REQUEST FOR INFORMATION

TO DEVELOP AN E.LEARNING TRAINING COURSE BASED ON GTAC'S PERFORMANCE AND EXPENDITURE REVIEW METHODOLOGY

Programme Identification

Name of Client	**Government Technical Advisory Centre**
Name of Project	PERFORMANCE AND EXPENDITURE REVIEW: E.LEARNING TRAINING COURSE
Contracting Authority	Government Technical Advisory Centre
Accountable Officer	Acting Head of GTAC (Lindiwe Ndlela)
Project Purpose	To develop an e.learning training course based on GTAC's Performance and Expenditure Review methodology

(v2)

Contents

1 Background Information

2 Introduction

The scope of government's activities is exceptionally large and diverse. This, combined with uneven policy design, operational planning and implementation, means that both the costs and the impact of many activities are poorly understood by policy makers and budget planners, with one recent study concluding that, *"a schism has developed between planning, budgeting and monitoring."*

A key element of government's plans to improve the links between policy development and implementation is to improve the analytical depth around planning and budgetting. In order to help give effect to this, GTAC has undertaken over 40 Performance and Expenditure Reviews (PERs) since mid-2013 (most of which are available at www.GTAC.gov.za). Over the past few years, GTAC's Performance Expenditure and Policy Analysis unit has refined and improved its methodology for conducting PERs (see Annexure A).

The results of these reviews have expanded departments and National Treasury's understanding of key cost drivers and performance constraints in the delivery of services. The PERs' findings have contributed to the adjustments of programmes at an operational level. They have also helped identify instances where policy goals are underfunded and where savings might be achieved.

To institutionalise the methodology across the Public Sector, GTAC has:

1. Developed 12 week modular action learning training programme where participants are introduced to the differents PER concepts whilst they undertaken a mini PER on their subject of choice during the course of the programme. This training programme was undertaken by National Treasury bugdet analysts in 2016. The developed course consists of over 300 slides and 80 hours of trainer – trainee contact time.
2. Developed a 132 page Expenditure Analysis and Policy Costing Manual which provides methods and techniques for assessing baseline budgets by accurately costing programmes and policies relative to their actual or promised performance. The Manual gives as a step-by-step guide for analysing baseline programme spending and performance, and for analysing options for implementing a new programme based on a new or substantively revised policy.

Whilst the material has been tailored to the South African public sector, the approach is broadly applicable to any government programme regardless of country context.

3 Required services

To accelerate the roll out of PER training programmes across the South African Public Sector, GTAC will like to develop an online e.learning course using the existing training material and the expenditure and policy costing manual. The e.learning course should use an appropriate mix of techniques, including audio and video recordings, presentations, quizzes, surveys, games, and discussion groups, and more. The course should also be relevant to those reviewing programmes outside of South Africa.

4 Required information

GTAC now invites prospective service providers to indicate their interest in providing these services, and to illustrate their competence and ability to innovate by submitting an Expression of Interest (supported with relevant documentation).

Service providers may form consortiums.

The EOI should include a brief history of the service provider or consortium and should contain descriptions of experience in similar assignments and environments, profiles of key delivery staff, description of technology platforms used, and the asscocated pricing, hosting, contract models used.

The received information will be used by GTAC to determine the feasibility of proceeding to a full Request for Proposal or Bids based on the level of confidence that the market will be able to respond to the specified needs.

5 Required expertises

Service providers are expected to demonstrate experience in eLearning Content Development, Hosting and Delivery in general, within the public sector and within the tertiary education sector.

In particular, service providers must demonstrate their knowledge of and their specific experience in:

i. The full development and implementation cycle for elearning courses
ii. The key technologies needed to develop, host, run, and maintain a modular elearning course
iii. Approaches to helping clients integregate theses technologies into their environment
iv. Alternative pricing, contracting and, hosting models
v. Mananging the risks associated with each model.

6 Submission requirements

Interested parties should may obtain further information via psp@gtac.gov.za.

The EOI must be accompanied by a company profile and documents demonstrating the required knowledge, skills, and experience.

The documents must be delivered to the address below by **24 August 2018 at 11:00**.

Submission to be titled: **EOI To develop an e.learning training course based on GTAC's performance and expenditure review methodology**

Service Providers maybe invited to give a short presentation and/or demonstration to GTAC during the week beginning 3 September 2018.

Steps in Performance and Expenditure Reviews
(±6 months)

0.5 days PER team

1 week Expert work

4 weeks Expert work

2 weeks Expert work

5-6 weeks Expert work

5 weeks Expert work

5 weeks Expert work

4 weeks Expert work

ATTENTION TO DETAIL IS THE KEY TO SUCCESS

Step 1

1A Inception meeting

Performance and Expenditure Review team present.

- Consultant briefed on expectations
- Process confirmed
- Timelines discussed
- Performance monitoring and payment schedule discussed
- Possible pitfalls in sector identified
- All possible sources of data identified: expenditure, policy, strategic, business
- Available data handed over
- Additional contacts that can assist, recognised and access arranged

▶ Logic analysis assesses the manner in which the programme is supposed to achieve its intended outcome and whether in light of relevant theory and experience it is likely to achieve those outcomes cost-effectively.

▶ Programme intent analysis assesses whether programme costs can be reduced if intended beneficiaries are redefined or the programme's pace of implementation is changed.

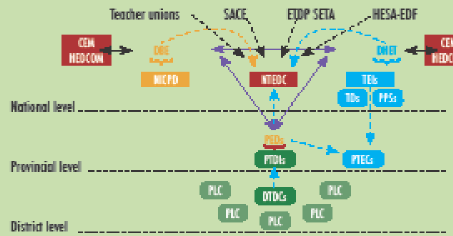
▶ Efficiency analysis focuses on saving money by reducing the cost of delivery through operational changes while maintaining quantity and quality of outputs.

▶ Economy analysis assesses whether the best price is obtained for the inputs.

1B Institutional analysis

Workshop with PER team and other project partners present.

- Understand linkages between policy, programme design, budgeting, the delivery chain in programme implementation, reporting and monitoring and evaluation in your sector (bearing in mind that funding flows can differ markedly from the delivery chain)
- Construct a flow chart that plots the main policy and oversight decision points
- Construct a flow chart that indicates the flow of funds in the sector
- Construct a flow chart that shows the citizen/customer/client perspective
- Identify possible pitfalls in sector you have selected to examine and identify all possible sources of data: expenditure, policy, strategic, performance, administrative



Step 2

Logical framework

This is an extensive body of work. It will require a number of iterations in development, and thorough discussions with the PER team and partners.

- Identify the policy intent of the programme
- Do a situational analysis describing what the programme currently does, for whom, and where
- Describe the programme logic i.e. the theory of what should be done by the programme to bring about change
- List the assumptions which were made about the consequences of certain actions (e.g. if the programme does x, then y will happen)
- Identify possible improvements to the programme design
- For every programme element, outline the delivery chain
- Construct a log-frame of the programme with activities, inputs, outputs, intermediate outcomes and impacts
- Do a work breakdown structure for the programme
- Clarify assumptions about causal mechanisms – why certain activities and outputs will result in certain outcomes

▶ It is important that the full extent of the programme is clearly articulated. Plot both the status quo and indicate possible inefficiencies and/or lack of effectiveness/meaningful outcomes.

▶ For logic analysis interrogate activity/process, output and outcomes to assess the plausibility of the presumed links using high quality performance indicators and data. The aim is to answer the questions, "should this programme continue to exist and how can it be fixed, or should it be closed-down?"

▶ For efficiency and economy analysis interrogate the inputs and activities/processes. Analysis of this part of the chain of delivery is critical to identify savings in input costs (i.e., personnel, good and services) as well as operational efficiency opportunities (i.e., programme design).

Chain of delivery

Impacts	Towards the realisation of schooling in 2025	
Outcomes	Improved quality of teacher education and development in order to improve the quality of teachers and teaching	
Outputs	Individual and systematic teacher development needs are identified and addressed	
Intermediate outputs	Overall policy for INSET	Costed implementation plan
Process/activities	Refining of INSET policy	Develop roll-out plan
Process/activities	Piloting	Determine phasing-in process
Process/activities	Stakeholder consultation	
Inputs	Curriculum and assessment specialists	Planners and project managers
Inputs	Multi-disciplinary team	
Responsibility	PR 3 teachers...	DBE and PEDs
	National Department of Basic Education	
Current programme elements	Develop/refine INSET policy	Develop INSET implementation strategy

Etc.

Step 3

Indicators

This body of work requires some skill in the development of indicators and gathering relevant administrative information. This step is critical in order to assess quality of outputs, efficiency in resource utilisation and economy in procurement.

- Based on the delivery chain, define indicators which will demonstrate whether programme delivery is happening successfully
  - Focus on developing indicators in key leverage areas. Not every step of the chain needs to have an indicator
  - Indicators should preferably be quantifiable
- Identify data sources, preferably existing sources, to report on actual indicator achievement
- Define a baseline value for indicators
- Set performance targets
- Avoid perverse incentives and consequences

Indicator measure

National DBE	Accessible, user-friendly policy document/s
	Comprehensive implementation plan
	Detailed implementation budget
	Survey stakeholder awareness
	Vacancies in NICPD critical posts
	Accessible, user-friendly assessment tool
	Accessible user-friendly courses & materials
	Monitoring readiness/effectiveness evaluation report
	Baseline study and evaluation plan
Provincial education departments	Survey stakeholder awareness
	Vacancies in PTDI critical posts
	Accessible user-friendly courses & materials
	Accessible, user-friendly physical training space
	Number of courses provided per year against target
	Vacancies in DTDC critical posts
	Vacancies in PLCs critical posts
District offices	Number of courses provided per year against target
	Accessible, user-friendly physical training space
	Effective database in place
	Number of meetings per year against target
	No. and % of programmes not reporting on monitoring system
Schools	Continuous improvement in department results

▶ For logic analysis we want to be confident that there is a plausible link between the programme outputs and outcomes, hence the performance indicators must also focus on specific outcomes attributable to the programme, ideally immediate (i.e., first level effects of outputs) and intermediate outcomes (i.e., benefits to specific beneficiaries/recipients and changes in behaviour/choices resulting from the programme's outputs).

Step 4

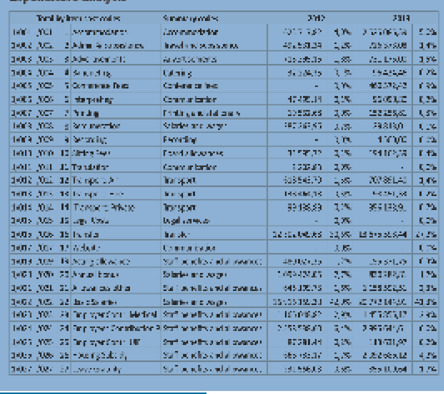
Expenditure analysis

This is a complex and extensive body of work and requires in-depth understanding of budget and expenditure data. A thorough understanding of the BAS system is necessary.

- Develop a detailed understanding of existing expenditure on each programme
- Explain the flow of funds for a particular programme through a mini public expenditure tracking desktop study
- Explain the difference between an implementation programme and a budget programme and how to map the one to the other
  - Be able to construct walkover tables using Excel
- Understand the Standard Chart of Accounts, BAS and PERSAL structure and data
  - Identify sources of data: economic classification, item, responsibility, project data, management accounts
- Identify the main cost drivers for the programme, distinguishing between personnel, capital and operational costs

▶ This step is particularly important for efficiency analysis and modelling the financial impact of programme redesign or rationalisation.

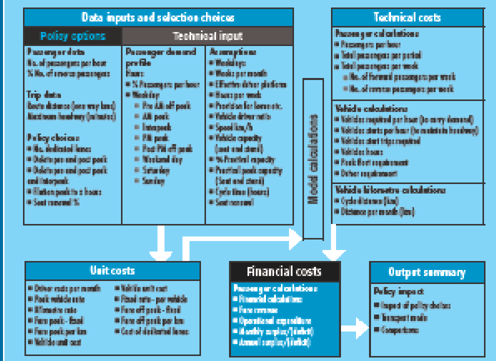
Expenditure analysis



Step 5

Costing model

The success of this step is dependent on the accuracy and level of detail provided in the preceding steps.



- Understand policy objectives and delivery requirements
- Identify baseline needs
- Identify the range of delivery standards from policy/legislation
- Identify delivery chain and main cost drivers, personnel, capital and operational costs
- Identify assumptions made, especially about the future
- Develop interactive costing model
- Project main cost drivers on the population being targeted by policy

The costing model will be used to dynamically predict financial and service delivery impacts of improved economy in prices of inputs, efficiency in resource deployment and utilisation for activities/processes, reduced cost of outputs, rationalisation of programmes that are not cost-effective in relation to outcomes achieved and application of alternative delivery chains for key programme elements.

Step 6

Savings, trade-offs and constraints

Develop different scenarios demonstrating savings and service delivery trade-offs, if any, from assumed changes in various programmatic factors.

- Factors could include changes in the price of inputs, increases in operational efficiency (i.e. changes in activities/processes), strengthened programme design (i.e. changes in quantity, quality, beneficiary targeting), or programme rationalisation (i.e. logic analysis)
- Differentiate between "cash" and "non-cash" savings
  - Cash savings generally result when budgeted funds may be released in the forward estimates (i.e. MTEF) to be reallocated for other priorities or to reduce aggregate spending. This will generally occur when a programme is reduced in size or reach, or closed down, or through cost containment in cross-cutting line items
  - Non-cash savings generally result when the quantity and/or quality of outputs (i.e. service delivery) may be increased or held constant at no additional expense due to operational efficiencies or improved economy in the cost inputs through better pricing or substitution
- Savings must be clearly articulated and mapped to specific budget programmes. Changes in budget programme structure should also be recommended to increase transparency and accountability, where necessary

Step 7

Report writing

It is important to write a concise report that flows logically and has a clear structure. The report should present a cogent argument based on sound technical analysis.

- Produce the final report (hard copy and electronic)
- Use the following format: One-page summary, three-page executive summary and 25-page report
- Use as many appendices as necessary
- Emphasise the implications of the research; no need to defend the methodology
- Write like a journalist
- Present the report as a critical communication tool in government
- Prepare a PowerPoint presentation that can be used to present the model and report
- Provide electronic copies of the programme logical analysis, expenditure analysis and costing models
- Provide a manual for the costing model
- Keep each version of the report and be prepared to write a few versions