

MESA

Diagnostic Tool for a Monitoring
and Evaluation Systems Analysis

3 – Overview of planning, budgeting, and M&E systems

This section is intended to provide an overview of the planning, budgeting, and M&E (PBM&E) systems, which are then explored in detail in section 4 (for monitoring) and section 5 (for evaluation). As evaluation in particular needs to inform plans and budgets, an overview of these planning and budgeting systems is provided.

3.1 Legal and policy basis for the PBM&E systems

Why is this important?

This section covers the legal and policy basis for the planning, budgeting, and M&E systems. In the case of planning and budgeting, these are important in relation to the extent to which they influence the use of M&E. There is usually a legal basis for planning and budgeting, but often not for M&E. Exceptions might be for line-ministry responsibilities and related legislation. For example, a health ministry may be bound by legislation that requires it to undertake monitoring in the sector. While evaluations might be developed in countries, having a binding law, regulations or policies provides a strong institutional base for the M&E system. It can also provide the M&E champion or leading government agency or entity with a stronger basis for requiring sector ministries to provide monitoring reports or to undertake evaluations. It also means that the system is likely to be more sustainable and less susceptible to political or administrative transitions and flux.

Some examples

The system of planning in **Costa Rica** is grounded in the National Planning Law of 1974 that incorporates the mandate to systematically evaluate programs, plans, and policies. However, the national evaluation system (NES) was not initiated until 1994, when a law conferred on the Ministry of National Planning and Economic Policy (Mideplan) the responsibility to coordinate, monitor, and evaluate actions, programs, and development policies. A national evaluation policy was only formulated to guide governmental evaluation in 2018 – quite long after the NES had been implemented.

Cabo Verde's foundational law on the planning system (Lei de Base do Sistema de Planeamento) is quite detailed. It includes definitions related to the institutional framework, purpose, and governing principles, and guidance on M&E practices, data collection, and the respective roles and schedules for this.

In **Brazil**, the State of Espírito Santo was a pioneer in the development of a public policy M&E system (Simapp). According to the law, the state's governor is responsible for establishing Simapp's strategic guidelines. Thereafter, the Strategic Analysis Commission annually approves the state's M&E plan, and indicates which public policies will be monitored and evaluated throughout the year. There is always reference to the budget cycle of the current year and the state's multiannual plan. For following up, the Nucleus for Monitoring and Evaluation of Public Policies (Numa) coordinates the M&A actions that will be implemented by each sector each year.

In **Uganda**, the National Policy on Public Sector Monitoring and Evaluation provides a clear framework for strengthening the coverage, quality, and utility of the assessment (M&E) of public policies and investments. Moreover, the policy proposes the allocation of funding for M&E within the national budget.

3.1 Legal and policy basis for the PBM&E systems

Some examples In **India**, the central government does not have a fully-fledged national evaluation policy or an extensive legal mandate for M&E. However, there are specific mandates that provide a legal basis for M&E. Since 2005-06, the Ministry of Finance has presented an outcome-based budget, with renewed focus on outcomes rather than expenditure. In 2009, the government introduced a results-framework document (RFD) under which it was mandatory for all ministries and departments to list goals for that financial year and the respective achievement rates against the specific indicators. However, at the state level, the Government of Karnataka has set up an independent evaluation unit and in 2000, developed an evaluation policy for the state. According to this policy, any scheme with a budget above a particular figure should be evaluated.

Useful sources

- 1 National Policy on public sector Monitoring and Evaluation, Government of Uganda¹⁷
- 2 IEG report on government M&E system in India¹⁸

Suggested basic questions

- Where do custodians of the PBM&E systems derive the mandate to provide oversight and coordination of PBM&E at varying levels (for example, constitution, laws, regulations, and executive powers, including policies)?
- Is there a national monitoring and evaluation policy, or a national monitoring policy, or a national evaluation policy?
- Is there national legislation or regulation for monitoring and/or national legislation or regulation for evaluations, or a national policy for monitoring and evaluation?
- If there is a law, regulation, policy on monitoring and/or evaluation do they include references to:
 - links between (results) monitoring and planning?
 - links between (results) monitoring and the budgetary process?
 - links between (results) monitoring and decision making in parliament (legislative)?
 - links between (results) monitoring and decision making in higher levels of government (executive)?
 - links between (results) evaluation and planning?
 - links between (results) evaluation and the budgetary process?
 - links between (results) evaluation and decision making in parliament (legislative)?
 - links between (results) evaluation and decision making in higher levels of government (executive)?
- the independence of the evaluation unit(s)?
- the necessary resources and staff of the evaluation unit(s)?
- Is there a regulation/agreement/long-term development agenda that obliges the government to communicate program results periodically, whether to the population, donors/agencies, for international obligations and/or between ministries?
- Is there a legal requirement or regulations requiring the use of evidence in decision making?

Possible more in-depth questions Explore further any legal requirement or regulations requiring the use of evidence in decision making – for example, when new programs are approved.

17 Ministry of Health Knowledge Management, Republic of Uganda. 2011. National Policy on Public Sector Monitoring and Evaluation. <http://library.health.go.ug/publications/monitoring-and-evaluation/national-policy-public-sector-monitoring-and-evaluation>

18 Santosh Mehrotra. 2013. The Government Monitoring and Evaluation System in India: A Work in Progress. Independent Evaluation Group, The World Bank Group, No.28, October 2013. https://ieg.worldbankgroup.org/sites/default/files/Data/reports/ecl_wp28_india_me_0.pdf

3.2 Roles of key actors in the PBM&E systems

Why is this important?

This section is intended to provide an overview of the roles of key actors in the PBM&E system in the executive arm (government) and the legislative arm (parliament). It would also identify the key drivers of M&E. It is important to understand the roles of ministries of finance, any planning authority, or the government agency or entity driving M&E, as well as any M&E champions. It is also important to understand how these structures map onto the line ministries, and in subnational governments.

In terms of questions asked and the competencies required, there are many similarities between research and evaluation. So it is worth finding out if there are existing research functions that take on the evaluation function. It is important to understand both the formal structure and how power plays out in practice. (This is explored more below.) This makes it possible to identify key organizations and institutions (rules of the game) and inter-institutional relationships that play an important role within the current and future M&E systems.

It is also important to bring out the role of service departments, which often have M&E functions and which may have specific roles prescribed by legislation which include monitoring, if not evaluation. Often the final use of evaluation recommendations may need to result in changes to standard operating procedures of these departments.

Some examples

It is important to elicit whether the government agency or entity driving M&E is an overarching department like the Office of the Prime Minister in Uganda, or does not have that authority over other departments, like the M&E Directorate in the Ministry of Treasury and Planning in Kenya.

In **Uganda**, the government M&E system has been in existence since 2006 and is integrated into ministries, departments, and agencies (MDAs), as well as higher local governments (HLGs). Custodianship and oversight of the public sector M&E system is invested in the Office of the Prime Minister (OPM). M&E is emphasized in the national, MDA, and district development plans, budgeting frameworks, and statistics development plans. The M&E Policy of 2011 defines the specific roles and responsibilities of the OPM, ministries, HLGs and other actors in the M&E system.

In **Jamaica**, the Planning Institute of Jamaica is the country's leading institution in the formulation of economic and social policies, plans, and programs for development. However, in order to achieve the desired results of those programs, the government, through the Cabinet Office, has implemented a performance monitoring and evaluation system (PMES) within the public sector: an improved system for monitoring and evaluating key performance activities, indicators, and targets, and reporting on results. The PMES is the responsibility of the Performance Management and Evaluation Branch, which works primarily with ministries and their portfolio departments and agencies to improve their strategic planning. The PMES is thus a recognized cross-ministerial tool within Jamaica.

In **India**, the Planning Commission was constituted in 1950 and was made responsible for developing five-year plans. In 1952, the Programme Evaluation Office (PEO) was established under the Planning Commission to evaluate government programs. The evaluation function at the state level was introduced at the same time. But from 1970 onwards, the unit's role and the importance attached to it gradually declined. Eventually, in 2009, M&E was given increased importance when significant changes were made to the role of the PEO. An independent evaluation office was also set up in 2013 and eventually, in 2015, the PEO and the IEO were merged under the Development Monitoring and Evaluation Office. The primary mandate of this office is to monitor and evaluate the implementation of schemes under the national government.

In **South Africa**, the Department of Basic Education is responsible for primary and secondary education. It has a significant M&E function, including an education management information system, and a strong M&E and research function, with significant capacity. It has a legal mandate to undertake M&E of the sector.

3.2 Roles of key actors in the PBM&E systems

Useful sources

- 1 This article discusses the roles of the agencies or entities that are driving M&E in Benin, Uganda, and South Africa.¹⁹
- 2 For more information on Jamaica, see the Performance Monitoring and Evaluation System (PMES) Framework and the Government Performance Management and Evaluation/PIOJ sites.²⁰
- 3 India's Development and Monitoring and Evaluation Office (DMEO), for information on its vision, strategy and roles.²¹

Suggested basic questions

- Is there a central body responsible for monitoring?
- Are there decentralized bodies responsible for monitoring?
- Is there a central body responsible for evaluation?
- Are there decentralized bodies responsible for evaluation?
- What is the legal basis for these entities?
- Does the central evaluation unit set standards and provide support for evaluation across government?
- What are the roles of different stakeholders at national and subnational levels in the planning, budgeting, and M&E systems (including communities if relevant)?
- Are there individual M&E champions at the political and senior administrative levels in the country (for example, directors, permanent secretaries)?
- With respect to parliamentary roles, do laws, regulations, or policies make linkages between (results) monitoring and decision making in parliament?
- Do laws, regulations, or policies stipulate linkages between evaluation and decision making in parliament?

Possible more in-depth questions

- Are there research structures in government departments that could be built on – for example, for evaluations?
- What is parliament's role in the planning, budgeting and M&E systems?
- What does a power analysis of the main stakeholders reveal?
- It may be important to further explore the realities of the balance of power between institutions and stakeholders.

19 Ian Goldman et al. 2018. "The emergence of government evaluation systems in Africa: The case of Benin, Uganda and South Africa", *African Evaluation Journal*, 6 no. 1, (March 2018): 253. <https://doi.org/10.4102/aej.v6i1.253>

20 Performance Management and Evaluation Unit, Government of Jamaica. 2010. Performance Monitoring And Evaluation System (PSES) Framework." <https://cabinet.gov.jm/resources/performance-monitoring-and-evaluation-system-pmes-framework/> Office of the Cabinet, Government of Jamaica. Government Performance Management and Evaluation." Accessed February 14, 2022. <https://cabinet.gov.jm/government-performance-and-monitoring/> Planning Institute of Jamaica, accessed February 14, 2022. <https://www.pioj.gov.jm/>

21 DMEO (Development Monitoring and Evaluation Office), Government of India. Accessed February 14, 2022. <https://dmeo.gov.in>

3.3 Overview of the planning and budgeting systems

Why is this important?

This section provides an overview of the development of the planning and budgeting systems, which is informed by M&E, as well as the policy cycle, if one is defined. This may be covered at national and subnational levels. This probably does not need to be covered in depth but as a key use of M&E evidence is to inform planning and budgeting, it is important to have an overview of how this system works. While monitoring is looked at in detail in section 4, and evaluation in section 5, this guidance does not go into planning and budgeting in detail. More layered iterations of this diagnosis could explore program-based budgeting, the policy process, and the degree to which planning is participatory.

Some examples

In **Cabo Verde**, the National Planning Directorate (DNP) is responsible for defining the instruments and guidelines for reporting strategic programs to be carried out by all government agencies involved – provincial and sectoral. For the purposes of monitoring and evaluating sector plans, the DNP currently uses the logical framework models defined in the foundational law on the planning system as a "programming instrument represented by a matrix that links the costs of activities with the strategic objectives of a program, project or unit, translated into performance indicator targets and their respective sources of verification". In Cabo Verde, different sector strategies are now planned and monitored in line with logical frameworks and adequate indicator data.

As a regional example, the **Caribbean Community** (CARICOM) has institutions that deal with planning and budgeting at a regional level. It is important to understand these regional institutions in the Caribbean to learn from the evaluation systems within the member countries.

In **Mexico**, the budget cycle starts in May to prepare the proposed budget for the national congress in September. The evaluation strategy for social programs is aligned to the budget cycle to provide feedback to relevant budget stakeholders in a timely manner. Program evaluations are due in June to feed the proposal from the executive and the discussion in congress.

In **Brazil**, in the State of Espírito Santo a law made in 2017 links the state's budgeting and evaluation cycles. A report on the quality of public spending is developed annually; it discloses summaries of the evaluations carried out and ranks these by performance and the need for improvement when this is appropriate. The report informs the preparation and review of the state's annual budget.

Useful sources

📌 Mexican evaluation policy: La Política de Evaluación en México: 10 años del CONEVAL²²

Suggested basic questions

- How does the planning system work?
- Is there an established process for designing and implementing public policy? What are the steps and methodologies? Are there instances of approval where evidence can be applied?
- How does the budgeting system work?
- Are there processes for performance-based or results-based budgeting and is this culture well established?
- What evidence does the state use to inform government planning, budgeting, policy, and decision making?

22 CONEVAL: La política de evaluación en México: 10 años del CONEVAL. Accessed February 14, 2022. https://www.coneval.org.mx/InformesPublicaciones/Documents/CONEVAL_politica_de_evaluacion_10_A.pdf

3.3 Overview of the planning and budgeting systems

- (cont.)
- Do laws, regulations, or policies stipulate the links between (results) monitoring and the budgetary process?
 - Do laws, regulations, or policies stipulate the links between evaluation and national planning?
 - Do laws, regulations, or policies stipulate the links between Evaluation and the budgetary process?
 - Does the national plan have clear goals, indicators, and targets?

Possible more in-depth questions

- To explore the systems in more depth, there could be a deeper analysis of how these evolved, and not just how they are now.
- To what extent is the planning process participatory and inclusive (for example, at municipal, provincial and national levels)?
- The evidence used could be explored in more depth.

3.4 Overview of the M&E systems

Why is this important?

This section provides an overview of the M&E-related systems that are in place. The analysis needs to also discuss M&E-like systems. (Note that audit is discussed in section 3.5 below.) This overview should include: plans, such as evaluation plans; guidelines; standards; required competencies; follow-up systems, such as evaluation management responses or improvement plans; and any incentives for adopting M&E. This section may explore M&E policies and guidelines that might have already been mentioned in 3.1. (Sections 4 and 5 explore monitoring and evaluation in more depth.)

Some examples

In **Benin**, the National Evaluation Policy of 2012 defines the overall framework for planning and carrying out evaluations, as well as the use of information drawn from these evaluations.

The National Evaluation Council is supposed to be the body for guidance and consultation in terms of the evaluation of public policies in Benin, and it includes representatives of voluntary organizations for professional evaluation (VOPEs). The council is responsible for advising the government on evaluation and promoting the development of evaluation at national, departmental and municipal levels. However, it has not met since 2015.

There is no evaluation plan, so the policies or programs to be assessed are determined on an ad-hoc basis, based on requests from line ministries, recommendations from cabinet meetings, or the analysis of the national context, as well as the priorities of development partners (DPs).

Guidelines have been developed, as well as a repository of evaluations. There are now five universities offering master's degrees in M&E or evaluation.

Useful sources

- 📄 This article discusses the evaluation systems in Benin, Uganda, and South Africa.²³

23 Ian Goldman et al. 2018. "The emergence of government evaluation systems in Africa: The case of Benin, Uganda and South Africa", African Evaluation Journal, 6 no. 1, (March 2018): 253. <https://doi.org/10.4102/aej.v6i1.253>

3.4 Overview of the M&E systems

Suggested basic questions

- What are the different M&E systems: for example, of departments and projects monitoring against the national development plan, monitoring of SDGs, and evaluation systems?
- How have these evolved, briefly?
- Is there a national coordination body, such as a national evaluation council?
- What components of M&E systems are in place: for example, M&E policy/strategy, M&E frameworks, reporting systems, evaluation agenda/plans, standards, competencies, repository of evaluations, quality assessments – and how binding are they?
- Are results-monitoring data used to inform the national planning process?
- Are results-monitoring data used to inform the budgetary process?
- Are results-monitoring data discussed in parliament (or the legislative arm of government)?
- Do government documents on policies, programs, and projects contain results frameworks?
- Are data on the results of individual policies, programs, and projects collected and reported?
- Does the central evaluation unit commission and/or conduct evaluations?
- Do decentralized evaluation units commission and/or conduct evaluations?
- If there are no specifically designated evaluation units, do other entities commission and/or conduct evaluations?
- How many country-led evaluations have been commissioned and implemented by government in the past two to three years?
- To what extent are these evaluations perceived to be credible, independent, and impartial? (For example, do these evaluations report on challenges or poor results, or do they only highlight positive aspects?)
- Do evaluations inform the national planning process?
- Do evaluations inform the budgeting process?
- Are evaluations discussed in parliament (or legislative bodies)?
- Is there evidence of changes in programs/strategies/projects due to evaluation findings?
- Is there evidence that the evaluations are discussed at higher levels of government (the executive arm)?

Possible more in-depth questions

See optional modules in sections 4 and 5.

3.5 Role of other stakeholders in relation to M&E:	Why is this important?	There is often a range of other stakeholders who play important roles in the M&E ecosystem or are relevant for the M&E system. This section explores their roles.
National statistical organization (NSO)	This is covered in section 3.6	–
Audit offices	Audit often drives behavior. It is important to understand the audit role and how it links to M&E.	<ul style="list-style-type: none"> › What is the role of audit offices? › Do they undertake performance audits or other functions which are close to M&E? › What is the attitude to audit and how does that affect M&E?
Role of voluntary organizations for professional evaluation VOPE(s)	This section provides an overview of VOPEs, their capacity, and operations. In the basic MESA this would probably not be detailed, but more detail could be provided if necessary.	<p>Basic questions:</p> <ul style="list-style-type: none"> › Is there an evaluation association(s) in the country? › When was the VOPE established, how many members does it have, and where do most members come from (for example, the public sector, CSOs, academia)? › Is there a selection process for members? › How active is it? › How does the VOPE work with government, civil society, and donor organizations in the country to promote evaluation and evidence-based policy making? › To what extent does the local VOPE influence M&E activities in the country? <hr/> <p>In-depth questions:</p> <ul style="list-style-type: none"> › What are the sources of income for the VOPE? › What are the M&E priorities for the VOPE in the next five years? › What are some of the challenges the VOPE is facing and how can they be addressed? › Does the VOPE have an active network of emerging evaluators?
	Some examples	In Uganda , the Uganda Evaluation Association (UEA) is registered as a professional association and is guided by a formal, documented strategy. The UEA builds capacity of evaluators, designs standards to enhance evidence, raises awareness of evidence use, and advocates for the use of evidence in policy development and implementation. However, the UEA's role is constrained, as the voluntary nature of the organization means that contributions are sometimes insufficient, thus posing a challenge to its sustainability. ²⁴

²⁴ CLEAR-AA. 2021. "Monitoring and Evaluation Situation Analysis Report for the Republic of Uganda." Unpublished report. University of the Witwatersrand, Johannesburg, 2021.

3.5 Role of other stakeholders in relation to M&E:	Why is this important?	There is often a range of other stakeholders who play important roles in the M&E ecosystem or are relevant for the M&E system. This section explores their roles.
<p>Role of NGOs (or civil society) in the M&E system</p>	<p>This section explores what roles NGOs play in the M&E system – such as sitting on evaluation steering committees, or being involved in the selection of evaluations for evaluation plans/agendas.</p>	<p>Basic questions:</p> <p>In general terms, what role do other CSOs play (if any) in the national M&E system – for example, sitting on steering committees, or playing a role in the national coordination structure?</p> <hr/> <p>In-depth questions:</p> <ul style="list-style-type: none"> › Do NGOs play an active role in requiring evidence from the government about results ex post and about policy choices ex ante? › Do CSOs share with government evidence from evaluations of programs that have worked, and advocate for scale-ups?
	<p>Some examples:</p>	<p>In Costa Rica, CSOs sit on the National Evaluation Platform, which guides the evaluation system.</p> <p>In South Africa, CSOs often sit on evaluation steering committees on issues in which they have a stake – for example, farmers’ associations, or where they can offer knowledge or expertise, such as think tanks.</p>
<p>Development partners</p>	<p>In many countries, development partners (multi-lateral, bi-lateral, etc.) play an important role in M&E systems, funding the development of elements of the system and/or funding evaluations. An enriched element would be obtaining details of the donor-funded evaluations being undertaken.</p>	<p>Basic questions:</p> <p>What M&E initiatives are funded by local and international development partners in the country – such as training, or the development of M&E policies and guidelines?</p> <p>Are any development partners funding government-led evaluations?</p> <p>Do any development partners conduct their own evaluations using country systems?</p> <hr/> <p>In-depth questions:</p> <p>Over the last three years, what proportion of evaluations have been funded by donors?</p> <p>What other influence do donors have on M&E activities in the country?</p>
	<p>Some examples:</p>	<p>In Lesotho, UN agencies such as UNICEF, WFP, and the UNDP; the European Union (EU); the International Monetary Fund (IMF); and the World Bank play key roles in supporting development activities and in M&E. The various roles include strengthening M&E capacity by providing funds for training and, at times, offering training in the sector ministries they work with. For instance, the FAO, IFAD, and the World Bank finance various programs in the agricultural sector.</p>

3.5 Role of other stakeholders in relation to M&E:	Why is this important?	There is often a range of other stakeholders who play important roles in the M&E ecosystem or are relevant for the M&E system. This section explores their roles.
<p>Development partners</p> <p>(cont.)</p>		<p>They also provide technical assistance, such as the development of indicators. In 2019, both UNICEF and UNDP provided much-needed financial and technical support in the form of consultants to the Government of Lesotho during the process for undertaking the Voluntary National Review of the United Nations Sustainable Development Goals. UNDP supported the Government of Lesotho's participation at the 2019 National Evaluation Capacities Conference in Hurghada, Egypt.²⁵</p>
<p>Media</p>	<p>The media play an important role in communicating evidence through multiple channels. They may play a negative role, such as in generating fake news. Or they could play a more positive role in reporting accurately on evidence emerging from M&E, and contributing to wider society by holding government to account. This section also identifies any work being undertaken to strengthen the capacity of the media to use M&E evidence.</p>	<p>Basic questions:</p> <ul style="list-style-type: none"> › Do the media use M&E evidence? › Are there references in the media to evaluations? › Has any training or support been undertaken to help the media use M&E evidence? By whom? <hr/> <p>In-depth questions:</p> <ul style="list-style-type: none"> › How much is the value of scientific evidence recognized by the wider public in the country – for example, over COVID-19? › How prevalent is “fake news” – for example, covering COVID-19?
	<p>Some examples:</p>	<p>In Mexico, CONEVAL organizes workshops with media representatives about the evaluations that are in progress. When a special evaluation will be released, there are also meetings with journalists, and editorials that explain the results and the implications. The media thus make the evaluations public and, in general, they are better informed about them.</p>
<p>Political parties</p>	<p>In many countries, political parties may be very dominant, and at times dominate government if they hold power for long periods. In such situations it is very important that they see the importance of M&E evidence. It is thus important to understand the attitudes to M&E and what advocacy work has been undertaken in this regard.</p>	<p>Basic questions:</p> <ul style="list-style-type: none"> › Do political parties lobby for evidence-based policy making? › Does the evaluation unit report evaluation findings to political parties?

25 “Monitoring and Evaluation Situation Analysis Report for the Kingdom of Lesotho.” Unpublished report. University of the Witwatersrand, Johannesburg, 2021.

3.6 Statistical and administrative data

Why is this important?

Monitoring and evaluation depend on the availability of data. This section explores the availability and quality of administrative data from departments' routine operations, and statistical data – such as from the national statistical office (NSO). More layered iterations could explore this in more depth: for example, the nature of frontline data collection and how these data are relayed upwards. The World Bank reviews the statistical capacity of countries, which involves an exploration of the methodology, source data, and periodicity of surveys/reports.²⁶ This can provide much of the information required, as well as the websites of the NSOs. However, it does not cover the quality of administrative data.

Some examples

In **Lesotho**, the National Strategy for the Development of Statistics 2006–2015 defines the system developed for national statistics and the custodian is the Bureau of Statistics (BoS). Key products include the 10-yearly census; the intermediate demographic survey; a quarterly continuous multipurpose survey (CMS) covering demographics, labor force, consumption and additional modules; the household budget survey (HBS), which is being added to the CMS; the labor force survey, which used to be every 10 years but which will now be every two years; the agricultural census; and the economic census. The BoS defines the poverty line (using the HBS). Reports are available to download from the website.²⁷ The BoS is also responsible for the Lesotho Statistical Quality Assurance Framework.

In **India**, the Ministry of Statistics and Programme Implementation (MOSPI) is the apex institution for collecting and disseminating data. In India, MOSPI releases data on the census, sample surveys, surveys conducted by state governments, and administrative data. Some of the key surveys it releases include the Census of India and the National Sample Survey Organisation's surveys on specific topics. Administrative data collected by state governments are also released by MOSPI.

Useful sources

- 1 The World Bank's statistical capacity country profiles²⁸
- 1 India's Ministry of Statistics and Programme Implementation (MOSPI)²⁹

Suggested basic questions

- Is a population census conducted? How often?
- Is there a national statistical system?
- Does the government/NSO conduct a demographic census? How often?
- Does the government/NSO conduct other household survey (s)?
- How accessible are administrative data – are they shared in some way across government?
- What is the quality of administrative data (for example, are the data complete, timely, accessible, and reliable)?
- Are data disaggregated to track the situation of disadvantaged groups?

Possible more in-depth questions

- Is frontline data collection in electronic or paper format?
- If electronic, is this information aggregated and relayed upwards without time lags?
- Do departments/subnational levels conduct any surveys of their own? If so, which?
- Explore further the quality of administrative data. For example, are the data complete, timely, accessible, and reliable?

26 World Bank. "Data on Statistical Capacity". Accessed February 14, 2022. <https://datatopics.worldbank.org/statisticalcapacity/>

27 Bureau of Statistics, Government of Lesotho. Ministry of Development Planning. Accessed February 14, 2022. www.bos.gov.ls

28 World Bank. "Data on Statistical Capacity". Accessed February 14, 2022. <https://datatopics.worldbank.org/statisticalcapacity/>

29 Ministry of Statistics and Programme Implementation. Government of India. Accessed February 17, 2022. <https://mospi.gov.in/>

3.7 Resources for M&E

Why is this important?

This section explores the resources provided for M&E, in terms of budgets for M&E, the size of M&E units, and the resources that are specifically allocated for evaluation, or research (research and evaluation are often funded from the same source) More in-depth analysis could explore how M&E budget needs are determined.

Some examples

In **South Africa**, most national and provincial departments have monitoring and evaluation units, although these vary and may be located in different places in the organogram. They have corporate roles to play in relation to reporting on annual performance plans, sector reporting, and evaluation. For example, in the Department of Basic Education, the unit comprises ten people, four of whom have some evaluation specialization. The unit has an annual budget of around \$367 000, of which \$40 000 is for goods and services, including evaluations. Most funding for evaluations is from development partners, or the Department of Planning, M&E (DPME).³⁰ The DPME also has a specialist evaluation unit, with 15 staff, and a budget of about \$1,5 million, of which around \$800 000 is allocated for eight evaluations per year, to part fund evaluations with national departments.

In **Mexico**, the ministries at the federal level have resources allocated for completing the annual evaluation plan determined by CONEVAL and the Ministry of Finance. In addition, these two institutions have staff for coordinating, developing, and disseminating evaluations and their findings.

Useful sources

- 1 M&E in South Africa³¹
- 1 Twende Mbele Ghana scoping report³²
- 1 Mexican evaluation policy (La Política de Evaluación en México: 10 años del CONEVAL)³³

Suggested basic questions

What resources does the government provide for M&E, in terms of budgets for M&E, the size of M&E units, and are resources specifically allocated for evaluation, or research?

Possible more in-depth questions

How are M&E budget needs determined?

3.8 Communication of M&E evidence

Why is this important?

If it is to be used, M&E information needs to be communicated. This section explores what mechanisms for communication are in place, including the packaging of evidence, and how it is shared and made available to the public, to parliament, and to the media. A more in-depth analysis could explore knowledge management processes in government.

Some examples

In **South Africa**, the key monitoring reports are made available on departmental websites; these include the quarterly reports and the annual reports against the Annual Performance Plan. The reports are tabled with parliamentary portfolio committees and are available in parliamentary records. Both these documents are used for accountability purposes. Evaluations are available in a repository. The communications units in all departments respond to emerging issues and key issues highlighted in reports, and they engage the media. The website is very informative and notes the publication of any new reports. Government administrative data are not accessible to the public.

30 Carol Nuga Deliwe. n.d. Chief Director, Department of Basic Education, Personal communication.

31 Sean Phillips et al., "A focus on M&E of results: an example from the Presidency, South Africa", *Journal of Development Effectiveness* 6, no. 4, (Dec 2014): 392–406. <http://dx.doi.org/10.1080/19439342.2014.966453>

32 Twende Mbele. 2017. Report on a Scoping Visit to Ghana 13-15 June 2017. <https://twendembele.org/reports/scoping-visit-to-ghana-13-15-june-2017/>

33 CONEVAL: La política de evaluación en México: 10 años del CONEVAL. Accessed February 14, 2022. https://www.coneval.org.mx/InformesPublicaciones/Documents/CONEVAL_politica_de_evaluacion_10_A.pdf

3.8 Communication of M&E evidence

(cont.)

In **Mexico**, CONEVAL has a large catalogue of evaluation results and generated evidence. These include full reports, two-pager evaluations, databases, infographics, and executive summaries. Additionally, a communication strategy has been implemented to reach different users. This strategy includes face-to-face meetings, videos, seminars, social media, capacity-building activities for media representatives, and courses for congress staff.

In **India**, information on M&E activities is publicly available on the websites of state and central government ministries/departments. Some departments conduct surveys independently and publish the datasets on their websites. For example, the Ministry of Health and Family Welfare publishes reports based on the National Family Health Survey conducted every year. In addition to this, the Ministry of Statistics and Programme Implementation (MOSPI) releases data from surveys and administrative sources at the national and subnational levels.

Useful sources

- ❶ Reports and resources on M&E in South Africa³⁴
- ❷ The South African evaluation repository³⁵
- ❸ About Mexico's CONEVAL³⁶
- ❹ About the DMEO in India³⁷
- ❺ India's national data archive³⁸

Suggested basic questions

- Are there formal frameworks for reporting, debating, and discussing monitoring and evaluation results at different levels (for example, websites, media workshops)?
- To what extent are findings shared with the entire population, and in an easily accessible way (for example, policy briefs/accessible reports, practical/implementable solutions)?
- What is the percentage of government evaluations that have been made public in the past two to three years?
- Are there mechanisms to enable ease of access to government data and evidence (for example, repositories)?
- Does the country report on its contribution to the achievement of the SDGs?

Possible more in-depth questions

- Who is responsible for knowledge management in government departments?
- Are there academic journals or other media and forums for evaluation?
- To what extent does M&E information enter public discourse?
- Are there mechanisms to enable ease of access to NGO data and evidence (for example, repositories)?

34 Department of Basic Education, Republic of South Africa. Annual reports. Accessed February 14, 2022. <https://www.education.gov.za/Resources/Reports.aspx>
Department: Basic Education, Republic of South Africa. Accessed February 14, 2022. <https://www.education.gov.za/>

35 DPME (Department of Planning, Monitoring and Evaluation), Republic of South Africa. Evaluations. Accessed February 14, 2022, <https://evaluations.dpme.gov.za/evaluations.aspx>

36 CONEVAL. Accessed February 14, 2022. www.coneval.org.mx

37 DMEO (Development Monitoring and Evaluation Office), Government of India. DMEO Studies. Accessed February 14, 2022. <https://dmeo.gov.in/evaluation/dmeo-evaluation-studies>

38 Ministry of Statistical and Programme Implementation, Government of India. National Data Bank. Accessed February 14, 2022. <https://mospi.gov.in/web/mospi/national-data-bank-old>

3.9 M&E capacity–development initiatives

Why is this important?

It is difficult to develop an M&E system if there is no academic training available in M&E. For example, in the Philippines there is no postgraduate course in M&E and this limits the training available. This section explores what courses are available, at what level, and what support for capacity development is being provided. Enriched questions would explore who is being targeted, what M&E components there are in other course (for example, in public administration) and some detail on the content of the courses – such as, to what extent evaluation is covered.

Some examples

In **Costa Rica**, there are master's degrees in evaluation in most universities. Among them are those offered at the University of Costa Rica, with a demand of around 30 – 40 students per year, the Central American Institute of Public Administration, and the Latin American Faculty of Social Sciences (FLACSO). Universities have also developed links with other universities in the region, most recently with Ecuador, to enhance South-South cooperation in the areas of evaluation.

In **Mexico**, together with CLEAR LAC, CONEVAL promotes courses around M&E. Additionally, CONEVAL has developed an impact evaluation incubator to deliver training and encourage the development of impact evaluation among public officers. On each course, around 80 public officers attended the incubator.

In **Zambia**, The University of Zambia (UNZA) offers a one-year postgraduate diploma (PGD) in M&E.

Useful sources

- ① UNEG Costa Rica case study on NECD³⁹
- ① Mexico's CONEVAL: Incubator of evaluations with impact⁴⁰

Suggested basic questions

- Which institutions provide formal degree/postgraduate M&E training and what courses do they provide?
- At what level are the trainings pitched (certificate, post-graduate certificate/diploma, master's, doctorate)?
- Which institutions provide short M&E training and what courses do they provide?
- Are there any courses specifically designed for public-sector M&E (for example, an Introduction to M&E in the public sector) and by whom? Are they tailored to specific audiences (for example, technical staff, mid-level managers, senior managers, politicians)?
- Are there M&E capacity-development plans in place? Are processes under way to develop and strengthen M&E capacity in government and society more broadly – such as, how to produce, manage, and use evidence?
- Has there been any technical assistance, capacity building, or training in M&E currently over the past two years for any level of government (national, regional, or local)? Who provided this assistance and within what framework or reform process?
- Have M&E competencies been defined for the public sector?

Possible more in-depth questions

- How many people were trained on M&E during this year, and by which institution?
- What is the weighting of courses for both monitoring and evaluation?
- Are there M&E modules offered as part of other courses/degrees/qualifications (for example, as part of bachelor degrees in sociology or development studies)?
- Are there any other professionalization initiatives?
- What difference has the training that has been provided to date made?

39 UNEG. Evaluation Reports. Accessed February 14, 2022. <http://www.uneval.org/evaluation/reports>

40 CONEVAL. Incubadora de Evaluaciones de Impacto. Accessed February 14, 2022. https://www.coneval.org.mx/Evaluacion/ESEPS/Paginas/incubadora_impacto.aspx

3.10 Equity and gender considerations in the PBM&E systems

Why is this important?

Poor equity and gender outcomes contribute significantly to poor development outcomes. These elements are core SDG goals (SDG 5: Gender Equality, and SDG 10: Reduced Inequalities). This section investigates whether the country M&E systems are gender- or equity-informed, and to what extent they are specifically included in M&E systems. More in-depth questions would explore how far these issues are mainstreamed in M&E systems and how far systems and training are taking on board the transformation of M&E to make it fit for purpose in addressing complexity. Another element would be if evaluations are specifically targeting these issues.

Some examples

An RBM situational analysis for **CARICOM** revealed that gender was a key issue that required attention. As a result, the work plan of phase 1 included the development and application of gender-sensitive principles in M&E within the region. A set of gender-equality indicators were proposed to monitor them and keep track of what the region does in this area.

In **India**, NITI Aayog, which is the premier policy think tank of the Government of India, has developed an SDG India Index. Through this, it tracks India's progress towards each of the SDGs. To this end, the Development Monitoring and Evaluation Office (DMEO) has published a report highlighting where India stood across different SDGs in 2018. It also maintains an SDG India Index Dashboard, which collates information and data relevant to specific SDGs and which includes goals specifically related to equity, gender, and environmental sustainability.

Useful sources

- ❶ NITI Aayog's SDG Index⁴¹
- ❶ India's Ministry of Statistics National Data Archive⁴²

Suggested basic questions

- Do the legal framework, policy, and/or regulations include specific considerations on gender mainstreaming in monitoring and/or evaluation?
- Do the legal framework, policy, and/or regulations include specific considerations with respect to mainstreaming equity considerations in monitoring and/or evaluation?
- To what extent do monitoring and/or evaluations in government take into account gender and inequality issues? Are there formal forums at which these are discussed and taken seriously?
- Are there other ways gender, inequality, and equity issues are mainstreamed in M&E systems – such as the use of equity criteria in all evaluations?

Possible more in-depth questions

- Is there monitoring by civil society on gender and equity issues? By whom and at what level?

41 National Portal of India. Accessed February 14, 2022. <https://www.niti.gov.in/reports-sdg>

42 Ministry of Statistical and Programme Implementation, Government of India. National Data Bank. Accessed February 14, 2022. <https://mospi.gov.in/web/mospi/national-data-bank-old>

3.11 Climate and environmental sustainability considerations in the PBM&E systems

Why is this important?

Climate change is affecting all countries and is a key element of the SDGs, including: SDG 12 (Responsible Consumption and Production), 13 (Climate Action), 14 (Life below Water), and 15 (Life on Land). This section investigates whether country M&E systems are accounting for their environmental footprint and whether the country has adequate climate change mitigation and adaptation M&E frameworks, strategies, and data-collection systems in place. This may include whether national and subnational levels are involved and whether data are accumulated across sectors, for example. The more in-depth questions will help to explore how far these issues are mainstreamed in M&E systems and how far systems and training are taking on board the transformation of M&E to be fit for purpose in addressing complexity.

Some examples

In **Morocco**, Regional Networks of Exchanging Environmental Information (RREIEs) were involved in the development of the M&E system for each subnational region. Each RREIE is composed of representatives from decentralized sectoral services affected by climate change and with information that is relevant to M&E of adaptation strategies.

Useful sources

- 1 National biodiversity assessment 2018: the status of South Africa's ecosystems and biodiversity: synthesis report⁴³
- 2 NITI Aayog's S-D-G Index⁴⁴
- 3 India's Ministry of Statistics National Data Archive⁴⁵
- 4 GIZ guidebook for developing national adaptation monitoring and evaluation systems⁴⁶

Suggested basic questions

- Do the legal framework, regulations, and policies include provisions for mainstreaming climate change into M&E?
- Do the legal framework, regulations, and policies include mainstreaming a sustainable development perspective in M&E?
- Is there monitoring or evaluation by government on climate change, or issues of environmental sustainability (for example, the collapse of species and ecosystems and the depletion of natural resources). By whom and at what level?
- Does the country's PBM&E system track and inform on the environmental footprint?
- What monitoring and what evaluations on climate change and sustainable development are happening in government? Are there formal forums at which these are discussed and taken seriously? (For example, South Africa has the Presidential Climate Change Commission and the Commission for Gender Equality.)
- Are there other ways in which these issues are mainstreamed in M&E systems – for example, the use of environmental sustainability criteria in all evaluations?

Possible more in-depth questions

- How is climate change-related M&E used and by whom? (For example, Nepal's Climate Change Program Coordination Committee is responsible for coordinating data on climate change M&E and it is used to inform new policies and programs.)
- Is there monitoring by civil society on climate change, or on issues of environmental sustainability, gender, and equity? By whom and at what level?

43 SANBI. 2019. National Biodiversity Assessment 2018: The status of South Africa's ecosystems and biodiversity. Synthesis Report. <https://www.sanbi.org/wp-content/uploads/2019/10/NBA-Report-2019.pdf>

44 National Portal of India. Reports on SDG. accessed February 14, 2022. <https://www.niti.gov.in/reports-sdg>

45 Ministry of Statistical and Programme Implementation, Government of India. National Data Bank. Accessed February 14, 2022. <https://mospi.gov.in/web/mospi/national-data-bank-old>

46 Federal Ministry for Economic Cooperation and Development. 2015. Developing national adaptation monitoring and evaluation systems: A guidebook. https://www.adaptationcommunity.net/download/uploads/giz2015_Developing_national_adaptation_M&E_systems_-_A_guidebook.pdf

Annexes

3. Overview of planning, budgeting, and M&E systems

This section is intended to provide an overview of the planning, budgeting, and M&E (PBM&E) systems, which are then explored in detail in section 4 (for monitoring) and section 5 (for evaluation). As evaluation in particular needs to inform plans and budgets, an overview of these planning and budgeting systems is provided.

Subsection	Suggested basic questions	Possible more in-depth questions
<p>3.1 Legal and policy basis for the PBM&E systems</p>	<ul style="list-style-type: none"> ➤ Where do custodians of the PBM&E systems derive the mandate to provide oversight and coordination of PBM&E at varying levels (for example, constitution, laws, regulations, and executive powers, including policies)? ➤ Is there a national monitoring and evaluation policy, or a national monitoring policy, or a national evaluation policy? ➤ Is there national legislation or regulation for monitoring and/or national legislation or regulation for evaluations, or a national policy for monitoring and evaluation? ➤ If there is a law, regulation, policy on monitoring and/or evaluation do they include references to: <ul style="list-style-type: none"> • links between (results) monitoring and planning? • links between (results) monitoring and the budgetary process? • links between (results) monitoring and decision making in parliament (legislative)? • links between (results) monitoring and decision making in higher levels of government (executive)? • links between (results) evaluation and planning? • links between (results) evaluation and the budgetary process? • links between (results) evaluation and decision making in parliament (legislative)? • links between (results) evaluation and decision making in higher levels of government (executive)? • the independence of the evaluation unit(s)? • the necessary resources and staff of the evaluation unit(s)? ➤ Is there a regulation/agreement/long-term development agenda that obliges the government to communicate program results periodically, whether to the population, donors/agencies, for international obligations and/or between ministries? ➤ Is there a legal requirement or regulations requiring the use of evidence in decision making? 	<ul style="list-style-type: none"> ➤ Explore further any legal requirement or regulations requiring the use of evidence in decision making – for example, when new programs are approved.

Subsection	Suggested basic questions	Possible more in-depth questions
<p>3.2 Roles of key actors in the PBM&E systems</p>	<ul style="list-style-type: none"> › Is there a central body responsible for monitoring? › Are there decentralized bodies responsible for monitoring? › Is there a central body responsible for evaluation? › Are there decentralized bodies responsible for evaluation? › What is the legal basis for these entities? › Does the central evaluation unit set standards and provide support for evaluation across government? › What are the roles of different stakeholders at national and subnational levels in the planning, budgeting, and M&E systems (including communities if relevant)? › Are there individual M&E champions at the political and senior administrative levels in the country (for example, directors, permanent secretaries)? › With respect to parliamentary roles, do laws, regulations, or policies make linkages between (results) monitoring and decision making in parliament? › Do laws, regulations, or policies stipulate linkages between evaluation and decision making in parliament? 	<ul style="list-style-type: none"> › Are there research structures in government departments that could be built on – for example, for evaluations? › What is parliament’s role in the planning, budgeting, and M&E systems? › What does a power analysis of the main stakeholders reveal? › It may be important to further explore the realities of the balance of power between institutions and stakeholders.
<p>3.3 Overview of the planning and budgeting systems</p>	<ul style="list-style-type: none"> › How does the planning system work? › Is there an established process for designing and implementing public policy? What are the steps and methodologies? Are there instances of approval where evidence can be applied? › How does the budgeting system work? › Are there processes for performance-based or results-based budgeting and is this culture well established? › What evidence does the state use to inform government planning, budgeting, policy, and decision making? › Do laws, regulations, or policies stipulate the links between (results) monitoring and national planning? › Do laws, regulations, or policies stipulate the links between (results) monitoring and the budgetary process? › Do laws, regulations, or policies stipulate the links between evaluation and national planning? › Do laws, regulations, or policies stipulate the links between Evaluation and the budgetary process? › Does the national plan have clear goals, indicators, and targets? 	<ul style="list-style-type: none"> › To explore the systems in more depth, there could be a deeper analysis of how these evolved, and not just how they are now. › To what extent is the planning process participatory and inclusive (for example, at municipal, provincial and national levels)? › The evidence used could be explored in more depth.

Subsection	Suggested basic questions	Possible more in-depth questions
<p>3.4 Overview of the M&E systems</p>	<ul style="list-style-type: none"> › What are the different M&E systems: for example, of departments and projects monitoring against the national development plan, monitoring of SDGs, and evaluation systems? › How have these evolved, briefly? › Is there a national coordination body, such as a national evaluation council? › What components of M&E systems are in place: for example, M&E policy/strategy, M&E frameworks, reporting systems, evaluation agenda/plans, standards, competencies, repository of evaluations, quality assessments – and how binding are they? › Are results-monitoring data used to inform the national planning process? › Are results-monitoring data used to inform the budgetary process? › Are results-monitoring data discussed in parliament (or the legislative arm of government)? › Do government documents on policies, programs, and projects contain results frameworks? › Are data on the results of individual policies, programs, and projects collected and reported? › Does the central evaluation unit commission and/or conduct evaluations? › Do decentralized evaluation units commission and/or conduct evaluations? › If there are no specifically designated evaluation units, do other entities commission and/or conduct evaluations? › How many country-led evaluations have been commissioned and implemented by government in the past two to three years? › To what extent are these evaluations perceived to be credible, independent, and impartial? (For example, do these evaluations report on challenges or poor results, or do they only highlight positive aspects?) › Do evaluations inform the national planning process? › Do evaluations inform the budgeting process? › Are evaluations discussed in parliament (or legislative bodies)? › Is there evidence of changes in programs/strategies/projects due to evaluation findings? › Is there evidence that the evaluations are discussed at higher levels of government (the executive arm)? 	<ul style="list-style-type: none"> › See optional modules in sections 4 and 5.

3.5 Role of other stakeholders in relation to M&E

<p>National statistical organization (NSO)</p>	<p>This is covered in section 3.6</p>	
<p>Audit offices</p>	<p>Audit often drives behavior. It is important to understand the audit role and how it links to M&E.</p>	<ul style="list-style-type: none"> › What is the role of audit offices? › Do they undertake performance audits or other functions which are close to M&E? › What is the attitude to audit and how does that affect M&E?
<p>Role of voluntary organizations for professional evaluation VOPE(s)</p>	<p>This section provides an overview of VOPEs, their capacity, and operations. In the basic MESA this would probably not be detailed, but more detail could be provided if necessary.</p>	<p>Basic questions:</p> <ul style="list-style-type: none"> › Is there an evaluation association(s) in the country? › When was the VOPE established, how many members does it have, and where do most members come from (for example, the public sector, CSOs, academia)? › Is there a selection process for members? › How active is it? › How does the VOPE work with government, civil society, and donor organizations in the country to promote evaluation and evidence-based policy making? › To what extent does the local VOPE influence M&E activities in the country? <p>In-depth questions:</p> <ul style="list-style-type: none"> › What are the sources of income for the VOPE? › What are the M&E priorities for the VOPE in the next five years? › What are some of the challenges the VOPE is facing and how can they be addressed? › Does the VOPE have an active network of emerging evaluators?
<p>Role of NGOs (or civil society) in the M&E system</p>	<p>This section explores what roles NGOs play in the M&E system – such as sitting on evaluation steering committees, or being involved in the selection of evaluations for evaluation plans/agendas.</p>	<p>Basic questions:</p> <ul style="list-style-type: none"> › In general terms, what role do other CSOs play (if any) in the national M&E system – for example, sitting on steering committees, or playing a role in the national coordination structure? <p>In-depth questions:</p> <ul style="list-style-type: none"> › Do NGOs play an active role in requiring evidence from the government about results ex post and about policy choices ex ante? › Do CSOs share with government evidence from evaluations of programs that have worked, and advocate for scale-ups?

3.5 Role of other stakeholders in relation to M&E

<p>Development partners</p>	<p>In many countries, development partners (multi-lateral, bi-lateral, etc.) play an important role in M&E systems, funding the development of elements of the system and/or funding evaluations. An enriched element would be obtaining details of the donor-funded evaluations being undertaken.</p>	<p>Basic questions:</p> <ul style="list-style-type: none"> › What M&E initiatives are funded by local and international development partners in the country – such as training, or the development of M&E policies and guidelines? › Are any development partners funding government-led evaluations? › Do any development partners conduct their own evaluations using country systems? <p>In-depth questions:</p> <ul style="list-style-type: none"> › Over the last three years, what proportion of evaluations have been funded by development partners? › What other influence do donors have on M&E activities in the country?
<p>Media</p>	<p>The media play an important role in communicating evidence through multiple channels. They may play a negative role, such as in generating fake news. Or they could play a more positive role in reporting accurately on evidence emerging from M&E, and contributing to wider society by holding government to account. This section also identifies any work being undertaken to strengthen the capacity of the media to use M&E evidence.</p>	<p>Basic questions:</p> <ul style="list-style-type: none"> › Do the media use M&E evidence? › Are there references in the media to evaluations? › Has any training or support been undertaken to help the media use M&E evidence? By whom? <p>In-depth questions:</p> <ul style="list-style-type: none"> › How much is the value of scientific evidence recognized by the wider public in the country – for example, over COVID-19? › How prevalent is “fake news” – for example, covering COVID-19?
<p>Political parties</p>	<p>In many countries political parties may be very dominant, and at times dominate government if they hold power for long periods. In such situations it is very important that they see the importance of M&E evidence. It is thus important to understand the attitudes to M&E and what advocacy work has been undertaken in this regard.</p>	<p>Basic questions:</p> <ul style="list-style-type: none"> › Do political parties lobby for evidence-based policy making? › Does the evaluation unit report evaluation findings to political parties? <p>In-depth questions:</p> <ul style="list-style-type: none"> › Has any effort been made to brief political parties on M&E evidence? › How important has this briefing been in influencing decision making in the country?

Subsection	Suggested basic questions	Possible more in-depth questions
3.6 Statistical and administrative data	<ul style="list-style-type: none"> › Is a population census conducted? How often? › Is there a national statistical system? › Does the government/NSO conduct a demographic census? How often? › Does the government/NSO conduct other household survey (s)? › How accessible are administrative data – are they shared in some way across government? › What is the quality of administrative data (for example, are the data complete, timely, accessible, and reliable)? › Are data disaggregated to track the situation of disadvantaged groups? 	<ul style="list-style-type: none"> › Is frontline data collection in electronic or paper format? › If electronic, is this information aggregated and relayed upwards without time lags? › Do departments/subnational levels conduct any surveys of their own? If so, which? › Explore further the quality of administrative data. For example, are the data complete, timely, accessible, and reliable?
3.7 Resources for M&E	<ul style="list-style-type: none"> › What resources does the government provide for M&E, in terms of budgets for M&E, the size of M&E units, and are resources specifically allocated for evaluation, or research? 	<ul style="list-style-type: none"> › How are M&E budget needs determined?
3.8 Communication of M&E evidence	<ul style="list-style-type: none"> › Are there formal frameworks for reporting, debating, and discussing monitoring and evaluation results at different levels (for example, websites, media workshops)? › To what extent are findings shared with the entire population, and in an easily accessible way (for example, policy briefs/ accessible reports, practical/implementable solutions)? › What is the percentage of government evaluations that have been made public in the past two to three years? › Are there mechanisms to enable ease of access to government data and evidence (for example, repositories)? › Does the country report on its contribution to the achievement of the SDGs? 	<ul style="list-style-type: none"> › Who is responsible for knowledge management in government departments? › Are there academic journals or other media and forums for evaluation? › To what extent does M&E information enter public discourse? › Are there mechanisms to enable ease of access to NGO data and evidence (for example, repositories)?

Subsection	Suggested basic questions	Possible more in-depth questions
<p>3.9 M&E capacity-development initiatives</p>	<ul style="list-style-type: none"> › Which institutions provide formal degree/postgraduate M&E training and what courses do they provide? › At what level are the trainings pitched (certificate, post-graduate certificate/diploma, master's, doctorate)? › Which institutions provide short M&E training and what courses do they provide? › Are there any courses specifically designed for public-sector M&E (for example, an Introduction to M&E in the public sector) and by whom? Are they tailored to specific audiences (for example, technical staff, mid-level managers, senior managers, politicians)? › Are there M&E capacity-development plans in place? Are processes under way to develop and strengthen M&E capacity in government and society more broadly – such as, how to produce, manage, and use evidence? › Has there been any technical assistance, capacity building, or training in M&E currently over the past two years for any level of government (national, regional, or local)? Who provided this assistance and within what framework or reform process? › Have M&E competencies been defined for the public sector? 	<ul style="list-style-type: none"> › How many people were trained on M&E during this year, and by which institution? › What is the weighting of courses for both monitoring and evaluation? › Are there M&E modules offered as part of other courses/degrees/qualifications (for example, as part of bachelor degrees in sociology or development studies)? › Are there any other professionalization initiatives? › What difference has the training that has been provided to date made?
<p>3.10 Equity and gender considerations in the PBM&E systems</p>	<ul style="list-style-type: none"> › Do the legal framework, policy, and/or regulations include specific considerations on gender mainstreaming in monitoring and/or evaluation? › Do the legal framework, policy, and/or regulations include specific considerations with respect to mainstreaming equity considerations in monitoring and/or evaluation? › To what extent do monitoring and/or evaluations in government take into account gender and inequality issues? Are there formal forums at which these are discussed and taken seriously? › Are there other ways gender, inequality, and equity issues are mainstreamed in M&E systems – such as the use of equity criteria in all evaluations? 	<ul style="list-style-type: none"> › Is there monitoring by civil society on gender and equity issues? By whom and at what level?

Subsection	Suggested basic questions	Possible more in-depth questions
<p>3.11 Climate and environmental sustainability considerations in the PBM&E systems</p>	<ul style="list-style-type: none"> ➤ Do the legal framework, regulations, and policies include provisions for mainstreaming climate change into M&E? ➤ Do the legal framework, regulations, and policies include mainstreaming a sustainable development perspective in M&E? ➤ Is there monitoring or evaluation by government on climate change, or issues of environmental sustainability (for example, the collapse of species and ecosystems and the depletion of natural resources). By whom and at what level? ➤ Does the country's PBM&E system track and inform on the environmental footprint? ➤ What monitoring and what evaluations on climate change and sustainable development are happening in government? Are there formal forums at which these are discussed and taken seriously? (For example, South Africa has the Presidential Climate Change Commission and the Commission for Gender Equality.) ➤ Are there other ways in which these issues are mainstreamed in M&E systems – for example, the use of environmental sustainability criteria in all evaluations? 	<ul style="list-style-type: none"> ➤ How is climate change-related M&E used and by whom? (For example, Nepal's Climate Change Program Coordination Committee is responsible for coordinating data on climate change M&E and it is used to inform new policies and programs.) ➤ Is there monitoring by civil society on climate change, or on issues of environmental sustainability, gender, and equity? By whom and at what level?

