

Non-Formal Education Management Information System (NFE-MIS)



Why should countries have a NFE-MIS?

Despite the global commitment to the much-cited 'expanded vision' of basic education which is moving beyond a focus on primary schooling systems occurring within the formal education sector, there is a clear absence of information available on Non-Formal Education (NFE). However, at the forefront of the collective commitment to systematically monitor progress towards EFA targets is the recognition of the critical need for the creation of a comprehensive picture as regards the performance of the entire education sector, which includes the non-formal sector.

Most countries have Educational Management Information Systems to monitor formal education, but only in rare cases do such systems exist for the non-formal sector. At the same time, countries are increasingly voicing the need for reliable information and data on this sector.

UNESCO has responded to this challenge by developing an easy-to-use methodology and database for setting-up a **Non-Formal Education Management Information System [NFE-MIS]**.

The NFE-MIS responds to the demand for a practical approach to NFE monitoring and evaluation which is adaptable to local contexts and information needs and can generate meaningful and reliable information and statistics for use by policy-makers and planners at both national and sub-national levels. This allows for informed decision making, better planning and delivery of NFE as well as for monitoring and evaluation of NFE development.

The NFE-MIS also aims at improving the coordination of NFE programmes among NFE actors by offering a map of NFE provision in the country.

The information available on NFE opportunities generated by the NFE-MIS can help raise interest and encourage participation in NFE programmes.

What is a NFE-MIS?

The NFE-MIS is a comprehensive system which brings together people, processes and technology to map, coordinate, and improve the delivery and management of NFE at sub-national level, by collecting, processing, and disseminating information on NFE providers, NFE programmes and courses, educators and learners. well as the findings of statistical analysis and the corresponding policy recommendations.



The NFE-MIS kit developed by UNESCO is comprised of:

A **Handbook** presenting the methodology for setting up a NFE-MIS with the following components:

- A framework for conceptualising NFE as a domain (categorisations of types of NFE activities, types of providers, types of target groups and age-groups);
- Guidelines for planning the NFE-MIS development process;
- Guidelines for undertaking a diagnostic study;
- Guidelines for the development of NFE indicators;
- Guidelines for data collection;
- Prototype data collection tools (questionnaires 1 to 7);
- Guidelines for data analysis;
- Guidelines for monitoring NFE-MIS development process;
- Detailed information on the NFE-MIS database structure;

A **capacity building strategy**, together with a full set of Training tools for each step of the NFE-MIS development process.

A **computerised database**, which can generate directories, summary and statistical tables.

A sub-national approach

The methodology advocates a bottom-up, sub-national level approach, which acknowledges that the development of NFE information systems is an incremental process and is based on a long-term vision of its replication in other regions/provinces/districts and the consolidation of all sub-national NFE-MIS at national level.



NFE-MIS Pilot countries

The methodology has been piloted in Tanzania, India and Cambodia since 2001 and has been expanded to Morocco and Jordan in 2005. Bangladesh, Niger and Senegal joined in 2006.

What information does the NFE-MIS produce?

These are examples of some of the questions NFE-MIS answers:

1. Who does what and where in the field of NFE?

Countries can obtain data on agencies that provide NFE in a particular sub-national location. This is baseline information on governmental departments and civil society organizations responsible for organizing and delivering NFE programmes.

- NFE-MIS can therefore produce a directory of NFE providing agencies.



2. How is NFE provided and what are its results?

Countries can obtain data on NFE programmes and courses provided in a particular sub-national location. This includes the following: baseline information on how an NFE programme is structured in terms of individual courses; descriptive information on individual courses (certification, timing and schedule, teaching/ learning methods, facilities, tuition); and statistical data on individual courses (number of enrolled learners and completers, income, expenditure).

- NFE-MIS can therefore produce a map of NFE programmes and courses, as well as summary and statistical tables for detailed data analysis.

3. Who are the educators in the field of NFE?

Countries can obtain data on individual educators' profiles (age, gender, languages spoken, qualifications, experience, remuneration).

- NFE-MIS can therefore produce a directory of educators, as well as summary reports for detailed data analysis.

4. Who participates in NFE?

Countries can obtain data on a sample of individual learners' profiles (age, gender, occupation, yearly income, languages, formal schooling history, NFE schooling history, expected use of skills acquired, intended transition into formal education).

- NFE-MIS can therefore produce summary reports for detailed data analysis as well as baseline information on a sample of learners that can be used for tracer and impact studies.

The results of the NFE-MIS are published in a comprehensive report containing the directories of NFE actors and activities, as well as the findings of statistical analysis and the corresponding policy recommendations.



The NFE-MIS Handbook is also available
in CD-ROM format.

**For more information regarding
the NFE-MIS please contact:**

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