Non-Formal Education (NFE) : key components of a policy framework and system for the recognition of NFE

International Meeting of Experts
Towards Policy Framework for Securing the Recognition, Regularization, and Certification of Non-formal Education
Creating Synergies between Formal and Non-formal Settings in the Arab States

Beirut, 27/28/29 January 2016
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
Thailand/Lao PDR/Indonesia

School Aged Children

Primary Education
5-6 years

Lower Secondary
3-4 years

Higher Secondary
2-3 years

Out of School Children/Youth/Adult

Primary
2 years

Lower Secondary
2 years

Higher Secondary
2-3 years

NFE Equivalency Programme

ONFEC Assessment

Job !!

Drop out

Green arrows indicate educational pathways, while red arrows indicate dropout pathways.
Policy recommendations

1. **Legal foundations** and Specific Unit/Dept/Bureau

2. **Standardize** and regularize NFE (Clarify terms and concepts)

3. Make recognition of NFE an integral part of formal education and training (**Equivalency**)

4. **Design flexible curricula** while maintaining standards

5. Use both **summative and formative assessment** (**formal** and less formalized methods of assessment)

6. Certifications, **National Qualification Framework** (**Acceptance** and currency of all actors)

7. **Structure of Delivery Mechanism and Capacity Dev**

8. **Open M&E system**
1. Legal foundations

- **Legislation** improves the likelihood that NFE will be recognised in formal education and training systems from all stakeholders across a number of sectors. It also bolsters efforts to garner support for recognition processes. Legislation acts are important if countries are to draw on both public and private investment in the development of new qualifications and competency systems.

- A **law** always receives wider acceptance if it follows some sort of consensus among key stakeholders. Legal foundations for recognizing NFE should have clearly defined roles and responsibilities in the development of a coordinated national structure to oversee the design, implementation and quality assurance of the NFE recognition system.

- Move from projects and ad hoc non-formal education programmes to a coherent policy framework and system for recognizing, regularizing, accrediting and certifying non-formal education programmes as well as recognizing all forms of prior learning, competencies and work experience of individuals.
2. Standardizing and regularizing NFE

- Curriculum Framework
- Text books
- Period/Duration
- Pedagogies
- Qualification of Teachers
- Venues
- Admission
- Assessments
- M&E
3. Make recognition of NFE an integral part of the formal education and training (Equivalency)

- Create synergies and build bridges between formal, non-formal and informal setting at all levels of the educational system and not only at the level of primary or basic level programmes.

- Acknowledge the value of non-formal education programmes at par with formal education programmes.

- Countries need to develop certification for non-formal education programmes which are of the same type or of the same value as certification in the formal general and vocational education programmes.

- Equivalence is usually used to give equal value to a level of the competencies a learner obtained in NFE and training and those gained in the formal education system.

- However, equivalencies become easier to establish when they are expressed in terms of equivalent outcomes of formal, non-formal and informal learning rather than in terms of inputs in education and training. Furthermore, these outcomes need to be incorporated in the national references, standards or NQFs through a shared understanding of learning outcomes.’(UIL, 2012, p.4).

- At the level of education system and the challenge of establishing a system for the recognition of NFE lies in supplementing the mainstream education system by recognizing NFE.
Thailand/Lao PDR/Indonesia

- **Primary Education**
  - 6 years
  - Drop out
  - University
- **Lower Secondary**
  - 3 years
  - Drop out
  - Higher Secondary
  - 3 years
  - Drop out
- **Higher Secondary**
  - 2 years
  - NFE Equivalency Programme
  - Job !!
  - ONFEC Assessment
  - Primary
  - 2 years
  - Lower Secondary
  - 2 years
  - Primary Education
  - 6 years

School Aged Children
Out of School Children/Youth/Adult
4. Designing flexible curricula while maintaining standards

- Flexible curricula can be designed. National authorities with the help of employers and educational providers can design **flexible curriculum** of NFE, while at the same time maintaining standards. In such a way that it is linked to work experience of the refugees at the workplace. In this way recognition can be given to the prior vocational competencies of the refugees leading to an upper-secondary diploma in a shorter time.

- **Curriculum development** should emphasize both occupational standards and academic standards. It should address economic, social and individual goals.

- It is important to ensure that the **certificate given through NFE** has acceptance/currency of the formal education and training system as well as in the labour market in the countries of origin and the host countries and also internationally.
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5. Use both summative and formative assessment (formal and less formalized methods)

Assessment can be summative or formative

- **Summative assessment** is that which is completed against a standard (learning outcomes-based in qualifications, in curricula, or in occupational standards). Assessments are summative, where the end point is a qualification, certificate, degree and diploma.

- The purpose of **formative assessment** is to gather information about the individual in order to:
  - identify interests and goals;
  - clarify strengths and weaknesses;
  - determine future education and work goals
  - personal development;
  - active role in professional and voluntary work, further learning.

Combining formal and less formalized methods of assessment

- The **less formalized methods** include:
  - Interviews
  - Evidence collection
  - Passport
  - Self-assessment
  - Preparation of individual Plans
  - Evaluation of credentials and qualifications
  - Observation/demonstration
Make prior education of refugees visible

- The prior education and degrees and certificates of refugees need to be made visible through guidance and counselling, information, identification, documentation for placement and equivalence with the certificates, degrees and diplomas in the host countries;

- If necessary, bridge courses or supplementary courses need to be provided to compensate for the gaps.
6. Certification, NQF and Acceptance and currency of all actors

- Countries need to develop certification for non-formal education programmes which are of the same type or of the same value as certification in the formal general and vocational education programmes, and Certification.

- Give individuals a clear explanation of how any certification that is included in the formal certification system can be acquired through non-formal education.

- Policy frameworks for recognizing and regularizing NFE will need have the acceptance and currency of all actors - the national authorities and sectoral agencies, international and local NGOs and donors and refugees themselves.

- Ensure that the certificate given through NFE has acceptance/currency of the formal education and training system as well as in the labour market in the countries of origin and the host16 countries and also internationally.
7. Structure of Delivery Mechanism, Capacity Development and Coordination of all actors

Various Level:

National, Provincial, District, Village

Roles and Capacity Development:

Official of various levels, guiders/ facilitators, assessors, teachers, community people, external support (NGOs, CBO) in NFE defined and contextualized
8. Open M&E System

- Input Information
- Process Indicators
- Outcome Indicators