Introduction

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Monitoring and Evaluation of Non-Formal Education

Background

- 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.
Rationale

The EFA 2000 Assessment focused on formal education. There is very little information available on the non-formal sector. However, a comprehensive picture is needed as regards:
- information on efforts undertaken
- performance
- action required to meet the EFA Goals

Problems identified

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

- Aim: Building of a sound information base on NFE through the development of an international methodology for monitoring NFE, including indicators, practical tools and guidelines, a corresponding software and capacity building.

Development of a monitoring system

First step in developing a monitoring system for NFE:
- developing a prototype methodology for setting-up of a Non-Formal Education Management Information System (NFE-MIS) which will provide information on providers, programmes, courses, educators and learners.
Development of a methodology

- Development of a prototype methodological package:
  1.) a draft Handbook for developing NFE-MIS at sub-national level including a conceptual framework and prototype questionnaires as well as guidelines on their use
  2.) a corresponding software
  3.) national capacity building

Development process

- Establishment of operational NFE-MIS in three pilot countries at sub-national level (Cambodia, India, Tanzania), while adapting it to national/sub-national needs and building of local capacity (2001 onwards)
- Testing of the methodology and improvement of the international prototype.
- Establishment of NFE-MIS in other pilot countries (Costa Rica, Jordan, Morocco, Niger) (2004 onwards)
- Development of a database (data entry part finalised) (2005)
- Handbook will be printed in February 2006.
Review and Validation Process

- Reports of country pilot implementation; suggestions and recommendations for fine-tuning (throughout)
- Review meeting with all participating countries in Mumbai, India, December 2003
- Expert meeting in Paris, France; October 2004 (critical review of the methodology)
- Validation of the methodology by the expert group in late 2005

The NFE-MIS Handbook

Content and Structure

- Concept and Rationale (including Glossary)
- 7 Modules
  - Guidelines for a NFE Conceptual Framework
  - Guidelines for Planning the NFE-MIS Development Process
  - Guidelines for Implementing a Diagnostic Study
  - Guidelines for Indicator Development and Use
  - Guidelines for Data Collection
  - Guidelines for Data Production, Analysis and Dissemination
  - Guidelines for Monitoring the NFE-MIS Development Process

Annex I: Training Tool Kit
Annex II: Facilitator's Guide
Annex III: NFE-MIS Software Structure
Module 1
Guidelines for a NFE Conceptual Framework

- Definition of NFE (different types of learning – formal, non-formal, informal)
- Broad framework within which NFE fields of activity may be categorized (adaptable to local contexts)
- Description of categories: types of NFE activities, providers, target groups, age groups
- Description of the NFE-MIS system
- Description of the core NFE-MIS database

Module 2
Guidelines for planning a NFE-MIS

- Building national and sub-national NFE-MIS teams
- Identifying partners at sub-national level
- Designing an action plan
- Capacity building strategy
- Raising awareness
Module 3
Guidelines for implementing a Diagnostic Study

- Guidelines and Tools for implementing the 4 steps of the Diagnostic Study:
  1. Conducting a Study on the national NFE policy framework
  2. Adapting the NFE conceptual framework to the national context
  3. Identifying information needs
  4. Establishing an inventory of existing data as well as identifying existing information systems

Module 4
Guidelines for Indicator Development and Use

- Defining an indicator
- Different types of indicators
- Particular challenge of NFE indicator development
- Main steps for NFE indicator development
Module 5
Guidelines on data collection

- Adapting the data collection tools to the national context and information needs
- Planning for data collection
- Data cleaning and data entry

7 Questionnaires:
Q 1: Agency Profile: Information on providers and NFE programmes provided
Q 2: NFE programme profile: courses within each NFE programme
Q 3: Descriptive information on NFE courses
Q 4: Information on NFE courses upon completion
Q 5: Individual educator information
Q 6 and 7: Individual learner information

Module 6
Guidelines for data production, analysis and dissemination

- Types of data outputs
- How to analyse and interpret data tables
- How to present results of data analysis
- How to disseminate the analysed data
- Annex: Prototype data tables
Module 7
Guidelines for Monitoring the NFE-MIS Development Process

- 5 Self-Assessment Questionnaires, to be used at different stages of the process
- Methods for their administrations during the process
- Overall evaluation