THE PRESIDENCY
REPUBLIC OF SOUTH AFRICA

DEPARTMENT: PERFORMANCE MONITORING AND EVALUATION

Evaluation Competency Framework for Government

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Introduction

This draft Evaluation Competency Framework (ECF) describes the competences (knowledge, skills and abilities) for the managers and users of 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 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.

This draft 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 are based on a review of a range of international evaluation competencies, their strengths, weaknesses, and appropriateness for South Africa undertaken by the Centre for Learning on Evaluation and Results (CLEAR) based at the Graduate School of Public and Development Management, University of the Witwatersrand, with support from GIZ. Inputs were provided by present and past SAMEA board members. The Framework is now out for public consultation.

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 guidance is not definitive, but meant to offer some initial suggestions to guide use.

Summary of the competency dimensions

Competence Dimension	Domain	Application Guidance
1 Overarching considerations		
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.	Contextual Knowledge and Understanding Ethical Conduct Interpersonal Skills	This dimension cuts across all others and are the baseline skills required in order to perform a number of the other tasks successfully. This section could primarily be referred to for: • Commissioning an evaluation • Basic training • Cross-referencing evaluation core tasks to existing job descriptions.
2 Leadership		
This is the quality of being able to champion evaluation processes	Leadership	This dimension is primarily concerned with the skills of those who need to lead evaluation functions (whether programme managers, M&E Advisors or Evaluators). This section could primarily be referred to for: • Commissioning an evaluation • Developing an evaluation function in a department • Developing leadership training • Developing a terms of reference for an evaluation committee
3 Evaluation craft		
What people need to know about evaluation and links to research practice	Evaluative Discipline and Practice Research Practice	• Commissioning an evaluation • Developing evaluation training applicable to target group • Ensuring recognition of link between research and evaluation skills
4 Implementation of evaluation		
The actual running of the evaluation	Planning Management Reporting Improvement	• Commissioning an evaluation • Developing a training on evaluation process • Managing implementation of an evaluation • Meta-evaluation of the evaluation's implementation • Ensuring that management response and Improvement Plans are developed, implemented and monitored

1   Overarching Considerations

Domains/Descriptors	Prog Manager	M&E Advisor	Evaluator
1.1 Contextual knowledge and understanding			
CK1 - Sector specific knowledge: Knowledge of relevant sectors in South Africa (e.g. content, institutions, people and politics) and can appropriately relate the evaluation to the current political, policy, and governance environments and issues	Can explain relevant sector in South Africa (e.g. content, institutions, people and politics) and can appropriately relate the evaluation to the current political, policy, and governance environments and issues	Can learn about relevant sectors in South Africa (e.g. content, institutions, people and politics) and can appropriately relate the evaluation to the current political, policy, and governance environments and issues	Can explain relevant sector in South Africa (e.g. content, institutions, people and politics) and can appropriately relate the evaluation to the current political, policy, and governance environments and issues
CK2 - Donor Knowledge: Donor-specific knowledge if relevant	Can explain donor related issue if relevant	Can explain donor related issue if relevant	Can explain donor related issue if relevant
CK4 - Intervention Knowledge: Understands the specific intervention focused on in the evaluation and how and why it was developed and implemented,	Can guide others on the specific intervention focused on in the evaluation and how and why it was developed and implemented		Can learn about the specific intervention focused on in the evaluation and how and why it was developed and implemented (degree of familiarity needed may differ)
CK4 - Acquiring Knowledge: If not familiar with the specific interv-ention, has an ability to grasp this and related knowledge in a short time period	n/a	If not familiar with the specific intervention, can grasp and relate knowledge in a short time period	If not familiar with the specific intervention, can grasp and related knowledge in a short time period
CK5 - Cultural Sensitivity: Displays appropriate cross-cultural competence and cultural sensitivity and attends appropriately to diversity issues	Can act in an appropriate cross-cultural role with cultural sensitivity and attends appropriately to issues of diversity	Can act in an appropriate cross-cultural role with cultural sensitivity and attends appropriately to issues of diversity	Can act in an appropriate cross-cultural role with cultural sensitivity and attends appropriately to issues of diversity
CK6 - Cultural Sensitivity: 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	Can discuss the relevant connections/relationships, knowledge and experience required for the specific evaluation	Can 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	Can 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
CK7 - Government Knowledge: Knowledge of government systems including the government-wide evaluation systems, as appropriate	Can outline government systems	Can outline government systems including the government-wide evaluation system	Can outline government systems including the government-wide evaluation system, as appropriate

Domain/descriptors	Manager		M&E Advisor		Evaluator
1.2 Ethical conduct					
E1 - Government Standards and Ethics: Understands how to apply in the evaluation design appropriate government standards and ethics which inform professional evaluation practice in South Africa	Can discuss potential ethical issues		Can develop and apply anonymity and/or confidentiality agreements, and know when Institutional Review Boards (IRB) are appropriate and the process to obtain approval		Can develop and apply anonymity and/or confidentiality agreements, and know when Institutional Review Boards (IRB) are appropriate and the process to obtain approval
E2 - Personal Ethics: 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.	Can direct the appropriate action on possible ethical issues, including potential or actual conflict of interest, protecting confidentiality/anonymity.		Can 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.		Can 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	Manager		M&E Advisor		Evaluator
1.3 Interpersonal skills					
I1 - Relationship Management: Ability to develop collaborative, co-operative and respectful relationships with those involved in and affected by the evaluation (stakeholders) and evaluation team members	Can develop collaborative, co-operative and respectful relationships with those involved in and affected by the evaluation (stakeholders) and evaluation team members		Can develop collaborative, co-operative and respectful relationships with those involved in and affected by the evaluation (stakeholders) and evaluation team members		Can develop collaborative, co-operative and respectful relationships with those involved in and affected by the evaluation (stakeholders) and evaluation team members
I2 - Communication: Ability to respond appropriately to communications from internal and external stakeholders	Can respond appropriately to communications from internal and external stakeholders		Can respond appropriately to communications from internal and external stakeholders		Can respond appropriately to communications from internal and external stakeholders
I3 - Facilitation: Ability to support the evaluation and its processes using facilitation and learning approaches, and promote commitment and ownership of stakeholders	Can support the evaluation and its processes using facilitation and learning approaches, and promote commitment and ownership of stakeholders		Can support the evaluation and its processes using facilitation and learning approaches, and promote commitment and ownership of stakeholders		Can lead the evaluation and its processes using facilitation and learning approaches, and promote commitment and ownership of stakeholders
I3 - Problem Solving: Ability to undertake suitable negotiation and conflict resolution processes to handle challenges emerging during the evaluation	Can undertake suitable negotiation and conflict resolution processes to handle challenges emerging during the evaluation		Can undertake suitable negotiation and conflict resolution processes to handle challenges emerging during the evaluation		Can undertake suitable negotiation and conflict resolution processes to handle challenges emerging during the evaluation

2   Evaluation leadership

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

Domains/descriptors	Prog Manager	M&E Advisor		Evaluators
work with an evaluation team	evaluation process, and manage the group process with stakeholders and the evaluation team	acting as the evaluation advisor		work well with stakeholders
L9 - Evaluation process: 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	Can document process and undertake reflection/learning during and after the evaluation	Can document process and undertake reflection/learning during and after the evaluation		Can suggest learning that can be used as the evaluation unfolds
L10 - Use: Understands how to promote use through follow up and tracking of evaluation recommendations, and mobilisation of stakeholders	Can apply evaluation results and Improvement Plan to implement changes or mobilise support or motivate for changes at a strategic level	Can advise on how to apply evaluation results and Improvement Plan to implement changes or mobilise support, and able to track changes		Can advise on how to apply evaluation results to implement changes or mobilise support

3　　Evaluation Craft

Domains/descriptors	Manager		M&E Advisor		Evaluator
3.1　　Evaluative Discipline and Practice					
ED1 - Design: Understands the knowledge base of evaluation (theories, models including logic and theory based models, types, methods and tools)	Can explain basics of evaluation including different types, different ways of answering questions, and how to ensure use		Can explain knowledge base of evaluation (theories, models including logic and theory based models, types, methods and tools)		Can explain knowledge base of evaluation (theories, models including logic and theory based models, types, methods and tools)
ED3 - Design: Ability to provide critical thinking, analytical and synthesis skills to the evaluation	Can reflect critically around their area of work and the evaluation		Can provide critical thinking, analytical and synthesis skills to the evaluation		Can provide critical thinking, analytical and synthesis skills to the evaluation
ED4 - Context: Understands current issues in evaluation and is familiar with relevant evaluation organisations	n/a		Can explain current issues in evaluation and is familiar with relevant evaluation organisations		Can explain current issues in evaluation and is familiar with relevant evaluation organisations
ED5 - Use: Understands how to use evidence-based data to inform recommendations	Can critique the evidence base of recommendations		Can use evidence-based data to inform recommendations		Can use evidence-based data to inform recommendations
ED6 - Enhancing Evaluative Practice: 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		Can 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		Can 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
ED7 - Quality of Evaluative Practice: 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		Can evaluate an evaluators professional competence		Acts professionally, achieves and models high standards of integrity, independence and quality in dealing with internal and external stakeholders, applying judgement and ensuring appropriate evaluation standards are upheld
ED8 - Enhancing Evaluative Practice: Ability to capacitate others on evaluation approaches and methodologies, enhancing their ability to identify and select appropriate approaches and methodologies	N/A		Can capacitate others on evaluation approaches and methodologies, enhancing their ability to identify and select appropriate approaches and methodologies		Can capacitate others on evaluation approaches and methodologies, enhancing their ability to identify and select appropriate approaches and methodologies

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

4   Implementation of Evaluation

Domains/descriptors	Manager		M&E Advisor		Evaluator
4.1 Evaluation Planning					
P1 - Planning: Ability to develop clear theory of change with quality programme logframes with good programme logic and indicators	Can articulate the programme theory of change		Can develop clear theory of change with quality programme logframes with good programme logic and indicators		Can develop clear theory of change with quality programme logframes with good programme logic and indicators
P2 - Design: 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	Can 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		Can determine and clarify the purpose and objectives for the evaluation that directly relate to the key users' information needs		Can facilitate clarification of the purpose and objectives for the evaluation that directly relate to the key users' information needs
P3 - Design: Ability to develop and write a clear and focused evaluation TOR	Can identify the evaluation purpose and questions for the TOR		Can develop and write a clear and focused evaluation TOR, in collaboration with the programme staff		Can interrogate the TORs and identify areas which need clarification.
P4 - Design: Based on the evaluation's purpose and objectives, is able to design an appropriate and feasible evaluation with appropriate questions and methods	Can clearly identify how the evaluation design addresses the purpose, objectives and evaluation questions		Can design an evaluation's purpose and objectives, which is appropriate to the questions and feasible.		Can design an evaluation's purpose and objectives, which is appropriate to the questions and feasible.
P5 - Resource Management: 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	Can explain the implications of the budget for addressing questions to be answered, and make informed decisions		Can develop an appropriate budget for an evaluation and when necessary to negotiate evaluation budgets and can explain how budgets influence evaluation designs		Can develop an appropriate budget for an evaluation and when necessary to negotiate evaluation budgets and can explain how budgets influence evaluation designs
P6 - Feasibility: Ability to assess the evaluability of a project	n/a		Can assess the evaluability of a project		Can assess the evaluability of a project
P7 - Use: Ability to ensure that evaluation planning considers 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 considered		Ensures in evaluation planning that potential unintended effects of interventions, both positive and negative, as well as intended effects are considered		Ensures in evaluation planning that potential unintended effects of interventions, both positive and negative, as well as intended effects are considered

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

Domains/Descriptors	Manager		M&E Advisor		Evaluator
4.3 Report writing & communication					
RW1 - Writing: Ability to write clear, concise and focused reports that are credible, useful and actionable and address the key evaluation questions	Can critique and provide constructive feedback on reports to ensure that they are credible, useful and actionable and address the key evaluation questions		Can critique and provide constructive feedback on reports to ensure that they are credible, useful and actionable and address the key evaluation questions		Can write clear, concise and focused reports that are credible, useful and actionable and address the key evaluation questions
RW2 - Clear evidence in report: Evidence for evaluation choices, findings and recommendations in evaluation report is clear and understood	Can read evaluation reports and identify key issues, credibility of findings, and logic of argument		Can 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		Can be clear and transparent about methodological choices, and show the evidence, analysis, synthesis, recommendations and evaluative interpretation and how these build from each other
RW2 - Communication: Ability to clearly articulate, communicate and disseminate key messages that are appropriately written for different key stakeholders	Can advise on key messages for different key stakeholders, and manage the dissemination of information in a targeted and timely manner		Can advise on key messages for different key stakeholders		Can clearly articulate and communicate key messages that are appropriately written for different key stakeholders
RW5 - Use: Ability to identify, articulate and support strategic use of data in the report for the evaluation's intended use and users	Can select and present findings to different stakeholders		Can select and present findings to different stakeholders		Can select and present findings to different stakeholders

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

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