound learning in the local government planning and M&E environment (CoJ demands). This facilitated a deeper understanding of the relationship between the theory of M&E and the practical experiences of participants in relation to the local government context and the implementation of Joburg 2040.

Participants were guided through the process of locating M&E in the entire policy cycle, from policy decision-making, through planning, monitoring, reporting and evaluation - centered/owned learning environment. A critical part of the course involves engagement around the public sector regulatory frameworks, which provide the context to results-based M&E in the public sector. This included discussions around National Outcomes, delivery agreements that are set out in the 'City Power Strategic Business Plan'. Part of the engagement focused on how City Power can better align the functions with CoJ strategic plans , specifically 'Joburg 2040', helping them to identify where they are in terms of the functioning of planning, monitoring and evaluation.

Figure 1.1: A critical discussion on the regulatory frameworks which provide the context to results-based M&E in the public sector

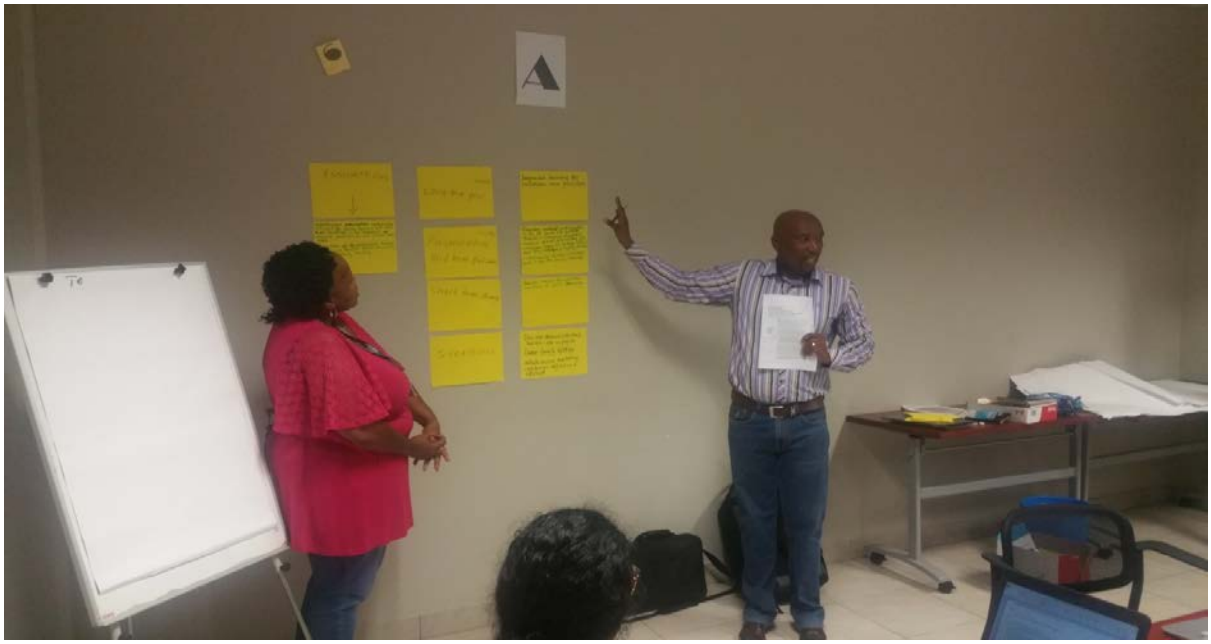


Some of the more theoretical discussions revolved around the terminology and conceptual frameworks of M&E, including terms such as “Monitoring”; “Evaluation”; “Results Framework” and “Theory of Change”. This was linked to the City Power context in the form of practical exercises, where groups engaged in a process of designing a results framework, the issues of data quality , knowledge management and information dissemination . It concretized the theoretical concepts of M&E, which tend to be abstract, into a practical learning opportunity. Figure 1.2 below illustrates one of the presentations on “Results Framework”.

Figure 1.2: Results framework presentation by Noma



Figure 1.3 : “Theory of Change” presentation by Dikeledi representing her group.



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2. EMERGING ISSUES AND PARTICIPANT PERSPECTIVES

- ✓ **The problem of Programme marketing in the City affecting City Power’s reporting**

While the basics are mostly in place and the municipalities can deliver on the main functions of local government, we also find some areas of poor performance or decline that are worrying. City Power as an entity with the CoJ is not properly briefed on the relevant programmes that are in the city. Senior managers at a City Power were asked by the facilitator if they were aware of ‘Jozi at Work’ and the response amounted to one person being aware over 14 people of the programme.

This is a problem of programme marketing in the city. It seems that all this time some managers in the city were reporting on certain indicators that they were not even aware off that they are speaking to ‘Jozi at work’. They also did not know about the 14 national outcomes or the 12 outcomes that connect them to the City.

- ✓ **Lack of knowledge on the department of planning monitoring and evaluation (DPME)**

It was interesting to know that the participants were not informed on the department of planning monitoring and evaluation (DPME), which is important for addressing all the issues of monitoring and evaluation. Monitoring and evaluation is important for oversight, accountability, creating checks and balances. It can allow any organization in this regard

'City Power' to improve its performance. In this regard, it was important for participants to know that the role of DPME is to coordinate and facilitate collaboration between the M&E bodies which report to the Legislature and the M&E bodies which are part of the Executive, to ensure that duplication of M&E work is minimized and that departments and municipalities are not overloaded with reporting requirements.

- ✓ **The problem of alignment**

It was important to ask the questions of alignment Dr. Ndhlovu asked the participants on issues of alignment, if they are aware of the CoJ 'Joburg 2040' document. It was then expressed that previously city power had its own 'Growth Development Strategy (GDS) 2030', but it was then aligned to the city's current 'GDS 2040'. Moreover, participants were then encouraged to a group work on the results chain, but they struggled to understand the results chain, aligning it to their daily activities. Below is a manager from the 'Metering services' within city power presenting on the results framework.

Figure 1.4: Presentation by Masentle on the results framework



- ✓ ***Planning and Results-Based Management***

As a result of engaging participants in thinking reflectively and creatively on matters relating to decision making at City Power, a number of issues emerged on the state of the City Power in respect to Results-Based Management.

- City Power managers are left out of the CoJ important meetings such as the 'Mayoral Lekgotla'. This where their targets are not set out on the basis of consensus, as well as baseline and evidence. Sometimes they would be reporting on indicators that are not relevant to them.

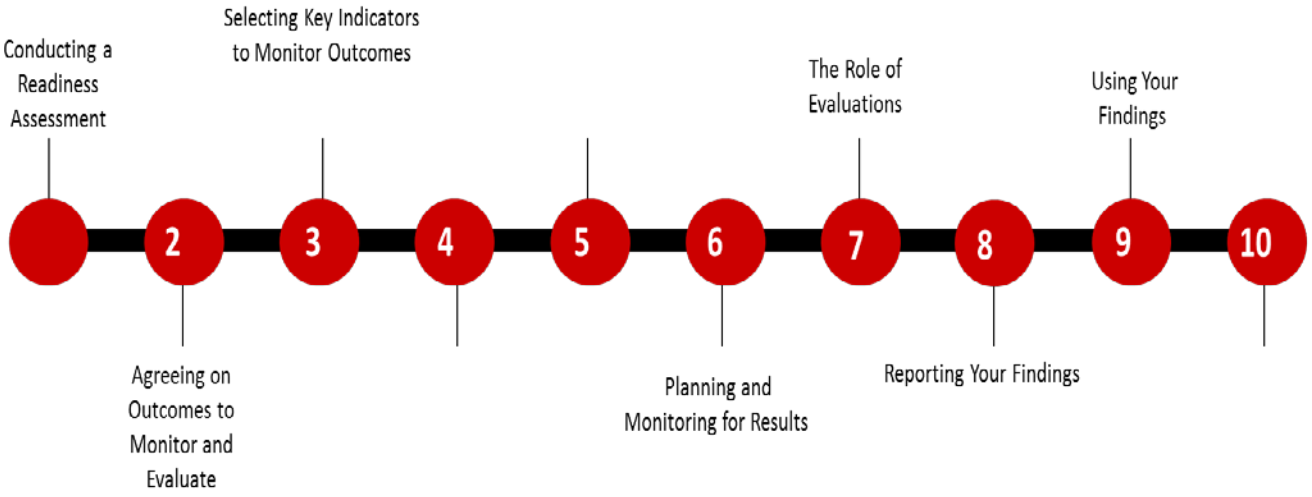
- There is a need for a stronger link to the city outcomes and the City power individual performance outcomes. In many cases, individual performance agreements and work plans do not align with the performance results that will change the lives of people in the city.
- There are also issues of data quality. The data collected is not properly analyzed and verified to give meaningful information that can contribute to evidence-based decision making.

Furthermore, participants were introduced to the 'ten steps to designing, Building and Sustaining a Results-Based Monitoring and Evaluation System'; this can be seen in figure 1.5 below. This linked very well with the flow of the presentations. Participants expressed several issues on this:

- Too often City power projects are not implemented with baseline knowledge. This is an important step to any programme /project design.
- Agreeing on outcomes is another issue as there are too many templates that are received from the city and this complements to the problem of managers not understanding what they should report on, which outcomes are relevant to them. At this point City power is output driven.
- There should be an effort to establish uniformity in the use of M&E terminology and language at both city power and at the city as it is one way in which M&E can be made pragmatic in the sense of creating consistency around evidence informed decision making.

- It was expressed that in the city, planning is often done with indicators that are not realistic and this is also the case at City power. This is why there is no alignment when it comes to reporting.

Figure 1.5: Ten Steps to Designing, Building and Sustaining a Results-Based Monitoring and Evaluation System



Moreover, participants were introduced to the 12 component of a functional M&E system. This was important to highlight the growing pressures of the environment that is always in constant state of flux and how 'City Power' as an entity within the 'City of Johannesburg' can manage the pressures , be more responsive for good governance, accountability and transparency. This was to stimulate the importance of how they can deliver tangible results as demands for greater accountability and results have grown, there is an accompanying need for useful and useable results-based monitoring and evaluation systems to support the Management of policies, programs, and projects. Figure 1.6 below highlights the content of the 12 components.

Figure 1.6: 12 components of a functional M&E system



✓ *Information management and data utilization*

Data quality was also a prerequisite for the cohort. This was to increase the participants' knowledge on the dimensions of data quality and factors that impact on data quality. This was the focus of the session on data quality:

- Validity
- Reliability
- Integrity
- Precision
- Timeliness
- Completeness

It was expressed by participants that there is a problem of data utilization. Too often, people with the expertise to collect and analyze data are not used optimally and hence important information is lost in the process of escalating reports up to decision makers. City Power has repository library but it is not used, projects and programme information is stored there but officials at city power never seem to utilize it for reference purpose on what lessons they can draw. A concern was also expressed that there is duplication of reporting requirements, and that similar information is often requested in different formats.

✓ *Knowledgement*

Furthermore, Knowledgement played an important part to group the participants in understanding data quality and why it is important for an organization to manage their data very well. It was explained to the participants that 'knowledge management looks at the relationship, providing tools such as the (intranets, balanced scorecards). It is about transferring knowledge and applying knowledge with the purpose of better achieving objectives.

Figure 1.7 : Kgothatso providing an insight on the importance of Knowledgement



Figure 1.8 : Kgothatso facilitating the session on 'knowledge management'



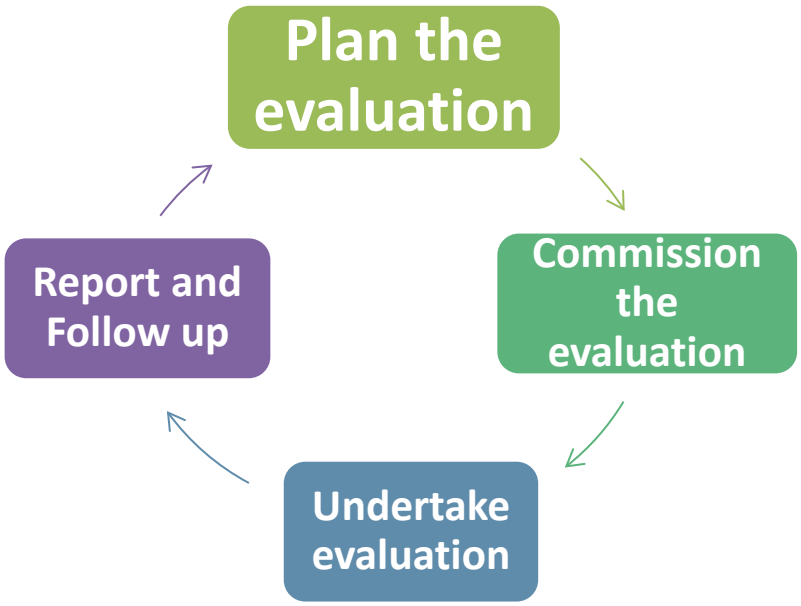
In that sense it was also important to highlight on the topic of *'Commissioning and Managing of evaluations'. The focus of the session was on the following:*

- To distinguish key stages in managing an evaluation process

- The key roles and functions of a range of actors in the evaluation process
- The function of evaluation project documentation E.g. Terms of reference, Request for proposals etc.

Below was the fundamental model that the session was ascribing to ;

Figure 1.9: Main stages in managing an effective evaluation



The facilitation did outline on some of the challenges as seen below:

- Technical issues can become politicized
- Evaluators are sometimes viewed with suspicion and face resistance
- Lack of understanding
- Frustration from local stakeholders, e.g. programme implementers and programme beneficiaries
- Contextual challenges including
- Availability of data
- Access to information
- Weak programme management systems and low human resource capacity

3. OBSERVATIONS

Strengthening M&E:

Overall, the course was able to meet the expectations of the participants. It was evident that a participant centered approach proved to be useful as it gave the participants a more contextualized sense of how an effective M&E system should look like in the context of City power, complementing the M&E framework that exists in the City.

4. RECOMMENDATIONS ON FUTURE TRAINING SESSIONS

- More time should be spent on practical, experiential-type learning exercises in the future, as this is what worked the best.
- It would have been wise to invite one of the GSPCR representatives from the City to give a sense on what is expected of the City power. This would have sufficed even if it was for one day. This was also going to be helpful to answer the questions of new reporting templates imposed from the city.
- It would be very helpful to participants if they were to familiarise themselves with the relevant reading before commencement of the course, as in that way they would understand the presentations better.

5. OVERALL REFLECTION

Overall, the course provided an exciting and important opportunity in which much was learnt by senior officials at 'City Power'. Bringing in different facilitators who are experts in the field provided significant knowledge and experience. Participants were willing to learn as much as they could and it was evident in their participation that they were prepared to absorb what was offered to them. However, it would be important for CLEAR-AA to consider extending the training to be a 4 weeks programme (Block 1 and 2), of what was of concern from the participants was that large amount of information was compressed to fit into one week of training. Perhaps, In future, the course will be further streamlined in order to avoid a sense of "information overload" by participants.

Annexure A: Block 1 of the City Power M&E capacity Building Programme

Session	Content	Compulsory Readings
Session 1	Background to and Evolution of M&E and RBM • New challenges in development and public sector management • National development planning and the emergence of the outcomes-based	**Introduction (Pages 4-6)** The Presidency of South Africa. 2010. Improving Government Performance: Our Approach. Pretoria: The Presidency of

Session	Content	Compulsory Readings
	approach • Growth and Development Strategies and the link to RBM	South Africa **Chapter 2 (Pages 48-56)** Mouton, C. 2010. The history of Programme Evaluation in South Africa. Unpublished thesis. **Chapter 1** CoJ M&E Framework **Part 1 (Pages 1 – 3)** Kusek, J., & Rist, R. 2004. Ten steps to a results based monitoring and evaluation system. Washington: The World Bank.
Session 2	Rationale for RBM • RBM systems versus traditional/implementation-focused systems • Challenges facing RBM systems in the public sector	**Pages 16 - 45** Segone, M. 2008. Evidence based policy making and the role of monitoring and evaluation within the new aid environment in UNICEF. Bridging the Gap: The role of monitoring and evaluation in evidence based policy making. Geneva: UNICEF. **Chapter 4 (Pages 100 – 134)** Mouton, C. 2010. The history of Programme Evaluation in South Africa. Unpublished thesis. **Part 3 (Pages 32 – 35)** Kusek, J., & Rist, R. 2004. Ten steps to a results based monitoring and evaluation system. Washington: The World Bank.
Session 3	Principles and Concepts • Foundational "must know" concepts in EBPM, RBM and M&E	**Pages 18 - 33** OECD/DAC. 2002. Glossary of Key Terms in Evaluation and Results Based Management. **Chapter 2** CoJ M&E Framework **Annexure 3** CoJ M&E Framework
Session 4	Integrating public sector planning, development and M&E • Relationship between Policy, planning and M&E (National, Provincial, Local) • Current M&E practices within South Africa – and beyond (chapter 3: CoJ M&E Framework)	**Pages 4-5; Pages 13 - 19** National Treasury. 2007. Framework for Monitoring Programme Performance Information. Unpublished document. **Chapter 3** CoJ M&E Framework
Session 5	Integrating public sector planning,	**Page 3-8**

Session	Content	Compulsory Readings
	development and M&E – Legislative and institutional requirements • CoJ Alignment Report findings ("*where are we?*") – locating M&E within the planning, budgeting, delivery, policy development, oversight, reporting and governance processes of the CoJ • M&E within the context of the City's planning mechanisms	National Treasury. 2015. Framework for Strategic and Annual Performance Plans. **Pages 2-3; 14-15** DPLG/DCOG. IDP Guide **Chapter 4 (Pages 28 – 35) & Chapter 5 (Pages 37-50)** CoJ M&E Framework
Session 6	Ten Steps to building a RBM&E System • Introduction to the 10 Step Model • Step 1 - Readiness Assessments	**Introduction: Part 2 (23-27) & Chapter 1 (Pages 39-55)** Kusek, J., & Rist, R. (2004). Ten steps to a results based monitoring and evaluation system. Washington: The World Bank.
Session 7	Ten Steps to building a RBM&E System • Step 2 – Agreeing on Outcomes to Monitor and Evaluate	**Chapter 2 (Pages 56 – 64)** Kusek, J., & Rist, R. (2004). Ten steps to a results based monitoring and evaluation system. Washington: The World Bank. **Annexures 3, 4, 5 and 6** CoJ M&E Framework
Session 8	Ten Steps to building a RBM&E System • Step 2 – Agreeing on Outcomes to Monitor and Evaluate	**Chapter 2 (Pages 56 – 64)** Kusek, J., & Rist, R. (2004). Ten steps to a results based monitoring and evaluation system. Washington: The World Bank. **Annexures 3, 4, 5 and 6** CoJ M&E Framework
Session 9	Ten Steps to building a RBM&E System • Step 3 – Selecting key performance indicators to monitor outcomes • Step 4 - Setting Baselines & Gathering Data on Indicators Step 5 – Planning for improvement – selecting results targets	**Chapter 3 (Pages 65 - 79); Chapter 4 (Page 80) and Chapter 5 (Pages 90-91)** Kusek, J., & Rist, R. (2004). Ten steps to a results based monitoring and evaluation system. Washington: The World Bank. **Annexures 3, 4, 5 and 6** CoJ M&E Framework
Session 10	Ten Steps to building a RBM&E System • Step 6 – Monitoring for Results • Step 7 – The "E" in M&E: Using Evaluation Information to support a Results-Based Management System • Step 8 - Reporting the findings • Step 9 - Using the findings	**Chapter 6 (Pages 96-98), Chapter 7 (Pages 113-115), Chapter 8 (Pages 129 - 137), Chapter 9 (Page 139), Chapter 10 (Page 151)** Kusek, J., & Rist, R. (2004). Ten steps to a results based monitoring and evaluation

Session	Content	Compulsory Readings
	• Step 10 - Sustaining the system within the organisation	system. Washington: The World Bank. **Chapters 6 & 7** CoJ M&E Framework
Session 11	12 Components of a Functional M&E System: • 1 - Structure and Organisational Alignment for M&E Systems • 2 - Human Capacity for M&E Systems	**Page 6-11; Chapters 1 (Pages 59-68) & Chapter 2 (Pages 91-93)** Gorgens, M. and Kusek, J.Z. 2009. Making Monitoring and Evaluation Systems Work. World Bank **Pages 47 - 61** Acevedo, G.L., Rivera, K., Lima, L., Hwang, H. 2010. Challenges in Monitoring and Evaluation: An Opportunity to Institutionalize M&E Systems. Publication of the Fifth Conference of the Latin America and the Caribbean Monitoring and Evaluation (M&E) Network
Session 12	12 Components of a Functional M&E System • 3 – M&E Partnerships	**Chapter 3 (Pages 125-127)** Gorgens, M. and Kusek, J.Z. 2009. Making Monitoring and Evaluation Systems Work. World Bank **Annexure 2** CoJ M&E Framework
Session 13	12 Components of a Functional M&E System • 6 – Advocacy, communication and culture for M&E systems	**Chapter 6 (Pages 227-230)** Gorgens, M. and Kusek, J.Z. 2009. Making Monitoring and Evaluation Systems Work. World Bank
Session 14	12 Components of a Functional M&E System • 7 - Routine Monitoring • 8 – Periodic Surveys • 9 – Databases useful to M&E systems • 10 – Supportive supervision and Data Auditing	**Chapter 7 (Pages 249-254), Chapter 8 (Pages 289-293), Chapter 9 (Pages 323-325), Chapter 10 (Pages 345-348)** Gorgens, M. and Kusek, J.Z. 2009. Making Monitoring and Evaluation Systems Work. World Bank **Chapter 7 (Pages 51-54)** CoJ M&E Framework
Session 15	12 Components of a Functional M&E System • 11 – Evaluation and Research • 12 – Using information to improve results • 4 – M&E Plans • 5 – M&E Costed Workplans	**Chapter 11 (Pages 361-370), Chapter 12 (Pages 415-422), Chapter 4 (Pages 145-147), Chapter 5 (Pages 197-199)** Gorgens, M. and Kusek, J.Z. 2009. Making Monitoring and Evaluation Systems Work. World Bank **Annexures 6-10**

Session	Content	Compulsory Readings
		CoJ M&E Framework
Session 16	**Group Work: Exam Preparation**	
Session 17	Risks, "Shadow Side" and Common Mistakes to avoid • Exploration of some commonly found challenges, risks, assumptions and "blind spots", and ways to address these	**Pages 13-33** Acevedo, G.L., Rivera, K., Lima, L., Hwang, H. 2010. Challenges in Monitoring and Evaluation: An Opportunity to Institutionalize M&E Systems. Publication of the Fifth Conference of the Latin America and the Caribbean Monitoring and Evaluation (M&E) Network **Pages 3-4** CoJ M&E Framework
Session 18	Group Reflections and M&E Priority Action Planning	
Session 19	Individual Exam Preparation	
Session 20	Examination	
Closure	Course evaluation & Departure	

Annexure B : Block 2 of the City Power M&E capacity Building Programme

Session	Content	Readings
MODULE 3		
Session 1	• What is Evaluation? • **Types of Evaluation** - Formative evaluation - Summative evaluation - Outcome evaluation - Impact evaluation, Randomised control trials (RCTs) and quasi-experimental designs	DAC/OECD Glossary – page 21,-35 Rossi et al, 2004. Evaluation a Systematic Approach. Chapter 1 (*To be provided)*
Session 2	• The South Africa National Evaluation Framework • Developing an organization-wide Evaluation Plan	Department of Planning, Monitoring and Evaluation. 2011. National Evaluation Policy Framework.
Session 3	• **Types of Evaluation in the NEPF** - Diagnostic - Design Evaluation - Implementation Evaluation	Department of Planning, Monitoring and Evaluation. 2011. National Evaluation Policy Framework.
Session 4	• **Types of Evaluation in the NEPF (continued)** - Impact Evaluation o Attribution o Counterfactuals - Economic Evaluation	Department of Planning, Monitoring and Evaluation. 2011. National Evaluation Policy Framework.

	- Evaluation Synthesis	
Session 5	• The Evaluation process (*Case-Study*) • Recruitment, training of data collectors, field work, data entry, analysis and report writing.	To be provided in-session.
Session 6	• The Evaluation process (*Case-Study*)- continued • Recruitment, training of data collectors, field work, data entry, analysis and report writing.	To be provided in-session.
Session 7	• The Evaluation process (*Case-Study*) - continued • Recruitment, training of data collectors, field work, data entry, analysis and report writing.	To be provided in-session.
Session 8	• The Evaluation process (*Case-Study*) – continued • Recruitment, training of data collectors, field work, data entry, analysis and report writing.	To be provided in-session.
Session 9	Evaluation Management • Deciding on the type of evaluation • Reviewing existing information • Designing evaluation scope and questions	Sonko, R., Berhanu, A. and Shamu, R. 2011. Key considerations for managing evaluations. Washington: PACT/USAID
Session 10	Selecting and commissioning an evaluation team • Who can evaluate? • Managing the evaluation process • Institutional Arrangements	Sonko, R., Berhanu, A. and Shamu, R. 2011. Key considerations for managing evaluations. Washington: PACT/USAID Additional: IEG 2015 Managing Evaluations: A how to guide for Managers and Commissioners of Evaluations. **Download from:** https://ieg.worldbankgroup.org/Data/reports/ecd_man_evals.pdf
Session 11	• Developing Terms of Reference	Department of Planning, Monitoring and Evaluation. 2012. How to develop Terms of Reference for Evaluation Projects. Circular 2.2.1 IEG 2011 Developing TOR for an Evaluation: A how to guide siteresources. **Download from:** worldbank.org/EXTEVACAPDEV/.../ecd_writing_TORs.pd
Session 12	• Applying standards and ethics in Evaluation (An overview of global standards)	AEA Guidelines
Session 13	• African Evaluation Guidelines	African Evaluation Guidelines
MODULE 4		
Session 14 & 15	• Behavioural, technical, as well as organisational and systemic determinants of data dissemination and use	Canadian Health Services Foundation. Undated. Developing a Dissemination Plan.

	- Key Messages - Activities, tools, timing, responsibilities and budget	DPME Evaluation Guideline 2.2.8