



higher education
& training

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**Department of Higher Education and Training
Post-School Education and Training**

**Central Application Service
Enterprise Architecture**

**Chapter 9 – Monitoring and Evaluation
Framework, Policy and Assessment Tools**

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List of Acronyms

CBM	Citizen Based Monitoring
DPLG	Department of Provincial and Local Government
DPSA	Department of Public Service and Administration
ENE	Estimates of National Expenditure
M&E	Monitoring and Evaluation
MEC	Member of the Executive Council
MFMA	Municipal Finance Management Act
PFMA	Public Finance Management Act
Stats SA	Statistics South Africa

Glossary

Term	Description
Accessibility indicators	Explore whether the intended beneficiaries are able to access services or outputs
Accountability documents	Documents that executive authorities use to give "full and regular" reports on the matters under their control to Parliament and the provincial legislatures in terms of the Constitution. They include plans, budgets, in-year reports and annual reports.
Activities	The processes or actions that use a range of inputs to produce the desired outputs and ultimately outcomes.
Adequacy indicators	The quantity of input or output relative to the need or demand.
Baselines	The current performance levels that an institution aims to improve when setting performance targets.
Cost indicators	The overall cost (or expenditure) of producing a specified quantity of outputs.
Distribution indicators	The distribution of capacity to deliver services.
Economy indicators	Explore whether specific inputs are acquired at the lowest cost and at the right time, and whatever production is economical.
Effectiveness indicators	Explore how well the outputs of an institution achieve the desired outcomes
Efficiency indicators	Explore how productively inputs are translated into outputs.
Equity indicators	Explore the degree of equity and fairness with which services are provided
Framework for Managing Programme Performance	A framework developed by the National Treasury that provides guidance on managing performance to national, provincial and local governments
Government-wide Monitoring and Evaluation System	A system developed by the Presidency that describes monitoring and evaluation in government
Impacts	The results of achieving specific outcomes.
Inputs	The resources that contribute to production and delivery of outputs.
Outcomes	The medium-term results for specific beneficiaries that are the consequence of achieving specific outputs.
Outputs	The goods and services produced by the institution for delivery.
Performance indicators	Identify specific numerical measurements that track progress



Term	Description
	towards achieving a goal.
Performance standards	Express the minimum acceptable level of performance, or the level of performance that is generally expected.
Performance targets	Express a specific level of performance that the institution, programme or individual aims to achieve within a given period
Price indicators	The nominal or real prices of individual inputs.
Quality indicators	The quality of the input or output measured against predetermined standards
Quantity indicators	The number of inputs, activities or outputs.
Start and end times	When an activity is to begin and end (delivery date)
Timeliness indicators	Indicate whether activities and outputs are on time.

1 Terms of Reference

This Analysis Report has been prepared by Learning Strategies as part of the assistance to the Department of Higher Education and Training (DHET) for the development of an Enterprise Architecture as phase one for a National Post-School Education and Training (PSET) Central Application Service (CAS).

This chapter completes step 5.3 of the Project Plan and is deliverable 4.9 per the Terms of Reference and forms chapter 9 of the consolidated CAS Enterprise Architecture.

The purpose of this chapter is to present a Monitoring & Evaluation Framework for the CAS, define Monitoring & Evaluation Policies and to set out preliminary Monitoring & Evaluation Assessment Tools (or metrics).

2 Monitoring & Evaluation Framework

This Monitoring and Evaluation Framework is based on South African Government M&E policies and frameworks:

- Department of Planning, Monitoring and Evaluation (DPME) Guideline 3.1.5 “Functions of an M&E Component in National Government Departments” updated 31 March 2014;
- DPME Framework for Strengthening Citizen-Government Partnerships for Monitoring Frontline Service Delivery (CBM Framework), August 2013;
- Protection of Personal Information (POPI) Act; and
- National Treasury: Framework for Managing Programme Performance Information, May 2007.

2.1 Why is Measuring Performance Important?

Performance information indicates how well an institution is meeting its aims and objectives, and which policies and processes are working. Making the best use of available data and knowledge is crucial for improving the execution of government's mandate for the Central Application Service. Performance information is key to effective management, including planning, budgeting, implementation, monitoring and reporting. Performance information also facilitates effective accountability, enabling the Department of Higher Education, CAS stakeholders, members of the public and other interested parties to track progress, identify the scope for improvement and better understand the issues involved.

The public sector delivers services essential to the well-being and development of the nation. To ensure that public service delivery is as efficient and economical as possible, all government institutions are required to formulate strategic plans, allocate resources to the implementation of those plans, and monitor and report the results, including the CAS. Performance information is essential to focus the attention of the public and oversight bodies on whether public institutions are delivering value for money, by comparing their performance against their budgets and service delivery plans, and to alert managers to areas where corrective action is required.



Performance information also plays a growing role in budget allocations and will increasingly be used to monitor service delivery. This means the information must be accurate, appropriate and timely.

The most valuable reason for measuring performance is that what gets measured gets done. If an institution knows that its performance is being monitored, it is more likely to perform the required tasks – and to perform them well. In addition, the availability of performance information allows managers to pursue results-based management approaches, such as performance contracts, risk management, benchmarking and market testing.

This document outlines key concepts in the design and implementation of management systems to define, collect, report and use performance information in the public sector.

The Power of Measuring Results

- *If you do not measure results, you cannot tell success from failure*
- *If you cannot see success, you cannot reward it*
- *If you cannot reward success, you are probably rewarding failure*
- *If you can no! see success, you cannot learn from it*
- *If you cannot recognise failure, you cannot correct it*
- *If you can demonstrate results, you can win public support*

Adapted from Osborne and Gaebler; 1992,
Reinventing Government

2.2 Aims of the Framework

This Framework aims to:

- Clarify definitions and standards for performance information in support of regular publication and/or audits of such information, where appropriate;
- Provide integrated structures, systems and processes required to manage performance information;
- Define roles and responsibilities for managing performance information;
- Promote accountability and transparency by providing the Department of Higher Education, CAS stakeholders and the public with timely, accessible and accurate performance information;
- Prepare for periodic internal and external performance and outcome evaluations; and
- Provide the structure for measuring citizen and other stakeholder satisfaction.

2.3 Monitoring and Evaluation in the context of Planning, Budgeting and Reporting

The planning, budgeting and reporting cycle describes the relationship between these processes and emphasises that the CAS is accountable to DHET for the operational implementation of policies defined by DHET. Full and regular reports are required at each stage of the process and are likely to provide inputs to further policy refinement.

At any given time within public entities, such as CAS, information from multiple years is being considered: plans and budgets for next year; implementation for the current year; and reporting on last year's performance. Although performance information is reported publicly during the last stage, the performance information process begins when policies are being developed, and continues through each of the planning, budgeting, implementation and reporting stages.

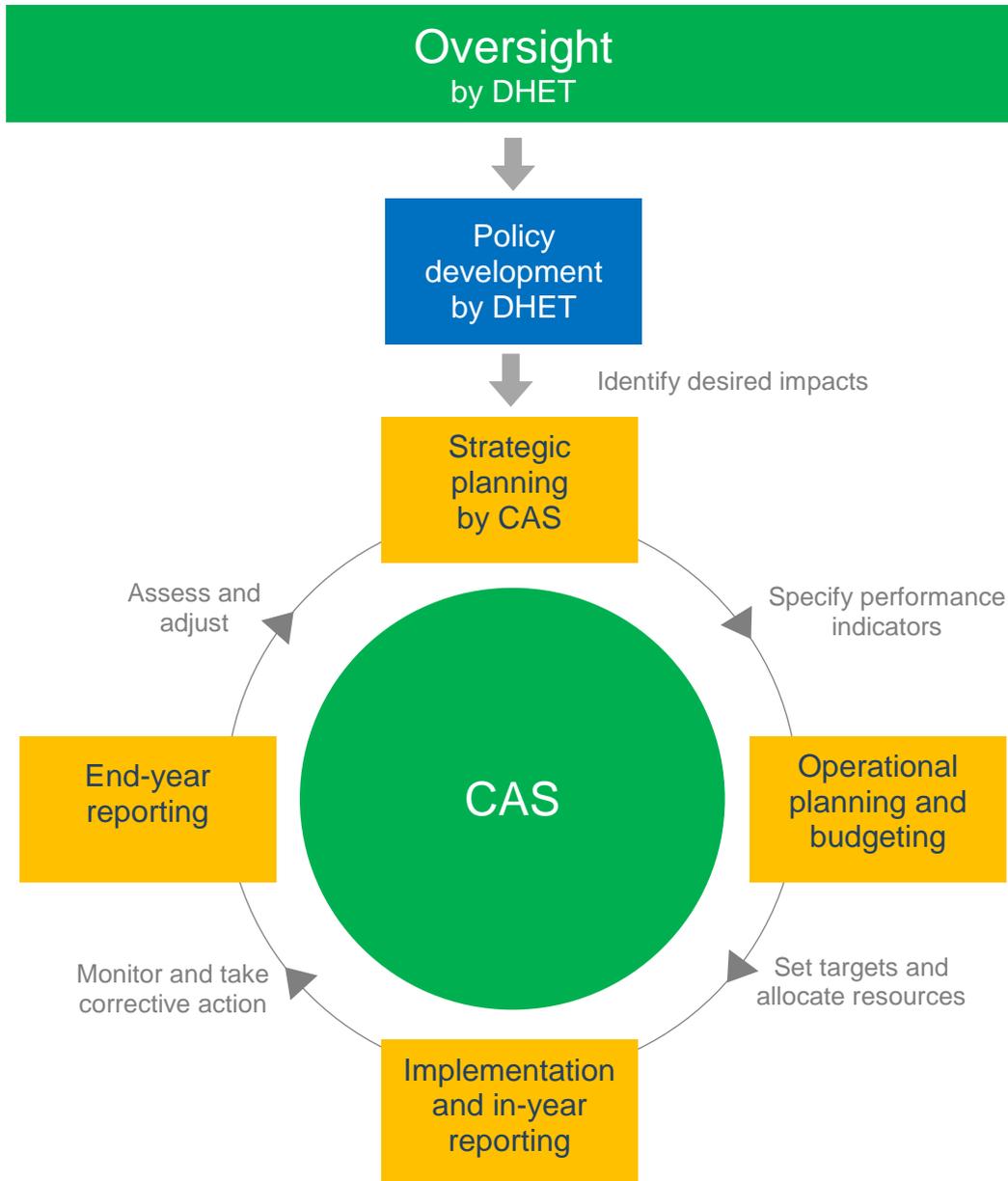


Figure 1: Planning, budgeting and reporting cycle

Table 1 then outlines the key documents produced at the various accountability cycle stages, and the types of performance information required at each stage.

Table 1: Relationship between Key Documents and Performance Information

Accountability cycle	Key documents	Performance Information
Policy development	<ul style="list-style-type: none"> Policy documents 	<ul style="list-style-type: none"> Identify baseline information informing policy
	<ul style="list-style-type: none"> Explanatory memoranda accompanying bills 	<ul style="list-style-type: none"> Set out desired effect of policy
Strategic planning	<ul style="list-style-type: none"> Strategic plans 	<ul style="list-style-type: none"> Indicate outputs to be produced
	<ul style="list-style-type: none"> Corporate plans 	<ul style="list-style-type: none"> Specify performance indicators
Operational planning and budgeting	<ul style="list-style-type: none"> Operational plans 	<ul style="list-style-type: none"> Set performance targets
	<ul style="list-style-type: none"> Budgets 	<ul style="list-style-type: none"> Indicate available resources
	<ul style="list-style-type: none"> Performance agreements 	<ul style="list-style-type: none"> Allocate responsibilities
Implementation and in- year reporting	<ul style="list-style-type: none"> Monthly budget reports 	<ul style="list-style-type: none"> Report progress with implementation of plans and budgets
	<ul style="list-style-type: none"> Quarterly performance reports 	
End-year reporting	<ul style="list-style-type: none"> Annual reports 	<ul style="list-style-type: none"> Report on performance against plans and budgets

In summary, performance information needs to be available to managers at each stage of the planning, budgeting and reporting cycle so that they can adopt a results-based approach to managing service delivery. This approach emphasises planning and managing with a focus on desired results, and managing inputs and activities to achieve these results.

2.4 Inputs, activities, outputs, outcomes and impacts

The following terms are used to describe public entities responsibilities for measuring performance:

Inputs: all the resources that contribute to the production and delivery of outputs. Inputs are "what we use to do the work". They include finances, personnel, equipment and buildings.

Activities: the processes or actions that use a range of inputs to produce the desired outputs and ultimately outcomes. In essence, activities describe "what we do".

Outputs: the final products, or goods and services produced for delivery. Outputs may be defined as "what we produce or deliver".

Outcomes: the medium-term results for specific beneficiaries that are the consequence of achieving specific outputs. Outcomes should relate clearly to an institution's strategic goals and objectives set out in its plans. Outcomes are "what we wish to achieve".

Impacts: the results of achieving specific outcomes, such as reducing poverty and creating jobs.

When monitoring and assessing outcomes and impacts, it needs to be kept in mind that government interventions can also have unintended consequences. These also need to be identified and monitored so that risks can be managed and corrective action can be taken.

In managing for results, budgets are developed in relation to inputs, activities and outputs, while the aim is to manage towards achieving the outcomes and impacts.

Figure 2 illustrates the relationship between these core performance information concepts.

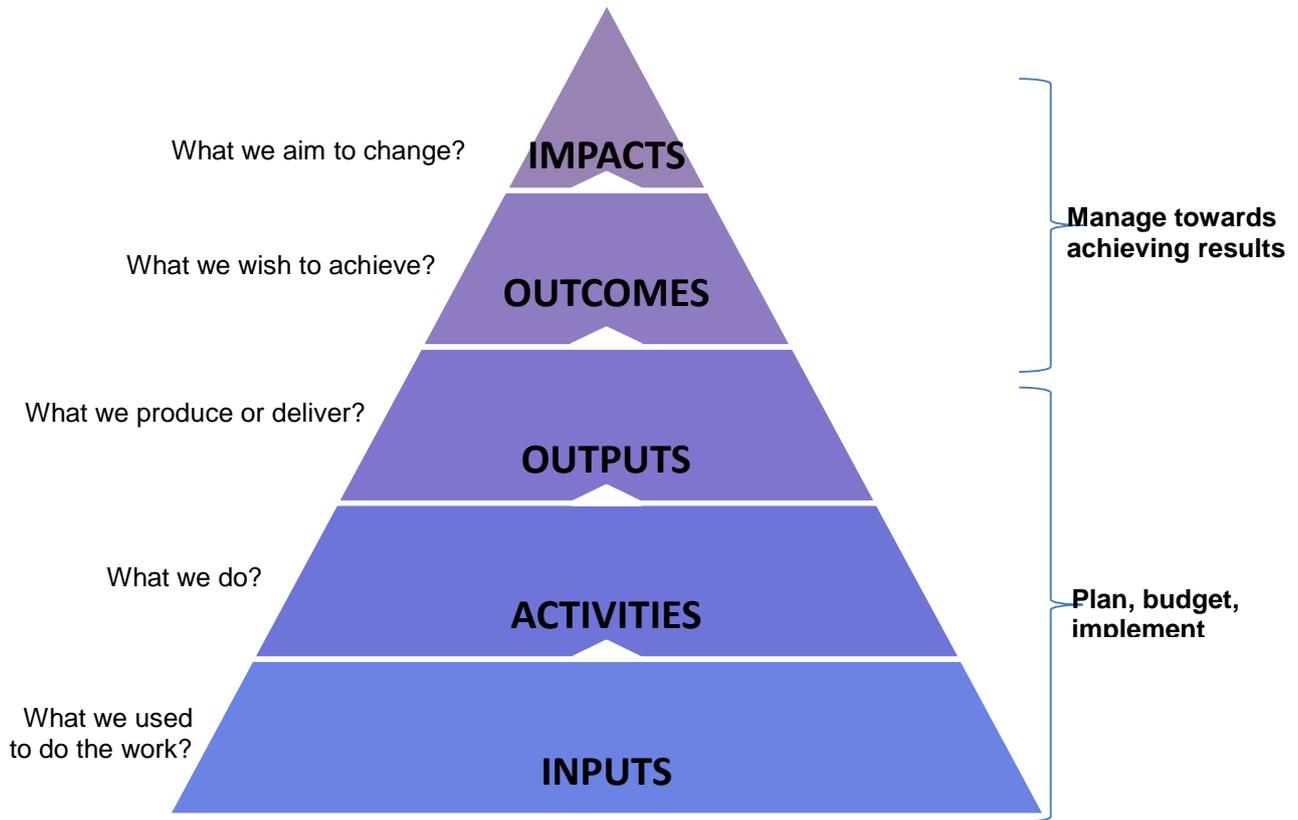


Figure 2: Key performance information concepts

2.5 Performance Indicators

Suitable indicators need to be specified to measure performance in relation to inputs, activities, outputs, outcomes and impacts. The challenge is to specify indicators that are useful from a management and accountability perspective. This means managers need to be selective when defining indicators.

Defining a good performance indicator requires careful analysis of what is to be measured. One needs to have a thorough understanding of the nature of the input or output, the activities, the desired outcomes and impacts, and all relevant definitions and standards used in the field. For this reason it is important to involve subject experts and line managers in the process.

A good performance indicator should be:

Reliable: the indicator should be accurate enough for its intended use and respond to changes in the level of performance.

Well-defined: the indicator needs to have a clear, unambiguous definition so that data will be collected consistently, and be easy to understand and use.

Verifiable: it must be possible to validate the processes and systems that produce the indicator.

Cost-effective: the usefulness of the indicator must justify the cost of collecting the data.

Appropriate: the indicator must avoid unintended consequences and encourage service delivery improvements. And not give managers incentives to carry out activities simply to meet a particular target.

Relevant: the indicator must relate logically and directly to an aspect of the institution's mandate, and the realisation of strategic goals and objectives.

Institutions should include performance indicators related to the provision of goods and services. These describe the interface between government and the public, and are useful for monitoring and improving performance as it is relevant to the citizens of the country.

Figure 3 illustrates that performance indicators are relevant at all levels of the logic model. It also illustrates the way in which economy, efficiency, effectiveness and equity are conceptualized.

Figure 3:

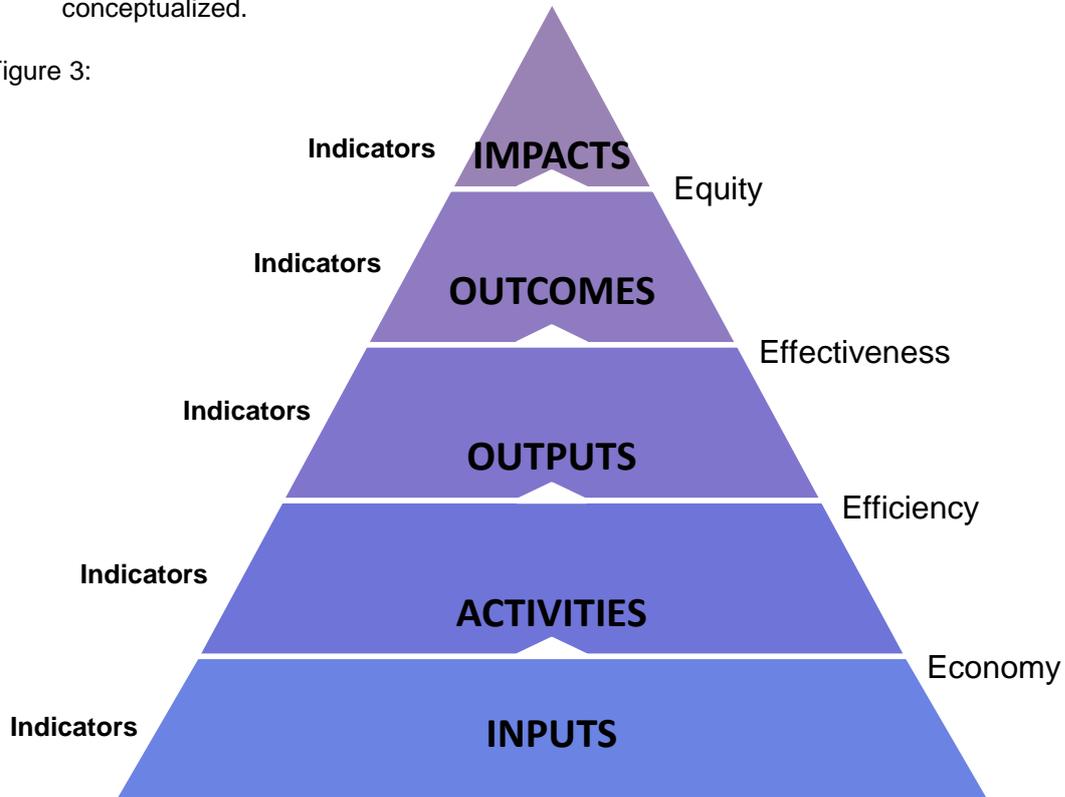


Figure 3: Indicators of economy, efficiency and effectiveness, equity

Where possible, indicators that directly measure inputs, activities, outputs, outcomes and impacts should be sought. This is not always possible and in such instances, proxy indicators may need to be considered.

Typical direct indicators include, cost or price, distribution, quantity, quality, dates and time frames, adequacy and accessibility.

- **Cost or Price indicators** are both important in determining the economy and efficiency of service delivery.
- **Distribution indicators** relate to the distribution of capacity to deliver services and are critical to assessing equity across geographical areas, urban-rural divides or demographic categories. Such information could be presented using geographic information systems.
- **Quantity indicators** relate to the number of inputs, activities or outputs. Quantity indicators should generally be time-bound; e.g. the number of inputs available at a specific point in time, or the number of outputs produced over a specific time period.
- **Quality indicators** reflect the quality of that which is being measured against predetermined standards. Such standards should reflect the needs and expectations of affected parties while balancing economy and effectiveness. Standards could include legislated standards and industry codes.
- **Dates and time frame indicators** reflect timeliness of service delivery. They include service frequency measures, waiting times, response time, turnaround times, time frames for service delivery and timeliness of service delivery.
- **Adequacy indicators** reflect the quantity of input or output relative to the need or demand - "Is enough being done to address the problem?".
- **Accessibility indicators** reflect the extent to which the intended beneficiaries are able to access services or outputs. Such indicators could include distances to service points, travelling time, waiting time, affordability, language, accommodation of the physically challenged.

All government institutions are encouraged to pay particular attention to developing indicators that measure economy, efficiency, effectiveness and equity using data collected through these and other direct indicators.

- **Economy indicators:** explore whether specific inputs are acquired at the lowest cost and at the right time; and whether the method of producing the requisite outputs is economical. Economy indicators only have meaning in a relative sense. To evaluate whether an institution is acting economically, its economy indicators need to be compared to similar measures in other state institutions or in the private sector, either in South Africa or abroad. Such indicators can also be compared over time, but then prices must be adjusted for inflation.
- **Efficiency indicators:** explore how productively inputs are translated into outputs. An efficient operation maximises the level of output for a given set of inputs, or it minimises the inputs required to produce a given level of output. Efficiency indicators are usually measured by an input to output ratio or an output to input ratio. These indicators also only have meaning in a relative sense. To evaluate whether an institution is efficient, its efficiency indicators need to be compared to similar indicators elsewhere or across time. An institution's efficiency can also be measured relative to predetermined efficiency targets.



- **Effectiveness indicators:** explore the extent to which the outputs of an institution achieve the desired outcomes. An effectiveness indicator assumes a model of how inputs and outputs relate to the achievement of an institution's strategic objectives and goals. Such a model also needs to account for other factors that may affect the achievement of the outcome. Changes in effectiveness indicators are only likely to take place over a period of years, so it is only necessary to evaluate the effectiveness of an institution every three to five years; or an institution may decide to evaluate the effectiveness of its different programmes on a rolling 3-5 year schedule.
- **Equity indicators:** explore whether services are being provided impartially, fairly and equitably. Equity indicators reflect the extent to which an institution has achieved and been able to maintain an equitable supply of comparable outputs across demographic groups, regions, urban and rural areas, and so on. Often specific benefit-incidence studies will be needed to gather information on equity. The aim of such studies would be to answer the question: "Who benefits from the outputs being delivered?" Usually equity is measured against benchmark standards or on a comparative basis.
- **Satisfaction Indicators:** explore how the stakeholders (including citizen monitoring through CBM Framework) view the service quality (of entire value chain); usability, consistency, completeness (e.g. all programmes included, and all post-secondary institutions); speed of delivery, courtesy from staff, staff availability, staff knowledge, reliability and responsiveness of responding to queries or requests for help, complaint resolution, technical support speed in resolving issues; value for money.

Institutions may also use the results of opinion surveys as indicators of their performance. Such indicators should not replace the above two categories of indicators, but rather complement them. If an institution uses such surveys, it is important that they be professionally designed.

2.6 Performance targets

Once a set of suitable indicators has been defined for a programme or project, the next step is to specify what level of performance the institution and its employees will strive to achieve. This involves specifying suitable performance targets relative to current baselines.

Each institution needs to collect a wide range of performance information for management purposes, however not all this information is relevant in accountability documents. The institution should specify in its planning documents a set of performance targets it will report against in its accountability documents. The set of indicators selected for accountability reporting ought to provide a holistic view of the institution's performance.

In the case of concurrent functions, national departments need to identify a core set of indicators that need to be reported by provincial and local governments to ensure comparability.

The baseline is the current level of performance that the institution aims to improve. The initial step in setting performance targets is to identify the baseline, which in most instances is the level of performance recorded in the year prior to the planning period. So, in the case of annual plans, the baseline will shift each year and the first year's performance will become the following year's baseline. Where a system for managing performance is being set up, initial baseline information is often not available.

This should not be an obstacle - one needs to start measuring results in order to establish a baseline.

Performance targets express a specific level of performance that the institution, programme or individual is aiming to achieve within a given time period.

Performance standards express the minimum acceptable level of performance, or the level of performance that is generally expected. These should be informed by legislative requirements, departmental policies and service-level agreements. They can also be benchmarked against performance levels in other institutions, or according to accepted best practices.

The decision to express the desired level of performance in terms of a target or a standard depends on the nature of the performance indicators. Often standards and targets are complementary. For example, the standard for processing pension applications is 21 working days, and a complementary target may be to process 90 per cent of applications within this time.

Performance standards and performance targets should be specified prior to the beginning of a service cycle, which may be a strategic planning period or a financial year. This is so that the institution and its managers know what they are responsible for, and can be held accountable at the end of the cycle. While standards are generally "timeless", targets need to be set in relation to a specific period. The targets for outcomes will tend to span multi-year periods, while the targets for inputs, activities and outputs should cover either quarterly or annual periods.

An institution should use standards and targets throughout the organisation, as part of its internal management plans and individual performance management system.

A useful set of criteria for selecting performance targets is the "SMART" criteria:

- **Specific:** the nature and the required level of performance can be clearly identified
- **Measurable:** the required performance can be measured
- **Achievable:** the target is realistic given existing capacity
- **Relevant:** the required performance is linked to the achievement of a goal
- **Time-bound:** the time period or deadline for delivery is specified.

3 Monitoring & Evaluation Policy

This section will provide the proposed Monitoring & Evaluation Policy for the CAS, encompassing:

- A six step process to develop Performance Indicators
- Policy statements to guide managing the Performance Indicators, including Responsibilities, Information Structures and Systems, and objectives for Publishing Performance Information

3.1 Developing Performance Indicators

Even the best performance indicator information is of limited value if it is not used to identify service delivery and performance gaps, to set targets and to work towards better results. Determining a set of appropriate indicators depends on the nature of the institution's mandate.

Developing suitable performance indicators is a complex task. To enable a consistent set of performance indicators, a six step process is adopted by CAS to develop performance indicators:

Step 1: Agree on what you are aiming to achieve

The first step in developing robust indicators is to agree on the problem you seek to remedy. Based on an understanding of the problem, what is the solution? Or expressed in social terms, what would society look like if the desired changes could be effected? This enables you to define a clear set of outcomes and impacts. These are the institution's strategic goals and objectives, which need to be defined in measurable terms.

Well-defined strategic goals and objectives provide a better basis from which to develop suitable programmes and projects, as well as appropriate indicators. Once an institution has decided on what is to be achieved, it then needs to decide what it needs to deliver to do so.

This is often the basis for the organisations "theory of change".

Step 2: Specify the outputs, activities and inputs

The second step is often the most difficult - specifying what the institution needs to do to achieve the desired outcomes and impacts. You may find it useful to reverse the thought process: having defined the outcomes and impacts the institution is aiming to achieve, you should then examine:

- What parties are likely to be positively or negatively affected? What are their relevant characteristics? This information is important when planning interventions that will affect them and for designing appropriate indicators.
- What does the institution need to do in the short term to achieve the desired outcomes and impacts? These will be the outputs for the institution. The choice of outputs needs to take into account who will be affected by the intervention.
- What does the institution require to produce these outputs? These will be the activities the institution needs to undertake.
- What is needed to perform these activities? These will be the inputs the institution requires.

This approach to planning is called the "logic model", and is a useful way to plan and order information. In determining the logic model, risk and assumptions must be identified for each of the levels of the planning process.

Specifying appropriate outputs often involves extensive policy debates and careful analysis. The process of defining appropriate outputs needs to take into consideration what is practical and the relative costs of different courses of action. It is also important to assess the effectiveness of the chosen intervention.

This is often referred to by the DPME as "pathways to change".

Step 3: Select the most important indicators

There is no need to measure every aspect of service delivery and outputs. Fewer measures may deliver a stronger message. Institutions should select indicators that measure important aspects of the service that is being delivered, such as critical inputs, activities and key outputs. When selecting indicators, it is important to keep the following elements in mind:

- Clear communication: the indicators should communicate whether the institution is achieving the strategic goals and objectives it set itself. The indicators should also be understandable to all who need to use them.
- Available data: the data for the chosen indicators needs to be readily available.
- Manageability: the number of indicators needs to be manageable. Line managers would be expected to track a greater number of indicators pertaining to a particular programme than, say, the head official of the institution or the executive authority.

Indicators must link to performance goals as well as the theory of change and its respective pathways.

Step 4: Set realistic performance targets

When developing indicators there is always a temptation to set unrealistic performance targets. However, doing so will detract from the image of the institution and staff morale. Effective performance management requires realistic, achievable targets that challenge the institution and its staff.

Ideally, targets should be set with reference to previous and existing levels of achievement (i.e. current baselines), and realistic forecasts of what is possible. Where targets are set in relation to service delivery standards it is important to recognise current service standards and what is generally regarded as acceptable.

The chosen performance targets should:

- Communicate what will be achieved if the current policies and expenditure programmes are maintained
- Enable performance to be compared at regular intervals - on a monthly, quarterly or annual basis as appropriate
- Facilitate evaluations of the appropriateness of current policies and expenditure programmes.

Step 5: Determine the process and format for reporting performance

Performance information is only useful if it is consolidated and reported back into planning, budgeting and implementation processes where it can be used for management decisions, particularly for taking corrective action.

This means getting the right information in the right format to the right people at the right time. Institutions need to find out what information the various users of performance information need, and develop formats and systems to ensure their needs are met.

Step 6: Establish processes and mechanisms to facilitate corrective action

Regular monitoring and reporting of performance against expenditure plans and targets enables managers to manage by giving them the information they need to take decisions to keep service delivery on track. The information should help managers establish:

- What has happened so far?
- What is likely to happen if the current trends persist, say, for the rest of the financial year?
- What actions, if any, need to be taken to achieve the agreed performance targets?

Measuring, monitoring and managing performance are integral to improving service delivery.

3.2 Managing Performance Information

Effective management of performance information requires a clear understanding of different responsibilities, and the structures and systems involved in managing performance.

3.2.1 Responsibilities

1. **Accounting officer:** The accounting officer of the CAS is accountable for establishing and maintaining the systems to manage performance information. Their performance agreements should reflect these responsibilities. They should be assisted by chief information officers, and by ensuring there is appropriate capacity within the institution.
2. **Line managers and other officials:** Line managers of the CAS are accountable for establishing and maintaining the performance information processes and systems within their areas of responsibility. Their performance agreements must reflect these responsibilities.
3. **A range of officials** are responsible for capturing, collating and checking performance data related to their activities. The integrity of the institution's overall performance information depends on how conscientiously these officials fulfil these responsibilities. Consequently, their performance agreements and assessments should deal explicitly with the quality of this aspect of their work.

3.2.2 Integrated performance information structures and systems

Performance information systems should be integrated within existing management processes and systems. The accounting officer of the CAS is responsible for ensuring that the institution has:

1. Documentation addressing the following:
 - Integration of performance information structures and systems within existing management processes and systems
 - Definitions and technical standards of all the information collected by the institution Processes for identifying, collecting, collating, verifying and storing information Use of information in managing for results
 - Publication of performance information.
2. Appropriate capacity to manage performance information
3. Appropriate systems to collect, collate, verify and store the information
4. Consultation processes that ensure the information needs of different users are taken into consideration when specifying the range of information to be collected
5. Processes to ensure the information is appropriately used for planning, budgeting and management within the institution.
6. Processes to set performance standards and targets prior to the start of each service delivery period
 - Processes to review performance and take management action to ensure service delivery stays on track
 - Processes to evaluate performance at the end of a service delivery period
 - Processes to ensure that responsibility for managing performance information is included in the individual performance agreements of line managers and other officials
7. An identified set of performance indicators for reporting for oversight purposes.

3.3 Publishing Performance Information

The CAS will publish administrative and performance information to:

- The CAS website, as a contribution to public access to information;
- The Department of Higher Education;
- PSET Institutions; and
- On request, to other public and private entities interested in CAS information, but subject to approvals from the Exco of the CAS.

CAS will not publish any personal information in line with Protection of Personal Information (POPI) Act.

4 CAS Impact Assessment Indicators

The following Impact Assessment Indicators have been defined for the CAS, based on the M&E Framework and Policy defined above. It is anticipated that these Impact Assessment Indicators will evolve over time, both during the Implementation Project and during the Business As Usual phase once the CAS is fully established.

Indicators are based on annual cycles – Data from January to December; reported on a rolling basis, with final annual numbers by February of the following year.

Base data will be provided by the Department of Basic Education (DBE), the Independent Examinations Board (IEB) and Catholic Institute for Education (CIE). They will be requested to provide the data related to secondary school profiles and Senior Certificate (matriculation) results.

4.1 Applicant Indicators

Indicators: <i>All indicators disaggregated by age, gender, family income, race, location, school type and SA/SADC and non-SADC categories</i>	Performance Indicator Category
1. Number of applicants who have submitted applications compared to total number of applicants	Efficiency, Equity
2. Number of applicants who meet eligibility criteria for application submitted	Efficiency, Equity
3. Number of applicants who have completed/abandoned application	Efficiency, Equity
4. Number of applicants who have received and taken a placement offer	Efficiency, Equity
5. Number of applicants who have received placement offer and not taken it	Efficiency, Equity
6. Number of applicants who received <u>regret message</u>	Efficiency, Equity
7. Number of applicants that have <u>not been placed</u>	Efficiency, Equity

4.2 Application Indicators

Measurement Area	Indicators: <i>All indicators disaggregated by age, gender, family income, race, location, school type and SA/SADC and non-SADC categories</i>	Performance Indicator category
Application Numbers	<ol style="list-style-type: none"> 1. Total number of applications received 2. Number of incomplete applications compared to total started 3. Number of applications submitted 4. Number of applications regretted, by school and location 	Efficiency, Equity



Measurement Area	Indicators: <i>All indicators disaggregated by age, gender, family income, race, location, school type and SA/SADC and non-SADC categories</i>	Performance Indicator category
Application Types	1. Percentage of application types (web, mobile, email and paper)	Effectiveness, Equity
Application efficiency	1. Number of applications received to submit 2. Number of applications awaiting response from institutions 3. Number of applications which have received response and awaiting decision of applicant 4. Number of applications that do not meet requirements to Refer/Clearing House	Efficiency
Cost Effectiveness	1. Average Cost per Application (based on cost allocations - budget and actual expenditure are allocated to different breakdowns)	Cost Effectiveness

4.3 Institution Indicators

Measurement area	Indicators	Performance indicator category
Institutional Responsiveness	1. Average and Standard Deviation Time To First Response 2. Average and Standard Deviation Time to Decide 3. Number of No Responses (by Cut-off dates) 4. Number of No Decisions (by Cut-off dates)	Effectiveness
Institution Programme Statistics /	1. Matrix of Applications by Programme Group and Institution (including Programme Group and Institution totals) 2. Trend of Applications by Programme Group by Year 3. Trend of Applications by Institution by Year 4. Trend of Applications by Programme Group by Institution by year (bar chart)	Effectiveness
Programme data	1. Completeness (by cycle cut-off date) - measured as programmes added by Institution after cycle cut-off date 2. Accuracy (by cycle cut-off date) - measured as programmes amended by Institution after cycle cut-off date	Efficiency

4.4 School Indicators

Measurement Area	Indicators: Compared to Secondary school profiles, location, number of students, matriculation pass rates, etc.	Performance Indicator category
Problem schools	<ol style="list-style-type: none"> 1. Schools ranked by number of applications 2. Schools ranked by number of inappropriate choices 3. Number of regrets compared to applications submitted from that particular school 4. Number of change of minds compared to applications submitted from that particular school 5. Number of incomplete applications in proportion to total applications submitted 6. Number of unpaid applications in proportion to applications submitted 	Effectiveness, Equity

4.5 Outreach & Training Indicators

Measurement Areas	Indicators	Performance Indicator category
CAS Schools reach	<ol style="list-style-type: none"> 1. Percentage of schools reached through <ol style="list-style-type: none"> a. Direct linkage with school b. Career fairs c. Other 2. Number of handbooks distributed 3. Number of application forms distributed 	Outreach
Source of outreach	<ol style="list-style-type: none"> 1. Number of career fairs serviced through CAS outreach versus number of career fairs 2. Number of school visits 3. Number of referrals from public institutions (libraries, DoL centres, Municipalities, etc.) 4. Number of referrals from NGOs 5. Number and source of other referrals 	Outreach
Call centre	<ol style="list-style-type: none"> 1. Number of people who made calls to call centre 2. Number of people whose queries were addressed on call centre 3. Speed the call is answered 4. Length of call 5. Number of abandoned calls 6. Satisfaction survey results show indicators on: <ol style="list-style-type: none"> a. Speed b. Courtesy c. Availability d. Competence e. Results f. Value for Money 	Efficiency Satisfaction



Measurement Areas	Indicators	Performance Indicator category
Satisfaction	1. Online Satisfaction survey results show indicators on: <ol style="list-style-type: none"> Online availability Results Value for Money 	Efficiency Effectiveness Satisfaction
Citizen based Monitoring	1. Number of complaints vs compliments on an independent citizen-based monitoring systems (often done with an SMS server) 2. Complaints on the President's hotline <ol style="list-style-type: none"> Number by year Speed of resolution 	Satisfaction
Institutional Reach	1. Percentage of institutions trained versus total of PSET institutions	Effectiveness
	2. Percentage of individuals from institutions trained who demonstrate skills/competence (pass) training	Learning

4.6 Process Indicators

Measurement Area	Indicators	Performance Indicator category
Change of Minds	1. Number of change of minds versus number of applicants 2. Number of paid change of minds versus number of applicants	Effectiveness
Queries	Compare total applicants to: <ol style="list-style-type: none"> Number of student queries received Number of "Not applicable" queries Number of queries received and passed on to either institutions and NSFAS compared to total queries received Number of queries resolved Number of queries still open 	Throughput
Application fee	Compare total applications submitted to <ol style="list-style-type: none"> Number of application Number of application fees waived Number of application fees paid by institutions Number of application fees not paid Total unreconciled payment after all applications have been submitted 	Economy



Measurement Area	Indicators	Performance Indicator category
Complaints	Compare total requests for assistance to Call Centre to: <ol style="list-style-type: none">1. Number of applications2. Time to resolve issues (24 hours; 48 hours; 72 hours; 1 week)3. Unresolved issues	Effectiveness Satisfaction

5 Conclusion

This chapter sets out the basis for Monitoring and Evaluation of the proposed CAS. It provides for ongoing processes to review the effectiveness of the CAS through an M&E Process and Impact Assessment Indicators.

The Board, once established, will need to formalise and approve final versions of these and, potentially, additional assessment indicators.