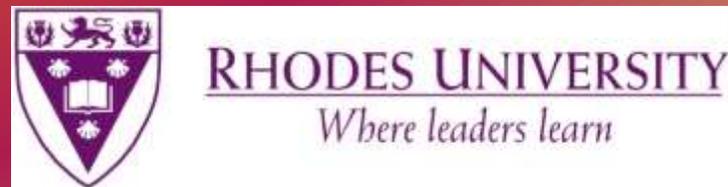
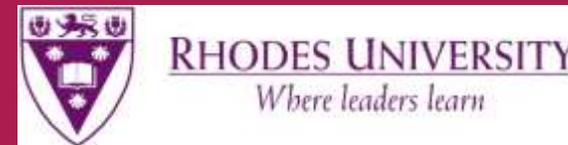


M&E in a SETA Environment

Skeleton of Training Materials for Capacity Development Purposes



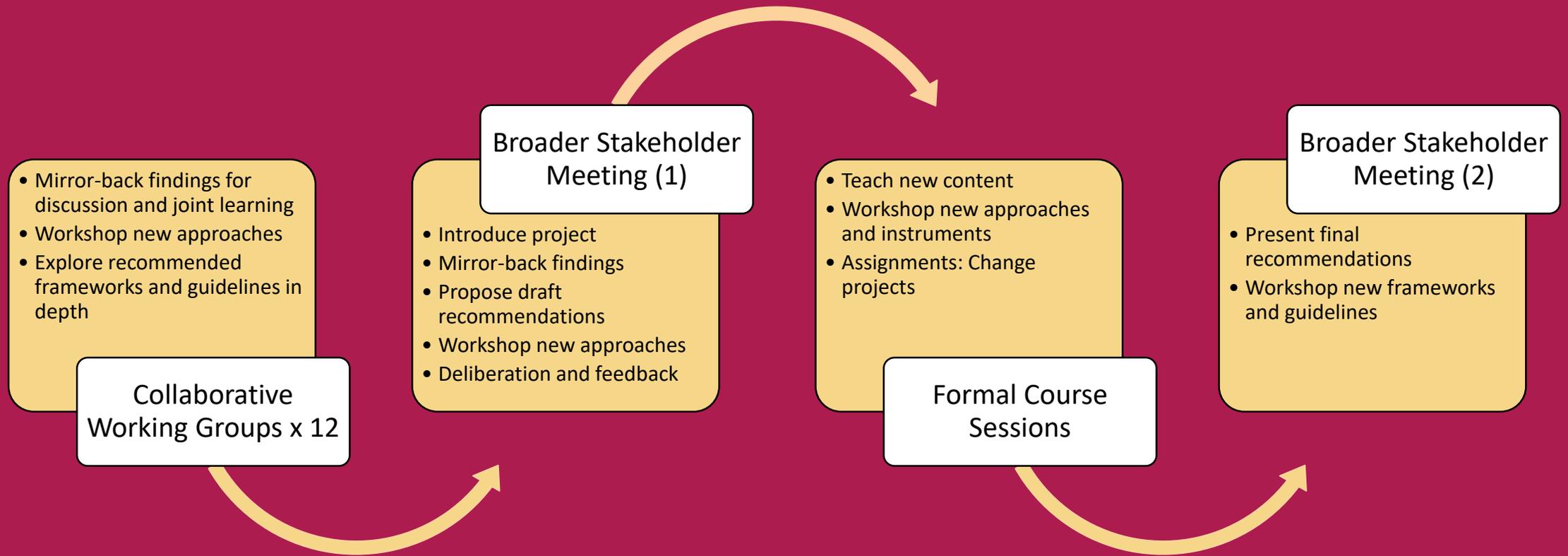
Approach to Capacity Development



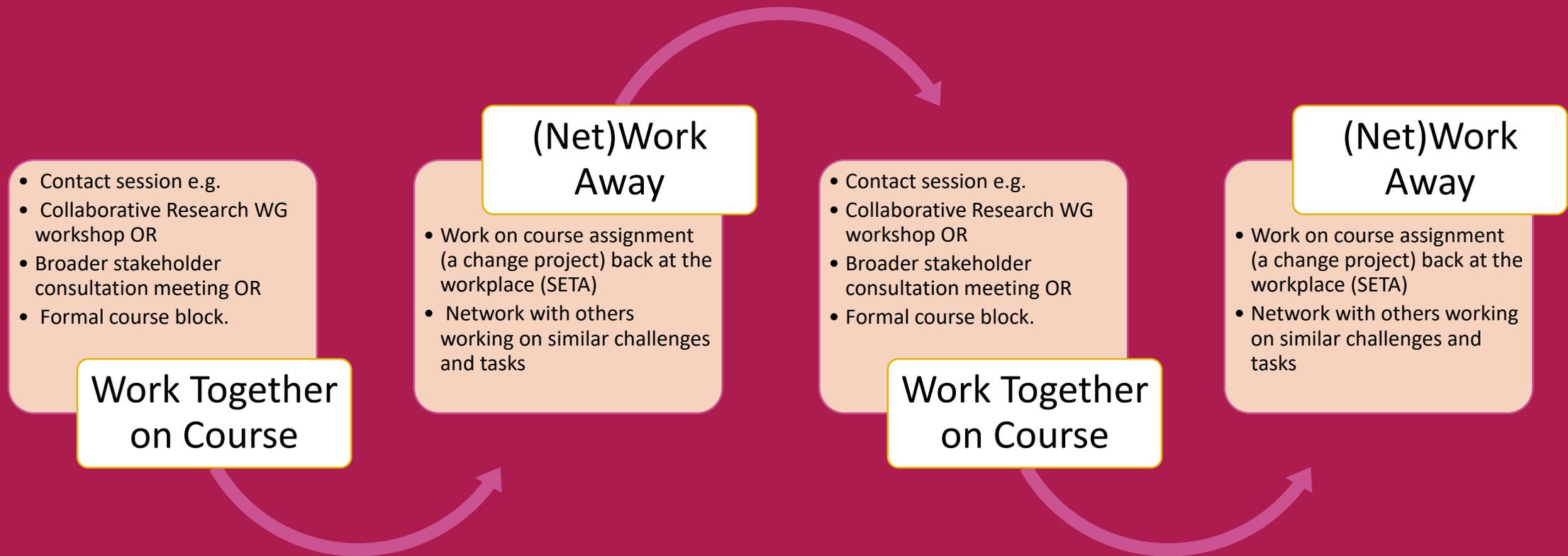
Intended Learning Outcomes

- **Technical competencies – develop knowledge and skills to:**
 - Design and/or commission monitoring and evaluation frameworks and plans
 - Choose suitable methodology for specific evaluation questions
 - Draw up a theory of change
 - Design M&E instruments for quantitative and/or qualitative data
- **Relational competencies – develop knowledge, skills and attitudes to:**
 - Manage the implementation of an M&E plan / evaluation
 - Resource the implementation of an M&E plan
 - Communicate about key aspects of M&E including purpose and suitable design and methodology
 - Use M&E instruments to gather quantitative and/or qualitative data from stakeholders.
- **Transformational competencies – develop knowledge, skills and values to:**
 - Envisage suitable ways of doing M&E in a post-school context
 - Introduce a new M&E process in an organisational context
 - Implement a new M&E process in an organisational context

Capacity Development: Overview

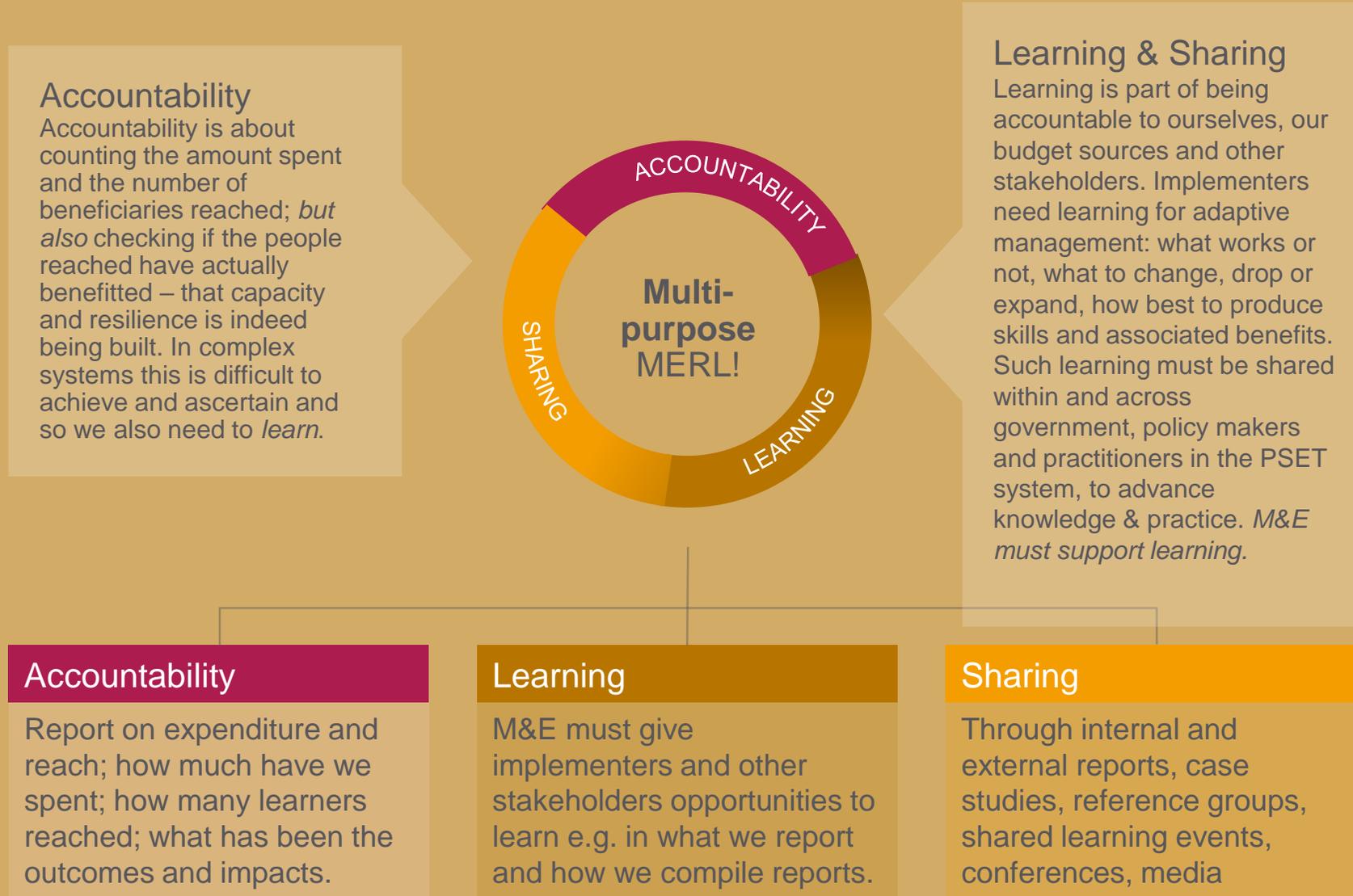


Capacity Development Process from Individual Participant's Point of View



Purpose of M&E in a SETA Environment

The Roles that M&E can Play in a PSET Context



Purposes of Evaluation

- Accountability purposes (accounting for resources received)
- Improving efficiency, effectiveness, outcomes and impacts
- Learning and development (at project or programme level)
- Learning and development (at organisational level)
- Learning and development (at national or international system level)
- Decision-making (e.g. should intervention be continued or not)
- Communication and Promotion, Advocacy
- Formative and Summative evaluations

Key Concepts in M&E

Types of Evaluation

Diagnostic

Design

Implementation

Developmental / Formative

Impact evaluation

Economic

Synthesis

Theory building

Key Concepts to Define and Discuss

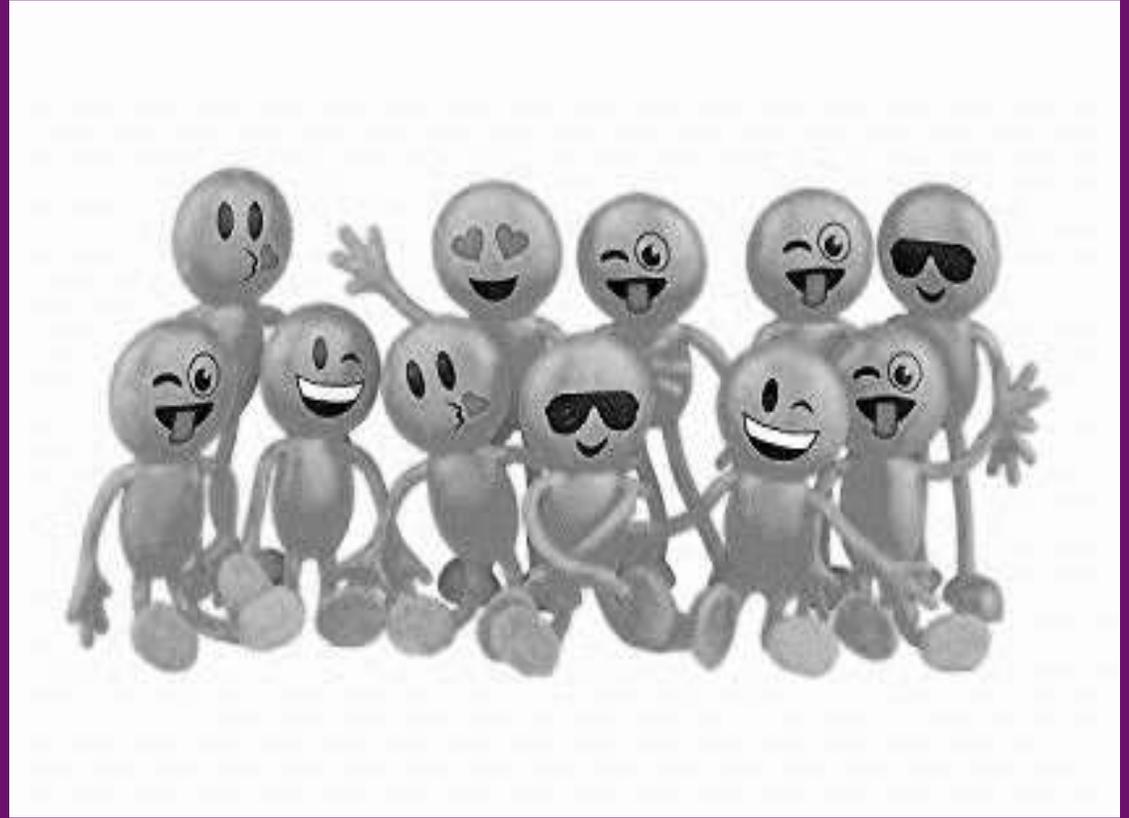
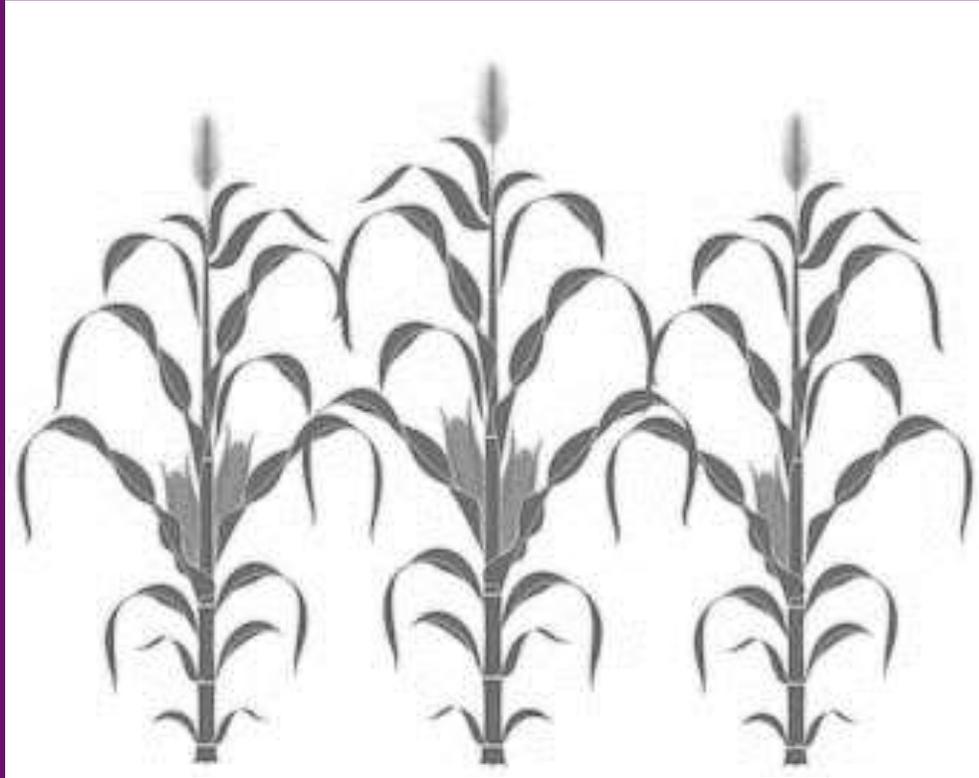
What is being assessed? We can assess ...

- Activities, outputs, different levels of outcomes and impacts
- Efficiency
- Effectiveness
- Quality
- Relevance
- Sustainability

MONITORING COMPARED WITH	EVALUATION
Continuous or periodic	Episodic, ad hoc
Programme objectives taken as given	Programme objectives are assessed in relation to higher-level goals or to the PSET problem to be solved
Pre-defined indicators of progress are assumed to be appropriate	Validity and relevance of pre-defined indicators are open to question
Tracks progress against a small number of pre-defined indicators	Deals with a wide range of issues
Focus on intended results	Identifies both unintended and intended results
Uses mostly quantitative methods	Uses qualitative and quantitative data
Data routinely collected	Multiple sources of data
Does not answer causal questions	Provides answers to causal questions, explanatory answers
Usually an internal management function	Often done by external evaluators

Orientation to M&E

Orientations to Research and M&E



Orientations to Research and M&E

Spectrum of Sciences – Closed to Open Systems



Physics, Chemistry



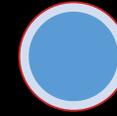
Botany, Zoology



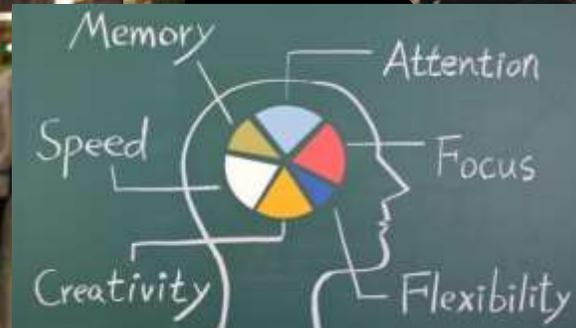
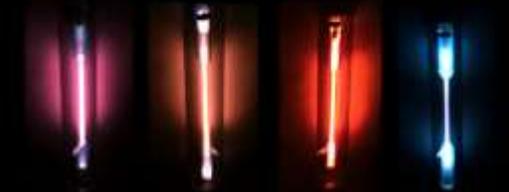
Ecology, Agriculture



Economics,
Psychology

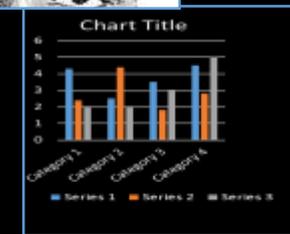
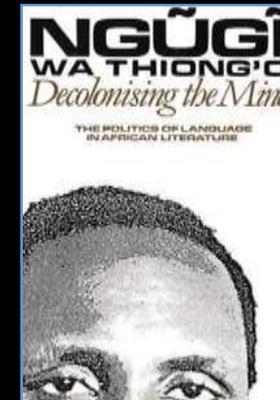
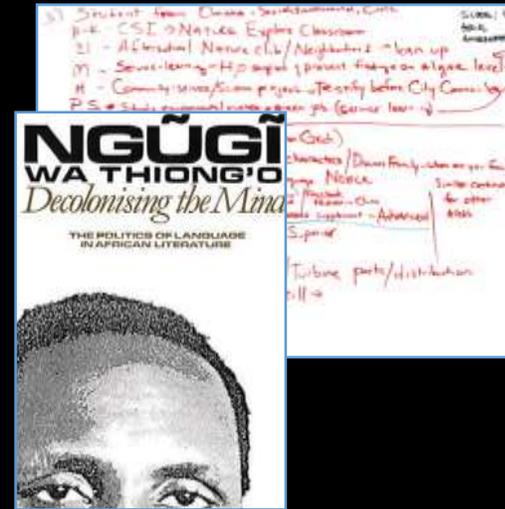
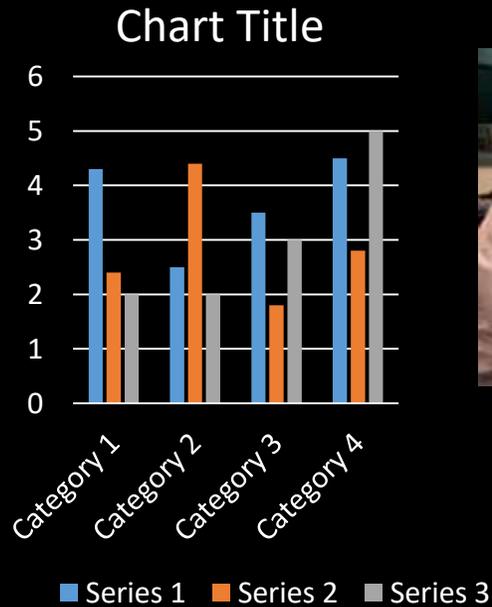


Sociology,
Education



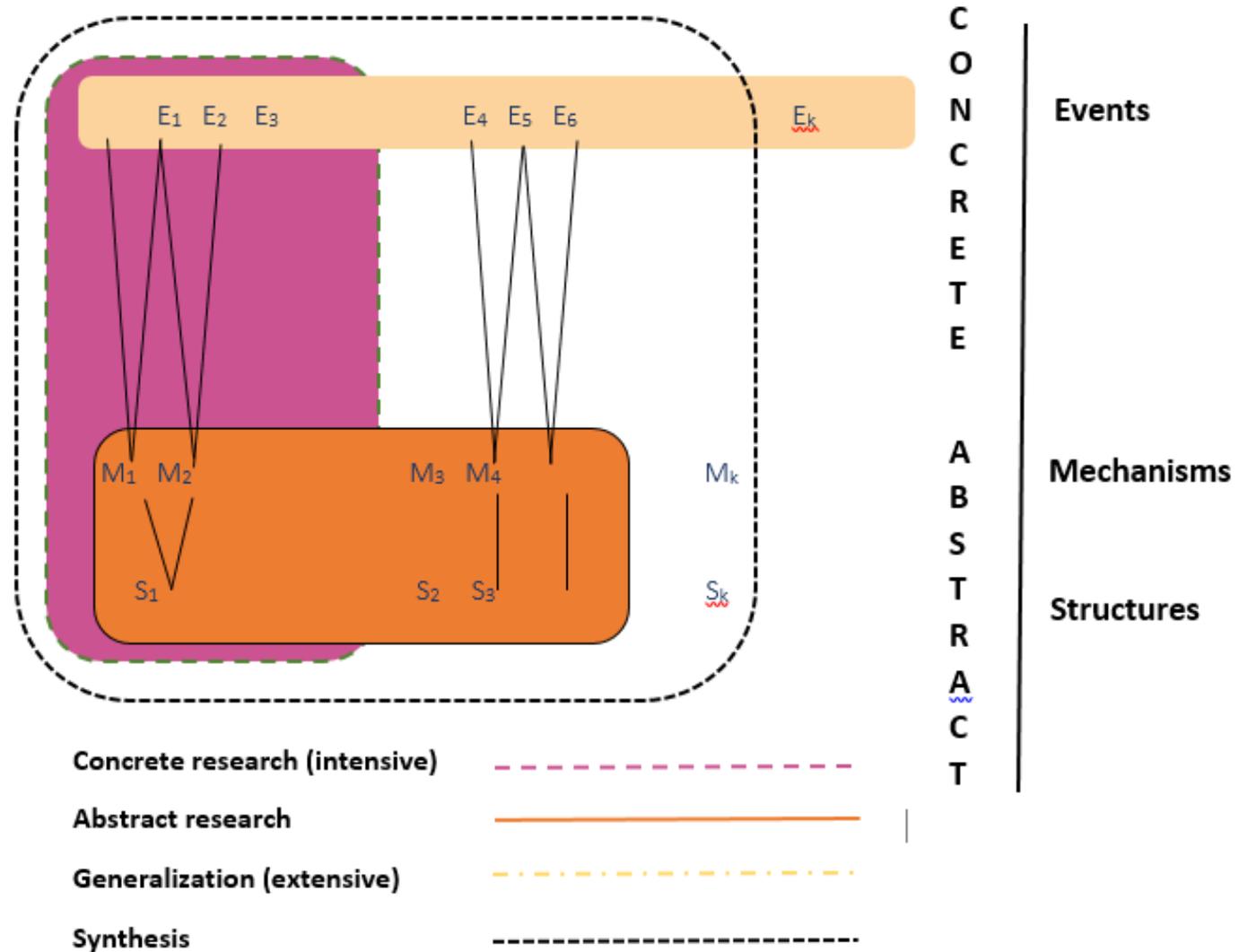
Range of Approaches to Educational Research

From Positivism ... to Hermeneutics ... Critical Sciences ... Post-Modernism ... Critical Realism

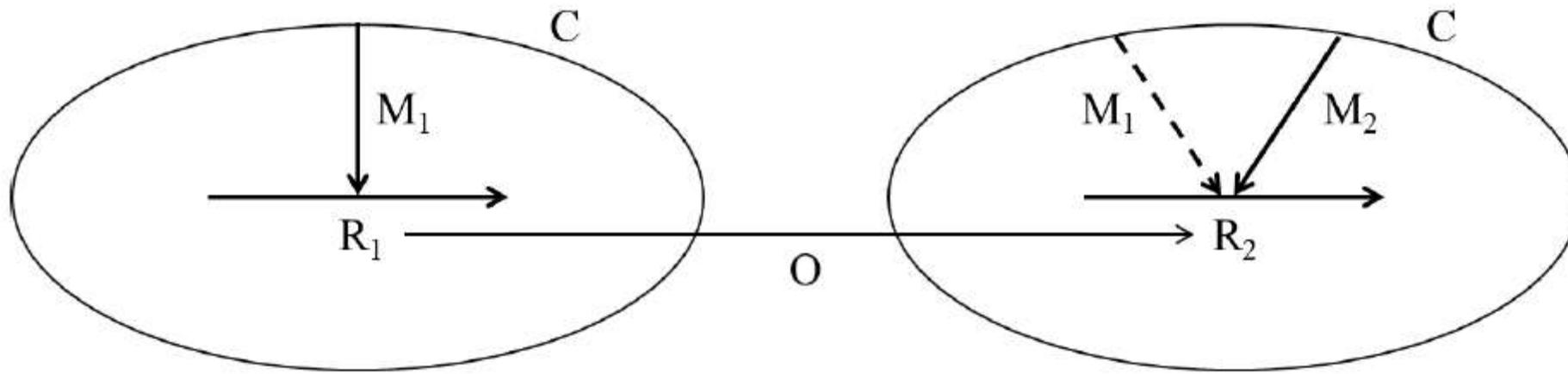


Combining Approaches to Research and M&E with a Realist Base

Types of Research. Source: Sayer, A. 1984/1992. Problems of Explanation and the Aims of Social Science. In Method in Social Science: A Realist Approach.



Premises of Realist Evaluations



(a) Original situation

(b) After successful change

Systematic Reviews / Evaluations

What are systematic reviews?



- A systematic review is a review (secondary study) to answer a research question

by appraising published primary studies on the same question, and adding up the findings,

using systematic methods to identify, select and map the primary research, and to collect and analyse data from the included studies.

Statistical analysis (meta-analysis) may be used to analyse and summarise the results.
- A way of accessing and summarising existing research knowledge”
- Often to guide policy and investment – “evidence based”

Why are systematic reviews popular?



- To inform (educational) policy development
- To inform investment of time and money
- To overcome limitations of ...
 - *small-scale studies*
 - *non-cumulative findings*
 - *non-collaborative nature of research*
 - *unsystematic studies*

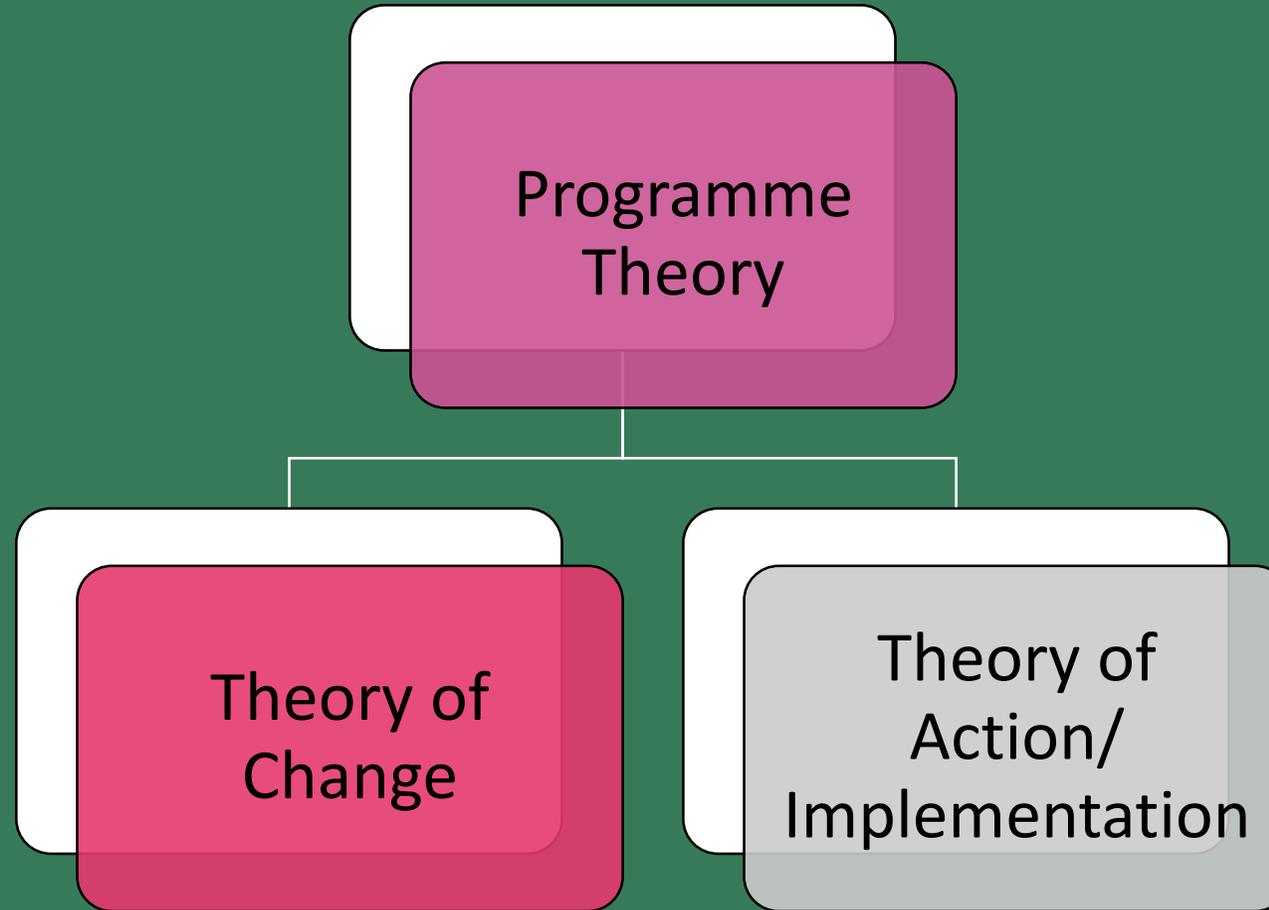
How to do a Systematic Review



- **Protocol stage:**
 - Define question, define scope, literature review strategy, bibliographic referencing style, quality criteria for inclusion - approved methods
- **Mapping stage:**
 - Track literature and map
 - Produce a descriptive account of the research done on the topic, using systematically derived keywords
- **Review stage:**
 - In-depth analysis of a sub-set of primary studies, often using software
 - Can be repeated for different questions
 - Can be updated by adding new primary studies

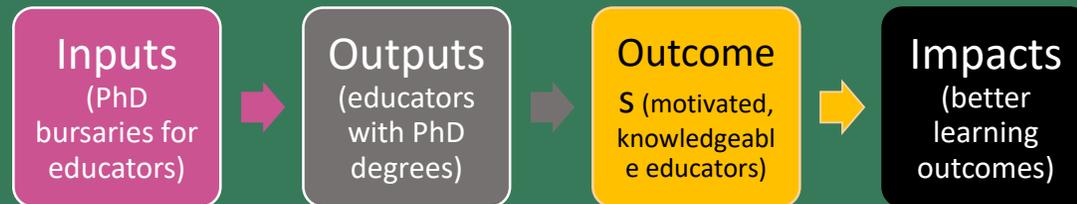
Programme Logic, Theories of Change and Indicators

Programme Theory – theory of change

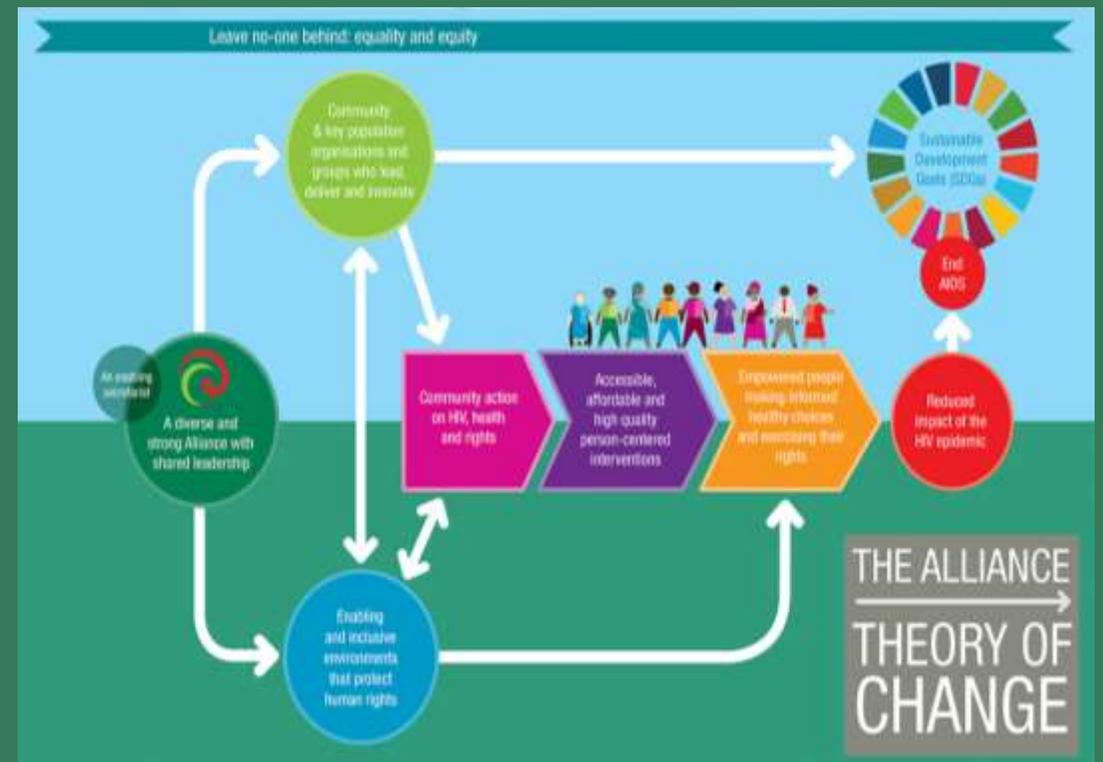


Programme Logics and Theories of Change

Log frame for simple conditions:



Programme logic for complex program

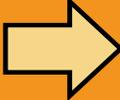


Types of Indicators with Examples

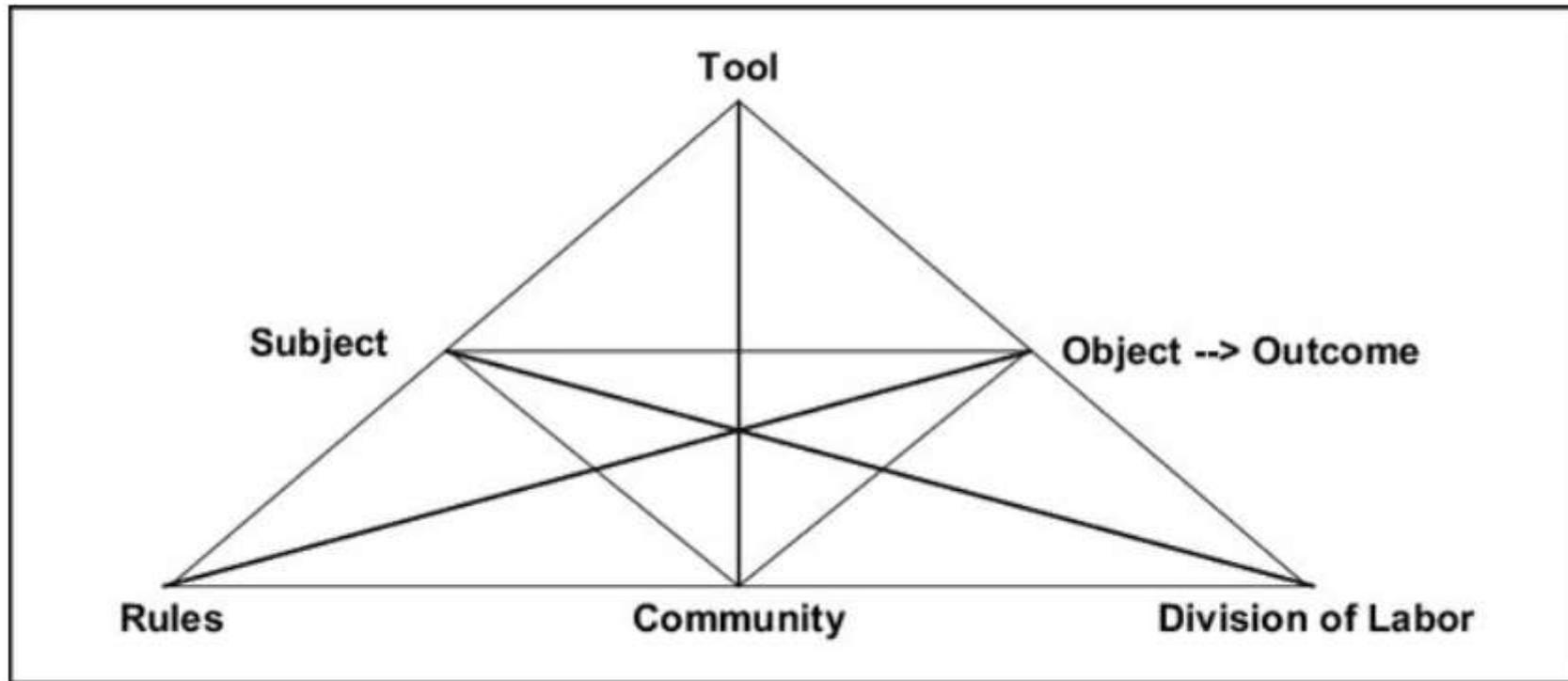
TYPES OF INDICATOR	USE	EXAMPLE
Input indicator	To monitor whether inputs have been provided.	Amount spent on bursaries; number of bursaries awarded
Short-term outcome indicator	To evaluate whether intended short-term or initial outcomes have been achieved	Number of educators studying towards a PhD in Education
Intermediate outcome indicator	To evaluate whether an intended intermediate outcome has been achieved	Number of educators graduating with a PhD in Education
Long-term outcome indicator	To evaluate whether an intended long-term outcome has been achieved	# of educators with a PhD in Education in the school system
Process indicator	To monitor the quality and relevance of processes	Sharing of research findings in teacher education, educator conferences, accessible publications
Impact indicator	To evaluate whether the intended outcomes are achieved.	% increase in SA learner performance in international benchmark tests

Developmental Evaluations & Activity System Analysis

Evaluation and Expansive Learning

Focus	Problems	Solutions
Invisible systemic structure of the collective activity	2. Disclosing the systemic causes in the visible problems in the activity.  	3. Finding ways to overcome the problems by expansively reconceptualising the idea of the activity. 
Immediately visible elements and problems in individuals' action in the joint activity	1. Identifying the obvious (visible) problems. 	4. Taking new kinds of actions: implementing new instruments, rules, ways of dividing labour and collaborating.

Activity System Analysis



Participatory Evaluations: MSC Method



A panel of designated stakeholders discuss "significant change" stories emanating from the field and define what the "most significant change" is. (©Rick Davis and Jess Dart)

Cost Benefit Analysis

Purpose, Strengths & Limitations, Tools & Guidelines for Use

Cost Benefit Analysis

- What CBAs are and why they are popular
- Examples of how they are used
- Comparison to Return on Investment studies
- The limitations of conventional CBA methods
- Multi-variate CBAs
- Online tools to use

Tracer Studies

Purpose, Strengths & Limitations, Tools & Guidelines for Use

Data Collection Instruments/ Tools

When Asking Questions – Avoid ...

- **Leading questions**: Does the way in which the question is phrased, lead the respondent to answer in a particular way, regardless of what they actually think or feel?
- **Double-barrelled questions**: Does the question ask two things in one? Which will the respondent answer?
- **Unnecessarily sensitive questions**: If sensitive information is needed, how best can it be obtained?
- **Unnecessary questions**: Is this question absolutely necessary for the study? Will it make the questionnaire or interview unnecessarily long?
- **Vague questions**: Will respondent be unsure how to interpret it? Will different respondents interpret it differently, making analysis difficult?
- **Ambivalent questions**: Does the question have a double-meaning? Which would the respondent answer?

Data Collection Instruments / Tools

- Questionnaires
- Interviews
- Focus Groups
- Observations
- Document Analysis
- Tests

Practical Implementation of M&E

Steps in Implementing M&E (1-2)

1. Initial considerations

- Scope the stakeholders
- Define the purpose of M&E with selected stakeholders
- Establish an M&E management entity (e.g. SC)

2. Preparation of tasks

- Review the intervention or process that is to be evaluated or monitored
- Define the questions that the evaluation should answer
- For monitoring, identify and define indicators
- Assess feasibility, i.e. the extent to which these questions are answerable and indicators can be monitored
- Formulate a terms of reference and estimate a total budget
- Recruit or assign evaluators or monitors

Steps in Implementing M&E (3-5)

3. Inception phase

- Agree on the interpretation of the questions and / or indicators
- Agree on methodology and plan the methods and analysis
- Draw up a work plan and detailed budget and assign tasks
- Develop the M&E tools for data collection and framing or tools for analysis
- Conduct the research (monitoring and/or evaluation)

4. Reporting and dissemination phase

- Review draft reports with relevant stakeholders
- Revise reports where relevant in the light of stakeholder comments
- Share results with all affected parties, in particular intended users
- Facilitate wider publication}

5. Facilitate Use of findings

- Share and discuss findings with management authorities; facilitate dialogue between potential users
- For monitoring data, consider observed trends and patterns and commission evaluations.

Implementing M&E

Discuss:

- The role of Reporting
- The role of Reflection
- Resourcing M&E