Monitoring and Evaluating Competency Based Learning

By ACA Team
Objectives of Webinar 4

At the end of the webinar 4 on Monitoring and Evaluation of Competency Based Learning, participants will be able to

1. Apply CBE goals, objectives and outcomes in developing a Monitoring and Evaluation Framework

2. Develop program monitoring and evaluation questions and indicators and review the issues related to program evaluation, including selection of data collection methodologies an

3. Identify internal and external resources and capacity required for implementation of a Monitoring and Evaluation Plan

4. Apply the M&E Work Plan Template in developing an individual country/site/program activity work plan (semi-annual plans, annual plans)
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- Change Management policy
- ICT Policy
- eLearning policy
- Professional development
- e/Textbook policy
- Curriculum policy

Harmonising technical, social, economic, environmental and political dimensions

Key Components of CBC Design
- Identification of General & Specific competencies
- Establish criteria for performance
- Creating learning experiences
- Assessing competency
- Evaluating effectiveness of curriculum

Theories underpinning CBC
- Learning theories
- Understanding by design
- Jean Piaget's Cognitive Development Theory
- Vygotsky's Social Cultural Theory
- Multiple Intelligence Theory - Howard Gardner
- Instructional design theory

Backward Design Methodology
- Mastery Learning in CBC
- CBC Design
- Establishing assessment modalities
- CBC design
- CBA indicators
- 4 CBL

CBC Learning Methodologies
- Inquiry-based
- Problem-based
- Project-based
- Interdisciplinary
- System thinking
- Acting on learning

Webinar 1 – Plan, Design, develop CBC

CBA Plan, Design, develop CBC

Competency Structure
- Linkage of the competency statement & course objectives/outcomes
- Constructive Alignment between competency-concept-TSFA-SA

Current trends in CBC
- CBC vis-à-vis inclusiveness

CBC Development Process

CBC Planning Process

Why CBC right now? What is the problem

Integrating National priorities & Global Agenda

Policiesto smooth curriculum change
MONITORING AND EVALUATION CYCLE

**Planning**
(Lead Partner & External Evaluator)
- Define Theory of Change
- Set goals and objectives
- Develop M&E framework

**Monitoring**
(Lead Partner)
- Continuous information gathering
- Performance measurements

**Evaluation**
(External Evaluator)
- Use data gathered for monitoring
- Assess effectiveness, impact and sustainability

**Feedback**
(Lead Partner & External Evaluator)
- Inform process change in real time
- Improve effectiveness of future implementation
COMPONENTS OF A MONITORING AND EVALUATION PLAN

1. Introduction/Background
2. Monitoring and Evaluation Framework
3. Monitoring and Evaluation Indicators
4. Planning for Monitoring and Evaluation
5. Presentation and Utilization of Data
6. Budget
7. Data collection tools and protocols
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ELEMENTS OF THE M&E FRAMEWORK AND USE IN CBL

Inputs
- Financial;
- Equipment and technology;
- Natural resources; or
- Infrastructural (e.g. buildings).

Activities
- Training
- Classroom observation
- Peer activities

Outputs
- Reports
- Training materials
- In-service programmes

Outcomes
- Teachers improved pedagogy
- Learner enthusiasm and increased participation

Impact
- Positive and negative,
- Intended and unintended,
- Direct and indirect,
- Primary and secondary
TYPES OF MONITORING & USE IN CBL

**Process Monitoring**
- Provides information about the actual implementation of programme activities in the field.
- Keeps the programme staff on ground informed how well they are undertaking the programme.
- Outlines what improvement they can bring to the work they are doing in field.
- Checklists and guidelines may be used to identify gaps.

**Process Tracking**
- Sets output targets to be achieved.
- Captures progress against those output targets.
- A tracking sheet is required to outline all output indicators for key activities along with target values for those output indicators.
- Deviations from targets can be calculated.

**Process Validation/Verification**
- Validation/verification is initiated by collecting of Means of Verification (MoV).
- Samples are taken and are physically verified the activities.
- Processes adopted when undertaking activities are also validated against the set expectations as well as the practice.

**Performance Monitoring**
- Good for indicators associated with behavioral indicators e.g. Knowledge, Skills, Attitudes.
- Starts with baseline data to affirm the pre-programme performance.
- Provides information about frequency/timeline for each performance indicator to be assessed over a period of time.
- Incorporates periodic assessment with tools of the baseline to track performance indicators.
TYPES OF EVALUATION AND USE IN CBL

• **Conceptual Framework:** a diagram that identifies causal relationships among challenges that the intervention is seeking to address.

• **Theory of Change:** to identify casual factors that may influence academic performance of secondary school pupils and link this to a theory.

• **Logic Model:** provides a linear, “logical” interpretation of the relationship between inputs, activities, outputs, outcomes and impacts with respect to objectives and goals. The purpose of Logic models in the education sector programmes is to show the causal relationship between inputs, activities, outputs, outcomes and impact vis-à-vis the goals and objectives. It thus provides the basis for monitoring and evaluation activities for all stages of the programme.

• **Strategic Results:** is to increase focus on results as opposed to inputs or processes. The frameworks help the programme managers to select strategies, and allocate resources accordingly in terms of the level of results. They generally link objectives to what the programme aims to achieve through key intermediate results (IRs), assuming cause-effect links that will lead from a programme.

For Competency Based Learning it is essential to select the appropriate evaluation conceptualization model that reflects the intended targets based on the set out goals, objectives and outcomes.
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THANK YOU!