Monitoring and Evaluation of Non-Formal Education Programme
Background of the NFE Monitoring Programme

• Non-Formal Education is recognized as an important sub-sector of the education system, providing learning opportunities to those who are not reached by the formal sector.

• Article 5 of the World Declaration on EFA calls upon countries to diversify their educational delivery system in order to meet the learning needs of all.
Problems and Needs

- The report of the EFA 2000 Assessment noted that the global picture of provision, progress, shortfalls and learning achievement in basic education tended to focus on formal education. There is very little information available on the non-formal sector.

- However, a comprehensive picture of efforts undertaken, their performance as well as on action required to meet the EFA goals is needed.
Problems

- Absence of a clear conceptual framework of NFE
- Lack of data on NFE: providers, programmes, learners, teachers, input, output, efficiency, impact
- Lack of methodologies to collect such data
- At national levels: Lack of a sound info base
- At all levels: Duplication of activities between government and NGOs and between NGOs
- Parallel reporting structures
- Different info needs at community, district and national level
- One-way information flow
Why do we need information on NFE

• Informed decisions in policy-making, planning, monitoring and evaluation of the development of NFE
• Mechanisms for coordinating existing NFE interventions in a range of sector, undertaken by governmental and non-governmental actors
• Monitoring and evaluation frameworks for managers of NFE activities, at programme level
• Impact assessment of learning achievement and improvement of quality of life
• Two-way information flow between providers and learners: accountability at programme level
• Public information channel for potential learners
Information on what

- Demand, availability, access and participation, equity/disparities, resource inputs, efficiency, quality, outputs, learning achievement
- How well these alternative channels satisfy learning needs and what is their impact on living conditions, social integration, life skills, employment opportunities, income generation
- How effective are their complementary roles to formal education
What are we proposing to do?

• “Monitoring and Evaluation of Non-Formal Education Programme”, launched by ED/BAS/LIT in collaboration with UIS.

• Aim:. Development of an adaptable international methodology for monitoring NFE, including indicators, and practical tools and guidelines, as well as the compilation of a methodological package that can be used in building operational non-formal education monitoring systems.
Development of the methodology

- Development of a prototype methodological package for monitoring NFE and a corresponding software (Handbook for developing a district-level NFE-MIS)
- Pilot projects in various countries, initially at district level, to adapt and test the methodological package
Objectives at two levels

• Overall objective: to develop an international methodology for monitoring and evaluating NFE, adaptable and complementary to national contexts

• Objective at each pilot project level: To adapt and test the prototype methodology, and to establish a working NFE-MIS in the pilot site at district level, with a view to its expansion.
Importance of a conceptual framework

- Concepts, definition and understanding of NFE vary among actors because of complex and cross-sectoral nature of NFE

- Need for a district-level conceptualization of NFE that can be built up to national applicability because a monitoring framework needs a conceptual foundation
• One of the objectives of the pilot project is to provide an operational definition and classification of NFE at district level

• One of the objectives of the UNESCO programme is to develop national level operational definition via multiple pilot projects and scaling up

• A general objective is to develop an operational definition of NFE that can be used at the global level, being applicable across regions and countries
What is NFE

- NFE as opposed to FE and informal learning (intentional but unorganized and unstructured learning that takes place in the family or daily life)

NFE comprises any organized, systematic and intentional educational activity carried out the framework of the formal system to provide selected types of learning to particular sub-groups in the population, adults as well as children.

Other characteristics: diversity, flexibility, various actors and target groups, adaptable curriculum, learner-centred teaching-learning methodologies, variable duration,

- NFE is cross-sectoral
Classifications of NFE

• Working classification of NFE programmes

EXAMPLES:
• LITERACY AND NUMERACY
• EQUIVALENCY SCHOOLING FOR OUT-OF-SCHOOL CHILDREN
• BASIC SKILLS TRAINING
• NATURAL RESOURCE MANAGEMENT
• HEALTH, HYGIENE, NUTRITION
• POLITICAL/LEGAL AWARENESS
• CULTURAL AND LEISURE ACTIVITIES

• These are broad or “seed” categories, based on which a NFE classification system would evolve
What is NFE: other dimensions

There is other information required, such as

• NFE providers by type
• NFE target groups
• NFE age-groups
• Inputs, Process, Output, Outcomes

• It is important to note that the types of NFE classifications must be adapted to the national context. Each pilot must therefore elaborate its own classification.
Setting up a NFE-MIS:
A MODEL

For the establishment of an NFE-MIS, several questions needs to be answered:

• What is the definition of a NFE MIS
• What are the objectives of a NFE-MIS
• Why a district-level incremental approach
• What is involved in setting up a NFE-MIS
• Where should it be located
• What is an Inter-agency Committee and what are its roles and responsibilities
• What is involved in management of the NFE-MIS once it is set up
What is a NFE-MIS?

• An organised SYSTEM for collecting, processing and analysing data of use to planners, practitioners and learners at district and programme levels.

• The NFE-MIS presently has various databases: a Primary database, a NFE Programme Monitoring database and a data base on learners and on educators.
Primary database
A Primary database answers the questions:
Who does what, where and how?
The database will provide:
• Information on governmental and non-
governmental agencies providing NFE
• Basic information on their activities in different sectors
• Basic information on participants in these activities
• Major output: DIRECTORY
NFE Programme Monitoring Database

This database will provide information on:

• NFE programmes at district level
• Learners and educators in these programmes
• Learning achievements and outcomes

• Major output: STATISTICAL reports
Learners and Educators database

- A detailed database on learners and educators which will allow better needs assessment, information on the background and status of the educator and provide a basis for follow-up research such as impact studies.

- Further databases can be added, according to local needs.

- Example: the Cambodian pilot will have a further database on the socio-economic profile of the district and on ECCE.
NFE-MIS objectives

General objectives:
• To improve the co-ordination and management of existing NFE programmes
• To provide policy-makers with reliable, relevant and timely data on programmes and providers to allow for better planning and delivery
• To monitor and evaluate the performance of NFE programmes
• To provide baseline information to undertake impact assessment studies

The specific objectives of a district-level NFE-MIS must be identified by each pilot country.
A district-level incremental approach

Principles of a **district level** NFE-MIS

- Complex and cross-sectoral nature of NFE
- Public-private partnerships
- Long-term process: replication
- Linking the NFE-MIS to existing institutional structures, information systems, policy frameworks (decentralisation)
- Importance to take into account local and district level realities and needs
Steps to set-up a NFE-MIS

- Identify stakeholders
- Get the necessary political back-up
- Set up a local executing Committee
- Set up a research team
- Establish a working definition of NFE and a conceptual framework
- Define the objectives of the NFE-MIS
Steps to set-up a NFE-MIS cont’d

• Undertake a situation analysis
• Identify information needs
• Develop indicators
• Design data collection instruments
• Collect, process, analyse and store data
• Produce outputs and dissemination
• Data management
• Monitoring and evaluation
• Capacity building in all of the above areas is an on-going process
Develop conceptual framework → Situation Analysis → Establish Inter-agency Committee

**PHASE I**
- Identify information needs and users
- Design data tables
- Design Questionnaire 1
- Collect baseline data
- Process, analyse and store data
- Produce outputs: Directory

**PHASE II**
- Design monitoring indicators
- Design data tables
- Design Questionnaire 2
- Create ‘master-list’ of NFE programmes
- Collect monitoring data
- Process, analyse and store data
- Produce outputs: statistical bulletins

**PHASE III**
- Design Questionnaire 3
- Collect follow up data on completion of programme
- Process, analyse and store data
- Produce outputs
Data-base development

• Identification of information needs

• Identification of information users

Information needs can change according to the information user

• Based on information needs, indicators development
Indicator development

An indicator is a tool which informs us about the state or the performance of a given system or programme.

Purpose of indicators of the education system:
• Report the status of the education system
• Monitor the development over time
• Proffer possible causes of development
• Predict likely changes
• Profile strengths and weaknesses
• Inform policy-makers about what and how to improve the systems
Process to identify an indicators

- Identify policy frameworks: e.g. universalize access to primary education
- Identify objectives: e.g. to measure admission into grade One
- Identify indicators: e.g. net intake rate
Types of indicators

- Input indicators
- Process indicators
- Output indicators
- Equity Indicators
- Efficiency indicators
- Outcome indicators
Development of indicators

- Identification of information needs
- Establishment of standardized NFE categories
- List programme objectives
- Specify factors you want to measure for each NFE programme (inputs, process, outputs)
- Identify means of measurement
Indicators development

Indicators are developed at different levels
National/district level: (examples)
- Literacy rate by gender and age group
- Number of agencies providing NFE opportunities, by type and location
- % of population participating in NFE programmes, by age group and gender
Programme level:
- Number of persons who attended a NFE programme on a regular basis
- Number of completers
- Transition to formal education
Both level: Improvement of life situation (health, socio-economic gains, employment opportunities)
Example indicators

• Rationale: To reduce the adult illiteracy rate
• Objective: To provide basic literacy to illiterate adults 15 +
• Indicator: % of the population aged 15 + currently participating in some form of literacy programme
Indicator development

- Approach: indicator development should take place for each pilot project at district level (NFE classifications and information needs will be specific for each pilot)
- Through comparing the outcomes of the various pilots, core indicators may be identified
Data sources, data collection, analysis

- Identification of data sources (primary or secondary data sources)
- Translation of information needs into various data items
- Define a consistent framework to incorporate all the data items
- Identification of tools and methods for data collection (ex. tool: questionnaire; method: survey)
- Quest.: translation of items into questions
Data sources, data collection, analysis cont’d

- Testing of the data collection tool
- After identification of data sources, drawing up of a contact list
- Prepare timeframe and schedule for data collection
- After data collection, sort, enter, verify and analyse data.
Data analysis

Data collected must be useful for analysis. Outputs for data analysis must be identified for each pilot, as well as for the national and international levels.

At the same time, the tools for data analysis must be developed to cater for these needs.

F. ex., for the NFE programme monitoring data base you may require statistical analysis relating to location, population groups, time. You may also require statistical analysis across other dimensions such as « age group » (value ranges 0 – 6, 7 – 14, etc.). The statistical analysis may be applied to input, output or environmental parameters f. ex.
Location

• NFE-MIS must always be integrated in an existing structure and linked to existing educational databases.
• At district level, it should be integrated in the decentralized local government set-ups.
Inter-Agency Committee
A MODEL

• Planning Unit
• Data Administration Unit
• Advisory Board
• They should include representatives from local government, NGOs, research institutions
• The structure of this Committee must be defined in each pilot country.
Roles and Responsibilities

ADVISORY BOARD

• Networking between districts
• Replicating district-level NFE-MIS
• Linking district-level activities to central level
• Providing technical assistance
• Supporting the dissemination of NFE-MIS outputs
• Monitoring and evaluating the performance of the NFE-MIS pilot project
Roles and responsibilities
Data Administration and Planning Units

- Situational analysis
- Identifying/validating information needs
- Designing/adapting data collection tools
- Developing indicators
- Planning and budgeting
- Training personnel
- Collecting, processing and analysing data
- Managing the database
- Monitoring and evaluation
- Providing systems support and administration
Dissemination mechanisms

- Value of the information is proportionate to its dissemination
- The dissemination mechanisms must be set up in such a manner that it should overcome technological, organisational and resource barriers
- There should be a two-way information flow amongst all stakeholders
- We need a dissemination architecture which makes dissemination possible without organisational or process layers (interlink between different databases)