

28 MAY 2010

PERFORMANCE MONITORING AND EVALUATION
OUTCOMES APPROACH

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1. 12x Outcomes

- Process of developing outcomes
- Guiding principles
- Education outcome – in detail
- Health, Rural, Human Settlement, Local government - outputs

2. Performance Agreements and Intergovernmental Protocols

3. Delivery Agreements & Implementation Forums

4. PoA

Process of developing the Outcomes approach

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- ▣ PME department reviewed 2009 MTSF and PoA – not enough detail, had no measurable targets and no mechanism to ensure accountability
- ▣ Articulated new approach in Policy document (Green Paper) document – which talked about a few important concepts : outcomes, measurable outputs, key activities, inputs, delivery forums and delivery agreements as well as performance contracts between President and Ministers
- ▣ The policy document was approved by Cabinet and tabled in Parliament during August 2009
- ▣ Developed the Outcomes approach by developing a set of outcomes with measurable outputs in partnership with key officials researchers and experts. This was further tested with more officials as we also interacted with all 9 provincial DGs and made presentations to many EXCOs

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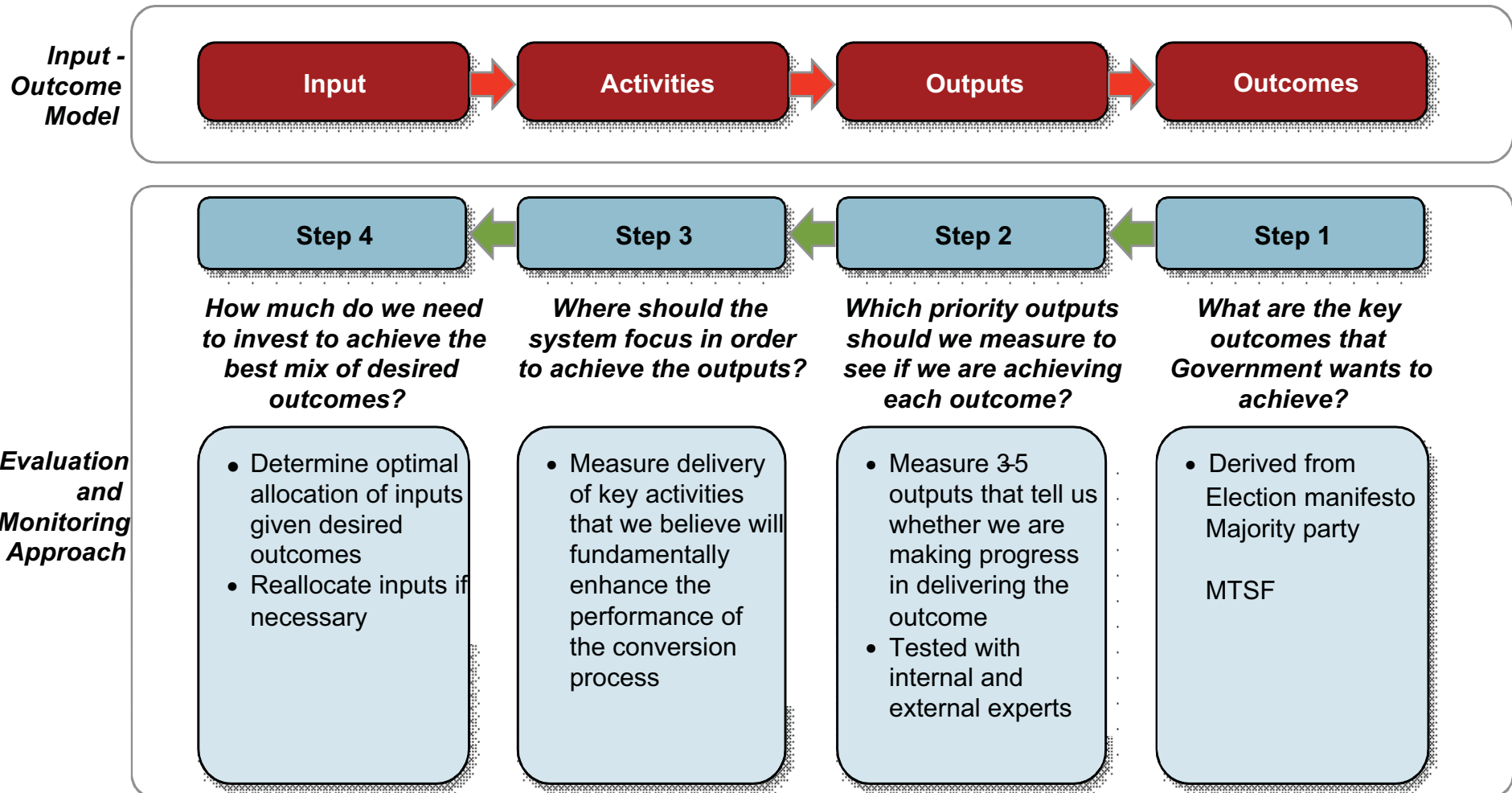
Developing the Outcomes – wide consultation

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- ▣ Extensive & repeated interaction with line departments, cluster and outside experts, HSRC, DBSA
- ▣ First draft of Outcomes document presented to Cabinet on 28 Oct 2009
- ▣ Second draft more detailed version of Outcomes document for FOSAD workshop 25-27 November 2009
- ▣ Ministerial clusters consultation in December 2009
- ▣ Third draft produced on 7 January 2010
- ▣ Further round of consultation in Jan 2010 with ministerial cluster meetings
- ▣ Outcomes document used as framework for Cabinet Lekgotla 20-22 January 2010
- ▣ Further refinement till April 2010

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The Outcomes approach



Four guiding principles

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1. **Problem Analysis:** a clear understanding of the problem
 - assumptions about causes and their relationships to effects are explicit
 - ensure that the problem is understood from the point of view of the needs and concerns of the intended beneficiaries
 - analytical tools such as problem trees can assist with problem analysis
- 2 **Theory of Change:** a clear understanding of key levers of change
 - where do we place our focus, what will have the biggest impact?
 - ‘theory of change’ based on the best available knowledge about causes and effects
 - state assumptions clearly stated so that we can use evidence from M&E to test it through experience and
 - build reliable knowledge about what works in what circumstances

Four guiding principles (continued)

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4. **Intervention Logic:** chain of logic

- assumptions about what results must be achieved to achieve the outcome,
- how they will be achieved and
- what resources will be necessary.

5. **Clear indicators, baselines & targets:** clear basis for monitoring progress and evaluating results.

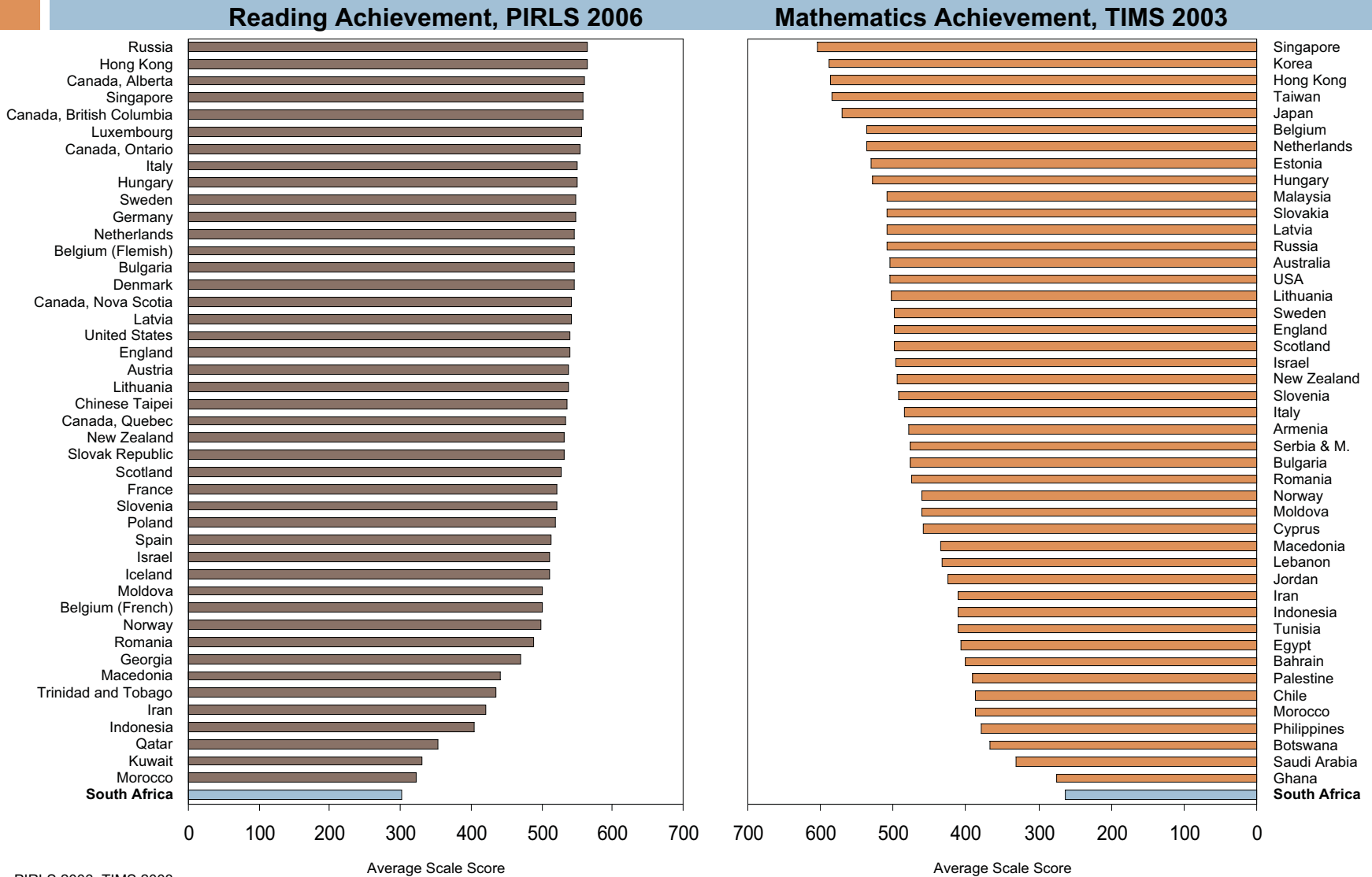
- indicators for all levels check progress along the whole chain of delivery.
- each indicator should have a clear baseline, and
- targets and timelines should be clearly defined
- indicators must be measurable

The 12 Outcomes

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- ▣ Quality basic education
- ▣ A long and healthy life for all South Africans
- ▣ All people in South Africa are and feel safe
- ▣ Decent employment through inclusive economic growth
- ▣ Skilled and capable workforce to support an inclusive growth path
- ▣ An efficient, competitive and responsive economic infrastructure network
- ▣ Vibrant, equitable, sustainable rural communities contributing towards food security for all
- ▣ Sustainable human settlements and improved quality of household life
- ▣ Responsive, accountable, effective and efficient Local Government system
- ▣ Protect and enhance our environmental assets and natural resources
- ▣ Create a better South Africa, a better Africa and a better world
- ▣ An efficient, effective and development oriented public service and an empowered, fair and inclusive citizenship

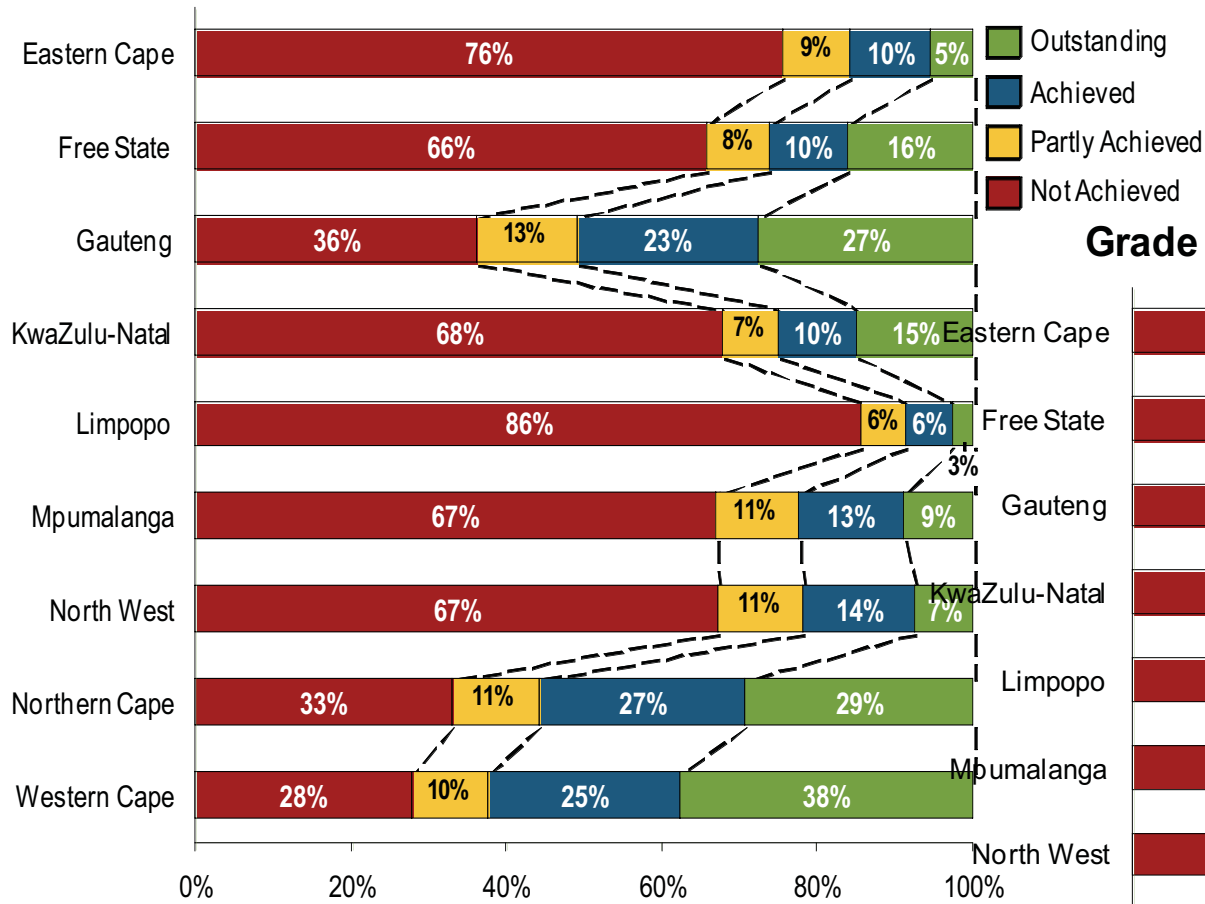
Problem analysis: SA is rated last for reading and mathematics according to international tests



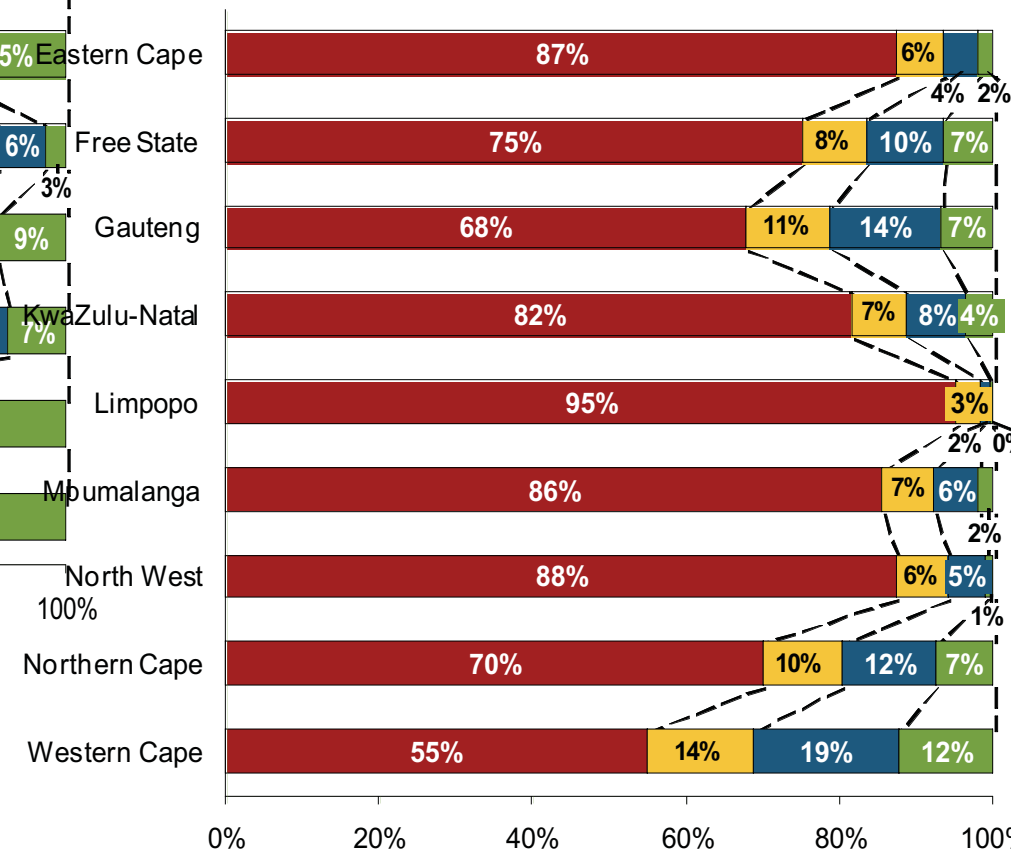
Source: PIRLS 2006, TIMS 2003

Problem analysis: poor outcomes in Education wide spread and deep

Grade 6 Language Achievement (2004)

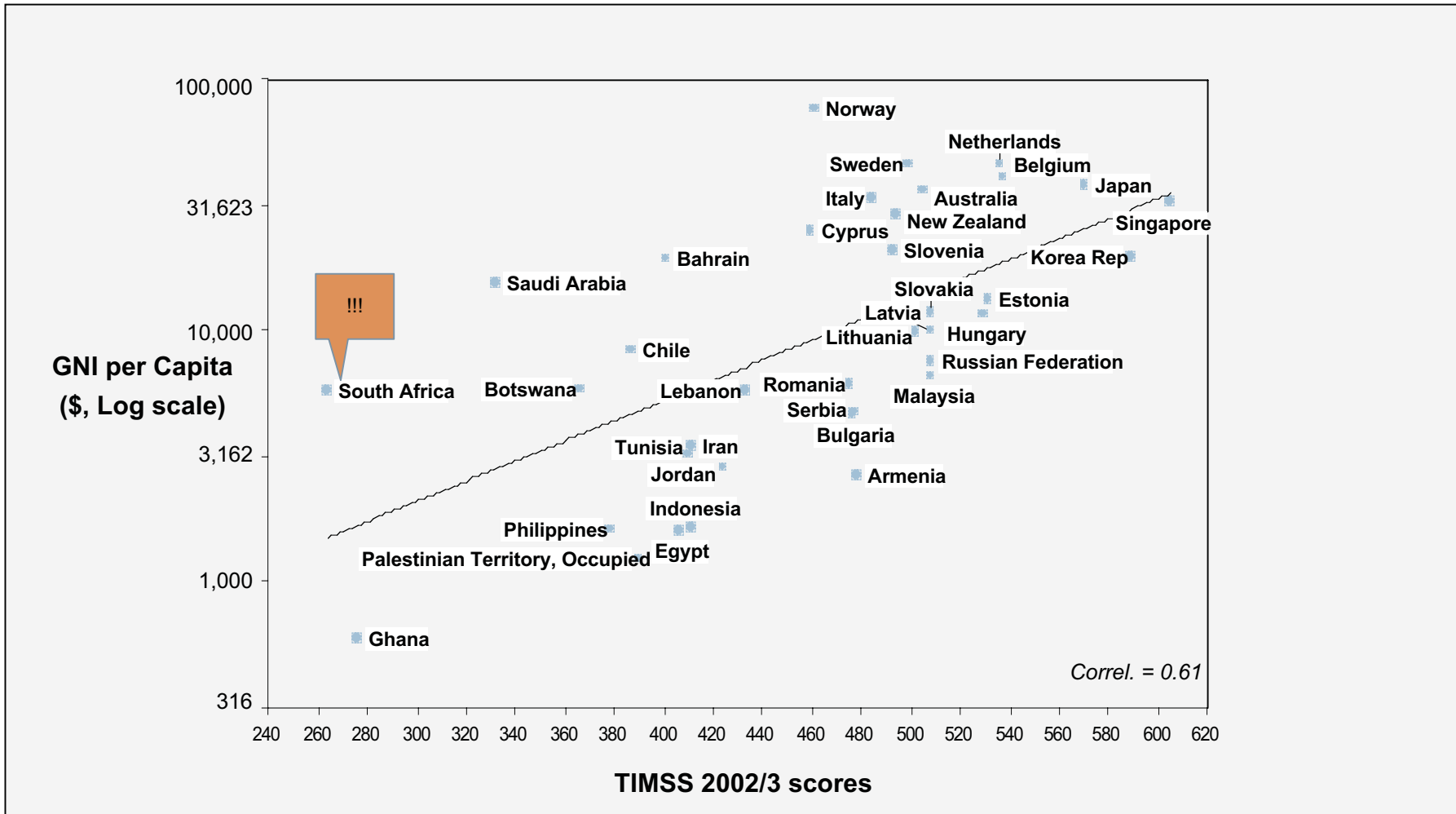


Grade 6 Mathematics Achievement (2004)



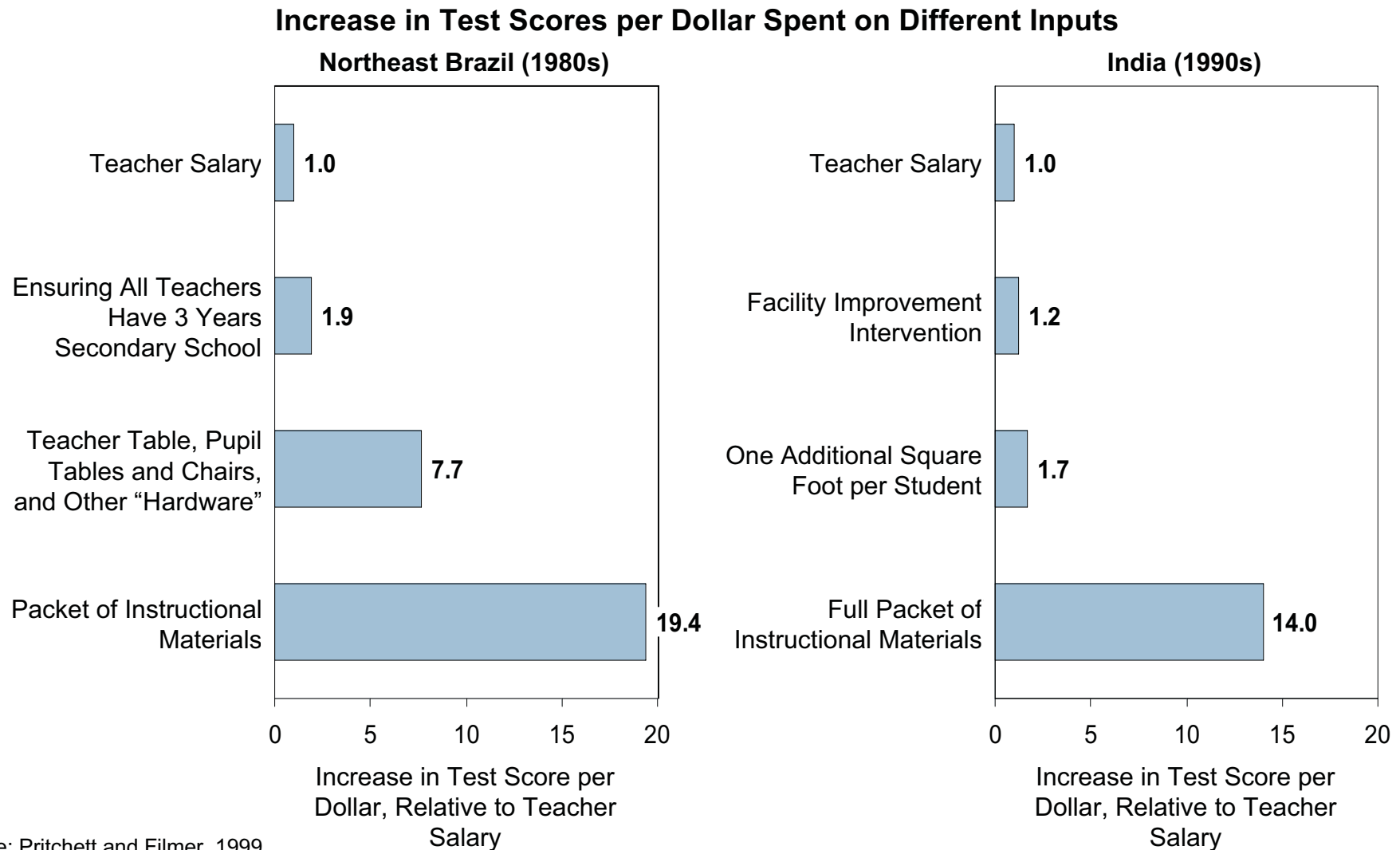
Why is quality important?

Research has demonstrated that a strong link exists between economic performance and cognitive ability test scores



Key lever for change?

Instructional materials have been demonstrated to provide the highest return on education investment in Brazil and India and there is no evidence that it would be different in South Africa



Source: Pritchett and Filmer, 1999

Logical model

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Impact: Better life for all			
Outcome: Quality Basic Education			
Outputs			
Quality teaching & learning	Regular assessment provides reliable information on progress	All children have access to quality ECD	Credible outcomes-focused planning & accountability system
Sub Outputs			
Teachers in class 7 hours per day	Verifiable curriculum coverage & functionality assessment of 25000 schools conducted & reported annually	Children participate in ECD	Long range plan with reliable & valid indicators & M&E plan in place by end 2010
Teaching Support material with detailed lesson plans for all grades	Independently moderated tests for all children in gr 3, 6 & 9	Children have access to ECD facilities	Districts have adequate capacity & resources to support schools
Improved teacher quality measured		Home environment stimulation	Capacity to ensure accountability & provide direct support required is established
All learners & teachers work books (gr 1-7) & set textbooks (gr 10-12) on time			

Outcome 1 Education

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- Output 1: Improve the quality of teaching and learning.
 - Ensure teaching and learning: Teachers should be present at school for at least seven hours a day, should arrive at school on time, and should spend at least as many hours in the classroom teaching per day as is necessary to fulfil the minimum contact times specified in the curriculum.
 - Ensure the provision of teaching support material with detailed daily/weekly lesson plans for all grades in all languages for grades R to 12.
 - Provide learning support materials work books for grades 1 to 7 for key subjects and a standard set of textbooks for grades 10 to 12 on time to all learners and teachers in every school within the bottom 4 quintiles.
 - Agree a way of measuring improvement in teacher quality which must be used to regularly assess teacher quality. Detailed proposal by July 2010.

- Output 2: Undertake regular assessment to track progress.
- Output 3: Improve early childhood development.
- Output 4: Ensure a credible outcomes-focused planning and accountability system

Outcome 1 Education

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- Output 1: Improve the quality of teaching and learning.
- Output 2: Undertake regular assessment to track progress.
 - Conduct curriculum coverage assessment by visiting each of the 25 000 schools at least once a year and providing a national auditable written report that covers curriculum coverage, functionality of schools and any issues that need attention.
 - Conduct assessment of literacy and numeracy through an annual independently moderated test for all children (independently administered at 200 schools per province) at Grades 3, 6 and 9 and providing the results to parents. A national assessment for grade 3 will be initiated in 2010, and thereafter, an annual national assessment will occur every year beginning in 2011. In 2010 there will also be a comprehensive evaluation of the first of such assessments which occurred in 2008 and 2009, and a piloting of re-designed materials during 2010.
- Output 3: Improve early childhood development.
- Output 4: Ensure a credible outcomes-focused planning and accountability system

Outcomes, outputs

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Outcome 2 Health

- Output 1: Increasing life expectancy
- Output 2: Decreasing maternal and child mortality rates
- Output 3: Combating HIV and AIDS and decreasing the burden of disease from Tuberculosis
- Output 4: Strengthening health system effectiveness

Outcome 3 Rural

- Output 1: Sustainable agrarian reform,
- Output 2: Improved access to affordable and diverse food
- Output 3: Rural services and sustainable livelihoods
- Output 4: Rural job creation linked to skills training and promoting economic livelihoods
- Output 5: Enabling institutional environment for sustainable and inclusive growth

Outcomes, outputs

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Outcome 2 Human settlement

- Output 1: Upgrading 400 000 units of accommodation within informal settlements
- Output 2: Improving access to basic services
- Output 3: Facilitate the provision of 600 000 accommodation units within the gap market for people earning between R3 500 and R12 800
- Output 4: Mobilisation of well located public land for low income and affordable housing with increased densities on this land and in general

Outcome 3 Local government

- Output 1: Implement a differentiated approach to municipal financing, planning and support
- Output 2: Improving access to basic services.
- Output 3: Implementation of the Community Work Programme
- Output 4: Actions supportive of the human settlement outcome
- Output 5: Deepen democracy through a refined Ward Committee model
- Output 6: Administrative and financial capability
- Output 7: Single window of coordination

Performance Agreements & Inter-governmental Protocols

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President signed Performance Agreements with all Ministers

- ▣ Based on their contribution to the outcomes

President will sign Intergovernmental Protocols with all Premiers

- ▣ Based on their provinces contribution to the outcomes
 - Basic education
 - Health
 - Local government
 - Human settlement
 - Rural development
 - Environment
 - etc

Management tools – focus attention on key strategic matters

Not legal documents

Not punitive

Delivery Agreements



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Collective agreements for Outcome

- **Is negotiated between key partners** – lead coordinator, all spheres, government and outside role players
- **Contains detailed and precise description of activities** – who, what, by when, with what resources ..
- **Is contextualised** - the existing legislation, regulations, institutional arrangements (decision making powers), funding and related issues.
- **Contains a clear description of the chain of logic for achieving the outcome** - describes the logic between inputs, activities, outputs and outcomes.
- **Is co-ordinated by an Outcome Implementation Forum**
- Six simple steps – guideline available
- Needs to be completed by July 2010 Lekgotla

Outcome Implementation Forums

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	Coordinating Structure	Technical Implementation Forum	FOSAD Cluster	Implementation Forum	Cabinet Committee
	Level	Administrative	Administrative	Executive and administrative	Executive
	Agenda	Agenda: implementation of outcome	Agenda: General coordination	Agenda: implementation of outcomes	As before, with addition of outcome reports
1	Education	Headcom	Human Development	Minmec	Social Protection and HD
2	Health	Headcom	Human Development	Minmec	Social Protection and HD
3	Security	JCPS Cluster / substructure	JCPS	JCPS	JCPS
4	Skills	Headcom	Human Development	Minmec	Social / economic
5	Employment	Economic Cluster / substructure	Economic	Economic	Economic Sectors and Infrastructure Development
6	Infrastructure	Infrastructure Cluster / substructure	Infrastructure	Infrastructure	Economic Sectors and Infrastructure Development
7	Rural	Headcom	Social Protection / Economic	Expanded Minmec	Social / economic
	H. Settlements	Headcom	Social Protection	Expanded Minmec	Social Protection and HD
9	Local gov't	Headcom	G&A	Expanded Minmec	G&A
10	Environment	Headcom	Economic / Infrastructure	Expanded Minmec	Economic Sectors and Infrastructure Development
11	International	ICTS Cluster / substructure	ICTS	ICTS	ICTS
12	Public service	G&A Cluster / substructure	G&A	G&A	G&A

Key:

- Integration with MINMEC system
- Continuity with existing cluster system

Monitoring – assessing progress

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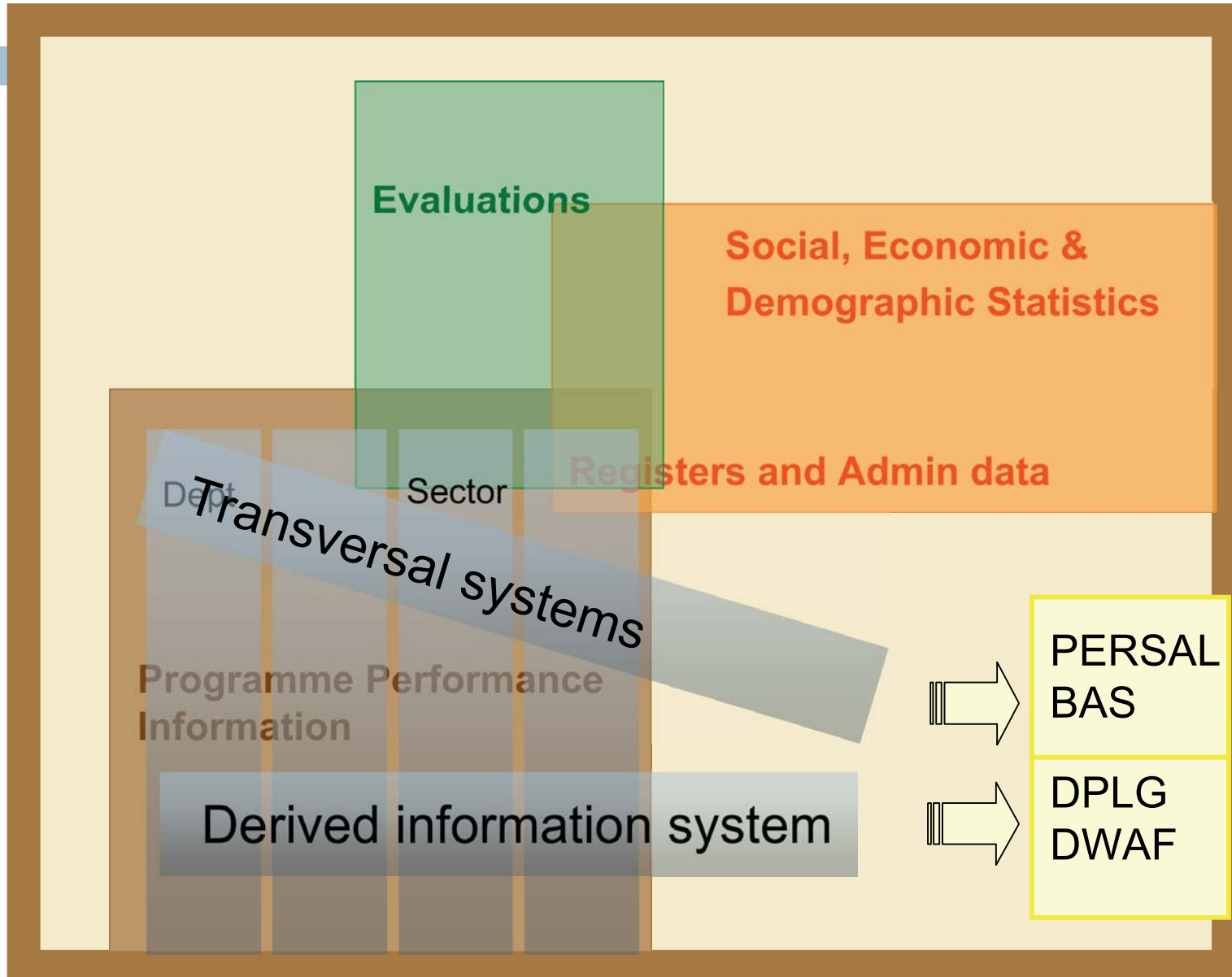
- Overall targets for each outcome and its linked outputs have been agreed
- Delivery Agreement will develop detail understanding of delivery chain and indicators at each one of the levels
- Outcome Implementation Forum will monitor progress, and take steps to unblock bottlenecks
- Report to Cabinet every two months

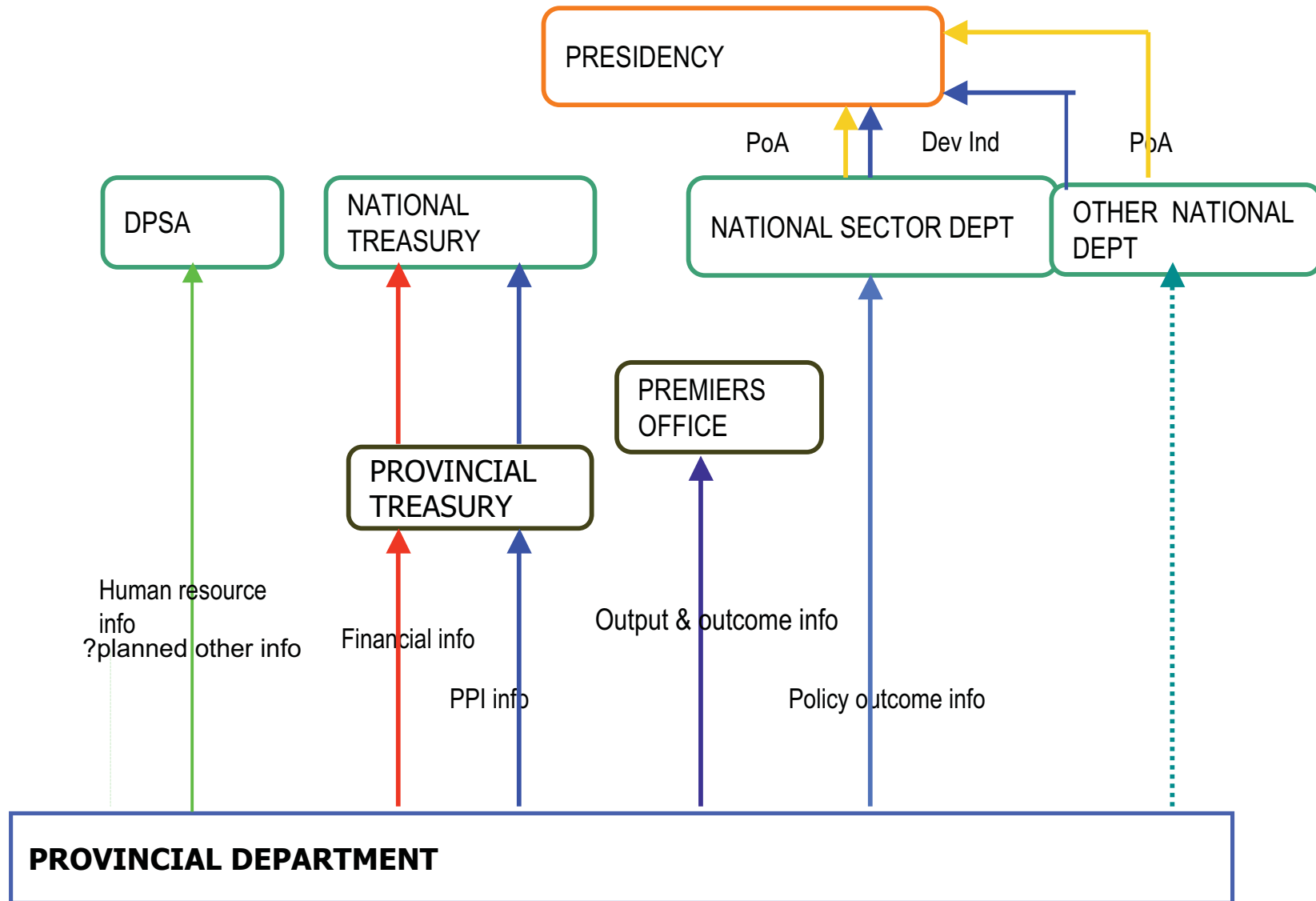
Monitoring – assessing progress

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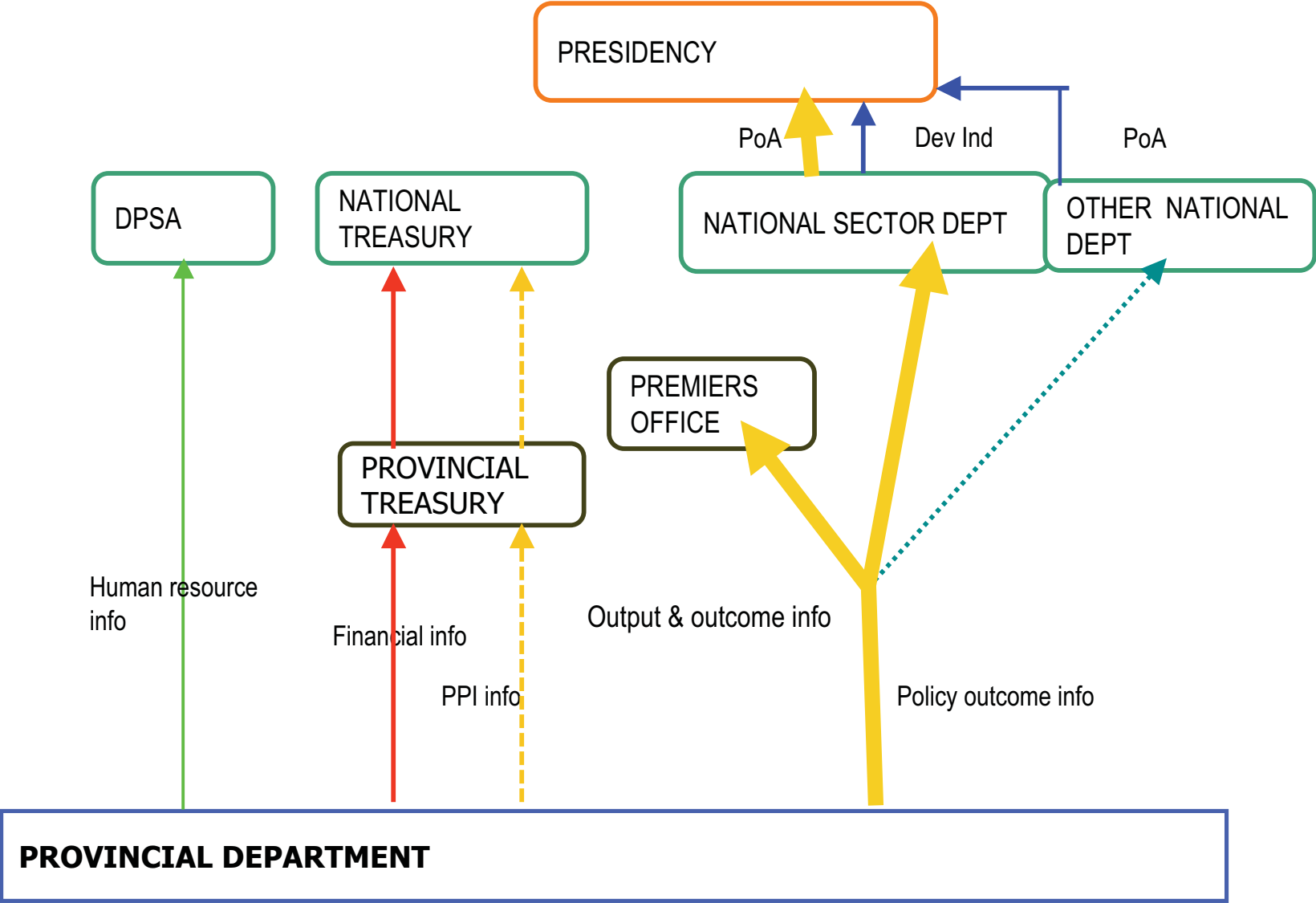
- PoA is being revamped to function as monitoring tool for outcomes approach. Ready for roll-out by mid June
- Features
 - ▣ Initial focus on performance data, will also accommodate expenditure data from April 2011
 - ▣ Will have levels of indicators (outcome, outputs, sub-outputs even activities)
 - ▣ Will show provincial breakdown – use in Premiers' Offices?
 - ▣ Will be based on administrative data from departments, but with additional verification by Presidency

GWM&E System: Data terrain





- **Systems initiated in response to specific needs**
- **Hard working, but not smart working systems**
- **Smart analysis to align information**



POA THE PRESIDENCY REPUBLIC OF SOUTH AFRICA

National Provincial My Activities Report Admin Users BACK

Outcome	Indicator Status
+ 1. Improved quality of basic education	✓
+ 2. A long and healthy life for all South Africans	●
+ 3. All people in South Africa are and feel safe	●
+ 4. Decent employment through inclusive economic growth	●
+ 5. A skilled and capable workforce to support an inclusive growth path	●
+ 6. An efficient, competitive and responsive economic infrastructure network	●
+ 7. Vibrant, equitable and sustainable rural communities and food security for all	●
+ 8. Sustainable human settlements and an improved quality of household life	●
+ 9. Resonsive, accountable, effective and efficient Local Government system	●
+ 10. Environmental assets and natural resources that are well protected and continually enhanced	●
+ 11. Create a better South Africa and contribute to a better and safer Africa and the world	●

National

Provincial

My Activities

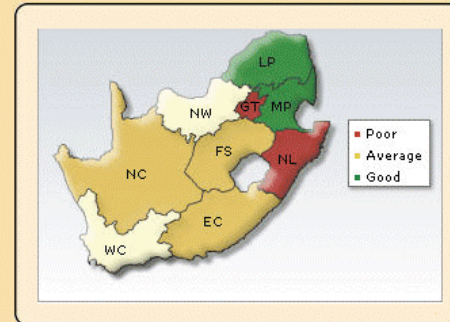
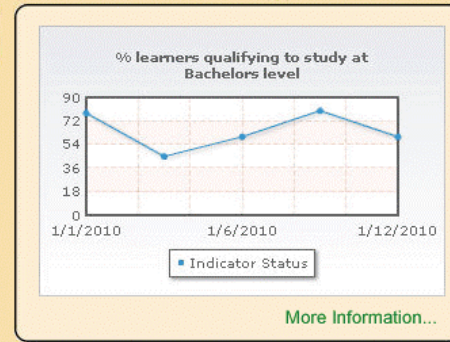
Report

Admin

Users

BACK

Outcome	Indicator Status
<ul style="list-style-type: none"> 1. Improved quality of basic education <ul style="list-style-type: none"> 1.1 # learners qualifying to study at Bachelors level 1.2 Maths SC Exam pass rate 1.3 Physical Science SC Exam pass rate 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✗
2. A long and healthy life for all South Africans	●
3. All people in South Africa are and feel safe	●
4. Decent employment through inclusive economic growth	●
5. A skilled and capable workforce to support an inclusive growth path	●
6. An efficient, competitive and responsive economic infrastructure network	●
7. Vibrant, equitable and sustainable rural communities and food security for all	●
8. Sustainable human settlements and an improved quality of household life	●
9. Resonsive, accountable, effective and efficient Local Government system	●



Indicator

Indicator Data **Admin Data** **Reporting** **Audit Trail**

Outcome: Improved quality of basic education
 Indicator: # learners qualifying to study at Bachelors level
 Indicator Description:
 Indicator Type: Qualitative Metric
 Indicator Sub type: Step Predetermend
 Baseline: N/A
 Target: 0.6
 Status: Good

Indicator

Indicator Data **Admin Data** **Reporting** **Audit Trail**

Date	Baseline	Target	Actual	Status
2010-07-07	900	1000	990	✓
2010-03-25	890	900	899	✓
2010-05-28	345	2343		●



Ke ya leboga

Ke a leboha

Ke a leboga

Ngiyabonga

Ndiyabulela

Ngiyathokoza

Ngiyabonga

Inkomu

Ndi khou livhuha

Dankie

Thank you