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Monitoring and evaluation system for the NQF

Mozambique CTQNQ

M&E Capacity-building and application

Rebecca Pursell-Gotz, JET Education Services

15-16 May 2024

01

Introduction

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Overview of workshop – Day 1

1. Introductions
2. Feedback on preliminary survey
3. Introduction to M&E Concepts

    Results Framework, Indicators

1. Linking M&E to the NQF

    Objectives, Principles, Implementation Plan

Overview of workshop – Day 2

1. Agreeing indicators
2. Identifying existing data sources
3. Small group work on advancing the Roadmap for M&E
4. Closing survey
5. Next steps

02

Part I: Introduction to basic M&E concepts

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).

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	• Use of funding and other resources • Implementation including activities, outputs and short-term outcomes • Fidelity • Performance against targets	• 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

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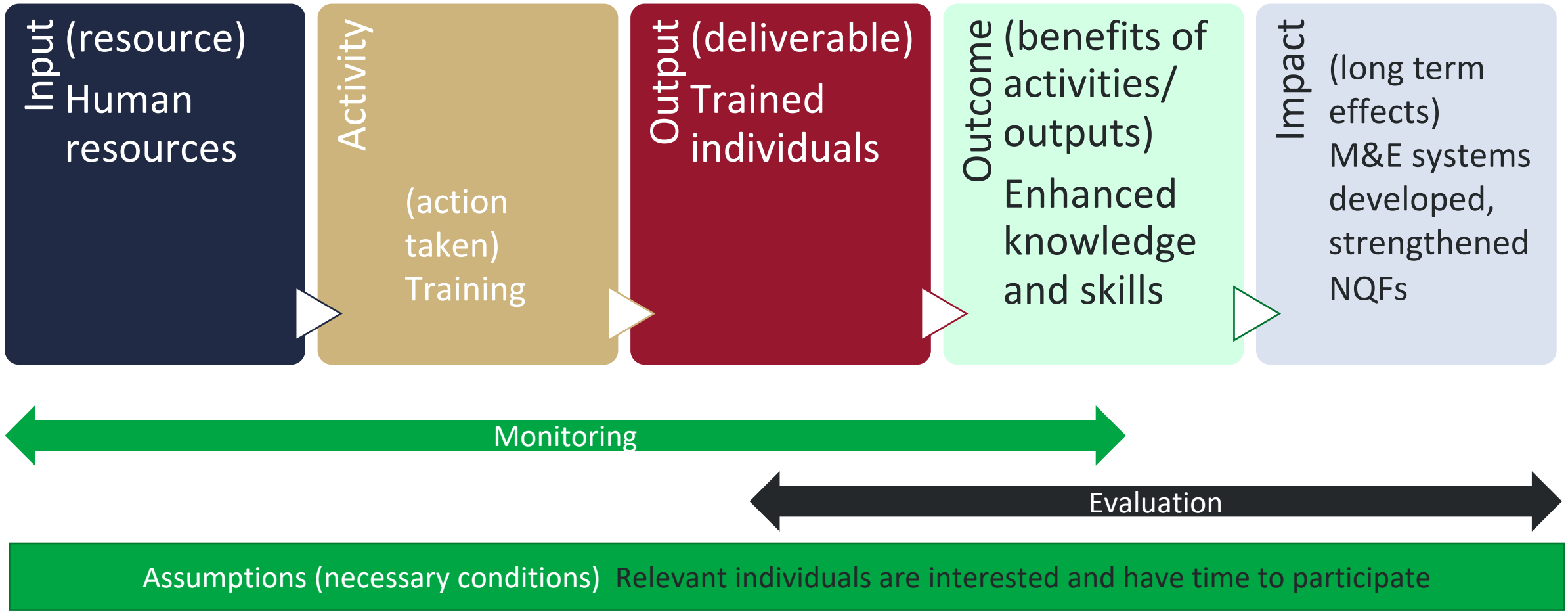
Steps to developing an M&E Framework

1. Developing a stakeholder engagement strategy
2. Documenting the programme logic
3. Producing a monitoring plan (includes indicators)
4. Identifying a data collection and analysis strategy
5. Developing data collection instruments and tools
6. Producing an evaluation plan
7. Identifying evaluation questions
8. Developing an evaluation methodology
9. Developing an implementation, learning and reporting strategy

M&E results chain



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/learning 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).

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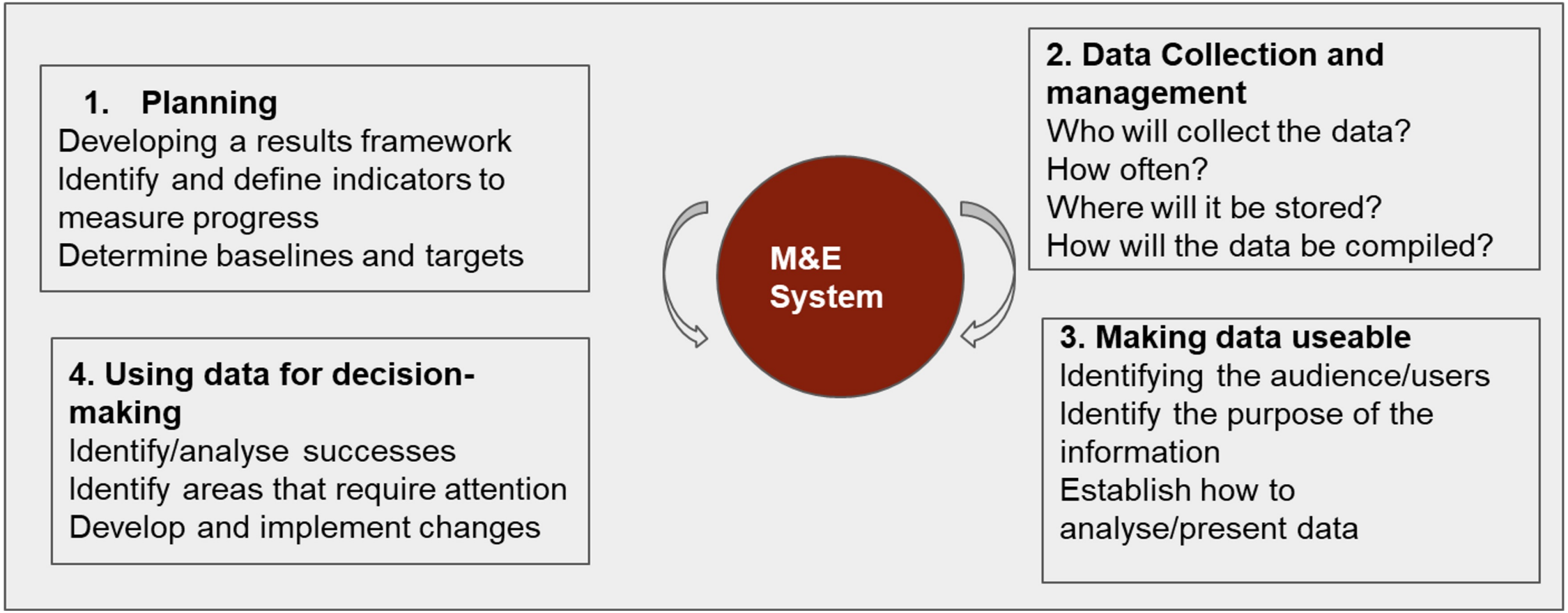
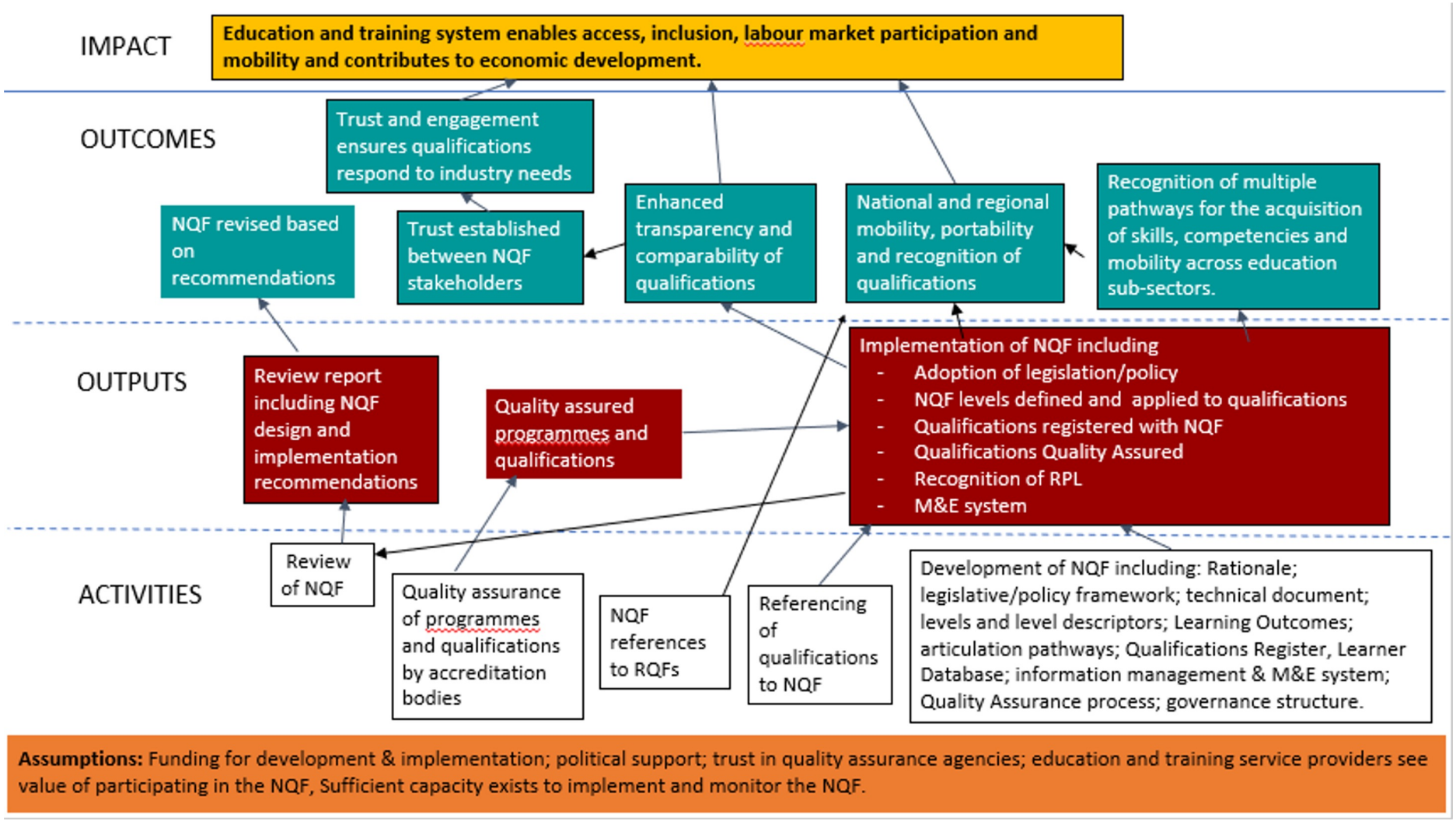
Part II: Results framework and Indicators

Putting components of the M&E system together



NQF Results Framework



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).
- Should provide consistent measurement over time
- Relevant to multiple stakeholders

Choosing measurable indicators

- To be measurable, indicators must be clearly defined (focus of measurement, unit of measurement, frequency of measurement)
- Scales/Indices can also be used
- Quantitative indicators are measured against targets, and can be quantified as a percentage achieved 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. This means the extent to which an activity has led to a change, or has been one part of achieving change

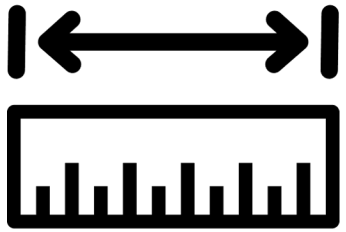
Indicator reference sheet

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 qualifications accredited by qualifications authority	Refers to total qualifications that have been accredited using the respective level descriptors and assessment standards	Qualifications authority	Qualifications Register	Annually	Administrators responsible for receiving records	M&E Specialist	Erika	Qualification/ Accreditation Agencies

Choosing indicators

- When selecting a method to measure an indicator, it is important to consider the strengths, weaknesses, and appropriateness of different data collection methods

CREAM Indicators	
Clear	Precise and unambiguous
Relevant	Appropriate to what is being measured
Economic	Obtainable at reasonable cost
Adequate	Able to provide sufficient information on performance
Monitorable	Easily monitored and able to be independently validated



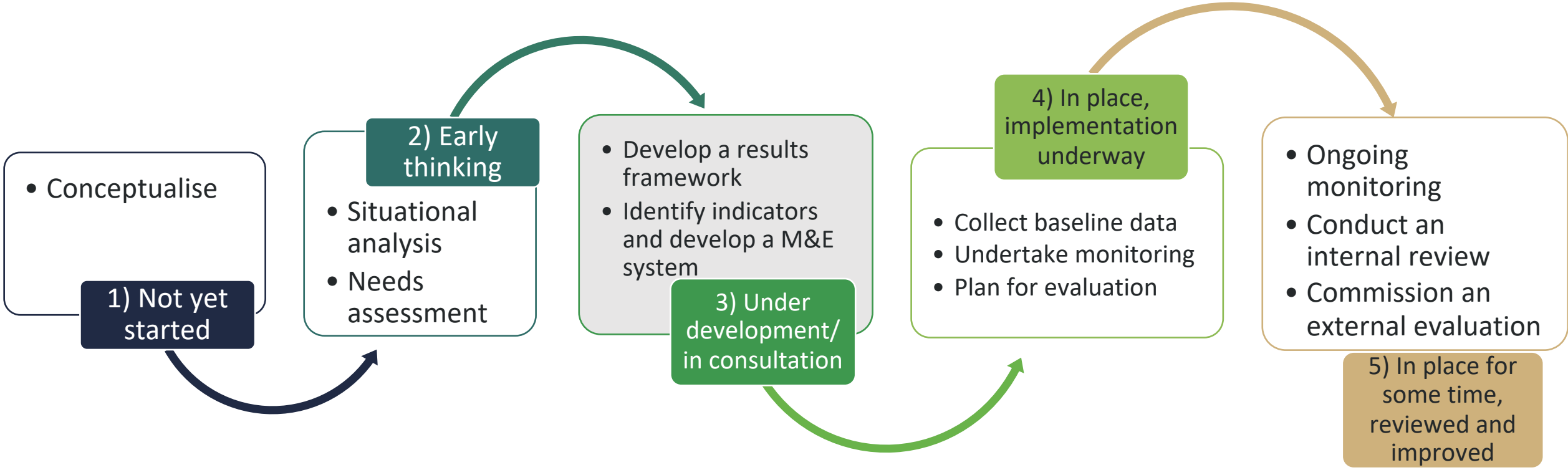
Interactive M&E Tool

- 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.

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



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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.

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Locating M&E within an institution

- 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

Key components of an M&E system

- Description of the evaluand (project/programme/policy)
- Results framework
- Indicators & targets
- Data sources, methods, instruments
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Cross-cutting considerations

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Part II: Guiding Questions

Group 1

1. What is the desired overarching goals and objectives of the NQF in Mozambique?
2. Which are the specific aspects of the draft Results Framework that are relevant for Mozambique?
3. Which aspects are missing and need to be included to ensure it is reflective of the country context?
4. Where do the missing components fit into the results framework, and relate to other components?

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Part II: Guiding Questions

Group 2

1. Are you already collecting data on any of the indicators included in the draft Results Framework?
2. Using the draft Results Framework, identify six indicators which will be useful in your context.
3. What kind of information would you need to collect to report on each indicator?
4. How often would you need to collect the information in order for it to be useful for decision-making?
5. What constraints will you face in collecting this information? What could you do to overcome these constraints?

M&E Workshop with CTQNQ, Mozambique – IFAD (2014) A Guide to project M&E

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Frequency of data collection

- The data collection frequency describes when and how often the data for the indicator should be collected.
- Indicators are collected at different frequencies with some collected hourly, daily, weekly, monthly, annually and on an ad hoc basis in some cases

For example, Number of Member States using ACQF common continental qualifications profiles is unlikely to change significantly on a quarterly basis, so this indicator is best measured annually

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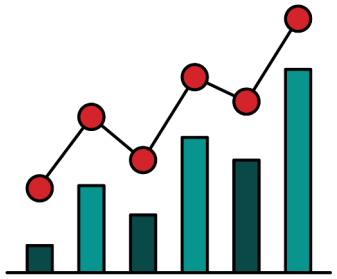
Data Analysis and Reporting

- Data analysis involves using your data to:
  - Solve problems
  - Make decisions
  - Support policy/organizational goals

Data Analysis and Reporting



- The following should be taken into consideration regarding the analysis and reporting of indicators
  - Identify audience/uses/access
  - Reporting frequency
  - Reporting channels
  - Reporting formats

04

Part III: Data needs, gaps and existing sources

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Data sources

- **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?

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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Group discussion: Understanding the landscape

1. What data is currently being collected?
2. Who decided what needs to be collected?
3. Who is responsible for collecting it?
4. Where does it come from?
5. What happens to it?

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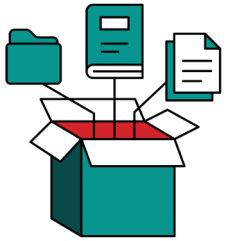
Frequency of data collection



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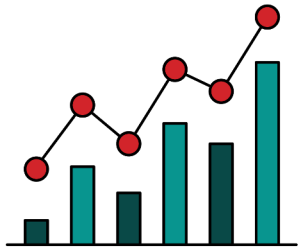
Data Disaggregation

- Information that is collected can be broken down further to be able to understand specific trends. This process is described as **disaggregation**
- It will help you to understand results in more detail, and some possible explanations for these results.
- Disaggregation can include looking at different categories of institutions, different qualifications, different NQF levels, sectors
- Information can also be **aggregated** (summarised at a high level)
- Aggregation can include looking at data at a national or regional level

Data Analysis and Reporting



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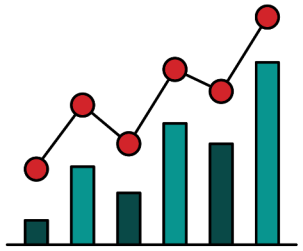
  - Support policy/organizational goals

Data Analysis and Reporting



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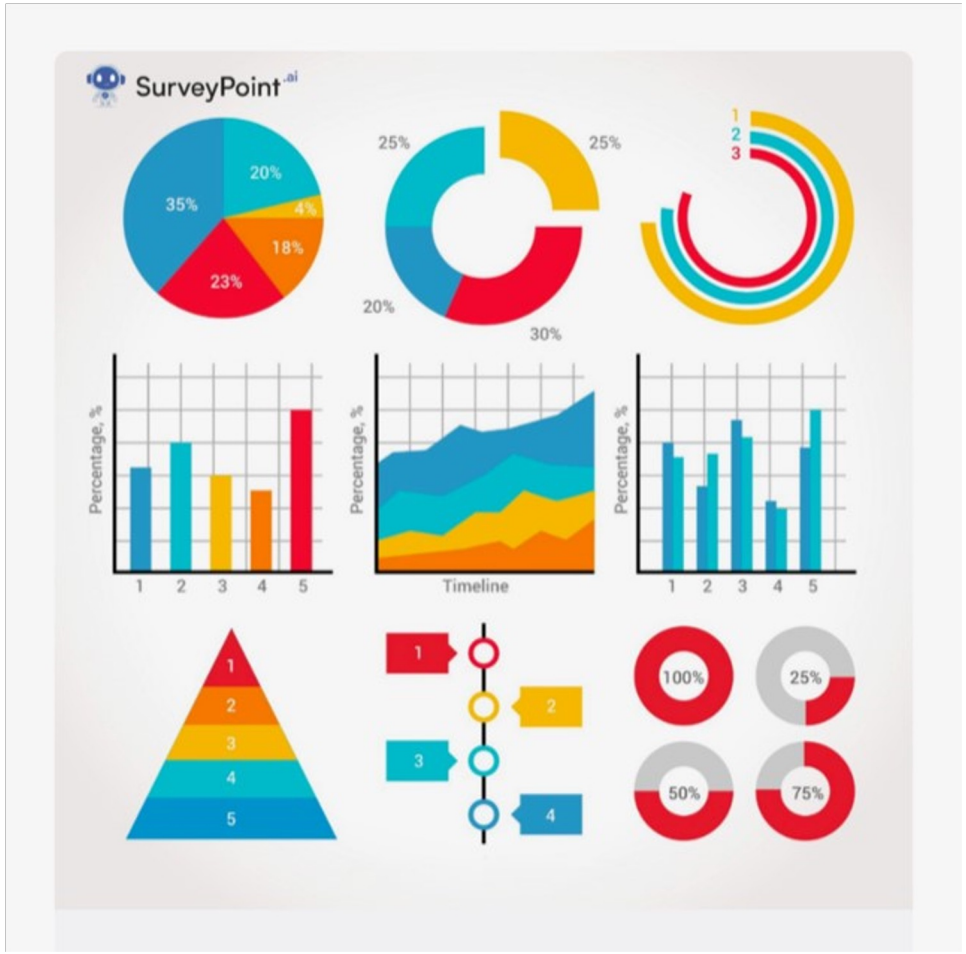
  - Identify audience/uses/access
  - Reporting frequency
  - Reporting channels
  - Reporting formats

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



Using information for decision-making

- M&E is undertaken to provide accountability for resources, and for learning to inform future policy/programme design and implementation
- This means that we always need to think about who would be the users of information and data, and how to give it to them in a digestible way
- This includes outlining the implications of decisions (time, resources, objectives)
- Not all information needs to be shared with all people, but short reports can be put together with information that is fit-for-purpose for the end user

05

Evaluation and learning

Evaluation Design and Methodology

- Evaluation is done at specified periodic points in implementation for accountability and learning, with a view to generate learnings and enable course correction
- Can be internal/external/hybrid, as determined by the purpose of the evaluation and resources available
- Based on an evaluation plan, informed by agreed upon Evaluation Questions that are included in your M&E 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.

Evaluation criteria

Relevance
The extent to which the activity is suited to the priorities and policies of the target group

To what extent are CTQNQ objectives valid?

Effectiveness
A measure of the extent to which an activity attains its objectives.

To what extent are CTQNQ objectives achieved / likely to be achieved?

Efficiency
Efficiency measures the outputs -- qualitative and quantitative -- in relation to the inputs. It is an economic term which signifies that the least costly resources are used in order to achieve the desired results.

Are CTQNQ processes efficient at turning activities into outputs, in other words, cost efficient and achieved on time?

Impact
This involves the main impacts and effects resulting from the activity on the relevant development indicators (education and employment)

What are the positive and negative, direct or indirect, expected or unexpected outcomes that have been produced by CTQNQ?

Sustainability
This is concerned with measuring whether the benefits of an activity are likely to continue after funding has been withdrawn.

Are the benefits accruing from the ETF provided likely to continue once funding ends?
What influences this?

Coherence
This is concerned with how well the policy/intervention fits with other policy/project activities focusing on the same issue

To what extent do NQF objectives align with other policy priorities

The OECD DAC for Evaluating Development Programmes presents 'good practice' in the evaluation community.

07

Part IV: Developing the annotated M&E Note

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Guiding Questions

Group 2

1. Referring to the same indicators, what would be possible ways to disaggregate the data?
2. What would the disaggregated data be used for?
3. Who would the data be submitted to?
4. Who would use this information, and for what?
5. Continue to populate the indicator framework with this information

Guiding Questions

Group 1

1. Based on the indicators developed already, identify possible data sources to be able to report on the indicators.
2. Is this information that is already available, or would need to be collected for the purposes of reporting?
3. Where would the information be collected from?
4. Who would use it and for what?
5. Continue to populate the indicator framework with this information

08

Part V: Consolidation and presentation by working groups

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Presentations

- Presentations by group members (15 min per group)
- Key takeaways
- Comments and next steps

09

Developing the Roadmap for M&E: Next steps

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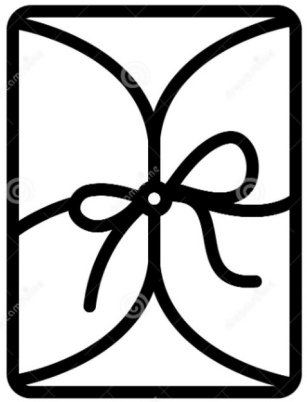

Next steps for the Road Map for M&E

- Plenary discussion
- Challenges and potential solutions
- Roles and Responsibilities

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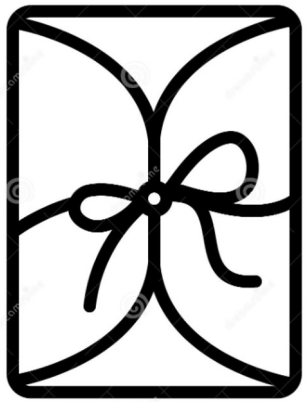

Wrap-Up

- Introduction
  - Overview of workshop
- Part I: Introduction to basic M&E Concepts
    - Definitions, Key features of M&E, Steps to developing an M&E Framework, Results Chain, Key components of an M&E system
- Part II: Results framework and indicators
    - Rationale for M&E within an NQF
- Part III: Data needs, gaps and existing sources
- Part IV: Developing the annotated M&E note
    - Knowledge management and learning
- Part V: Consolidation and presentation by working groups
- Developing the Roadmap for M&E: Next steps

We welcome your comments and feedback!

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