THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
POLICY, PARLIAMENT AND COORDINATION

READINESS ASSESSMENT TOOL

MONITORING AND EVALUATION READINESS ASSESSMENT TOOL FOR GOVERNMENT INSTITUTIONS

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List of Abbreviations

CBOs	Community Based Organisations
ICT	Information and Communication Technologies
MDAs	Ministries, Independent Departments and Executive Agencies
M&E	Monitoring and Evaluation
MTSPBM	Medium Term Strategic Plan and Budgeting Manual
NGOs	Non-Government Organisations
RBMES	Results Based Monitoring and Evaluation Systems

Terminologies

Capacity: Refers to the ability to perform. At Institutional level it may involve number of staff, their competencies, procedures, processes, toolsand financial resources.

Data collection instruments: Refers to the device used to collect data, such as a paper or computer assisted tools e.g. questionnaires.

Data: Information in raw or unorganized form that refer to, or represent, conditions, ideas, or objects.

Data Systems: refers to organized procedures and processes that are used to collect, capture, compile, validate, store or preserve, document, retrieve and disseminate symbols and data.

Evaluation: is a periodic systematic, rigorous, and meticulous application of scientific methods to assess the design, implementation, improvement or outcomes of a program. It is a resource-intensive process, frequently requiring resources, such as, evaluator expertise, labour, time and a sizeable budget. Evaluations critically assess objective a manner as possible; the degree to which a service or its component parts fulfils stated goals. It is designed to assist some audience to assess an object's merit, worth, facts as well as value laden judgements of the programs outcomes. Evaluations can take the form of evaluation studies, project or programme evaluation thematic studies, impact studies, performance or management audits, evaluations or assessments.

Framework: Broad overview, outline, or skeleton of interlinked items which provides a general guide or supports a particular approach in order to achieve to a specific objective.

Indicator: a number having a particular measurement purpose. A Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, reflect changes connected to an intervention, or assess performance of an institution. Indicators are often disaggregated to compare results and frequently have time-specified target and baseline values. Indicators are usually stated in SMART format.

Indicator Target Value: Is the desired value of the indicator in the future or at a specified point in time, against which actual results will be measured.

Information: refers to data that has been verified to be accurate and timely. Designed and organized for a specific purpose. It is presented within a context that gives it meaning, relevance, and leads to an increase in understanding and decrease in uncertainty. The value of information lies solely in its ability to affect a behaviour, decision, or outcome. A piece of information is considered valueless if, after receiving it, things remain unchanged.

M&E Readiness Assessment

An Institutional Readiness Assessment is an analytical framework for considering or gauging a given institution capacity and willingness to monitor and evaluate its development goals and objectives, and develop a performance based framework. It places emphasis on political, organisational, cultural and technical considerations, factors and contexts in designing, developing, strengthening and using results based monitoring and evaluation system.

Monitoring: is an ongoing function that uses systematic collection of data on specified indicators which aims to providing management and the main stakeholders of an ongoing intervention on indications of the extent of progress and achievement of objectives and progress in the use of allocated funds

Performance Reports: These are periodic reports on performance of public institutions. They are routinely produced by government bodies which, being financed by public money, are required to show that the money was spent efficiently and usefully. Such reports will contain performance indicators which measure the achievements of the organization and its programs. For example, for Tanzania Police Force, the report might show the number of arrests, number of convictions by crime category and the change in the crime rate.

Performance Review: is an assessment of the performance of an intervention done periodically or on an adhoc basis. Performance reviews takes the form of review meetings or rapid reviews/appraisals. They can be done externally, internally or jointly. They may involve "experts" who base their recommendations on their experience. Reviews tend not to be "scientific" at times "subjective". They look for trends and work through a consensus (agreement) on recommendations.

Performance: the degree to which an intervention or an implementer operates according to specific criteria/ standards/guidelines or achieves results in accordance with stated objectives or plans.

Process: Is a series of actions or steps which are carried out in order to achieve a particular result

Programme: A time-bound intervention that differs from a project in that it usually cuts across sectors, themes and/or geographic areas, uses a multidisciplinary approach, involves more institutions than a project, and may be supported by different funding sources

Project: A planned undertaking designed to achieve certain specific objectives within a given budget and within a specified period of time.

Rapid Appraisals: Is an approach that draws on multiple evaluation methods and techniques to systematically, collect, gather, analyse, and report relevant information to decision-makers within a short time. Rapid Appraisal practices are useful for formative evaluations, to make mid-course corrections in project design or implementation when customer or partner feedback indicates a problem; when a key management decision is required and there is inadequate information; for performance monitoring, when data are collected and the techniques are repeated over time for measurement purposes; to better understand the issues behind performance monitoring data; and for project pre-design assessment.

Results: A broad term used to refer to the effects of an intervention (program or project or policy). The terms output, outcome or impact (intended or unintended, positive and/or negative) describe more precisely the different types of results.

Strategy: Is a broad statement about how something is to be done, it describes how the institution will achieve its objectives; and link Objectives to Targets. It is a means of meeting the objectives.

Systems: A set of detailed methods, procedures, and routines established or formulated to carry out a specific activity, perform a duty, or solve a problem.

Thematic studies: Evaluation of a selection of development intervention, all of which address a specific development priority that cuts across institutions, regions sectors and countries.

Preface

The Government of Tanzania recognizes the critical role that robust monitoring and evaluation systems play in ensuring that Public Institutions achieve their strategic objectives and deliver tangible benefits to the citizens they serve. In line with our commitment to good governance and sustainable development, this tool has been meticulously developed to assess the readiness of Public Institutions to implement effective M&E practices. The M&E Readiness Assessment Tool provides a comprehensive framework for diagnose the existing M&E capacities, processes, and systems within our public institutions. It is designed to identify strengths and gaps for improvement, enabling us to make informed decisions about capacity-building initiatives and resource allocation. Readiness Assessments tool also determine the resources available to support such systems, where in government to begin, what incentives are in place, and what demand exists for such information. It recognizes that building a monitoring and evaluation system presents political and managerial challenges that are at least as significant as the many technical issues inherent in the task. The tool intends on collecting baseline information on how well positioned an institution is to design, build and sustain a results-based M&E system.

I would like to extend my heartfelt appreciation to all the stakeholders contributes to the development of this tool, including representatives from various Ministries, Independent Departments, Executive Agencies, Parastatals, Regional Secretariats and Local Governments as well as our development partners and other M&E practitioners. Your collective efforts and expertise have been invaluable in shaping a tool that is both practical and impactful.

As we embark on the implementation of this M&E Readiness Assessment Tool, I urge all public institutions to actively engage in the assessment process. Your commitment to this exercise is crucial for building a robust and responsive M&E system that can drive our development agenda forward. Together, let us work towards a more accountable and transparent public sector that delivers on its promises and meets the aspirations of the Tanzanian people.

Thank you for your dedication and cooperation in this important endeavour.

Dr. Jim James Yonazi
Permanent Secretary
Prime Minister's Office – Policy, Parliament and Coordination

Executive Summary

Public Institutions all over the world are grappling with internal and external demands to demonstrate value for money from utilization of public resources, pressures for improving service delivery, to demonstrate effectiveness of development programmes in exchange for aid and showing real results of political promises made. This demands come from variety of sources including constituencies, parliament, Non-Governmental Organisations (NGO's), Community Based Organisations (CBO's), Civil Societies, Media, Private Sector, Multi-lateral development Institutions.

In order for public institutions to deal with the above demands for greater accountability, transparency and responsiveness, they need to build, strengthen, use and sustain Results Based Monitoring and Evaluation System (RBMES). RBMES is a powerful public management tool that can be used to help policy makers, decision makers and practitioners to track implementation progress and demonstrate results of the development interventions using public resources (funds, human resource, time and equipment).

Though RBMES is critical, most public institutions have embarked on building the above system without taking into consideration the importance of political, cultural, organizational and technical factors. Overlooking these critical factors has reduced the possibility of successfully building, using and sustaining the system in most of the public institutions. The above approach has ignored the fact that a considerable amount of preparatory work need to occur before the actual construction of the results based monitoring and evaluation system in the form of the readiness assessment.

Monitoring and Evaluation Readiness Assessment is an analytical framework for gauging a given institution capacity and willingness to monitor and evaluate its development goals and objectives. It places emphasis on assessing the status of political, cultural, organizational and technical consideration in building, strengthening, using and sustaining results based monitoring and evaluation system.

Readiness Assessment being an ice breaker in building a strong RBMES which identifies M&E components with weakness and suggests measures to strengthen them. The Government is issuing this guideline as a tool to facilitate M&E public servants and M&E practitioners in conducting M&E Readiness Assessment at institutional level so as to determine their maturity levels in M&E and facilitate building, strengthening, using and sustaining robust RBMESs. It is expected that through the use of this guideline as a tool, MDAs, RSs and LGAs will be able to identify various problems and challenges associated with RBMES and manage to develop sound strategies and build a robust and resilient Institutional M&E System.

MONITORING AND EVALUATION READINESS ASSESSMENT

1.1 Introduction

This chapter explains the meaning of institutional monitoring and evaluation readiness assessment, its purposes and its scope.

1.2 Institutional M&E Readiness Assessment

A readiness assessment should be conducted to determine whether prerequisites for a results-based M&E system are in place. It should review incentives, demands and capacity for an M&E system and roles, responsibilities and structures for assessing government performance. It is an analytical framework for considering or gauging a given institution capacity and willingness to monitor and evaluate its development goals and objectives, by developing a Results based Monitoring and evaluation system. It places emphasis on political, organisational, cultural and technical considerations, factors and contexts in designing, developing, strengthening and using results based monitoring and evaluation system.

A readiness assessment being a diagnostic aid that helps to determine where an organization stands in relation to the requirements for establishing a results-based M&E system; assumes that the institution needs to have M&E system and addresses whether the institutional is actually ready and able to move forward in building, sustaining and using the results of such systems. Readiness Assessment is like constructing the foundation for a building. Its large portion is below ground, not seen, but critical to a successful RBMES. It provides a basis for assessing the institutions understanding, technical and institutional capacity and the use of the existing monitoring and evaluation system results.

1.3 Purpose of M&E Readiness Assessment

The following are the major purposes for conducting M&E readiness assessment in MDAs RAs and LGAs:

(i) Provides guidance in identification of opportunities and challenges for building a strong results based M&E system;

(ii) Helps in identifying institution's strengths and weaknesses in terms of conducting, quality and utilization of M&E feedback;

(iii) Provides a basis for preparing an action plan according to the desired future uses of monitoring information and evaluation findings;

(iv) Helps to inform judgements about the likelihood of succeeding in building, using and sustaining a monitoring and evaluation system; and

(v) Provides room to understanding how the situation is before investing new or additional resources in RBMES operations.

1.4   Scope of M&E Readiness Assessment

Monitoring and evaluation readiness assessment can be conducted at the institutional, sector or national level. This tool will focus on assessing M&E readiness assessment at the level of the MDA, RS and LGA. The key components that will be assessed include determining the existence of a monitoring and evaluation system and its major components; conducting a diagnosis on each component of the M&E system; identifying the strengths, weakness, opportunities and challenges facing the M&E functions within the institution; analysing the institutional arrangements which exists in the MDA, RS and LGA for managing the M&E functions; and areas for improvements in the future.

In determining the existence of the M&E system, the focus should be on the components such as availability of performance Indicators, performance reviews, performance reports, evaluations, data systems and M&E frameworks. In addition, there has to be detailed analysis of the Performance indicators, Performance Reviews, performance reports, evaluations, data systems and the available M&E frameworks and identifying the issues and challenges (barriers) in managing the M&E System and its functions.

STEPS IN CONDUCTING INSTITUTIONAL M&E READINESS ASSESSMENT

This chapter explains the six steps for conducting institutional monitoring and evaluation readiness assessment. The steps involve determining the existence of M&E System in a MDA, RS or LGA; conducting diagnosis of the existing M&E System; analysing the Institutional Framework for managing M&E; analysing the capacity for managing the M&E System and function within the institution; identifying barriers to strengthening the M&E System; and providing recommendations for improving and strengthening M&E System in MDA, RS or LGA. The above steps are explained below:

Step 1: Determine the existence and strength of M&E System in MDA, RS or LGA

The first step in conducting institutional M&E readiness assessment is determining whether the MDA, RS or LGA has an operating monitoring and evaluation system. There are number of key issues or questions related to the existence of an M&E System. These are: -

   (i)   Does the institution have performance indicators for measuring performance;

  (ii)   Does the institution conduct regular Performance Reviews in the form of review meetings and rapid reviews or appraisals;

 (iii)   Does the institution conduct Evaluations to determine projects, programme or strategic plan outcomes;

 (iv)   Does the institution prepare Performance Reports;

  (v)   Does the institution have Data Systems;

 (vi)   Does the institution have a M&E plan; and

(vii)   Does the institution have a M&E Strategy?

Answers to the above questions will be a basis or building block for the next step which involves conducting a diagnosis of the M&E system.

Step 2: Conduct diagnosis of the existing M&E System

The second step in conducting an M&E readiness assessment involves conducting a diagnosis of each component of the institutional monitoring and evaluation system identified in step one. The second step provides an understanding of the stage of maturity of the system and may be a basis for developing, improving and strengthening the system. This step also provides a qualitative and quantitative analysis of the system. The diagnosis will involve the following stages: -

2.1   Undertake analysis of the Performance indicators

At this stage the following issue related to the indicators will be analysed:-

- (i) The type and quantity of indicators i.e. impact, outcome, output, process and input indicators;

- (ii) Does each of the indicators type have a clear description, baseline values and dates, indicator target values;

- (iii) Is the data collection method, frequency of data collection and data analysis method clear for each indicator;

- (iv) Does each indicator have a responsible person;

- (v) What is the quality of indicators; and

- (vi) Do they measure what they are intended to measure?

2.2   Analyse the Performance Reviews

In this stage identify the following: -

- (i) Type of Performance Reviews;

- (ii) Frequency of the performance reviews;

- (iii) The thematic areas covered by the reviews;

- (iv) The number of Performance Reviews conducted in the MDAs, RSs or LGAs;

- (v) Quality levels of the reviews; and

- (vi) Are the results of the Performance reviews used to improve project and programme design, input in the strategic planning review as well as a basis for decision making

2.3   Analyse the Evaluations

In this stage involve identification and analysis of the following: -

- (i) The types of evaluations conducted;

- (ii) The thematic areas covered;

- (iii) The number of evaluations undertaken;

- (iv) Frequency of the evaluations

- (v) Does the evaluation measure the same objects overtime;

- (vi) What is the quality level of evaluations;

- (vii) Do they help the MDA to measure its performance and outcomes;

- (viii) Are the evaluations results used as a basis for decision making, organisational learning and development?

2.4 Identify and Analysing the Performance Reports

In this stage involve the following: -

(i) Identifying the Types, number and frequency of the reports;

(ii) Determining whether the reports are prepared timely;

(iii) Determining the quality of the reports; and

(iv) Determining whether the reports are used as a basis for management decisions.

2.5 Analyse the Data Systems

At this stage, a number of issues related to the data systems, operated by the MDAs, RSs or LGAs will be analysed as follows: -

(i) Types and number of data systems;

(ii) Level of centralization verses decentralization of the data system;

(iii) Data system Architecture, data bases, platforms, standards and coding system;

(iv) Data needs;

(v) Data management and analytical capacity;

(vi) Data sharing and networks;

(vii) Data system technology;

(viii) Level of Data quality, verification and validation methods

(ix) Who is responsible for data collection, storage, analysis, warehousing and mining data.

2.6 Identify the issues and challenges in managing the M&E System and its functions

This stage involves identifying the following:

(i) What are the major issues;

(ii) What are the strengths;

(iii) What are the weaknesses;

(iv) What are the challenges;

(v) What are the opportunities;

(vi) What are the areas of improvement?

Step 3: Analyse the Institutional Framework for managing M&E

The third step in conducting M&E Readiness Assessment is analyzing the institutional framework for managing M&E. At this stage a number of issues related to institutional framework will be analyzed as follows: -

(i) Where are the M&E function positioned in MDAs, RSs or LGAs;

(ii) What are the main M&E function and practice;

(iii) Who advocated the establishment of the M&E system;

(iv) What is driving the need for establishment of the system;

(v) What are the incentives for establishment of the system;

(vi) Who own and champions the system;

(vii) Who are the main users of the information generated from the system;

(viii) Who benefits from the system;

(ix) Who is threatened by the existence of the system; and

(x) How does the institutional M&E System links with projects, programmes, sectors and national systems?

Step 4: Analyse the capacity for managing the M&E System

The fourth step in conducting M&E readiness assessment involves analyzing the MDAs, RSs or LGAs capacity for managing the system. The key issues under this step involve analyzing the following: -

(i) What is the number of staff involved in M&E functions;

(ii) What is the level of technical and managerial skills available;

(iii) What is the level of financial resources allocated for M&E functions;

(iv) What is the type and maturity level of tools, procedures and processes being applied in M&E work;

(v) What is the institutional experience in M&E; and

(vi) What type of technology being used in M&E;

Step 5: Identify the barriers to strengthening the M&E System

The fifth step in conducting M&E readiness assessment involves considering possible barriers in building, strengthening and sustaining M&E System. The major barriers to be considered are: -

(i) Inadequate allocation of financial resources for M&E functions;

(ii) Lack of leadership and support at the most senior levels of the MDA, RS or LGA;

(iii) Lack of clear institutional structure;

(iv) Lack of expertise and knowledge on M&E in MDA, RS or LGA; and

(v) Lack of performance culture

Step 6: Recommendations for improving and strengthening M&E System.

The sixth step in M&E readiness assessment involves providing recommendations for building, strengthening, improving and sustaining the M&E System. The recommendations will emanate from the five steps above.

PREPARATION OF MONITORING AND EVALUATION READINESS ASSESSMENT REPORT

This chapter describes the report format for documenting M&E readiness assessment results. The issues to be reported will arise from the results of each step as indicated in chapter two. The report will include an introduction, the purpose of the report, the methodology and findings. The report will also provide recommendations for building, strengthening, improving and sustaining the M&E System and a conclusion. Briefly the report format is described below: -

Section One: Introduction

This section should provide background and context of M&E readiness assessment in the MDA, RS or LGA including the status of M&E Systems and functions.

Section Two: Purpose of the Assessment Report

This section should explain the purpose of conducting M&E readiness assessment in the MDA, RS or LGA and how the findings will be utilised in strengthening the RBMES of the institution.

Section Three: Methodology

This section should stipulate data collection tools, processing and analysis methods and techniques applied and the reasons why they were applied.

Section Four: M&E Readiness Findings

This section should summarize the findings arising from data analysis. This section will also determine the state of MDA's RS's or LGA's M&E readiness in building, strengthening, improving and sustaining the M&E System.

Section Five: Recommendations and Conclusion:

5.1 Recommendations

This sub section should provide recommendations for building, strengthening, improving and sustaining the M&E System. The recommendations should be based on the findings of section four.

5.2 Conclusion

This sub section should provide concluding remarks.

M&E READINESS ASSESSMENT OPEN ENDED QUESTIONS

These questions should bare responses on how the situation of the MDA, RS or LGA is and not an Individuals level. Therefore, the response should represent the institutional agreed status.

1. **Diagnosis of the existing M&E System**

    1.1   Performance indicators

    (i)   Does the Institution have Performance Indicators?

    (ii)   Describe the types/levels of performance indicators which are available.

    (iii) Does the institution have Performance Indicator manual?

    (iv)   Does the institution have Performance Indicator Matrix?

    (v)   Does each indicator have a baseline value?

    (vi)   Does each indicator have a target value?

    (vii) Does the institution have data collection tools?

    1.2 Performance Reviews

    (i)   Does Institution conduct Performance Reviews meetings?

    (ii)   Does Institution develop milestones to monitor its Strategic Plan, Action Plan, Program and Project?

    (iii) Is there monthly/ quarterly Milestones monitoring report prepared?

    (iv)   Does Institution conduct Performance Rapid Appraisals?

    (v)   What is the number of the performance meetings per year?

    (vi)   What is the number of the Rapid Appraisals per year?

    (vii) What are the thematic areas covered by the reviews;

    (viii) Are the results of the Performance reviews used to improve project and programme design, input in the strategic planning review as well as a basis for decision making?

    1.3 Evaluations

    (i)   Does the institution conduct evaluations?

    (ii)   What type of evaluations does the institution undertake?

    (iii) What are the main evaluation methodologies?

    (iv)   What is the average number of evaluations per year?

    (v)   Does the institution have the technical capacity to undertake or manage the evaluation?

    (vi)   Are the issues arising from evaluations improving management of the institution?

(vii) What are the issues and challenges surrounding the quality of evaluations?

(viii) Who is responsible undertaking quality check on the evaluations?

(ix) Do the institution's stakeholders have access to results of the evaluations?

1.4 Performance Reports

(i) Does the institution prepare performance reports?

(ii) Do the reports adhere to the report formats as stipulated in the MTSPBM?

(iii) Does the institution have the capacity to prepare performancereports as stipulated in the MTSPBM? (quarterly, Mid Term, annual, Outcome report)

(iv) Are the reports prepared and submitted on time?

(v) Are the reports evidence based?

(vi) What is the level of data integrity in the reports?

(vii) Are the issues raised in the reports subject of Management discussions and decisions?

(viii) Do the reports cover strategic issues critical for organisational performance and development?

(ix) Do the institution's stakeholders have access to its reports?

1.5 Data Systems

(i) Is there any data system in place?

(ii) What type of data systems does the institution maintain?

(iii) Does the institution understand its data requirements?

(iv) Does the Institution understand the kind of data that will make it look successfully to its stakeholders?

(v) Are the data systems centralized or decentralized?

(vi) Are the data systems manual or ICT based?

(vii) Do the data systems capture, store and process information that assist in management decisions?

(viii) What are the main data collection instruments and methods;

(ix) Does the institution have mechanisms for quality assurance?

(x) Is the information generated by the data systems relevant, timely and useful?

(xi) Does the institution have adequate capacity to manage data systems?

2. Institutional Framework for managing M&E

2.1 Managing M&E

(i) Where are the M&E function positioned in MDA, RS or LGA;

(ii) What are the main M&E function?

(iii) Who advocated the establishment of the M&E system?

(iv) What is driving the need for establishment of the system?

(v) What are the incentives for establishment of the system?

(vi) Who own and champions the system?

(vii) Who are the main users of the information generated from the system?

(viii) Who benefits from the system;

(ix) Who is threatened by the existence of the system?

(x) How does the institutional M&E System links with sector and national systems?

2.2 Issues and Challenges in managing the M&E System

(i) What are the major issues?

(ii) What are the strengths?

(iii) What are the weaknesses?

(iv) What are the challenges?

(v) What are the opportunities?

(vi) What are the areas of improvement?

3. The capacity for managing the M&E System

(i) What is the number of staff involved in M&E functions?

(ii) What is the level of technical and managerial skills available?

(iii) What is the level of financial resources allocated for M&E functions?

(iv) What is the type and maturity level of tools, procedures and processes being applied in M&E work?

(v) What is the institutional experience in M&E?

(vi) What level of technology is being used in M&E;

4. The barriers to strengthening the M&E System

(i) Is there inadequate allocation of financial resources for M&E functions?

(ii) Is there l inadequate of leadership and support at the most senior levels of the Institution?

(iii) Is there inadequate of clear institutional structure for M&E?

(iv) Is there inadequate of expertise on M&E in the institutions?

(v) Is there inadequate of M&E Performance culture in the institution?

READINESS ASSESSMENT CLOSED ENDED QUESTIONS

This set of questions focuses on individual respondent.

Dear respondent,

Thank you for your readiness to respond to these questions. Your accurate and honest responses to the questions below are very important in the success of this assessment. The information provided will be used for the purpose of strengthening M&E System in your Entity under highest confidentiality. Please ticks the appropriate numbers which best suit your views as necessary as possible.

A: GENERAL INFORMATION

1. Gender:

    (i) Male

    (ii) Female

2. Age (in years):

    (i) 21 - 30

    (ii) 31 - 40

    (iii) 41 - 50

    (iv) Above 50

3. Highest level of Education so far.

    (i) PhD

    (ii) Master's Degree

    (iii) Postgraduate Diploma

    (iv) Bachelor Degree

    (v) Advanced Diploma

    (vi) Diploma

    (vii) Certificate (1+)

4. What is your profession? _____

5. What is your designation?

    (i) Director

    (ii) Assistant Director

    (iii) Head of Unit

    (iv) Principal Officer

    (v) Senior Officer

    (vi) Officer I

    (vii) Officer II

6. Your work experience in years on Monitoring and Evaluation activities

    (i)   None

    (ii) 1-4 years

    (iii) 5-8 years

    (iv) 9 – 12 years

    (v) Above 12 years

B: TECHNICAL INFORMATION

This section seeks your opinion on how M&E Systems, Institutional Arrangement and structure, The Capacity for Managing the M&E System, Stakeholders Engagement and Participation, affect the performance of monitoring and evaluation systems in your organisation. You are requested to respond to the items in the subsequent sections by ticking the appropriate option in the following scale.

SA = 1: Strongly Agree; **A = 2:** Agree, **NS = 3:** Not sure, **D = 4:** Disagree, **SD = 5:** Strongly Disagree

NO	COMPONENT	OPTIONS				
	PERFORMANCE INDICATORS	SA	A	NS	D	SD
7	The Institution have Performance Indicators	1	2	3	4	5
8	The Institution has output, outcome and impact indicators	1	2	3	4	5
9	The institution has Performance Indicator definition manual	1	2	3	4	5
10	The institution has Performance Indicator Matrix	1	2	3	4	5
11	Each indicator has a baseline value	1	2	3	4	5
12	All the Indicators are SMART;	1	2	3	4	5
13	The institution has data collection tools	1	2	3	4	5
	PERFORMANCE REVIEWS	SA	A	NS	D	SD
14	The Institution conducts performance Reviews meetings	1	2	3	4	5
15	The Institution conducts performance Rapid Appraisals	1	2	3	4	5
16	The Reviews are conducted weekly, monthly, quarterly and annually;	1	2	3	4	5
17	The Rapid Appraisals are conducted weekly, monthly, quarterly and annually.	1	2	3	4	5
18	Organization have clear records on the Performance Reviews conducted;	1	2	3	4	5
19	The quality of the performance reviews is satisfactory	1	2	3	4	5
20	The results of the Performance reviews are used to improve project and programme design, input in the strategic planning review as well as a basis for decision making	1	2	3	4	5

NO	COMPONENT	OPTIONS				
	EVALUATIONS	**SA**	**A**	**NS**	**D**	**SD**
21	The institution conducts evaluations	1	2	3	4	5
22	Evaluations conducted at the Beginning of the plan, program, project (Ex-ante/feasibility Assessment)	1	2	3	4	5
23	Evaluations conducted at the Middle (Process and Mid-term Evaluation)	1	2	3	4	5
24	Evaluations conducted at the at end (Post-ante/Final Evaluation, outcome, impact evaluation) of an intervention objectives or goal.	1	2	3	4	5
25	Evaluation measure the same objectives overtime.	1	2	3	4	5
26	The quality of evaluations methodology is satisfactory.	1	2	3	4	5
27	Evaluations measure performance and outcomes.	1	2	3	4	5
	PERFORMANCE REPORTS	SA	A	NS	D	SD
28	The institution prepare performance reports	1	2	3	4	5
29	The reports adhere to the report formats as stipulated in the Mid-Term Strategic Planning and Budgeting Manual	1	2	3	4	5
30	The reports prepared and submitted on time	1	2	3	4	5
31	The reports are evidence based	1	2	3	4	5
32	The level of data integrity in the reports is satisfactory	1	2	3	4	5
33	The issues raised in the reports are a subject of Management discussions and decisions.	1	2	3	4	5
34	The reports cover strategic issues critical for organizational performance and development.	1	2	3	4	5
	DATA SYSTEMS	**SA**	**A**	**NS**	**D**	**SD**
35	There is a data system in place	1	2	3	4	5
36	The institution understands its data requirements	1	2	3	4	5
37	The data systems centralized and/or decentralized	1	2	3	4	5
38	The data systems Manual based	1	2	3	4	5
39	The data systems is ICT based	1	2	3	4	5
	The data systems are intergrated within organization departments					
	The data systems are intergrated outside the organization					
40	The data systems capture, store and process information that assist in management decisions.	1	2	3	4	5

NO	COMPONENT	OPTIONS				
41	The institution has mechanisms for data quality assurance	1	2	3	4	5
42	The information generated by the data systems is relevant, timely and useful.	1	2	3	4	5
	INSTITUTIONAL FRAMEWORK M&E	SA	A	NS	D	SD
43	There is sufficient allocation of financial resources for M&E functions.	1	2	3	4	5
44	There is adequate leadership and support from higher authority of the institution.	1	2	3	4	5
45	There is clear institutional structure for M&E.	1	2	3	4	5
46	M&E functions are positioned in the right place.	1	2	3	4	5
47	There is adequate M&E performance culture in the organisation.	1	2	3	4	5
48	There is adequate M&E expertise and knowledge.	1	2	3	4	5
49	The Organization provides incentives for strengthening the M&E system;	1	2	3	4	5
50	The Institution owns and champions the M&E system;	1	2	3	4	5
51	The Information generated from the system shared to users;	1	2	3	4	5
52	Divisions and Units are threatened by the existence of the M&E system;	1	2	3	4	5
53	The Institutional M&E System links with programmes, at the sectors and national systems	1	2	3	4	5
54	The Institution is willing to invest funds to improve the M&E System performance	1	2	3	4	5
THE CAPACITY FOR MANAGING THE M&E SYSTEM		SA	A	NS	D	SD
55	The Institution has sufficient number of M&E Human Resources	1	2	3	4	5
56	The Institution has skilled Human Resources who gather information on the performance of the initiatives	1	2	3	4	5
57	The Institution has skilled Human Resources in data analysis	1	2	3	4	5
58	The Institution trains M&E Human Resources to update their skills	1	2	3	4	5
59	M&E Officers are knowledgeable in Operations and Management of M&E System	1	2	3	4	5
60	Result-based performance is factored into Institution employees Performance Contract	1	2	3	4	5

NO	COMPONENT	OPTIONS				
	AVAILABILITY OF M&E WORKING DOCUMENTS	**SA**	**A**	**NS**	**D**	**SD**
61	M&E Plan in place	1	2	3	4	5
62	M&E Plan documenting the M&E System contents is in place	1	2	3	4	5
63	M&E Plan documents all the contents of the M&E System	1	2	3	4	5
64	M&E Plan is used in the Operationalization of the M&E system	1	2	3	4	5
65	M&E Work Plan is in place	1	2	3	4	5
66	M&E Work plan guides the daily M&E activities	1	2	3	4	5
67	M&E Readiness Assessment has been conducted and the report in place	1	2	3	4	5
68	M&E Strategy is in place	1	2	3	4	5
	STAKEHOLDERS PARTICIPATION	**SA**	**A**	**NS**	**D**	**SD**
69	Stakeholders of your Service are all public sector Institutions, donors, development partners and all citizens.	1	2	3	4	5
70	All stakeholders are listed and documented	1	2	3	4	5
71	Stakeholders participate during M&E design stage of the entity's plans	1	2	3	4	5
72	Stakeholders participate during M&E detailed planning stage of the initiatives	1	2	3	4	5
73	Stakeholders participate during M&E implementation stage of the entity's plans	1	2	3	4	5
74	Stakeholders get the implementation reports of the entity's plans	1	2	3	4	5
75	Stakeholders give feedback on the results and achievements of the entity's plans	1	2	3	4	5

THANK YOU VERY MUCH FOR RESPONDING!

FOCUS GROUP DISCUSSION QUESTIONS

S/N	QUESTIONS
1	What are the main M&E functions and practices
2	What M&E tools, processes and procedures in use
3	What are the incentives for establishing the system?
4	Who will benefit from the system?
5	Who will be threatened by the existence of the system?
6	How does the institutional M&E System links with the MDA's projects and programmes; sector and Government wide M&E System?
7	What is the institutional experience in M&E in terms of age of the M&E System and maturity level of tools, process and procedures used in day to day monitoring and evaluation work
8	What areas need to be improved so as to build, strengthen and sustain a results based M&E System in the MDA
9	Numbers of input, activities, output and outcome indicators
10	What are the Types of reviews conducted
11	Identify Data collection methods, tools used by your organization in conducting evaluations
12	State the number of evaluations planned and conducted
13	State the types of evaluations conducted;
14	Identifying the Types, number and frequency of the reports;
15	Types and number of data systems;
	Level of centralization verses decentralization of the data system;
16	Data system Architecture, data bases, platforms, standards and coding system;
17	Data needs;
18	Data management and analytical capacity;
19	Data sharing and networks;
20	Does your institution Advocated the establishment of the M&E system;
21	Does your organisation has the Need for establishment of the M&E system;
22	Is your organization provide incentives for establishment of the M&E system;
23	Does your institution owns and champions the M&E system;
24	What are the system beneficiaries
25	Does your institution understand the engagement of Stakeholder's and how do they engaged and who are the stakeholders
25	What are the Challenges in managing the M&E System
26	What are the barriers to strengthening M&E System

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Ofisi ya Waziri Mkuu