



DEVELOPING THE AFRICAN CONTINENTAL QUALIFICATIONS FRAMEWORK (ACQF)



TRAINING MODULE SEVEN

07

MONITORING AND EVALUATION IN THE CONTEXT OF QUALIFICATION FRAMEWORKS OR SYSTEMS

Webinar 1: Monitoring and evaluation in education and training - for beginners

Monitoring and evaluation in the context of qualifications frameworks

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Overview of the webinar

1. Introduction
2. Key concepts and rationale for M&E of qualifications frameworks
3. Considerations for establishing an M&E system
4. Summary/Wrap-Up
5. Q&A

01

Introduction

Google form - background and experience

- Open google form and respond to the questions

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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 (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 education and training

- 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

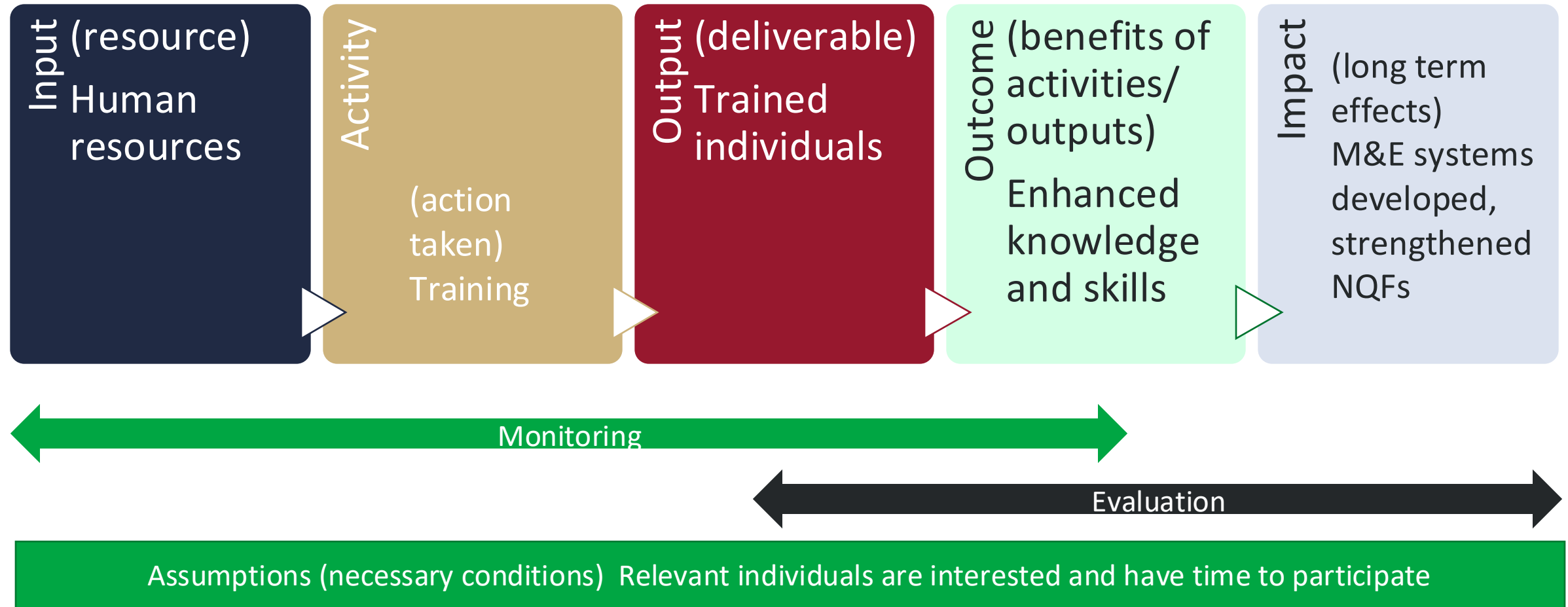
Capacity to implement

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



Role of Indicators within the NQF

- Can monitor the process of developing the NQF (process monitoring)
- Can monitor the implementation of the NQF (results monitoring)
- Provide a yardstick of progress towards the overall goals of the NQF
- Where multiple agencies are involved in the implementation of the NQF, it also provides a basis for accountability

Indicators do not exist in a vacuum - they are developed to guide decisions in design, implementation or review, and depend on there being a data-driven culture

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).
- Usually evolve over time



Choosing measurable indicators

- Quantitative indicators can be measured against targets, and can be quantified as a percentage for monitoring. This can include
 - % levels of completion, satisfaction, achievement
- Qualitative indicators support quantitative information, are not usually quantifiable. This can include factors such as
 - improved labour market mobility, participation, alignment between academic and vocational qualifications (referencing)

Plenary discussion

- Who is currently reporting on the implementation of the NQF?
- Is there a dedicated department or is it shared across institutions?
- Please unmute and share an example of information that you are currently collecting.
 - How often do you report the information?
 - To whom do you report the information?
 - What happens to it once it is reported?

03

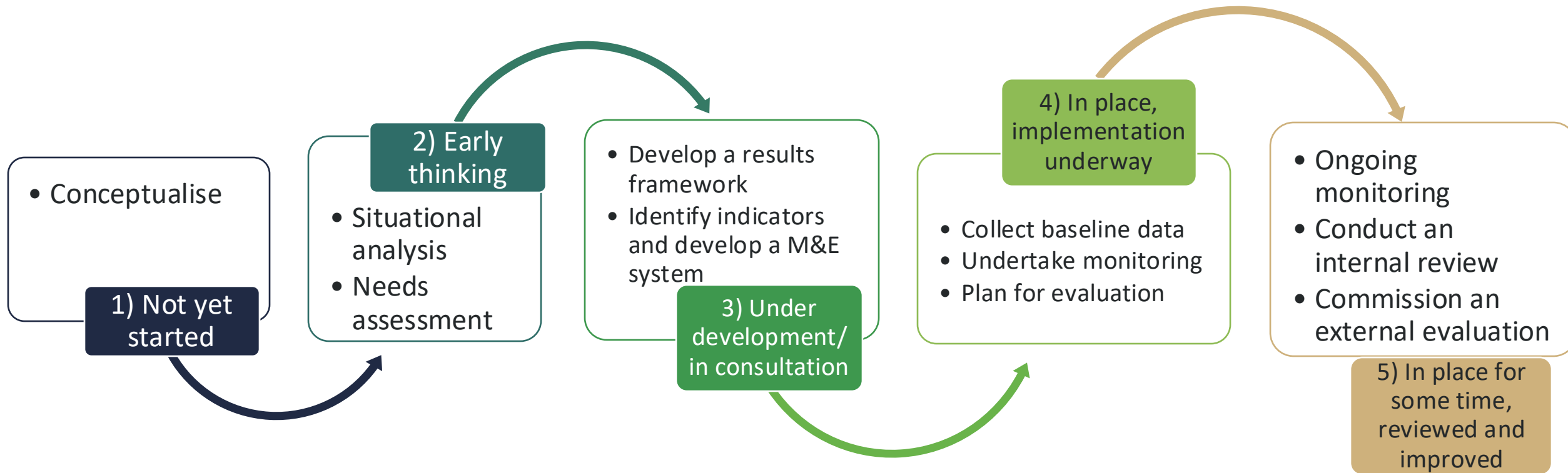
Considerations for
establishing an M&E system

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**
- Establish available & required **resources**
- Build **organisational capacity**
- Develop a results framework & identify indicators (NQF & AU)
- Identify data sources (primary or secondary) to collect priority information
- Develop a data collection strategy
- Set targets
- Use M&E information to inform **decision-making (based on evidence)**



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



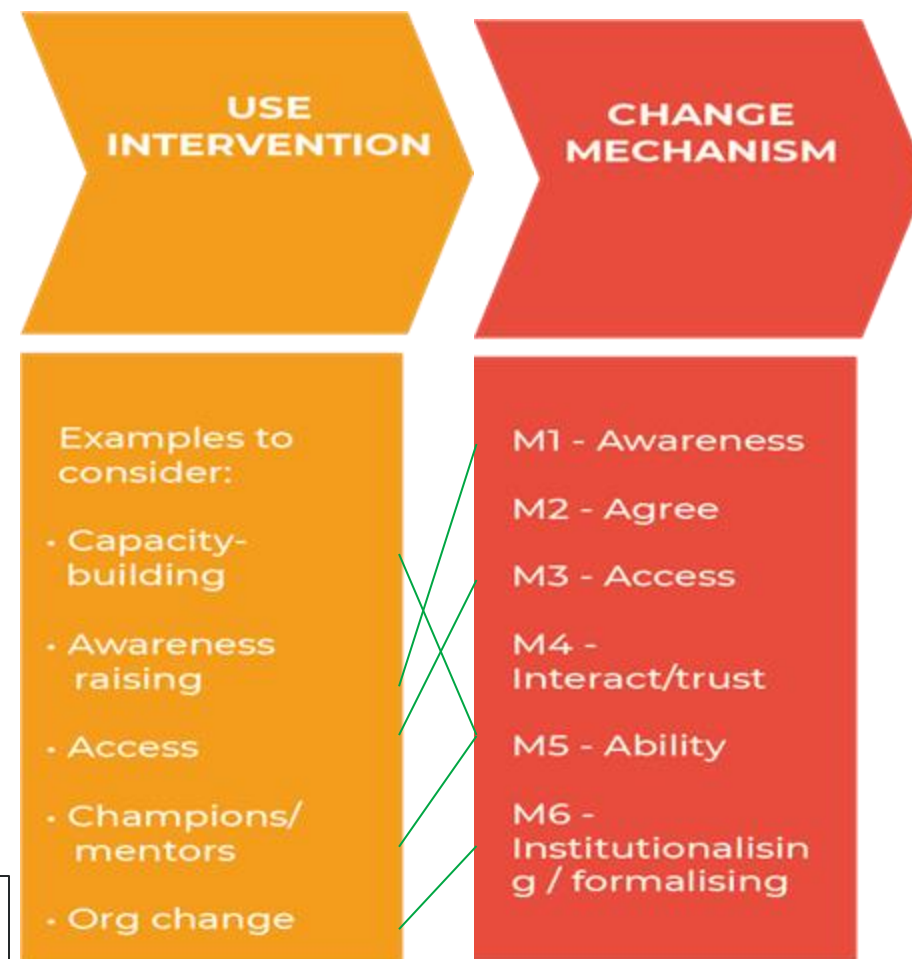
First steps

- Establish what systems are already in place and information that is already being collected in respective departments
- Consider what resources are already in place that can be leveraged (people, systems, processes)
- Prioritise what kinds of information need to be collected
- What critical decision points exist, where monitoring information will support decision-making?

Building organisational capacity to implement and use M&E

- Agree the need for and users of M&E data
- 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

Facilitating buy-in and uptake of M&E

- The NQF landscape engages many institutions in government
- For uptake to happen, it is crucial that the following is in place
 - Competent leadership in institutions responsible for collecting and using information
 - Evidence champions both within and outside government
 - Capacity (skills and knowledge)
 - Collaboration (structures and processes that enable sharing and cooperation)

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

Reflective exercise in plenary

1. What are some of the reasons why it is important to collect monitoring data?
2. What challenges exist in your institution to collecting and using monitoring data?
3. Based on what has been discussed in today's webinar, what are some actions that you could take to address these?

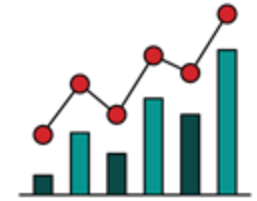
Institutional arrangements

- In early stages of an NQF, M&E is likely to sit within 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
- 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

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Summary

Google form





Wrap-up

- Rationale & key concepts:
 - Monitoring, evaluation, M&E system and indicators.
- Considerations:
 - Establish need & demand; location of the M&E system; preliminary activities; organisational capacity needed to implement and use evidence; buy-in and uptake to support M&E activities

Resources

[ACQF Training Module 7](#)

Questions & Answers

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