



DEVELOPING THE AFRICAN CONTINENTAL
QUALIFICATIONS FRAMEWORK (ACQF)



TRAINING MODULE SEVEN

07

MONITORING AND EVALUATION IN THE CONTEXT
OF QUALIFICATION FRAMEWORKS OR SYSTEMS

Session 3: Monitoring and evaluation of NQFs. Reviewing the NQF.

Monitoring and evaluation in the context of qualifications
frameworks

ACQF-II: Nairobi training workshop

Rebecca Pursell-Gotz, JET Education Services

9 October 2023

01

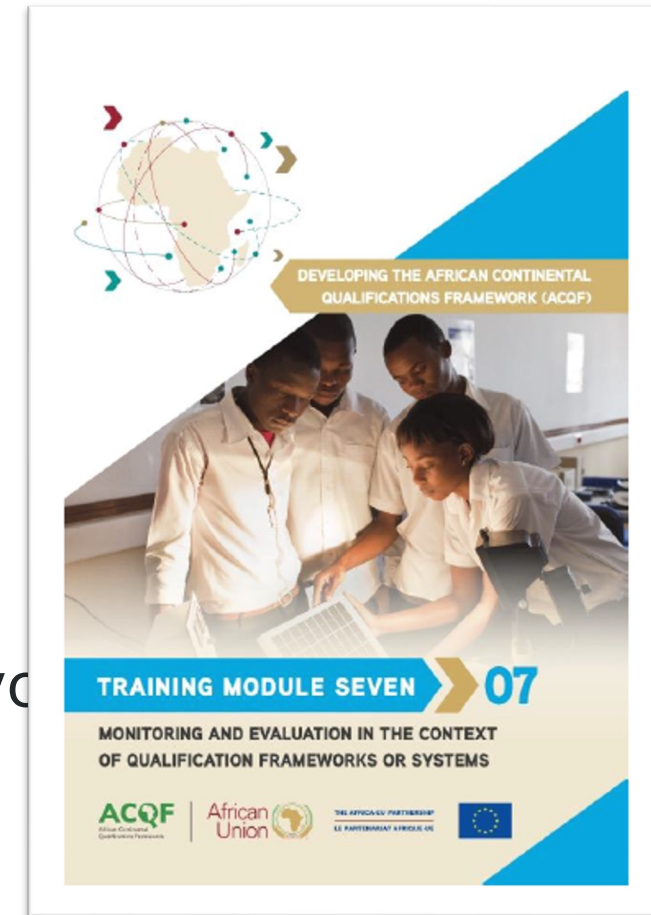
Introduction

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:

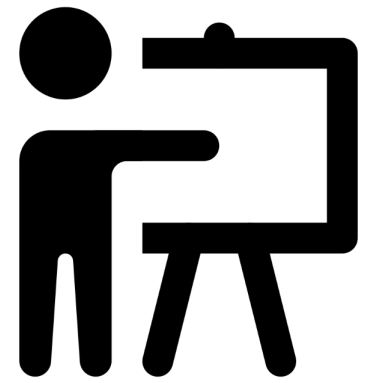
- A References for further reading
- B Case examples of M&E of qualifications frameworks in different contexts
- C M&E templates and tools



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)
7. Feedback on SNQA Review (10 minutes)
8. Summary/Wrap-Up

02

**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 (both qual and quant) 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

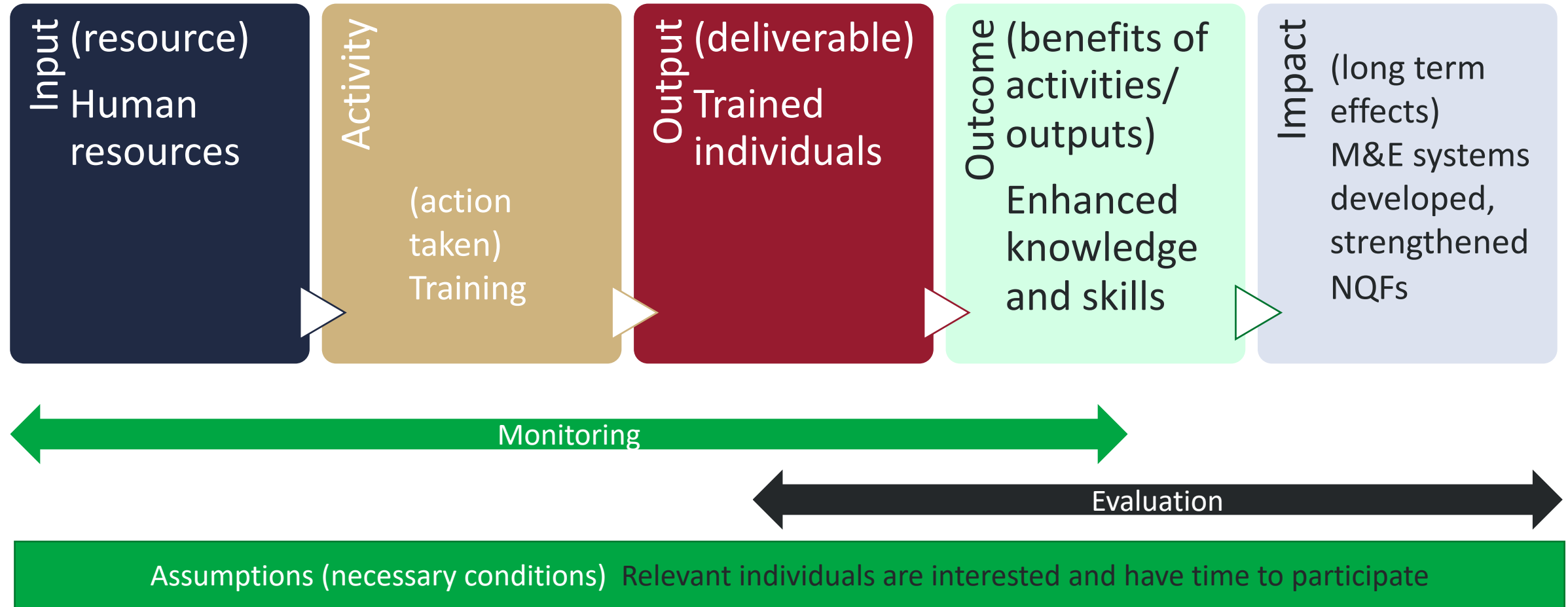
Capacity to implement

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.

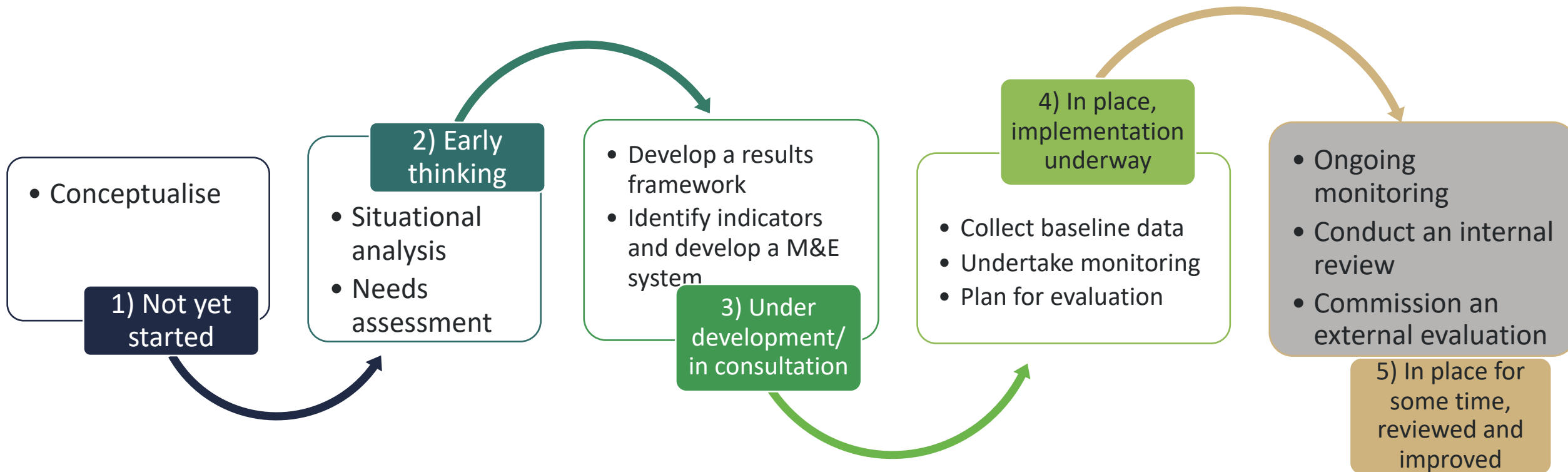
- (Proxy) measures of something that is not (typically) directly visible, observable or measurable.
- Can be direct (output) /and indirect (outcome).
- Can be quantitative (number of, %, frequency) and qualitative (level of participation & satisfaction, development of skills & competencies).
- Can be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



Choosing measurable indicators

- To be measurable, indicators must be clearly defined (focus of measurement, unit of measurement, frequency of being measured)
- Scales/Indices can also be used
- Quantitative indicators are measured against targets, and can be quantified as a percentage for monitoring
- Qualitative indicators support quantitative information, are not usually quantifiable
- Complex indicators include outcome indicators, where it is necessary to determine contribution vs. attribution for indicators (change in employment patterns, improved participation in specific sectors)

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



03

**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 (NQF & AU)
- Identify data sources (primary or secondary)
- Develop a data collection strategy
- Set targets
- Use M&E information to inform **decision-making (based on evidence)**



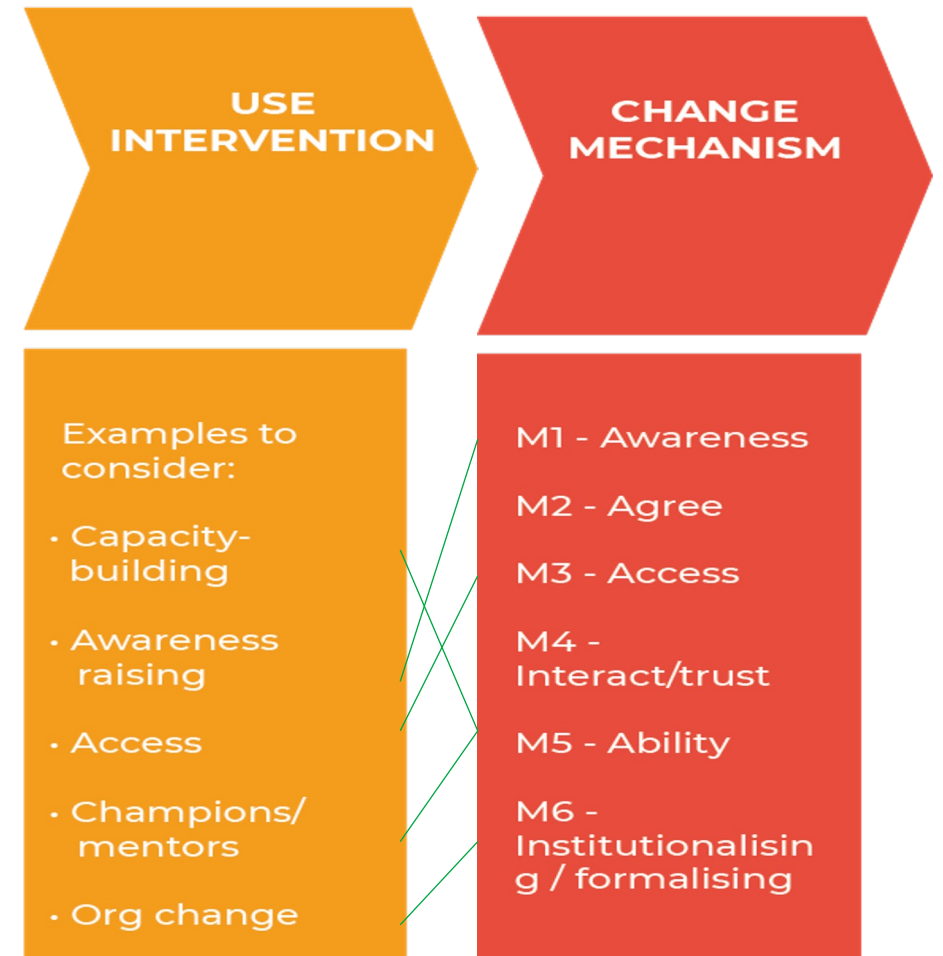
First steps

- **Ensure feasibility** of collecting information before selecting indicators
- Collect data from multiple sources to be able to **validate** information
Participatory and **inclusive** methods Share information timeously
- Use results
- Consider use of **technology, data visualization and dashboards**

Building organisational capacity to implement and use M&E

- Identify and agree on **users**
- 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**.
- Ensure tools and templates are **fit-for-purpose**

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

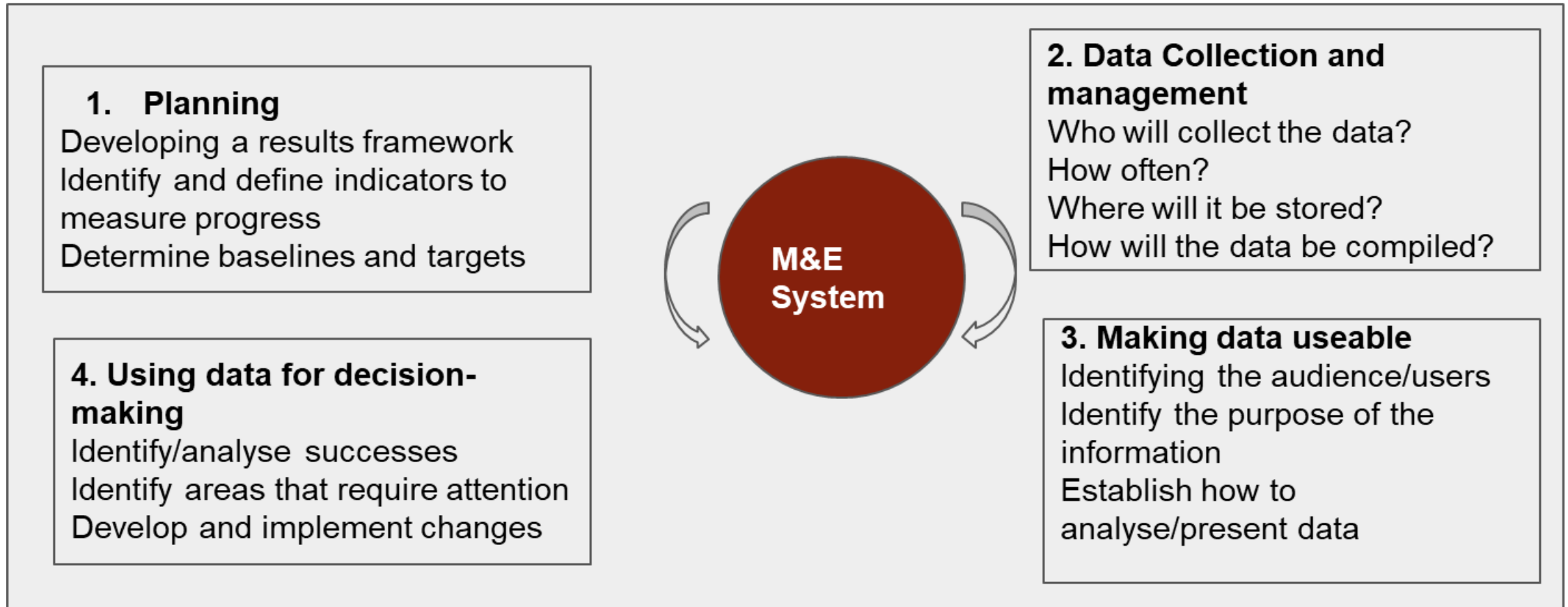
Institutional arrangements

- In early stages of an NQF, M&E is likely to sit within another persons existing duties and may remain so where there are limited resources
- If the tasks are absorbed within an existing role, it is crucial that M&E receives sufficient attention and is not only seen as an add on
- As M&E falls within a larger organisational structure, it is crucial to clarify who the users will be, and how the information will be used so that it is **fit-for-purpose** and **meets the needs of users**
- Need to also establish what other systems are already in place to avoid creating an **unnecessary reporting burden** or incurring costs that may be avoidable

04

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

Putting components of the M&E system together

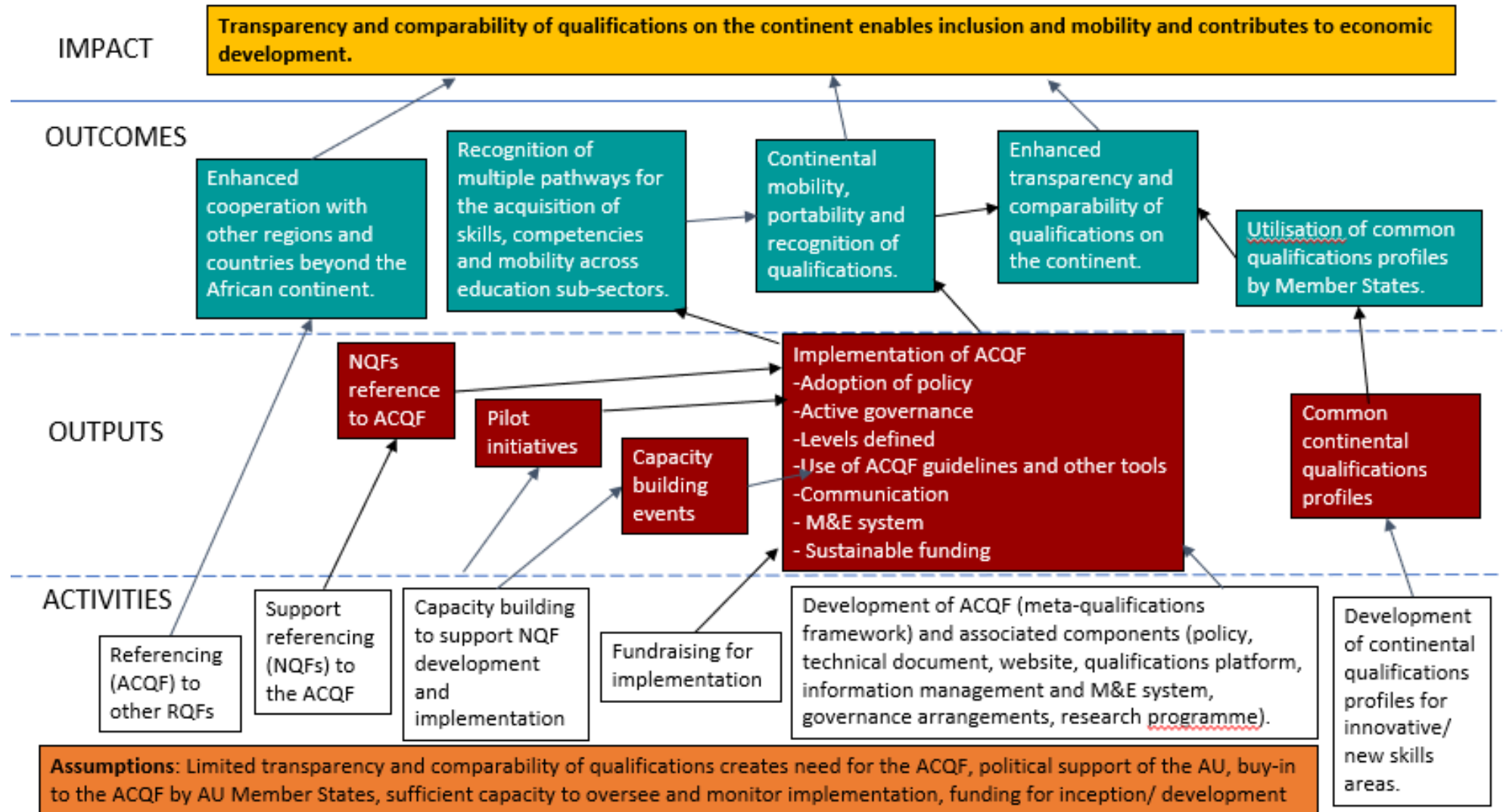


Establishing the M&E system

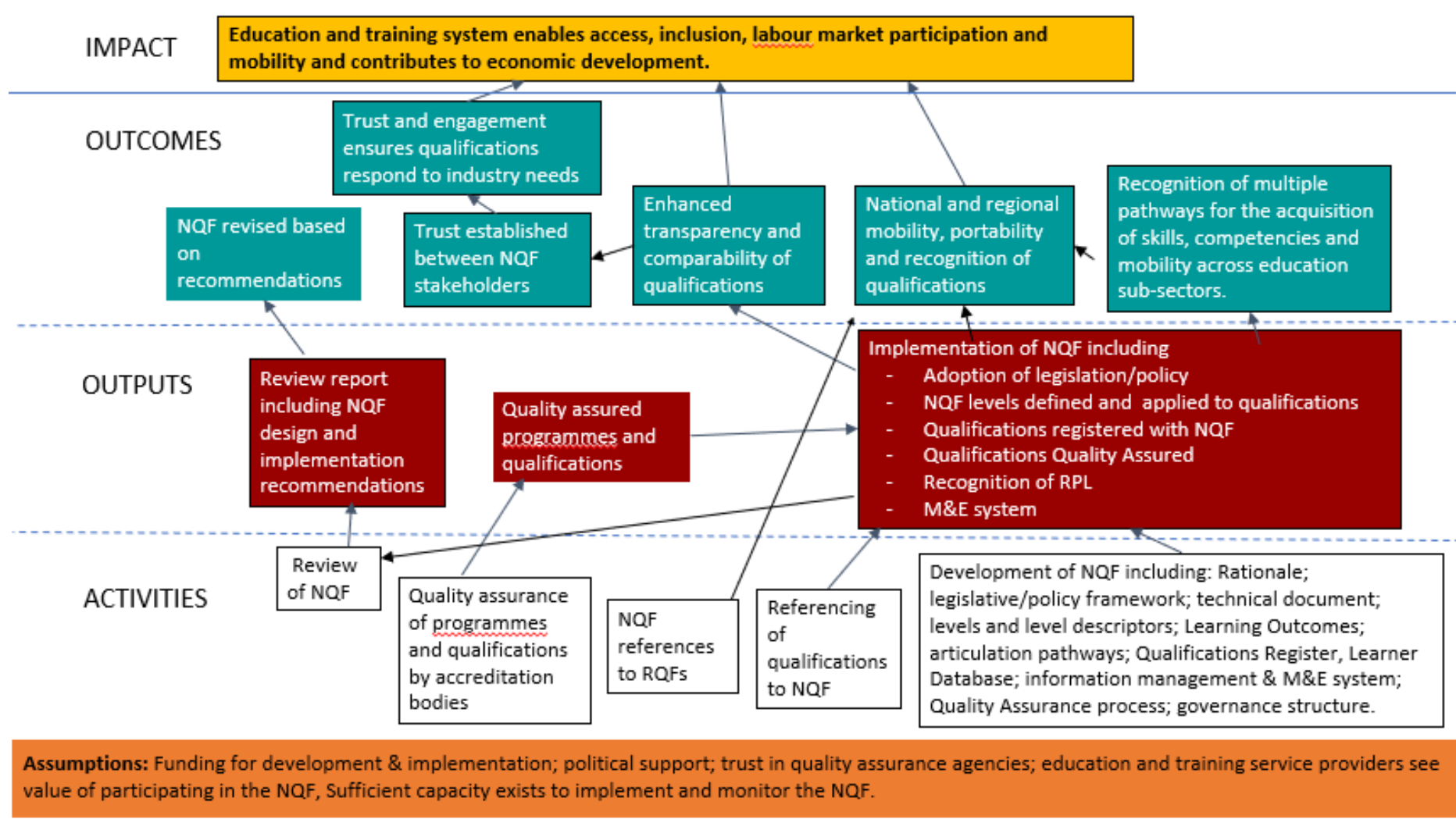
- Planning – need to establish what information can be feasibly collected
- Data collection and management – who is responsible, structure of M&E unit/function, what kind of data is needed
- Making data usable – identify and agree users, purpose of the information and analysis needed/possible
- Using data for decision-making – continuous adaptation, presented in format that is accessible and useable, enable course corrections

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.

- 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](#)

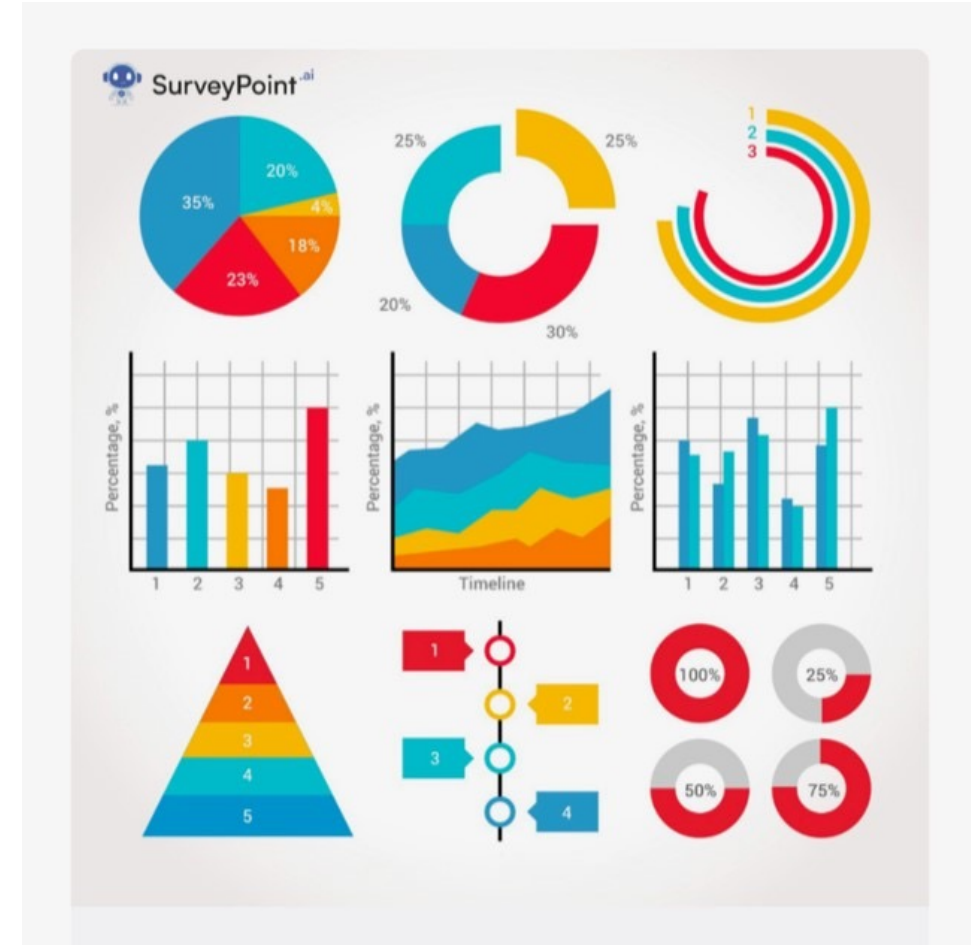
Identifying existing data sources that can be used reduces the burden on individuals responsible for data collection, and the time required to collect information.

Challenges when implementing M&E systems within an NQF

- Scope
 - Measuring what matters
- Human resources
 - Staff retention
 - Lack of clarity in roles
 - Insufficient buy-in to the importance of sound M&E
- Costs
 - Monitoring & Evaluation under-budgeted
 - Scale of work required not understood

Charts and visualisations

- Visualisations make data more accessible
- Can be done using Excel, Tableau, Power BI, Google forms
- Engages those who may be unfamiliar with M&E



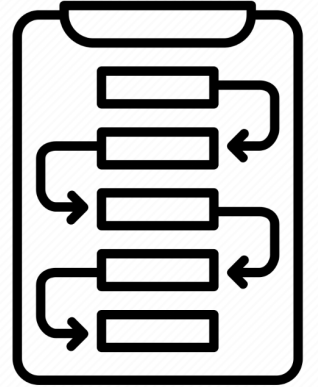
05

**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).

06

Seychelles Review

ACQF Background

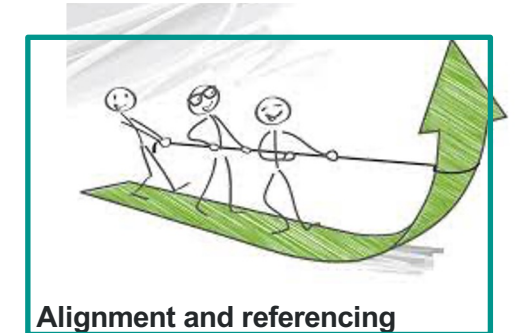
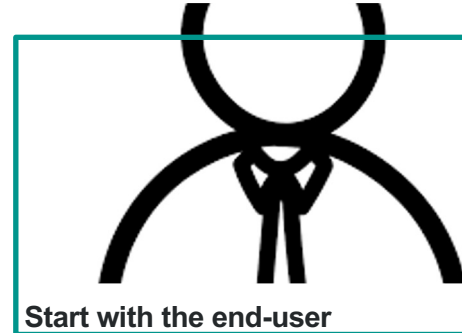
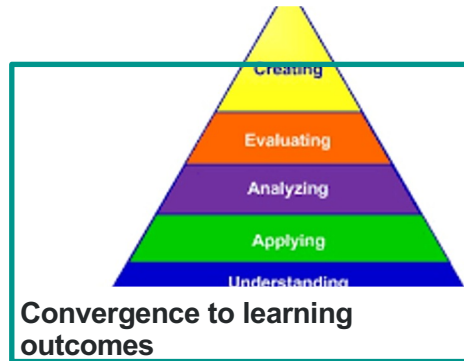
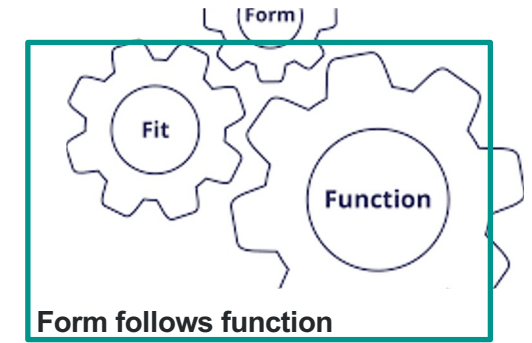
- SQA established in 2006, after NQF Act promulgated in 2005
- Has two main units –
 - Planning, Research, M&E and
 - HR, Administration and Finance
- And sub-units focussed on Framework Development and Quality Assurance
- 10 levels
- Review of SNQF was undertaken in 2023, as informed by 9 ACQF design principles

Review principles

MAPPING REPORT
 Towards the African Continental Qualifications Framework

African Union THE AFRICA-EU PARTNERSHIP LE PARTENARIAT AFRIQUE-UE

<https://acqf.africa/resources/mapping-study>



Findings based on the 9 ACQF design principles

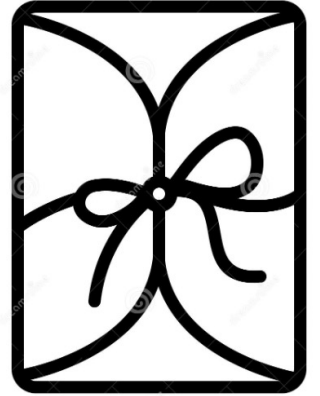
Review principle	Emerging consideration
Fit for purpose	There is acknowledgement that the need to validate and recognise qualifications - for a number of reasons. The 'expectation' of recognition is at times ambitious.
Legal & policy foundations	Solid basis in Seychelles
Governance of NQF: Form follows function	Widespread acknowledgement that SQA is contributing to the validation and recognition of qualifications
NQF Architecture: Strong convergence to learning outcomes and parity of esteem	<p>The NQF map is mainly engaged with at levels 3-6. The overarching infrastructure and its' capability is not a unified construct in stakeholders' minds.</p> <p>Advocacy is required with regards to the implication of a qualifications level and requirement to align teaching and learning to the related level.</p>

Findings based on the 9 ACQF design principles

Review principle	Emerging consideration
Good data systems	Moving to electronic systems would support the processes related to the NQF.
ACQF as a catalyst for CESA	This still needs to be considered further
Financing NQFs: Less is more	Resources are limited - efficiencies , including those related to ICTs are important to consider. These do however come with major up-front costs. ACQF processes are notable here.
Start with the end user	The end user is not ONE - important to ensure all end users are adequately recognised and recognise each other. This is particularly importance where most efforts seem to be concentrated at levels 3-6, even though SNQF also has responsibility across the qualifications sub-system and QA responsibilities
Alignment and referencing	Will be possible - Internal consistency and understanding a greater priority at the point of the review

07

Summary



Wrap-up

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

We welcome your comments and feedback!

Rebecca Pursell-Gotz
rebecca@jet.org.za

