Monitoring of Non Formal Education and Alternative Programmes

19-20 September 2016
UNESCO Bangkok
Why Monitoring of NFE programme?

- Many countries NFE is one of the key vehicle for providing education especially for disadvantaged groups
- Inform the situation of implementation of programmes
- Need to track the progress as stipulated in policies and plans
- Identify problems and issues and take remedial actions
- Improve the management and planning process

Monitoring is one of the weakest point of NFE in many countries
Target 4.1.- Primary and Secondary Education

136 million (52%) out of school children and youths lives in A-P region

On current trends, universal primary education will be achieved in 2042, Lower secondary education in 2059 and upper secondary education in 2084

Target 4.3.- TVET and tertiary

Vocational training programmes are organized under NFE as well

Target 4.4- Skills for Decent Work

Many training are conducted in non formal sector

Target 5: Equity

Focusing on marginalized groups

Target 6: Literacy Skills

Youth and Adult basic skills is the key to protect the right of youth and adult to proclaim their right to education

In 2004-2011, only 6% of adults aged 15 to 49 in 29 poorer countries had ever participated in a literacy programme
## Are Countries Ready to Monitor SDG4

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- Many countries are not ready to collect indicators related to NFE and Literacy
Country capacity in monitoring Education 2030

- NFE, Higher education and TVET data management system need to be strengthened
- Compared to data collection, countries are weak in data verification, calculating indicators, interpretation and dissemination
How can we improve monitoring of NFE at country and at the regional level?

- Need strong advocacy
- Ensure to include Literacy and NFE related indicators in National Education Monitoring Framework (S)
- Culture of data use in planning and management of literacy and NFE
- Promotion of evidence based policy making
Monitoring NFE/ALP – What and How?
Who wants to learn? What do they want to learn?
How many out of school children are there?
What is the population distribution of adults by literacy skills level?
Where and how are NFE centres and programmes?
Who sponsors them? How are resource inputs?
Does supply match demand?
Who actually participates? In which NFE programmes?
Who completed NFE programmes? Who didn’t?
What have they learned?
What benefit have they derived?
How efficient the programmes are?
Education and learning

RANDOM LEARNING

INFORMAL LEARNING

- FORMAL EDUCATION
- NON-FORMAL EDUCATION

(Informal self-directed, family-directed and socially-directed learning)

(Informal learning in daily life and through the media and communications)
Defining the type of education

1. Intentionality
2. Organization
3. Institutional framework and location
4. Target population
5. Flexibility of teaching/learning methods
6. Full-time or part-time studies
7. Scheduled duration
8. Registration
9. Admission requirements
10. Hierarchical level-grade structure
NFE Monitoring Scope

All intentional and organized learning activities (with clearly defined location, target population, teaching-learning contents and methods, schedule and duration) that take place beyond the regular formal educational programmes in schools, universities and other educational institutions.

(Systematic NFE monitoring should monitor all organized programmes that have not been monitored through regular school statistics)

- Alternative programmes for children
- Adult literacy programmes
- Skill training programmes
- Etc.
Developing Systematic NFE Monitoring System
Successful NFE Monitoring responds to

- National goals/objectives
- Helpful to monitor at local as well as national level
- Helpful to provide information to develop plan and policies at national level as well as local level

- Simple
- Practical
- Useful
- Sustain

- Clear Indicators
- Clear guidelines
- Easy and practical questionnaire
- Generation of information in timely basis
Framework of NFE Programme Monitoring

Access and Participation
(provisions and services, learners involvement)

Quality and Efficiency
(Quality of delivery, performance of the programmes)

Management and Resources
(Resources and their delivery)

Policy relevant Data/Information Generation:
(learners involvement, Teachers, Materials, Finance, Challenges and Issues)

Improved Policies; Planning and management; Resource Allocation; Deployment; ETC.

Framework based on Education as service
NFE Data Areas

Agencies (Sponsoring, Organizing)

- Government (MoE, other line departments/ministries)
- NGOs/Civil Societies
- Industries/private sectors

NFE Programmes

Learners

Educators/Facilitators

Financial and material resources
Steps in Establishing a systematic monitoring for NFE programmes

Establishing a NFE-MIS System
Step 1: Identify government ministries, departments, agencies, NGOs, communities and private bodies that support and/or organize NFE
   (Mapping study – Directory of NFE Programmes)
Step 2: Determine the coverage, scope and outputs of the NFE-MIS, and development phases
   (Diagnostic study - Diagnostic report on NFE)
Step 3: Development of an appropriate model for NFEMIS (Pilot phase)
   - Identification of core indicators
   - Adaptation of NFE-MIS data collection tools and software
   - Identification of information channels and sources (primary and secondary)
   - Testing of data collection tools
   - Data collection
   - Data processing, output production

Step 4: Expansion of the suitable NFEMIS model
Step 5: Continuously upgrading the NFE-MIS and operations

NFE-MIS can be a module in Integrated EMIS OR standalone with features to link with National EMIS
Information Flow in NFE-MIS

Strong Mechanism with roles and Responsibilities

- Clear management and data flow
- Clear roles and responsibilities at different levels
- Data quality control
- Information generation based on the needs/requirements at different levels

Information flows down from the national level to all actors, but only flows up via formal channels. Not everybody has access to the same information.

Information can flow both ways between all levels of the non-formal education system. i.e. between CLC and national level, between separate CLCs, or between districts.
Establishing NFE-MIS- Case of Cambodia
Phases of Establishing NFE-MIS

Preparatory

- Form Team at national and sub national level
- Undertake Situation analysis (mapping)
- Action Plan

Implementation

- Development of Indicators
  - develop Questionnaire
  - Field Testing and Finalization
  - Data Collection and analysis

Delivery

- Report Preparation
  - Dissemination

Capacity Development and Awareness raising
Data collection and Outputs (Example of Cambodia)

**Tools**
- Questionnaire for Literacy
- Questionnaire for Post literacy (CLC/reading center/library)
- Questionnaire for Equivalency/Complimentary
- Questionnaire for Re-entry

**Areas (Key variables)**
- Programmes
- Learners (enrolled and completed)
- Teachers
- Implementing agency

**Breakdown**
- Locations
- Age
- Sex
- Types of programmes
- Types of organization
- Levels of programmes

**Outputs**
- Profiles of learners
- Profiles of programmes
- Annual progress report
- Profiles of teachers
- Profiles of providers
Coordinating the collection of NFE data

Agency based approach

Sponsoring or Organizing agency → National NFE database → Sponsoring or Organizing agency

Data collection standards

Data exchange standards

Sponsoring or organizing agencies may have their own MIS

NFE Centres/Programmes
Coordinating the collection of NFE data

Area based approach

Geographical Area

Coordination unit at that geographical area

Coordination unit may have its own MIS

National NFE database

Coordination unit at that geographical area

Geographical Area

Coordination unit at that geographical area

NFE Centres/Programmes
Coordinating the collection of NFE data

Mixed approach

Geographical Area

Coordination unit at that geographical area

National NFE database

Sponsoring or Organizing agency

Coordination unit at that geographical area

NFE Centres/Programmes
NFE-MIS : Content and Outputs

1. Lists of NFE programmes
2. Database of NFE centres and programmes
3. Database of sponsoring/ organizing agencies
4. Database of NFE Educators/ facilitators
5. Database of learners (past, now, potential)
6. Directories of NFE centres and sponsors
7. NFE monitoring and performance reports
8. NFE indicators
Issues and Challenges of Monitoring in NFE

- Lack of clear literacy and NFE framework
- Diverse programme, various stakeholders and range of learners
- In many countries the M&E system is still in its infancy
- The institutional arrangements are often not yet functioning and suffer from capacity problems
- Broad, inter-sectoral goals/policies require coordination and high-level endorsement (not only NFE Departments/MoE provides NFE, but many other sectors such as agriculture, health, labor etc. also provide variety of NFE programmes)
“Data is the new oil!” – Clive Humby, dunnhumby

“Data is the new oil? No: Data is the new soil.” – David McCandless

“You can have data without information, but you cannot have information without data.” – Daniel Keys Moran

Information is the key in developing effective policies and planning and also to track the progress

So, Let’s generate data for the effective monitoring of NFE and eventually the Education 2030
Questions & Clarification
Group Work

- In the context of SDG 4 goal and targets, What can we do in the following areas to ensure the availability of data on NFE (literacy, alternative learning, adult education etc.) to improve the coverage of education statistics?

  a) Advocacy
  
b) Management of database
  
c) Capacity development