MODULE-6 EVALUATION IN NON-FORMAL EDUCATION

6.0 Learning Objectives

6.1 Meaning of Evaluation

6.2 Evaluation in Non-formal Education

6.3 Indicators of Evaluation in Non-Formal Education

6.4 Methods of Evaluation in Non-Formal Education

6.5 Problems of Evaluation in Non-Formal Education

6.6 Let’s Sum Up
6.0 LEARNING OBJECTIVES

After going through this module, you will be able to:

- Define the meaning of evaluation in Non-Formal Education.
- Describe the indicators and methods of evaluation in Non-Formal Education.
- Explain the problems of evaluation in Non-Formal Education.

Dear friends, you have studied in previous modules about how to plan the programme, which techniques or methods can be used. Now let’s see how to evaluate these techniques or method for Non-Formal Education programme.

6.1 MEANING OF EVALUATION

Evaluation is the comparison of actual project impacts against the agreed strategic plans. It looks at what you set out to do, what you have accomplished, and how you have accomplished it. It can be formative (taking place during the life of a project or organisation, with the intention of improving the strategy or way of functioning of the project or organisation). It can also be summative (drawing learnings from a completed project or an organisation that is no longer functioning).

Formative evaluations involve systematic collection of information to aid decision making during the planning or implementation stages of a programme. They are generally process oriented. Formative evaluation is also sometimes referred to as context evaluation, needs assessment or diagnostic research. They usually involve staff which is directly responsible for the activity and may also involve external evaluators to bring new approaches or perspectives.

Summative evaluations are usually carried out as a programme is ending or after completion of a programme in order to "sum up" the achievements, impact and lessons learned. They are useful for planning follow-up activities or related future programmes.

Trochim & William (2002) “Evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object.”

Alkin (1990) “The term evaluation refers to the activity of systematically collecting, analyzing and reporting information that can then be used to change attitudes or to improve the operation of a project or programme. The word systematic stipulates that evaluation must be planned.”
Let's see how evaluation in Non-Formal Education is different from formal education.

6.2 EVALUATION IN NON-FORMAL EDUCATION

There are set theories and objectives for evaluation in the formal system of education. Though NFE is said to be supplementary to formal education, at the primary stage its aims, objectives and structure differ. It cannot adopt the same evaluation system like formal education; it has to be done according to different criteria. There is greater flexibility in NFE regarding attendance, curricula and learning experiences. Evaluation leads to an assessment of what was covered or achieved. It helps to identify shortcomings (faults or weakness) and helps to plan better for the future. If things are not properly evaluated, the programmes are likely to fail.

Let us understand which indicators could be used to evaluate the Non-Formal Education

6.3 INDICATORS OF EVALUATION IN NON-FORMAL EDUCATION

1. Attendance Record
2. Cost Effectiveness
3. Use of Knowledge & Ability Acquired
4. Budget Utilization
5. Reaction of the Learners
6. Reaction of Instructors
1. Attendance Record (IN POP UP)

Care has to be taken to see that attendance records are correctly maintained for meeting the targets. Overall attendance of learners is a significant indication of the keenness (want something) of learners to learn/accomplish learning.

2. Cost Effectiveness

Cost-effectiveness of the project, in terms of input-output ratio can be worked out to evaluate the programme. The expenses involved in setting up the infrastructure, acquiring materials and transportation may prove to be a measure of the actual benefits of the NFE programme.

3. Use of Knowledge & Ability Acquired

Actual use of knowledge and abilities acquired through NFE classes can be observed through home-visits and record of the work of the participants. There are three levels through which use of knowledge and ability is acquired:

- **Personal Development**, like being able to do one’s own work involving reading, writing and simple arithmetic, fluency in conversation, cooking one’s own meals or making one’s own clothes.
- **Competency** in doing similar work for the family and neighbors including reading and writing letters for them, arranging family and community functions, family, planning camps and campaigns for clean environment.
- **Increased employment opportunities** for men and women, provided through better education in a non-formal way. Using skills learned through NFE, even self-employment, is a measure of the success of NFE. For evaluation, all these will need to be actually verified.

4. Budget Utilization

Major utilization of grants, loans, subsidies and other facilities provided by government, maintaining records of receipts and expenditure, finding out resources, spending for the specified purposes and avoiding wastage or leakage are all various aspects which come under evaluation.

5. Reaction of the Learners

Evaluation of the reaction of each learners become a yardstick (in order to judge how good or successful it Is) to measure the success of the programme. The reaction of the learners can be measured through questionnaires and checklists which can be administered in groups or individually, separately for the educated. The scales with more than two points can be used to show the levels of gains in terms of knowledge, abilities and recreational activities. Reaction can be in terms of -

- Delight
- Relief from boredom
- Increased desire for knowledge
- Increased sense of fulfillment
• Increased self-confidence
• Elimination of negative attitudes
• Development of betterment of skills
• Better personal norms
• Community practices
• Better vocational and occupational opportunities

6. Reaction of Instructors

The reaction of the instructor can be in the form of a report on satisfaction regarding the impact of non-formal education on learners. Assessment could also contain opinion, difficulties, and suggestions. As a part of evaluation, the non-formal instructor can be rated by his supervisor with the help of various rating scale.

Till now we all are aware of written tests, examinations, viva assignments through which marks and grade are given. In Non-formal education the evaluation is done in different manner. Let us find out where the difference lies.

6.4 METHODS OF EVALUATION IN NON-FORMAL EDUCATION

Although indicators identify whether evaluation criteria are met. They do not specify how indicator data will be collected. You have to decide which evaluation methods to use.

For example, if we are interested in knowing whether a community campaign was successful in influencing how community members view their relationship with the environment, we may select attitudes towards recycling as the indicator of change. But how can we measure attitudes towards the environment? Could we use a questionnaire? Might observation be appropriate? What other methods could we use? These and many other queries need consideration. The methods which can be used for evaluation in Non-Formal Education are:

1. Interview
2. Focus Group Discussion
3. Survey
4. Observation
5. Test

1. Interview

Active interchanges between two people either face to face or via technology (e.g., telephone, email). Interviews are best used when in-depth information or a variety of perspectives about a topic, experience, or service are desired. Often, interviews are selected when the issues is complex. Broad, open-ended questions can be asked.

Purpose
To fully understand someone's impressions, experiences, or learn more about their answers to questionnaires.
Advantages

- Can be a very useful way to build rapport with audience/participants.
- Can ask sensitive questions that require confidentiality
- Open-ended questions and a reduced amount of structure allow for new (unplanned for) information to be gathered
- Interviewer can ask for more information than people would want to write in a survey
- Respondents can use their own words to answer questions

Disadvantages

- Bias due to data collector’s interest and interpretations is likely
- Discussion can wander from purpose of interview — results may not be focused
- Unskilled interviewers may gather poor data
- Open-ended responses can be difficult to organize and analyze

2. Focus Group Discussion

Focus groups, like interviews, are best used when a variety of perspectives about a topic, experience, or service are desired. Focus groups are best used when topics are narrow or individuals have a limited amount of information about the topic to share— that is, the discussion is focused. A rule of thumb is that focus groups are best used when any one participant could only talk about the topic for ten minutes.

Purpose
To explore a topic in depth through group discussion

Advantages

- Input can come from wide range of people and perspectives
- Participation may have positive public relations impacts
- Can clarify different points of view
- Can really provide a good indication of the root of a problem

Disadvantages

- One participant may influence attitudes and opinions of others
- Small sample size

3. Survey

Surveys allow for systematic and standardized collection of data that can be generalized. Surveys are appropriate when self reported data about knowledge, attitudes, skills, and behaviors are desired. Because of their format, surveys can be administered to a large number of people individually (e.g., in person, email, mail) or in groups (e.g., participants in a workshop). In addition, they are particularly useful when potential respondents are dispersed (go away in different direction) geographically.
When evaluators have a good idea of the types of responses expected, surveys offer an efficient method of collecting information.

**Purpose**
To obtain a lot of information quickly and easy from people in a non-threatening way.

**Advantages**
- It is time-effective for use with geographically dispersed or large sample
- Can provide opportunity for expression without fear of embarrassment
- Can be designed to be relatively bias-free
- Can gather qualitative and quantitative data
- Is easily adaptable to a wide variety of environments

**Disadvantages**
- Requires significant time and high level of expertise to develop valid surveys
- Low return rates for some survey formats (e.g., phone, mail) can skew data
- Language or vocabulary may be an issue
- People may hurry through answers without thinking about them

**4. Observation**
Observation allows evaluators to document behavior. When evaluators want to know how people behave (e.g., demonstration of skills, recycling, fishing) or the results of specific behavior (e.g., diversity of plants), observation should be used. Actual behavior (or the results of the behavior) is documented, not what people say they do or are planning on doing.

**Purpose**
To gather accurate information about how a project actually operates, particularly about processes.

**Advantages**
- Generates data about actual behavior, not reported behavior
- Can see project in action
- Can provide good in-depth data
- An astute(able to understand situation or behavior) observer can recognize interaction problems not easily described by participants

**Disadvantages**
- Data can be skewed by observer’s biases
- If people know they are being observed, they may act differently than usual
- Usually time intensive
- Information can be difficult to interpret
6. Test

Tests are used when evaluators want to assess the audience's level of knowledge or skills. Tests measure a point in time; they cannot predict future or past performance.

**Purpose**

To determine the audience’s current state of knowledge or skill regarding the issue.

**Advantages**

- Helps identify level of knowledge or skill
- Results are easily quantified
- Individual performances can be easily compared
- Helps determine if intervention has made a difference in knowledge or skill level

**Disadvantages**

- Validity issues – does it test the appropriate knowledge and skills
- Results can be influenced by attitudes
- Language or vocabulary can be an issue
- People can be very concerned with how test results will be utilized (especially adults)

*Friends, do you know problems that are likely would arise when we actually evaluate Non-Formal Education?*

6.5 PROBLEMS OF EVALUATION IN NON-FORMAL EDUCATION

- The Non-Formal Education programme lacks a scientific and critical method of evaluation
- Progress reports of Non-Formal Education programme are not available
- Irregular attendance of women creates problems in evaluation of the programmes
- Lack of time for evaluation
- Sometimes the size of the class is too big to evaluate learners individually
- Conventional methods of evaluation like tests and examination does not work for evaluating the Non-Formal Education programme
- The evaluation team does not have training as to how to evaluate the programme and how to write evaluation reports
- It is difficult to collect highly scientific and objective oriented data to take suitable measures to modify and improve objectives, policies and methodologies to conduct programme successfully
- Immediate results cannot be found out like the examination of formal system
- Regular follow up programme is necessary
- Negative attitude of people makes evaluation of Non-Formal Education programme difficult
6.6 LET’S SUM UP

- The word evaluation refers to the systematic acquisition and assessment of information to provide useful feedback about some object.
- Indicators of evaluation are attendance record, cost effectiveness, use of knowledge, ability acquired, budget utilization, reaction of learners and reaction of instructors.
- Systematic evaluation enables one to determine the effectiveness of any programme. Information obtained through evaluation shows weakness or strength of a programme and helps to readjust a programme when necessary.
- The methods of evaluation suited to non-formal situation are preferred over the rigid and formal evaluation methods.