



# TOWARDS ENHANCING MONITORING AND EVALUATION CAPACITY AMONG SENIOR PUBLIC SECTOR MANAGERS IN SOUTH AFRICA.

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# Executive Summary: Senior Public Service Managers and the Evaluation Function

Survey results and conclusions of national and provincial institutions.

**Introduction:** Policy Monitoring and Evaluation (M&E) play a crucial role in ensuring the effectiveness and accountability of government policies and programmes. In South Africa, senior public sector managers hold key positions responsible for driving policy implementation and service delivery. This study aims to analyze the M&E capacity among senior managers and provide insights into their training needs, with a focus on promoting evidence-based decision-making.

**Methodology:** The study conducted a comprehensive analysis of data collected from senior managers working in various government departments, both at the national and provincial levels. The data encompassed responses from 325 senior managers, providing a rich dataset for the analysis.

Senior public service managers are generally experienced individuals, with a significant proportion in their mid-40s to mid-50s. There is a balanced gender distribution, with a slight female predominance. Salary level 13 is the most common among senior managers.

## Analysis and Findings:

The analysis revealed several critical insights into the M&E capacity of senior public sector managers in South Africa:

1. **Training Needs:** The majority of senior managers have received little to no training on various evaluation topics, including the concept of 'evidence,' policy 'evidence,' different types of policy evidence, the National Evaluation Policy Framework (NEPF), Evaluation in Policy and Programming, and Theory of Change and Intervention Logic.

The majority consider the need for evaluation training in various contexts to be important to extremely important, highlighting the importance of ongoing training and development in evaluation competencies for enhancing the effectiveness of the evaluation system.

2. **Levels of Understanding of M&E:** A large proportion view the evaluation function as extremely relevant to addressing country challenges. Most consider it extremely important for the government to conduct evaluations. The majority perceive their own institution's views on the importance of evaluation to be extremely relevant and very important.

The largest proportion of senior public service managers perceive their level of understanding of the National Evaluation System to be established. However, a significant percentage have self-reported understanding at "low" and "very low" levels, indicating the need for support in this area.

3. **Experience:** The majority commonly consider projects or programmes with budgets over R50 million as suitable for evaluation. The inclusion of vulnerable groups is considered an essential aspect of evaluation selection criteria.

Senior managers generally have a moderate level of evaluation experience related to various aspects, including Theory of Change, Logframes, commissioning evaluations, utilizing evaluation findings, and monitoring and oversight of evaluation improvement plans.

4. **Data Utilization:** The capacity to utilize data effectively for decision-making and programme improvement was identified as a significant gap.
5. **Leadership Commitment:** Leadership commitment to M&E was seen as a crucial factor in fostering a culture of evidence-based decision-making within departments. The self-reported level of understanding of the National Evaluation System appears to highly determine the role played in evaluations by SMS officials. The relationships described suggest that current or past evaluation-related training may be effective in developing the evaluation capacity of SMS officials.

## Conclusion

Based on these conclusions, there are several insights that highlight distinct possibilities regarding the relationship between self-reported understanding, training received, and the roles played by Senior Management Service (SMS) officials in evaluations within the context of the National Evaluation System (NES). The study underscores the importance of enhancing evaluation-related training for senior managers in the public service to improve their understanding, experience, and leadership in evaluation activities.

**Recommendations.** The following recommendations emerge from the study:

1. **Tailored Training Programmes:** Develop tailored training programmes that cater to the diverse needs of senior managers. These programmes should cover critical areas such as understanding the NES, Theory of Change, Logframes, and data utilization.
2. **Leadership Development:** Integrate M&E concepts into leadership development programmes offered by the National School of Government (NSG). Highlight the role of senior managers in championing M&E within their departments.
3. **Data Literacy:** Include data literacy and data visualization components in M&E training to empower senior managers to interpret and use data effectively.
4. **Mentorship and Knowledge Sharing:** Establish mentorship programmes and knowledge sharing forums to facilitate peer learning and practical guidance for senior managers. Involve practitioners to present on the implementation of sector-specific evaluations.
5. **Recognition and Rewards:** Recognize and reward departments and individuals (non-materially) that excel in M&E practices. This recognition can serve as an inspiration for others to prioritize M&E.
6. **Feedback Mechanisms:** Create feedback mechanisms for senior managers to provide input on the design and content of M&E training programmes. Their input ensures that training aligns with their specific needs and challenges.

The implementation strategy for the National Framework towards the Professionalisation of the Public Sector (NFPPS) emphasizes the need for continuous learning and professional development in M&E.<sup>1</sup> This aligns with the recommendation to develop tailored training programs that cater to the diverse needs of senior managers.

### **Policy Significance**

This study holds significant policy implications for the South African government:

1. **Improved Policy Implementation:** Enhancing the M&E capacity of senior managers will lead to more informed decision-making, contributing to improved policy implementation and service delivery.
2. **Accountability and Transparency:** A stronger M&E culture promotes accountability and transparency, aligning with the government's commitment to good governance.
3. **Efficient Resource Allocation:** Better data utilization enables the government to allocate resources more efficiently, ensuring that programmes have the intended impact.
4. **Enhanced Public Trust:** Effective M&E practices contribute to public trust by demonstrating the government's commitment to delivering results and addressing citizens' needs.
5. **Achievement of National Priorities:** The study aligns with the Medium-Term Strategic Framework (MTSF), institutional Strategic Plans, Annual Performance Plans (APPs), the National Annual Strategic Plan (NASP) and intervention programme plans ensuring that M&E efforts contribute to the achievement of national priorities.

In conclusion, this study provides valuable insights into the M&E capacity of senior public sector managers in South Africa and offers practical recommendations to address training needs. By implementing these recommendations, the government can strengthen its M&E ecosystem, ultimately contributing to more effective governance and improved public service outcomes. The NSG (2022) National Implementation Framework for the Professionalisation of the Public Sector<sup>2</sup> highlights the importance of monitoring and evaluation in establishing a capable, ethical, and developmental state. This reinforces the need to enhance the M&E capacity of senior public sector managers for improved policy implementation and service delivery.

<sup>1</sup> NSG (2023) **National Framework towards the Professionalisation of the Public Sector Implementation Strategy**.

Source: [https://pmg.org.za/files/230517\\_NSF\\_-\\_Professionalisation\\_Framework\\_Implementation\\_Strategy.pptx](https://pmg.org.za/files/230517_NSF_-_Professionalisation_Framework_Implementation_Strategy.pptx)

<sup>2</sup> Source: NSG (2022) **National Implementation Framework for the Professionalisation of the Public Sector**.

<https://www.thensg.gov.za/wp-content/uploads/2023/02/Framework-Professionalisation-Feb-2023-V.pdf>

## Executive Report: Policy Summary.

Overall, the generalizable data suggests the following:

### SMS DEMOGRAPHIC PROFILE

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- Senior public service managers are generally experienced individuals, with a **significant proportion** (48%+) in their **mid-40s to mid-50s**. However, the **higher median age** (60.5 years) points to the presence of older managers (33.5% are 55-65 years), which may have implications for workforce planning and leadership development.
- There is a **balanced gender distribution** (51.4% female, 48.3% male, 0.3% other) with a slight female predominance and a minimal representation of other gender identities. This information can be useful for understanding the gender dynamics within the group being studied and for informing policies and practices related to gender inclusivity and equality.
- **Salary level 13** is the **most common** (71.4%) among senior managers, indicating a concentration at this level. Almost 20% of senior managers that participated in the survey were at salary level 14.
- Have a range of experience levels, with a **notable proportion** (46.8%) having **extensive experience of over 11 years**, and 13.8% who have 9-10 years of experience. This highlights the importance of considering experience distribution in workforce planning and leadership development initiatives.

### SMS PERSPECTIVES ON THE EVALUATION FUNCTION

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- the majority (64.5%) view the **evaluation function** as **very relevant to extremely relevant to addressing country challenges**, indicating a strong appreciation for the role of evaluation in informed decision-making and policy development.
- the majority (84.3%) consider it **very relevant to extremely relevant** for the government to conduct **evaluations of policies or programmes**, indicating a strong appreciation for the role of evaluation in ensuring effective governance and informed policy-making.
- the majority (84.3%) perceive their **own institution's views** on the importance of evaluation to be **very relevant to extremely relevant**, indicating a strong institutional emphasis on evaluation. This **alignment between personal and institutional views** may facilitate the integration of evaluation into organizational processes and contribute to evidence-based decision-making.

### SMS LEVELS OF UNDERSTANDING OF COUNTRY POLICY M&E SYSTEM

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- the largest proportion (67.5%) of senior public service managers perceive their level of **understanding of the National Evaluation System** to be **established to very high**, indicating a solid foundation of knowledge regarding the evaluation system. This is a positive indication for the effective implementation and utilization of the NES within their respective organizations. However, 32.5% have self-reported understanding at **low to very low** levels indicating the need for support in this area.



## HOW SMS SELECTS WHAT PROJECTS/PROGRAMMES MUST BE EVALUATED?

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- the majority (78.2%) commonly consider projects/programmes with budgets over R50 million as suitable for evaluation, indicating that the **size of the budget** is a **key factor** in selecting projects/programmes for evaluation. This approach reflects an emphasis on the importance of evaluating larger-budget initiatives to ensure accountability and effectiveness in resource utilization.
- the majority (66.3%) believe that the exact **number of targets or beneficiaries reached** is **not a critical factor** when deciding on evaluation criteria. This indicates a focus on other aspects of programme/project performance and outcomes in the evaluation selection process.
- a significant number (41.8%) consider the **inclusion of vulnerable groups** to be an **essential** aspect of evaluation criteria. This indicates a commitment to inclusive evaluation practices that take into account the diverse impacts of policies and programmes on different segments of the population.

## SMS EVALUATION TRAINING RECEIVED IN THE PAST

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- the majority (63%) have received **little to no training** on the **concept of 'evidence' in general**, indicating a potential area for improvement in training and development programs to support evidence-based decision-making and evaluation practices among senior managers.
- the majority (60.8%) have received **little to no training** on the **concept of policy 'evidence'** indicating a potential area for improvement in training and development programs to support evidence-based policy-making and evaluation practices among senior managers.
- the majority (63.2%) have received **little to no training** on different **types of policy evidence**, indicating a potential area for improvement in training and development programs to support informed policy analysis and development among senior managers.
- the majority (72.4%) have received **little to no training** on the **National Evaluation Policy Framework (NEPF)**, indicating a potential area for improvement in training and development programs to support the effective implementation of national evaluation policies among senior managers.
- while some (31,6%) have received training in **Evaluation in Policy and Programming**, the majority (68,4%) have received **little to no training** on this topic, indicating a potential area for improvement in training and development programs to support the integration of evaluation into policy and program development processes.
- while a substantial number (40.1%) have received some level of training in the **Theory of Change** and Intervention Logic, the majority (59.9%) have received **little to no training** on this topic, indicating a potential area for improvement in training and development programs to support the effective design and evaluation of programs.
- the majority (75.2%) have received **limited to no training** on the **Types of Evaluation in the National Evaluation System (NES)**, indicating a potential area for improvement in training and development programs to support the effective use of evaluation typology in the NES framework.

- the majority (74.3%) have received **limited to no training** on **how to assess suitability for evaluations (evaluability)**, indicating a potential area for improvement in training and development programs to support effective evaluation planning and decision-making.
- while a significant number (29.6%) received significant levels of training on how to determine **evaluation scope and questions**, the majority (70.4%) have received **little to no training** on this topic, indicating a potential area for improvement in training and development programs to support effective evaluation planning and design.
- while a significant number (32.2%) have received a significant level of training on **managing an evaluation**, the majority (67.9%) have **received little to no training**, indicating a potential area for improvement in training and development programs to support effective evaluation management.
- while a significant number (24.4%) have received a significant level of training on establishing and managing an **Evaluation Steering Committee**, the majority (75.6%) have received **limited to no training** on this topic, indicating a potential area for improvement in training and development programs to support effective evaluation governance.
- while a significant number (26.8%) have received a significant level of training on **evaluator competencies**, the majority (73.2%) have received **limited to no training** on this topic, indicating a potential area for improvement in training and development programs to support the development of evaluator competencies among senior managers.
- while a significant number (29.4%) have received **some level of training** on **Evaluation Inception and Implementation**, the majority (70.7%) have received **limited to no training** on this topic, indicating a potential area for improvement in training and development programs to support effective evaluation practices.
- while a significant number (30.3%) have received a significant level of training on **evaluation quality, reporting, response, and improvement**, the majority (69.7%) have received **limited to no training** on this topic, indicating a potential area for improvement in training and development programs to support effective evaluation practices.
- while a significant number (27.8%) have received a significant level of training, the majority (72.2%) have received **limited to no training** on **new public sector approaches to policy/programme diagnosis, planning, implementation, monitoring, evaluation, and outcomes measurement**, indicating a potential area for improvement in training and development programs to support effective policy and programme evaluation practices.

### **SMS SELF-IDENTIFIED EVALUATION TRAINING NEEDS**

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- the majority (84.9%) consider the need for evaluation training in the context of "**Evaluation as a Standard Operating Procedure in Government**, and its links to Planning, Monitoring and Implementation" to be **important to extremely important**, indicating a clear recognition of the importance of integrating evaluation into government operations for effective governance and public service delivery.

- the majority (81.8%) consider the need for evaluation training in the context of preparing quality **evaluation Terms of Reference (ToRs)** as **important** to **extremely important**, indicating a clear recognition of the importance of well-prepared ToRs for the success and quality of evaluation projects.
- the majority (82.8%) perceive the need for evaluation training in the context of **Evaluability Assessments** as **important** to **extremely important**, indicating a clear recognition of the importance of evaluability assessments in the evaluation process.
- A large proportion (48.6%) have an **established** to **expert level** of competency in understanding **evaluation in the context of policy, programme, project, or strategy**, but the majority (51.4%) indicated that they are at **novice** to **developing competency** levels of development in this area, highlighting the importance of ongoing training and development in evaluation understanding.
- A large proportion (32.8%) have an **established** to **expert level** of understanding of the **National Evaluation System (NES)** as supported by DPME, but the majority (67.2%) indicated that they are at **novice** to **developing competency** levels of development, highlighting the importance of ongoing training and development in understanding the NES.
- A large proportion (42.7%) have an **established** to **expert level** of understanding of the **role of evaluation in the policy cycle**, but the majority (57.3%) indicated that they are at **novice** to **developing competency** levels of understanding in this area. This highlights the importance of evaluation in the policy-making process and the need for ongoing training and development to enhance evaluation capacity among senior managers.
- A large proportion (48.6%) have an **established** to **expert level** of understanding of the use of evaluation, but the majority (51.4%) indicated that they are at **novice** to **developing competency** levels of understanding in this area. This highlights the importance of evaluation utilization in the decision-making process and the need for ongoing training and development to enhance evaluation use among senior managers.

## SMS EVALUATION EXPERIENCE

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- generally have a **moderate level** (33.4%) **of evaluation experience** related to the **Theory of Change**, with the **majority** (66.6%) indicating that they have **no specific experience** in this area. This highlights the need for further training and practical exposure to enhance their understanding and application of the Theory of Change in evaluation contexts.
- generally have a **moderate level** (26.6%) **of evaluation experience** related to **Logframes**, with the **majority** (73.4%) indicating that they have **no specific experience** in this area. This highlights the need for further training and practical exposure to enhance their understanding and application of Logframes in evaluation contexts.
- generally have a **moderate level** (30.3%) **of evaluation experience** related to **commissioning evaluations**, with the **majority** (69.7%) indicating that they have **no specific experience** in this area. This highlights the need for further training and practical exposure to enhance their understanding and capabilities in commissioning evaluations.

- have a **substantial level (40.3%) of evaluation experience** related to **using evaluation report** findings and recommendations to make improvements, with a **majority (59.7%)** indicating that they have **no specific experience** in this area. This highlights the need for further training and practical exposure to enhance their understanding and capabilities in utilizing evaluation findings for organizational improvement.
- Generally have a **substantial level (39.7%) of evaluation experience** related to monitoring and oversight of **evaluation improvement plans**, with a **majority (60.3%)** indicating that they have **no specific experience** in this area. This highlights the need for further training and practical exposure to enhance their understanding and capabilities in this important aspect of evaluation follow-up.
- have a **substantial level (47.7%) of involvement** in evaluations, with a **majority (52.3%)** indicating that they do not have a **specific role in evaluation activities**. This highlights the need for further efforts to enhance the engagement and leadership of senior managers in evaluation processes.

#### **INSIGHTS DERIVED FROM FURTHER DATA ANALYSIS**

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- The self-reported level of understanding of the National Evaluation System (NES) appears to **highly determine** the role played in evaluations by SMS officials.
- The relationships described and illustrated in this section suggests that current or past evaluation-related training of SMS officials may be effective to some degree in developing their evaluation capacity, which in turn may be translated into the self-reported roles being played by these officials in various aspects of the NES.
- The self-reported training received re: Evaluator Competencies appears to **highly determine** the role played in evaluations by SMS officials.
- The self-reported training received re: Evaluator Scope and Questions appears to **highly determine** the role played in evaluations by SMS officials.
- The self-reported training received re: Diagnosis, planning, implementation, monitoring, evaluation (PIME), and outcomes measurements appears to **highly determine** the role played in evaluations by SMS officials.
- The self-reported training received re: Evaluation in policy and programming appears to **highly determine** the role played in evaluations by SMS officials.
- The self-reported training received re: National Evaluation Policy Framework (NEPF) appears to **highly determine** the role played in evaluations by SMS officials.

Based on these conclusions, there are several insights that highlight distinct possibilities regarding the relationship between self-reported understanding, training received, and the roles played by Senior Management Service (SMS) officials in evaluations within the context of the National Evaluation System (NES):

1. **Importance of Understanding NES:** The self-reported level of understanding of the NES appears to be a critical factor in determining the roles that SMS officials play in evaluations. This suggests that a deeper understanding of the NES is likely associated with more active or significant roles in evaluation processes.
2. **Effectiveness of Evaluation-Related Training:** The relationships described suggest that current or past evaluation-related training may be effective to some degree in developing the evaluation capacity of SMS officials. This enhanced capacity may translate into the roles these officials report playing in various aspects of the NES, indicating a positive impact of training on their involvement in evaluations.
3. **Influence of Specific Training Areas:**
  - **Evaluator Competencies:** Training received in evaluator competencies seems to have a significant influence on the roles played by SMS officials in evaluations. This implies that developing core competencies is crucial for effective participation in evaluation activities.
  - **Evaluator Scope and Questions:** Training in this area also appears to highly determine the roles played in evaluations, suggesting that understanding the scope and key questions of evaluations is essential for SMS officials.
  - **Diagnosis, Planning, Implementation, Monitoring, Evaluation (PIME), and Outcomes Measurements:** Training received in these areas is likely to highly determine the roles played in evaluations, indicating the importance of a comprehensive understanding of the evaluation process and outcomes measurement.
  - **Evaluation in Policy and Programming:** This training appears to be a significant determinant of the roles played in evaluations, highlighting the relevance of integrating evaluation into policy and programming.
  - **National Evaluation Policy Framework (NEPF):** Training related to the NEPF seems to highly determine the roles played in evaluations, emphasizing the importance of understanding national evaluation policies and frameworks for effective participation in evaluation activities.

Overall, these conclusions suggest that **targeted training** and a **strong understanding of the NES** and its components are **key factors** in determining the **roles that SMS officials play in evaluations**. This highlights the importance of continuous professional development and capacity building in evaluation competencies for enhancing the effectiveness of the evaluation system.

## What this study suggests for the current and future training of SMS officials in the public service

Based on the data provided regarding senior public service managers' evaluation training needs, experiences, and roles in evaluations, the following implications can be drawn for the National School of Government (NSG) and its current and future evaluation-related training courses for senior managers in the public service:

1. **Addressing Training Gaps:** The data highlights significant gaps in evaluation training among senior managers, particularly in areas such as Theory of Change, Logframes, Evaluation Commissioning, and Evaluability Assessments. NSG should prioritize addressing these gaps by developing targeted training courses that cover these essential evaluation concepts and tools.
2. **Enhancing Practical Exposure:** Many senior managers lack specific experience in key evaluation activities, such as using evaluation findings for planning and budgeting, monitoring improvement plans, and playing active roles in evaluations. NSG should incorporate practical, hands-on training components that provide senior managers with real-world experience in these areas to bridge the gap between theoretical knowledge and practical application.
3. **Fostering Evaluation Leadership:** The data indicates that a significant number of senior managers do not have a specific role in evaluation activities. NSG should focus on developing leadership training that empowers senior managers to take on active roles in evaluation processes, fostering a culture of evaluation within their organizations. The NSG is spearheading efforts to professionalize the public service, with a focus on developing a capable, ethical, and developmental state. This includes integrating M&E concepts into leadership development programs to enhance the effectiveness and accountability of government policies and programmes.
4. **Strengthening Evaluation Capacity:** The moderate level of evaluation experience and understanding among senior managers suggests a need for ongoing capacity-building efforts. NSG should continue offering continuous professional development (CPD) opportunities in evaluation, including advanced courses, workshops, and mentoring programs, to enhance the evaluation skills of senior managers over time.
5. **Aligning Training with NES Objectives:** Given the moderate level of understanding of the National Evaluation System (NES) among senior managers, NSG should ensure that its training courses are aligned with the objectives and requirements of the NES, promoting a standardized approach to evaluation across the public service.
6. **Promoting Use of Evaluation Findings:** The data suggests a need for training that emphasizes the practical use of evaluation findings for decision-making, planning, and improvement. NSG should incorporate modules that focus on translating evaluation findings into actionable insights and strategies for institutional development.
7. **Customizing Training to Meet Diverse Needs:** The varying levels of evaluation experience and understanding among senior managers indicate that a one-size-fits-all approach may not be

effective. NSG should continue offering customized training programs that cater to the diverse needs and experience levels of senior managers.

Overall, the study underscores the importance of enhancing evaluation-related training for senior managers in the public service to improve their understanding, experience, and leadership in evaluation activities. The National School of Government has a fundamental role in addressing these training needs and building a robust evaluation culture within the public service.

# Statistical Report: Detailed Findings and Analysis

## DEMOGRAPHIC DATA

### 1. SENIOR MANAGERS: AGE PROFILE

- The mean age of senior public service managers is **approximately 47.62 years**.
- The median is the middle value, which is 60.5 years.
- The mode is the value that appears most frequently in the data. In this case, the age range with the highest frequency is "**45-54 years**," which occurs 157 times. Therefore, the mode is "45-54 years."

AGE PROFILE OF SENIOR MANAGERS		
Scale: Age	Count of Age Scale	Percentage (%)
45-54 years	157	48,3%
55-65 years	109	33,5%
35-44 years	58	17,8%
25-34 years	1	0,3%
<b>Grand Total</b>	<b>325</b>	

Table 1. Age Profile of Senior Managers

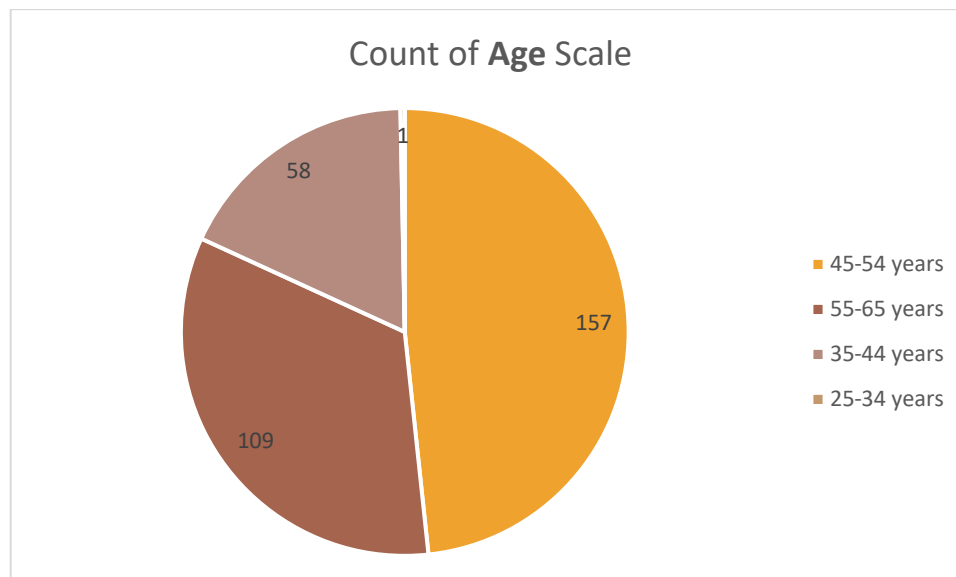


Figure 1. Age Profile of Senior Managers

### 2. SENIOR MANAGERS: BIOLOGICAL SEX PROFILE

- The mean is **approximately 51.38% females and 48.31% males**, with a very small representation of "Other" gender.
- The mode indicates that "Female" is the most frequently occurring gender in the dataset.



BIOLOGICAL SEX PROFILE OF SENIOR MANAGERS		
Scale: Biological Sex (gender)	Count of Biological Sex (gender)	Percentage (%)
Female	167	51,4%
Male	157	48,3%
Other	1	0,3%
<b>Grand Total</b>	<b>325</b>	

Table 2. Biological Sex Profile of Senior Managers

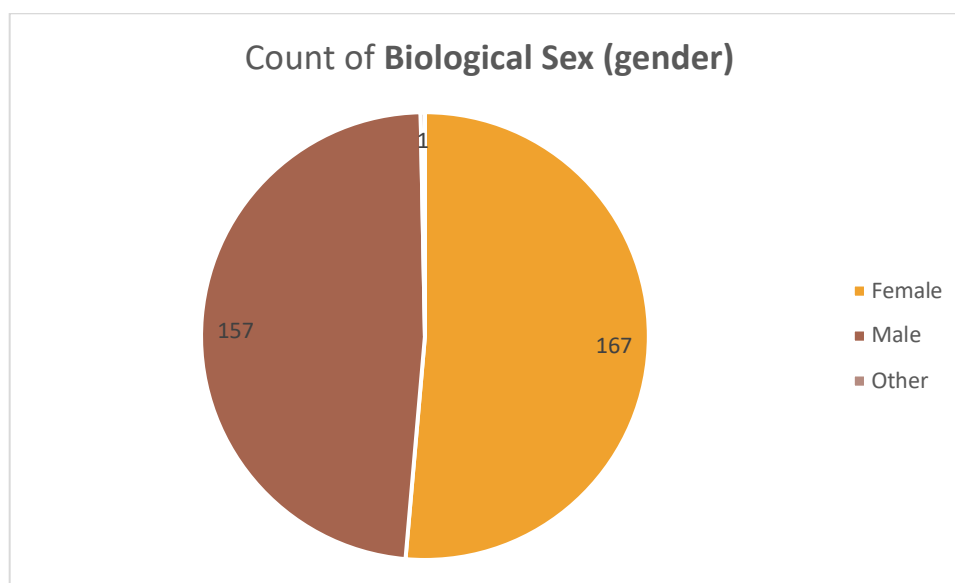


Figure 2. Biological Sex Profile of Senior Managers

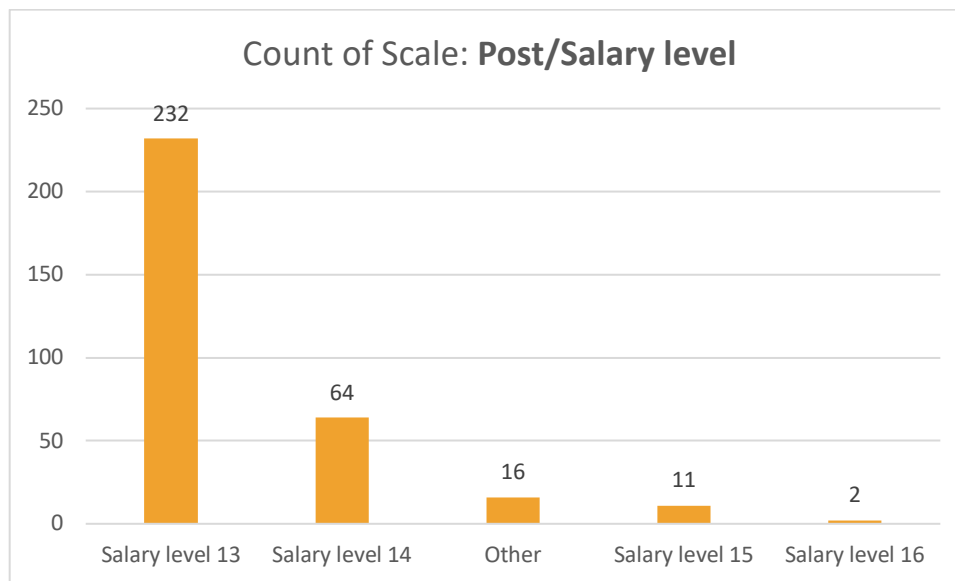
### 3. POST/SALARY LEVEL PROFILE OF SENIOR MANAGERS

- The mode is the value that appears most frequently in the data. In this case, "**Salary level 13**" has the highest frequency with **232 occurrences**, making it the mode. This suggests that Salary level 13 is the dominant category among senior managers.
- The median post/salary level is "Other," as it is the middle value when the levels are arranged in ascending order. However, "Other" is not be a meaningful indicator in this context, as it represents a miscellaneous category.

SENIOR MANAGERS: POST/SALARY LEVEL PROFILE		
Scale: Post/Salary level:	Count of Scale: Post/Salary level	Percentage (%)
Salary level 13	232	71,4%
Salary level 14	64	19,7%
Other	16	4,9%
Salary level 15	11	3,4%
Salary level 16	2	0,6%
<b>Grand Total</b>	<b>325</b>	

Table 3. Post/Salary Level Profile of Senior Managers

These measures provide insight into the distribution of post/salary levels among senior managers, with Salary level 13 being the most common post/salary level.



*Figure 3. Post/Salary Level Profile of Senior Managers*

#### 4. SENIOR MANAGERS: LENGTH OF TIME IN SMS POSITIONS

- The median length of time is "6-8 years," which is the middle value when the categories are arranged in ascending order. This suggests that, on average, senior managers have been in SMS positions for approximately 6-8 years.
- The mode length of time is "11+ years," which is the most frequently occurring category in your dataset. This implies that a significant proportion of senior managers has extensive experience, with 11 or more years in SMS positions.

These measures provide insight into the distribution of years of experience among senior managers, with a notable presence of senior managers with over 11 years of experience in SMS positions.

<b>SENIOR MANAGERS: LENGTH OF TIME IN SMS POSITIONS</b>		
<b>Scale</b>	<b>Count of Scale: Number of years in SMS:</b>	<b>Percentage (%)</b>
11+ years	152	46,8%
0-3 years	66	20,3%
9-10 years	45	13,8%
6-8 years	44	13,5%
4-5 years	18	5,5%
<b>Grand Total</b>	<b>325</b>	

*Table 4. Senior Managers: Length of Time in SMS positions*

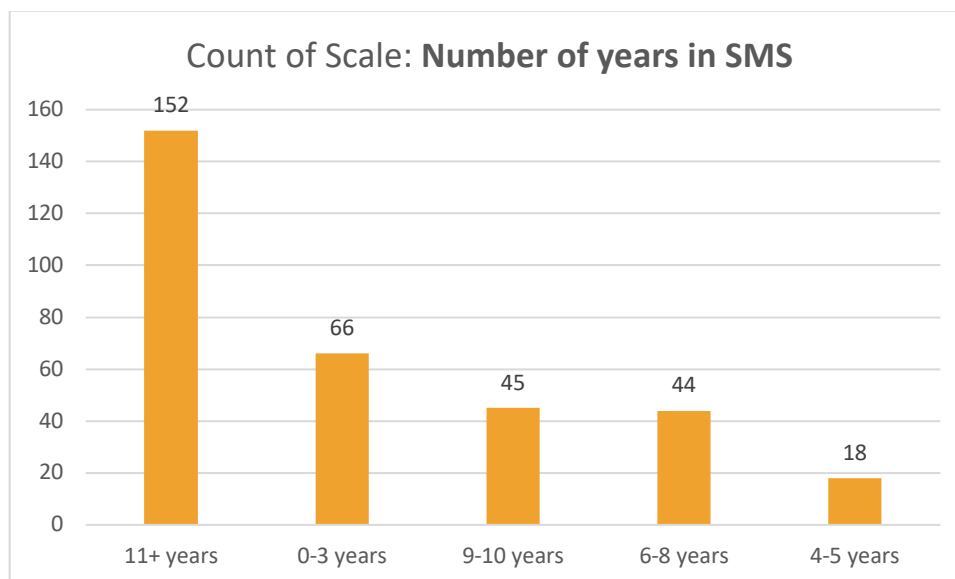


Figure 4. Senior Managers: Length of Time in SMS positions

#### 5. SENIOR MANAGERS: DEPARTMENTAL DISTRIBUTION

- The mode is the value that appears most frequently in the data. In this case, "**Other**" has the highest frequency with **82 occurrences**, making it the **mode**.
- The median post/salary level is "Other," as it is the middle value when the levels are arranged in ascending order. However, "Other" is not be a meaningful indicator in this context, as it represents a miscellaneous category.

<b>SENIOR MANAGERS: DEPARTMENTAL DISTRIBUTION</b>	
<b>List: Department where you work</b>	<b>Count of Department where you work</b>
Other	82
Statistics South Africa (Stats SA)	60
Department of Agriculture, Land Reform and Rural Development (DALRRD)	34
Department of Correctional Services (DCS)	32
Department of Environment, Forestry and Fisheries (DEFF)	14
Department of Public Service and Administration (DPSA)	13
Department of Health (DoH)	12
Department of Basic Education (DBE)	12
Department of Tourism (DT)	8
Department of Human Settlements (DHS)	8
Department of Sports, Arts and Culture (DSAC)	8
National School of Government (NSG)	7
Department of International Relations and Cooperation (DIRCO)	6
Department of Public Works and Infrastructure (DPWI)	6
Government Communication and Information System (GCIS)	4
Department of Planning, Monitoring and Evaluation (DPME)	4
Civilian Secretariat for Police Service (CSPS)	3

Department of Cooperative Governance (DCoG)	3
Department of Transport (DOT)	3
Department of Public Enterprises (DPE) Financial & Administration Services	2
Department of Water and Sanitation (DWS)	2
Department of Social Development (DSD)	1
National Treasury	1
<b>Grand Total</b>	<b>325</b>

Table 5. Senior Managers: Departmental Distribution

## SENIOR PUBLIC SERVICE MANAGERS: IMPORTANT PERSPECTIVES ON THE EVALUATION FUNCTION

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### 6. SENIOR MANAGERS: RELEVANCE OF "USE OF EVALUATION IN RELATION TO COUNTRY CHALLENGES BEING EXPERIENCED"

- The mode response category is "**Extremely relevant**" indicating that this is the most commonly chosen response, with **118 senior managers** finding the use of evaluation to be **extremely relevant** in addressing country challenges.

These measures provide insight into how senior managers perceive the relevance of evaluation in the context of country challenges, with a **majority** indicating that it is **extremely relevant**.

SENIOR MANAGERS VIEWS ON RELEVANCE OF "USE OF EVALUATION IN RELATION TO COUNTRY CHALLENGES BEING EXPERIENCED"		
Scale: View on Relevance of "Use of evaluation in relation to country challenges being experienced"	Count of View on Relevance of "Use of evaluation..."	Percentage (%)
Extremely relevant	118	36,4%
Very relevant	91	28,1%
Relevant	86	26,5%
Little relevance	22	6,8%
Not relevant at all	7	2,2%
<b>Grand Total</b>	<b>324</b>	

Table 6. Senior Managers Views on Relevance of "Use of evaluation in relation to country challenges being experienced"

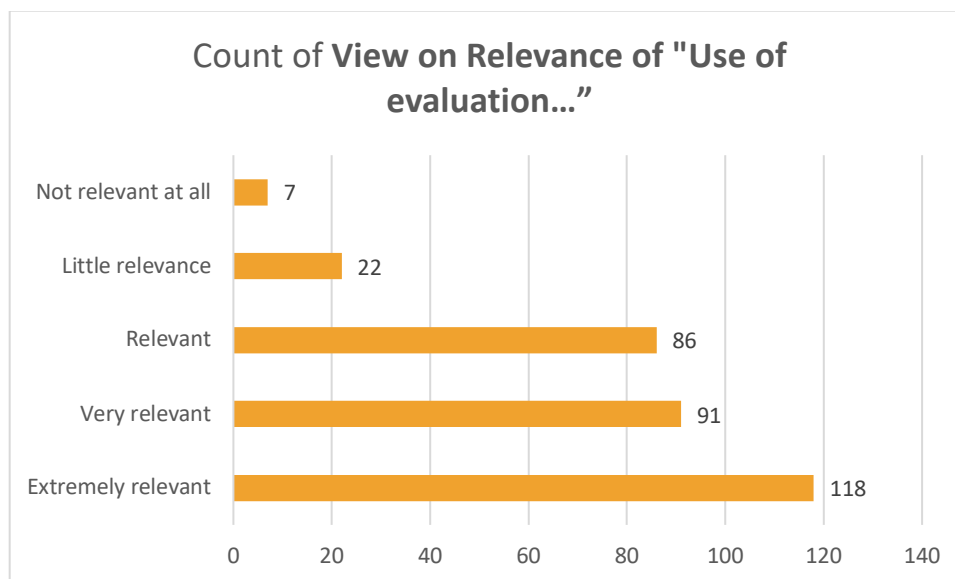


Figure 5. Senior Managers Views On "Use Of Evaluation In Relation To Country Challenges Being Experienced"

#### 7. SENIOR MANAGERS: VIEWS ON THE IMPORTANCE OF GOVERNMENT CONDUCTING EVALUATIONS OF POLICIES OR PROGRAMMES

- The mode response category is "**Extremely relevant**" indicating that this is the most commonly chosen response, with **175 senior managers** finding it **extremely relevant** for the government to conduct evaluations of policies or programmes.

These measures provide insight into how senior managers perceive the **importance of government evaluations in the context of policies or programmes**, with a majority indicating that it is **extremely relevant and very relevant**.

<b>SENIOR MANAGERS' VIEW ON THE IMPORTANCE OF EVALUATION</b>		
<b>Scale: View on the "importance of evaluation"</b>	<b>Count of "Importance of Government Conducting Evaluations"</b>	<b>Percentage (%)</b>
Extremely relevant	175	53,8%
Very relevant	99	30,5%
Relevant	46	14,2%
Little relevance	5	1,5%
<b>Grand Total</b>	<b>325</b>	

Table 7. Senior Managers' view on the importance of evaluation

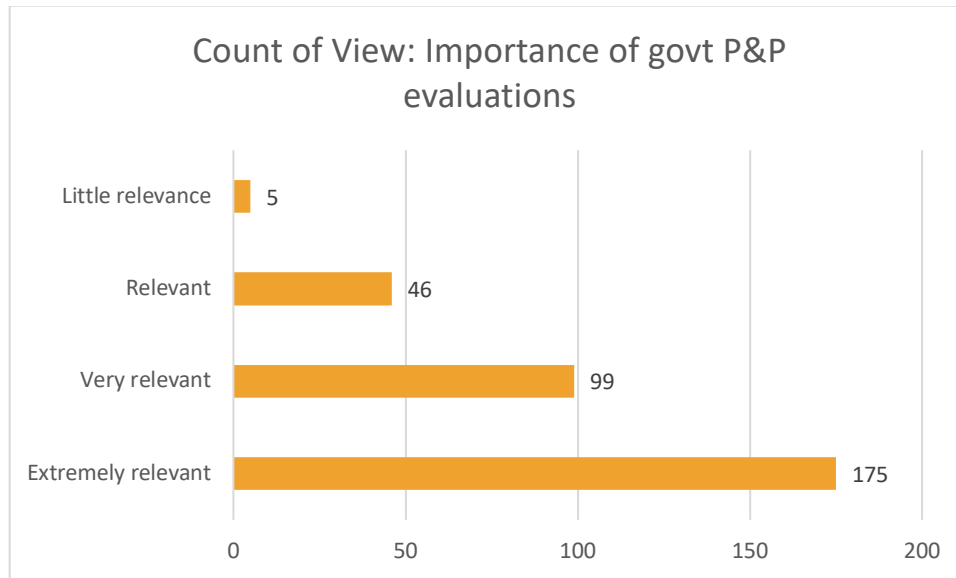


Figure 6. Senior Managers' view on the importance of evaluation

#### 8. SENIOR MANAGERS: VIEW OF THEIR OWN INSTITUTION'S VIEWS ON THE IMPORTANCE OF EVALUATION

- The mode response category is "**Extremely relevant**" indicating that this is the most commonly chosen response, with **174 senior managers** finding **their department's views** on the importance of evaluation to be **extremely relevant** and **very relevant**.

These measures provide insight into how senior managers perceive the importance of their **department's views on evaluation**, with a **majority** indicating that it is **extremely relevant** and **very relevant**.

<b>SENIOR MANAGERS' VIEW OF THEIR DEPARTMENT'S VIEWS ON THE IMPORTANCE OF EVALUATION</b>		
<b>Scale: View on "Own Department's views on importance of evaluation"</b>	<b>Count of "Own Department's views on importance of evaluation"</b>	<b>Percentage (%)</b>
Extremely relevant	174	53,7%
Very relevant	99	30,6%
Relevant	46	14,2%
Little relevance	5	1,5%
<b>Grand Total</b>	<b>324</b>	

Table 8. Senior Managers' view of their Department's views on the importance of evaluation

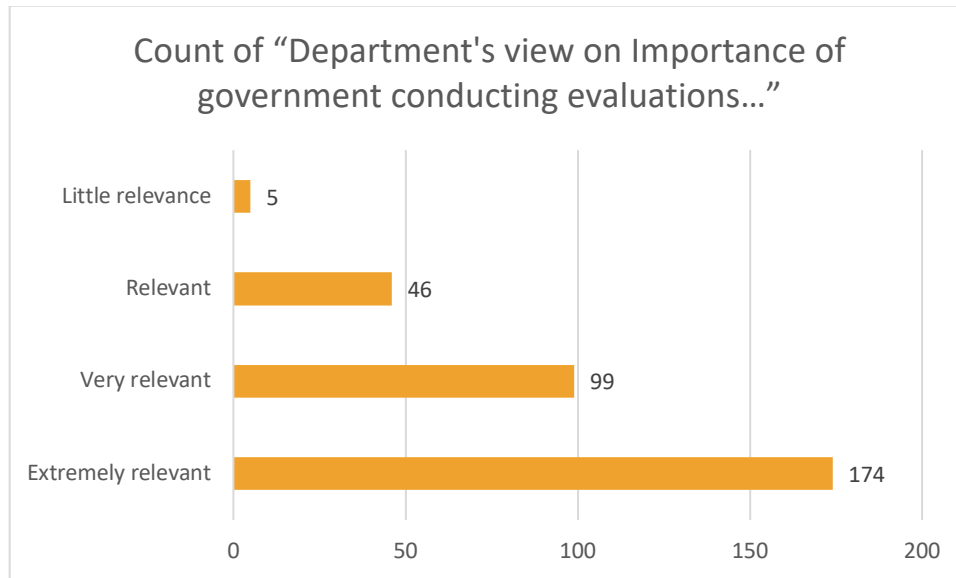


Figure 7. Senior Managers' view of their Department's views on the importance of evaluation

There appears to be a **high correlation** between personal views of senior managers and their reported institutional views on the importance of policy and programme evaluations.

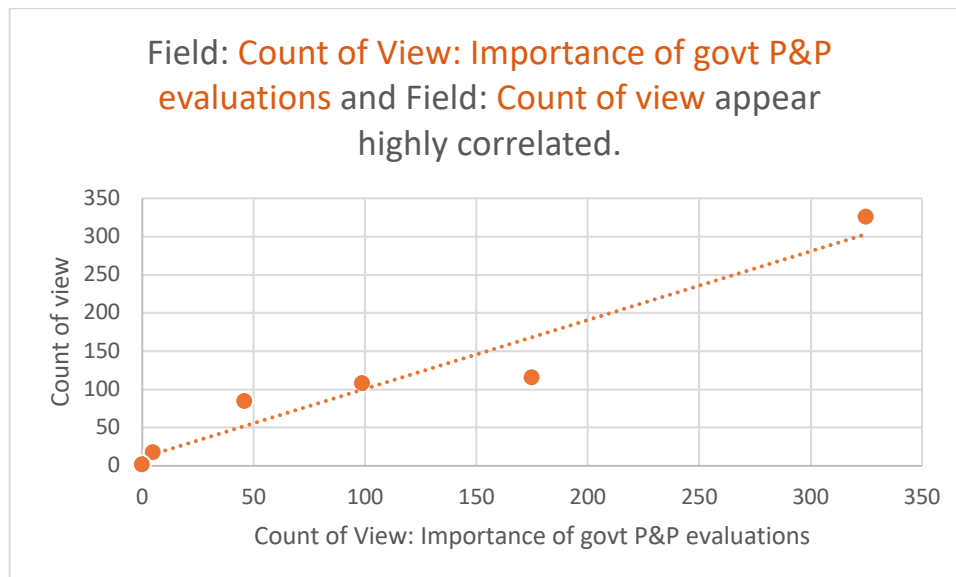


Figure 8. Correlation between SMS personal views and reported institutional views

## SENIOR PUBLIC SERVICE MANAGERS LEVELS OF UNDERSTANDING OF COUNTRY POLICY M&E SYSTEM

9. SENIOR MANAGERS: LEVEL OF UNDERSTANDING OF THE NATIONAL EVALUATION SYSTEM (NES)
  - The mode response category is "**Established**" indicating that this is the most commonly chosen response, with **140 senior managers** indicating that their understanding is at the **established level**.

These measures provide insight into how senior managers perceive their level of understanding of the National Evaluation System, with the **majority** indicating that their understanding is **established**.

Senior Managers level of understanding of the National Evaluation System		
Scale: Self-reported "Level of Understanding of NES"	Count of "Level of Understanding of NES"	Percentage (%)
Established	140	43,3%
Low	75	23,2%
High	56	17,3%
Very low	30	9,3%
Very High	22	6,8%
<b>Grand Total</b>	<b>323</b>	

Table 9. SMS Level of understanding of the National Evaluation System (NES)

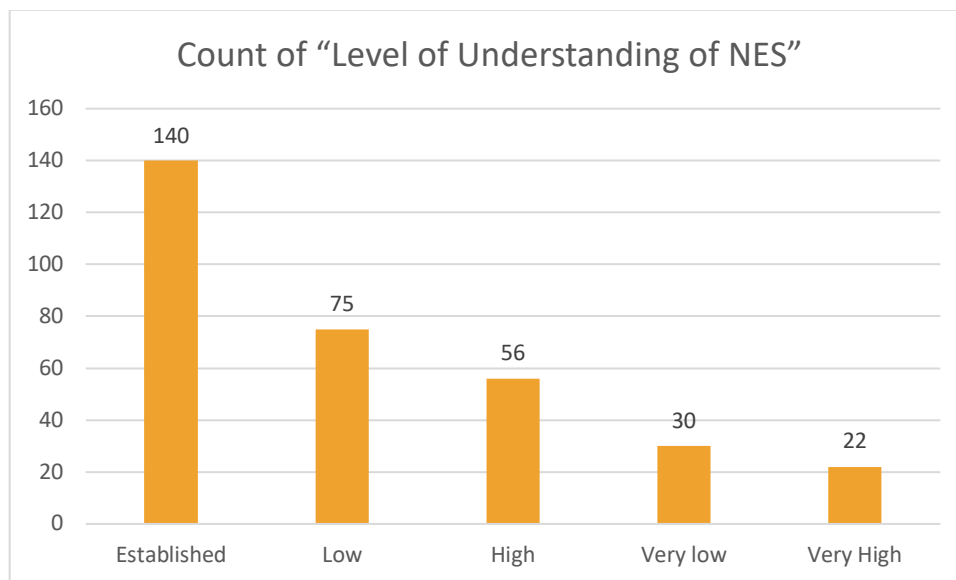


Figure 9. SMS Level of understanding of the National Evaluation System (NES)

## SENIOR PUBLIC SERVICE MANAGERS: HOW DO WE SELECT WHAT PROJECTS/PROGRAMMES MUST BE EVALUATED?

### 10. SENIOR MANAGERS: CRITERION CONSIDERATION OF "SIZE OF BUDGET"

- The mode criterion is "**All over R50m+**" indicating that this is the most commonly chosen criterion, with **254 senior managers** considering programme/project budgets of over R50 million as a suitable threshold for evaluation.

These measures provide insight into how senior managers perceive the selection criterion for evaluation based on the size of the programme/project budget, with a **majority** indicating that projects/programmes with **budgets over R50 million** are commonly considered for evaluation.



Selection criterion for evaluation: Size of programme/project budget		
Scale: Which programmes/projects to evaluate - selection criterion: size of budget	Count of Size of P/P Budget	Percentage (%)
All over R50m+	254	78,2%
All over R100m+	28	8,6%
All over R200m+	21	6,5%
All over R1bn+	13	4,0%
All over R500m+	9	2,8%
<b>Grand Total</b>	<b>325</b>	

Table 10. Selection Criteria for evaluation: Size of Budget

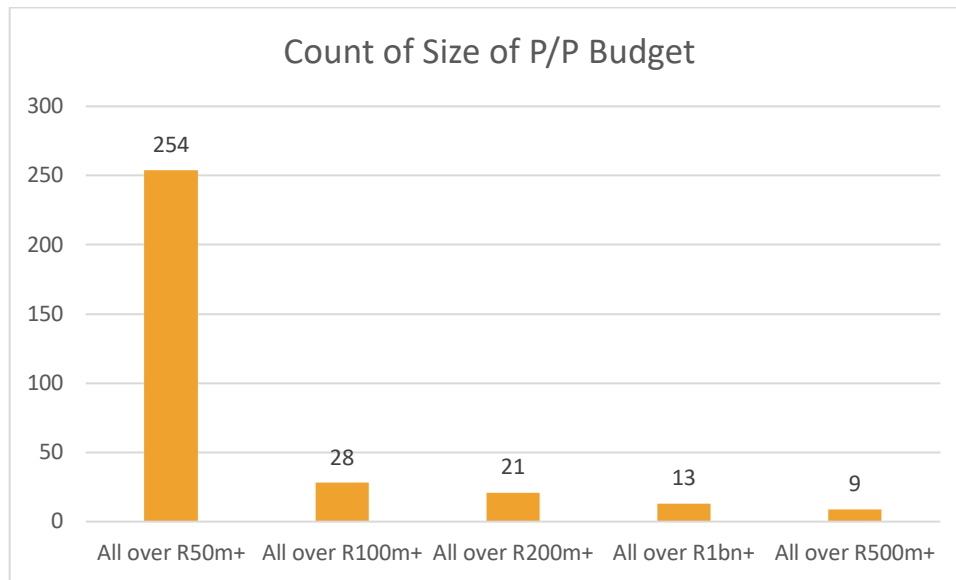


Figure 10. Evaluation Criterion: Project/Programme Size of Budget

These measures provide insight into how senior managers perceive the importance of the size of the budget of a given project/programme that is being considered for evaluation, with a majority indicating that it is **extremely relevant and very important**.

#### 11. SENIOR MANAGERS: CRITERION CONSIDERATION OF “NUMBER OF PROGRAMME/PROJECT PEOPLE REACHED”

- The mode criterion is **"Doesn't matter how many"** indicating that this is the most commonly chosen criterion, with **214 senior managers** considering the specific number of targets or beneficiaries to be less important when selecting evaluation criteria.

Selection criterion for evaluation: Number of programme/project targets or beneficiaries (people) reached		
Scale: Which programmes/projects to evaluate - selection criterion: number of people <sup>3</sup> reached	Count of number of targets or beneficiaries reached	Percentage (%)
Doesn't matter how many	214	66,3%
0 to 500,000 people	67	20,7%
500,001- to 1m people	17	5,3%
5m+ people	15	4,6%
1m to 5m people	10	3,1%
<b>Grand Total</b>	<b>323</b>	

Table 11. Evaluation Criterion: Number Of People\* Reached

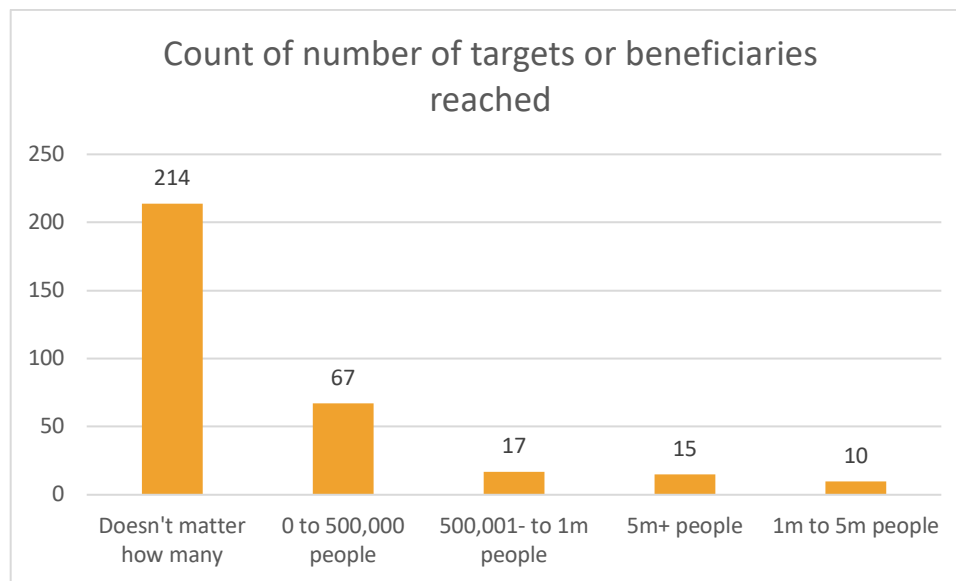


Figure 11. Evaluation Criterion: Number Of People\* Reached

These measures suggest that a significant number of senior managers believe that the exact number of targets or beneficiaries reached is **not a critical factor** when deciding on evaluation criteria.

## 12. SENIOR MANAGERS: CRITERION CONSIDERATION OF "TOR INCLUSION OF VULNERABLE GROUPS..."

- The mode criterion is "**Essential criteria**" indicating that this is the most commonly chosen criterion, with **135 senior managers** viewing the inclusion of vulnerable groups as an essential aspect of evaluation criteria.

These measures suggest that while a significant number of senior managers consider including vulnerable groups to be **important**, a substantial proportion also sees it as **essential** when selecting evaluation criteria.

<sup>3</sup> targets or beneficiaries

Selection criterion for evaluation: TOR Inclusion of vulnerable groups within the targets or beneficiaries of programme/project to be evaluated.		
Scale: Which programmes/projects to evaluate - selection criterion: TOR Inclusion of vulnerable groups within the targets or beneficiaries	Count of TOR Inclusion of vulnerable groups within the targets or beneficiaries	Percentage (%)
Essential criteria	135	41,8%
Non-negotiable for inclusion	95	29,4%
Important but not essential criteria	65	20,1%
Not an essential criteria	21	6,5%
Low level of importance	7	2,2%
<b>Grand Total</b>	<b>323</b>	

Table 12. Evaluation Criterion: TOR Inclusion of vulnerable groups

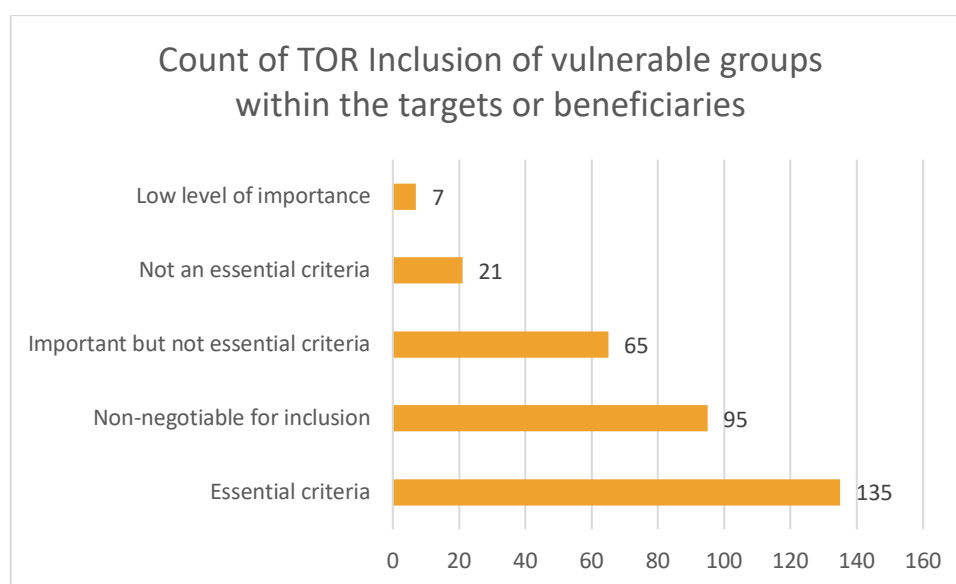


Figure 12. TOR Inclusion of vulnerable groups

## SENIOR PUBLIC SERVICE MANAGERS: EVALUATION-RELATED TRAINING RECEIVED

### 13. SENIOR MANAGERS EVALUATION TRAINING RECEIVED: ON "EVIDENCE IN GENERAL"

- The mode response category is "**Not at all**" indicating that this is the most commonly chosen response, with **123 senior managers** having received no training on the concept of 'evidence' in general.

These measures provide insight into the level of training senior managers have received on the 'concept of 'evidence' with a majority having received **little to no training** in this area.

Evaluation training received: What constitutes 'evidence' in general		
Scale: Training received	Count of Training received: evaluation evidence general	Percentage (%)
Not at all	123	38,0%
Relatively little	81	25,0%
Significant training	77	23,8%
Advanced technical training	27	8,3%
Expert-level training	16	4,9%
<b>Grand Total</b>	<b>324</b>	

Table 13. SMS Evaluation Training Received: on "Evaluation Evidence"

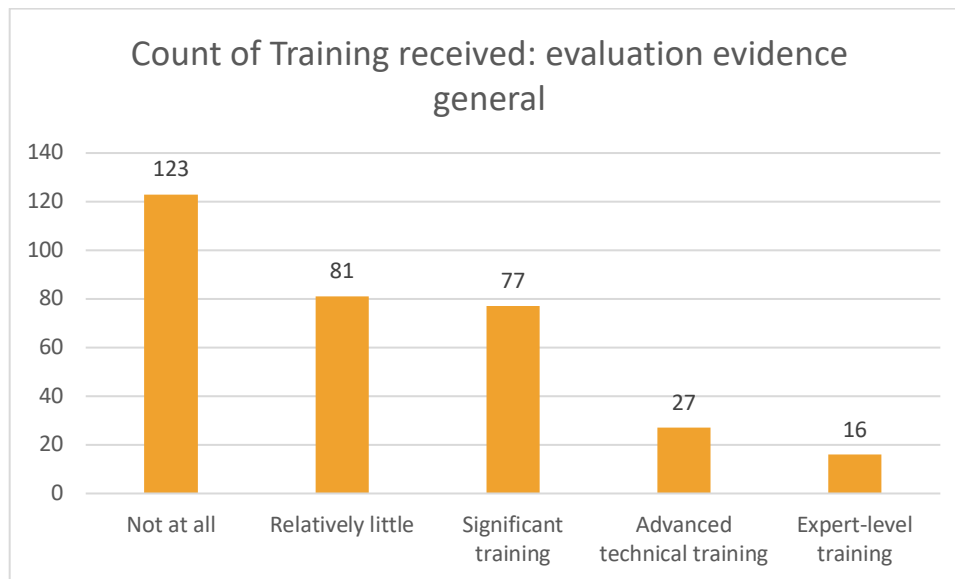


Figure 13. SMS Evaluation Training Received: on "Evidence in General"

#### 14. SENIOR MANAGERS EVALUATION TRAINING RECEIVED: ON "POLICY EVIDENCE"

- The mode response category is "**Not at all**" indicating that this is the most commonly chosen response, with **128 senior managers** having received no training on the concept of policy 'evidence'.

These measures provide insight into the level of training senior managers have received on the concept of policy 'evidence,' with a **majority** having received **little to no training** in this area.

Evaluation training received: What constitutes policy 'evidence'.		
Scale: Training received	Count of Training received: policy evidence	
Not at all	128	39,5%
Significant training	77	23,8%
Relatively little	69	21,3%
Advanced technical training	33	10,2%
Expert-level training	17	5,2%
<b>Grand Total</b>	<b>324</b>	

Table 14. SMS Evaluation Training Received: on "Policy Evidence"

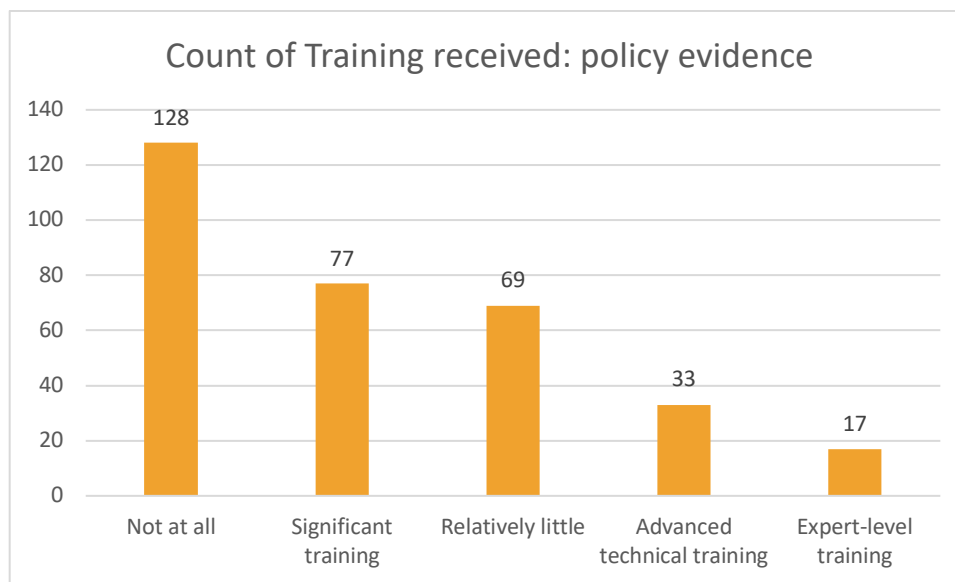


Figure 14. SMS Evaluation Training Received: on "Policy Evidence"

#### 15. SENIOR MANAGERS EVALUATION TRAINING RECEIVED: ON "TYPES OF POLICY EVIDENCE"

- The mode response category is "**Not at all**" indicating that this is the most commonly chosen response, with 130 senior managers having received no training on the types of policy evidence.

These measures provide insight into the level of training senior managers have received on different types of policy evidence, with a **majority** having received **little to no training** in this area.

Evaluation training received: Types of policy evidence'		
Scale: Training received	Count of Training received: types of policy evidence	Percentage (%)
Not at all	130	40,1%
Relatively little	75	23,1%
Significant training	74	22,8%
Advanced technical training	32	9,9%
Expert-level training	13	4,0%
<b>Grand Total</b>	<b>324</b>	

Table 15. SMS Evaluation Training Received: on "Types of policy evidence"

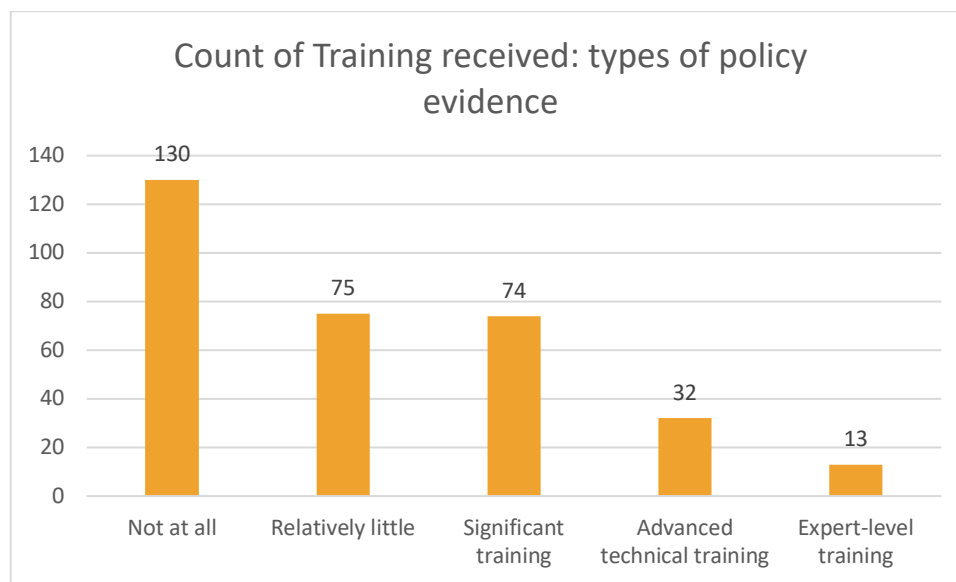


Figure 15. SMS Evaluation Training Received: on "Types of policy evidence"

#### 16. SENIOR MANAGERS EVALUATION TRAINING RECEIVED: ON "THE NATIONAL EVALUATION POLICY FRAMEWORK (NEPF)"

- The mode response categories are "**Not at all**" and "**Relatively little**" indicating that these are the most commonly chosen responses, with **149** and **85 senior managers** respectively having received either no training or relatively little training on the NEPF.

These measures suggest that a **majority** of senior managers have received **limited training** on the National Evaluation Policy Framework (NEPF).

Evaluation training received: The National Evaluation Policy Framework (NEPF).		
Scale: Training received	Count of Training received: NEPF	Percentage (%)
Not at all	149	46,1%
Relatively little	85	26,3%
Significant training	59	18,3%
Advanced technical training	20	6,2%
Expert-level training	10	3,1%
<b>Grand Total</b>	<b>323</b>	

Table 16. SMS Evaluation training received: The NEPF.

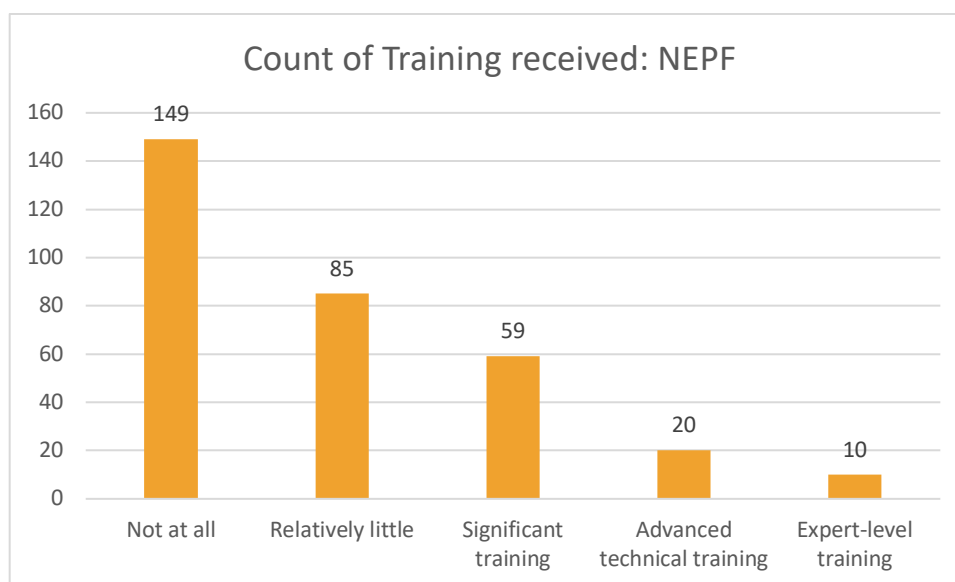


Figure 16. SMS Evaluation training received: The NEPF.

#### 17. SENIOR MANAGERS EVALUATION TRAINING RECEIVED: ON "EVALUATION IN POLICY AND PROGRAMMING."

- The mode response category is "**Not at all**" indicating that this is the most commonly chosen response, with **143 senior managers** having received no training on Evaluation in Policy and Programming.

These measures suggest that while a significant number of senior managers have received some level of training in Evaluation in Policy and Programming, a substantial proportion **have not received any training** on this topic.

Evaluation training received: Evaluation in Policy and Programming.		
Scale: Training received	Count of Training received: evaluation in policy and programming	Percentage (%)
Not at all	143	44,3%
Relatively little	78	24,1%
Significant training	62	19,2%
Advanced technical training	29	9,0%
Expert-level training	11	3,4%
<b>Grand Total</b>	<b>323</b>	

Figure 17. SMS Evaluation training received: Evaluation in Policy and Programming.

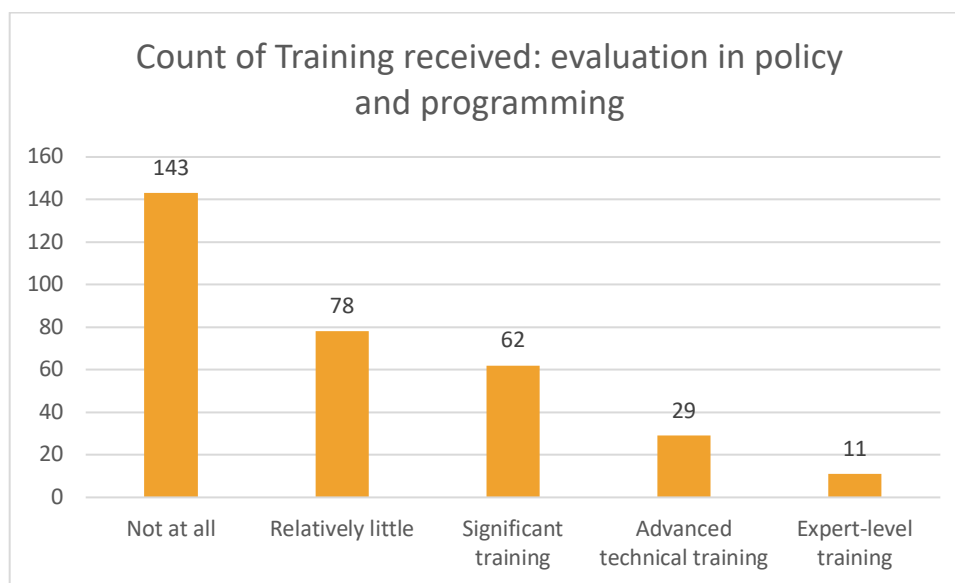


Figure 18. SMS Evaluation training received: Evaluation in Policy and Programming.

#### 18. SENIOR MANAGERS EVALUATION TRAINING RECEIVED: ON "THEORY OF CHANGE AND INTERVENTION LOGIC."

- The mode response category is "**Not at all**" indicating that this is the most commonly chosen response, with **114 senior managers** having received no training on the Theory of Change and Intervention Logic.

These measures suggest that while a substantial number of senior managers have received some level of training in the Theory of Change and Intervention Logic, a significant proportion have **not received any training** on this topic.



Evaluation training received: Theory of Change and intervention logic.		
Scale: Training received	Count of Training received: theory of change	Percentage (%)
Not at all	114	35,2%
Significant training	82	25,3%
Relatively little	80	24,7%
Advanced technical training	32	9,9%
Expert-level training	16	4,9%
<b>Grand Total</b>	<b>324</b>	

Table 17. SMS Evaluation training received: Theory of Change and intervention logic

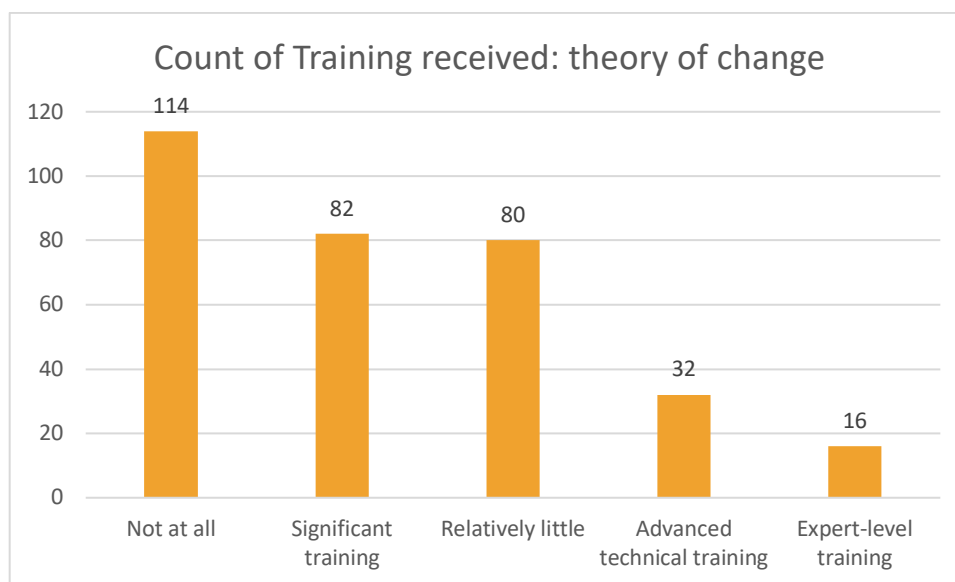


Figure 19. SMS Evaluation training received: Theory of Change and intervention logic

#### 19. SENIOR MANAGERS EVALUATION TRAINING RECEIVED: ON "NES EVALUATION TYPOLOGY."

- The mode response category is "**Not at all**" indicating that this is the most commonly chosen response, with **155 senior managers** having received no training on the Types of Evaluation in the NES.

These measures suggest that a **majority** of senior managers have received **limited to no training** on the Types of Evaluation in the National Evaluation System (NES).

Evaluation training received: Types of evaluation in the National Evaluation System (NES).		
Scale: Training received	Count of Training received: NES evaluation typology	Percentage (%)
Not at all	155	48,0%
Relatively little	88	27,2%
Significant training	50	15,5%

Advanced technical training	22	6,8%
Expert-level training	8	2,5%
<b>Grand Total</b>	<b>323</b>	

Table 18. SMS Evaluation training received: NES Evaluation Typology

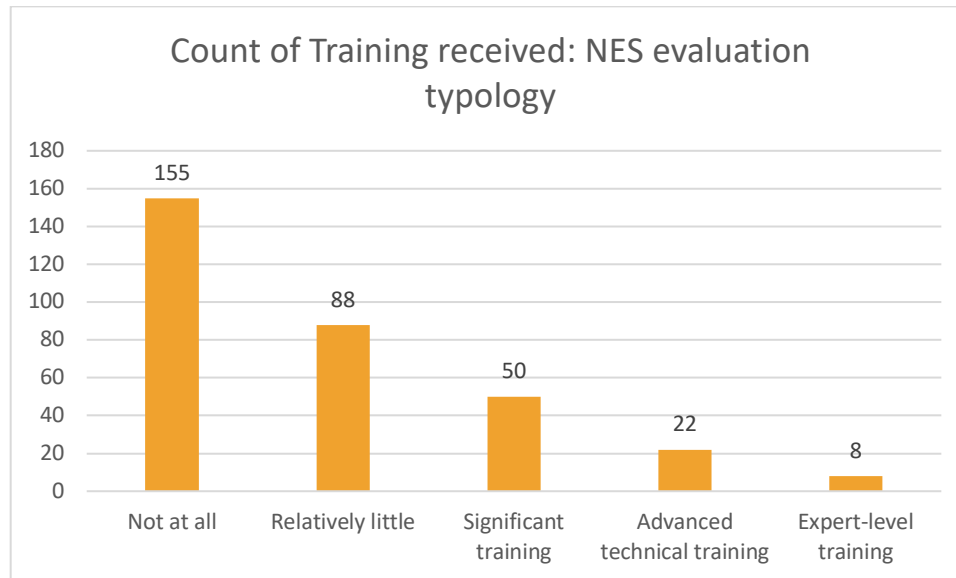


Figure 20. SMS Evaluation training received: NES Evaluation Typology

## 20. SENIOR MANAGERS EVALUATION TRAINING RECEIVED: ON "EVALUABILITY"

- The mode response category is "**Not at all**" indicating that this is the most commonly chosen response, with **155 senior managers** having received no training on How to assess suitability for evaluations (evaluability).

These measures suggest that a **majority** of senior managers have received **limited to no training** on the How to assess suitability for evaluations (evaluability).

Evaluation training received: How to assess suitability for evaluations (evaluability).		
Scale: Training received	Count of Training received: evaluability	Percentage (%)
Not at all	155	48,0%
Relatively little	85	26,3%
Significant training	49	15,2%
Advanced technical training	26	8,0%
Expert-level training	8	2,5%
<b>Grand Total</b>	<b>323</b>	

Table 19. SMS Evaluation training received: Evaluability.

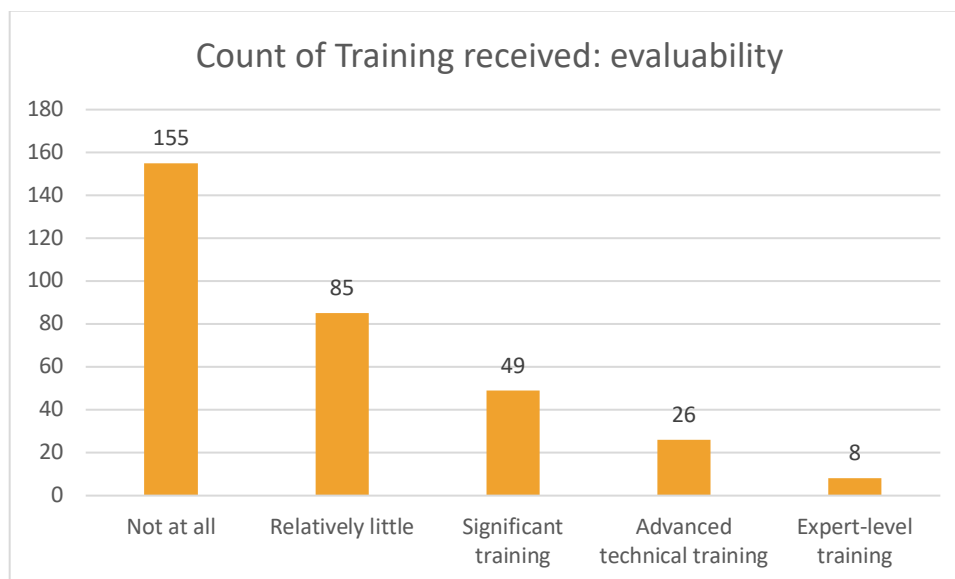


Figure 21. SMS Evaluation training received: Evaluability.

## 21. SENIOR MANAGERS EVALUATION TRAINING RECEIVED: ON "HOW TO DETERMINE EVALUATION SCOPE AND QUESTIONS."

- The mode response category is "**Not at all**" indicating that this is the most commonly chosen response, with **147 senior managers** having received no training on How to Determine Evaluation Scope and Questions.

These measures suggest that while a significant number of senior managers have received some level of training on this topic, a substantial proportion have **not received any training** on How to Determine Evaluation Scope and Questions.

Evaluation training received: How to determine Evaluation Scope and Questions.		
Scale: Training received	Count of Training received: evaluation scope and questions	Percentage (%)
Not at all	147	45,4%
Relatively little	81	25,0%
Significant training	61	18,8%
Advanced technical training	26	8,0%
Expert-level training	9	2,8%
<b>Grand Total</b>	<b>324</b>	

Table 20. SMS Evaluation training received: Evaluation Scope and Questions.

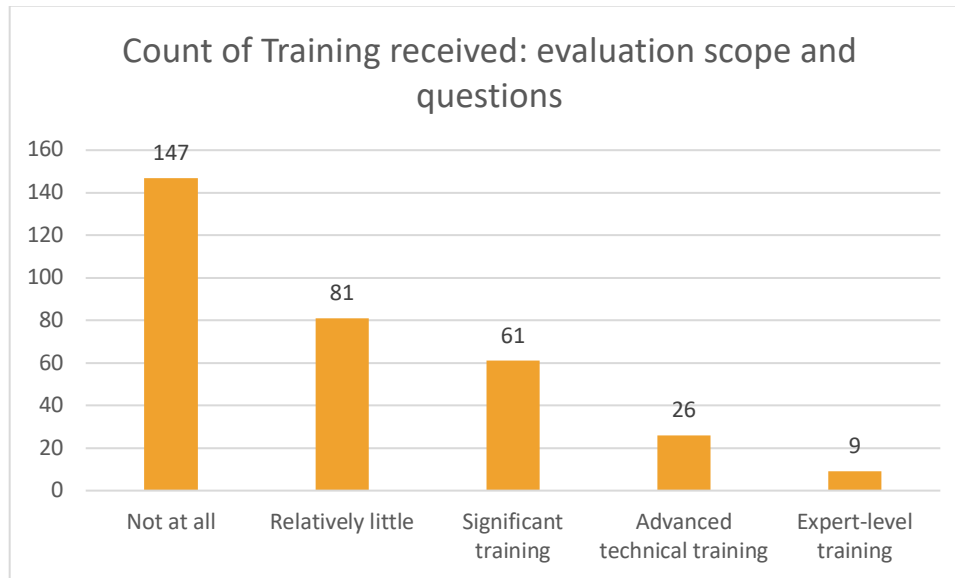


Figure 22. SMS Evaluation training received: Evaluation Scope and Questions.

## 22. SENIOR MANAGERS EVALUATION TRAINING RECEIVED: ON "MANAGING AN EVALUATION."

- The mode response category is "**Not at all**" indicating that this is the most commonly chosen response, with **141 senior managers** having received no training on Key Issues with Managing an Evaluation.

These measures suggest that while a significant number of senior managers have received some level of training on this topic, a substantial proportion have **not received any training** on Key Issues with Managing an Evaluation.

Evaluation training received: Key Issues with Managing an Evaluation.		
Scale: Training received	Count of Training received: managing an evaluation	Percentage (%)
Not at all	141	43,5%
Relatively little	79	24,4%
Significant training	64	19,8%
Advanced technical training	29	9,0%
Expert-level training	11	3,4%
<b>Grand Total</b>	<b>324</b>	

Table 21. SMS Evaluation training received: Managing an Evaluation.

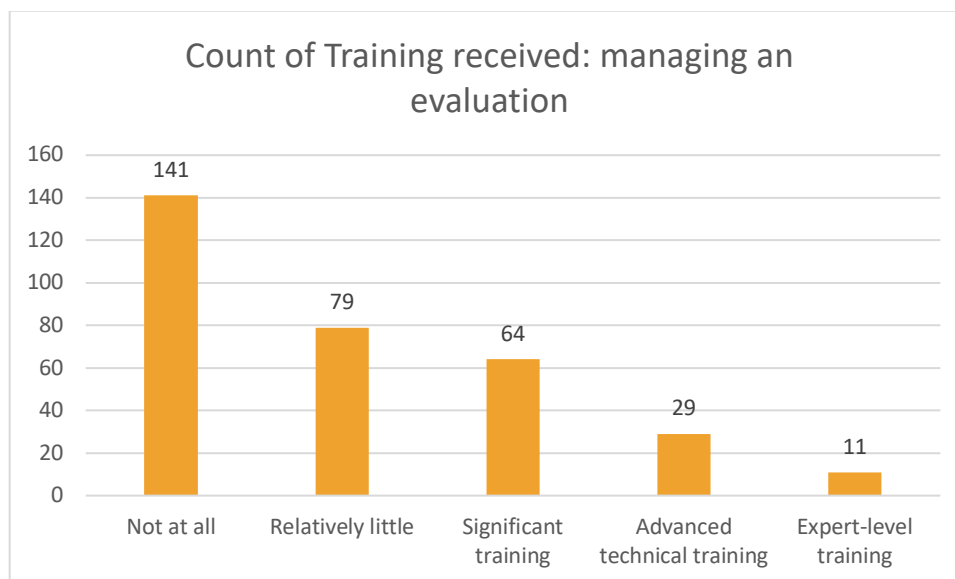


Figure 23. SMS Evaluation training received: Managing an Evaluation.

### 23. SENIOR MANAGERS EVALUATION TRAINING RECEIVED: ON “ESTABLISHING AND MANAGING AN EVALUATION STEERING COMMITTEE.”

- The mode response category is "**Not at all**" indicating that this is the most commonly chosen response, with **164 senior managers** having received no training on Establishing and Managing an Evaluation Steering Committee.

These measures suggest that while a significant number of senior managers have received some level of training on this topic, a substantial proportion have received **limited to no training** on Establishing and Managing an Evaluation Steering Committee.

Evaluation training received: Establishing and Managing an Evaluation Steering Committee..		
Scale: Training received	Count of Training received: the evaluation SC	Percentage (%)
Not at all	164	50,8%
Relatively little	80	24,8%
Significant training	45	13,9%
Advanced technical training	23	7,1%
Expert-level training	11	3,4%
<b>Grand Total</b>	<b>323</b>	

Table 22. SMS Evaluation training received: the Evaluation Steering Committee.

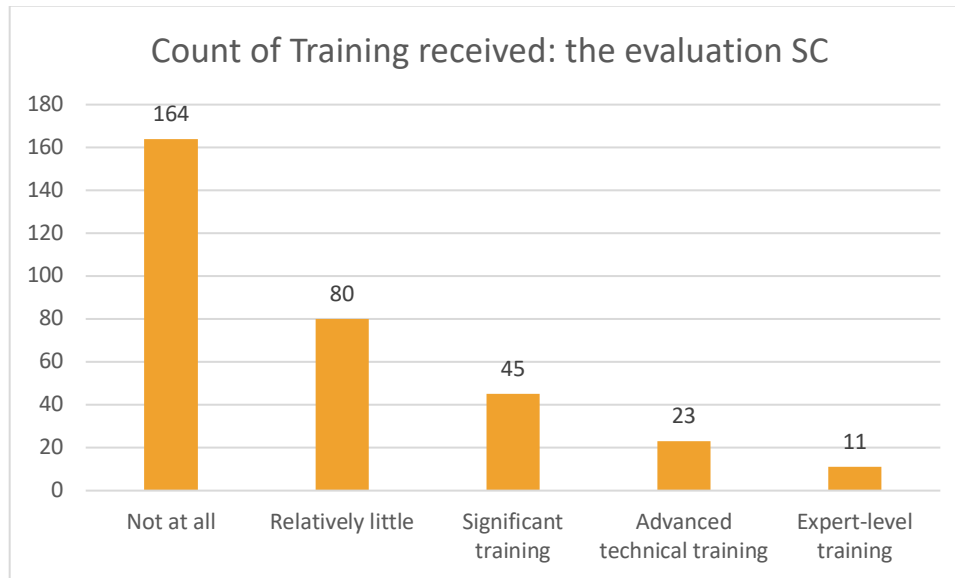


Figure 24. SMS Evaluation training received: the Evaluation Steering Committee.

#### 24. SENIOR MANAGERS EVALUATION TRAINING RECEIVED: ON "EVALUATOR COMPETENCIES."

- The mode response category is "**Not at all**" indicating that this is the most commonly chosen response, with **161 senior managers** having received no training on Evaluator Competencies.

These measures suggest that while a significant number of senior managers have received some level of training on this topic, a substantial proportion have **not received any training** on Evaluator Competencies.

Evaluation training received: Evaluator Competencies.		
Scale: Training received	Count of Training received: evaluation inception and implementation	Percentage (%)
Not at all	161	49,7%
Relatively little	76	23,5%
Significant training	51	15,7%
Advanced technical training	23	7,1%
Expert-level training	13	4,0%
<b>Grand Total</b>	<b>324</b>	

Table 23. SMS Evaluation training received: Evaluator Competencies.

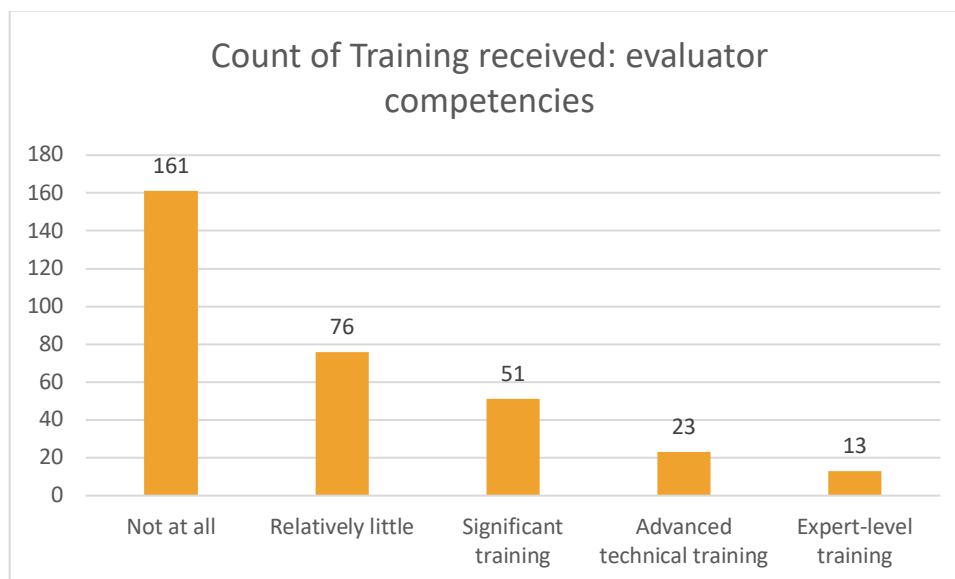


Figure 25. SMS Evaluation training received: Evaluator Competencies.

## 25. SENIOR MANAGERS EVALUATION TRAINING RECEIVED: ON "EVALUATION INCEPTION AND IMPLEMENTATION."

- The mode response category is "**Not at all**" indicating that this is the most commonly chosen response, with **160 senior managers** having received no training on Evaluation Inception and Implementation.

These measures suggest that while a significant number of senior managers have received some level of training on this topic, a substantial proportion have **not received any training** on Evaluation Inception and Implementation.

Evaluation training received: Evaluation Inception and Implementation.		
Scale: Training received	Count of Training received: evaluation inception and implementation	Percentage (%)
Not at all	160	49,4%
Relatively little	69	21,3%
Significant training	64	19,8%
Advanced technical training	21	6,5%
Expert-level training	10	3,1%
<b>Grand Total</b>	<b>324</b>	

Table 24. SMS Evaluation training received: Evaluation Inception and Implementation.

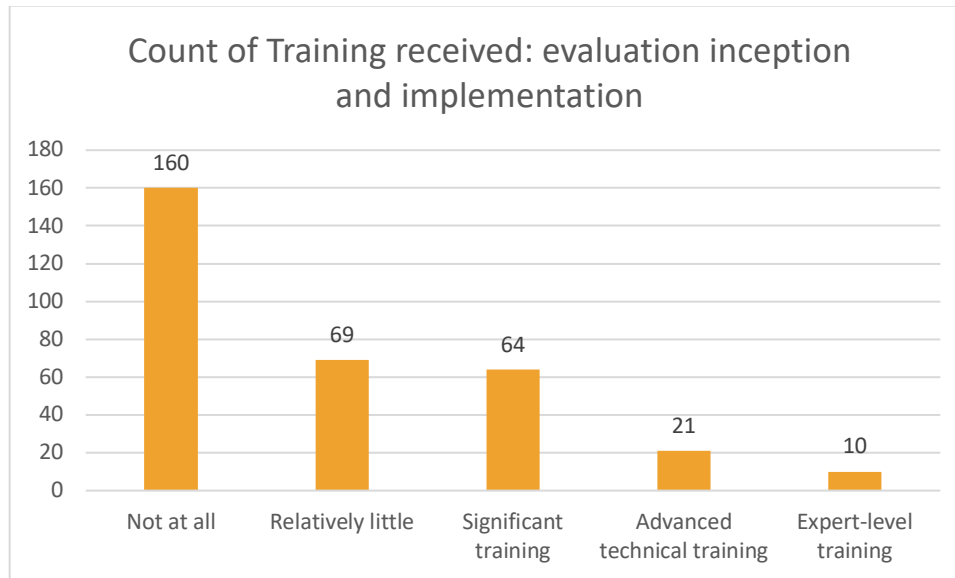


Figure 26. SMS Evaluation training received: Evaluation Inception and Implementation.

## 26. SENIOR MANAGERS EVALUATION TRAINING RECEIVED: ON “EVALUATION QUALITY, REPORTING, RESPONSE AND IMPROVEMENT.”

- The mode response category is **"Not at all"** indicating that this is the most commonly chosen response, with **144 senior managers** having received no training on Evaluation Quality, Reporting, Response, and Improvement.

These measures suggest that while a significant number of senior managers have received some level of training on this topic, a substantial proportion have **not received any training** on Evaluation Quality, Reporting, Response, and Improvement.

Evaluation training received: Evaluation Quality, Reporting, Response and Improvement.		
Scale: Training received	Count of Training received: evaluation quality, reporting, response and improvement	Percentage (%)
Not at all	144	44,6%
Relatively little	81	25,1%
Significant training	54	16,7%
Advanced technical training	33	10,2%
Expert-level training	11	3,4%
<b>Grand Total</b>	<b>323</b>	

Table 25. SMS Evaluation training received: Evaluation Quality, Reporting, Response and Improvement.



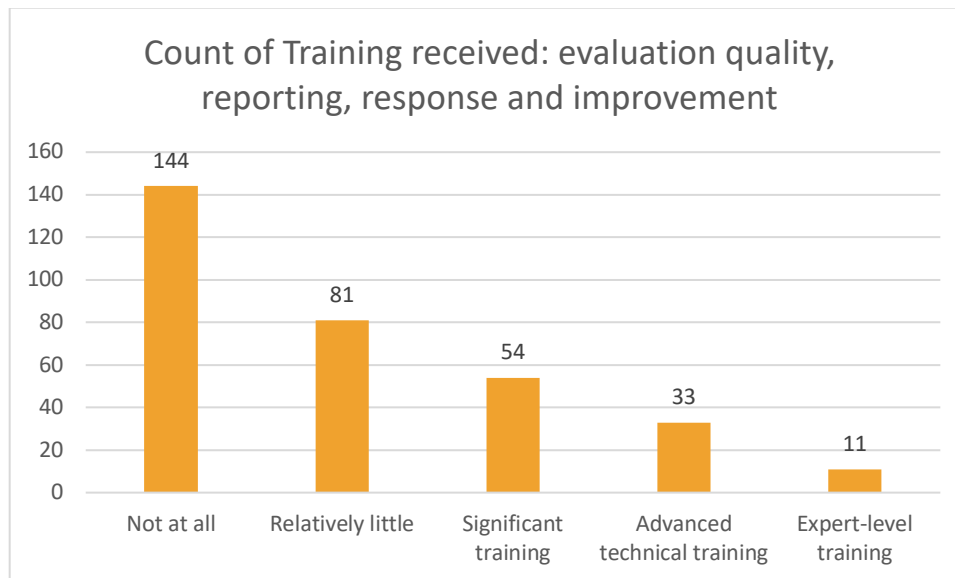


Figure 27. SMS Evaluation training received: Evaluation Quality, Reporting, Response and Improvement.

## 27. SENIOR MANAGERS EVALUATION TRAINING RECEIVED: ON “DIAGNOSIS, PLANNING, IMPLEMENTATION, MONITORING, EVALUATION, AND OUTCOMES MEASUREMENT.”

- The mode response category is "**Not at all**" indicating that this is the most commonly chosen response, with **153 senior managers** having received no training on new approaches to diagnosis, planning, implementation, monitoring, evaluation, and outcomes measurement.

These measures suggest that while a significant number of senior managers have received some level of training on this topic, a substantial proportion have received **limited to no training** on new public sector approaches to policy/programme diagnosis, planning, implementation, monitoring, evaluation, and outcomes measurement..

Evaluation training received: New approaches to diagnosis, planning, implementation, monitoring, evaluation, and outcomes measurement.		
Scale: Training received	Count of Training received: diagnosis, PIME, and outcomes measurement	Percentage (%)
Not at all	153	47,2%
Relatively little	81	25,0%
Significant training	51	15,7%
Advanced technical training	29	9,0%
Expert-level training	10	3,1%
<b>Grand Total</b>	<b>324</b>	

Table 26. SMS Evaluation training received: Diagnosis, planning, implementation, monitoring, evaluation, and outcomes measurement.

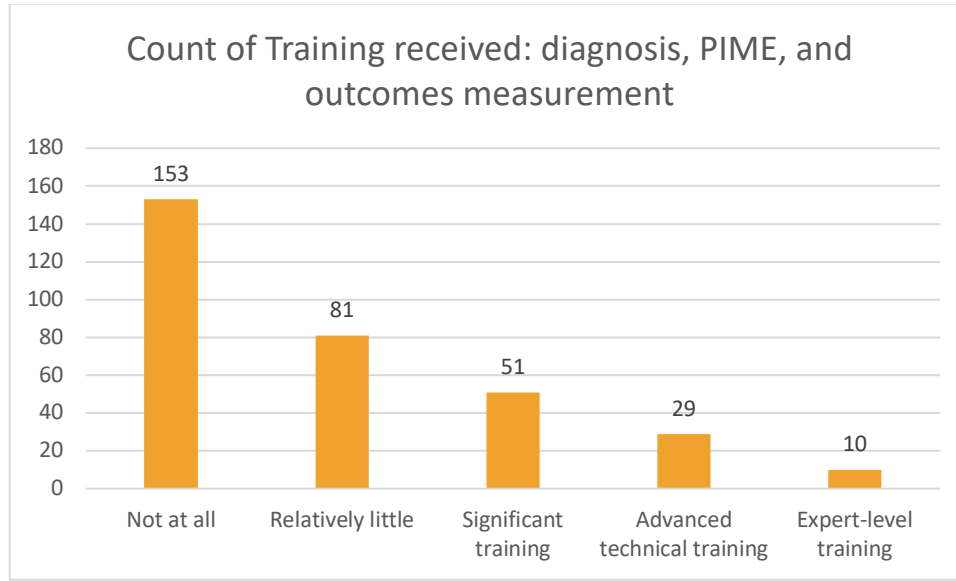


Figure 28. SMS Evaluation training received: Diagnosis, planning, implementation, monitoring, evaluation, and outcomes measurement.

## SENIOR PUBLIC SERVICE MANAGERS: SELF-IDENTIFIED EVALUATION TRAINING NEEDS

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### 28. SENIOR MANAGERS EVALUATION TRAINING NEEDS: "EVALUATION AS A STANDARD OPERATING PROCEDURE IN GOVERNMENT, AND ITS LINKS TO PLANNING, MONITORING AND IMPLEMENTATION."

- The mode response categories are **"Very Important"** and **"Extremely Important"** indicating that these are the most commonly chosen responses, with **99 and 88 senior managers**, respectively, considering the need for evaluation training in this context to be very important or extremely important.

These measures suggest that senior managers **generally** perceive the need for evaluation training in the context of standard operating procedures in Government and its links to planning, monitoring, and implementation as **important**, with a **significant proportion** considering it **very important** or **extremely important**.

Evaluation training needed: Evaluation as a standard operating procedure in Government, and its links to planning, monitoring and implementation.		
Scale: identified training need	Count of identified training need: evaluation SOPs	Percentage (%)
Very Important	99	30,5%
Important	89	27,4%
Extremely Important	88	27,1%
Relatively little	27	8,3%
Not at all	22	6,8%
<b>Grand Total</b>	<b>325</b>	

Table 27. SMS Evaluation training needs: Evaluation as a standard operating procedure, and links to PME.

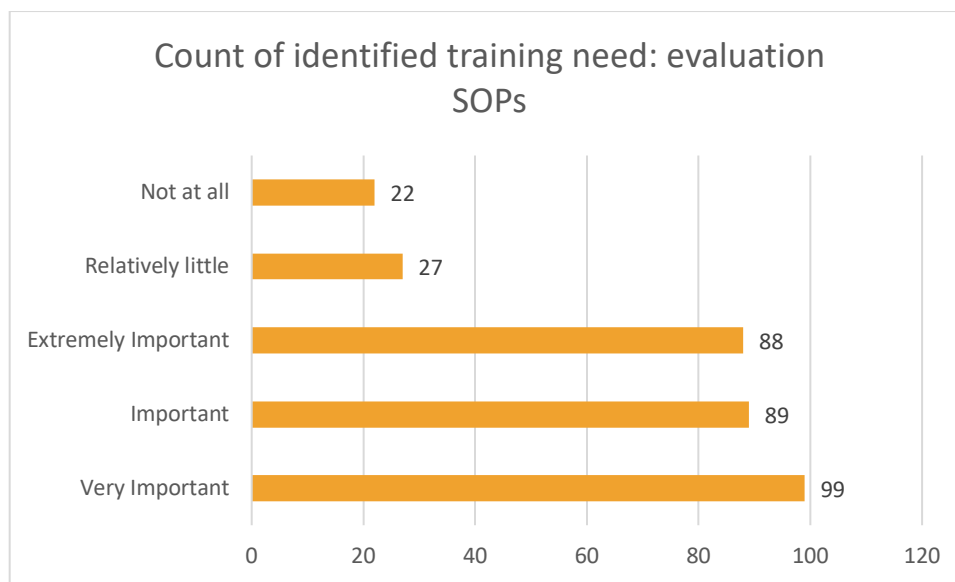


Figure 29. SMS Evaluation training needs: Evaluation as a standard operating procedure, and links to PME.

## 29. SENIOR MANAGERS EVALUATION TRAINING NEEDS: "EVALUATION AS A STANDARD OPERATING PROCEDURE IN GOVERNMENT, AND ITS LINKS TO PLANNING, MONITORING AND IMPLEMENTATION."

- The mode response category is "**Very Important**" indicating that this is the most commonly chosen response, with **97 senior managers** considering the need for evaluation training in this context to be very important.

These measures suggest that senior managers **generally** perceive the need for evaluation training in the context of Theory of Change as a logic model and its uses for planning, monitoring, and evaluation as **important**, with a **significant proportion** considering it **very important**.

Evaluation training needed: Theory of Change as a logic model, and its uses for planning, monitoring and evaluation		
Scale: identified training need	Count of identified training need: theory of change	Percentage (%)
Very Important	97	29,8%
Important	87	26,8%
Extremely Important	82	25,2%
Relatively little	33	10,2%
Not at all	26	8,0%
<b>Grand Total</b>	<b>325</b>	

Table 28. . SMS Evaluation training needs: Theory of Change, and uses for PMI.

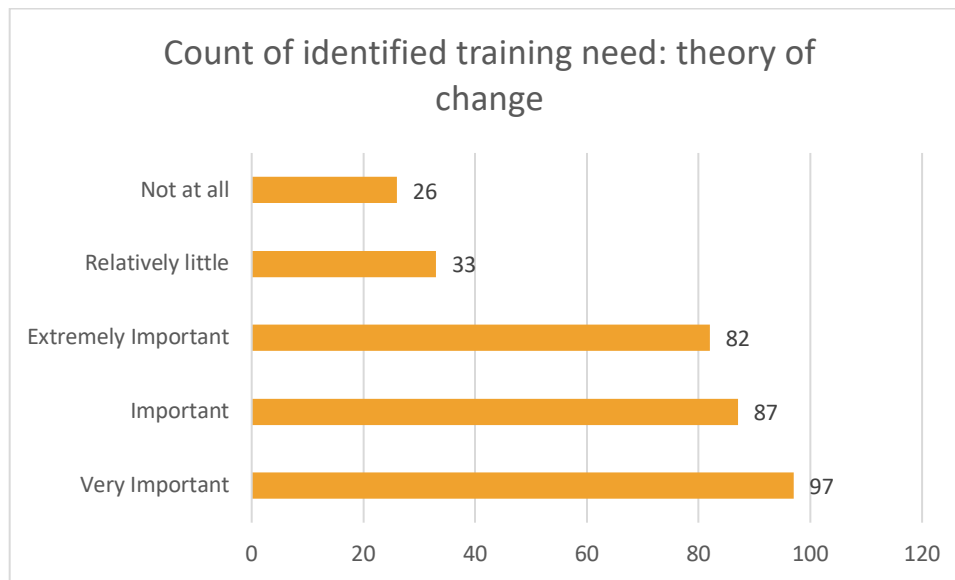


Figure 30. SMS Evaluation training needs: Theory of Change, and uses for PMI.

### 30. SENIOR MANAGERS EVALUATION TRAINING NEEDS: "PREPARING QUALITY EVALUATION TERMS OF REFERENCE (TOR)".

- The mode response category is "Very Important" indicating that this is the most commonly chosen response, with 97 senior managers considering the need for evaluation training in this context to be very important.

These measures suggest that senior managers **generally** perceive the need for evaluation training in the context of preparing quality evaluation Terms of Reference (ToRs) as **important**, with a **significant proportion** considering it **very important** or **extremely important**.

Evaluation training needed: [Preparing quality evaluation Terms of Reference (ToRs).]		
Scale: identified training need	Count of identified training need: evaluation TORs	Percentage (%)
Very Important	97	29,8%
Extremely Important	91	28,0%
Important	81	24,9%
Relatively little	33	10,2%
Not at all	23	7,1%
<b>Grand Total</b>	<b>325</b>	

Table 29. SMS Evaluation training needs: Evaluation Terms of Reference (TOR).

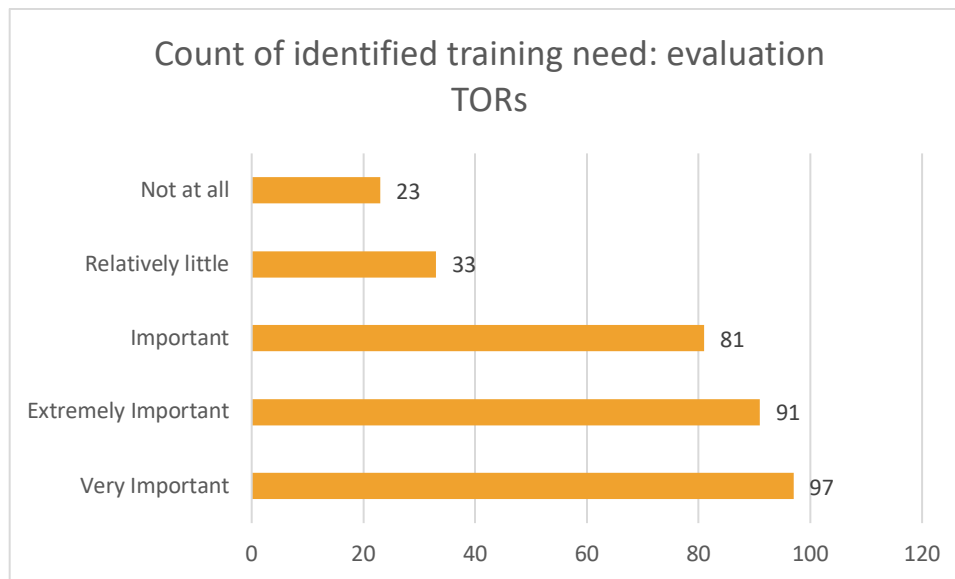


Figure 31. SMS Evaluation training needs: Evaluation Terms of Reference (TOR).

### 31. SENIOR MANAGERS EVALUATION TRAINING NEEDS: "EVALUABILITY ASSESSMENTS".

- The mode response category is "**Very Important**" indicating that this is the most commonly chosen response, with **106 senior managers** considering the need for evaluation training in this context to be very important.

These measures suggest that senior managers **generally** perceive the need for evaluation training in the context of Evaluability Assessments as **important**, with a **significant proportion** considering it **very important** or **extremely important**.

Scale: identified training need	Count of identified training need: evaluability assessments	Percentage (%)
Very Important	106	32,6%
Extremely Important	85	26,2%
Important	82	25,2%
Relatively little	30	9,2%
Not at all	22	6,8%
<b>Grand Total</b>	<b>325</b>	

Table 30. SMS Evaluation training needs: Evaluability Assessments.

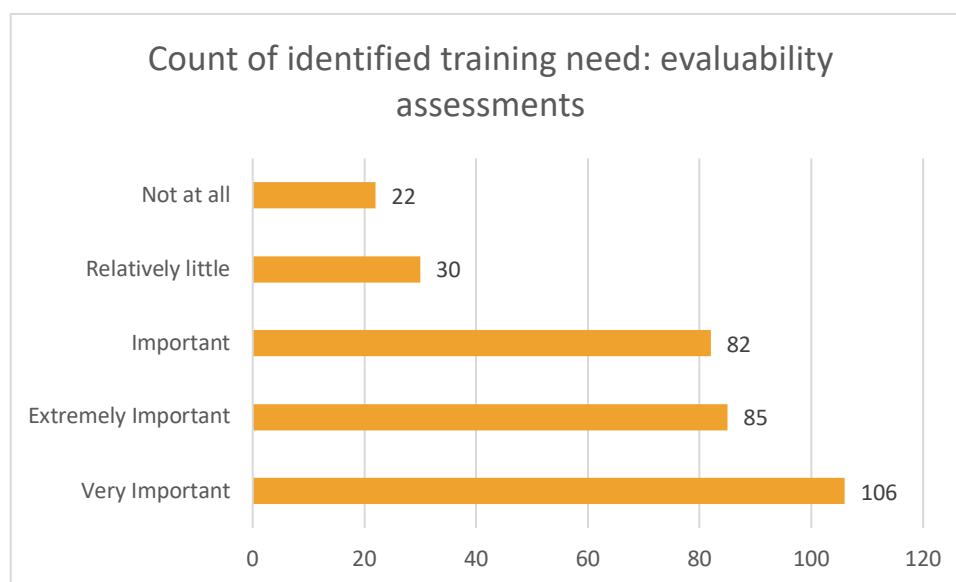


Figure 32. SMS Evaluation training needs: Evaluability Assessments.

### 32. SENIOR MANAGERS EVALUATION TRAINING NEEDS: "GENERAL UNDERSTANDING OF EVALUATION (OF POLICY/PROGRAMME/PROJECT/STRATEGY)".

- The mode response category is "**Developing competency**" indicating that this is the most commonly chosen response, with **88 senior managers** considering their competency in understanding evaluation in this context as developing.

These measures suggest that senior managers, **on average**, have **an established level of competency** in understanding evaluation in the context of policy, programme, project, or strategy, with a **significant proportion** indicating that they are **developing their competency in this area**.

Evaluation training needed: [The general understanding of evaluation (policy/programme/project/strategy).]		
Scale: identified training need	Count of identified training need: evaluation overview	Percentage (%)
Established	129	39,9%
Developing competency	88	27,2%
Novice	59	18,3%
Advanced technical	31	9,6%
Expert-level	16	5,0%
<b>Grand Total</b>	<b>323</b>	

Table 31. SMS Evaluation training needs: General Understanding Of Evaluation.

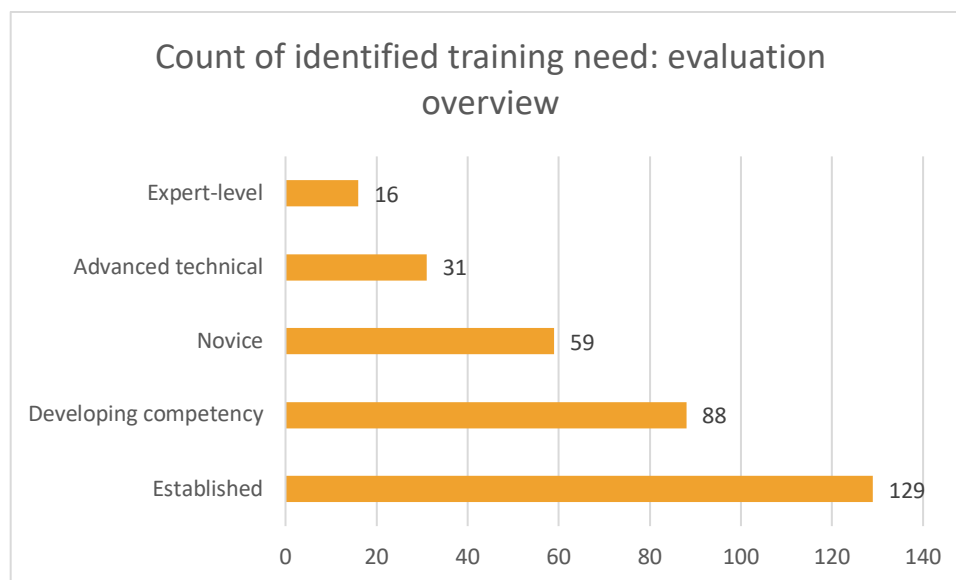


Figure 33. SMS Evaluation training needs: General Understanding Of Evaluation.

### 33. SENIOR MANAGERS EVALUATION TRAINING NEEDS: "THE NATIONAL EVALUATION SYSTEM".

- The mode response categories are "**Novice**" and "**Developing competency**" indicating that these are the most commonly chosen responses, **with 112 senior managers** considering their level of understanding in these categories.

These measures suggest that, **on average**, senior managers have a **developing level of understanding of the National Evaluation System (NES)** as supported by DPME, with a **significant proportion** indicating that they are **either novice or developing their understanding** in this area.

Level of understanding: [The National Evaluation System as supported by DPME.]		
Scale: self-identified level of understanding	Count of self-identified level of understanding: NES	Percentage (%)
Novice	112	34,7%
Developing competency	106	32,8%
Established	79	24,5%
Advanced technical	16	5,0%
Expert-level	10	3,1%
<b>Grand Total</b>	<b>323</b>	

Table 32. SMS Evaluation training needs: The National Evaluation System (NES).

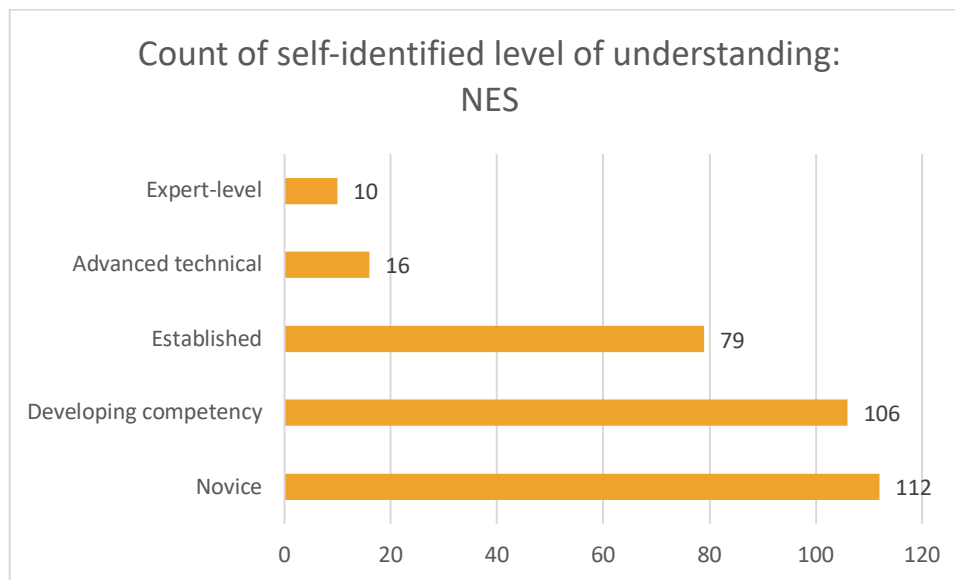


Figure 34. SMS Evaluation training needs: The National Evaluation System (NES).

#### 34. SENIOR MANAGERS EVALUATION TRAINING NEEDS: "THE ROLE OF EVALUATION IN THE POLICY CYCLE".

- The mode response category is "**Established**" indicating that this is the most commonly chosen response, with **109 senior managers** considering their level of understanding in this category.

These measures suggest that, **on average**, senior managers have an **established level of understanding** of the role of evaluation in the policy cycle, with a **significant proportion** indicating that they have **developed competency** or are at an **advanced level of understanding** in this area.



Level of understanding: [The role of evaluation in the policy cycle.]		
Scale: self-identified level of understanding	Count of self-identified level of understanding: evaluation in the policy cycle	Percentage (%)
Established	109	33,7%
Developing competency	91	28,2%
Novice	75	23,2%
Advanced technical	36	11,1%
Expert-level	12	3,7%
<b>Grand Total</b>	<b>323</b>	

Table 33. SMS Evaluation training needs: Role of Evaluation in the Policy Cycle.

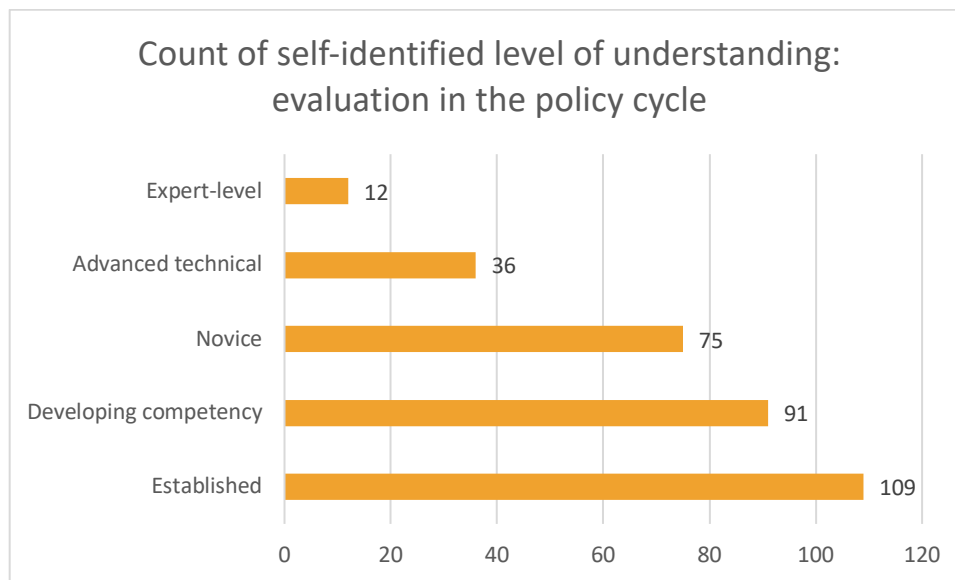


Figure 35. SMS Evaluation training needs: Role of Evaluation in the Policy Cycle.

### 35. SENIOR MANAGERS EVALUATION TRAINING NEEDS: "THE USE OF EVALUATION".

- The mode response category is "**Established**" indicating that this is the most commonly chosen response, with **106 senior managers** considering their level of understanding in this category.

These measures suggest that, **on average**, senior managers have an **established level of understanding** of the use of evaluation, with a **significant proportion** indicating that they have **developed competency** or are at an **advanced level of understanding** in this area.

Level of understanding: [The use of evaluation.]		
Scale: self-identified level of understanding	Count of self-identified level of understanding: use of evaluation	Percentage (%)
Established	106	32,7%
Developing competency	103	31,8%
Novice	63	19,4%
Advanced technical	39	12,0%
Expert-level	13	4,0%
<b>Grand Total</b>	<b>324</b>	

Table 34. SMS Evaluation training needs: The use of evaluation.

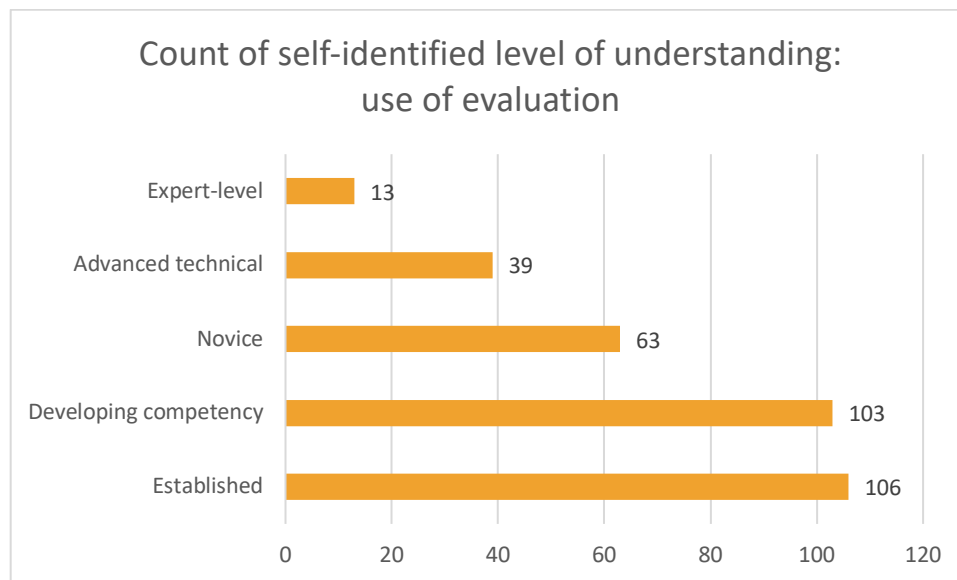


Figure 36. SMS Evaluation training needs: The use of evaluation.

## SENIOR PUBLIC SERVICE MANAGERS: EVALUATION EXPERIENCE

### 36. SENIOR MANAGERS EVALUATION EXPERIENCE: "THEORY OF CHANGE".

- The mode response category is "**None**" indicating that this is the most commonly chosen response, with **108 senior managers** having no specific evaluation experience in Theory of Change.

These measures suggest that, **on average**, senior managers have a **moderate level of evaluation experience** related to Theory of Change, with the **majority** indicating that they have **no specific experience** in this area.

Evaluation experience: [Theory of Change.]		
Scale: evaluation experience	Count of experience of application of theory of change	Percentage (%)
None	108	33,4%
Internal reviews within unit	107	33,1%
Within the department between units	81	25,1%
National evaluations in NES	14	4,3%
Inter-institutional evaluations	13	4,0%
<b>Grand Total</b>	<b>323</b>	

Table 35. SMS Evaluation Experience: Theory of Change.

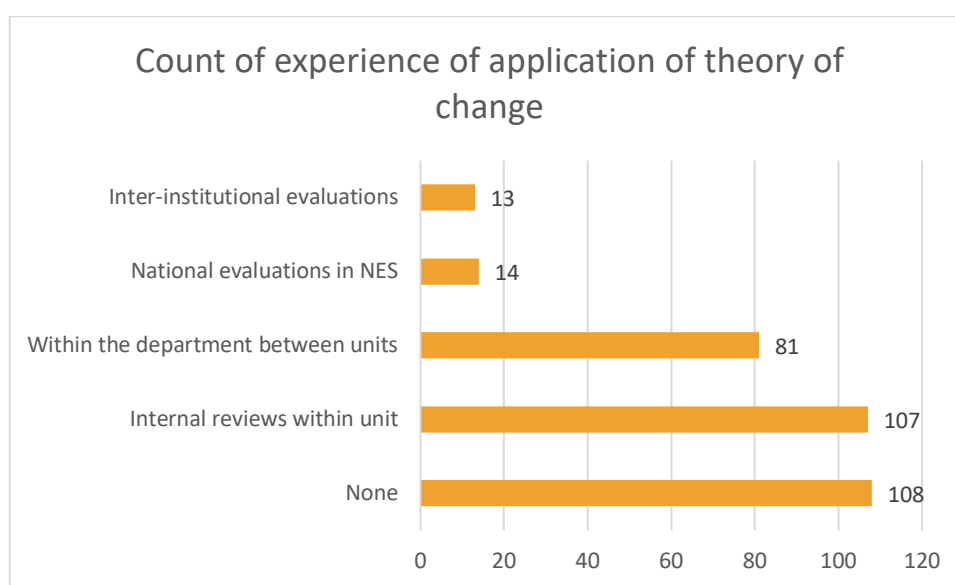


Figure 37. SMS Evaluation Experience: Theory of Change.

### 37. SENIOR MANAGERS EVALUATION EXPERIENCE: "LOGFRAMES".

- The mode response category is "**None**" indicating that this is the most commonly chosen response, with **178 senior managers** having **no specific evaluation experience** in Theory of Change.

These measures suggest that, **on average**, senior managers have a **moderate level of evaluation experience** related to Logframes, with the **majority** indicating that they have **no specific experience** in this area.

Evaluation experience: [Logframes.]		
Scale: evaluation experience	Count of experience of application of logframes	Percentage (%)
None	178	55,1%
Internal reviews within unit	59	18,3%
Within the department between units	56	17,3%
Inter-institutional evaluations	17	5,3%
National evaluations in NES	13	4,0%
<b>Grand Total</b>	<b>323</b>	

Table 36. SMS Evaluation Experience: Logframes.

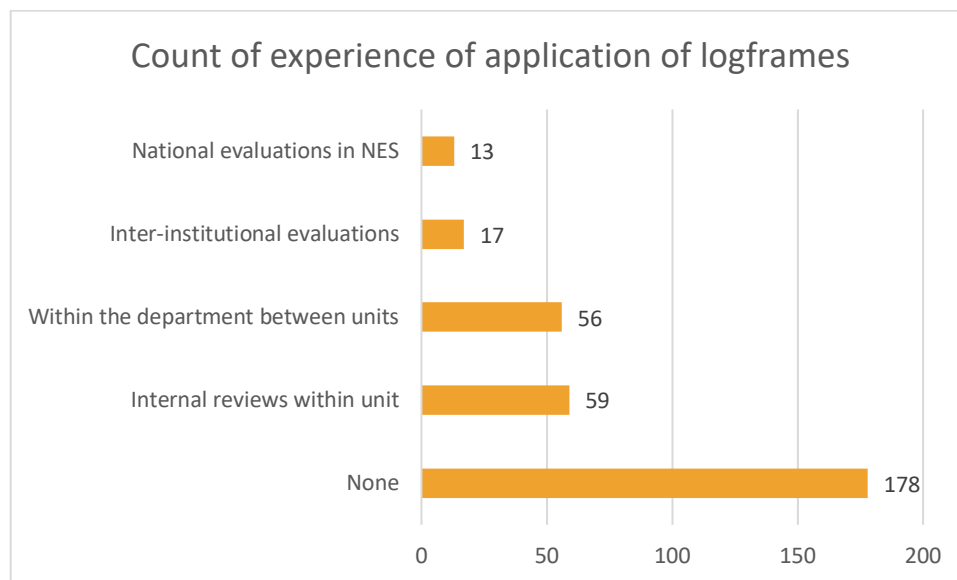


Figure 38. SMS Evaluation Experience: Logframes..

### 38. SENIOR MANAGERS EVALUATION EXPERIENCE: "EVALUATION COMMISSIONING".

- The mode response category is "**None**" indicating that this is the most commonly chosen response, with **161 senior managers** having no specific experience in commissioning evaluations.

These measures suggest that, **on average**, senior managers have a **moderate level of evaluation experience** related to commissioning evaluations, with the **majority** indicating that they **have no specific experience** in this area.

Evaluation experience: [Commissioned an evaluation (most common one if involved in more than one).]		
Scale: evaluation experience	Count of experience of application of evaluation commissioning	Percentage (%)
None	161	49,8%
Internal reviews within unit	71	22,0%
Within the department between units	64	19,8%
Inter-institutional evaluations	15	4,6%
National evaluations in NES	12	3,7%
<b>Grand Total</b>	<b>323</b>	

Table 37. SMS Evaluation Experience: Evaluation Commissioning.

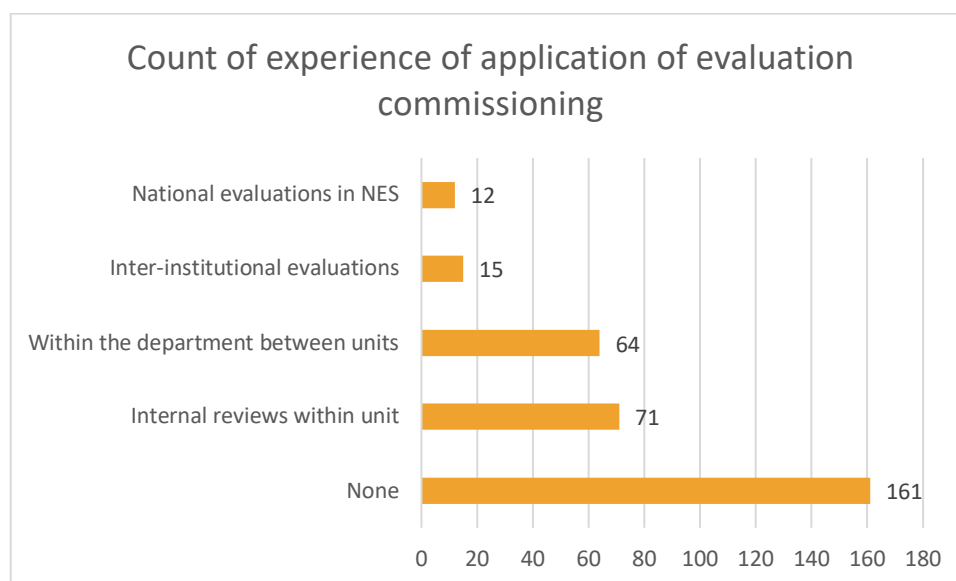


Figure 39. SMS Evaluation Experience: Evaluation Commissioning.

### 39. SENIOR MANAGERS EVALUATION EXPERIENCE: "USE OF EVALUATION REPORT (FINDINGS, & RECOMMENDATIONS) TO MAKE IMPROVEMENTS."

- The mode response category is "**None**" indicating that this is the most commonly chosen response, with **105 senior managers** having **no specific experience** in using evaluation report findings and recommendations for improvements.

These measures suggest that, **on average**, senior managers have a **moderate level of evaluation experience** related to using evaluation report findings and recommendations to make improvements, with a **significant number** indicating that they have **no specific experience** in this area.

Scale: evaluation experience	Count of experience of application of evaluation outcomes (findings, recommendations, improvements)	Percentage (%)
None	105	32,3%
Within the department between units	90	27,7%
Internal reviews within unit	89	27,4%
Inter-institutional evaluations	28	8,6%
National evaluations in NES	13	4,0%
<b>Grand Total</b>	<b>325</b>	

Table 38. SMS Evaluation Experience: Use of Evaluation Report to make Improvements.

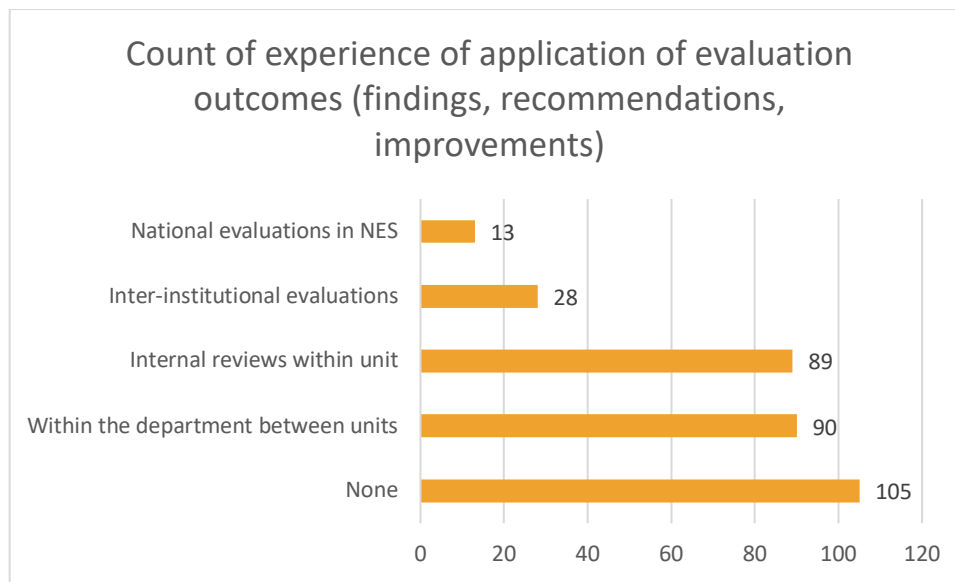


Figure 40. SMS Evaluation Experience: Use of Evaluation Report to make Improvements.

#### 40. SENIOR MANAGERS EVALUATION EXPERIENCE: "USE OF EVALUATION REPORT (FINDINGS, & RECOMMENDATIONS) FOR PLANNING AND BUDGETING."

- The mode response category is "**None**" indicating that this is the most commonly chosen response, with **106 senior managers** having no specific experience in using evaluation report findings and recommendations for planning and budgeting.

These measures suggest that, **on average**, senior managers have a **moderate level of evaluation experience** related to using evaluation report findings and recommendations for planning and budgeting, with a **significant number** indicating that they have **no specific experience** in this area.

Scale: evaluation experience	Count of experience of application of evaluation outcomes for planning and budgeting	Percentage (%)
None	106	32,6%
Within the department between units	90	27,7%
Internal reviews within unit	90	27,7%
Inter-institutional evaluations	24	7,4%
National evaluations in NES	15	4,6%
<b>Grand Total</b>	<b>325</b>	

Table 39. SMS Evaluation Experience: Use of Evaluation Report for Planning and Budgeting.

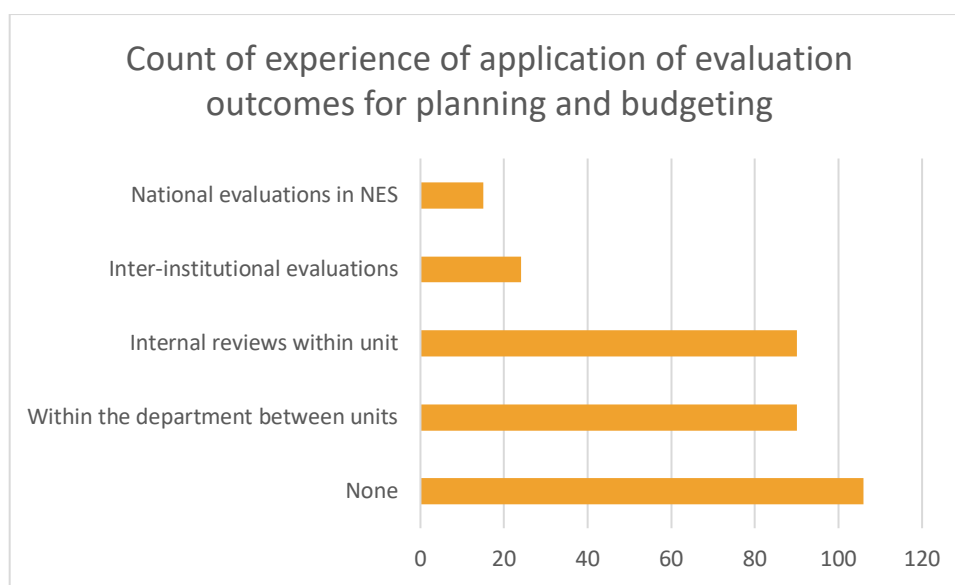


Figure 41. SMS Evaluation Experience: Use of Evaluation Report for Planning and Budgeting.

#### 41. SENIOR MANAGERS EVALUATION EXPERIENCE: "MONITORING AND OVERSIGHT OF EVALUATION IMPROVEMENT PLANS."

- The mode response category is "**None**" indicating that this is the most commonly chosen response, with **109 senior managers** having **no specific experience** in monitoring and oversight of evaluation improvement plans.

These measures suggest that, **on average**, senior managers have a **moderate level of evaluation experience** related to monitoring and oversight of evaluation improvement plans, with a **significant number** indicating that they have **no specific experience** in this area.

Evaluation experience: [Monitoring and oversight of evaluation improvement plans.]		
Scale: evaluation experience	Count of experience of application of evaluation improvement plans	Percentage (%)
None	109	33,7%
Internal reviews within unit	93	28,8%
Within the department between units	81	25,1%
Inter-institutional evaluations	27	8,4%
National evaluations in NES	13	4,0%
<b>Grand Total</b>	<b>323</b>	

Table 40. SMS Evaluation Experience: Monitoring and Oversight of Evaluation Improvement Plans

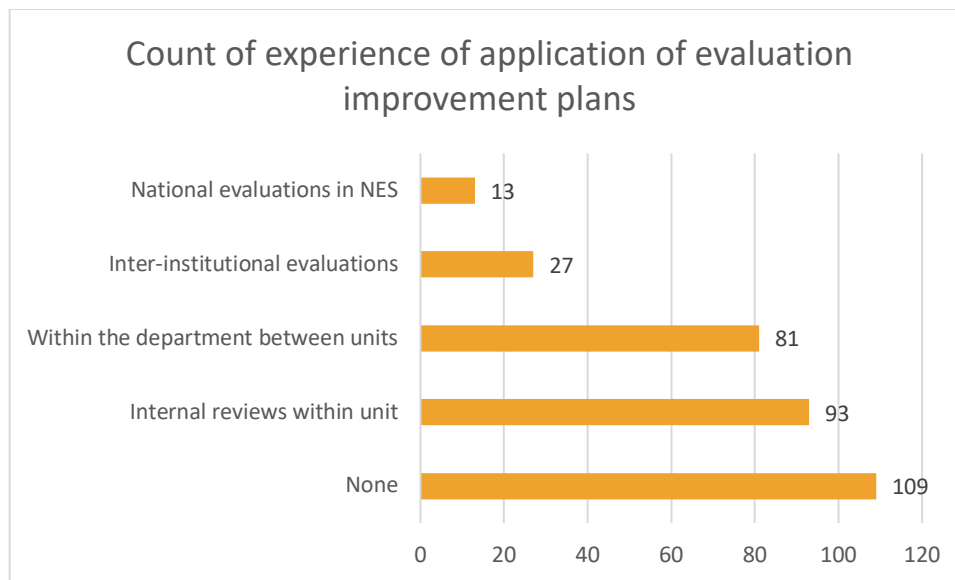


Figure 42. SMS Evaluation Experience: Monitoring and Oversight of Evaluation Improvement Plans

#### 42. SENIOR MANAGERS EVALUATION EXPERIENCE: "ROLE PLAYED IN EVALUATIONS."

- The mode response category is "**None**" indicating that this is the most commonly chosen response, with **141 senior managers** indicating that they do not have a specific role in evaluation.

These measures suggest that, **on average**, senior managers have a **moderate level of involvement in evaluations**, with a **significant number** indicating that they **do not have a specific role** in evaluation activities.



Role played in evaluations	Count of self-reported role played in evaluations	Percentage (%)
<b>Scale: self-reported role played in evaluations</b>		
None	141	43,7%
Report reviewer	79	24,5%
Evaluation Steering Committee member	55	17,0%
Other	28	8,7%
Presenter of evaluation to institutional managers and Cluster	15	4,6%
Co-chair of Evaluation Steering Committee	5	43,7%
<b>Grand Total</b>	<b>323</b>	

Table 41. SMS Evaluation Experience: Role played in evaluation

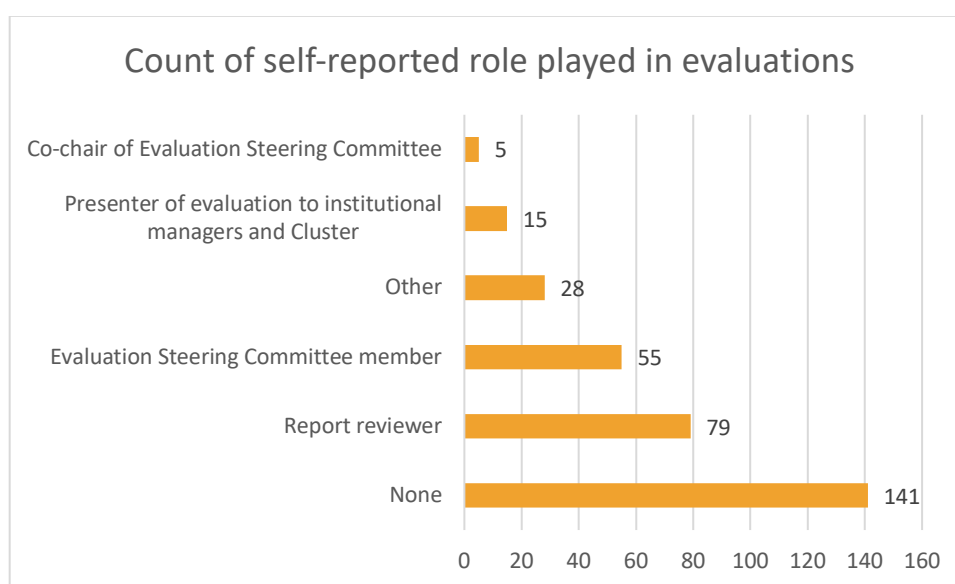


Figure 43. SMS Evaluation Experience: Role played in evaluations

## INSIGHTS BASED ON FURTHER ANALYSIS OF THE DATA

The Pearson Correlation Coefficient is calculated for variables that appear to have a deterministic relationship. Pairs of continuous numerical variables in the dataset are identified that exhibit such a relationship. The Pearson Correlation Coefficient measures the linear correlation between two variables, with a value of 1 indicating a perfect positive linear relationship, -1 indicating a perfect negative linear relationship, and 0 indicating no linear relationship.

- The self-reported level of understanding of the National Evaluation System (NES) appears to **highly determine** the role played in evaluations by SMS officials.
- The relationships described and illustrated in this section suggests that current or past evaluation-related training of SMS officials may be effective to some degree in developing their evaluation capacity, which in turn may be translated into the self-reported roles being played by these officials in various aspects of the NES.

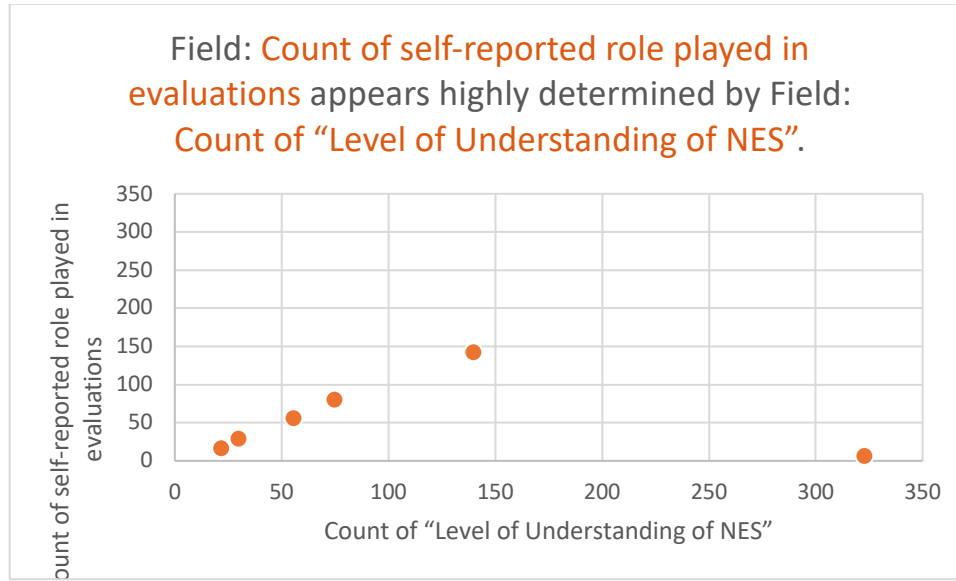


Figure 44. Relationship between Role Played in Evaluations and Level of NES Understanding

- The self-reported training received re: Evaluator Competencies appears to **highly determine** the role played in evaluations by SMS officials.

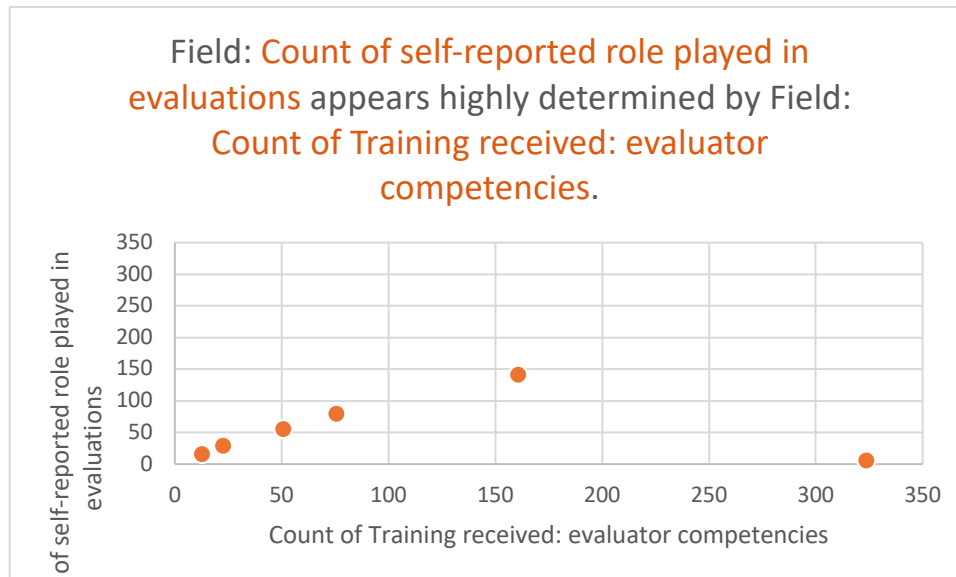


Figure 45. Relationship between Role Played in Evaluations and Training received: Evaluator Competencies

- The self-reported training received re: Evaluator Scope and Questions appears to **highly determine** the role played in evaluations by SMS officials.

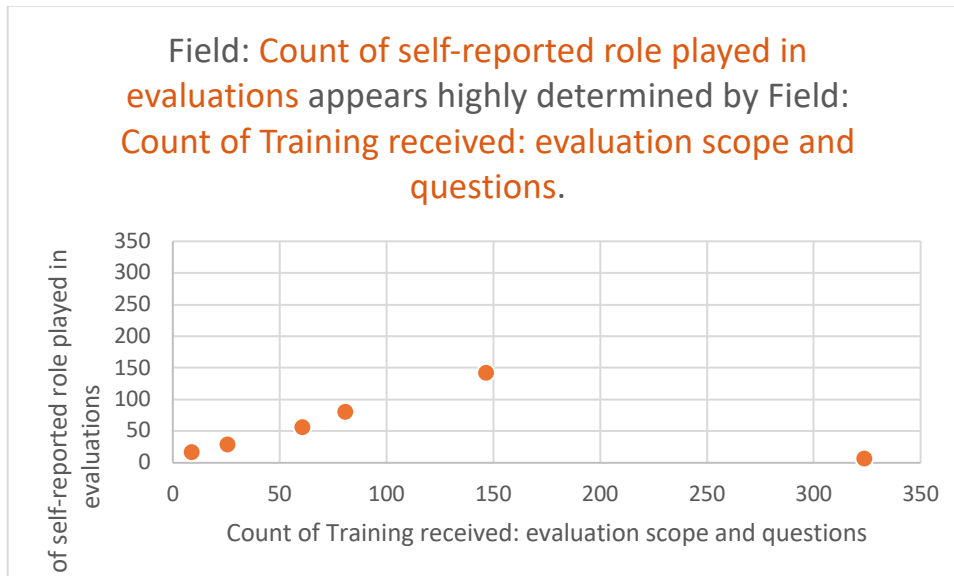


Figure 46. Relationship between Role Played in Evaluations and Training received: Evaluation Scope and Questions

- The self-reported training received re: Diagnosis, planning, implementation, monitoring, evaluation (PIME), and outcomes measurements appears to **highly determine** the role played in evaluations by SMS officials.

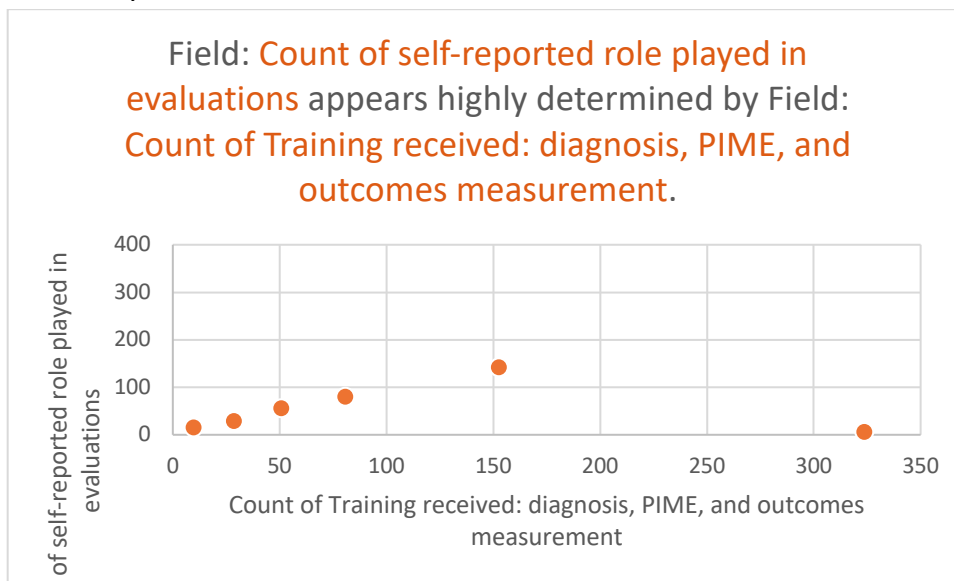


Figure 47. Relationship between Role Played in Evaluations and Training received: Diagnosis, PIME, and outcomes measurements.

- The self-reported training received re: Evaluator Competencies appears to **highly determine** the role played in evaluations by SMS officials.

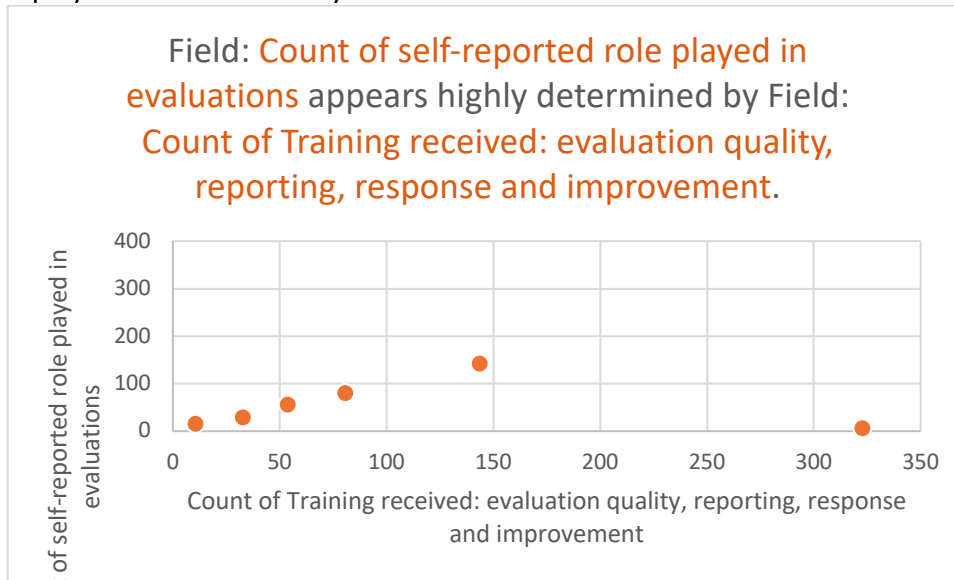


Figure 48. Relationship between Role Played in Evaluations and Training received: Evaluation quality, reporting, response and improvement.

- The self-reported training received re: Evaluation in policy and programming appears to **highly determine** the role played in evaluations by SMS officials.

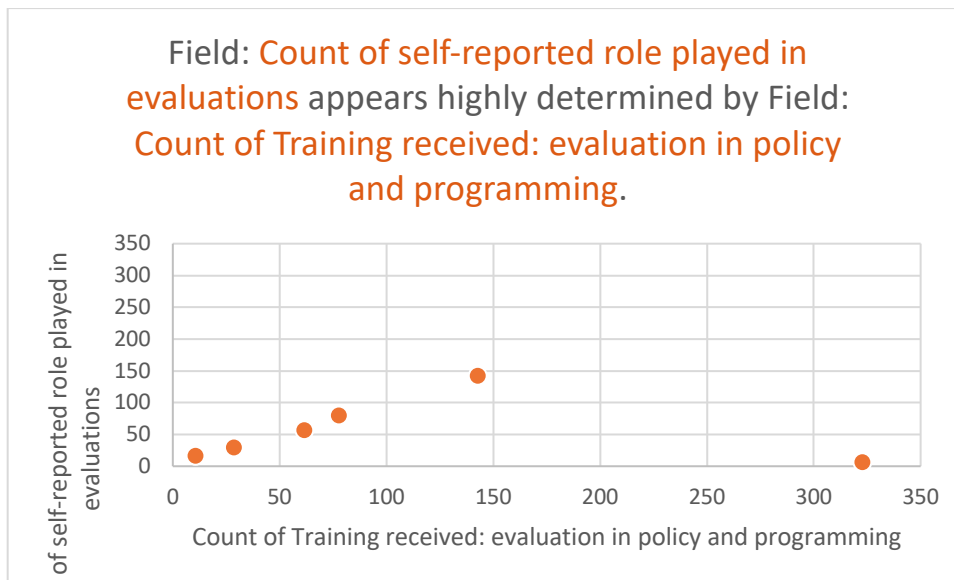


Figure 49. Relationship between Role Played in Evaluations and Training received: Evaluation in Policy and Programming

- The self-reported training received re: National Evaluation Policy Framework (NEPF) appears to **highly determine** the role played in evaluations by SMS officials.

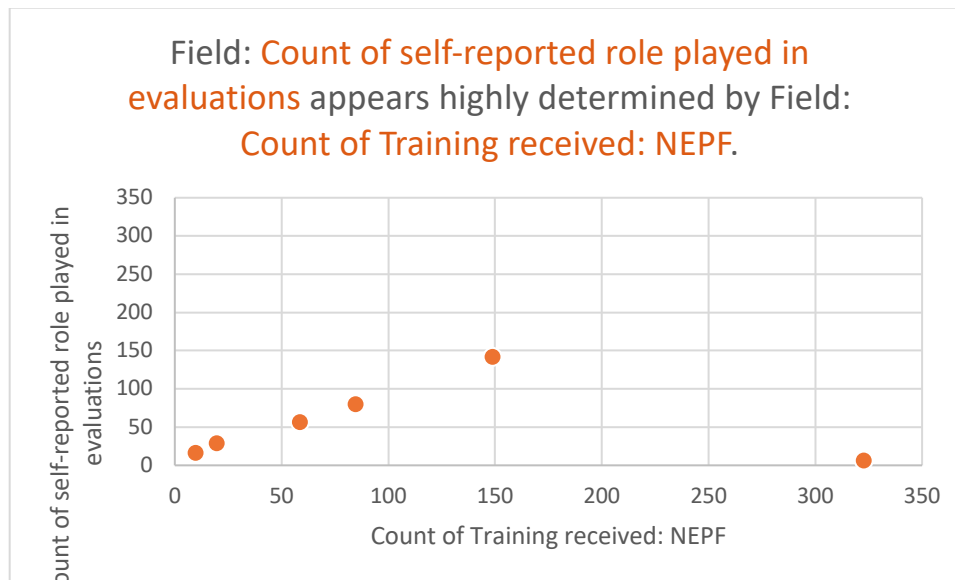


Figure 50. Relationship between Role Played in Evaluations and Training received:NEPF.

Based on these conclusions, there are several insights that highlight distinct possibilities regarding the relationship between self-reported understanding, training received, and the roles played by Senior Management Service (SMS) officials in evaluations within the context of the National Evaluation System (NES):

1. Importance of Understanding NES: The self-reported level of understanding of the NES appears to be a critical factor in determining the roles that SMS officials play in evaluations. This suggests that a deeper understanding of the NES is likely associated with more active or significant roles in evaluation processes.
2. Effectiveness of Evaluation-Related Training: The relationships described suggest that current or past evaluation-related training may be effective to some degree in developing the evaluation capacity of SMS officials. This enhanced capacity may translate into the roles these officials report playing in various aspects of the NES, indicating a positive impact of training on their involvement in evaluations.
3. Influence of Specific Training Areas:
  - Evaluator Competencies: Training received in evaluator competencies seems to have a significant influence on the roles played by SMS officials in evaluations. This implies that developing core competencies is crucial for effective participation in evaluation activities.
  - Evaluator Scope and Questions: Training in this area also appears to highly determine the roles played in evaluations, suggesting that understanding the scope and key questions of evaluations is essential for SMS officials.
  - Diagnosis, Planning, Implementation, Monitoring, Evaluation (PIME), and Outcomes Measurements: Training received in these areas is likely to highly determine the roles played in evaluations, indicating the importance of a comprehensive understanding of the evaluation process and outcomes measurement.

- Evaluation in Policy and Programming: This training appears to be a significant determinant of the roles played in evaluations, highlighting the relevance of integrating evaluation into policy and programming.
- National Evaluation Policy Framework (NEPF): Training related to the NEPF seems to highly determine the roles played in evaluations, emphasizing the importance of understanding national evaluation policies and frameworks for effective participation in evaluation activities.

Overall, these conclusions suggest that targeted training and a strong understanding of the NES and its components are key factors in determining the roles that SMS officials play in evaluations. This highlights the importance of continuous professional development and capacity building in evaluation competencies for enhancing the effectiveness of the evaluation system.

# Annex 1: Methodology Report

## METHODOLOGY

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The methodology employed in this study involved a systematic and rigorous process to collect, analyze, and interpret data from senior public sector managers in South Africa. The primary objective was to gain insights into the Monitoring and Evaluation (M&E) capacity of these managers, identify training needs, and uncover trends, relationships, and dynamics within the dataset. The following outlines the key steps and methods undertaken:

### 1. Data Collection

The data collection process began with the online NSG administration of designed questionnaire to senior public sector managers across various government departments at the national and provincial levels. The questionnaire was designed to capture information related to M&E capacity, including levels of understanding, training received, practical experience, and perceptions of M&E relevance. Respondents were provided with clear instructions for completing the questionnaire.

### 2. Data Processing and Cleaning

Upon NSG receiving the software generated dataset from completed questionnaires, data processing and cleaning were initiated. This phase involved checking for missing or inconsistent responses and ensuring data integrity. Any outliers or anomalies were addressed to maintain the reliability and validity of the dataset.

### 3. Data Overview – initial examination

This analysis involved opening and reviewing the dataset (Excel) to understand its structure, content, and the type of data it contained. This preliminary examination was crucial for determining the appropriate methods for further analysis.

Initial review of the dataset: The dataset titled "2023-12-21 NSG DPME Survey responses RAW DATA.xlsx" comprised a total of 325 entries and 54 columns.

The dataset contains survey responses regarding the evaluation of policies or programs, in the context of government sectors. It is valuable for analyzing the extent and manner of policy and programme evaluation practices among the respondents.

### 4. Descriptive Analysis

Descriptive statistics were employed to provide an overview of the dataset. This included calculating basic measures of central tendency (mean, median, mode) and dispersion (standard deviation) for various variables, such as respondents' levels of understanding, training received, and years of experience.

### 5. Inferential Analysis

Inferential analysis was conducted to explore relationships and trends within the data. The statistical technique, correlation analysis, was used. These analyses aimed to identify significant associations between variables and uncover patterns that could inform training needs and policy recommendations.

### 6. Training Needs Assessment

A critical aspect of the methodology was the assessment of training needs among senior managers. This involved categorizing respondents based on their self-reported levels of understanding and experience in M&E. Training needs were identified by analyzing gaps in knowledge and skills, particularly in areas such as Theory of Change, Logframes, data utilization, and the National Evaluation System (NES).

#### 7. Qualitative Insights

There were no open-ended items in the questionnaire. Normally these responses are analyzed thematically to extract qualitative data on issues such as challenges, perceptions, and suggestions.

#### 8. Data Visualization

Data visualization techniques, such as charts, graphs, and heatmaps, were used to present findings in a visually accessible manner. Visualization aided in conveying complex relationships and trends within the data effectively.

#### 9. Ethical Considerations

Ethical considerations were paramount throughout the study, especially since these were senior managers across the entire public sector (national and provincial). Respondents' privacy and confidentiality were ensured, and informed consent was obtained. The study adhered to ethical guidelines and respected the principles of anonymity and data protection.

#### 10. Limitations

It is essential to acknowledge certain limitations of the methodology. The data collected relied on self-reporting by respondents, which may introduce a level of subjectivity and potential response bias. Additionally, the study's cross-sectional design captured a snapshot of M&E capacity at a specific point in time, limiting the ability to assess longitudinal changes.

### **Conclusion**

The methodology employed in this study combined quantitative and qualitative approaches to comprehensively analyze the M&E capacity of senior public sector managers in South Africa. By collecting, processing, and analyzing data, the study identified training needs, uncovered relationships, and provided valuable insights to inform policy recommendations and training program development. The rigorous methodology ensured that findings were robust, reliable, and aligned with the study's objectives, contributing to a more evidence-based approach to M&E capacity enhancement in the public sector.



## Annex 2: Questionnaire.