



Session 28: M&E in the context of qualifications frameworks. ACQF Training Module 7

Monitoring and evaluation in the context of qualifications frameworks

Rebecca Pursell-Gotz & Zahraa McDonald

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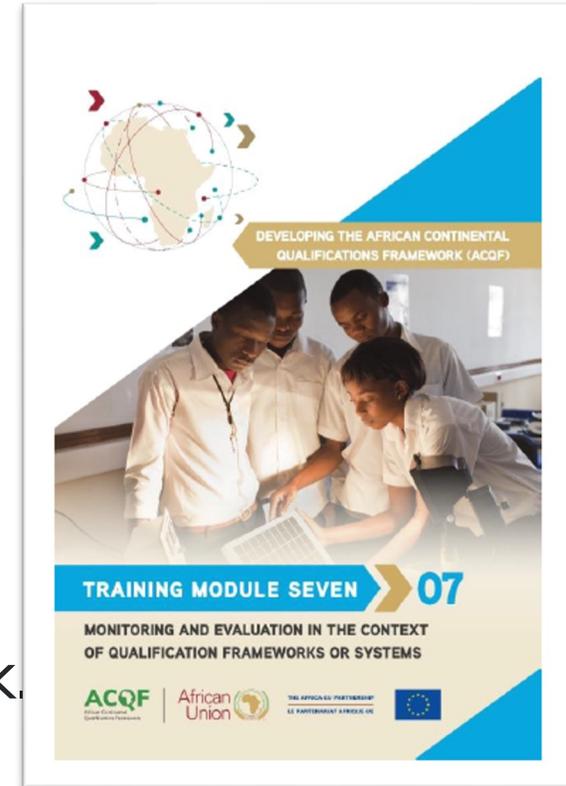
Introduction

Overview of Training Manual 7

1. General information.
2. Overview of the Training Manual.
3. Rationale for M&E and key M&E concepts.
4. Considerations for establishing an M&E system.
5. Establishing a M&E system for a qualifications framework.
6. Assessment of learning.

Annexures:

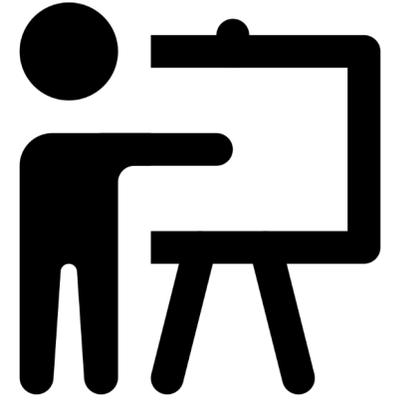
- A References for further reading
- B Case examples of M&E of qualifications frameworks in different contexts
- C M&E templates and tools



Training Module 7 Key Learning Outcomes

1. Understand key monitoring and evaluation concepts.
2. Understand monitoring and evaluation in the context of qualifications frameworks.
3. Introduced to a results framework for a qualifications framework.
4. Able to identify indicators in line with a results framework for a qualifications framework.
5. Understand the relationship between indicators and data sources.
6. Able to develop an evaluation plan for a qualifications framework.





Overview of the session

1. Introduction (5 minutes)
2. Rationale for M&E of qualifications frameworks & key concepts (15 minutes)
3. Considerations for establishing an M&E system (10 minutes)
4. Results framework and indicators: key building blocks of an M&E system (20 minutes)
5. Evaluating a qualifications framework (5 minutes)
6. Interactive M&E Tool (5 minutes)

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**Key Concepts and Rationale
for Monitoring and Evaluation**

Monitoring and Evaluation: Definitions

- **Monitoring** is the **regular collection and analysis** of information to determine whether or not **progress** is being made towards an intended **result** (SADC, 2011).

- **Evaluation** is a **periodic assessment** which aims to answer **specific questions** about the **relevance, efficiency and effectiveness** of a policy or programme. Evaluation can also measure the **impact** both expected and unexpected – and identify effects that can be attributed to a policy or programme. (SADC 2011).

How do you think monitoring and evaluation differ? Post in the chatbox

Monitoring and Evaluation: Key Features

	Monitoring	Evaluation
Who does it?	Programme managers and implementation staff	Evaluators working with programme staff and other key stakeholders
Purpose/ interest	Adaptive management	Accountability Learning
Timing	Continuous	Periodic ,at key intervals
Typical scope	<ul style="list-style-type: none"> • Use of funding and other resources • Implementation including activities, outputs and short-term outcomes • Fidelity • Performance against targets 	<ul style="list-style-type: none"> • Achievement of objectives • Evaluative criteria (relevance, quality, effectiveness, efficiency, value for money, sustainability) • Outcomes, impact, attribution • Draw conclusions of merit/worth
Funding	Embedded in programme budget	Dedicated line item
Measures	Indicators and targets	Criteria, indicators and standards
Data	Involves primary data collection (programme data)	Usually involves primary data collection, uses programme & other secondary data, typically draws on multiple data sources
Reporting	Descriptive, performance-related	Explanatory, judgemental, lessons learned

Rationale for M&E in the context of Qualification Frameworks

- Track progress and keep implementation on track.
- Identify what is working well/less well and why.
- Inform adjustments to policy, implementation and management.
- Assess results.
- Generate knowledge and share lessons that are relevant elsewhere.

Qualifications Frameworks are relatively new and there is limited documented evidence regarding their effectiveness and impact.

Key components of an M&E system

- Description of the evaluand (project/programme/policy)
- Results framework
- Indicators & targets
- Data sources, methods, instruments
- Data collection
- Data management (MIS) & analysis
- Reporting, dissemination & use
- Evaluation/learning questions
- Evaluation plan

**Cross-cutting
considerations**

Context & culture

Purpose

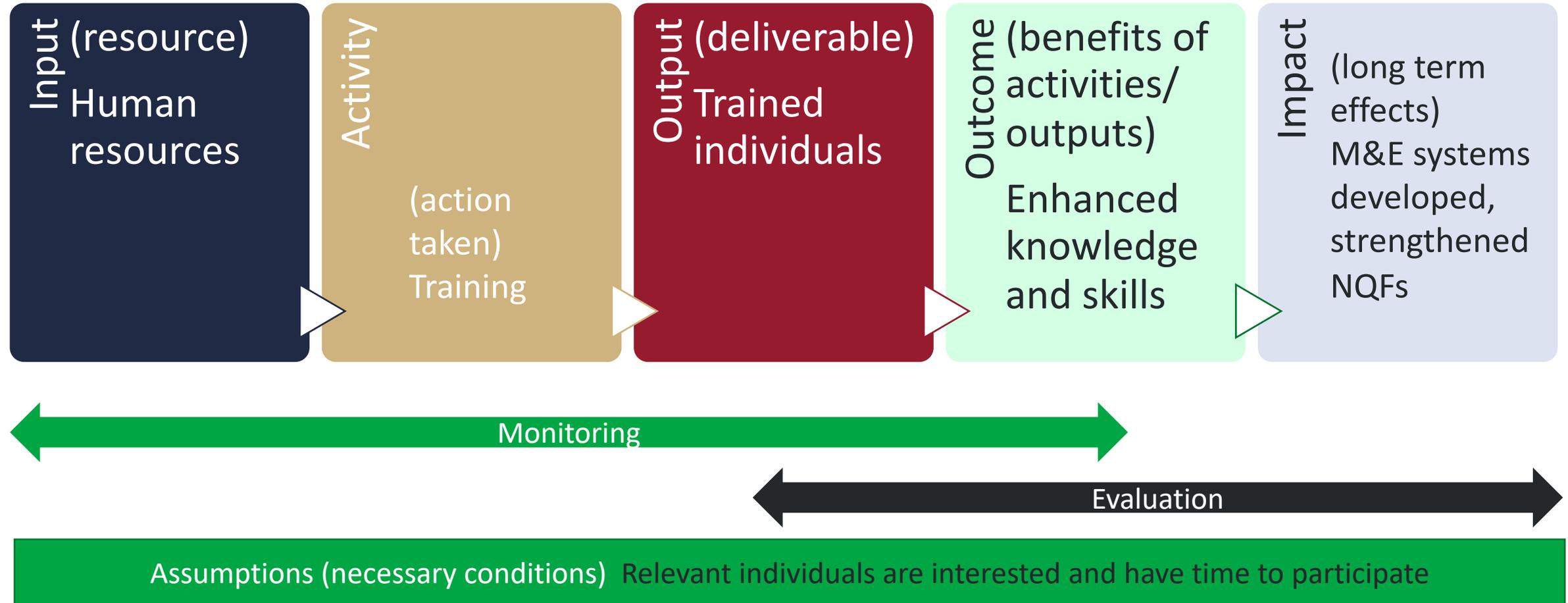
Capacity to implement

M&E users & use

Feedback loops

A set of organisational structures, management processes, standards, strategies, plans, indicators, information systems, reporting lines and accountability relationships, which enables institutions to discharge their M&E functions effectively. Additionally... the organisational culture, capacity and other enabling conditions which will determine whether feedback from the M&E influences the organisation's decision-making, learning and service delivery (The Presidency, 2007).

M&E results chain



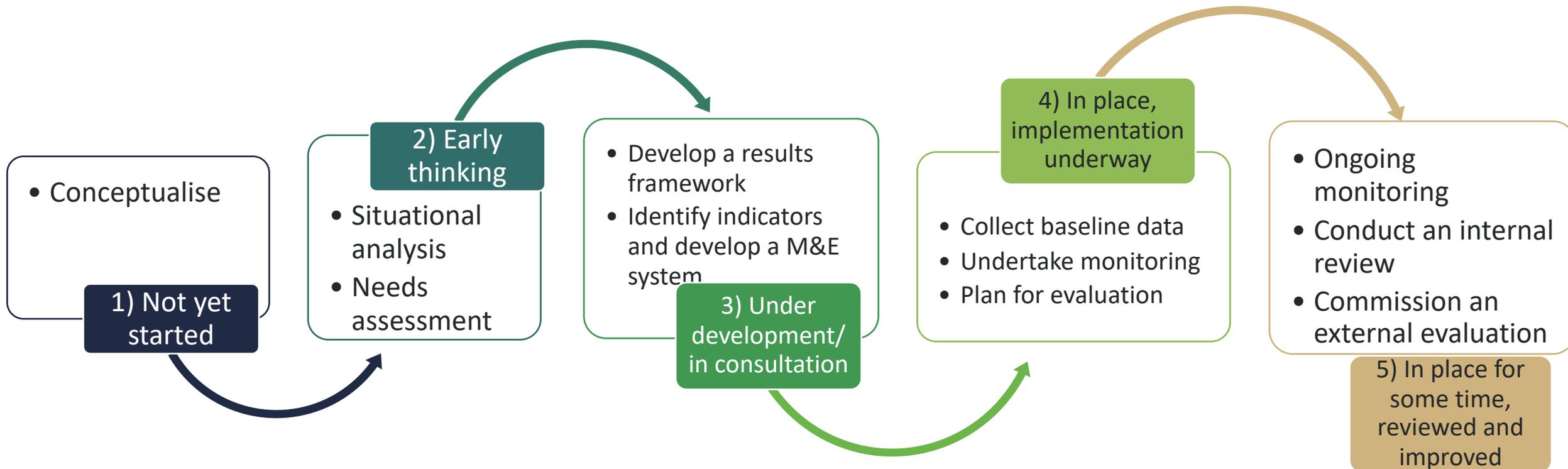
Key Features of Indicators

Signposts of change which describe how to track intended results, critical for M&E.

- (Proxy) measures of something that is not (typically) directly visible, observable or measurable.
- Can be direct (output) /and indirect (outcome).
- Can be quantitative (number of, %, frequency) and qualitative (level of participation & satisfaction, development of skills & competencies).
- Can be applied at different levels (input, activity, output, outcome, impact).
- Can be applied for different types of intervention (project, programme, policy).



M&E at different stages of development of an NQF (5 stages)



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**Considerations for
establishing an M&E system**

Key considerations when establishing an M&E system

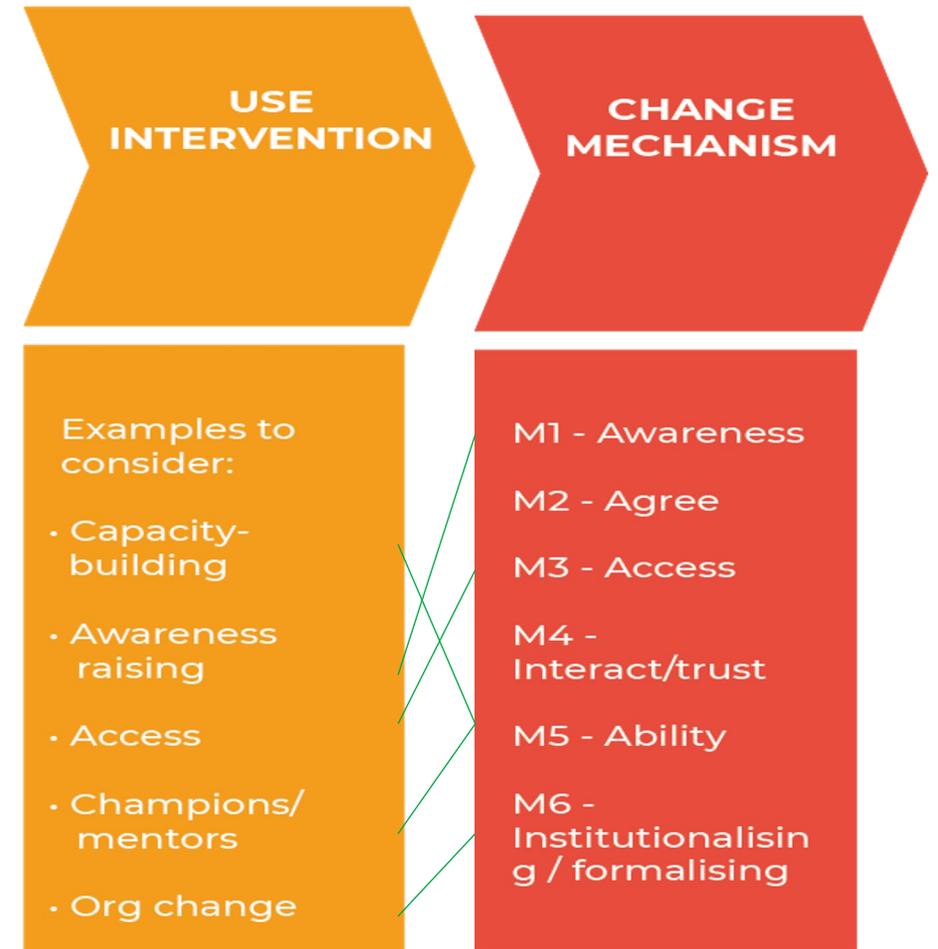
- Establish **need & demand** for M&E
- Identify **users & uses**
- Identify where the M&E system will be **located**
- Available & required **resources**
- Build **organisational capacity**
- Develop a results framework & identify indicators
- Identify data sources
- Develop a data collection strategy
- Set targets
- Use M&E information to inform **decision-making**



Building organisational capacity to implement and use M&E

- Take stock of **existing capacities** which can be built on.
- Take stock of the **organisational culture** including barriers to the use of M&E evidence.
- Consider **interventions** to build capacity and enhance use.
- Leverage **mechanisms of change**.

Additional reading: <https://www.routledge.com/Using-Evidence-in-Policy-and-Practice-Open-Access-Lessons-from-Africa/Goldman-Pabari/p/book/9780367440077>

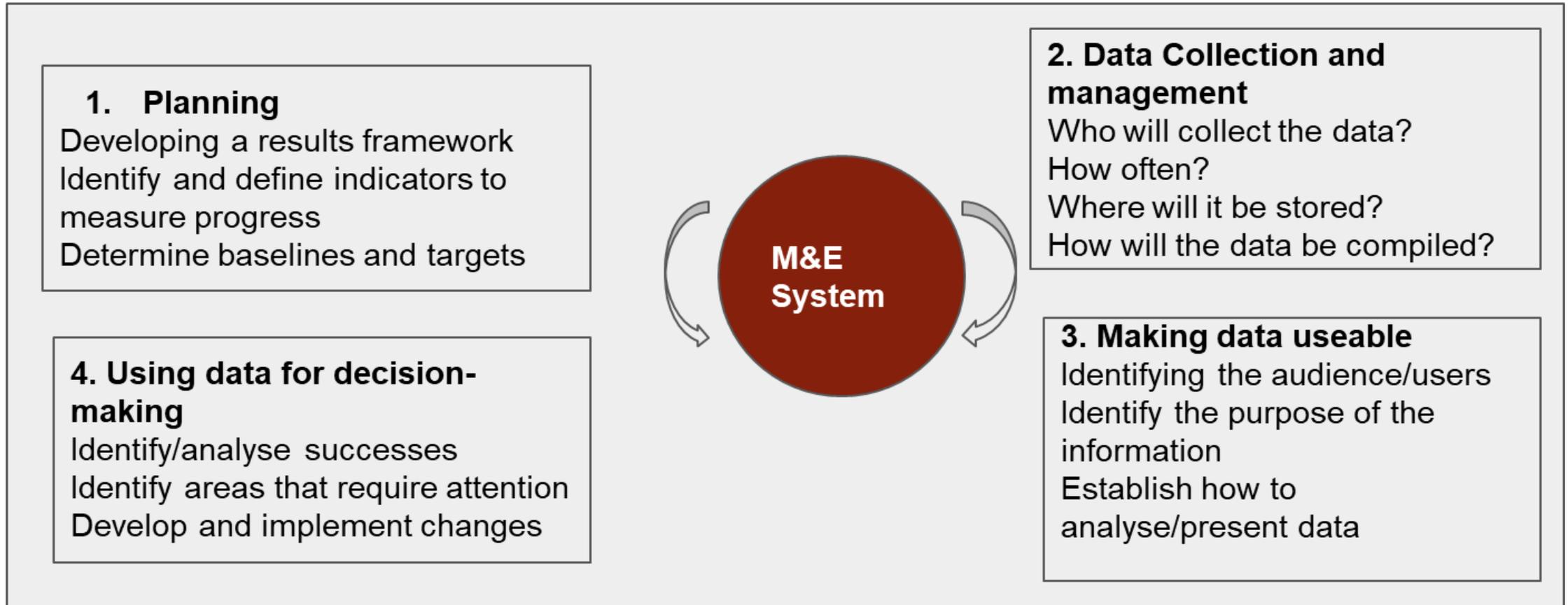


Source: adapted from Goldman, 2021

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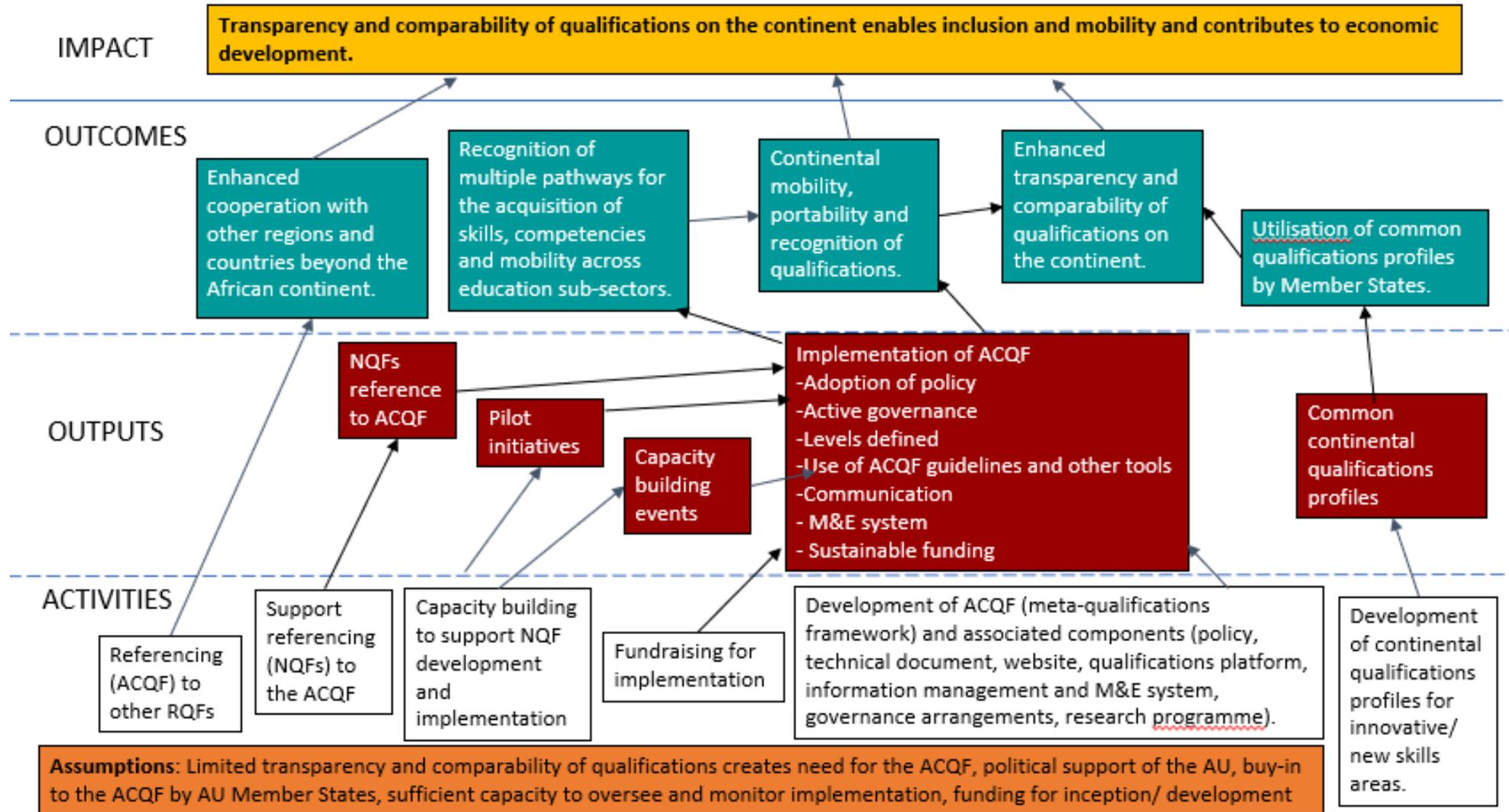
**Results Framework and indicators:
Building blocks of a M&E system for
a qualifications framework**

Putting components of the M&E system together

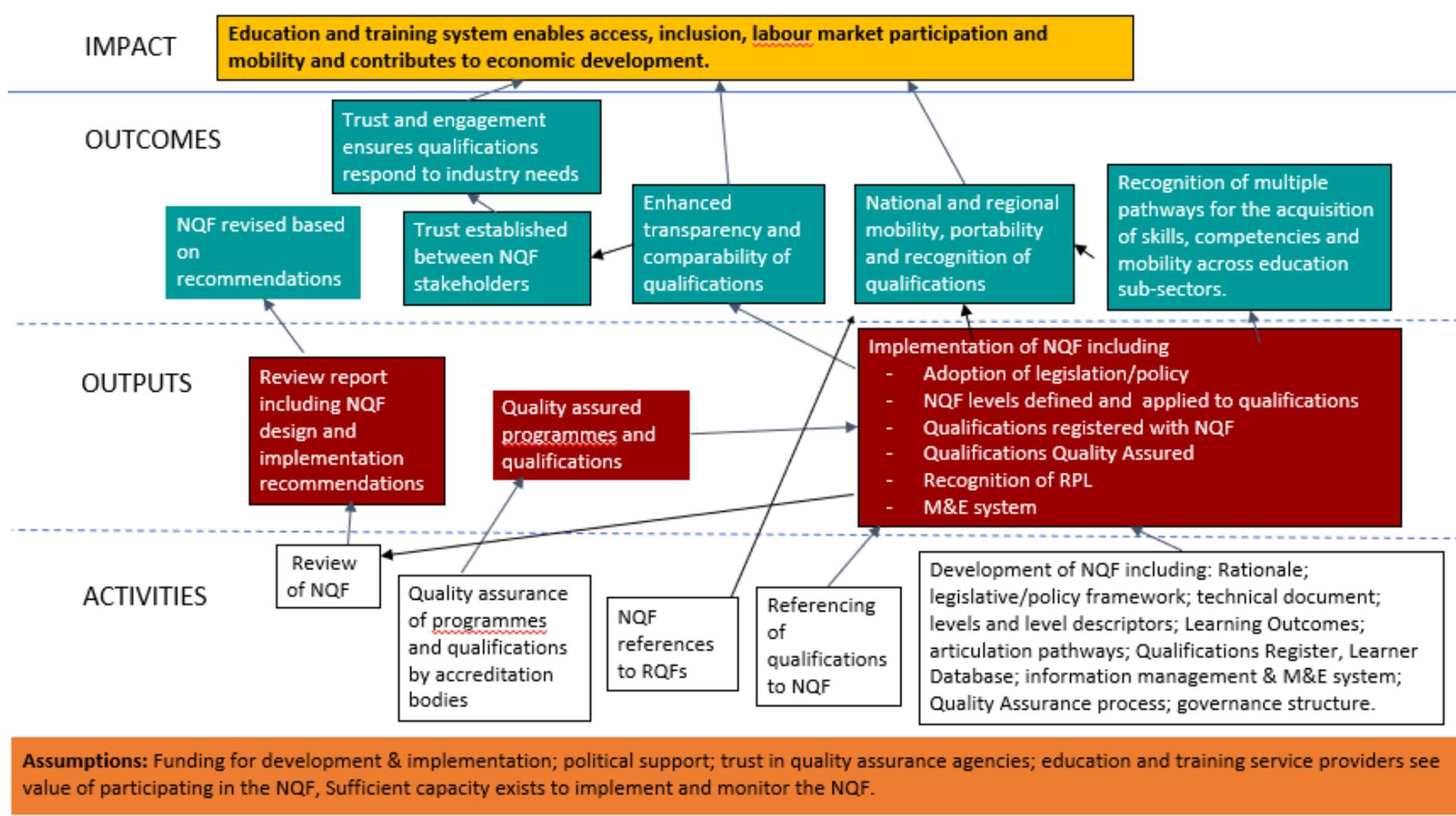


Qualifications Framework Results Framework Proposal

ACQF Results Framework



NQF Results Framework



Indicator reference sheet

Indicator	Definition	Data Source	Data Collection Instrument	Frequency & timing of data collection	Individuals responsible for collecting data	Individuals responsible for analysis	Individuals responsible for quality control	Individuals responsible for use
# of attendees at ACQF training	Refers to persons who attended the ACQF online training (18-22 April 2022). An individual is counted as attending if they attended at least 3/5 days.	Zoom data analytics	N/A (if captured automatically by the platform, could be an electronic attendance register tool)	Daily 9-15 September	Erika	Eduarda	Erika	ACQF guidelines & training team

- **Primary data** is collected directly from an individual or system. It is raw data that is not yet analysed and has been collected via processes which can be manual or electronic in the form of interviews, observations reports, workshop assessments or training questionnaires.
- **Secondary data** already exists and has likely been analysed for other purposes. This could be data collected as part of national monitoring surveys, a Population Census, education results or reports of other national surveys which collect relevant data. This information could be in the public domain or may have to be requested from relevant agencies.

What secondary data could be used for M&E of your NQF? Post in the chat box

Identifying existing data sources that can be used reduces the burden on individuals responsible for data collection, and the time required to collect information.

Identifying indicators

- A draft indicator framework has been developed which includes a set of proposed indicators for reporting.
- We would like to know how feasible it is to collect this information, and whether it already exists within your own context.
- Please fill in the Google form at the link below to tell us about your own country. This has also been emailed to you.

[Feedback on proposed indicators - Google Forms](#)

Collecting monitoring data is crucial to assessing progress, but the collection process needs to be feasible and useful.

Indicator Framework

Indicator definition	Indicator type	Indicator level	Data Source	Unit of measurement	Frequency of collection	Individuals responsible for collecting data	Individuals responsible for quality control	Individuals responsible for collation	Individuals responsible for analysis and reporting	Individuals responsible for use
All of the components of an NQF finalised and approved through policy and legislation	Output	Member State/AU	Qualifications agencies	Yes/No	Annual					
Measurement of progress towards the development of an NQF based on 5 stage process that is universally understood and applied across Member States	Output	Member State/AU	Qualifications agencies	Scale 1-5	Annual					
	Output	AU	TBC	NQFs/RQFs	Annual					
Total number of Regional Qualifications Frameworks that ACQF has aligned with/refers to	Output	AU	TBC	RQFs	Annual					
Total number of qualifications that are recognised that meet the requirements of an NQF	Output	Member State	TBC	Qualifications	Bi-annual					
The number of applications for RPL of qualifications finalised within the reporting period	Output	NQF	TBC	RPL Applications	Bi-annual					
Costing of NQF implementation and ongoing measurement of expenditure against planned cost	Output	NQF/(AU)	TBC	Scale tbc	Annual					

- Summary document which can be populated for reporting to ACQF
- Based on primary and secondary data collected from a variety of sources
- Tool differentiates between information to be reported regarding NQF and ACQF, and the level of reporting
- Can be used to measure progress towards targets, and generates basic graphics for ease of reference

[ACQF Indicators Prototype - Google Sheets](#)

Identifying existing data sources that can be used reduces the burden on individuals responsible for data collection, and the time required to collect information.

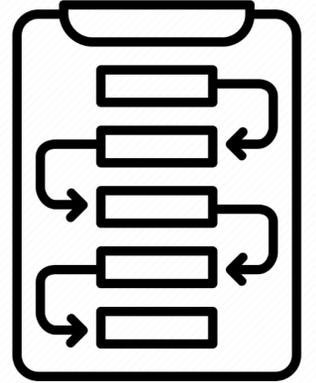
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**Evaluating a
qualifications framework**

Different types of evaluation

- **Baseline study** undertaken at the start of an intervention to determine change over time.
- **Formative (interim) evaluation** undertaken during implementation, to assess progress and assist decision making about implementation and strategy going forward.
- **Mid-term (process/implementation) evaluation** considers implementation to date and identifies obstacles. Generates recommendations for the next phase of implementation.
- **Summative (final) evaluation** conducted at the end of an implementation cycle. May consider implementation since inception, whether the intervention is fit-for-purpose and the extent to which mid-term evaluation recommendations have been incorporated.

Steps in Evaluation Planning

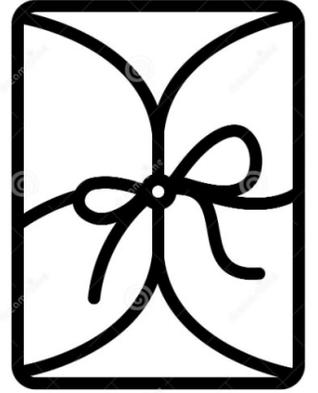


1. Clarify the **results framework**.
2. Identify **evaluation questions**.
3. Identify **data collection methods** and **data sources**.
4. Establish **timeline** and a **workplan**.
5. Develop an **evaluation plan** (internal) or **Terms of Reference** for an independent evaluation (see Appendix C).

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Summary

Wrap-up



- Rationale & key concepts:
 - Monitoring, evaluation, M&E system, results framework, outcomes, indicators.
- Considerations:
 - Establish need & demand; identify users & uses; location of the M&E system; build organisational capacity to implement and use evidence;
- Building blocks:
 - Results framework & indicators.
- Planning for evaluation

We welcome your comments and feedback!

Rebecca Pursell-Gotz
rebecca@jet.org.za

Zahraa McDonald zahraa@jet.org.za

