



KENYATTA UNIVERSITY
OFFICE OF THE DEPUTY VICE CHANCELLOR
RESEARCH, INNOVATION AND OUTREACH

Collaborative Curriculum Development Write-Shop

*Ghana Institute of Management and Public Administration (GIMPA), Accra, Ghana 22 – 25
October 2018*

POST WORKSHOP/CONFERENCE REPORT

Dr. George Ochieng Otieno

Lecturer, Health Management and Informatics Department

School of Public Health and Applied Human Sciences

Kenyatta University



CONFERENCE/ WORKSHOP REPORT

Attendee Name: Dr. George Ochieng Otieno

Attendee Designation and Department: Lecturer, Dept. of Health Management and Informatics

Title of workshop/conference: Collaborative Curriculum Development Write-Shop

Conference URL: <http://clear-aa.co.za/>

Conference Summary: *Brief description, conference organisers, target audience, venue and duration.*

CLEAR-AA and Twende Mbele organized a consultative session to work towards producing harmonised competencies and curriculum in M&E on the African continent. To address the challenge of coherence and coordination in evaluation education on the African continent, a Collaborative Curriculum Development Project was initiated by CLEAR-Anglophone Africa, together with Twende Mbele in 2017. The First Phase involved institutions of higher learning from Kenya, South Africa, Nigeria, Uganda, Ghana and Ethiopia who came together in Accra, Ghana, to discuss harmonising the frameworks and approaches to M&E training (particularly in academic institutions) across the continent. Three Task Teams emerged from this engagement, who have been drafting the first set of documents for consultation with a broader group of stakeholders.

CLEAR-AA is also building an executive short course on “building national evaluation systems”, that will be taught using a collaborative, case study approach. We are trying to build a cycle of learning between our curriculum development, and our work in the region around strengthening national evaluation systems. Part of the write-shop will include a review of content of the course for feedback that will both strengthen our conceptualisation of national evaluation systems, and make our curricularisation of the course more effective in advance for delivering in 2019.

Workshop/ Conference Objectives: *Describe conference objectives*

The objectives of the write-shop is to allow for the presentation and review of the following:

1. Standardised/Harmonised Curriculum for post-graduate M&E training programmes
2. Standardised/Harmonised Competencies to underpin post-graduate M&E programmes
3. Institutional Mechanisms to facilitate the utilization of harmonized frameworks for competency and curriculum development in post-graduate M&E programs

Lessons learnt: *Identify specifically what you are bringing back from the conference that relates to your departmental/school/University objectives.*

Modules and lecture notes for qualitative evaluation

Skills for conducting qualitative evaluation for rigorous impact evaluation

GEMNet-Health Work Plan and the School is now aware of the activities of the network
Title of Paper/Presentations/Lectures done by self:
1. Report of the competencies Group and the identified Competencies for Evaluation (Appendix 3)
Partnership/Collaborations/Funding Opportunities/Networks Developed: <i>List new contacts developed that may be useful for collaborations and funding</i>
Negotiated with CLEAR AFRICA to support curriculum review for MPH (M&E track) the discussions are still on going
Additional Comments.
The work on the curriculum is undergoing and other activities are planned for 2019

The Oval

Appendix 1: Invitation Letter

Wits Business School
 2 St David's Place
 Parktown
 Johannesburg
 2000

Date: 21 August 2018

Attention: Dr. George Otieno

CLEAR Anglophone Africa
 The Oval
 Wits Business School
 2 St David's Place
 Parktown
 Johannesburg
 2000

Date: 21 August 2018

Attention: Dr. George Otieno

Dear Dr. George Otieno

RE: Invitation to participate in a Write-shop towards Collaborative Curriculum Development in Africa

CLEAR-AA and Twende Mbele would like to invite you to participate in a consultative session to work towards producing harmonised competencies and curriculum in M&E on the African continent. To address the challenge of coherence and coordination in evaluation education on the African continent, a Collaborative Curriculum Development Project was initiated by CLEAR-Anglophone Africa, together with Twende Mbele in 2017. The First Phase involved institutions of higher learning from Kenya, South Africa, Nigeria, Uganda, Ghana and Ethiopia who came together in Accra, Ghana, to discuss harmonising the frameworks and approaches to M&E training (particularly in academic institutions) across the continent. Three Task Teams emerged from this engagement, who have been drafting the first set of documents for consultation with a broader group of stakeholders.

The purpose of the write-shop is to allow for the presentation and review of the following:

4. Standardised/Harmonised Curriculum for post-graduate M&E training programmes
5. Standardised/Harmonised Competencies to underpin post-graduate M&E programmes
6. Institutional Mechanisms to facilitate the utilisation of harmonised frameworks for competency and curriculum development in post-graduate M&E programmes

CLEAR-AA is also building an executive short course on "building national evaluation systems", that will be taught using a collaborative, case study approach. We are trying to build a cycle of learning between our curriculum development, and our work in the region around strengthening national evaluation systems. Part of the write-shop

will include a review of content of the course for feedback that will both strengthen our conceptualisation of national evaluation systems, and make our curricularisation of the course more effective in advance for delivering in 2019.

The draft programme is as follows:

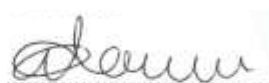
DATE	ACTIVITY
Sunday, 21 October 2018	Arrival in Accra, Ghana
Monday, 22 October 2018	Write-shop – Day 1
Tuesday, 23 October 2018	Write-shop – Day 2
Wednesday, 24 October 2018	Validation of Curriculum for building National Evaluation Systems
Thursday, 25 October 2018	Validation of Curriculum for building National Evaluation Systems (Morning) Departure

We have identified you as a key stakeholder and are confident that your presence and participation will stimulate critical thinking and help contribute to enrich our engagement and outputs in this important work for the continent.

We would be grateful if you would reply via email to Siyabonga.Sibiya@wits.ac.za in confirming your participation in the Write-shop in Ghana by latest 31 August 2018.

Flights, accommodation and inter airport transfers will be provided for stakeholders residing in countries other than Ghana. Enquiries may be directed to the coordinating team through email to either Siyabonga.Sibiya@wits.ac.za / Neville.Mangwiro@wits.ac.za. Please feel free to contact either if you require any further information.

Sincerely,



Ms. Candice Morkel
CLEAR AA: Senior Technical Monitoring
and Evaluation Specialist
Tel: +27 11 717 3897
Mobile: +27 61 480 5956
Candice.morkel@wits.ac.za

Appendix 2: Workshop Program



Collaborative Curriculum Development Write-Shop

*Ghana Institute of Management and Public Administration (GIMPA), Accra, Ghana 22 – 25
October 2018*

A workshop aimed towards producing harmonised competencies and curriculum in M&E on the African continent. Hosted by The Centre for Learning on Evaluation and Results – Anglophone Africa (CLEAR-AA), the Ghana Institute of Management and Public Administration (GIMPA) with the support of TWENDE MBELE

PROGRAMME

Monday 22 October 2018 – Day 1

TIME	ACTIVITY	FACILITATOR
08:00 – 09:00	Registration	
09:00 – 09:30	Welcome & Introductions	Candice Morkel, CLEAR-AA Charles Amoatey, GIMPA
09:30 – 10:00	Purpose of the Write-Shop	Candice Morkel
10:00 – 10:30	Background to the Project	Charles Amoatey
10:30 – 10:45	Tea/Coffee Break	
10:45 – 11:30	Questions and Discussion	Candice Morkel
11:30 – 13:00	Presentation and discussion on Task Team draft documents	Task Team Chairs
	<ul style="list-style-type: none"> • Competencies • Curriculum • Institutional Arrangements 	<ul style="list-style-type: none"> • Prof Adenike Emeke, University of Ibadan • Prof Sylvester Kugonza, Uganda Management Institute • Mr. Edem Messa-Gavo, African Capacity Building Foundation

TIME	ACTIVITY	FACILITATOR
13:00 – 14:00	Lunch Break	
14:00 – 14:30	Allocation of Commissions and Guide to Commissions	Candice Morkel
14:30 – 16:00	Break-Away Commissions	Task Team Chairs to facilitate Commissions
16:00 – 16:20	Tea/Coffee Break	
16:20 – 17:30	Break-Away Commissions	Task Team Chairs

Tuesday 23 October 2018 – Day 2

TIME	ACTIVITY	FACILITATOR
08:00 – 09:00	Plenary Check-In	Candice Morkel/Charles Amoatey
09:00 – 10:30	Break-Away Commissions	Task Team Chairs
10:30 – 10:50	Tea/Coffee Break	
10:50 – 13:00	Break-Away Commissions	Task Team Chairs
13:00 – 14:00	Lunch Break	
14:00 – 15:30	Break-Away Commissions	Task Team Chairs
15:30 – 15:50	Tea/Coffee Break	
15:50 – 17:00	Break-Away Commissions	Task Team Chairs
17:00 – 17:30	Plenary Check-In and Planning for Day 3	Charles Amoatey/Candice Morkel

Wednesday 24 October 2018 – Day 3

TIME	ACTIVITY	FACILITATOR
08:00 – 09:00	Plenary Check-In	Candice Morkel/Charles Amoatey
09:00 – 10:30	Break-Away Commissions	Task Team Chairs
10:30 – 10:50	Tea/Coffee Break	
10:50 – 12:30	Presentation and Discussion: Commissions	
	• <i>Competencies</i>	
12:30 – 13:30	Lunch Break	
13:30 – 15:00	Presentation and Discussion: Commissions	
	• <i>Curriculum</i>	
15:00 – 15:20	Tea/Coffee Break	
15:20 – 17:00	Presentation and Discussion: Commissions	
	• <i>Institutional Arrangements</i>	
17:00 – 17:30	Road-Map: Planning for the Next Phase	Charles Amoatey/Candice Morkel
17:30 – 18:30	Closed Meeting: CLEAR-AA, GIMPA and Task Team	Charles Amoatey/Candice Morkel

TIME	ACTIVITY	FACILITATOR
	Chairs	

Appendix 3: Report of the Competencies Group

COLLABORATIVE CURRICULUM DEVELOPMENT WRITE-SHOP

GIMPA, ACCRA, GHANA 22 - 25 OCTOBER, 2018

Competencies Group Monday 22 October, 2018

Overview of the work of the Competencies Task Team on Harmonised Competencies for Monitoring and Evaluation in Africa. Presented by Prof. E. Adenike Emeke

Members

1. Prof. Adenike Emeke- Institute of Education, University of Ibadan.....Chairman
2. Dr. Rose –Kampala Uganda Evaluation Association.....Member
3. Dr Olanrewaju, I. Junaid- Institute of Education, University of Ibadan.....Member
4. Dr. Jackson Langata –Egerton University Tegemeo Institute.....Member
5. Prof. Alfred Agwanda –University of Nairobi, Kenya.....Member
6. Dr. Dede – Coordinator of Ghana Evaluation Forum.....Member
7. Dr. George Otieno –Kenyatta University.....Secretary

Agenda

1. Introduction to Monitoring and Evaluation.
2. Overview of the work of the Competencies Task Team on Harmonised Competencies for Monitoring and Evaluation in Africa.
3. Deliverables to work with by members.
4. Decide the modus-operadis of the work to be done by members.
5. Light Out.

Notes

Introduction to Monitoring and Evaluation

Competency areas

1. Professional Practice
2. Systematic Inquiry - Consider the aspect of Grant proposal writing and design of project in M&E)
3. Situational analysis – Consider specifying contextual factors surrounding monitoring and evaluation). Culture should be added.
4. Project Management -look at evaluation as a project itself)
5. Reflective Practice - The Evaluator’s consciousness of his professional development needs. i.e. attending workshops, seminars, conferences, e.t.c.
6. Intra and interpersonal competence – such as communication and collaborative skills, emotional intelligence, e.t.c.
7. Leadership competency- which include strategic planning, decision making, resource management, stakeholders’ mobilisation and governance.

Tasks for the Competencies Group

1. Decision on the purpose of a harmonised competency framework for use across the African continent – Will this be for credentialing, self-assessment, learning, staff recruitment or to strengthen the practice or for a combination of all?
2. Decision on relationship between national competency framework and the harmonised framework
3. Decision on categories of competency frameworks to have {evaluation scholars, practitioners, evidence...}
4. Working on having actual competencies/performance descriptors with each core competency domain in ways that customise them to the African continent.
5. Decision on what the levels within competency domains should be.
6. Work on how:
 - a) Performance/proficiency against these should be measured.
 - b) Who should measure proficiency and performance of this nature.
7. How should competencies be used in the professionalization of M & E in Africa.
That we should be more concerned with the end product and not on qualification.

Proposed Competency Domains

1. Professional Practice
2. Systematic Inquiry
3. Situation Analysis
4. Project management
5. Reflective practice
6. Interpersonal
7. Leadership

Descriptors for the Domains

Competencies	Fundamental Descriptors
<p>1. Professional practice:</p> <p>Set of skills and attitudes relating to ethical practice and M&E standards</p>	<p>Norms and values of M&E practice</p> <ul style="list-style-type: none"> •Applies M&E standards •Acts ethically with honesty and integrity •Acts independently and impartial •Respects all stakeholders and upholds fundamental human rights •Contributes to the knowledge base
<p>2. Systematic inquiry</p> <p>Knowledge and skills in methods that are essential for collecting valid and reliable data, analysis and reporting for M&E</p>	<p>Technical aspects of M&E practice</p> <ul style="list-style-type: none"> •Understands basic terms of M&E •Demonstrates knowledge of quantitative, qualitative and mixed methods •Conducts literature reviews •Specifies program theory (e.g. theory of change) •Formulates evaluation questions •Designs the evaluation •Demonstrates knowledge of data management (collecting, cleaning, analyzing, interpreting and archiving data) • Reports procedures and results •Draws conclusions, makes judgment and give recommendations • Identifies evaluation strengths and limitations •Conducts meta-evaluations
<p>3. Context analysis:</p> <p>Skills exploring contextual factors surrounding an M&E exercise</p>	<p>Unique interests, issues, and contextual circumstances of M&E</p> <ul style="list-style-type: none"> •Describes program •Determines program evaluability •Conducts stakeholders' analysis

	<ul style="list-style-type: none"> •Identifies users’ informational needs •Identifies possible conflicts •Maps out potential use of M&E results •Conducts organizational and overall developmental context (social, political, economical, cultural, religious etc) analysis •Respects site and client uniqueness •Remains open to input •Modifies M&E design as needed
<p>4. Project management:</p> <p>These competencies focus on the project management skills the evaluator needs to effectively negotiate, plan, scope, execute, manage and complete M&E.</p>	<p>These address fundamentals of project management:</p> <ul style="list-style-type: none"> • Writes and/or responds to Request for Proposals (RfPs), Grants, Terms of Reference (ToRs), Scope of Works (SoWs), Aide Memoire etc. • Communicates/Negotiates the scope of M&E contract with clients. • Writes formal agreements/contracts • Identifies and manages required resources (such as human, financial, physical and expertise). • Demonstrates capacity to innovate and use technology as appropriate for M&E. • Selects and effectively utilises M&E tools that are appropriate and fit for purpose. • Coordinates, trains and supervises M&E team members. • Identifies and mitigates risks. • Develops budgets and manages costs • Uses time effectively for process management • Employs sound facilitation skills • Reports on progress, results and closure
<p>5. Reflective practice.</p> <p>Refers to M&E practitioner’s consciousness of his or her own professional developmental needs, thereby contributing to the profession and practice of M&E</p>	<p>One’s own evaluation expertise and need for growth</p> <ul style="list-style-type: none"> • Develops Self-awareness • Reflects on practice, including seeking formative feedback from clients, stakeholders and colleagues. • Seeks opportunity to build competence in M&E by pursuing continuous professional development • Builds professional relationships by engaging with professional M&E bodies/communities. •
<p>6. Interpersonal competence:</p> <p>This focuses on how evaluators can relate and communicate effectively with clients, consumers and other stakeholders</p>	<p>“People skills” necessary for M&E practice</p> <ul style="list-style-type: none"> •Demonstrates effective use of the following skills <ul style="list-style-type: none"> ✓ written and verbal/listening communication to diverse audience ✓ negotiation ✓ conflict resolution

	<ul style="list-style-type: none"> • Demonstrates community entry and engagement skills • Uses information, communication and technology tools (including documentation) • Uses appropriate facilitation skills • Addresses issues of Gender and social inclusion • Demonstrates cross-cultural, diverse and multiple stakeholder engagement skills
<p>7. Leadership skills:</p> <p>Knowledge and skills required to guide M&E processes and teams</p>	<p>Competencies for M&E leadership</p> <ul style="list-style-type: none"> • Manages implementation of M&E processes within the organizational eco-system • Demonstrates sound decision-making skills • Negotiates for resources allocation to M&E • Provide guidance and mentorship to others within and external to the organization • Motivates stakeholders to commit resources and time • Promotes partnership and collaborations, team building, team work , capacity development • Demonstrates understanding of organization and related internal dynamics • Demonstrates good governance skills

Decision Questions

1. **Decision on the purpose of a harmonised competency framework for use across the African continent (Will it be just for credentialing, self-assessment and learning, staff development, recruitment or to strengthen the practice, or for a combination or for ALL).**

Purpose of Harmonization

- a) Credentialing: M&E still at its infancy in Africa and needed time to let it mature before issues of credentialing are looked at

The purpose of harmonization should be to achieve the following:

- *Curriculum development and training*
- *Self-assessment and personal development*
- *Learning*
- *Staff development*
- *Recruitment*
- *Strengthening practice*
- *Mutual recognition of national and regional programmes (e.g. credit transfers, student and staff exchange, and joint programmes)*
- *Facilitate collaborations and partnerships*

- b) **Decision on relationship between national competency framework and the harmonized framework.**

The national competency framework should align with Africa-wide harmonized framework

2. Decision on categories of competency frameworks to have {evaluation scholars, practitioners, evidence-based users}

Core competencies exists and these should cut across all categories of users of M & E, however different categories may require specific competencies according to their needs

3. Working on having ACTUAL Competencies/Performance descriptors within each core Competency Domain in ways that CUSTOMISE them to the African Continent. {Big work}

4. Decision on what the levels within Competency domains should be

**5. (a) Work on how performance/proficiency against these should be measured?
(b) Who should measure proficiency or performance of this nature?**

6. How should competencies be used in the professionalization of M&E?