Monitoring and Evaluation of Non-Formal Education

NFE Conceptual Framework

Margarete-Sachs-Israel, UNESCO, January 2006

Importance of a Conceptual framework

- Concepts, definition and understanding of NFE vary among actors because of complex and cross-sectoral nature of NFE
- For building a monitoring framework for NFE, a conceptual foundation and operational definition of NFE is required
- The need for conceptual clarity was confirmed in diagnostic studies
The Learning System

**RANDOM LEARNING**
(Unintentional learning in daily life and through the media and communications)

**INFORMAL LEARNING**
(Intentional self-directed, family-directed and socially-directed learning)

**FORMAL**   **NON-FORMAL**
EDUCATION    EDUCATION

Definition

‘Learning activities typically organized outside the formal education system. The term is generally contrasted with formal and informal education. In different contexts, non-formal education covers educational activities aimed at imparting adult literacy, basic education for out-of-school children and youth, life skills, work skills, and general culture. Such activities usually have clear learning objectives, but vary in duration, in conferring certification for acquired learning, and in organisational structure.’ (GMR 2005)
Def. Niger

- L’éducation non formelle désigne des activités d’apprentissage organisées et systématiques, qui sont menées à l’extérieur du système d’éducation formelle, et qui s’adressent à des personnes de tous âges. De telles activités ont généralement des objectifs clairement définis, mais varient en termes de durée, de fréquence, de certification et de structure organisationnelle. Dans la plupart des cas, elles sont organisées selon une structure non hiérarchisée. Elles se caractérisent par une diversité et flexibilité en contenu et méthodes d’enseignement et d’apprentissage et visent à correspondre aux besoins de leurs groupes cibles.

Specifics of NFE

- Organized programmes at various levels and with variable durations
- Diversity/Flexibility in programme approaches
- Regular/ad hoc in frequency
- Various actors and target groups
- Concepts, definition and understanding vary among actors and countries because of the cross-sectoral, multi-beneficiary and context-specific nature of NFE.
Why do we need a clear conceptual framework for NFE?

- It is crucial for countries to have a clear understanding of what constitutes NFE to enable relevant and efficient policy making, planning, management and monitoring in this area.

- Consequently, countries have to start by establishing a clear conceptual framework for NFE in order to develop a system that can monitor all activities undertaken under the aegis of NFE in the national context.

Categorisation of NFE

Four main categorisations are proposed as the components of a conceptual framework for NFE.

These categorisations are ‘Types of NFE activities’, ‘Types of NFE providers’, ‘Types of target groups’, and ‘Target age-groups’.
Core Categories of Types of NFE Activities

- Early childhood care and education
- Literacy
- Equivalency schooling
- Life-skills training
- Income generation training/non-formal vocational training
- Rural development
- Further education/Further professional development
- Religious Education
- Cultural/traditional education

Core category of types of providers

- Government (Central; State/Region/Province; District level)
- Cooperative
- Public Enterprise
- Private Enterprise
- Educational/Training Institution
- Professional association/Trade Union
- Religious bodies/missions
- National branch of an international NGO
- Local branch of a national NGO
- Local NGO
- Community-based organisation
- Private bodies/Individuals
- International Organisation /Development Agency
Core categories of types of target groups

- Illiterates (as defined by national criteria)
- Literates (basic level)
- Literates (advanced level)
- Out-of-school children and school drop-outs
- Marginalised adolescents and youth
- Women and girls
- Rural poor
- Urban poor
- Ethnic/Linguistic minority groups
- Groups living in special circumstances

Core categories of age groups

- Young children
- Children
- Youth
- Adults
- Senior adults

These categories need to be defined in the national context.
Table 1. Core categories for types of NFE activities

1. **Early Childhood Care and Education**: The care and education services for young children from birth to the age of entry into primary education, which is defined by the country. Care and education services for parents with young children of the concerned age cohort are also included. Given the multifaceted nature of early childhood, a child's holistic development requires appropriate practice, which attends to health, nutrition, security, and physical, emotional, social as well as cognitive development and learning. The specific programmes provided depend on the country context.

2. **Literacy**: Organized primarily to impart the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying context. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potentials, and participate fully in the community and the wider society.

3. **Equivalency schooling**: Primarily organised for children and youth who did not have access to or who have dropped out of formal primary/basic education. Typically, these programmes aim at providing the equivalency to formal primary/basic education as well as mainstreaming these target groups into the formal system, upon successful completion of the programme.

4. **Life-skills training**: Specific programmes and activities organized to impart abilities to better function in daily life and improve society (e.g. health and hygiene, HIV/AIDS prevention, family planning, environmental conservation, cognitive skills, and interpersonal skills).

5. **Income generation training/non-formal vocational training**: Training in income-generating productive and service skills and trades, also referred to as livelihood training, with the aim of increasing productivity and income, and to provide skills and knowledge for self-employment and employment. This type of training may be linked to access to micro-credit schemes and to the corresponding training.

6. **Rural development**: Education, training and extension services carried out in rural communities primarily to improve agricultural practices, animal husbandry, natural resource management (e.g. water, soil, forestry, etc.), and to promote rural development.

7. **Further education/ further professional development**: Further advanced educational and training opportunities for learners who already have acquired a certain level of education. This can include for example specialized courses such as computer training, language training; university of the third age; training to update or improve skills for a given profession.
8. Religious education:
Organized learning about religion in churches, mosques, temples, synagogues, and other places of worship.

9. Cultural/traditional education:
Cultural and traditional/indigenous educational activities.

Sub-categories

**Literacy**
- 1) Basic literacy
- 2) Post-literacy
- 3) Continuing education/self-learning
- 4) Other

**Income generation/Non-Formal vocational training**
- 1) Entrepreneurial skills development
- 2) Micro-credit Co-operatives/ Self-help groups training
- 3) Management training
- 4) Book keeping and accounting
- 5) Other
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<th>Sub-categories continued</th>
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<td><strong>Life skills/Quality of life improvement training</strong></td>
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<tr>
<td>1) Civic education</td>
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<td>2) Health and hygiene</td>
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<td>3) Nutrition</td>
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<td>4) Family planning</td>
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<td>5) HIV/AIDS and drug misuse preventive education</td>
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<td>6) Leadership development</td>
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<td>7) Home economics</td>
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<td>8) Environmental preservation</td>
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<td>9) Other</td>
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<tr>
<td><strong>Rural development</strong></td>
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<tr>
<td>1) Watershed management</td>
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<td>2) Agricultural extension</td>
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<td>3) Forest management</td>
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<td>4) Animal husbandry</td>
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<td>5) Soil conservation and irrigation</td>
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<td>6) Fishery management</td>
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<td>7) Other</td>
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