

# NFE-MIS Handbook

## Developing a Sub-National Non-Formal Education Management Information System



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## Foreword

In April 2000, at the World Education Forum held in Dakar, the international community made a collective commitment to the attainment of Education for All (EFA) goals. These targets reflect the growing recognition that non-formal education (NFE) is no longer the peripheral domain of education for 'marginalised' groups. Rather, NFE provides alternative learning opportunities for the vast majority of children, youth and adults in the developing world who do not have access to formal schooling. As well as ensuring that all children, particularly girls, have access to and complete free compulsory primary education of good quality, EFA goals also include the expansion and improvement of early childhood care and education, learning and life-skills programmes, and basic and continuing education for all adults.

It has long been acknowledged that timely and reliable data are essential for relevant education policy and planning. The governments, organisations, agencies, groups and associations represented at Dakar pledged to 'systematically monitor progress towards EFA goals and strategies at the national, regional and international levels'. NFE is, however, an area plagued by enormous information gaps.

Thus, within the Dakar Framework for Action, UNESCO's Section for Literacy and Non-Formal Education, Division of Basic Education, in close collaboration with the UNESCO Institute for Statistics, has taken a first step towards assisting countries to build a sound information base for NFE for systematic monitoring and planning.

The result of this work is an easy-to-use methodology for setting up a Non-Formal Education Management Information System (NFE-MIS). This includes a conceptual framework for NFE, prototype data collection tools, and guidelines for the development of NFE indicators as well as for data analysis. The methodology is presented in this Handbook using a practical, step-by-step approach. A corresponding software for producing a computerised NFE database has also been developed. While the Handbook provides a comprehensive prototype conceptual framework and prototype data collection tools, emphasis is put on the need to adapt the methodology to the national context. Guidelines and practical tools are provided for the adaptation process, as well as for capacity building.

The NFE-MIS Handbook does not intend to prescribe a fixed definition or concept of NFE. This is because the concept of NFE is context-specific and must be defined by each country. Therefore, the Handbook proposes a comprehensive and flexible prototype conceptual framework, which can be adapted and used by countries as a guideline to reach a consensus on a national standardized classification of NFE categories for systematic monitoring and evaluation of NFE.

A Non-Formal Education Management Information System (NFE-MIS) serves several purposes:

At the national level, the NFE-MIS aims at providing policy-makers and planners with reliable, relevant and timely data to allow for informed decision making, better planning and delivery of NFE as well as for monitoring and evaluation of the development of NFE. NFE data and statistics also play an important information role with respect to the diversified organising institutions, researchers, participants and the general public. The NFE-MIS aims at providing information for NFE programme providers such as governmental bodies, Non Governmental Organisations,

Community Based Organisations and local education offices, so as to better monitor, manage and evaluate their activities. NFE data can also assist in mobilising and co-ordinating efforts to organise or support specific NFE activities, and in linking NFE institutions and programmes together using networks for sharing resources and experiences. Thus, the objective is to improve the co-ordination of existing NFE programmes between NFE providers and managers. The NFE-MIS also provides baseline information about learners that is useful for studies on the way their acquired knowledge and skills are used, and on the impact they have on their quality of life. Finally, when widely disseminated to the general public and potential learners, the information available on NFE opportunities generated by the NFE-MIS can help to raise interest and encourage participation in NFE programmes.

The present 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-MISs at national level. In time, national information bases for NFE may be integrated into regional pools of information, thus contributing to, as stated in the Dakar Framework for Action, that 'measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills'.

It is hoped that the methodology presented in this Handbook will assist policy makers, planners and programme managers to build a sustainable, relevant and reliable information base for NFE for systematic monitoring and planning with the ultimate goal of improving access to, and the quality of, non-formal education, thus contributing to the achievement of EFA.



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This Handbook is the result of an action-research project undertaken in Shinyanga District, United Republic of Tanzania, which was carried out between September 2000 and January 2001 and subsequent pilot work undertaken in Cambodia and India from 2001 to 2005. It builds on previous work undertaken by the UNESCO Division of Statistics. The present guidelines adapt and elaborate many of the methodologies presented in the Draft Manual for Statistics on Non-formal Education (Division of Statistics, UNESCO, 1996), based on the results of the field-work undertaken.

The methodology presented in the Handbook has been developed by Dr. Criana Connal, consultant, under the supervision of the Section for Literacy and Non-Formal Education, Division of Basic Education of UNESCO in collaboration with the Institute for Statistics. Particular thanks are extended to her for her excellent work, perseverance and dedication to working on an uncharted and challenging domain.

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The methodology we propose in this Handbook has been developed based on earlier work undertaken in this area, pilot country experiences and numerous contributions from experts. New experiences will be made as the handbook will be used by an increasing number of countries. We would like to invite the users of this Handbook to communicate any suggestions for improvement to the editors.

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## Glossary

**Action plan.** An operational plan which is designed at national and sub-national levels on the basis of the national strategic work plan. It identifies the specific activities, responsible persons, expected outputs, required resources, costs and time schedule that relate to the NFE-MIS development. The action plan is also referred to as an operational plan.

**Agency.** An organisation or body engaged in the planning, delivery or budget management of a NFE programme. NFE agencies include, among others, government bodies, Non Governmental Organisations (NGOs), Community Based Organisations (CBOs), public and private organisations, religious bodies and international development agencies. Agencies are also referred to as providers.

**Basic Education.** Education intended to meet basic learning needs as defined in the World Declaration on Education for All. It includes instruction at the first or foundation level, on which subsequent learning can be based. It thus comprises both formal schooling (primary and sometimes lower secondary) as well as a wide variety of non-formal and informal public and private educational activities offered to meet the defined basic learning needs of groups of people of all ages.

**Basic learning needs.** Needs comprising both essential learning tools (such as literacy, oral expression, numeracy and problem-solving) and the basic learning contents (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures and inevitably, changes with the passage of time. (UNESCO. 2000. *World Declaration on Education for All*. New York: UNESCO).

**Basic Skills.** Skills referring to a broad range of competencies individuals need to function effectively in daily life and the workplace, in order to contribute to their personal and community development.

**Capacity building.** Training aimed at developing the skills, knowledge and resources of individuals or groups to enhance their ability for growth, development and accomplishment. In view of this the Handbook is accompanied by a series of training tools to enhance the NFE stakeholders' ability to understand, plan and implement a NFE-MIS.

**Civil society.** A sector of society beside the State, embracing institutions, groups and associations (either structured or informal), which may act as mediator between citizens and public authorities.

**Community development.** Community development is the body of activities, principles and methods directed towards improving the material and social welfare of a community, which also aims at stimulating the community to take interest in and responsibility for its own development. The community is defined in this context as the inhabitants of a limited urban or rural locality, sharing a sense of group identity and a body of common interests.

**Conceptual framework.** In the context of this Handbook, and with a view to describing NFE, a conceptual framework for NFE comprises the following four categorisations: types of NFE activities, types of NFE providers, types of NFE target groups, and age groups, for which a number of core categories are identified.

**Consultative meeting.** Type of meeting usually conducted at the national level at the beginning of the NFE-MIS development process. It is a meeting to raise awareness of the contents, scope and potential of a NFE-MIS and to kick-start the NFE-MIS development process.

**Contact hour.** Hour of instruction or instructional activity the learner receives within a given NFE course, during which he/she is 'in contact' with the educator/facilitator.

**Contact list.** An inventory of government departments and registered NGOs, voluntary bodies, professional associations, and educational institutions, and any other agency engaged in the organisation, delivery or financial management of NFE programmes. This contact list is to be used for the Diagnostic Study and Data Collection.

**Co-provider.** Provides support to the main provider/agency with regards to organising and delivering a NFE programme.

**Core category.** The NFE conceptual framework defines four NFE categorisations: Types of NFE activities, types of NFE providers, types of target groups and target age groups. For each of these four categorisations, there are a number of **core NFE categories**. Core categories are common to various country contexts and across different geographic locations in a single country; they make it possible to create *standards* to describe and measure the complex domain of NFE. For example, the core NFE categories of types of NFE activities are: 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; and Cultural/Traditional Education.

**Course.** A course is a planned series of learning experiences in a particular range of subject matters or skills offered by an institution and undertaken by one or more learners. (UNESCO, 1996b. *Manual for Statistics on Non-formal Education* (unpub.).)

**Cross-sectoral.** Indicates that a service, initiative or issue is addressed by more than one development sector. NFE, for example, is planned and provided by diverse governmental and non-governmental agencies from different sectors.

**Cycle.** Series of sequences of a given duration, repeated in the same way. In this Handbook, we refer to data collection cycles. There are two main data collection cycles: Cycle 1, during which data on providers and their programmes are collected. This corresponds to the '*mapping stage*' and Cycle 2, during which data on identification of a single course and on completion of the respective course, as well as on educators and on learners are collected. This is the '*monitoring stage*'.

**Database.** An organised computerised system, which allows one to enter, store and process data as well as to produce data outputs/tables. The NFE-MIS core database contains four sub-databases: namely NFE Providers; NFE programmes and NFE courses; educators; and learners.

**Diagnostic study.** Study aimed at examining the following five subject matters: national policy framework for NFE; the national conceptual framework for NFE; information needs on NFE; existing data and data sources and existing information systems at the sub-national level; and the relevance of data items in the prototype questionnaires.

**Distance education.** An educational process in which a large proportion of the teaching is conducted by an educator removed in space and/or time from the learner. Distance Education adopts a variety of forms, according to the choice of media, methods and organisational approaches. The original, and still most widespread form, is correspondence education. Print is used as the dominant learning material, with the usual medium of communication being by correspondence. Other forms are radio schools, educational television, telephone teaching, audio and video conferences, and computer-mediated communication. Very often the chosen media that bridge the distance are combined with face to face interaction in working groups, seminars or lectures.



**Educator.** A pedagogue, a person trained in teaching. An educator guides and directs learners in the learning process. He/she can be employed full time or part time, in a paid or a voluntary capacity.

**Education Management Information System (EMIS).** 'An organised group of information and documentation services that collects, stores, processes, analyses and disseminates information for educational planning and management. ...The main purpose of an EMIS is to integrate information related to the management of educational activities, and to make it available in comprehensive yet succinct ways to a variety of users' (UNESCO. 1998. *Educational Management Information System*. Training Package. Bangkok: UNESCO).

**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.

**Formal education.** Education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous 'ladder' of full-time education for children and young people, generally beginning at age five to seven and continuing up to 20 or 25 years old.(UNESCO. 1997a. *International Standard Classification of Education (ISCED)*. Paris: UNESCO).

**Functional literate/illiterate.** A person is functionally literate/illiterate who can/cannot engage in all those activities in which literacy is required for effective functioning in his/her group and community and also for enabling him/her to continue to use reading, writing and calculation for his/her own and the community's development. (Based on UNESCO's 1978 definition).

**Income generation training.** Training in income-generating productive and service skills and trades, also referred to as livelihood training, with the aim to increase 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.

**Indicator.** An indicator is synthesised and analysable information, presented in terms of a measurable value (such as a ratio, rate, percentage etc). It can be used to describe how an education system functions and performs.

**Life skills training.** Specific programmes and activities organised 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).

**Literacy.** Organised primarily to impart the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, develop their knowledge and potentials, and participate fully in the community and wider society. (UNESCO International Expert Meeting on Literacy Assessment, Paris, June 2003).

**Literate/Illiterate.** The term refers to a person who can/cannot read and write with understanding a simple statement related to his/her everyday life. (Based on UNESCO's 1958 definition and the EFA Global Monitoring Report 2006).

**Mapping.** The term 'mapping' used in this Handbook refers to locating or identifying the agencies providing NFE activities; NFE programmes and courses provided in a given area; educators operating in a given area including their specialisations; as well as learners who have been sampled. The result is a list or 'map' of all of the above.

**Monitoring.** 'The process of tracking and verifying, on an ongoing basis, a number of pre-selected, well-defined outputs and results, together with the processes through which those results have been obtained, with the aim of securing current, valid and relevant information on work in progress'. (JIU. 1998. *More Coherence for Enhanced Oversight in the United Nations System*. (JIU/REP/98/2) Geneva: JIU.).

**Non-formal education.** Any organised and sustained educational activities that do not correspond exactly to the definition of formal education [see p.vii]. Non-formal education may therefore take place within and outside educational institutions, and cater to persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out-of-school children, work skills, and general culture. Non-formal education programmes do not necessarily follow the 'ladder' system and may have different duration. (UNESCO. 1997a. *International Standard Classification of Education (ISCED)*. Paris: UNESCO).

**Non-formal Education Management Information System (NFE-MIS).** A system that has been specifically conceived for the information management of Non-Formal Education and which collects, stores, processes, analyses and disseminates data and information on NFE for the planning and management of NFE. It consists of the following components: a conceptual framework and methodologies for mapping and monitoring NFE, prototype data collection tools; a computerised database, and a dissemination strategy which ensures a two-way information flows between NFE stakeholders.

**NFE-MIS development process.** A process which can be divided into three distinctive phases, namely pre-planning, planning and implementation. These phases include the setting up of national and sub-national NFE-MIS teams, development of an action plan, undertaking a diagnostic study, developing NFE indicators, adapting the prototype data collection tools to the local context and local needs, undertaking data collection, producing data outputs, analysing outputs and producing and disseminating a comprehensive NFE-MIS report. This goes hand-in hand with intensive national capacity building.

**NFE-MIS national Team.** NFE-MIS implementation team established at the national level, in the beginning of the NFE-MIS development process. At the *national level*, the NFE-MIS team is located within the education sector, usually within the government department responsible for NFE. This team should include representatives of the main stakeholders in NFE at national level (i.e. officials from other sectors dealing with NFE, educational statisticians, as well as representatives from civil society operating at the national level). The national NFE-MIS Team is responsible for the overall management of the NFE-MIS development and implementation.

**NFE-MIS sub-national Team.** NFE-MIS implementation team established at the sub-national level where the NFE-MIS will be set up. The *sub-national* NFE-MIS team, located within the sub-national department responsible for NFE, should also include officials from other NFE-related sub-national departments, as well as representatives from civil society and local governments. The sub-national NFE-MIS team is responsible for the setting up of an operational sub-national NFE-MIS.

**Out-of-school children.** Those children in the official school-age group who do not have access to formal schooling.

**Phase.** The Handbook refers to two development phases in the NFE-MIS development process. During the first phase, the NFE-MIS is piloted and set up in one or more sub-national sites. During Phase 2 the sub-national pilot NFE-MIS is replicated in other sub-national sites, or in a nation-wide initiative to cover all districts in, for example, your country.

**Post-literacy.** A set of measures and actions designed to enable the new literate to permanently reinvest the knowledge and skills acquired in his or her personal, family and community environment to face personal or professional problems, to exceed them and to make a commitment, by new acquisitions, to go on to a later stage and, through further acquisitions, to join in a continuing process of life-long learning.

**Programme.** Selection of one or more NFE courses that combine to achieve a defined learning objective (UNESCO. 1996b. *Manual for Statistics on Non-Formal Education*. (unpub.).

**Prototype.** Original or standard version of a product used as a model. The Handbook introduces a prototype conceptual framework for NFE and prototype questionnaires for data collection. These have to be adapted to the national or sub-national context and needs.

**Provider.** An agency engaged in planning, delivering or managing the budget of a NFE programme. NFE providers include government bodies, NGOs, CBOs, religious bodies, public and private enterprises, international organisations, etc.

**School drop-outs.** Children and youth who have failed to complete the formal school cycle.

**Self-assessment questionnaire.** A tool or method with which to monitor and evaluate the NFE-MIS development process. The Handbook contains 5 such questionnaires that are to be administered after each respective stage of the NFE-MIS development process.

**Skill or 'competence'.** Ability to develop capacities to perform physical or mental tasks, by applying knowledge and know-how in a normal and/or changing situation.

**Sponsor.** Gives the NFE provider in-cash or in-kind support but is not directly involved in the day-to-day planning, delivery, and management of the NFE programme.

**Strategic work plan.** A planning document developed at the national level that covers the three main stages of the NFE-MIS development process (pre-planning, planning and implementation - see definition of NFE-MIS development process above).

**Target groups.** The intended or envisioned audience of a NFE programme or course. Members of a target group share similar attributes, for example in terms of age, gender, location, or levels of literacy.

**Tool-Kit.** Part of the NFE MIS Handbook. Designed as a capacity building programme, it contains a series of individual training tools giving guidance in the process of producing a NFE-MIS.

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## Rationale and Purpose of the Handbook

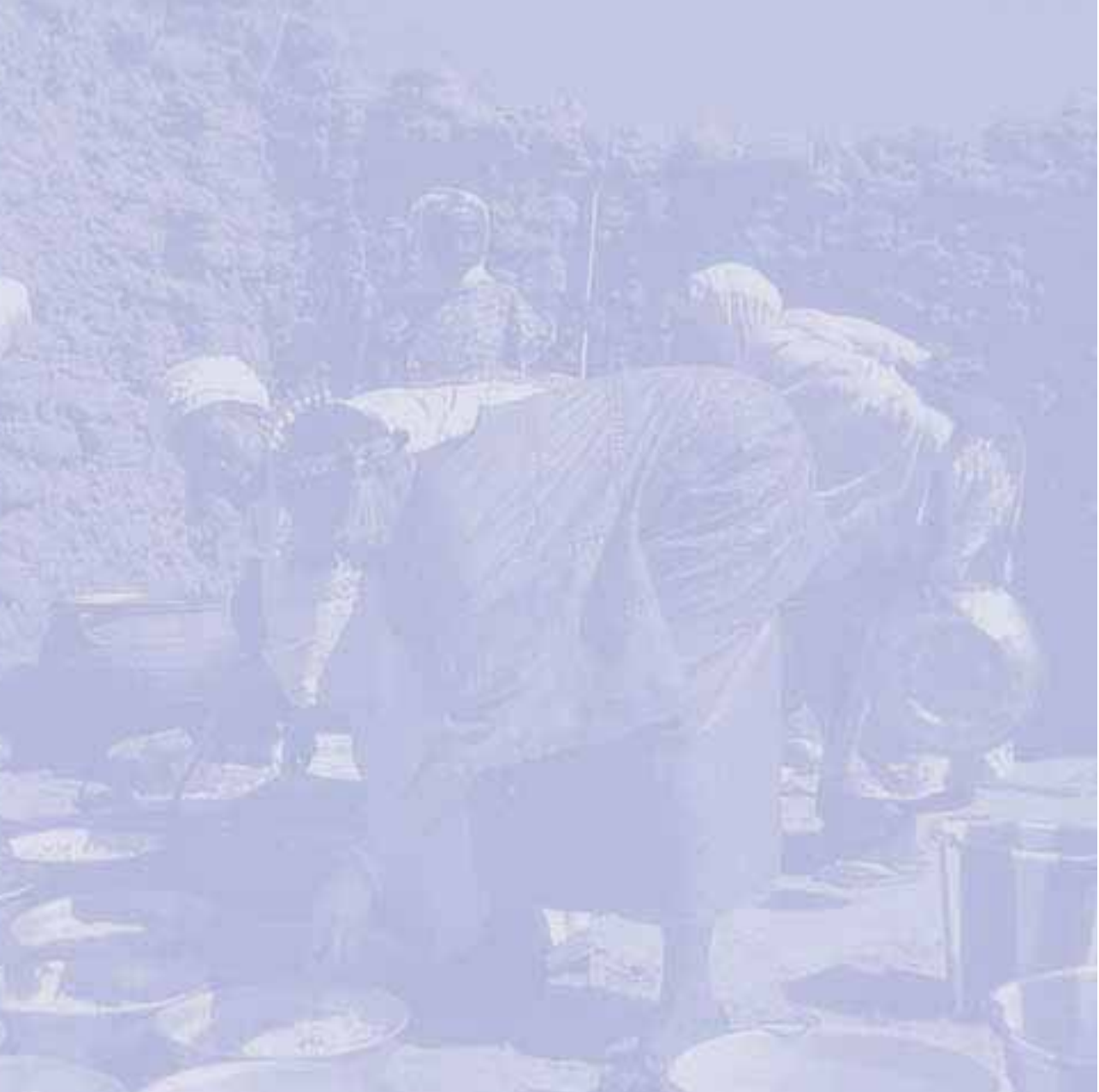
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*rationalle and purpose*



## 1. Rationale for the Handbook

The wide scope of basic learning needs has long been recognised. The 'expanded vision' of basic education, which moves beyond a focus on formal schooling, was introduced by the World Declaration of Education for All (EFA) in 1990. The EFA goals were established in 1990, at Jomtien, and the six revised goals set by the Dakar Framework for Action, are based on this vision.

Today, 771 million adults are illiterate<sup>1</sup> and approximately 100 million children<sup>2</sup> are out of school. Large numbers of those who enrol drop out before adequate literacy skills have been attained. Many young people complete school without adequate literacy competencies. They need the basic skills in reading, writing, numeracy and Information and Communication Technologies (ICT) to have access to information regarding health, environment, education and the world of work, and, most importantly, to learn-to-learn throughout life. The Dakar Framework of Action seeks to address this situation:

### The six goals of the Dakar Framework for Action

- (i) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- (ii) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- (iii) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;
- (iv) Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- (v) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- (vi) Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

These goals do not specifically refer to the domain of '**Non-Formal Education**' (NFE) as such, but nevertheless NFE is at the heart of the EFA challenge.

The magnitude of the EFA challenge implies that, in addition to seeking to assure that all primary school-age children have access to schooling, more efforts are needed to develop adult and non-formal education, so as to reach those children, youth and adults whose learning needs may not be adequately addressed by conventional or formal education [...]  
It is impossible to achieve EFA goals and targets without reinforcing the non-formal education system, especially in poor countries.<sup>3</sup>

When examining the Dakar Goals more closely, the relevance of NFE for achieving them becomes clear:

<sup>1</sup> UNESCO Institute for Statistics (UIS). August 2005.

<sup>2</sup> UNESCO Institutes for Statistics (UIS), data concerning school-age children, not enrolled in primary school in 2002.

<sup>3</sup> UNESCO. 2002a. *An International Strategy to put the Dakar Framework for Action on Education for All into Operation*. Paris: UNESCO

In many countries, early childhood care and education is delivered through non-formal education modalities, as there are few formal institutions that offer early childhood care and education (ECCE) services. Also, reaching the most vulnerable and disadvantaged children requires alternative and flexible approaches, which are offered more frequently through a non-formal delivery system.

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes is often most important for marginalised groups who require access to alternative learning opportunities which are directly relevant to their personal circumstances.

Given the large numbers of children, youth and adults with insufficient or no literacy skills, the achievement of a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults is urgent. Educational programmes in this area are usually delivered through non-formal education.

Women account for two-thirds of the world's illiterates. Compounded by the number of out-of-school girls, this group constitutes by far the largest group without access to education. This problem requires a two-pronged approach: increasing access to quality education for girls and maintaining them in school while also providing alternative, non-formal learning opportunities for those who either never had access to, or have dropped out of the formal system, while paying attention to providing appropriate knowledge and skills to improve their quality of life.

The improvement of quality education and the call for recognised and measurable learning outcomes, especially in literacy, numeracy and essential life skills, is clearly critical to the area of non-formal education.

In conclusion, five out of six Dakar Goals relate directly to NFE.

Yet the EFA assessment process has raised questions about the information and statistical data required to map and measure progress towards achieving NFE-related goals.

For Goal 1, for example,

'The data problem remains acute. No country appears to maintain a system of reporting which adequately encompasses private provision even though in many it is a very large or even major component of ECCE.'<sup>4</sup>

Similar difficulties arise in the case of Dakar Goal 3. Among the methodological problems identified, is the need for a comprehensive picture of who is doing what to meet the learning needs of adults and youth. Well-developed classifications are required, that include coverage of programme theme, objectives, durations, frequency, and delivery methods, as well as data on participation.<sup>5</sup> Need assessment studies of how learning outcomes impact on people's lives and livelihoods, in terms of knowledge that has been gained and skills that have been learned, are also necessary.

<sup>4</sup> UNESCO. 2000b. *Education for All Assessment: Global Synthesis*. Paris: UNESCO

<sup>5</sup> UNESCO. 2002. *Education for All - Is the world On Track? Global Monitoring Report for 2002*. Paris: UNESCO.

Although progress has been made in recent years, a summary of the major conceptual challenges and difficulties in monitoring Dakar Goal 4 is:

- Literacy of the most rudimentary kind is a useful intermediate target; but it is only a step towards a broadly defined culture of literacy that includes a vast range of different interpretations of 'literacy'.
- Databases are inadequate and require a much greater effort at systematisation so that firm conclusions and reliable inferences can be drawn.
- Adult literacy is not accorded sufficient priority and is often at the margin of reform efforts; the importance of reform strategies that are comprehensive and systemic, inter-related with basic reform strategies whose focus is the formal education sector, cannot be overstated.<sup>6</sup>

As in the case of life skills training, Dakar Goal 6 is beset by conceptual difficulties: 'Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills'. Besides a scarcity of data, 'indicators of quality for ECCE, life-skills learning programmes or adult literacy have not yet been adequately developed'.<sup>7</sup>

In the case of the Millennium Development Goals (MDGs), the focus is on the formal education sub-sector: 'Achieving universal completion of primary schooling by 2015'; and 'Eliminating gender disparities in primary and secondary education, preferably by 2005, and at all levels by 2015'.

But NFE learning opportunities are implicit in several of the MDGs. For example, the MDG to eradicate extreme poverty and hunger will be difficult to achieve without investing in all forms of education, as it is key to human development and poverty reduction and an indispensable means for effective social and economic development. Particular attention should be paid to non-formal education, as it constitutes the most effective means to reach disadvantaged populations. The MDG for reducing child mortality and improving maternal health requires investment in non-formal training in early childhood care and education and non-formal educational programmes for women in life skills. Again, while not spelt out, there is a strong NFE component in the MDG as in the MDG for combating HIV/AIDS and malaria; or the targets identified for the MDG for ensuring environmental sustainability.

Yet, as we have seen above, planners and practitioners working in NFE face a vicious cycle of shortfalls:

Given the lack of a coherent cross-sectoral conceptual framework and/or policy frameworks, NFE is often misconceived as being limited to equivalency schooling, or aspects of adult/continuing education, or targeting 'marginalised/special needs' groups. Potentially effective interfaces between formal schooling systems and alternative approaches to basic education are under-used. This results in:

- Biased or inadequate national and external funding to the education sector tends to favour primary formal education to the detriment of NFE. As a result, monitoring mechanisms for managers of NFE activities, at all levels, are inefficient, or non-existent. Those monitoring and evaluation frameworks that exist are either limited to a specific NFE programme, failing to take into consideration related sector-wide initiatives; or, such monitoring mechanisms exclude civil society, which can lead to:

<sup>6</sup> UNESCO. 2000b. op.cit.

<sup>7</sup> Ibid.

- A scarcity of NFE data, and the lack of practical and appropriate demand and supply-side indicators, results in a profound lack of co-ordination within administrative hierarchies, between sectors, and between governments and the Non Government Organisation (NGO) community.

A lack of data results in a conceptual confusion; what is NFE? The cycle continues.

This Handbook attempts to break the cycle of deficits. The overall goal of the Handbook is to help developing countries build a sound information base for NFE by offering conceptual clarification; a planning strategy for establishing a Non-formal Education Management Information System (NFE-MIS) and developing NFE indicators; and a methodology and software for collecting, processing, and analysing data on NFE.

The design of the NFE-MIS methodology has several key features. It assumes that:

- NFE is *cross-sectoral*, taking place within and between different development sectors (e.g. education, health, agriculture, community/rural development, natural resource management, etc.); it is planned and provided by diverse governmental and non-governmental agencies working in partnership; it targets a wide range of children, youth and adults, from different social and economic backgrounds, who have not had the opportunity to benefit from or have dropped out of formal basic education.
- Planning a NFE-MIS must take place within the framework of EFA and other broad poverty-reduction development processes; specifically, besides being sector-wide, the planning process must be *collaborative*, including active civil society participation.
- The NFE-MIS tools and methods must address a dual demand for information on NFE that is *both* standardised, allowing for comparative analysis across different geographic locations, and context-specific, so that data is locally relevant.
- The NFE-MIS itself must *map* the uncharted territory of NFE, as well as process timely and reliable statistical data for *monitoring NFE*.

A final premise is that a NFE-MIS, as it is envisaged by this Handbook, is only a first step in the process towards developing a sound information base for NFE. The main objective of the Handbook is to facilitate the establishment of an operational NFE-MIS in one or more sub-national locations in a given country. Following the testing of this sub-national NFE-MIS, it may be scaled up and institutionalised as a national NFE-MIS network. We discuss the transition from a test NFE-MIS to a NFE-MIS network in Section 6, 'Sustaining the NFE-MIS', below.

## 2. Purpose of the Handbook

This Handbook has three related purposes.

First, it sets down a process for developing an operational NFE-MIS in one or more sub-national locations within a given country.<sup>8</sup> We call this the 'NFE-MIS development process'. This process includes the pre-planning stage, the planning stage, and the implementation stage of NFE-MIS development. The Handbook provides guidelines for undertaking each of these stages.

<sup>8</sup> By 'sub-national' we mean all the administrative units in a hierarchical structure below the central or line ministry level, and the wide range of communities that exist within the smallest geographic unit of such a hierarchical structure. For the purpose of the Handbook, we refer to the central level as 'Level 1'. Sub-national levels are 'Level 2' (e.g. Province-level in Cambodia, or State-level in India, or Regional-level in Tanzania); 'Level 3' (e.g. District-level in Cambodia, India, and Tanzania); 'Level 4' (e.g. Commune-level in Cambodia, Block-level in India, Ward-level in Tanzania), and so on.

The second purpose of the Handbook is to suggest who should be responsible for NFE-MIS development, that is, a group of interested individuals who will spearhead the development process by initiating and leading the pre-planning stage.

These individuals, whom we call 'key NFE stakeholders', will usually go on to be core members of a national NFE-MIS Team, and a sub-national NFE-MIS Team. Both teams will plan and implement the NFE-MIS development. (We discuss both teams in more detail in this Section, below).

Finally, the Handbook provides a set of Training Tools (see the Tool-kit for a full list) to accompany the guidelines provided in Modules 1-7. These are designed to be used in combination with the Handbook's guidelines, as part of a capacity-building programme for national and the sub-national NFE-MIS team members.

The immediate aim of this Handbook is to build capacities at national and sub-national levels to plan and implement NFE-MIS development in one or more locations in a given country. This is a first step towards expanding the NFE-MIS and creating a network of decentralised databases, linked to a national MIS. We call this Phase 1 of NFE-MIS development. (We discuss Sustaining the NFE-MIS and capacity building strategy in Section 6, below).

Before we go on any further, let us take a moment to underline three important points.

- The *NFE-MIS* is designed for use at **sub-national** level and as part of a national network of decentralised MIS.
- The *NFE-MIS Handbook* is: A tool to help planners and programme managers to map, co-ordinate, and improve the delivery and management of non-formal education (NFE) at sub-national level, by collecting, processing, and disseminating information on NFE programmes.
- The *NFE-MIS* is **not**: A tool to enable an individual agency to monitor and assess the progress and outcome/impact of a specific NFE programme provided by that agency.

### 3. Summary of contents

The Handbook is structured as follows.

#### **Module 1: Guidelines for a NFE Conceptual Framework**

This module offers an approach for conceptualising NFE as a domain, and NFE programmes, specifically. It includes an introduction to 'NFE'; a prototype framework (categorisations of types of NFE activities, types of providers, types of target groups and age-groups); suggestions for describing a NFE programme; a classification for NFE courses; and a description of a NFE-MIS.

#### **Module 2: Guidelines for Planning the NFE-MIS Development Process**

This module provides pre-planning guidelines for the NFE-MIS development process. It includes 5 elements: suggestions for a Consultative Meeting to kick-start the process; a prototype national NFE-MIS and sub-national NFE-MIS Team, which should be adapted to suit local contexts; an approach for identifying NFE-MIS partners at sub-national level; a strategic work plan and prototype action plan for the NFE-MIS development process, which should be adapted to complement existing planning mechanisms; and a proposed capacity building strategy and suggested schedule for a Training of Trainers (ToT workshop).

### **Module 3: Guidelines for implementing a Diagnostic Study**

This module provides guidelines, tools and methods to undertake a Diagnostic Study. These tools cover a.) a study on the national policy framework for NFE, b.) a review and validation of the conceptual framework of NFE, c.) a guide to identify information needs on NFE, a review of existing information systems, and data currently collected, and d.) a review of the prototype data collection tools with a view to their adaptation to local contexts and validation. The module also provides an introduction to the concept and importance of a Diagnostic Study.

### **Module 4: Guidelines for Indicator Development and Use**

This module provides guidelines for developing core NFE indicators, which correspond to NFE policy objectives and information needs identified, and suggestions for developing a core NFE-MIS indicator list.

### **Module 5: Guidelines for Data Collection**

This module provides an orientation in the NFE-MIS methodology; guidelines for adapting the prototype data collection tools; and guidelines for planning data collection. The data collection guidelines include the following: identifying types of data sources; drawing up a preliminary contact list; designing a data collection schedule; and preparing for updating the NFE-MIS core database. The module provides guidelines for cleaning and entering data in the NFE-MIS Database. This module also includes 7 prototype data collection tools with notes for data collectors.

### **Module 6: Guidelines for Data Production, Analysis and Use**

This module explains what kind of information is produced by the NFE-MIS, how NFE-MIS tables can be analysed with reference to the NFE-MIS indicators identified and how they can be presented and translated into policy recommendations. This Module will help to develop a comprehensive NFE-MIS report.

### **Module 7: Guidelines for Monitoring NFE-MIS Development**

This module is intended to facilitate monitoring of various steps in the NFE-MIS development process. These are: planning and the Diagnostic Study; data collection; data processing and analysis; output production and dissemination. The module may also be used for an internal evaluation of the development process.

### **Annex I: Tool-Kit**

In addition to the above guidelines for planning and implementing NFE-MIS development, we include a Tool-kit of Training Tools that complement the NFE-MIS guidelines. These are:

- **Training Tool 1:** Refining the conceptual framework for NFE (*Module 1*).
- **Training Tool 2:** Building a national NFE-MIS Team and a sub-national NFE-MIS Team (*Module 2*).
- **Training Tool 3:** Identifying partners at sub-national level (*Module 2*).
- **Training Tool 4:** Designing an action plan for NFE-MIS development (*Module 2*).
- **Training Tool 5:** Using the Diagnostic Study methodology (*Module 3*).
- **Training Tool 6:** Identifying NFE indicators (*Module 4*).
- **Training Tool 7:** Adapting the prototype questionnaires (*Module 5*).
- **Training Tool 8:** Planning for data collection (*Module 5*).
- **Training Tool 9:** Monitoring the NFE-MIS development process (*Module 7*).

We discuss a capacity building strategy in Module 2.



### Annex II: NFE-MIS Facilitator's Guide

The Handbook also includes a Facilitator's Guide for the Tool-kit, which may be used as part of a NFE-MIS capacity building programme

### Annex III: NFE-MIS Software Structure

This part of the Handbook describes the architecture used to construct the current software which the software developers can use as a reference if a new software needs to be developed.

We have tried to make the process of developing a NFE-MIS, using the 14 steps outlined below in Figure 1, as simple as possible. But planning and developing a NFE-MIS is, by its very nature, a technical process. The modules contained in this Handbook are designed to make technical materials user-friendly.

The Handbook's guidelines combine explanatory materials and practical tools. Some sections focus on ideas and concepts and others on 'learning by doing'. To distinguish between these sections, we have used the following icons.

Ideas and Concepts



Learning by doing



You will also encounter the following icon, which is a reminder that the guidelines/tools will need to be adapted to suit your local context at national or sub-national levels.

Adapting to local context



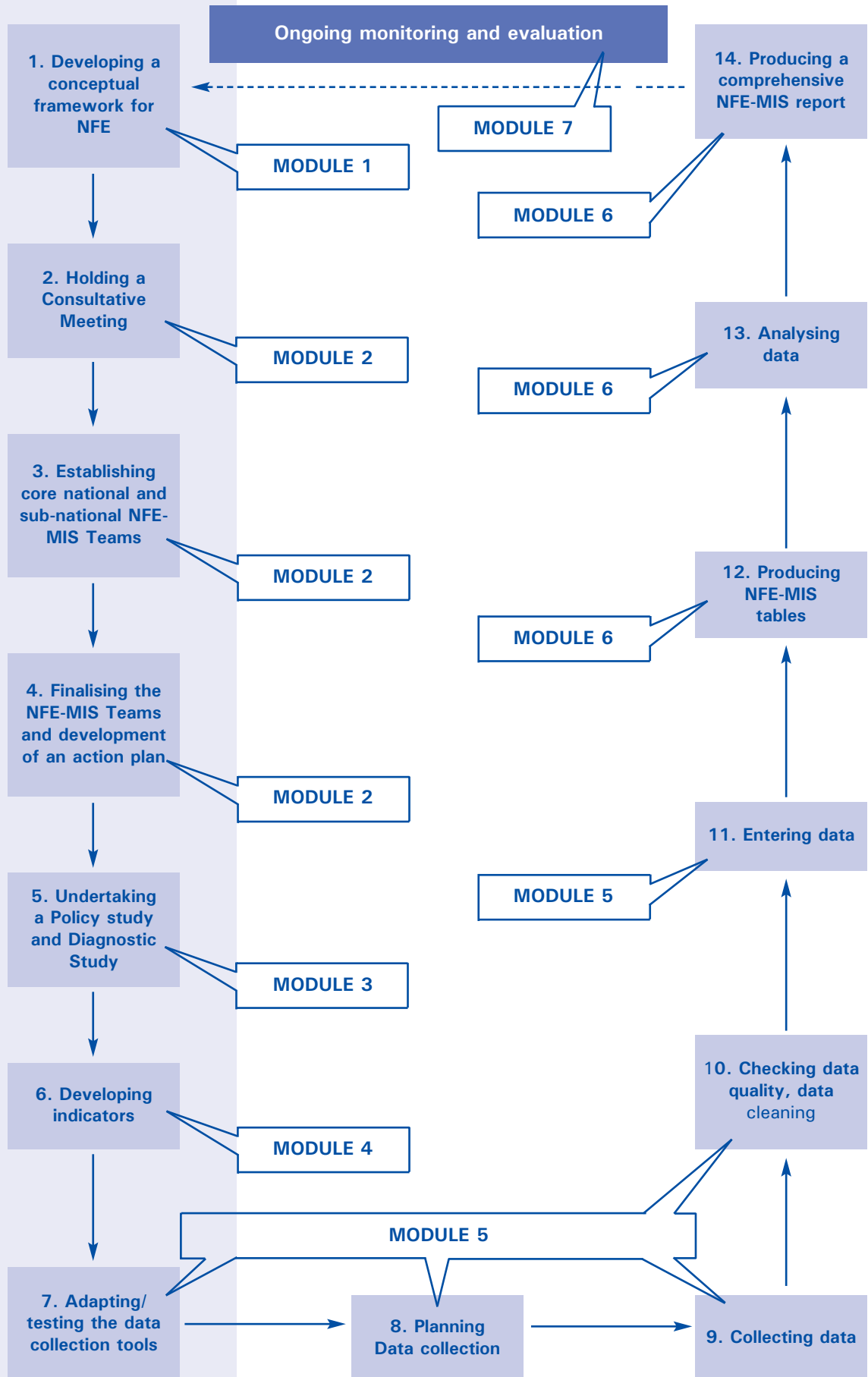
Finally, important points are highlighted by means of the following:

**!Flashpoint!**

## 4. The NFE-MIS development process

Figure 1 shows the 14 steps that make up the NFE-MIS development process (Phase 1), and the relation of the Handbook's materials to these as explained above in the Handbook outline structure which describes the content of modules 1-7. Although these activities are flexible in their timing, we have specified when you might best undertake the activities. For example, developing indicators is best undertaken as step 6 in the process. However, it could also be undertaken at another stage in the development process if considered appropriate.

Figure 1. The NFE-MIS development process (Phase 1)



## 5. Sustaining the NFE-MIS

This Handbook has four cornerstones. Each of these is vital for the sustainable development of a NFE-MIS in your country.

1. The NFE-MIS development process is intended to contribute to ongoing public sector reform processes. In other words, NFE-MIS development should take place within the context of *decentralised education planning and provision*. This means that all aspects of the NFE-MIS as a system - the people, the tools, methods, and software - must build on existing efforts to decentralise NFE planning and social service delivery to sub-national levels.

At the same time, it is important that the NFE-MIS responds to national NFE policy concerns and is based on or linked to existing national and/or sub-national management information systems. Also, while the NFE-MIS should be developed at the sub-national level and incrementally expanded to the national level, the national level has to be closely involved in the development process of the NFE-MIS right from the start. Thus, the role of the national NFE-MIS team is crucial.

2. The development process should be supported by political will. Without the 'blessing' of decision makers, and their active promotion of the initiative to build an information base for NFE, the NFE-MIS development process will not be sustainable. So, NFE-MIS development cannot occur in isolation but must *contribute to efforts to promote collaboration* within governments and civil society, and cross-sectoral poverty-reduction initiatives.
3. NFE-MIS training activities taking place during the development process must *complement and not duplicate existing capacity-building programmes*.
4. A fourth cornerstone of the Handbook's design is the vision of a sub-national NFE-MIS as an integral part of longer-term efforts to strengthen and expand a national education management information system (EMIS). (*You will find a detailed description of the sub-national NFE-MIS in Module 1*).

Let us look at this last point in more detail. The NFE-MIS as presented by this Handbook is only a first step towards the overall goal of developing a sound information base for NFE.

So, the main objective of the Handbook is to help you establish *an operational NFE-MIS in one or more sub-national locations in your country*, which should gradually be built up to form a network of sub-national NFE-MIS, to be consolidated at the central level.

The 14 steps that make up the NFE-MIS development process, outlined in Figure 1 in Section 4., are **Phase 1** of a longer-term effort to build an information base for NFE that is linked to the national EMIS. The operational NFE-MIS which you establish during Phase 1 may be called a 'national pilot' NFE-MIS. During this phase, you should use the proposed generic tools. These tools should be modified according to your local context and information needs. At the same time, a pilot core database will be established, which (a) stores and processes a limited amount of data; and (b) operates in a restricted number of sub-national locations.

Once you have further refined the conceptual framework according to the results of your first test-NFE-MIS, and successfully established one or more sub-national NFE-MISs and completed a national pilot (Phase 1), you may choose to replicate the national pilot NFE-MIS in other sub-national locations. In this way, Phase 1 leads to Phase 2 of NFE-MIS development. Throughout this Handbook, we refer to the process of 'scaling-up' as Phase 2. During **Phase 2** of NFE-MIS development you may choose to undertake any or all of the following activities:

1. Expand the successfully piloted NFE-MIS to other sub-national locations. Create a network of sub-national NFE-MIS, to be consolidated at the national level.
2. If you find that your information needs cannot be fully covered by the generic NFE-MIS questionnaires provided, you should develop these questionnaires to include changed or additional data items (identified following the guidelines in Module 4).
  - In this case, you would also need to construct a new NFE-MIS software to reflect the changed data collection tools;
  - This also leads to an adaptation and expansion of the core NFE-MIS database by implementing a Phase 2 data collection schedule;
  - If you feel that you require extensive information on a specific subject which is not sufficiently covered by the questionnaires and database, you may wish to expand the core NFE-MIS database to include additional sub-databases, (i.e., socio-economic database, ECCE);
  - As in the first case, the outcome should be the creation of a network of databases, covering all districts in the country, if possible. This is the proposed network of decentralised NFE-MISs that are consolidated upwards;
3. Finally, you may wish to link or integrate the proposed network of NFE-MIS into a national EMIS.

**!Flashpoint!** Any or all of the above activities should be undertaken *only after the first phase of NFE-MIS development* has been completed and an operational NFE-MIS in at least one sub-national location has been successfully established.

Referring to Figure 1, above, we can see how the 14-step NFE-MIS development process prepares the ground for the step-by-step or phased approach to building a sustainable national NFE-MIS network.

## 6. Users of the Handbook

Throughout the Handbook we address the reader as 'you'. Who do we mean by 'you'? The guidelines and Training Tools are designed to be used by the following:

- The national NFE-MIS Team, housed in the education sector, usually the government department responsible for non-formal education, this group should include officials from other NFE-related sectors (e.g. health, agriculture, etc.) and civil society representatives working at national level, as well as statisticians from the national Education Management Information System (EMIS) and/or other NFE-related information systems. See Box 1 for an example.
- The sub-national NFE-MIS Team, housed in the department responsible for non-formal education, should include other NFE-related department officials and a wide range of representatives from civil society, including Non Government Organisations (NGOs) and Community Based Organisations (CBOs). It is important to ensure that local government planners who may already be compiling and using cross-sectoral data are part of this NFE-MIS Team.

Box 1. below illustrates the way in which a national NFE-MIS Team and sub-national NFE-MIS Team can be constituted in reality. You may also note that the title of the national and sub-national teams, in parentheses, has been changed in line with national NFE policy.

### Box 1. Example of the actual make-up of the national and sub-national NFE-MIS Teams in Tanzania

#### National NFE-MIS Team (Adult and Non-Formal Education Committee)

Staff members of the AE/NFE Unit, Ministry of Education and Culture (MOEC), Ministry of Labour, Youth and Sports; President's Office - Regional Administration and Local Government (PO-RALG), Ministry of Agriculture (MoA), Ministry of Health (MoH), Ministry of Community Development, Women and Children, Institute of Adult Education, Tanzania Institute of Education, National Examinations Council of Tanzania (NECTA), Open University of Tanzania (OUT), Agency for the Development of Education Management (ADEM), *Civil Society Organisations*.

#### Sub-national NFE-MIS Team (Inter-sectoral Sub-Committee)

Council Director (Municipal Director or District Executive Director), District Education Officer (DEC), District AE/NFE Coordinator (DAEC), District Planning Officer (DPLO), District Audio-visual Education Officer, District Academic Officer, Inspector, Heads of other social service departments, Ward government representative, *Representatives of NGOs/CBOs*.

**Before** the national NFE-MIS Team is institutionalised, a group of key stakeholders, including some of those mentioned above, will usually initiate the NFE-MIS development process. These will usually become core members of the national NFE-MIS Team.

Figure 2., below, shows the **primary** responsibility of the national NFE-MIS Team and the sub-national NFE-MIS Team respectively for various steps in the NFE-MIS development process.

It is important to note that some components of the Handbook's Modules are designed to be primarily of use *either* at national level, or at sub-national level, *or* by both the national and the sub-national NFE-MIS Teams. So, at the beginning of each Module you will find a summary box which clarifies the purpose and contents. Importantly, it will also say whether the module is to be used by the national NFE-MIS Team, or the sub-national NFE-MIS Team, or both.

**!Flashpoint!** Above, we have mentioned that the NFE-MIS development process will usually be initiated by a group of key stakeholders. This group should be thoroughly familiar with the

contents of the Handbook *before any activities are undertaken*. It is suggested that a basic orientation workshop, following the Modules of the Handbook, be undertaken. This is fundamental for successful leadership in the NFE-MIS development process.

**Figure 2. Who does what? Responsibility of the national and sub-national NFE-MIS Teams for various NFE-MIS development activities (Phase 1)**

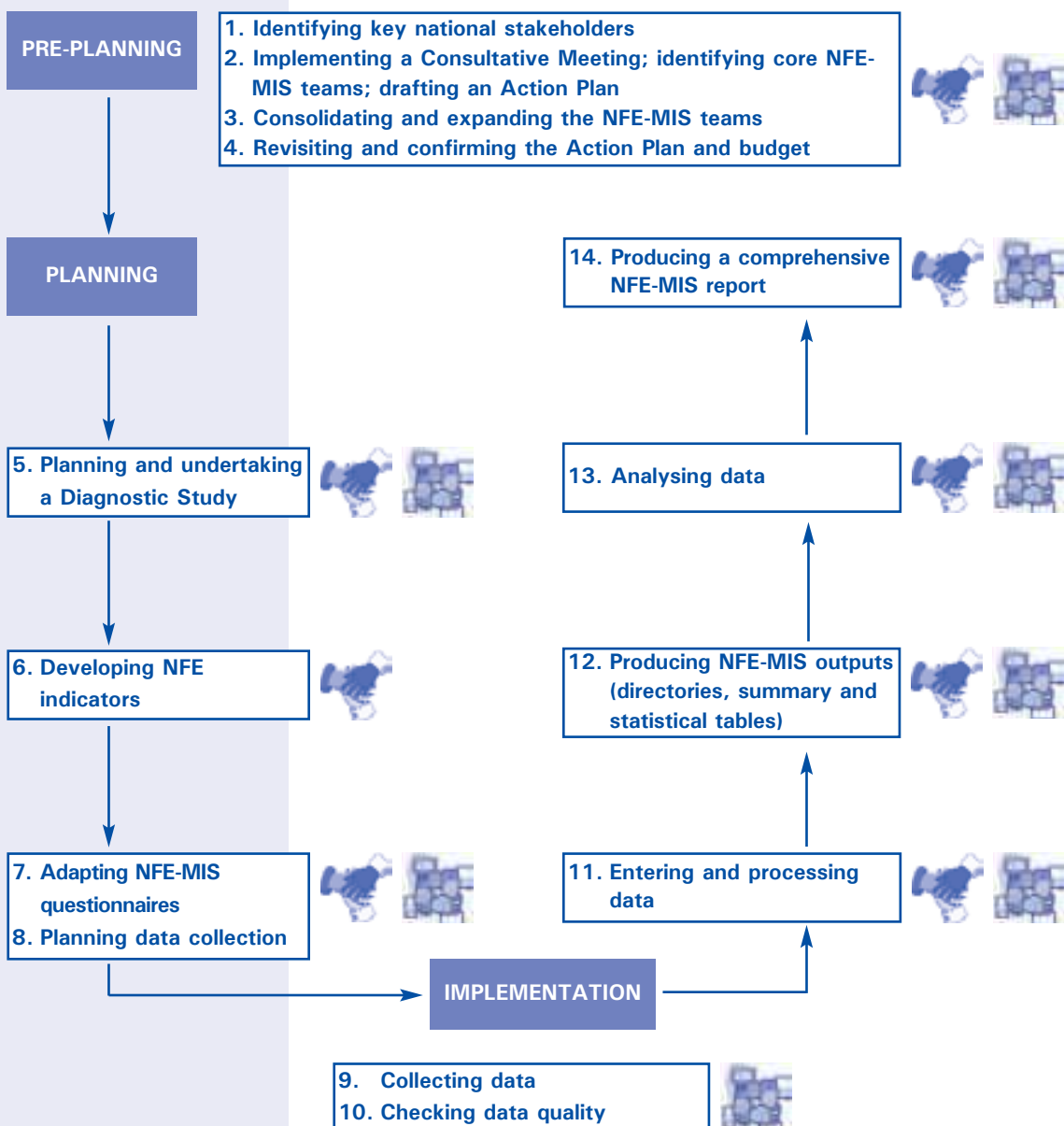
**KEY** Icon representing the national NFE-MIS Team



Icon representing the sub-national NFE-MIS Team



In many cases, both the national and the sub-national team will be involved in carrying out a certain activity. The order of the icons shows which team should take the lead in the specific activity, if both are working together.



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## Guidelines for a NFE Conceptual Framework

- 1.1. Rationale for developing a conceptual framework
  - 1.2. What are the different types of learning?
  - 1.3. What do we mean by 'Non-Formal Education' (NFE)?
  - 1.4. What do we mean by NFE 'Programmes' and 'Courses'?
  - 1.5. What is a Non-formal Education Management Information System (NFE-MIS)?
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### Boxes, Figures and Tables

- Table 1.1. Core categories for types of NFE activities
- Table 1.2. Core categories for types of NFE providers
- Table 1.3. Core categories for types of NFE target groups
- Table 1.4. Core categories for target age-groups
- Box 1.1. Example of target age-groups: Tanzania
- Box 1.2. Example of an adaptation of the NFE conceptual framework: Andhra Pradesh, India
- Figure 1.1. Relation between Providing agency, NFE programmes, and courses
- Table 1.5. Types of NFE courses
- Figure 1.2. Structure of the core NFE-MIS database



## Module 1: Summary Box

### What is the purpose of Module 1?

Module 1 is the foundation of the NFE-MIS. It is a conceptual framework which serves as the basic building-block for the design of the methodology and software required to map and monitor NFE in different country contexts.

The purpose of Module 1 is to familiarise NFE stakeholders with a method for describing NFE, referring to a prototype conceptual framework. The aim is to raise awareness and clarify the conceptually complex field of NFE. The module also has a practical function. It will help stakeholders fine-tune this framework so that it is relevant to both national and sub-national contexts.

### What does the Module 1 contain?

This module offers an approach for conceptualising NFE as a domain, with a focus on NFE programmes, specifically. It includes an introduction to 'NFE'; a prototype framework i.e. categorisations of types of NFE activities, types of providers, types of target groups, and target age-groups; suggestions for how to describe a NFE programme; and a classification for NFE courses.

### Link to the Tool-kit:

**Training Tool 1:** Refining a conceptual framework for NFE.

### When should Module 1 be used in the development process?

Module 1 should be used at the beginning of the NFE-MIS process. Training Tool 1, accompanying the guidelines, should be used during the Consultative Meeting, which is held to initiate the NFE-MIS process. You will also need to refer to Module 1 throughout development of the NFE-MIS.

### Who should use Module 1?

Module 1 is designed primarily for use by key stakeholders at national level. These include government officials in the education sector as well as in other NFE-related line ministries and representatives of civil society.

These 'key stakeholders' may be the core members of the national and sub-national NFE-MIS Teams, which will be established via the Consultative Meeting (see Module 2).

The Guidelines may also be used at sub-national level, if stakeholders from this level participate in the Consultative Meeting. If not, a national conceptual framework should be shared with sub-national stakeholders when it is finalised. These stakeholders may then further refine the national framework via the Diagnostic Study.



## 1.1. Rationale for developing a conceptual framework

Let us begin by looking at international standardised definitions for formal and non-formal education<sup>1</sup>:

**Formal education** is 'education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous "ladder" of full-time education for children and young people, generally beginning at age five to seven and continuing up to 20 or 25 years old. ....'

**Non-formal education** is 'any organised and sustained educational activities that do not correspond exactly to the above definition of formal education. Non-formal education may therefore take place within and outside educational institutions, and cater to persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out-of-school children, work skills, and general culture. Non-formal education programmes do not necessarily follow the 'ladder' system and may have different duration.'

Yet the understanding of NFE varies from country to country because of the cross-sectoral, multi-beneficiary and context-specific nature of NFE.

Also, in some national contexts, the definition of NFE is narrowly applied focusing on the non-formal learning opportunities provided for a *specific target group*, or age-group. In some countries, for example, NFE refers specifically to schooling opportunities for out-of-school children or, on the contrary, is restricted to adult literacy initiatives. This means that it difficult to compare NFE progress across countries.

At the same time, 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.

In this module we provide a prototype 'conceptual framework' for NFE<sup>2</sup> that can be used at national and sub-national level to help each country to clearly understand and describe what is covered by their NFE work.

The prototype conceptual framework we propose is based on experience gathered in various countries<sup>3</sup> and is as broad as possible to include the very wide spectrum of NFE activities. The basic points for the elaboration of the conceptual framework are:

<sup>1</sup> UNESCO. 1997a. *International Standard Classification of Education (ISCED)*. Paris: UNESCO.

<sup>2</sup> The conceptual framework has been developed based upon the Draft '*Manual for Statistics on Non-Formal Education*' (UNESCO. 1996b) and draws upon many of its findings.

<sup>3</sup> The classification of types of NFE activities, providers, target groups and age groups, included in the proposed NFE-MIS conceptual framework, draw on both existing definitions for NFE fields of activities, as well as national experiences of conceptualising NFE. Among these are definitions of terminology such as 'literacy', 'functional literacy', 'equivalency schooling', 'life-skills training', 'income-generation training', 'rural development', used by a range of international agencies such as, FAO, ILO, UNDP, UNESCO, UNICEF, and the World Bank. However, it should be noted that the proposed prototype classifications are not standardised definitions.

In addition to the International Standard Classification of Education (ISCED 97), the NFE-MIS conceptual framework was informed by other major international work such as the International Adult Literacy Survey (IALS), (OECD-Statistics Canada, 2000) and the Programme for International Student Assessment (PISA) (OECD, 2002 and OECD-UNESCO-UIS, 2003). Finally, the EFA Global Monitoring Report 2006 'Literacy for life' (UNESCO, 2005), the Manual on 'Classification for Learning Activities' (European Commission-Eurostat, 2005) and the document 'Concepts and Terms in Education Planning: A Guidebook' (National Institute for Education Planning and Administration (NIEPA), India, 2002) have also provided valuable information. Most importantly, the prototype categories developed for NFE have drawn on national experiences of conceptualising NFE in Cambodia, India and Tanzania, and the results of an Expert Group Review and Validation of the NFE-MIS Handbook (2004/5).

- NFE is cross-sectoral and therefore provided by a great diversity of actors;
- The type of activity and learning contents of NFE courses are very diverse and correspond to the learning needs of its different target groups;
- Target groups range from young children to senior adults.

The conceptual framework consists of: a classification of *types* of NFE activities, *types* of NFE providers, and *types* of NFE target groups. We also suggest broad categories for target age-groups. Target age-groups will, of course, need to be specified at national level, in line with the target groups specified by a country's education sector policy.

For each of these four 'types' we identify **core** categories. We also emphasise the importance of identifying '**sub-categories**' for each of these categories. Why is this distinction important?

- Core categories are *common* to various country contexts and across different geographic locations in a single country; they allow us to create standards to describe and measure the complex domain of NFE;
- Sub-categories are *specific* to various local contexts within a country; they help us to ensure that our standardised descriptions of NFE remain *flexible*, so that the way in which we track progress in NFE is relevant to local planners and practitioners.

The concept of 'core categories' and 'sub-categories' is discussed in more detail in Section 3 of this Module.

A conceptual framework will help you answer the following questions, which focus on the supply of NFE:

- What types of activities, in different sectors (e.g. education, health, agriculture, etc.) take place under the general umbrella of NFE?
- Which agencies, both in government and in civil society, deliver, sponsor and manage NFE?
- Who are the learners, living in diverse social, economic and geographic contexts that benefit from NFE?

The framework will also help to strike a balance between the need for a standardised definition of NFE, on the one hand, and flexible descriptions of the ways in which NFE occurs in the field.

It is important to note the following:

- The NFE-MIS Handbook does not intend to prescribe a fixed definition or concept of NFE. This is because the concept of NFE is context-specific and must be defined by each country. Therefore, the Handbook proposes a comprehensive and flexible prototype conceptual framework, which can be adapted and used by countries as a guideline to reach a consensus on a national standardized classification of NFE categories for systematic monitoring and evaluation of NFE.
- The conceptual framework **is**: a broad framework within which NFE programmes may be described in accordance with *national* education policies; and within which such programme descriptions may be further fine-tuned to local contexts at *sub-national* level;
- In time, such a conceptual framework will be further tested. In this way, the work undertaken in countries to develop an adapted context-specific conceptual framework may contribute to the international debate on NFE and the fine-tuning of its definition.



## 1.2. What are the different types of learning?

Before we look at the prototype framework for conceptualising NFE, let us review the differences between various types of learning: random learning, informal learning, non-formal education and formal education.

**Random learning** refers to unintentional learning occurring at any time and in any place, in everyday life.<sup>4</sup>

**Informal learning** is 'intentional, but less organised and less structured...and may include for example learning events (activities) that occur in the family, in the workplace, in the daily life of every person, on a self-directed, family-directed, or socially-directed basis'.<sup>5</sup>

**Non-formal education** is 'any organised and sustained educational activities that do not correspond exactly to the (below) definition of formal education. Non-formal education may therefore take place within and outside educational institutions, and cater to persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out-of-school children, work skills, and general culture. Non-formal education programmes do not necessarily follow the 'ladder' system and may have different duration'.<sup>6</sup>

**Formal education** is 'education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous "ladder" of full-time education for children and young people, generally beginning at age five to seven and continuing up to 20 or 25 years old. ....'<sup>7</sup>

The following is a checklist of criteria to help you define these different types of learning<sup>8</sup>:

1. **Intentionality:** the conscious efforts on the part of the organisers to transfer information and skills;
2. **Organisation:** the planning behind such conscious efforts;
3. **Institutional framework and location:** the learning opportunity is organised by a specific agency, in a specific physical location;
4. **Target population:** the learning opportunity is aimed towards a specific group (e.g. defined by age, sex or socio-economic background);
5. **Flexibility of teaching/learning methods:** the learning opportunity involves methods developed according to the learner's perceived need;
6. **Full-time or part-time studies:** the learning opportunity takes place on a full or part-time basis;
7. **Duration and scheduling:** the learning opportunity takes place within a permanent fixed number of contact hours between the educator and learner;
8. **Admission requirements:** in order to gain access to the learning opportunity, potential learners need to fulfil certain entry requirements;
9. **Registration:** learners are registered on admission and/or their attendance is registered;
10. **Hierarchical level-grade structure:** the learning opportunity involves moving up a 'ladder' of classes, by level or grade.

In terms of this checklist, different types of learning can be defined as follows:

4 UNESCO. 1996b. *Manual for Statistics on Non-Formal Education*. (unpub.)

5 European Commission-Eurostat. 2005. *Classification for Learning Activities. Draft Manual*. Brussels: Eurostat.

6 UNESCO. 1997a. *International Standard Classification of Education (ISCED)*. Paris: UNESCO.

7 Ibid

8 Adapted from UNESCO. 1996b. op.cit.

- **Random learning:** need not match any criteria (e.g. learning taking place on a daily basis, without intention, organisation, an institutional framework, etc.);
- **Informal learning:** must match criterion 1 (e.g. learning that takes place in the family or social environment);
- **NFE programmes:** *may* match criteria 1-10 but *must* match criteria 1-6;
- **Formal education:** *must* match criteria 1-10, except criteria 5 and 6 (formal education usually takes place on a full-time basis and is using predetermined organisation, contents, pedagogical methods and teaching/learning materials).

### 1.3. What do we mean by 'Non-Formal Education'?

Now that we have distinguished between NFE and other types of learning, we can turn to the prototype framework for conceptualising NFE.



Below, you will find four categorisations. We call these categorisations 'types of NFE activities', 'types of NFE providers', 'types of target groups', and 'target age-groups'.

These *four categorisations are the **components** of a conceptual framework for NFE.*

You should also note that one categorisation alone, for example 'types of NFE activities', does not describe your NFE programme or NFE course, because these are constituted of various NFE categorisations. Rather, an alternative is to use a combination of the NFE categorisations to describe a NFE programme. Each categorisation represents a characteristic of a NFE programme, in terms of its activities; the agencies that provide the programme; the programme's target group(s); and its target age-group(s). When used *together*, these categorisations best describe a NFE programme. The combination of the four categorisations looks like this:

**types of NFE activities + types of NFE providers + types of target groups  
+ target age groups**

For each of these four categorisations, you will find a number of core NFE categories. The core categories for each of the four categorizations are described in detail in Tables 1.1-1.4 (types of NFE activities, providers, target groups and target age groups). Please note that these descriptions are general, and must be fine-tuned and adapted to your local context when setting-up the NFE-MIS.

The NFE programme usually covers several categories under each categorisation. For example, a programme aiming at the attainment of literacy may combine literacy, income generation and cultural education under 'type of NFE activity'.

Let us now look at the core categories for the **types of NFE activities**:

**Table 1.1. Core categories for types of NFE activities**



CORE CATEGORIES Types of NFE Activities	DESCRIPTION
1. <b>Early Childhood Care and Education (ECCE)</b>	For the NFE-MIS, ECCE will be operationally described as the care and education services for young children from birth to the age of entry into primary education, as 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. <b>Literacy</b>	Organised primarily to impart the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, develop their knowledge and potentials, and participate fully in the community and wider society.
3. <b>Equivalency schooling</b>	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. <b>Life-skills training</b>	Specific programmes and activities organised 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. <b>Income generation training/non-formal vocational training</b>	Training in income-generating productive service skills and trades, also referred to as livelihood training, with the aim of increasing productivity and income, and providing skills and knowledge for self-employment and employment. This type of training may be linked with access to micro-credit schemes and to the corresponding training.
6. <b>Rural development</b>	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. <b>Further education/ further professional development</b>	Further advanced educational and training opportunities for learners who already have acquired a certain level of education. This can include for example specialised courses such as computer training, language training; university of the third age; training to update or improve skills for a given profession.
8. <b>Religious education</b>	Organised learning about religion in churches, mosques, temples, synagogues, and other places of worship.
9. <b>Cultural/traditional education</b>	Cultural or traditional/indigenous educational activities.

We now have a clearer idea of the range of cross-sectoral activities that make up the domain of NFE. But which agencies provide NFE? Core categories of **types of providers** are as follows:

**Table 1.2. Core categories for types of NFE providers**

CORE CATEGORIES Types of NFE	DESCRIPTION
<b>Providers</b>	An agency or department directly administered by government at central level.
<b>1. Government Level 1</b>	An agency or department directly administered by government at central level.
<b>2. Government Level 2</b>	An agency or department directly administered by government at sub-national level, e.g. Province-level (Cambodia), State-level (India), Regional-level (Tanzania).
<b>3. Government Level 3</b>	An agency or department directly administered by government at the sub-national level below the above, e.g. District-level.
<b>4. Co-operative</b>	An agency or society set up for the production or distribution of goods, in which profits are shared by contributing members.
<b>5. Public enterprise</b>	A public enterprise in the areas of industry, agriculture or services.
<b>6. Private enterprise</b>	A private enterprise in the areas of industry, agriculture or services.
<b>7. Educational/ training institutions</b>	A public or private training institution, e.g. schools, vocational training institutions, Folk Development Colleges, agricultural colleges, etc.
<b>8. Professional association/ trade union</b>	An autonomous or semi-government association or union set up for certain professional groups.
<b>9. Religious bodies/ missions</b>	A religious organisation or an agency administered by a religious organisation e.g. Buddhist, Christian, Hindu, Islamic, Jewish, etc.
<b>10. National branch of international Non-Governmental Organisation (NGO)</b>	The branch or area office administered by an international NGO office headquarters at national level.
<b>11. Local branch of national NGO</b>	The branch or area office administered by a national NGO office headquarters at sub-national level.
<b>12. Local NGO</b>	A NGO with only one office at sub-national level
<b>13. Community based organisation (CBO)</b>	A organisation or association formed at community level, i.e. within or between villages.
<b>14. Private bodies/ individuals</b>	Single individuals or groups of individuals undertaking NFE activities.
<b>15. International organisation/ development agency</b>	A multilateral agency, e.g. UNESCO, UNICEF, UNDP, etc.; or a bilateral agency, e.g. DFID, USAID, CIDA, SIDA, DANIDA, GTZ, etc., or an international Donor agency, e.g. World Bank, African Development Bank, etc.

**!Flashpoint!** By 'providers', which may be found both in government sectors and civil society, we mean those responsible for planning and delivering NFE. We specify that a 'provider' may be:

- A *main* provider, i.e., an agency primarily responsible for planning and delivering an NFE programme, as well as managing the budget;

- A co-provider, i.e., a partner, giving support to the main provider in organising and delivering a specific NFE programme, which is not directly responsible for managing the programme's resources; the co-provider may of course be a main provider of a different NFE programme.

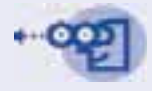
In addition, we distinguish between a provider and a 'sponsor'. A sponsor gives the provider in-cash or in-kind support but is not directly involved in the day-to-day planning, delivery, and management of the NFE programme. A final point to bear in mind: a main provider may, at the same time, also be a sponsor for a single NFE programme. But a sponsor is *not necessarily* the main provider.

We are now ready to look at a categorisation of NFE learners. Broadly speaking, the different types of NFE target groups are as follows:

**Table 1.3. Core categories for types of NFE target groups**

CORE CATEGORIES Types of NFE Target Groups	DESCRIPTION
1. Illiterates	Individuals who do not fulfil the national criteria used to define the term 'literate'. This often refers to a person who cannot read and write with understanding a simple statement related to his/her everyday life.
2. Literates (basic level)	Individuals of any age who have acquired a basic level of literacy, according to national criteria.
3. Literates (advanced level)	Individuals of any age who have acquired an advanced level of literacy, according to national criteria.
4. Out-of-school children and school drop-outs	Children of formal school age who do not have access to or have dropped out of formal schooling.
5. Marginalised adolescents and youth	Youth, including adolescents, who did not have access to or have dropped out of formal schooling, and/or who are living in conditions of difficulty which would include social exclusion, physical disabilities, marginalisation and discrimination as well as economic circumstances that make them more vulnerable.
6. Women and girls	This target group may overlap with one or several of the other categories; but it is listed here in recognition of educational development initiatives that specifically target the female gender, in order to address gender inequalities, or interventions that are specifically relevant to women and girls, such as maternal health education.
7. Rural poor	This refers to individuals living below the national poverty line in rural areas.
8. Urban poor	This refers to individuals living below the national poverty line in all statutory towns and all other places which satisfy the national criteria for defining 'urban'.
9. Ethnic/linguistic minority groups	This target group may overlap with one or several of the other categories; but it is listed here in recognition of educational development initiatives that specifically target such groups. It includes tribal groups, indigenous groups, linguistic minorities, nomads, etc.
10. Groups living in special circumstances	This target group may overlap with one or several of the other categories, but it is listed here in recognition of educational development initiatives that specifically target such groups. It includes migrant workers, refugees, demobilised soldiers, etc.





The fourth categorisation to look at is the **target age-groups**.

When you are finalising the framework for conceptualising NFE that is to be used in your country, you must ensure that you have also listed the **target age-groups** that you intend to use when mapping and monitoring NFE. These should be the same age-groups as those used by existing management information systems (MIS), such as the national EMIS or any other NFE-related MIS.

**Table 1.4. Core categories for target age-groups**

Young children
Children
Youth
Adults
Senior adults

Outlined below in Box 1.1. is an example of country-specific categorisation of target age-groups:

**Box 1.1. Example of target age-groups: Tanzania**

BROAD CATEGORIES	NATIONAL CATEGORISATION
Young children	0 to 4 years
Children	5 to 6 years 7 to 13 years
Youth	14 to 17 years 18 to 19 years
Adults	19 to 24 years
Senior adults	25 to 54 years 55+ years

As mentioned in Section 1.1 of this Module, the conceptual framework is a general one. You will have also noted that some of the above categories overlap.

So, the prototype categorisations must be **adapted** to your national and sub-national contexts. By doing this, you will fine-tune the conceptual framework to suite your national and local realities. At the same time, this fine-tuning will reduce the overlap between core categories, for example, types of NFE activities.

What does 'adaptation' mean? This means that you can:

- Refine the prototype conceptual framework to suit your *national* context. You will add core categories and generic sub-categories to the existing list of prototype categories. By generic sub-categories, we mean sub-categories which are valid for all sub-national locations. For example, three generic sub-categories created under the core category 'literacy' could be basic literacy, post-literacy, and continuing education.

You can also re-name the core categories in accordance with the terms used in your national education policy. For example, 'Life-skills training' may be re-named 'Quality of life improvement'.

*Appendix 1.1* to this Module, provides some examples of generic sub-categories.

- Adapt the national framework to suit your local or *sub-national* contexts. You will create sub-categories under each core category. *You will find an example of the way in which the prototype categorisation for 'types of NFE activities' was adapted in Box 2, below.*<sup>9</sup>

<sup>9</sup> This and all other examples in the Handbook are taken from field experiences recorded while testing the material contained in the draft Handbook, between 2001-2004. The pilot countries were Cambodia, India, and Tanzania.

Module 3 of this Handbook includes guidelines to help you identify additional sub-categories that are appropriate at sub-national level. These additional categories will be included in the NFE-MIS prototype questionnaires when you adapt these to suit your local context. Guidelines for adapting the prototype questionnaires are also provided in Module 5 of this Handbook.

**Training Tool 1** in the Tool-kit will help you refine the NFE-MIS conceptual framework to suit your national context.

**Box 1.2. Example of an adaptation of the NFE conceptual framework: Andhra Pradesh, India**

CORE CATEGORIES	ADDITIONAL core categories	SUB-categories
Early Childhood Care and Education		Care services for children under three years Education service for children over three years (Pre-primary education under Balwadi) Parenting education
Literacy		Basic literacy Post-literacy Continuing education
Equivalency schooling		Child labour schools under NCLP Open schools Bridge schools Other Alternative schools
Life-skills training/Quality of Life Improvement programmes		Health & hygiene Family planning Immunisation HIV/AIDS prevention education Leadership Development Nutrition Drinking water and sanitation Home economics Environmental preservation Civic education
Income generation training/non-formal vocational training		Entrepreneurial skills development Micro-credit, Coop/Self help groups Management training Book keeping and accounting training
Rural (community) development		Agricultural extension Watershed Animal husbandry Forest management Soil conservation and irrigation Fisheries management Drinking water short term professional training and sanitation
Further education		Courses through open universities Correspondence courses Language training Short term professional training ICT training
Religious education		Individual interest promotion programmes Traditional music Traditional arts and craft Indigenous knowledge preservation
Cultural/traditional education	Urban development	
	Tribal development	Agricultural extension Watershed Animal husbandry Forest management Soil conservation and irrigation Fisheries management Drinking water and sanitation

**Note:** in the example above, many sub-categories were created. In order to avoid dispersing your data too much, you may wish to aggregate several sub-categories. This, however, entirely depends on your local context and the way you wish to collect, analyse and present your data.



#### 1.4. What do we mean by NFE 'programmes' and 'courses'?

We have reviewed a framework for identifying the characteristics of a NFE programme, i.e. its activities, providers, target groups, and target age-groups. But what exactly is a NFE 'programme'?

Typically, NFE is provided through programmes which are a selection of one or more courses that combine to achieve a defined learning objective. A course is a planned series of learning experiences in a particular range of subject matter or skills offered by an institution and undertaken by one or more learners.<sup>10</sup>

As we know, a single NFE programme may include more than one type of NFE activity. It may cater to the learning needs of more than one type of target group, as well as being provided by several different types of agencies. When describing a NFE programme, it is important to take into account the complex nature of NFE.

So, for the purposes of this Handbook, when we refer to NFE 'programmes' we assume the following:

1. A single NFE programme must be viewed as unique, and described in terms of a combination of the types of activities it provides, the types of agencies providing the programme, its target groups and target age groups; a programme's title may not necessarily best describe it;
2. A NFE programme is made up of *one or more* courses;
3. A single course, which is attached to the NFE programme, must be viewed as unique.

As we shall see later on in this Handbook (Modules 4, 5, and 6) it is important that we achieve this conceptual clarity. It is extremely difficult to produce reliable NFE statistics if we cannot view a NFE programme and course as unique. Let us look at the three points listed above in more detail.

##### 1. *How is one NFE programme different from another?*

A common error is to describe a NFE programme by focusing on only one of the core categorisations listed in Section 3. This is because NFE in general is often not systematically planned and structured in accordance with its multiple activities, target groups, and locations. So, it is easy to be tempted to match the name/title of a single NFE programme to its main type of activity.

For example, you might define a programme as 'Rural development'. But this may limit your description of the programme. You may fail to register crucial differences between one programme and another. Let us look at these differences:

- A rural development programme that targets ethnic minority groups is quite different in content from a rural development programme that targets out-of-school youth;
- An income-generation programme that is provided in rural areas by an international NGO is different from another income-generation programme that is provided by a CBO;
- A basic education/literacy programme in rural areas targeting 11-13 year-olds is quite different from a basic education/literacy programme that targets the age-group 25+.

<sup>10</sup> UNESCO. 1996b. op.cit.

Thus, *it is a good idea to define a single NFE programme by combining elements from all four NFE categorisations*. That is, a programme should be defined according to the following:

- type of activity + type of providing agency + type of target group + target age-group

Another common error is to identify a NFE programme by matching its name or title to an activity type. For example, a literacy programme may be identified as 'Literacy'. But let us consider the following:

- A literacy programme that is run in one district may include a strong income-generation training component;
- A literacy programme that is run in a second district may include a focus on learning related to rural development;
- A literacy programme that is run in a third district may be provided by a strong partnership between local government and Action Aid, whereas the ACCESS programmes run in the first and second districts is provided by Action Aid in partnership with UNICEF.

Thus *it is a good idea to make a clear conceptual distinction between the name/title of a specific NFE programme, and the overall type of NFE activity to which it corresponds*. In addition, you should consider the relation of a specific NFE programme not only to 'type of activity' but also the types of provider, and target group.

Another important feature of NFE programmes to note is that they constitute broad umbrellas under which specific NFE courses are run. These courses may be provided by several agencies, they may differ in content and duration, and each course may have a different target group. Thus, while a NFE programme may have a general title, such as for example Literacy for Adults, it often **cannot** be described solely through one **single** type of activity, plus one **single** type of providing agency plus **single** type of target group plus one **single** target age-group. A programme often has a general objective (it provides a main type of NFE activity), a main provider and broad target groups. Generally, its duration is long and you may find that often programmes do not have pre-determined ending dates. Typically, NFE programmes are the umbrella under which the NFE Department of a country will organise its NFE courses.

For our purposes, it is important to note that the statistical unit of analysis of the NFE-MIS database is the NFE course, and not the NFE programme. The specificities of a NFE course are described below.

## 2. What is the difference between a programme and a course?

As we said in Section 1, the overall NFE programme is composed of the activities that take place within the framework of that overall programme. The overall programme and the corresponding activities should not be confused. Let us call these activities **courses**.

As Figure 1.1 illustrates, a providing agency plans and implements one or more NFE programmes, and one or more courses occur as constituent components of the overall NFE programme.

What is a NFE course? A single NFE course may be described according to a specific combination of the following *categories*:

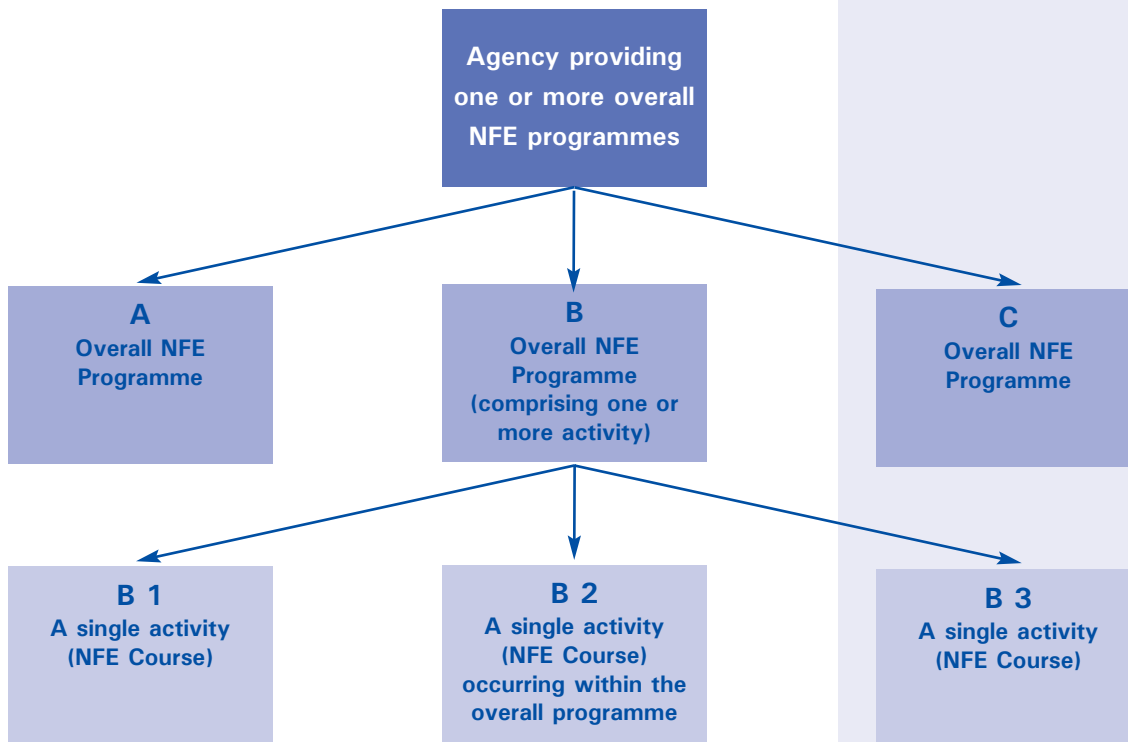
- type of activity (what?) + type of providing agency (by whom?) + type of target group (for whom?) + target age-group (for whom, specifically?);

- A NFE course has one **main** type of activity, one **main** providing agency, and caters for one **main** target group and one **main** age-group.

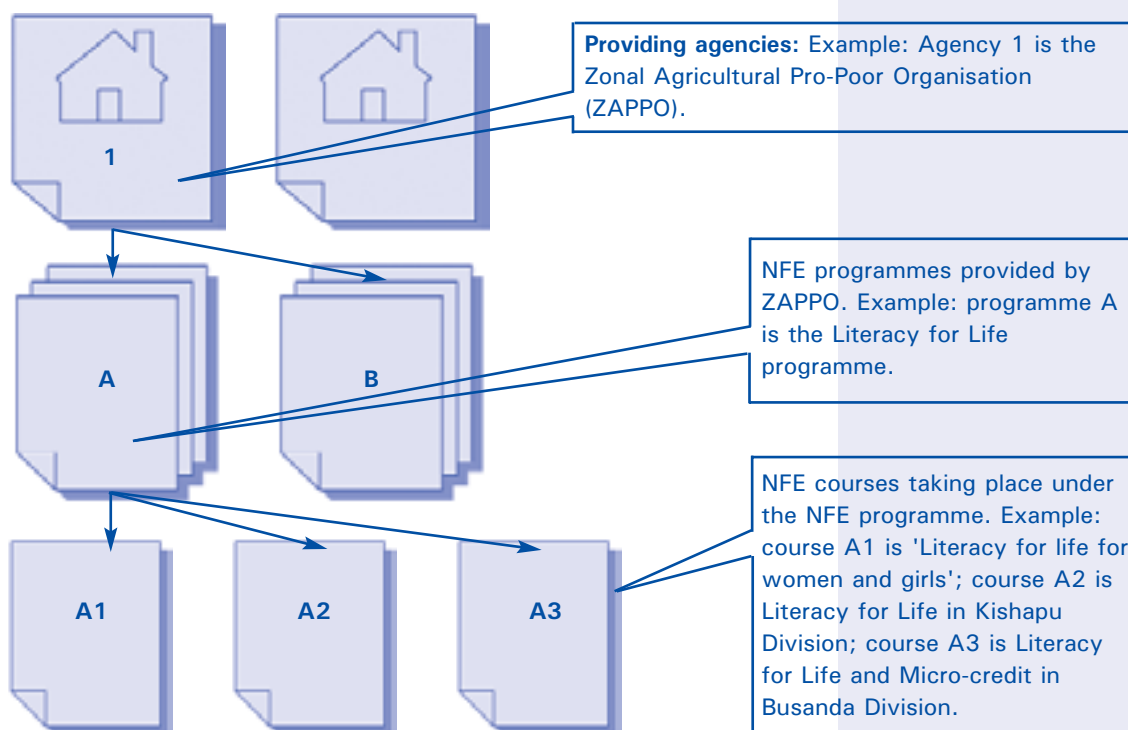
But, in addition to defining a course by using this formulation, it is also important to identify the different ways in which NFE activities occur, in terms of:

- location (where it occurs) + occurrence (when it occurs: starting-ending date).

**Figure 1.1. Relation between providing agency, NFE programmes, and courses**



**Example**



module 1

### 3. How is one course different from another?

Below, you will find a classification of types of NFE courses, according to the variables of location and duration.

**Table 1.5. Types of NFE courses**

TYPE OF COURSE	DESCRIPTION
<b>Unique occurrence/one-time only</b>	Occurs one time only, in a given place, at a given time, for a given group of learners.  For example, an adult literacy class that takes place in village X from January to June 2002 for a given group that remains the same for the duration of the course.  <i>This is counted as an individual course</i>
<b>Repeated by location</b>	Occurs repeatedly; this course may be exactly the same as other courses taking place within the programme, except that it occurs in a different location, i.e. it takes place at a different address and is for a different group of learners each time.  For example, one adult literacy class is held in village X from January to June 2002 (Group 1) and a second adult literacy class is held in village Y from January to June 2002 (Group 2).  <i>In this case, each repeated occurrence is counted as an individual course <b>by location and by group of learners.</b></i>
<b>Repeated by occurrence</b>	Occurs repeatedly; this course may occur in the same location as the other courses taking place within the programme, but with different starting-ending dates, i.e. it has the same address, but different starting/ending dates and a different group of learners each time.  For example, one adult literacy class is held in village X from January to June 2002 (Group 1); and a second adult literacy class is held in village X from July to December 2002 (Group 2).  <i>In this case, each repeated occurrence is counted as an individual course <b>by group of learners.</b></i>
<b>Repeated by location and by occurrence</b>	Occurs repeatedly: this course may occur in a different location and with different starting and ending dates; i.e., it has a different address, different starting-ending dates and a different group of learners each time.  For example, one adult literacy class is held in village X from January to June 2002 (Group 1) and in village Y from July to December 2002 (Group 2). <i>In this case, each repeated occurrence is counted as an individual course <b>by location, by occurrence and by group of learners.</b></i>

Conceptualising NFE is not a simple task. Describing the characteristics of a NFE programme and its courses is not a mechanical exercise. But the guidelines we provide for describing a NFE programme and a course are the foundation of a NFE-MIS. If you can systematically develop a conceptual framework that is relevant to NFE in your country, and you are able negotiate the complexity of NFE programmes and courses, you will have taken an important first step.

**Training Tool 1** in the Tool-kit will provide an orientation in how to conceptualise NFE programmes and courses.

## 1.5. What is a Non-Formal Education Management Information System (NFE-MIS)?

A NFE-MIS is more than simply a computerised database. In order to get a clear understanding of a NFE-MIS, let us start by defining an Educational Management Information System (EMIS). An EMIS is '*an organised group of information and documentation services that collects, stores, processes, analyses and disseminates information for educational planning and management. ...The main purpose of an EMIS is to integrate information related to the management of educational activities, and to make it available in comprehensive yet succinct ways to a variety of users.*'<sup>11</sup> An EMIS can also be described as a comprehensive system that brings together people, processes and technology to provide timely, cost effective and user appropriate information to support educational planning and management at whatever level is needed.

The proposed NFE-MIS is a system which has been specifically conceived for the information management of non-formal education. It is strongly recommended that the NFE-MIS is set up at sub-national level and expanded incrementally. It includes the following main components:

- i. A conceptual framework and methodology for mapping and monitoring NFE, which is locally appropriate and, at the same time, consistent within and between countries;
- ii. Prototype data collection tools (Questionnaires 1 to 7);
- iii. A computerised database, which can generate directories, summary tables and statistical tables;
- iv. A dissemination strategy which ensures a two-way information flow between all NFE stakeholders.

The NFE-MIS is set-up and managed by a group of people made up of governmental and non-governmental agencies active in NFE, who are also responsible for expanding the core MIS. Thus, the national and sub-national NFE-MIS teams are an integral part of the MIS.

As we have seen in the Introduction, the purpose of this Handbook is to build capacities at national and sub-national levels in order to set up a NFE-MIS. To recapitulate the process described in the Introduction, you will need to go through several steps to establish a core NFE-MIS database.

First, you will need to identify main stakeholders who will form the national NFE-MIS Team and the sub-national NFE-MIS Team. Together, this group will finalise a national/sub-national conceptual framework for NFE, identify the policy framework for NFE, identify relevant information needs at different levels, develop indicators, identify available data and data sources. The NFE-MIS Team will then adapt the prototype data collection tools provided by this Handbook and collect data.

The data collected will then be entered and processed in the NFE-MIS core database, which may also need to be adapted to local contexts. The core database will generate tables which may be analysed using identified national NFE indicators, to map and monitor NFE in your country. The analysed data will be published and disseminated.

<sup>11</sup> UNESCO. 1998. *Educational Management Information System: Training Package*. Bangkok: UNESCO.

The core NFE-MIS database consists of 4 sub-databases.

**Sub-database 1** answers the question '*who does what and where?*' It stores and processes data on **agencies** that provide NFE in a particular sub-national location. This is baseline information on governmental departments and civil society organisations responsible for organising and delivering NFE programmes.

The main outputs of the sub-database on agencies is a regularly updated Directory of NFE providing/sponsoring agencies, including some descriptive information.

**Sub-database 2** answers the question '*how is NFE provided?*' It stores and processes data on **NFE programmes and courses** provided in a particular sub-national location. This includes the following: baseline information on how a NFE programme is structured in terms of individual courses; descriptive information on individual courses; and statistical data on individual courses.

The main outputs of the sub-database on programmes and courses are a regularly updated Directory of programmes and courses, Summary tables on courses, and Statistical tables on courses.

**Sub-database 3** answers the question '*who delivers the courses?*' It stores and processes individual **educators'** profiles.

The main output of the sub-database on educators are summary tables and directories of educators.

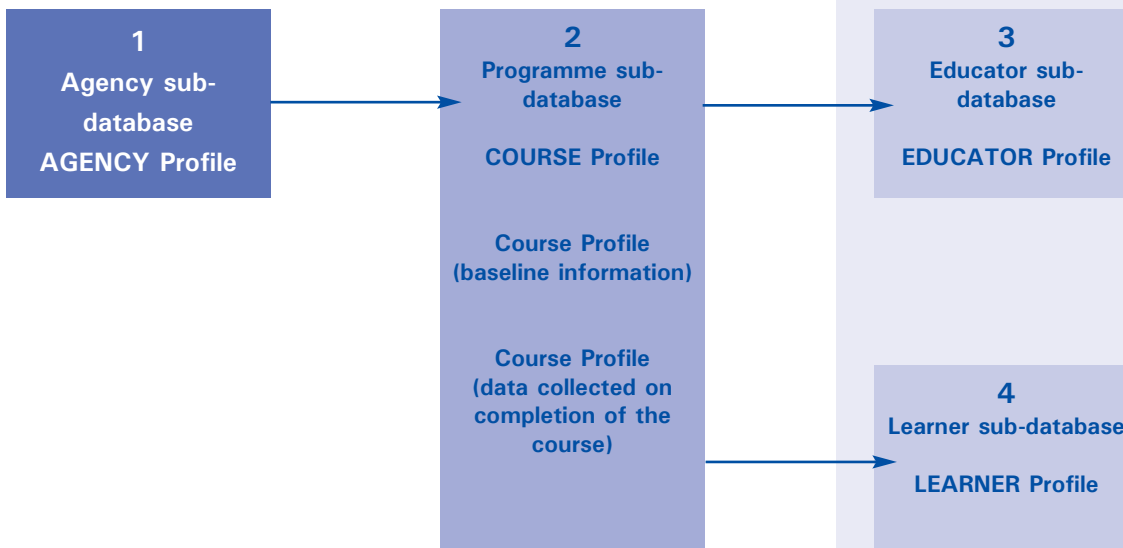
**Sub-database 4** answers the question '*who participates in NFE?*' It stores and processes individual **learners'** profiles.

The main output of the sub-database on learners are directories and baseline information that can be used for tracer and impact studies.

This Handbook provides a set of 7 prototype questionnaires. So, Sub-database 1 is maintained and updated by Questionnaire 1 on agencies. Sub-database 2 is maintained and updated by Questionnaire 2 on NFE programmes, and Questionnaires 3 and 4 on courses. Sub-database 3 is maintained and updated by Questionnaire 5 on educators. Questionnaires 6 and 7 on learners maintain and update the sub-database 4 on learners.

Figure 1.2 illustrates the structure of the core NFE-MIS, showing the relationship of four sub-databases.



**Figure 1.2. Structure of the core NFE-MIS database**

It is important to note that the tools and methods provided by this Handbook, and the accompanying software, focus on establishing the core database. But you may choose to expand the core database to include other context-specific sub-databases.

For example, you may choose to include a village-level sub-database, containing socio-economic data, or a sub-database on Early Childhood Care and Education.

But such an expansion should only be undertaken after you have completed the first phase of NFE-MIS development, as envisaged by the Project Action Plan (see Module 2). You should also note that an expansion of your database would require the development of a new software which corresponds to your needs.

In addition you may choose to link a single NFE-MIS to other databases in your country or in your sub-national context, through the import and export of data. For example, a sub-national NFE-MIS in Shinyanga, Tanzania, may be linked to the national Tanzania Socio-Economic Database (TSED).

Or, you might choose to integrate the NFE-MIS into other local/national databases. In this case, you will need to ensure that the NFE-MIS conceptual framework, data entry forms and software are fully combined with the objectives, data collection tools and software of the local/national database. For example, a NFE-MIS in Andhra Pradesh, India, may be linked to the national District Information System for Education (DISE).

In general, it is important to understand that all available and relevant data gathered through other data collection exercises (census, household surveys, labour surveys) or other databases (EMIS, databases of the health sector, etc.) which are available in the country should be used when establishing the greater picture of demand and supply, quality and output and impact of NFE as well as for calculating indicators.

## Appendix 1.1. Examples of generic sub-categories

### 1. Types of NFE activities

Core category	Sub-categories
<b>Early Childhood Care and Education</b>	<ol style="list-style-type: none"> <li>1) Care services for children under three years</li> <li>2) Education services for children over three years (pre-primary education)</li> <li>3) Parenting education for parents with children of the concerned age cohort</li> <li>4) Other</li> </ol>
<b>Literacy</b>	<ol style="list-style-type: none"> <li>1) Basic literacy</li> <li>2) Post-literacy</li> <li>3) Continuing education/self-learning</li> <li>4) Other</li> </ol>
<b>Equivalency schooling</b>	<ol style="list-style-type: none"> <li>1) Alternative schooling</li> <li>2) Bridging courses</li> <li>3) Other</li> </ol>
<b>Life skills training</b>	<ol style="list-style-type: none"> <li>1) Civic education</li> <li>2) Health and hygiene</li> <li>3) Nutrition</li> <li>4) Family planning</li> <li>5) HIV/AIDS and drug misuse preventive education</li> <li>6) Leadership development</li> <li>7) Home economics</li> <li>8) Environmental preservation</li> <li>9) Other</li> </ol>
<b>Income generation/non-formal vocational training</b>	<ol style="list-style-type: none"> <li>1) Entrepreneurial skills development</li> <li>2) Micro-credit Co-operatives/ Self-help groups training</li> <li>3) Management training</li> <li>4) Book keeping and accounting</li> <li>5) Other</li> </ol>
<b>Rural development</b>	<ol style="list-style-type: none"> <li>1) Watershed management</li> <li>2) Agricultural extension</li> <li>3) Forest management</li> <li>4) Animal husbandry</li> <li>5) Soil conservation and irrigation</li> <li>6) Fishery management</li> <li>7) Other</li> </ol>
<b>Further education and/or further professional development</b>	<ol style="list-style-type: none"> <li>1) ICT (Information and Computer technologies) training</li> <li>2) Specialised short-term professional training courses</li> <li>3) Language training</li> <li>5) University for the third age</li> <li>6) Other</li> </ol>
<b>Religious education</b>	
<b>Cultural and/or traditional education</b>	<ol style="list-style-type: none"> <li>1) Traditional arts and craft</li> <li>2) Traditional music</li> <li>3) Indigenous knowledge preservation</li> <li>4) Personal development programmes</li> <li>5) Other</li> </ol>

## 2. Types of NFE Target groups

Core category	Sub-categories
<b>Illiterates</b>	<ol style="list-style-type: none"> <li>1) Illiterate in the mother tongue</li> <li>2) Illiterate in the official language</li> <li>3) Other</li> </ol>
<b>Literates (basic level)</b>	<ol style="list-style-type: none"> <li>1) Literate (basic level) in the mother tongue</li> <li>2) Literate (basic level) in the official language</li> <li>3) Other</li> </ol>
<b>Literates (advanced level)</b>	<ol style="list-style-type: none"> <li>1) Literate (advanced level) in the mother tongue</li> <li>2) Literate (advanced level) in the official language</li> <li>3) Other</li> </ol>
<b>Out-of-school children and school drop-outs</b>	<ol style="list-style-type: none"> <li>1) Out-of-school children</li> <li>2) School drop-outs</li> <li>3) Children at risk (e.g. street children, working children)</li> <li>4) Other</li> </ol>
<b>Marginalised youth</b>	<ol style="list-style-type: none"> <li>1) Adolescents</li> <li>2) Young adults</li> <li>3) Other</li> </ol>
<b>Women and girls</b>	<ol style="list-style-type: none"> <li>1) Adolescent girls</li> <li>2) Other</li> </ol>
<b>Rural poor</b>	<ol style="list-style-type: none"> <li>1) Micro-credit/self-help groups</li> <li>2) Agricultural labourers</li> <li>3) Livestock breeders</li> <li>4) Fishermen</li> <li>5) Other</li> </ol>
<b>Urban poor</b>	<ol style="list-style-type: none"> <li>1) Micro-credit/self-help groups</li> <li>2) Non-agricultural labourers (construction/road workers, enterprise workers, craftsmen, household employees, etc.)</li> <li>3) Unemployed</li> <li>4) Other</li> </ol>
<b>Ethnic/linguistic Minority Groups</b>	<ol style="list-style-type: none"> <li>1) Tribal groups</li> <li>2) Indigenous groups</li> <li>3) Linguistic minorities</li> <li>4) Scheduled castes</li> <li>5) Nomads</li> <li>6) Other</li> </ol>
<b>Groups living in special circumstances</b>	<ol style="list-style-type: none"> <li>1) Migrant workers</li> <li>2) Refugees</li> <li>3) Demobilised soldiers</li> <li>4) Disabled persons</li> <li>5) Prisoners</li> <li>6) Other</li> </ol>

# module 1



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## Guidelines for Planning the NFE-MIS Development Process

- 2.1. Getting started
- 2.2. Building national and sub-national NFE-MIS Teams
- 2.3. Identifying partners at sub-national level
- 2.4. Designing an action plan for NFE-MIS development
  - 2.4.1 Strategic Workplan
  - 2.4.2 Operational Action Plan
- 2.5. A capacity building strategy
- 2.6. Raising awareness

### Boxes, Figures and Tables

- Box 2.1. Consultative Meeting sample agenda
- Box 2.2. Example of the constitution of a national NFE-MIS Team and typical sub-national NFE-MIS Team, Andhra Pradesh, India
- Box 2.3. Example of the policy context for NFE, Tanga Municipality, Tanzania
- Box 2.4. Example of NFE partners, Ngokolo Ward, Shinyanga District, Tanzania
- Table 2.1. Prototype 12-month strategic NFE-MIS Workplan
- Table 2.2. Relation of NFE-MIS development and capacity building activities
- Table 2.3. An operational action plan format
- Table 2.4. Sample operational action plan, showing development activities and capacity building for the planning stage
- Table 2.5. Proposed schedule for a Training of Trainers workshop

## Module 2: Summary Box

### What is the purpose of Module 2?

Module 1 initiates the NFE-MIS development process. The purpose of Module 2 is (a) to raise awareness of the need for a sustainable NFE-MIS and for partnerships between NFE stakeholders; (b) to ensure that the NFE-MIS builds on existing national policy objectives and strengthens existing partnerships; and (c) to identify the teams responsible, and draft an action plan for planning and implementing NFE-MIS development.

### What does Module 2 contain?

The module provides pre-planning guidelines for the NFE-MIS development process. It includes 5 elements:

1. Suggestions for a Consultative Meeting to kick-start the process;
2. A proposal for how to constitute a national-level NFE-MIS Team and a sub-national NFE-MIS Team, which should be adapted to suit local contexts;
3. An approach for identifying NFE-MIS partners at sub-national level;
4. A strategic work plan and prototype action plan for the NFE-MIS development process, which should be adapted to complement existing planning mechanisms;
5. A capacity building strategy for NFE-MIS development.

### Link to the Tool-kit:

**Training tool 2:** Building a national and sub-national NFE-MIS Team;

**Training tool 3:** Identifying partners at sub-national level;

**Training tool 4:** Designing an action plan for NFE-MIS development.

### When should Module 2 be used in the development process?

The Module should be used at the beginning of the development process, in 3 steps.

**Step 1:** Although its timing is flexible, a national 'Study of the NFE policy context' should be undertaken first. Details on this study are spelt out in Module 3, as part of the Diagnostic Study to be undertaken. Following this, a national-level Consultative Meeting is held. The Consultative Meeting will result in suggestions for constituting the national and sub-national NFE-MIS Teams, as well as a draft action plan for NFE-MIS development.

**Step 2:** The national and the core sub-national NFE-MIS Teams are set up; and institutionalised, if possible.

**Step 3:** At sub-national level, NFE partners are identified and the full NFE-MIS Team and NFE-MIS action plan are finalised.

### Who should use Module 2?

This module is designed for general use by key stakeholders at national and sub-national levels. These stakeholders are the core members of a national NFE-MIS Team and a sub-national NFE-MIS Team. But elements 4 and 5 (see above, 'What does Module 2 contain?') are designed primarily for use by those NFE-MIS Team members who are working at sub-national level, once the team has been established.



## 2.1. Getting started

You will need to start the NFE-MIS development process by organising and implementing a **Consultative Meeting**.

*What is the purpose of a Consultative Meeting?* The purpose of the meeting is two-fold: to raise awareness of the scope and potential of a NFE-MIS and to kick-start the NFE-MIS development process.

*What are the objectives of the meeting?* The main objectives of the meeting are to:

- Introduce the conceptual framework for NFE and the NFE-MIS;
- Introduce and review the *Handbook for developing a Non-Formal Education Management Information System (NFE-MIS)* at sub-national level, and the software;
- Discuss the policy context for NFE-MIS development;
- Identify institutions and persons responsible for NFE-MIS development at national and sub-national levels;
- Discuss the strategic work plan to develop an operational action plan and budget.

*Who are the participants?* Participants in the Consultative Meeting should include the following:

- The key stakeholders group, including decision-makers at national and sub-national levels;
- Representatives from other education sub-sectors besides NFE;
- Representatives from other NFE-related sectors;
- Staff members and statisticians from the national Education Management Information System (EMIS);
- Representatives of other NFE-related information systems;
- NGOs active in the field of NFE at national and sub-national levels;
- Representatives from research institutes;
- Representatives from the donor community, if necessary.

A sample agenda for the meeting is provided in Box 2.1., below.

### Box 2.1. Consultative Meeting sample agenda

#### Day One: Introduction to the NFE-MIS concept and Handbook

##### 1. Introduction.

- Review of workshop objectives.

##### 2. Introduction to a conceptual framework for NFE, followed by discussion:

- Review of Module 1: Guidelines for developing a conceptual framework for NFE.
- **Optional:** *Using Training Tool 1 (break into working groups).*

##### 3. Defining a NFE-MIS.

- What is a sub-national level NFE-MIS and why is it needed?
- Who are its users?
- What information does it provide?

##### 4. General introduction to the NFE-MIS Handbook, followed by discussion:

- What are the purpose and contents of the NFE-MIS Handbook?
- What is a sustainable NFE-MIS development process?
- Who are its users?

### Day Two

#### 1. Introduction to guidelines for implementing a Diagnostic Study of NFE, followed by Questions and Answers (Q&As).

- In-depth study on NFE policies, strategies and objectives;
- Revision and validation of the conceptual framework;
- Information on existing monitoring mechanisms.

#### 2. Introduction to guidelines for identification of information needs and developing NFE indicators, followed by Q&A.

#### 3. Introduction to guidelines for data collection, followed by Q&A.

- Introduction to the prototype data collection tools;
- Adapting the prototype data collection tools;
- Planning data collection;
- Data sources;
- Designing a data collection schedule.

#### 4. General introduction to the NFE-MIS software, followed by Q&As.

#### 5. Introduction to data processing, output production, data analysis and production of policy recommendations, followed by Q&A.

### Day Three: The policy context for NFE-MIS development

#### 1. Review of the current policy context for NFE (presentation of the 'Study of the policy context for NFE' Report, *if available*; or a summary of the policy context), followed by discussion.

- Understanding the policy context;
- Current institutional structures and partnerships;
- Existing information systems for NFE.

##### Discussion in plenary:

- How does a NFE-MIS fit into the NFE policy context and the general national development context of the country?
- Who are potential partners in the development of a sub-national NFE-MIS?

#### 2. Introduction to the institutional framework for a NFE-MIS - the national-level NFE-MIS Team and the sub-national level NFE-MIS Team.

- Identifying core members of the national NFE-MIS Team and sub-national NFE-MIS Team.
- *Optional: Using Training Tool 2 (break into working groups).*

#### 3. Discussion of the strategic workplan to develop an operational action plan and budget for the development process.

- Finalising activities from the strategic work plan to be included in the sub-national action plan (the action plan itself will be finalised at sub-national level);
- Deciding on an overall budget and time-frame;
- Identifying a location(s) (province/region/district) for NFE-MIS development.

As we mentioned in the introduction to this Handbook, the NFE-MIS development process is kick-started by a group of key stakeholders. These are usually members of the government department responsible for non-formal education. But this group may also include officials from other NFE-related sectors (e.g. health, agriculture, etc.) and civil society representatives working at national level, as well as statisticians from the national Education Management Information System (EMIS) and/or other NFE-related information systems. These individuals will usually go on to be core members of the national NFE-MIS Team.



It is important to note that the Consultative Meeting is usually conducted at national level. If this is the case, it is essential that you include representatives from the sub-national level in your participant list, if possible. These may be local government officials and civil society representatives from the location in which you intend to establish an operational NFE-MIS.

As you will have noted above, the Consultative Meeting includes a discussion of the policy context for NFE. Module 3 of this Handbook provides guidelines for undertaking a 'Study of the policy context for NFE', which may be undertaken before the Consultative Meeting is held. If this is not the case, you will need to make sure that you have prepared a summary of the NFE policy context, in order that this may be discussed during the meeting.

This is important because right from the outset of developing a NFE-MIS, you must make sure that the policy context for NFE is clearly understood and recorded. It is essential that you develop a sound foundation for your NFE-MIS project by ensuring that it *builds on and contributes to existing policy frameworks*. You need to document the general policy and strategies for literacy and NFE, and your country's objectives in this area, general information on demand (i.e., illiteracy rate, out-of-school population, drop-out rate), and existing indicators used to monitor and evaluate NFE programmes. You also must identify the institutional framework which is responsible for NFE policy and programmes and note general information on budget allocated to literacy and NFE.

All participants of the Consultative Meeting should receive a copy of this study well in advance as a background document.

**!Flashpoint!** It is important to note that the Consultative Meeting has an advocacy dimension. The Consultative Meeting provides an invaluable opportunity for raising awareness of the concept of NFE and the relevance of a NFE-MIS to a given country's efforts to plan, deliver, and monitor NFE. In general, we cannot overstate the importance of advocacy in initiating the NFE-MIS development process and in ensuring its sustainability. You may want to refer to Section 2.5 in this Module, which offers suggestions for advocacy and awareness-raising at national and sub-national levels.

## 2.2. Building national and sub-national NFE-MIS Teams

In order to manage, operate, and expand a sub-national NFE-MIS, you will need to establish a group of persons responsible for these activities, working at both national levels and sub-national levels. This group will consist of the following:

- A NFE-MIS Team, working at national level;
- A NFE-MIS Team, working at sub-national level.

In order to establish an effective collaboration at both national and sub-national levels, it is very important that you bear two factors in mind.

1. Your NFE-MIS will need to be built and extended by means of a **partnership** between governmental and non-governmental agencies.
2. This partnership should be as **cross-sectoral** as possible. The agencies represented in your national and sub-national NFE-MIS Teams should be drawn from a wide range of relevant development sectors, including education, health, agriculture, natural resource management, etc.



As we have noted above (Section 2.1 of this module), the NFE-MIS development process will be initiated by a group of key stakeholders. Most, if not all, of these individuals will go on to be core members of the national NFE-MIS Team. But *during the Consultative Meeting*, you will need to establish and, if possible, institutionalise the NFE-MIS Team. You may also identify core members of the sub-national NFE-MIS Team if you have managed to include sub-national level participants in your Consultative Meeting.

The direction of the NFE-MIS development process can either be undertaken by the planning department of the Ministry of Education (MOE) or the NFE department, but it is recommended that the national NFE-MIS team is co-chaired by a representative from both departments. This is because both departments have an equally important role to play in the development of the NFE-MIS.

If the national NFE-MIS Team is housed in the central government department responsible for non-formal education, in the education sector, you must make sure that the team includes planners and statisticians from the national Education Management Information System (EMIS) and/or other NFE-related information systems, and vice-versa.

The core NFE-MIS Team should be small (not more than 15 members), but it is important that you identify other partners that should be closely involved in the NFE-MIS development process. These partners are stakeholders from other NFE-related sectors (e.g. health, agriculture, social affairs, etc.). It is also important to ensure the active participation of civil society representatives working at national level as well as of representatives from the research community (e.g. universities), and specialised institutes (e.g. national institutes for statistics) etc.

Like the national NFE-MIS Team, the sub-national NFE-MIS Team is usually housed either in the educational planning department or the department responsible for non-formal education. The sub-national NFE-MIS Team should include other NFE-related department officials and a wide range of representatives from civil society, including NGOs and CBOs. It is vital to ensure that local government planners who may already be compiling and using cross-sectoral data are part of the NFE-MIS Team.

While each member of the NFE-MIS team has particular responsibilities, most of the development process of the NFE-MIS requires close collaboration of all team members. Among the main roles and responsibilities of the **national NFE-MIS Team** are the following:

Role	Responsibilities
<p><b>Team leader (it is recommended that the team leader is either a planner or a NFE specialist)</b></p>	<p>Guiding and supervising the initial NFE-MIS development in one or various sub-national locations and for its eventual expansion and scaling-up. Also responsible for planning and coordinating the various activities to be undertaken in the NFE-MIS development process, identifying training needs, and planning and organising national capacity building activities.</p>
<p><b>NFE specialist(s)</b></p>	<p>Responsible for conceptual and operational aspects of NFE; responsible for guiding the validation of the national NFE conceptual framework; guiding the work on identifying existing NFE opportunities, target groups, and providers; contributing to the identification of information needs and to the validation of data collection tools; providing inputs for data analysis according to information needs and the formulation of policy recommendations.</p>

Role (cont.)	Responsibilities (cont.)
<b>Planner</b>	Relating the NFE-MIS to national policy objectives for the identification of information needs required for development of indicators (in collaboration with the statistician) and the validation of the data collection tools. In collaboration with the statistician, responsible for consolidating NFE-MIS outputs (tables), undertaking data analysis, formulating policy recommendations and compiling the comprehensive NFE-MIS report.
<b>Senior statistician</b>	Supervising the indicator development and data analysis in collaboration with the planner.
<b>IT specialist</b>	Maintaining the NFE-MIS database and adapting it to the national context. In Phase 2, responsible for customising the NFE-MIS database and expanding it, as well as linking or integrating the NFE-MIS to other national information systems and databases.
<b>Communication co-ordinator</b>	Raising and advocating awareness of the NFE-MIS to policy makers, main stakeholders and the general public. Responsible for developing a dissemination strategy and for publishing and disseminating the comprehensive NFE-MIS report.

Among the main roles and responsibilities of the **sub-national NFE-MIS Team** are the following:

Role	Responsibilities
<b>Team leader</b>	Preparing, supervising and monitoring an action-plan, including NFE-MIS development activities and budget.
<b>NFE specialist(s)</b>	Responsible for conceptual and operational aspects of NFE at the sub-national level (see above NFE specialist at the national level).
<b>Planners/statisticians</b>	Checking data quality and analysing processed data at sub-national level
<b>Data collectors</b>	Collecting and checking data quality.
<b>Database operator(s)</b>	Operating and managing the database. This includes data cleaning, data entry and processing.
<b>Communication co-ordinator</b>	Raising awareness and advocating the NFE-MIS among local decision makers, main stakeholders and the general public. Responsible for disseminating database outputs and linking output dissemination to other local information systems and databases.

**!Flashpoint!** It is of critical importance that you bear the following in mind: when appointing roles to various Team members, you should build on each individual's existing skills and capacities. For example, the sub-national NFE-MIS Team's Database Operator must be an individual who has data processing experience, as well as basic computing skills. Similarly, the national NFE-MIS Team Leader should be an individual who is already in a lead management position.

**!Flashpoint!** In the above guidelines, we have indicated that the database operators should preferably be at the sub-national level. Before data entry and processing, you should appraise if the necessary skills for this task exist at the sub-national level. Depending on local capacities, it could be this work has to be undertaken at a higher level. If this is the case, you need to make sure that the sub-national team sends the completed questionnaires to the level where data entry and processing will take place. However, this is not an ideal situation and for future developments, you should aim for decentralising this responsibility to the sub-national level through capacity building.

**!Flashpoint!** In order to ensure the sustainable development of the NFE-MIS, it is very important that the members of the national team have the official approval from the Ministry to work on the NFE-MIS. An ideal situation would be to have an official agreement stating the amount of time each team member can devote to the NFE-MIS. In some cases, certain team members can be detached from the Ministry to fully concentrate on the NFE-MIS. If this prerogative is not clear from the outset of the activity, there is a high risk that the national officials will not find sufficient time to work on the NFE-MIS.

The above guidelines, showing partnerships, roles and responsibilities, are models of the NFE-MIS Team and sub-national NFE-MIS. These models must be adapted to suit your local contexts. You may also want to change the title of the groups of individuals. But the distinction between national and sub-national levels must be clearly indicated.

It is of critical importance that the relationship of the national NFE-MIS Team and the sub-national NFE-MIS Team builds on existing links between the various levels in an administrative hierarchy.

While both teams should work together very closely, each team has a distinct responsibility. For example, the specific responsibilities in the area of validation of the conceptual framework, and adaptation of the data collection tools and corresponding software are as follows:

1. The national NFE-MIS team will take the main decision on the conceptual framework of NFE at national level, and this will result in the decision on which main categories will be part of the NFE-MIS when the tools are adapted to the local context.
2. The national team may also decide to add a number of generic sub-categories, which are relevant for all regions of the countries (i.e. basic literacy, post-literacy, continuing education under the main category 'Literacy').
3. The national team will also validate the title of each prototype category and decide if these need to be adapted to the national context. Changes of titles can be made in both the questionnaires and the software.
4. The national team will also develop the main NFE indicators, which can be fine-tuned by the sub-national team. Similarly, data analysis is undertaken by the national team, as well as the development of subsequent policy recommendations.
5. Each sub-national team should fine-tune the conceptual framework for their particular context and will develop their specific sub-categories, which are relevant to their context, but these sub-categories will not be shown in the aggregated data at national level.
6. The sub-national team will also undertake data analysis at their level, for their particular information needs.



While there are distinct responsibilities as outlined above, the national and sub-national teams should always exchange information and involve each other in their work as much as possible.

**Box 2.2** illustrates how the models provided by Module 1 were adapted to national realities in Andhra Pradesh, India. Because of the size of the state, it was decided that the national NFE-MIS Team should include both state and district level representation. The sub-national NFE-MIS Team was located at sub-district level, i.e. mandal. You will note the national NFE-MIS Team was re-named 'Advisory Committee'. You should also note that the relationship of the Advisory Committee and the sub-national NFE-MIS Team is based on the existing organisational hierarchy of the Directorate of Adult and Non-formal Education in the State of Andhra Pradesh.

**Box 2.2. Example of the constitution of a national NFE-MIS Team and typical sub-national NFE-MIS Team, Andhra Pradesh, India.**

**Advisory Committee (State and district level)**

**State Level:** Secretary for Education, State Project Director, District Primary Education Project, Director Adult Education, Director State Centre for Education Research and Training (SCERT), Commissioner School Education, Director of the State Resource Centre on Adult and Continuing Education (SRC), Commissioner Rural Development and Commissioner Women Development and Child Welfare.

**District level:** District collector, DPEP, District Education Officer, Principal District Institute Education and Training (DIET), Deputy Director Adult Education, Additional Project Coordinator, NGOs, Chief Planning Officer and Project Director Women Development and Child Welfare.

**NFE-MIS Team (sub-district level)**

**Mandal level:** *Mandal* Education Officer (team leader), *Mandal* Literacy Organiser, 3 *Mandal* Resource Persons (DPEP), Chairperson of the *Mandal* Education Committee, Supervisors Integrated Child Development Scheme (ICDS) and NGOs working in the area.

**Village level:** Chairperson of the Panchayat Education Committee, Convener of the *Panchayat* Education Committee (Headmaster), Preraks NCEC (cluster level) CECs, Secretary, Gram *Panchayat*, *Anganwadi* workers, Youth/self-help groups, Health workers and CBOs.

In summary, both the national NFE-MIS Team and the sub-national NFE-MIS Team should include some, if not all, of the following types of partners:

- Governmental and/or non-governmental agencies operating already established systems for monitoring their own activities. Staff members of these agencies may have valuable skills and experience in monitoring and evaluation, which may contribute to the development of your NFE-MIS.
- Governmental and non-governmental agencies which already play a co-ordinating role for development. Such agencies may help you identify existing channels for dissemination and feedback.
- Community-based networks, to help you disseminate NFE-MIS outputs and gather feedback.

**Training Tool 2** in the Tool-kit will help you build a national and sub-national NFE-MIS Team.

### 2.3. Identifying partners at sub-national level

In the previous section we stressed that it is essential to identify the right partners for NFE-MIS development. Partnership is a sound foundation for ensuring that the development of a NFE-MIS *builds on and contributes to existing policy structures*.



By this stage in the development process, a national NFE-MIS Team will have been established and core members of the sub-national NFE-MIS Team identified. At this point in the NFE-MIS development process you will need to expand the sub-national NFE-MIS Team to include representatives from NFE-related sectors as well as members of civil society organisations.

In order to expand the sub-national NFE-MIS Team, partners for development of the NFE-MIS will need to be identified. To do this, the following steps have to be undertaken:

1. Understand the policy context for the NFE-MIS;
2. Identify institutional partners for the NFE-MIS, in light of the above policy context;
3. Know the nature and scope of existing NFE programmes, within the current policy context, undertaken by your institutional partners.

**Training Tool 3** in the Tool-kit will help you identify partners for an expanded sub-national NFE-MIS Team.

**!Flashpoint!** While identifying NFE-MIS partners, it is good practice to refer to the national 'Study of the policy context for NFE'.

**Box 2.3.** illustrates the way in which, referring to a national study, a core sub-national NFE-MIS Team was able to identify the NFE policy context for their NFE-MIS development. Here, you will see how the Priority Strategies for the Adult and Non-formal Education Medium-term (AE/NFE) Strategy reflect the national Education and Training Policy (ETP) and EFA country commitments to AE/NFE. In addition, you may note that the Medium-term Strategy's emphasis on multi-sectoral collaboration and partnerships between government and civil society emerge out of both the country's Poverty Reduction Strategy Paper (PRSP) as well as the Millennium Development Goals (MDGs).

**Box 2.4.** shows a list of potential NFE-MIS partners identified by the same team. Here, you will see how from the process of identifying partners you can learn from the national policy objectives in the AE/NFE Strategy. These partners include different NFE-related sectors, as well as civil society organisations, including NGOs and CBOs. The stress on 'sustainability' in Strategic Objective 15 is reflected in the strong emphasis on community participation in NFE-MIS development.

**Box 2.3. Example of the policy context for NFE, Tanga Municipality, Tanzania****1. Education and Training Policy (ETP)**

**Goals:** Promote the acquisition and appropriate use of literacy, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and improvement of the condition of man and society.

**Objectives:** Enable adults and young people to acquire sustainable writing, reading, communication, numeracy and other desirable and immediate useful learning tools.

**2. Commitment to International Education Targets: Education for All (EFA)**

**Goals:** Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes; Achieving a 50 per cent improvement in levels of literacy by 2015, especially for women and equitable access to basic and continuing education for all adults.

**3. Poverty Reduction Strategy Paper (PRSP)**

**Goal:** Reduce income poverty to improve human capacities for survival and social well being, and contain extreme vulnerability among the poor.

**Objective:** Expand adult education programmes.

**4. The Millennium Development Goals (MDGs)**

**Goal 1:** Eradicate extreme poverty and hunger.

**Goal 2:** Achieve universal primary education of good quality.

**Goal 3:** Promote gender equality and empower women.

**Goal 4:** Reduce child mortality.

**Goal 5:** Improve maternal health.

**Goal 6:** Combat HIV/AIDS, malaria and other diseases.

**Goal 7:** Ensure environmental sustainability.

**5. Adult and Non-formal Education (AE/NFE) Medium Term Strategy (2003-2008)****Priority Strategy 4: POST-LITERACY AND CONTINUING EDUCATION**

**Strategic Objective 13:** Ensure availability of lifelong learning opportunities for youth and adults through post literacy and continuing education.

**Strategic Objective 14:** Develop and sustain mechanisms for mobilising funds to finance basic education for out-of school children and literacy programmes from government and non-governmental sources, to ensure both availability of adequate resources, and accountability and transparency in the use of resources.

**Strategic Objective 15:** Develop a sustainable plan for ensuring continuity to future operations through consultation with stakeholders to seek commitment towards supporting the AE/NFE strategy.

**Box 2.4. Example of NFE partners, Ngokolo Ward, Shinyanga District, Tanzania**

**Local Government Authorities (LGAs):** District Adult Education Co-ordinator, District Education Officer, District Planning Officer, District Health Officer, Agricultural Officers, Councillors, Ward Executive Officer, Ward Education Officer, Village Executive Officer, Vocational Education and Training Association, Folk Development College.

**Civil Society Organisations:** CARITAS, OXFAM, CBRC, Agricultural Programme, Upendo Group, Tugeme Group, UNICEF.

**Community groups and individuals:** Learners, educators, religious leaders, influential people (traditional Healers, manjus, traditional birth attendants), school teachers, *Sungusungu* (i.e. community leadership), business people.



## 2.4. Designing an action plan for NFE-MIS development

An essential tool for successfully implementing NFE-MIS development is a feasible and appropriate action plan. You will need to design, use and monitor this action plan at sub-national level. This operational plan will be based on a national strategic workplan, which has been tailored to suit a country's context.

In this section, we provide you with:

- A generally applicable strategic workplan; this is the basis for an operational action plan;
- A format for an operational sub-national action plan.

### 2.4.1. Strategic Workplan

A strategic workplan consists of the following activities (Steps 1-17), taking place in 5 stages. Stages 1 to 3 cover the NFE-MIS development process.

#### Stage 1: Pre-planning:

1. Identifying key stakeholders;
2. Conducting a national/sub-national level Consultative Meeting; identification of members of the core national and core sub-national NFE-MIS teams and the drafting of an operational action plan and budget;
3. Finalising the national and sub-national NFE-MIS Teams;
4. Finalising the operational action-plan and budget at both national and sub-national levels.

#### Stage 2: Planning:

5. Undertaking a Diagnostic Study (DS), as follows: pre-testing the DS tools and revising as necessary, administering the tools, producing the Diagnostic Study Report. The DS includes:
  - Conducting a study on the national policy context for NFE;
  - Adapting and validating the conceptual framework for NFE;
  - Identifying information needs, making an inventory of existing data and data sources and identifying existing NFE information systems;
  - Reviewing the prototype data collection tools;
6. Identifying core NFE indicators and developing an indicator list;
7. Adapting and pre-testing the NFE-MIS tools and methods according to DS results;
8. Planning for data collection (preparing a contact list, a data collection schedule, and schedule for frequency of data collection).

#### Stage 3: Implementation:

9. Collecting data using Questionnaires 1-7 (See Module 5 for details);
10. Checking data quality, cleaning data;
11. Sorting and entering data;
12. Producing database tables and directories;
13. Analysing data according to core indicators;
14. Publishing a comprehensive NFE-MIS report.

#### Stage 4: Dissemination for Output Utilisation:

15. Developing a dissemination strategy and disseminating outputs.

#### Stage 5: Evaluation:

16. Evaluating the process and results of the development of the NFE-MIS;
17. Producing a follow-up action plan for replicating and up-scaling the NFE-MIS.



**!Flashpoint!:** This is, of course, only an example of the strategy you may adopt for project implementation. It will need to be reviewed in light of your local planning and information management context.

**Table 2.1. Prototype 12-month strategic NFE-MIS Workplan**

ACTIVITIES	PERSONS RESPONSIBLE	OUTPUTS
<b>PRE-PLANNING (2 months)</b>		
1. Identifying key national stakeholders	Key government officials, NGOs, UNESCO	Initial core group of NFE-MIS teams
2. Conducting a Consultative Meeting with all stakeholders; Identifying a core national NFE-MIS Team and a core sub-national NFE-MIS Team; Drafting an Action Plan	Key government officials, local stakeholders, Donors	- Meeting report, and consensus reached on the desirability/feasibility of a sub-national NFE-MIS; - Team members of the national and sub-national NFE-MIS Teams identified - Action Plan drafted
3. Consolidating and expanding the national and sub-national NFE-MIS Teams	National and sub-national NFE-MIS Teams	Consolidated and expanded national and sub-national NFE-MIS Teams established
4. Revisiting and finalising the operational Action-Plan and Budget	National and sub-national NFE-MIS Teams	Action Plan and Budget finalised
<b>PLANNING (3 months)</b>		
1. Undertaking a Diagnostic Study	National and sub-national NFE-MIS Teams	Diagnostic Study Report including a finalised conceptual framework
2. Project monitoring: Administrating Self-assessment Questionnaire <sup>1</sup> : SAQ 1	National and sub-national NFE-MIS Teams	SAQ1 Report
3. Developing core NFE indicators	National NFE-MIS team: planners and statisticians, NFE specialists	List of NFE indicators
4. Adapting NFE-MIS questionnaires and testing the adapted tools	National NFE-MIS team: Adapting core categories and generic sub-categories; Sub-national NFE-MIS team: adapting sub-categories	Adapted questionnaires
5. Planning for data collection	Sub-national NFE-MIS Team	Contact list, Data collection schedule
<b>IMPLEMENTATION (4 months)</b>		
1. Administering Questionnaires 1 to 7 sequentially (agencies, covering as many categories as possible, their programmes, corresponding courses, educators and samples of learners)	Sub-national NFE-MIS team: Data collectors	Completed questionnaires returned to sub-national team
2. Checking data quality, cleaning data	Database operators	Data quality report

<sup>1</sup> The Self-Assessment Questionnaires (SAQ) are tools which are proposed to be used to monitor the progress of the NFE-MIS development and identify difficulties encountered. They are to be used at different stages of the development process. The tools are explained in detail in Module 7.

**Table 2.1. Cont.**

<b>IMPLEMENTATION (4 months)</b>		
3. Project Monitoring: Administrating Self-assessment: SAQ 2	Sub-national NFE-MIS team	SAQ 2 Report
4. Finalising data entry schedule	Sub-national NFE-MIS team	Finalised data entry schedule
5. Sorting and entering data	Database operators	Data entered
6. Project monitoring: Administrating Self-assessment Questionnaire: SAQ 3	Sub-national NFE-MIS Team	SAQ3 Report
7. Producing database outputs: Database directories and statistical reports; Verifying database outputs and checking quality	Database operators	Data output quality reports
8. Analysing data with reference to NFE indicators	Statisticians and planners	Data analysis reports
9. Preparing policy recommendations based on the data analysis and preparing a comprehensive NFE-MIS report	Planners, National and sub-national NFE-MIS teams	A comprehensive NFE-MIS report containing directories
<b>DISSEMINATION FOR OUTPUT UTILISATION (2 months)</b>		
1. Developing a dissemination strategy and identifying existing and new dissemination channels	National and sub-national NFE-MIS Teams	Dissemination strategy List of existing and new dissemination channels
2. Project monitoring: Administrating Self-assessment Questionnaire: SAQ 4	National and sub-national NFE-MIS Teams	SAQ 4 Report
<b>EVALUATION (1 month)</b>		
1. Consolidating all SAQs with reference to project indicators provided by UNESCO	National and sub-national NFE-MIS Teams	SAQ 5 Report
2. Organising and implementing an evaluation workshop	National and sub-national NFE-MIS Teams; Donor	Evaluation Report
3. Drafting follow-up Action Plan	National and sub-national NFE-MIS Teams	Draft Action plan

Table 2.2. below, shows the relation between the NFE-MIS development process and capacity-building activities and lists the outputs produced by trained personnel, which you can expect after each step is completed. The training tools referred to in the capacity building column are provided in the Tool-Kit (see Annex) as follows:

- Training Tool 1: Refining the conceptual framework for NFE
- Training Tool 2: Building a national NFE-MIS Team and a sub-national NFE-MIS Team
- Training Tool 3: Identifying partners at sub-national level
- Training Tool 4: Designing an action plan for NFE-MIS development
- Training Tool 5: Using the Diagnostic Study methodology
- Training Tool 6: Identifying indicators for NFE
- Training Tool 7: Adapting the prototype questionnaires
- Training Tool 8: Planning for data collection
- Training Tool 9: Monitoring the NFE-MIS development process

**Table 2.2. Relation of NFE-MIS development and capacity building activities**

<b>ACTIVITIES</b>	<b>CAPACITY BUILDING</b>	<b>OUTPUTS</b>
<b>PRE-PLANNING</b>		
1. Implementing a national/sub-national level Consultative Meeting	Using guidelines provided in the Handbook	- Report; - Draft action plan
2. Setting up the national and sub-national NFE-MIS Team.	Training Tool 2	National NFE-MIS Team and sub-national core NFE-MIS Team established
3. Finalising the operational NFE-MIS action plan and budget	- Training Tool 3 - Training Tool 4	- NFE-MIS action plan and budget finalised

Table 2.2. cont.

PLANNING		
4. Undertaking a Diagnostic Study; - Conducting a study of the policy context for NFE; - Developing a conceptual framework	- Training Tool 5 - Guidelines in Module 3 - Training Tool 1 - Module 3, Tool 2	- Diagnostic Study Report; - Study of policy context for NFE; - An adapted and validated context-specific conceptual framework for NFE
5. Identifying information needs	Module 3, Tool 3	Information needs identified
6. Developing an indicator list	Training Tool 6	Indicator list for NFE
7. Adapting the NFE-MIS data collection tools	Training Tool 7	Adapted NFE-MIS data collection tools
8. Planning for data collection	Training Tool 8	- Contact list; - data collection schedule
IMPLEMENTATION		
9. Collecting data	Training in administering the NFE-MIS questionnaires	Completed questionnaires
10. Checking data quality	Training in using the NFE-MIS software	Data quality report; data entered
11. Sorting and entering data		
12. Producing database outputs: Database directories and statistical tables. Verifying database outputs and checking quality	Training in production of database outputs and in quality control	NFE-MIS outputs produced
13. Analysing data	Training in data analysis	Data analysed according to NFE information needs and NFE indicators identified
14. Publishing a comprehensive NFE-MIS report	Training in presentation of data outputs and formulation of policy recommendations	Comprehensive NFE-MIS report published
15. Producing and disseminating outputs		
16. Evaluation: self-assessment methods and internal/external evaluation	Training Tool 9	Evaluation Report

**Please note:** this Handbook includes training tools for all the above capacity-building activities, which may be used either by trained trainers, or for self-instruction, or a combination of both.

You will of course need to undertake capacity building activities for each of the above stages. It is crucial that both the national and sub-national NFE-MIS team, which are the responsible units for implementing the NFE-MIS, have a clear understanding of the various stages of the NFE-MIS development and both guide activities and hold national/sub-national training workshops. In order to prepare the two teams for the implementation for the NFE-MIS, it may be necessary to hold an intensive preparatory workshop in the early stages of NFE-MIS development, which would go through all stages of the NFE-MIS development process. It is also important that the necessary specialists are part of their team (i.e. planner, statistician, etc.).

In addition, during implementation, it is likely that you will undertake training activities that are specific to each step of implementation. That is, trained trainers may need to undertake training at sub-national level. For example, in order to collect data for the NFE-MIS, data collectors in the sub-national NFE-MIS Team will need to be trained in use of the of the NFE-MIS questionnaires.

### 2.4.2. Operational Action Plan

Now that we have identified the activities included in a strategic workplan and related capacity building activities, let us turn to the operational action plan, for use at sub-national level. To design a NFE-MIS project plan you will need to design and complete a table. The table should use the format indicated by Table 2.3, including the following 7 column headings: (1) Activities; (2) Person(s) responsible; (3) Expected outputs; (4) Resources required; (5) Cost; (6) Source; (7) Time schedule.

Your operational action plan will help you accomplish the following:

- Identify detailed activities and what is needed to implement them;
- Identify the relationship between activities, e.g. if the beginning of activity 3 requires the completion of activity 2, they will need to be timed sequentially;
- Identify possible overlapping needs of activities, e.g. the same piece of equipment being needed at the same time by different activities;
- Co-ordinate supervision of project, i.e. responsibilities and partners are clearly defined.

**Table 2.3. An operational action plan format**

Activities	Person(s) responsible	Expected outputs	Resources required (non monetary)	Cost (breakdown)	Source (for funds and non monetary contributions)	Time schedule (dates)
<b>Activity 1</b>						
Activity 1.1						
Activity 1.2						
Activity 1.3						
<b>Sub-total</b>						
<b>Activity 2</b>						
Activity 2.1						
Activity 2.2						
<b>Sub-total</b>						
<b>Activity 3</b>						
Activity 3.1						
<b>GRAND TOTAL</b>						

To fill the first column, you will need to refer to the NFE-MIS strategic workplan (see above). You will note that each 'Activity' is broken down into sub-activities. You will need to carefully consider each main activity in the strategic workplan and decide whether or not these need to be broken down into sub-activities. For example:

<b>Activity 5: Undertaking a Diagnostic Study</b>	
<b>5.1. Designing a Diagnostic Study schedule</b>	
<b>5.2 Pre-testing the Diagnostic Study tools</b>	
5.2.1	Tool 1: Study on Policy Framework
5.2.2	Tool 2: Review of the national conceptual framework
5.2.3	Tool 3: In depth interview to identify information needs per information user, establish an inventory on existing data and data sources and identify existing NFE information systems
5.2.4	Tool 4: Review of prototype questionnaires
<b>5.3. Administering the tools</b>	
5.3.1	Tool 1: Study on Policy Framework
5.3.2	Tool 2: Review of the national conceptual framework
5.3.3	Tool 3: In-depth interviews on information needs, existing data and data sources, existing NFE information systems
5.3.4	Tool 4: Review of prototype questionnaires
<b>5.4. Producing a Diagnostic Study Report.</b>	

**!Flashpoint!** It is essential that you include capacity building activities in your action plan. These may be undertaken at strategic points in the development process. In this case, a training activity takes place immediately before the development activity to which it applies.

Once you have completed column 1, you will need to specify the following for each activity and sub-activity:

- The person(s)/organisation that will be responsible for implementing this particular activity;
- The outputs expected on completion of each activity/sub-activity;
- The human (type of expertise and amount of time in man-days) and material resources, including equipment, needed to perform the activity;
- The monetary costs involved (for both manpower and material resources);
- The source of the resources (who provides the contribution: in cash and in kind);
- The time during which the activity is going to be performed (starting-date and ending-date).

The section of your action plan for the time-schedule may be changed so you can plan activities on a 12-months basis.

Time schedule (insert dates)											
01	02	03	04	05	06	07	08	09	10	11	12

Having designed your project action-plan, you will of course need to devise an appropriate budget. The initial costs of the NFE-MIS project will depend on the following factors:

- The number of agencies included in your data-collection contact list;
- The number of persons involved in the data collection;
- The coverage of data collection;
- The number of persons involved in data processing and analysis;
- The number of training sessions held;
- The number of regular project-management meetings held.

You may calculate the costs based on the above, including the following:

- Training costs;
- Human resource inputs;
- Meeting/workshop costs;
- Preparation and production of NFE-MIS materials and tools;
- Travel and transportation costs;
- Stationary and other materials;
- Computer rental/purchase;
- Miscellaneous.

You may want to draw up a 'Resource identification list' along these lines:

Source	Type of resource (non-monetary)	Timeframe (how long/ how often)	Number of Units (how many)	Cost

A critical factor for you to consider in addition to identifying the required resources is the source of each respective resource. Your sources may include local communities, NGOs, government departments, the business sector, and international funding agencies.

You may then transfer the contents of your 'Resource identification list' into the table format of your main action plan.

As a follow up activity, the general action plan needs to be presented to the relevant national authorities for endorsement. At the same time, other partner NGOs and relevant ministries and international agencies should be mobilised for support.

Table 2.4, below, shows a sample operational action plan, in which we have inserted general capacity building activities which are normally required during the NFE-MIS development. But the NFE-MIS Teams may identify additional capacity building/training needs and include them in the operational action plan.



**Training Tool 4** in the Tool-kit will help you design an action plan for use at sub-national level.

Table 2.4. Sample operational action plan, showing development activities and capacity building

Activities	Person(s) responsible	Expected outputs	Resources required (non monetary)	Cost (breakdown)	Source (for funds and non monetary contributions)	Time schedule (dates)
<b>PLANNING</b>						
<b>1. Undertaking a Diagnostic Study</b>						
1.1. Training in using the Diagnostic Study Tools (Training Tool 5). Using the Diagnostic Study methodology (Module 3).						
1.2. Developing a Diagnostic Study schedule						
1.3. Pre-testing the tools						
1.4. Administering the Diagnostic Study tools						
1.5. Producing a Diagnostic Study Report						
<b>Project monitoring: Administering self-assessment questionnaire (SAQ) 1</b>						
<b>2. Developing NFE indicators and preparing an indicators list</b>						
2.1. Training in developing NFE indicators using Training Tool 6: Identifying NFE indicators						
2.2. Indicator development workshop						
2.3. Preparing the NFE indicator document						
<b>3. Adapting and testing the NFE-MIS tools and methods</b>						
3.1. Training in adapting the questionnaires using Training Tool 7: Adapting the prototype questionnaires (Module 5).						
3.2. Adapting the NFE-MIS questionnaires						
3.3. Pre-testing the NFE-MIS questionnaires						
<b>4. Planning for data collection</b>						
4.1. Training in planning for data collection: using Training Tool 8: Planning data collection						
4.2. Preparing a contact list						

Table 2.4. Cont.

Activities	Person(s) responsible	Expected outputs	Resources required (non monetary)	Cost (breakdown)	Source (for funds and non monetary contributions)	Time schedule (dates)
<b>PLANNING</b>						
<b>4. Planning for data collection cont.</b>						
4.3 Designing a data collection schedule						
<b>5. Implementation</b>						
5.1 Training in administering the NFE-MIS questionnaires						
5.2 Administering Questionnaires 1 to 7 sequentially (agencies, covering as many categories as possible, their programmes, corresponding courses, educators and samples of learners)						
5.3 Checking data quality, cleaning data						
<b>Project monitoring: Administering self-assessment questionnaire (SAQ) 2</b>						
5.4 Training in using the NFE-MIS software						
5.5 Finalising data entry schedule						
5.6 Sorting and entering data						
<b>Project monitoring: Administering self-assessment questionnaire (SAQ) 3</b>						
5.7 Training in production of database outputs and in quality control						
5.8 Producing database outputs: Database directories and statistical tables; Verifying database outputs and checking quality						
5.9 Training in data analysis						
5.10 Analysing data with reference to NFE indicators						
5.11 Training in presentation of data outputs and formulation of policy recommendations						



Table 2.4. Cont.

Activities	Person(s) responsible	Expected outputs	Resources required (non monetary)	Cost (breakdown)	Source (for funds and non monetary contributions)	Time schedule (dates)
<b>PLANNING</b>						
<b>5. Implementation cont.</b>						
5.12 Preparing policy recommendations based on the data analysis and preparing a comprehensive NFE-MIS report						
<b>6. Dissemination for Output Utilisation</b>						
6. 1 Developing a dissemination strategy and identifying existing and new dissemination channels						
<b>Project monitoring:</b> Administering self-assessment questionnaire (SAQ) 4						
<b>7. Evaluation</b>						
7.1 Training in consolidating the self-assessments reports (Training Tool 9)						
7.2 Consolidating all SAQs with reference to project indicators provided by UNESCO						
7.3 Training in conducting a project evaluation						
7.4 Organising and implementing an evaluation workshop						
7.5 Drafting a follow-up Action Plan						

## 2.5. A capacity building strategy

In the previous section we stressed the following: you must include capacity building activities in your operational action plan for NFE-MIS development. We suggest two capacity building options:



- *The targeted capacity building approach;*
- *The synchronised capacity building approach.*

Using the targeted capacity building approach, you will implement relevant training using a particular Training Tool from the Tool-kit *just before* an activity in the action plan is undertaken. This approach targets training for a specific activity. For example, data collectors in the NFE-MIS team will be trained just before the data collection stage in an action plan is implemented.

The sample action plan above shows how the targeted capacity building approach is integrated into an operational plan for NFE-MIS development.

Using the synchronised capacity building approach, you will follow a 'cascade' model for training. This approach synchronises training *through the different levels* in NFE-MIS development and *across different sub-national sites*. That is, a Training of Trainers (ToT) workshop takes place at national level. A further training workshop is then held at sub-national level, for instance, in a selected *district*. The second workshop should follow the same agenda and schedule as the ToT workshop. Subsequently, a further training workshop, using the same agenda and schedule, can be implemented at *sub-district* level.

In this case, you will implement NFE-MIS development activities only after the synchronised training has taken place. You will need a separate operational action plan for capacity building activities, using the same format provided in Section 4, above.

In either case, you will need to undertake a ToT workshop. Targeted capacity building will be the responsibility of a trained 'pool' of NFE-MIS trainers who have participated in the ToT. Similarly, the synchronised capacity building process begins with a national-level ToT workshop. Table 2.5, below, is a proposed schedule for a 11-day ToT workshop.

Some general points:

- The national-level ToT workshop should be implemented before any NFE-MIS development activities are undertaken. It is good practice to hold the ToT workshop as soon as possible after the Consultative Meeting;
- Trainees at national level may include selected members of the key stakeholders group, who initiate the NFE-MIS development process, and local resource persons, if necessary;
- This workshop may be planned and implemented in collaboration with external technical assistance, if necessary;
- While a general national-level ToT workshop which would cover all areas of NFE-MIS development can be held at the beginning of the process (see proposed schedule below), it is advisable to undertake several workshops which would cover each area for which capacity building is required right before the activity is undertaken, in the 'cascade' fashion as proposed above. This is advisable for the following two reasons:
  - a) Training will be more focused and more time will be spent on each topic to make sure that the issue is clearly understood and mastered;
  - b) The trained group will immediately put its acquired knowledge into practice. Thus, there is little risk that knowledge which was acquired earlier on may get lost because it is not used.

Table 2.5. Proposed schedule for a Training of Trainers workshop

Time- frame	Activities
Day 1	1. Introduction to the Rationale and Purpose of the NFE-MIS Handbook
	2. <i>Study period:</i> Module 1: Guidelines for Developing a NFE Conceptual Framework ( <i>individual study or study groups</i> )
Day 2	1. Review of Module 1: Guidelines for Developing a NFE Conceptual Framework
	2. Using Training Tool 1: Refining the Conceptual Framework for NFE
	3. <i>Study period:</i> Module 2: Guidelines for Planning the NFE-MIS Development Process
Day 3	1. Review of Module 2: Guidelines for Planning the NFE-MIS Development Process
	2. Using Training Tool 2: Building a national NFE-MIS Team and a sub-national NFE-MIS Team
Day 4	1. Using Training Tool 3: Identifying partners at sub-national level
	2. Using Training Tool 4: Designing an action plan for NFE-MIS development
	3. <i>Study period:</i> Module 3: Guidelines for Implementing a Diagnostic Study
Day 5	1. Review Module 3: Guidelines for Implementing a Diagnostic Study
	2. Using Training Tool 5: Using the Diagnostic Study Methodology
	3. <i>Study period:</i> Module 4: Guidelines for Indicator Development and Use
Day 6	1. Review of Module 4: Guidelines for Indicator Development and Use
	2. Using Module 3, Tool 3: Identifying Information Needs
Day 7	1. Using Training Tool 6: Identifying NFE Indicators
	2. <i>Study period:</i> Module 5: Guidelines for Data Collection
Day 8	1. Review of Module 5: Guidelines for Data Collection
	2. Using Training Tool 7: Adapting the Prototype Questionnaires
Day 9	1. Using Training Tool 8: Planning for Data Collection
	2. <i>Study period:</i> Module 6: Guidelines for Data Production, Analysis and Dissemination
Day 10	1. Review of Module 6: Guidelines for Data Production, Analysis and Dissemination
	2. <i>Study period:</i> Module 7: Guidelines for Monitoring the NFE-MIS development process
Day 11	1. Review of Module 7: Guidelines for Monitoring the NFE-MIS development process
	2. Using Training Tool 9: Monitoring the NFE-MIS development process
	3. Wrap up and preparation of training report

**!Flashpoint!** In addition to the training activities listed in Table 2.5 you will need to undertake training in data processing and data analysis. These are not included in proposed ToT workshop schedule. But you may choose to include these, in which case the time-frame for the workshop will be extended.



## 2.6. Raising awareness

While you are in the process of establishing a NFE-MIS in your area, you may find it necessary or useful to raise awareness about the scope and potential of a local, participatory monitoring system. This is an important contributing factor for the success of your NFE-MIS project.

This is because the cross-sectoral domain of NFE is often not clearly understood by stakeholders at both local and national levels. You may find that planners and managers often provide NFE opportunities without having identified these as such.

Similarly, for many stakeholders the concept of a NFE-MIS as a system may be a new one. Monitoring may be regarded as a 'technical' activity, of relevance only to managers who need to balance their books. A grassroots monitoring system that involves a computerised database may also require some explanation, as the application of information communication technologies (ICTs) at sub-national levels may be a comparatively recent development in your country.

Finally, and most importantly, even in countries where decision-making has been decentralised from the central level to local government departments, the capacity of sub-national level stakeholders to effectively plan, provide and monitor various development activities remains a challenge. It may be necessary to clearly demonstrate ways in which an institutionalised NFE-MIS may help to build capacities, improving systems for service delivery and management.

There are various activities and tools that can help to sensitise people in your local area to the importance of a 'grass-roots' NFE-MIS, and to encourage their active participation in such a system. Among these activities are the following:

- The **Consultative Meeting** held at the beginning of the project constitutes an important advocacy meeting while launching the activities at the same time;
- **Lobbying**: it may be necessary for you to convince potential stakeholders of the usefulness of a NFE-MIS, so that you obtain the active support of local communities, local/central government and the NGO community. You may want to implement such a sensitisation campaign before you begin data collection;
- **Networking and communication**: you may want to join an existing network or establish a new one, using traditional networking mechanisms or the Internet, if you have access to it;
- **Fundraising**: you may identify an opportunity for raising funds to expand your NFE-MIS, or project activities, from central or local government, or international donors, for example;
- **Media work and publications**: you may be able to use local and national radio stations, television networks, and newspapers to inform a wider audience about your work;
- **Research and analysis**: a research institute or an international NGO may undertake targeted research on your NFE-MIS or want to include a study of the NFE-MIS in a larger research project; or you may choose to undertake a specific piece of research yourself and circulate the research results to potential users;
- **Conferences and seminars**: you may be invited to present the goals and outcomes of your NFE-MIS at a conference or seminar.

For each of the above activities, you will need to create an 'advocacy' tool, or a set of these. A basic advocacy tool for the NFE-MIS could include a summary of the following:

- What is NFE?
- What is a NFE-MIS?
- Why is a NFE-MIS useful?
- What are the objectives, process and expected outcomes of a NFE-MIS Project?
- Who is undertaking the NFE-MIS Project?
- What is the general action plan?

You will find most of the material you need for creating such a document in Modules 1 and 2. In addition, when you have completed your Diagnostic Study, the Report will function as an important advocacy tool.

You will, of course, need to tailor your document to suit your audience. A document targeting officials and international donors at central level will be very different in terms of content and presentation from a briefing document for a local radio journalist. In some cases, while lobbying a network of community based organisations (CBOs) for example, you might find that a written document is not appropriate. In this case, you may want to present the content of your document visually, or through a performance of music and dance.

# module 2



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## Guidelines for Implementing a Diagnostic Study

- 3.1. What is a Diagnostic Study?
- 3.2. Why is the Diagnostic Study important?
- 3.3. Description of each step of the Diagnostic Study
  - 3.3.1 Conducting a 'Study of the NFE policy framework'
  - 3.3.2 Definition of a national conceptual framework for NFE
  - 3.3.3 Identifying Information Needs per information user and establishing an inventory of existing data and data sources as well as identifying existing information systems at sub-national level
  - 3.3.4 Reviewing the NFE-MIS questionnaires
- 3.4. A Diagnostic Study Methodology
- 3.5. Diagnostic Study Report
  - Appendix 3.1. Diagnostic Study Tool 1
  - Appendix 3.2. Diagnostic Study Tool 2
  - Appendix 3.3. Diagnostic Study Tool 3
  - Appendix 3.4. Diagnostic Study Tool 4

### Boxes, Figures and Tables

- Table 3.1. Summary of a Diagnostic Study methodology
- Box 3.1. Example of adaptation of the Diagnostic Study Tools: Andhra Pradesh, India
- Table 3.2. Outline of a Diagnostic Study Report
- Table 3.3a. What types of NFE activities are available in your area?
- Table 3.3b. What types of agencies are providing NFE programmes/activities in your area?
- Table 3.3c. What are the target groups for non-formal education in your area?
- Table 3.3d. What are the target age-groups for non-formal education in your area?

## Module 3: Summary Box

### What is the purpose of Module 3?

Module 3 will provide the basis for adapting the prototype NFE-MIS methodology to the national and sub-national situation, thus ensuring that it is relevant and responsive to the national and sub-national context and needs. The purpose of Module 3 is (a) to ensure that the sub-national NFE-MIS builds on existing policy structures, (b) to fine-tune the prototype conceptual framework to suit sub-national contexts, (c) to identify information needs, (d) to establish an inventory of available data sources, data, and existing information systems, as well as data collection mechanisms, (e) to review, adapt and validate the prototype questionnaires. The study will result in the production of a Diagnostic Study Report.

### What does Module 3 contain?

The module provides an introduction to the concept and importance of a Diagnostic Study, as well as Diagnostic Study tools and methods. Four tools are provided:

**TOOL 1:** Outline of an in-depth study of the national NFE Policy Framework

**TOOL 2:** Survey to review the national conceptual framework for NFE

**TOOL 3:** Guide for in-depth interviews to identify information needs per information user and to establish an inventory of existing data and data sources as well as to identify existing information systems at sub-national level

**TOOL 4:** Focus Group Discussion Guide to review the prototype questionnaires

### Link to the Tool-kit:

**Training Tool 5:** Using the Diagnostic Study Methodology.

### When should Module 3 be used in the development process?

The Diagnostic Study should be undertaken after the NFE-MIS Teams have been established, as a first step in the NFE-MIS development. The Diagnostic Study will refer to the national policy framework for NFE, so it is important that this study is finalised first. Also, a clear understanding of the conceptual framework of NFE has to be established at the beginning of the Diagnostic Study.

The Study of the national NFE Policy Framework should be undertaken at national level; and the other three studies (survey/interviews/focus group discussion) should be undertaken at both national and sub-national levels. Specific roles at either level for each of these studies will be spelt out in this Module.

It is important to bear the following in mind:

- The identification of eventual additional information needs, based on the review of the prototype questionnaires, is one of the results of the Diagnostic Study. However, you should be aware that these additional needs cannot be integrated into the prototype questionnaires without developing a new corresponding software. This is a considerable task. Therefore, it is recommended that prototype data collection tools be used with possible modifications (inclusion of new categories and creation of sub-categories, change of titles) for the first phase of your NFE-MIS. If you require additional data, you should investigate if this data can be obtained from other information sources or wait for the development of both new data collection tools and new software once phase one of the development process has been completed, i.e. for the scaling up of the established NFE-MIS.

### Who should use Module 3?

This module is designed for use by both national and sub-national NFE-MIS Team members.



### 3.1. What is a Diagnostic Study?

A Diagnostic Study is a 4-8 week process through which you will undertake a diagnosis or analysis of the situation of NFE in your context. The diagnostic study examines four main areas which are crucial for development of a NFE-MIS, as spelt out below:

1. The *national policy framework* for NFE. The study on policy and institutional frameworks should be done as an in-depth desk study. It should provide a comprehensive picture of current literacy and NFE policies, strategies and objectives, and implementation structures. This is an important basis for the kind of information you will be generating through your NFE-MIS.
2. The *national conceptual framework* for NFE. In this part of the Diagnostic Study, you will need to examine the prototype conceptual framework for NFE. The Diagnostic Study is designed to help you to examine the national understanding of NFE and adapt the prototype framework to your national context, to become a national conceptual framework for NFE, that is, the types of NFE activities, types of providers, and types of target groups and age groups. While there must be agreement on a national conceptual framework for NFE, you must also make sure that this framework is appropriate for sub-national contexts.
3. *Information needs per information user and inventory of existing data and data sources* as well as the *identification of existing information systems at sub-national level*: The identification of the information needs is a crucial part for planning your NFE-MIS. You will have to identify the information needs of each type of user of the NFE-MIS. Among other things this will include information relating to policy objectives as well as to information on management and performance of programmes.

Once you have identified your information needs, you will need to identify what information is already available and where it can be found (existing data, data sources). You also need to analyse the sub-national situation with respect to the current state of information systems as well as making sure your NFE-MIS builds on what already exists, in terms of monitoring and evaluating NFE, in your local context.

4. The *prototype NFE-MIS questionnaires provided by this Handbook*. The Diagnostic Study is designed to help you review, modify and validate the data items of the prototype questionnaires, making sure that these are relevant to your immediate information needs. It may also help you identify eventual additional data items you may wish to include in the questionnaires. This, however, cannot be done during Phase 1 of the NFE-MIS development process. This last point is discussed in Section 3.2 of this Module.

In the Diagnostic Study, you collect and analyse the information from various NFE stakeholders in government departments and civil society Non Government Organisations (NGOs) and Community Based Organisations (CBOs). You will also cover different sub-national levels in an administrative hierarchy.

The Diagnostic Study is undertaken by selected members of the NFE-MIS Teams at both national and sub-national level, with the help of local resource persons, if necessary. You will find the tools and methods for a Diagnostic Study in the following Sections. These tools integrate participatory and rapid appraisal methods:



**TOOL 1:** Outline of a study on the national NFE policy framework.

**TOOL 2:** Survey to review the national conceptual framework for NFE.

**TOOL 3:** Guide for in-depth interviews to identify information needs per information user and to establish an inventory of existing data and data sources as well as to identify existing NFE information systems at sub-national level.

**TOOL 4:** Focus Group Discussion Guide to review the NFE-MIS questionnaires.

You will note that each tool corresponds to one of the four specific subjects, outlined above. The main output is the Diagnostic Study Report, which can be drafted in an analysis workshop after the study is completed. This is discussed in more detail below.

A Diagnostic Study is:

- A time-bound process that targets specific subjects for diagnosis, laying the basis for the adaptation of the prototype NFE-MIS to the national and sub-national context and thus the NFE-MIS development process.

A Diagnostic Study is **not**:

- A substitute for the mapping stage of data collection. Although it is administered to agencies providing NFE, Tool 2 is not a study of existing NFE providers. Rather, the survey is used to establish the relevance of categories at sub-national level to be included in the national conceptual framework.

### 3.2. Why is the Diagnostic Study important?

The Diagnostic Study is a critically important part of planning the development of a sub-national NFE-MIS.

As outlined in Section 3.1 above, the Diagnostic Study will help you do the following.

First, Tool 1 of the Diagnostic Study will allow you to undertake an in-depth study on the policy framework of NFE and the NFE-MIS. If it has not already been undertaken at the outset of the project, it should be prepared in the beginning of the Diagnostic Study, and can be undertaken concurrently with the other studies.

This in-depth study should contain information on current literacy and NFE policies, strategies and objectives, current national institutional frameworks for implementing these objectives and other partners (NGOs, CBOs), general information on budget allocated to literacy and NFE, general information on demand (i.e., illiteracy rate, out-of-school population, drop-out rate etc.), and existing indicators used to monitor and evaluate NFE programmes and progress made towards educational policy and other development objectives.

This information is crucial because your NFE-MIS will build on and relate to the existing NFE policy framework. You will also need to be informed about policy objectives in NFE when you define your information needs and NFE indicators.

Secondly, the Diagnostic Study is designed to help you develop a national conceptual framework for NFE and to further fine-tune this framework to suit sub-national realities. The results of Tool 2 will enable you to:

- a. *Validate* the categorisations in the national conceptual framework;
- b. *Further adapt* the national framework to suit sub-national contexts.

What do we mean by 'adapt'? This means that at the national level, you may identify additional core categories to be added to your conceptual framework. You may also identify generic sub-categories which will be valid nationally. At the sub-national level, you will identify *additional sub-categories* under the core categories for types of NFE activities, types of providers, and types of target groups. These are sub-categories not already included in the national conceptual framework.

What will you do with these additional sub-categories? Before we answer this question, you should note that the categories in the prototype conceptual framework are exactly the same as those used in the prototype questionnaires. So, if you adapt the prototype conceptual framework to suit national and/or sub-national context, *you will also need to adapt the prototype data collection tools.*

In this way, the additional sub-categories identified using Tool 2 will be integrated into the operational questionnaires. These are the tools you will actually use to collect data in a given sub-national site. You will find guidelines for adapting the questionnaires in Module 5 of this Handbook and in the Tool Kit, Training Tool 7.

Thirdly, in-depth interviews will enable you to establish a priority list of information needs per information user, which will guide you in deciding what information should be collected, and what type of indicators you need to develop and calculate once you reach the stage of analysing the outputs of your system. There is a clear link between information needs identification, development of an indicator list, identification of available data and of additional data requirements, review and validation of the data collection tools, data analysis and indicator calculation and preparation of policy recommendations.

Fourthly, the Diagnostic Study will help you create a *'snapshot' of information currently collected, by whom, for what purpose, how and from what data sources and of existing education and NFE information systems.* Tool 3 will help you do the following:

- Obtain a general picture of information collected other than the types of information collected by the NFE-MIS questionnaires, so that you can respond to wider information needs;
- Create a preliminary contact list and inform your design of a schedule for data collection (see Module 5);
- Build on existing strengths in current management information systems (MIS) and eventually create links, and respond appropriately to existing challenges;
- You may identify other important institutions/bodies that should be included in your NFE-MIS Teams, or who should at least be consulted during implementation of the NFE-MIS development process.

Lastly, as we suggested above, the Diagnostic Study is designed to help you ensure that the questionnaires that you use at sub-national level are appropriate to your immediate information needs. The results of Tool 4 will help you to:

- a. *Validate* the data items included in the prototype questionnaires;
- b. *Identify* which data items need to be modified (change of titles and terminology; creation of additional main NFE categories or sub-categories);
- c. *Identify* eventual additional data items to be included in the prototype questionnaires.

These additional data items will be identified based on your priority list of information needs, which can be translated into data items and compared to the data items contained in the prototype questionnaires. These new data items may be included in a new set of questionnaires and into the new corresponding software to be developed for the second phase of your NFE-MIS development.

What will you do with these additional data items? Before we answer this question, you should note the following (see also section 6 in the Rationale and Purpose of the Handbook introductory Module):

- **Phase 1** of NFE-MIS development establishes a national pilot in one or more sub-national sites. Here, you will use a *modified* version of the prototype questionnaires and a modified version of the NFE-MIS software. Guidelines for adapting the NFE-MIS questionnaires are provided by Module 5 of this Handbook.
- **Phase 2** of NFE-MIS development is a process to replicate the national pilot NFE-MIS in other sub-national sites, or in a nation-wide initiative to cover all districts, for example, in your country. To do this, you will need to *further develop* the prototype questionnaires and *develop a new corresponding software*. This process is referred to as customisation. This development should be based on the identification of information needs. A further important element in this process is the development of national NFE indicators, for which guidelines are also provided in Module 4. An expanded and/or nation-wide NFE-MIS should respond to the additional information needs identified as well as produce data to calculate national indicators which were developed by the national NFE-MIS team.

It is important to remember that the results of Tools 3 and 4 of the Diagnostic Study, which enable you to identify eventual additional data items to be included in the prototype questionnaires, complement the process. You must carefully record the results of Tools 3 and 4 and make these available during the process of indicator development.

### 3.3. Description of each Step of the Diagnostic Study

#### 3.3.1. Conducting a 'Study of the NFE policy framework'

A 'Study of the NFE policy framework' should be conducted at *national* level. An outline of the contents of the study, is provided in Tool 1 (see Appendix 3.1 of this Module).



*What is the purpose of the Study of the policy context for NFE?* The main objective of this study is to make sure that you develop a sound foundation for your NFE-MIS by ensuring that it builds on, and contributes to, existing policy structures and objectives. The policy context for NFE development and existing NFE-related indicators must be clearly identified. Existing partnerships with other NFE-related sectors, as well as with civil society organisations should be identified, so that these may be strengthened. Finally, existing data collection mechanisms and information systems at national level should be identified, so that a sustainable NFE-MIS network may be linked to these.

*When should the study be conducted?* Ideally, you should conduct the study at the very beginning of NFE-MIS development. It should be completed before the Consultative Meeting so that the Study Report can be circulated during the meeting as a background document. You may find, however, that it is not possible to conduct a full study before the Consultative Meeting. In this case, you may conduct the study as part of the Diagnostic Study.

*How does the study link to other steps in the NFE-MIS development process?*

- The information on the policy framework, together with specific information needs, will serve as a basis to develop core NFE indicators;
- It provides a national context for the sub-national Diagnostic Study.

In case you undertake the study at a very early stage in NFE-MIS development, and before the Consultative Meeting, the study will also:

- Help you identify potential participants in the Consultative Meeting;
- Prepare the ground for the following: identifying an institutional 'home' for the NFE-MIS; constituting the national and sub-national NFE-MIS Teams, including partnerships between sectors and between government and civil society.

*What methods should be used?* It should be conducted as an in-depth desk-study, using secondary sources. These sources may include: Educational policy documents, Education for All (EFA) plans; policy documents from other sectors and ministries (Health, Labour, Social Affairs, Women's Affairs, Agriculture, Planning, Finance, etc.); sub-national development plans; population census; relevant sample surveys, household surveys; administrative records and reports; Poverty Reduction Strategy Papers (PRSP), United Nation Development Assistance Frameworks (UNDAF), and any other related documents.

### 3.3.2. Definition of a national conceptual framework for NFE

As spelt out in Module 1, one of the difficulties of NFE is that concepts, definitions and understanding of NFE vary among actors because of the complex and cross-sectoral nature of NFE.

However, a conceptual foundation and operational definition of NFE is required for building a management information system for NFE. Therefore, there is a need for conceptual clarity and it is crucial to decide what constitutes NFE at the national level before you can set up an operational NFE management information system. Consequently, you 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.

The prototype conceptual framework we propose is as broad as possible, to include the very wide spectrum of NFE activities that may be encountered in different countries. The basic points for elaboration of the conceptual framework are:

- NFE is cross-sectoral and therefore provided by a great diversity of actors;
- The type of activity and learning contents of NFE courses are very diverse and correspond to the learning needs of its different target groups;
- Target groups range from young children to senior adults.

As discussed earlier in the Handbook, the prototype conceptual framework consists of a classification of *types* of NFE activities, *types* of NFE providers, *types* of NFE target groups and target age-groups. In this exercise, you will need to contextualise the proposed prototype contextual framework to your national reality. In order to do so, you should undertake a review of existing NFE activities, providers, target groups and target age groups in your country, and adapt the prototype conceptual framework to your context. Tool 2 (Appendix 3.2) will guide you in this exercise.

### 3.3.3. Identifying information needs per information user and establishing an inventory of existing data and data sources as well as identifying existing information systems at sub-national level

#### Identifying information needs per information user

A crucial step in the development of a NFE-MIS is the identification of NFE information needs, since the purpose of a management information system is to provide appropriate, relevant and timely data for informed policy making and programme management. Therefore, the identification of what information is required by each type of user must be undertaken at the very outset of the development of a management information system. One of the outcomes of the Diagnostic Study will be the identification of information needs.

Information needs are different according to the level at which information users are operating (national or sub-national) and the type of decision they take (planning and strategic, management and supervision, operational, recipients of programmes etc). Information users are situated at the macro level (policy, planning, strategy development), intermediate level (management and control), and micro level (operations and recipients of programmes). Information systems provide educational policy makers and planners with information they need for an accurate analysis of the current situation and past trends and thus enabling them to define and quantify possible future developments. This will help them to set development objectives and define policies to be pursued to achieve these objectives.<sup>1</sup> Programme managers require information for the planning, monitoring and evaluation of activities, resource allocations, and management of human resources. The actual project/course manager requires more detailed information on inputs, process and outputs of programmes, detailed budgetary information, impact of the programmes etc. Moreover, there are other information users, which are the communities, and learners, which require information on the kind of NFE opportunities offered, whether they match current learning needs and how to access these NFE activities.<sup>2</sup> Educators would require information on educational and pedagogical issues.

#### Types of Users

We can distinguish the following main information users:

- Policy makers at national level (government level);
- Planners at national level (government level);
- Administrators at national and sub-national level (government level);
- Providers and Sponsors at national and sub-national level;
- Programme managers at organisational level of the providing institution/agency;
- NFE course managers/coordinators at the implementation level;
- Community;
- Educators;
- Learners.

There are a number of general questions that information users might wish to ask about NFE.

These questions include:<sup>3</sup>

- What are the levels of demand for different types of NFE opportunities?
- Who and where are the potential learners?
- Where and what are existing NFE opportunities?
- Does supply match demand? What are the gaps, problems and possible solutions?

<sup>1</sup> Adapted from: UNESCO-IIEP. 2005. *Characteristics of the Educational Management Information System*. 2004/2005 Advanced Training Programme in Educational Planning and Management. Paris: UNESCO-IIEP.

<sup>2</sup> Adapted from: UNESCO. 1996b. *Manual for Statistics on Non-Formal Education*. (unpub.)

<sup>3</sup> Ibid.

- What are the levels and patterns of participation? Who participates?
- What are the past and current levels of resource inputs into NFE activities?
- How efficiently and effectively have resource inputs been utilised?
- What was the learning and training impact in terms of personal growth and well-being, employment, and general socio-economic-cultural development?
- What measures and actions could be taken in order to solve the problems, coordinate the NFE activities, promote support to them, increase participation, and improve their relevance and impact on overall development?

Information needs are based on policy or programme questions, such as: *What are the targets and objectives set for the sub-sector? What is the current situation in comparison to those goals? What are existing problems?* These questions will lead to the development of indicators. This process is explained in detail in Module 4. Indicators can be qualified as synthesised information and are based on the information needs that have been identified. In most cases, indicators are used by a certain public, such as policy makers, which need synthesised information.

The process you go through for developing a NFE-MIS starts with the identification of policy objectives/questions, which leads to research questions and information needs. These can then be translated into indicators for which data is required (see Module 4). After an analysis of what information is already available, questionnaire items and data collection tools are developed to answer questions raised and to provide data for the calculation of indicators.

In order to facilitate your work, seven prototype questionnaires have been developed based on extensive pilot work in several countries. These are provided in Module 5 of this Handbook. The questionnaires have been conceived in such a way that they should provide you with the most important general information on NFE. Section 3.3.4. of this Module will provide you with guidelines on how to review these prototype questionnaires and evaluate if they correspond to your specific information needs and your national/sub-national context. As a second step, you should then adapt the prototype questionnaires to your context by modifying them.

While prototype questionnaires are provided, it is still crucial to go through the process of identifying information needs per information user. The above non-exhaustive list shows that there is a great diversity of information needs. It also shows you that not all information needs can be answered by your NFE-MIS questionnaires and that you may have to use other data sources to obtain all the data you require. You should also remember that not all data that you will have identified as an information need can be obtained. It is recommended to restrict the information you collect to the most important and relevant data required. Therefore, you should draw up a priority list of information needs.

### **Establishing an inventory of existing data and data sources as well as identifying existing information systems at sub-national level**

The following questions should be reflected upon:<sup>4</sup>

- What data has already been gathered that allows for control and monitoring of the sub-sector and in what form is it presented?
- What are existing data sources?
- What are existing databases/information systems at sub-national level?
- What additional information is needed for planning and administrative activities?

The inventory of available data and data sources is an important step in establishing the information system you are planning to set up. It will help you to obtain a comprehensive picture of what data is currently available, where, and how it is used. This will help you to identify gaps, but also where data can be obtained that cannot be collected through your NFE-MIS

<sup>4</sup> Adapted from: UNESCO-IIEP, 2005. op.cit.

questionnaires. Information on existing information systems will allow you to evaluate if and how you could link your NFE-MIS to existing information systems.

Tool 3 (Appendix 3.3 of this Module) will provide guidance on how to identify information needs as well as existing data and data sources.

#### 3.3.4. Reviewing the NFE-MIS questionnaires

Based on the work undertaken in the previous steps of the Diagnostic Study, that is the description of the policy framework and objectives for NFE, the validation of a national conceptual framework for NFE and the identification of information needs, you will now be able to review the prototype NFE-MIS questionnaires which are provided in the Handbook. It is important that these questionnaires a.) respond to your priority information needs and b.) are context specific.

You should therefore examine each questionnaire and determine, as a first step, if the terminology used corresponds to your national context. If there are differences in terminology, you should change these to what you use in your context in both the questionnaires and the software. As a next step, you should make sure that the prototype categories which are proposed correspond to and cover your NFE context. Again, you can change terminology, add core categories and add sub-categories under each core category. Core categories should be added at the national level, to streamline the questionnaires and software for the sub-national levels. Sub-categories can be created at both the national and sub-national levels. Some sub-categories might be relevant for all regions, and can thus be added at the national level. Others might only be relevant at the sub-national level and should then be added there.

You should then proceed to review each questionnaire and make sure that they cover your information needs with respect to agencies, programmes, courses, educators and learners. If you identify additional information needs which are not yet included in the questionnaires, carefully note them down to be re-examined for the expansion of the NFE-MIS.

It is strongly recommended that in Phase 1 you should modify/contextualise the questionnaires as described above, but postpone any major changes/additions to both the questionnaires and the software until the methodology is completely adapted to the national context, and the development and management of the NFE-MIS is well mastered by the NFE-MIS team. This is further described in Section 3.2 of this Module 'Why is a Diagnostic Study important?'

Guidance on how to review the 7 prototype questionnaires is provided in Diagnostic Study Tool 4 (Appendix 3.4 of this Module).

### 3.4. A Diagnostic Study Methodology

Below, you will find sample tools and methods to undertake a Diagnostic Study. These tools may be used concurrently. Or, you may choose to focus on one tool at a time, collecting the information in stages.

The summary boxes below introduce the Diagnostic Study tools. We identify the following for each tool: its objective, data sources, data collection methods and tips on analysis. Besides the summary, you will find notes to help you use a Diagnostic Study Tool, followed by the tool itself.

In Table 3.1, below, we provide a composite table of these summary boxes, including the purpose of each Diagnostic Study tool, its respective data sources, and data collection methods. This summary of the methodology should help you plan your Diagnostic Study.

These are only guidelines for a Diagnostic Study. You may edit and/or expand these as you see fit.



Table 3.1. Summary of the Diagnostic Study Methodology

Objective (Why?)	Information source (Who?)	Data collection method (How?)
<b>Tool 1: In-depth desk study of the NFE Policy Framework</b>		
Providing a comprehensive picture on the current NFE policy framework, covering current literacy and NFE policies, strategies and objectives, implementation structures, demand, indicators, in order to set up a NFE-MIS which builds on existing NFE policies and responds to information needs at all levels.	<ul style="list-style-type: none"> <li>- Educational policy documents, Education For All (EFA) plans;</li> <li>- Policy documents from other Sectors and Ministries (Health, Labour, Social Affairs, Women's Affairs, Agriculture, Planning, Finance, etc.);</li> <li>- Sub-national development plans;</li> <li>- Annual census;</li> <li>- Population census;</li> <li>- Sample surveys, household surveys;</li> <li>- Poverty Reduction Strategy Paper (PRSPs);</li> <li>- United Nation Development Assistance Framework (UNDAFs);</li> <li>- Fast Track Initiative (FTI), if applicable.</li> </ul>	Desk study on existing documents listed and all other relevant documents.
<b>Tool 2: Survey (Mini-Survey): to review the national conceptual framework for NFE</b>		
<p>Defining a national conceptual framework of NFE through:</p> <p>a) The review of the prototype international conceptual framework of NFE (types of NFE providers, activities, types of target groups);</p> <p>b) The review of on-going NFE activities;</p> <p>c) The adaptation of the prototype conceptual framework to the national context and to the sub-national context.</p>	<p>A representative sample of NFE stakeholders at central, district, block and village levels from the following groups:</p> <ol style="list-style-type: none"> <li>1. Central and local government officials from a wide range of sectors (Education, Health, Agriculture, Community Development, etc);</li> <li>2. Non-governmental agency senior-level staff members;</li> <li>3. Community-based organisation (CBOs) and group staff members;</li> <li>4. Head teachers or senior staff members in NFE training institutions.</li> </ol>	<p>The tool is a structured questionnaire comprising four tables. One copy of the questionnaire is administered to a single respondent by the data collector.</p> <p>The boxes against data items in the questionnaire may be checked by either the data collector or the respondent.</p> <p>If the space provided to record information under 'Other' is not sufficient, then a second copy of the questionnaire should be used.</p>



**Table 3.1. Cont.**

Objective (Why?) cont.	Information source (Who?) cont.	Data collection method (How?) cont.
<b>Tool 3: Guide for in-depth interviews to identify information needs per information user</b>		
<p>a) Collecting information on information needs per information user;</p> <p>b) Collecting information on data currently collected, by whom, how, for what purpose and from what source;</p> <p>c) Collecting information on the current state of NFE databases/information systems at national and sub-national levels, to identify entry-points for linkages between the NFE-MIS and other databases/information systems.</p>	<p>A representative sample of NFE stakeholders at district, block and village level, from different levels of hierarchy, from the following groups:</p> <ol style="list-style-type: none"> <li>1. Central and local government officials from a wide range of sectors, i.e. education, health, agriculture, community development, etc. (policy makers);</li> <li>2. Planners from the Ministry of Education;</li> <li>3. Providers and sponsors of NFE activities;</li> <li>4. Organisers and managers of NFE activities;</li> <li>5. Participants in NFE activities (educators and learners);</li> <li>6. Community leaders.</li> </ol> <p>Respondents should be selected astutely, to ensure that you target individuals with relevant understanding and experience of NFE.</p>	<p>The tool is an in-depth interview guide, listing a pre-determined set of semi-structured questions that are to be explored during the interview.</p>
<b>Tool 4: Focus group discussion guide to review prototype Questionnaires</b>		
<p>Validating the data items of the questionnaires, identifying which items need to be modified to correspond to the local context and identifying eventual additional data items to be included in the questionnaires at a later stage through a review of the prototype questionnaires.</p>	<p>8-12 individuals who have been selected because of their knowledge and experience in NFE provision and management. Some of the participants in the discussion may include key informants already interviewed using Tool 2. Respondents may be drawn from the groups listed above (1-4), from different levels in an agency hierarchy, if possible.</p>	<p>The tool provides discussion points. A facilitator may use the discussion points to anchor group discussion and to ensure that basically the same topics are covered in different discussion groups. A note taker records the group discussion, in as much detail as possible.</p>

In Box 3.1. below, you will find an example of the way in which the general Diagnostic Study methodology was adapted to suit the local context in Andhra Pradesh, India.

### Box 3.1. Example of adaptation of the Diagnostic Study tools: Andhra Pradesh, India

To respond to the local context in Andhra Pradesh, the state-level NFE-MIS Team (re-named the Advisory Committee) and the sub-state level NFE-MIS Team chose to adapt the Diagnostic Study Tools in the following ways.

1. Because there was no existing inventory list of NFE providers at any level in the State, there was a need to create a contact list for the Diagnostic Study. It was decided to map all development agencies, addresses, areas of operation, the NFE programme(s) provided by the agency, and the duration of the programme(s). Besides resulting in a list of development agencies in the pilot sites, this mapping exercise acted as a 'filter' for identifying those agencies that did not fall within the area of NFE, as defined by the state's conceptual framework. The 'map' also filtered out those programmes which were too short to monitor, most of these being one-day advocacy activities.

While creating the contact list the state-level NFE-MIS Team made sure that this initial mapping activity was not confused with the mapping undertaken during data collection, using Questionnaires 1 and 2 of the NFE-MIS methodology. But the contact list for the Diagnostic Study was later used as a first step towards creating a contact list for NFE-MIS data collection.

2. As well as additional core categories, sub-categories were defined at state-level. These were included in a revised version of Tool 2. So, the objective of Tool 2 was to identify additional sub-categories at district level.
3. In the NFE-MIS development process, the 'Study of the policy context for NFE' and the steps for developing NFE indicators usually identify existing indicators at national or sub-national levels. These two activities were not undertaken during the Andhra Pradesh pilot process. So, Tool 3 of the Diagnostic Study was expanded to include a more thorough investigation of existing indicators used by different sectors in the state.
4. Tool 4 was dropped from a second Diagnostic Study. During the review of the questionnaires no need for additional data items was identified in the first study, and so this exercise was seen as redundant.

### 3.5. Diagnostic Study Report

The main output of the activities outlined above is the Diagnostic Study Report. This can be drafted in an analysis workshop after the diagnostic study is completed. The Diagnostic Study report should comprise four parts:

**Part 1** is the Study of the national NFE framework, containing information as outlined in the more detailed Study Outline.

**Part 2** should present an adapted NFE Conceptual Framework, including all identified additional core categories and new sub-categories. The results of the review exercise you have undertaken in Module 1 of this Handbook (Review of the NFE Conceptual Framework) should be taken into account when you have finalised this part of the report.

**Part 3** should summarise the results of the in-depth interviews you have conducted, under the headings 3.1 - 3.5 provided in the outline below. If the results of more than one Diagnostic Study are being consolidated, you may present these in a table format, identifying key information by using bullet-points. Its results should also lead to the development of indicators.



An example of this table format is:

Information needs per information user	Information currently collected	Existing data source	Existing information processing, analysis and indicators	Existing information use and dissemination mechanisms	Existing information flows

**Part 4** should provide a review of the prototype data collection tools (see prototype questionnaires 1 - 7 in Module 5) and considerations if the information collected through the questionnaires is appropriate, relevant and sufficient as regards NFE providers, NFE programmes and courses, educators and learners. It should also provide indications on how the information collected can be analysed and used. Furthermore, eventual additional data items that may be required should be identified. To summarise, Part 4 should help you to a.) validate the data items of the questionnaires, b.) identify necessary modifications of data items where appropriate, and c.) propose eventual new items to be added to the questionnaires at a later stage.

Please note that the actual process of adapting the questionnaires, based on the Diagnostic Study results, is spelt out in detail in Module 5. The adaptation of the questionnaires goes hand in hand with the adaptation of the software and must be undertaken before data collection.

Below, you will find a sample outline of the Diagnostic Study Report.

**Table 3.2. Outline of a Diagnostic Study Report**

<b>Part 1 Study of the national NFE policy framework</b>	
<i>Results of Tool 1</i>	
An in-depth study of the national NFE policy framework	
1.1	- National development goals
1.2	- National definition of literacy and NFE
1.3	- Review of national and sub-national NFE policies, strategies and objectives
1.4	- Review of the national institutional structure implementing NFE and of partners (NGOs, CBOs, international agencies, etc.)
1.5	- National and sub-national budget for literacy and NFE
1.6	- Demand (e.g., adult illiteracy rates, enrolment rates at primary and at secondary level, drop-out rates)
1.7	- Indicators for education, literacy and NFE and other human development indicators (e.g., health, income, gender)
1.8	- NFE Information systems at national level
<b>Part 2 A national Conceptual Framework of NFE</b>	
<i>Results of Tool 2</i>	
An adapted national Conceptual Framework of NFE	
<b>Review of existing NFE opportunities and adaptation of the national conceptual framework of NFE</b>	
2.1	- Existing NFE activities by type
2.2	- Existing governmental and non-governmental NFE-providers by type
2.3	- Existing target groups by type
2.4	- Existing age group categories
2.5	- Adapted national conceptual framework of NFE

Table 3.2. Cont.

<b>Part 3 Identifying information needs per information user and establishing an inventory of existing data and data sources as well as identifying existing information systems at sub-national level</b>	
<b>Results of Tool 3</b>	
A.	A priority list of information needs per user
B.	An inventory of existing data and data sources
C.	A list of existing information systems at sub-national level
3.1	- A priority list of information needs per information user
3.2	- Information currently collected and operating mechanisms
3.3	- Existing data sources
3.4	- Existing databases/information systems
3.5	- Existing information processing and analysis mechanisms
3.6	- Existing information use and dissemination mechanisms
3.7	- Existing information flows
<b>Part 4 Review modification of the prototype questionnaires</b>	
<b>Results of Tool 4</b>	
Identification of necessary modifications of the prototype questionnaires and validation of data items	
4.1	- Is the NFE-MIS framework relevant to our local context?
4.2	- Who is providing what NFE opportunities, and where? What information is needed at agency level? Validation of data items provided and identification of those which require modification to the local context.
4.3	- How are NFE programmes structured or organised? What information is needed at NFE programme level? Validation of data items provided and identification of those which require modification to the local context.
4.4	- How are the activities taking place within the overall framework of a NFE programme (i.e. descriptive information on NFE courses)?
4.5	- How are courses managed? What information is needed at NFE course level? Validation of data items provided and identification of those which require modification to the local context.
4.6	- Who are the educators of NFE programmes? What is their background? How do they perform? What information is needed on educators? Validation of data items provided and identification of those which require modification to the local context.
4.7	- Who are the learners of NFE? How do they perform? What are the outcomes of a NFE course? What information is needed on learners? Validation of data items provided and identification of those which require modification to the local context.
4.8	- Identification of additional data items for each questionnaire.
4.9	- What is the socio-economic situation at village/district/regional/national level? What socio-economic information is needed (optional)?
In addition, your report should include the following:	
<b>Appendix 1</b>	- Tool 1 & list of respondents
<b>Appendix 2</b>	- Tool 2 & list of respondents
<b>Appendix 3</b>	- Tool 3 & list of respondents
<b>Appendix 4</b>	- Tool 4 & list of respondents
<b>Appendix 5</b>	- Diagnostic Study schedule

Training Tool 5 in the Tool-kit will help you undertake a Diagnostic Study.

**Appendix 3.1. Diagnostic Study Tool 1**  
**Outline of an in depth study of the NFE policy framework**

<b>Objective</b>	Provide a comprehensive picture on the current NFE policy framework, covering current literacy and NFE policies, strategies and objectives, implementation structures, demand, and indicators, in order to set up a NFE-MIS which builds on existing NFE policies and responds to information needs at all levels.
<b>Information sources</b>	<ul style="list-style-type: none"> <li>- Educational policy documents, EFA plans;</li> <li>- Policy documents from other Sectors and Ministries (Health, Labour, Social Affairs, Women's Affairs, Agriculture, Planning, Finance, etc.);</li> <li>- Sub-national development plans;</li> <li>- Annual census;</li> <li>- Population census;</li> <li>- Sample surveys, household surveys;</li> <li>- Administrative records and reports;</li> <li>- Poverty Reduction Strategy Papers (PRSPs), United Nations Development Assistance Frameworks (UNDAFs), Fast Track Initiative (FTI), if applicable.</li> </ul>
<b>Data collection methods</b>	Desk study on existing documents listed above and all other relevant documents.

**Diagnostic Study Tool 1****Outline of a study on the national NFE Policy Framework****1. General Context**

1. What is the national definition of literacy and NFE?
2. What is the adult literacy rate?
3. What is the number of out-of-school children (if available)?
4. What are enrolment rates/drop-out rates at primary and secondary level?
5. How are adult literacy rates assessed?

**2. Policy context for NFE**

1. What are the national development goals and how does education fit in the scope of national development?
2. What are the national educational goals, policies, strategies, and objectives?
3. What are the national NFE policies, strategies and objectives?
4. How far is policy making and planning NFE decentralised to the sub-national level; to what extent is implementation decentralised?
5. What amount of the national budget is allocated to NFE?
6. How is NFE financed at sub-national level?

**3. Institutional structures and partnerships for NFE**

1. Which national institutions are responsible for NFE planning and implementation (in various different sectors) and how are they organised?
2. Describe the ways in which various department and sectors collaborate and are coordinated (horizontal relationships).
3. Which institutions are responsible for NFE planning and implementation at sub-national (e.g. district) levels and how are they organised?
4. Describe the ways in which institutions at national and sub-national levels collaborate and are coordinated (vertical relationships).
5. How does information flow between institutional partners who are in different departments and at different levels in an administrative hierarchy?
6. Who are civil society partners for implementing NFE (e.g. NGOs, CBOs, international agencies etc.) at national and sub-national levels? Please name these, if possible.
7. How are local communities involved in implementing NFE?
8. Who are the main international partners for NFE; what place does NFE occupy in United Nations Development Assistance Framework (UNDAF) or Poverty Reduction Strategy Paper (PRSP) frameworks, if these exist?

**4. Information systems for NFE at national level**

1. Which indicators and targets are used for formal and non-formal education at national and sub-national levels?
2. What are the other human development indicators (e.g. health, income, gender) at national and sub-national levels?
3. Which routine data collection mechanisms produce data for formal and non-formal education, and other NFE-related sectors?
4. How is routine data collection co-ordinated?
5. What information systems have already been established at national level and sub-national levels?
6. How is information exchanged between different NFE related sectors?

*Please comment on challenges faced in all the above areas.*

These are only guidelines for an in-depth 'Study of the policy context for NFE'. You may edit and/or expand these as you see fit.



## Appendix 3.2. Diagnostic Study Tool 2

### Mini-Survey: Review of the conceptual framework for NFE

<p><b>Objective</b></p>	<p>Review the prototype conceptual framework (types of NFE providers, types of activities, types of target groups and target age groups) and adapt it to a.) the national context and b.) the sub-national context. Validate the adapted conceptual framework as a national conceptual framework for NFE. For the sub-national context, validate it as the sub-national conceptual framework for NFE. This will also help you revise the categories in the NFE-MIS data collection tools.</p> <p>Through this tool, you will also obtain a list of existing NFE opportunities and providers, which will form the basis for your contact list for data collection.</p> <p><b>Please note:</b> The review of the conceptual framework for NFE needs to be undertaken at both national and sub-national levels. The process of adapting the NFE conceptual framework involves the review of existing national and sub-national NFE activities, providers, target groups and age groups. Therefore, this survey needs to be undertaken at both national and sub-national levels.</p> <p>As a first step, and based on results of the survey, the national NFE-MIS Team should adapt the prototype conceptual framework and NFE categories to the national context. The Team at national level, in collaboration with the sub-national team, will decide on if and what other core categories will be added to the prototype core categories. It will also decide on eventual generic sub-categories.</p> <p>The sub-national NFE-MIS team will then further fine-tune the national conceptual framework and adapt it to their particular context. This also implies the eventual addition of further sub-categories under the core-categories.</p>
<p><b>Information sources</b></p>	<p><b>A) At the national level:</b> A representative sample of NFE stakeholders from the following groups:</p> <ol style="list-style-type: none"> <li>1. Government officials from a wide range of sectors (education, health, agriculture, community development, etc.).</li> <li>2. Non-governmental agency senior-level staff members.</li> </ol> <p><b>B) At the sub-national level:</b> A representative sample of NFE stakeholders at the district, block and village level from the following groups:</p> <ol style="list-style-type: none"> <li>1. Local government officials from a wide range of sectors (education, health, agriculture, community development, etc.).</li> <li>2. Non-governmental agency senior-level staff members.</li> <li>3. Community-based organisation (CBOs) and group staff members.</li> <li>4. Head teachers or senior staff members in NFE training institutions.</li> </ol> <p>Respondents may be selected randomly, if an inventory or check-list of the group (e.g. list of schools at block-level) exists. Or, you may select respondents deliberately, to ensure that you target individuals with relevant understanding and experience of NFE.</p>
<p><b>Data collection methods</b></p>	<p>The tool is a structured questionnaire comprising four tables.</p> <p>One copy of the questionnaire is administered to a single respondent by the data collector.</p> <p>The boxes against data items in the questionnaire should be ticked and the request for a more in-depth description of the category should be completed by either the data collector or the respondent.</p> <p>If the space provided to record information under 'Other' is not sufficient, then a second copy of the questionnaire should be used. The completion box at the end of the questionnaire should be filled in for both copies.</p> <p>'Notes for Data Collectors' provide detailed guidelines for completing each table.</p>
<p><b>Tips for Analysis</b></p>	<p>The information collected may be tabulated in a simple form. For example:</p> <ul style="list-style-type: none"> <li>● The number of times each type of NFE activity is checked;</li> <li>● The number of times each type of NFE provider is checked;</li> <li>● The number of times each type of NFE target group is checked;</li> <li>● The number of time each type of NFE age group is checked.</li> </ul> <p>Or, you may want to attempt some cross-tabulation. For example:</p> <ul style="list-style-type: none"> <li>● The number of times each type of activity is checked by governmental agencies or non-governmental agencies;</li> <li>● The number of times each type of target-group is checked by governmental or non-governmental agencies.</li> </ul>

## Appendix 3.2. Diagnostic Study Tool 2 cont.

### Mini-Survey: Review of the conceptual framework for NFE

#### Notes for data collectors

**General notes:** You will find detailed descriptions of the core categories below. This will help you clarify the core categories for respondents.

You should administer the following four tables (pages 23-28) to the respondents. Each table corresponds to one of the four main NFE categorisations, discussed in Module 1. The respondent should do the following:

1. Identify **a.)** which core or sub-category the NFE activity belongs, **b.)** what category their agency/institution belongs, **c.)** what category the target group the activity caters for belongs and **d.)** what age groups are targeted by the activity, ticking the corresponding category accordingly;
2. Describe briefly **a.)** the NFE activity (title and main objective), **b.)** the providing agency (e.g. specify department within ministries, etc.), **c.)** the target group (specify, if possible) and **d.)** the age group (age range).

If you find that there is not enough space to enter information under 'Other: please specify', please use additional sheets. Please ensure that both the respondents and the person checking the information that has been collected fill in the checking box at the end of the questionnaire.

Please make sure that you record the name, designation and contact details of each respondent.

**Table 3.3a: 'Types of NFE activities'.** This table refers to the types of activities undertaken by governmental and non-governmental agencies, which fall under the general category 'Non-Formal Education' (NFE).

The first 9 rows in this table correspond to **9 core categories** that have already been identified. Beneath some of these core categories, you will find suggested **sub-categories** that have already been identified. Row 10 corresponds to other core categories, which have not already been identified.

In this table, you will need to help the respondent do the following:

1. Check the boxes against already-identified sub-categories under the core categories, where this is applicable;
2. Describe each category, as defined in your national context;
3. If you use a different title for any of the categories in your national context, please indicate and adapt the category accordingly;
4. Identify additional sub-categories, where this is applicable;
5. Identify additional core categories, where this is applicable.

**Please note:** Respondents may be tempted to enter government education programmes, such as the 'Education Guarantee Scheme' (India) as an additional 'type' or core category of NFE. Similarly, the respondent may want to enter a specific NFE programme as an additional sub-



category. But in both cases, a government scheme or NFE programme may include *more than one type of NFE activity*.

So, while identifying additional core categories, it is very important that the respondent carefully considers the following: *Does the proposed scheme or NFE programme include more than one type of NFE activity?* If so, then it should not be entered as an additional core or sub-category. Instead, each individual activity should be recorded by ticking the appropriate boxes.

**Table 3.3b: 'Types of NFE providers'**. This refers to the types of governmental or non-governmental agencies that provide and/or sponsor NFE activities.

The first 15 rows in this table correspond to **15 core categories** that have already been identified. Row 16 includes a space in which additional categories may be entered.

**Please note:** It is *very important* that the respondent carefully considers whether or not the proposed additional NFE provider cannot be entered under one of the already-identified categories. If the respondent is absolutely sure that an additional category is distinct from the existing ones, they should specify the '*other*' category in as much detail as possible.

**Table 3.3c: 'Types of NFE Target groups'**. This refers to the types of groups of learners targeted by NFE activities.

The 10 rows in this table correspond to **10 core categories** that have already been identified.

**Please note:** Again, it is *very important* to ensure that information entered in this table does not duplicate the core categories and sub-categories that have already been identified.

**Table 3.3d: 'Types of NFE age groups'**. This refers to the types of age groups targeted by your NFE activities. The rows listed in this table correspond to the core categories identified at international level. These categories may not correspond to your national categories, or it could be that sub-categories need to be added. You should carefully consider which age-categories are used in your context and then adapt the categories accordingly or add sub-categories. You should also insert the corresponding age groups, which have been left blank.

Please make sure that the respondents are thoroughly briefed on the objective of the survey and that they are familiar with the prototype conceptual framework for NFE (see categorisations below and Module 1).

## Detailed Description of Core Categories in the Conceptual Framework

### I. NFE activities, CORE categories:

Core Categories	Description
<b>1. Early Childhood Care and Education (ECCE)</b>	For the NFE-MIS, ECCE will be operationally described as 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.
<b>2. Literacy</b>	Organised 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 their goals, develop their knowledge and potentials, and participate fully in community and the wider society.
<b>3. Equivalency schooling</b>	Primarily organised for children and youth who did not have access to or who have dropped out of formal primary/basic education with the aim of mainstreaming these groups into the formal system.
<b>4. Life-skills training</b>	Primarily organised to impart abilities to better function in daily life and improve personal and community development (e.g. civic education, health and hygiene, nutrition, HIV/AIDS and drugs misuse prevention, family planning, environmental conservation, and interpersonal skills).
<b>5. Income generation training/non-formal vocational training</b>	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 providing skills and knowledge for self-employment and employment. This type of training may be linked with access to micro-credit schemes and to the corresponding training. Income-generation training/non-formal vocational training may be imparted through on the job and off the job training, apprenticeship, sandwich courses, internships, etc.
<b>6. Rural development</b>	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.
<b>7. Further education and/or further professional development</b>	Further advanced educational and training opportunities for learners who have already acquired a certain level of education, enabling them to follow, for example, specialised courses such as computer training, language training; university of the third age; training to update or improve skills for a given profession.
<b>8. Religious education</b>	Organised learning about religion in churches, mosques, temples, synagogues, and other places of worship.
<b>9. Cultural and/or traditional education</b>	Cultural or traditional/indigenous educational activities.

**NFE providers CORE categories:** The governmental and non-governmental agencies that provide, i.e. organise and implement, and sponsor NFE, are classified as follows:

Core Categories	Description
1. <b>Government Level 1</b>	An agency or department directly administered by government at central level.
2. <b>Government Level 2</b>	An agency or department directly administered by government at sub-national level, e.g. Province-level (Cambodia), State-level (India), Regional-level (Tanzania).
3. <b>Government Level 3</b>	An agency or department directly administered by government at the sub-national level below the above, e.g. District-level.
4. <b>Co-operative</b>	An agency or society set up for the production or distribution of goods, in which profits are shared by contributing members.
5. <b>Public enterprise</b>	A public enterprise in the areas of industry, agriculture or services.
6. <b>Private enterprise</b>	A private enterprise in the areas of industry, agriculture or services.
7. <b>Educational/training institutions</b>	A public or private training institution, e.g. schools, vocational training institutions, Folk Development Colleges, agricultural colleges, etc.
8. <b>Professional association/ trade union</b>	An autonomous or semi-government association or union set up for certain professional groups.
9. <b>Religious bodies/ missions</b>	A religious organisation or an agency administered by a religious organisation; the religious organisation may be Buddhist, Christian, Hindu, Islamic, Jewish etc.
10. <b>National branch of international Non-Governmental Organisation (NGO)</b>	The branch or area office administered by an international NGO office headquarters at national level.
11. <b>Local branch of national NGO</b>	The branch or area office administered by a national NGO office headquarters at sub-national level.
12. <b>Local NGO</b>	An NGO with only one office at sub-national level.
13. <b>Community based organisation (CBO)</b>	An organisation or association formed at community level, i.e. within or between villages.
14. <b>Private bodies/ individuals</b>	Single individuals or groups of individuals undertaking NFE activities.
15. <b>International organisation/ development agency</b>	A multilateral agency, e.g. UNESCO, UNICEF, UNDP, etc.; or a bilateral agency, e.g. DFID, USAID, SIDA, DANIDA, GTZ, etc., or an international Donor agency, e.g. World Bank, African Development Bank, etc.

**NFE Target Groups CORE categories:** The different groups of children, youth and adults who benefit from NFE fall under the following categorisation:

Core Categories	Description
1. Illiterates	Individuals who do not fulfil the national criteria used to define the term 'literate'.
2. Literates (basic level)	Individuals of any age who have acquired a basic level of literacy, according to national criteria.
3. Literates (advanced level)	Individuals of any age who have acquired an advanced level of literacy, according to national criteria
4. Out-of-school children and/or school drop-outs	Children of formal school age who do not have access to or have dropped out of formal schooling.
5. Marginalised adolescents and youth	Youth, including adolescents, who did not have access to or have dropped out of formal schooling, and/or who are living in conditions of difficulty which would include social exclusion, physical disabilities, marginalisation and discrimination as well as economic circumstances that make them more vulnerable.
6. Women and girls	This target group may overlap with one or several of the other categories; but it is listed here in recognition of educational development initiatives that specifically target the female gender, in order to address gender inequalities, or interventions that are specifically relevant to women and girls, such as maternal health education.
7. Rural poor	This refers to individuals living below the national poverty line in rural areas.
8. Urban poor	This refers to individuals living below the national poverty line in all statutory towns and all other places which satisfy the national criteria for defining 'urban'.
9. Ethnic/linguistic minority groups	This target group may overlap with one or several of the other categories; but it is listed here in recognition of educational development initiatives that specifically target such groups. It includes tribal groups, indigenous groups, linguistic minorities, nomads, etc.
10. Groups living in special circumstances	This target group may overlap with one or several of the other categories, but it is listed here in recognition of educational development initiatives that specifically target such groups. It includes migrant workers, refugees, demobilised soldiers, etc.

**NFE Age Groups, CORE categories:** The different age groups of children, youth and adults who benefit from NFE fall under the following general categorisation:

CORE CATEGORIES	DESCRIPTION
1. Young children	To be defined by the country
2. Children	To be defined by the country
3. Youth	To be defined by the country
4. Adults	To be defined by the country
5. Senior adults	To be defined by the country

**Appendix 3.2. Diagnostic Study Tool 2 cont.**  
**Mini-survey of NFE at sub-national level**

**Discussion points**

Please discuss and validate each of the core categories listed below.

**I. NFE Core categories and proposed sub-categories**

**Table 3.3a. What types of NFE activities are available in your area?**

1. Types of Non-Formal Education	Please tick if applicable	Describe	
<p><b>Core category</b> <b>1. Early Childhood Care and Education</b></p> <p><b>Sub-categories</b></p> <ul style="list-style-type: none"> <li>1) Care services for children under three years</li> <li>2) Education services for children over three years (pre-primary education)</li> <li>3) Parenting education for parents with children of the concerned age cohort</li> <li>4) Other</li> </ul>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>		
<p><b>Core category</b> <b>2. Literacy</b></p> <p><b>Sub-categories</b></p> <ul style="list-style-type: none"> <li>1) Basic literacy</li> <li>2) Post-literacy</li> <li>3) Continuing education/self-learning</li> <li>4) Other</li> </ul>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>		
<p><b>Core category</b> <b>3. Equivalency schooling</b></p> <p><b>Sub-categories</b></p> <ul style="list-style-type: none"> <li>1) Alternative schooling</li> <li>2) Bridging courses</li> <li>3) Other</li> </ul>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>		
<p><b>Core category</b> <b>4. Life skills/Quality of life improvement training</b></p> <p><b>Sub-categories</b></p> <ul style="list-style-type: none"> <li>1) Civic education</li> <li>2) Health and hygiene</li> <li>3) Nutrition</li> <li>4) Family planning</li> <li>5) HIV/AIDS preventive education</li> <li>6) Leadership development</li> <li>7) Home economics</li> <li>8) Environmental preservation</li> <li>9) Other</li> </ul>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>		

Table 3.3a. Cont.

1. Types of Non-Formal Education cont.	Please tick if applicable	Describe
<b>Core category</b> <b>5. Income generation/Non-Formal vocational training</b>  <b>Sub categories</b> 1) Entrepreneurial skills development 2) Micro-credit Co-operatives/ Self-help groups training 3) Management training 4) Book-keeping and accounting 5) Other	<input type="checkbox"/>   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Core category</b> <b>6. Rural development</b>  <b>Sub-categories</b> 1) Agricultural extension 2) Watershed management 3) Forest management 4) Animal husbandry 5) Soil conservation and irrigation 6) Fishery management 7) Other	<input type="checkbox"/>   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Core category</b> <b>7. Further education and /or further professional development</b>  <b>Sub-categories</b> 1) ICT training 2) Specialised short-term professional training courses 3) Language training 4) University for the third age 5) Other	<input type="checkbox"/>   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Core category</b> <b>8. Religious education</b>  <b>Sub-categories</b>	<input type="checkbox"/>	
<b>Core categories</b> <b>9. Cultural and/or indigenous education</b>  <b>Sub-categories</b> 1) Traditional arts and craft 2) Traditional music 3) Indigenous knowledge preservation 4) Personal development programmes 5) Other	<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>10. Other core categories, if necessary: please specify</b>		

**Table 3.3b. What type of agencies are providing NFE programmes/activities in your area?**

1. Types of Non-Formal Education (NFE) providers	Please tick if applicable	Describe
<p><b>Core category</b></p> <p>1. Central government <input type="checkbox"/></p> <p>2. State/Region/Province government <input type="checkbox"/></p> <p>3. District/local government <input type="checkbox"/></p> <p>4. Co-operative <input type="checkbox"/></p> <p>5. Public enterprise <input type="checkbox"/></p> <p>6. Private enterprise <input type="checkbox"/></p> <p>7. Educational/training institution <input type="checkbox"/></p> <p>8. Professional association/trade union <input type="checkbox"/></p> <p>9. Religious mission/body <input type="checkbox"/></p> <p>10. National branch of international NGO <input type="checkbox"/></p> <p>11. Local branch of national NGO <input type="checkbox"/></p> <p>12. Local NGO <input type="checkbox"/></p> <p>13. Community Based Organisation (CBO) <input type="checkbox"/></p> <p>14. Private bodies/individuals <input type="checkbox"/></p> <p>15. International organisation/development agency <input type="checkbox"/></p>		
<p><b>16. Other core categories: please specify</b></p>		

Table 3.3c. What are the target groups for non-formal education in your area?

Target groups	Please tick if applicable	Describe
<b>Core category</b> <b>1. Illiterates</b>  Sub-categories 1) Illiterate in the mother tongue 2) Illiterate in the official language 3) Other	<input type="checkbox"/>   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Core category</b> <b>2. Literates (basic level)</b>  Sub-categories 1) Basically literate in the mother tongue 2) Basically literate in the official language 3) Other	<input type="checkbox"/>   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Core category</b> <b>3. Literates (advanced level)</b>  Sub-categories 1) Advanced literate in the mother tongue 2) Advanced literate in the official language 3) Other	<input type="checkbox"/>   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Core category</b> <b>4. Out-of-school children and school drop-outs</b>  Sub-categories 1) Out-of-school 2) School drop-outs 3) Children at risk (e.g. street children, working children) 4) Other	<input type="checkbox"/>   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Core category</b> <b>5. Marginalised adolescents and youth</b>  Sub-categories 1) Adolescents 2) Young adults 3) Other	<input type="checkbox"/>   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Core category</b> <b>6. Women and girls</b>  Sub-categories 1) Adolescent girls 2) Other	<input type="checkbox"/>   <input type="checkbox"/> <input type="checkbox"/>	



**Table 3.3c. Cont.**

Target groups cont.	Please tick if applicable	Describe
<p><b>Core category</b> <b>7. Rural poor</b></p> <p><b>Sub-categories</b> 1) Micro-credit/self-help groups 2) Agricultural labourers 3) Livestock breeders 4) Fishermen 5) Other</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p><b>Core category</b> <b>8. Urban poor</b></p> <p><b>Sub-categories</b> 1) Micro-credit/self-help groups 2) Non-agricultural labourers (construction/road workers, enterprise workers, craftsmen, household employees, etc.) 3) Unemployed 4) Other</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p><b>Core category</b> <b>9. Ethnic/linguistic Minority Groups</b></p> <p><b>Sub-categories</b> 1) Tribal groups 2) Indigenous groups 3) Linguistic minorities 4) Scheduled castes 5) Nomads 6) Other</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p><b>Core category</b> <b>10. Groups living in special circumstances</b></p> <p><b>Sub-categories</b> 1) Migrant workers 2) Refugees 3) Demobilised soldiers 4) Disabled persons 5) Prisoners 6) Other</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p><b>11. Other core categories: please specify</b></p>		

**Table 3.3d. What are the target age groups for non-formal education in your area?**

Target groups	Please tick if applicable	Describe
1. Young Children Please specify sub-categories, if necessary	<input type="checkbox"/>	
2. Children Please specify sub-categories, if necessary	<input type="checkbox"/>	
3. Youth 1.) Adolescents Please specify other sub-categories, if necessary	<input type="checkbox"/> <input type="checkbox"/>	
4. Adults Please specify sub-categories, if necessary	<input type="checkbox"/>	
5. Senior adults Please specify sub-categories, if necessary	<input type="checkbox"/>	
6. Other core categories, if necessary: please specify		

When you discuss your national and sub-national conceptual framework you should refer to the description of core categories above (see also Module 1).

Participant's name and title/designation.....

Date:.....

### Appendix 3.3: Diagnostic Study Tool 3

Guide for in-depth interviews to identify information needs per information user and to establish an inventory of existing data and data sources as well as to identify existing information systems at sub-national level

<p><b>Objective</b></p>	<p>Identify the current NFE information needs per information user and according to the level at which they are operating; identify existing data and data sources as well as existing NFE information systems at sub-national level or programme level.</p> <p>This exercise will help you to identify information needs; make an inventory of data currently collected and by whom, how, for what purpose and from what source; and identify additional information needs, based on which you may determine additional statistical tables to be generated by the database as well as serve as a basis for the construction of NFE indicators. It will help you to identify other data sources than the NFE-MIS, that should be consulted in order to obtain the information desired. It will also help you to collect information on the current state of databases/information systems at sub-national level or at programme level and to identify entry points for linkages between your NFE-MIS and these existing systems.</p> <p>This exercise will also help you to create a preliminary contact list and inform your data collection schedule.</p>
<p><b>Information sources</b></p>	<p>3 to 4 individuals per type of user, who have been selected because they have knowledge, experience and responsibility in the area of NFE policy making, planning, provision and management.</p> <p>The participants in these discussions should include representatives of all information users as follows:</p> <ol style="list-style-type: none"> <li>1. Central and local government officials from a wide range of sectors , i.e. education, health, agriculture, community development, etc. (policy makers);</li> <li>2. Planners from the Ministry of Education;</li> <li>3. Providers and sponsors of NFE activities (Government, NGOs, private organisations, bi-lateral and international organisations, etc.);</li> <li>4. Organisers and managers of NFE activities;</li> <li>5. Participants in NFE activities (educators and learners);</li> <li>6. Community leaders.</li> </ol> <p>Your Diagnostic Study team should determine who are the main information users before the interviews. You should ensure that the in-depth interviews take place at several different levels in the administrative hierarchy, i.e. national level, and various sub-national levels (district, block, village/community level).</p>

<b>Data collection methods</b>	<p>The tool is an in-depth interview guide, listing a pre-determined set of semi-structured questions that are to be explored during the interview. The tool should be administered to a selected number of individuals in each group (i.e. policy makers, planners, programme managers, etc.). Each individual should respond to a series of questions as outlined in the guide for interviewers. You may wish to conduct the interview in teams of two persons, so that one person is free to ask questions while the other focuses on accurately recoding the information in an interview transcript. The answers should be carefully recorded, either by the data collector or the respondent themselves.</p> <p>The interviews should be undertaken in two parts: Part 1 should focus on identifying information needs per information user and Part 2 on collecting information on data currently collected, from which data sources and for what purpose. Information on existing information systems should also be collected.</p>
<b>Tips for Analysis</b>	<p>A compilation and analysis of the responses provided under separate sub-headings (see below) and recorded in the Diagnostic Study Report, Table 3.2. of this Module.</p> <p>The results of the interviews may be analysed and reported on under the following headings:</p> <ul style="list-style-type: none"> <li>● Who are the main information users?</li> <li>● What are their information needs? (establish a priority list)</li> <li>● What information is currently collected, how and by whom?</li> <li>● What are the data sources?</li> <li>● What are existing databases at sub-national or programme level?</li> <li>● How is information processed and analysed (i.e. what are existing indicators?)</li> <li>● How is information disseminated and used?</li> <li>● What information flows exist?</li> </ul> <p>One of the conclusions of the analysis will be the identification of what additional information needs to be collected when comparing information needs with existing data. As a next step, you will review the prototype data collection tools we provide in this Handbook. Tool 4 will provide you with guidelines on how to review the prototype questionnaire and adapt them so that they correspond to your national context. Thus, the results obtained through Tool 3 must be taken into consideration when reviewing and adapting the prototype questionnaires (Tool 4).</p> <p>You should also keep in mind that the information needs identified will serve as a basis for developing an indicator list (see Module 4).</p>

### Appendix 3.3. Diagnostic Study Tool 3 cont.

Guide for in-depth interviews to identify information needs per information user and to establish an inventory of existing data and data sources as well as to identify existing information systems at sub-national level

#### Notes for Interviewers

##### Part 1

The first part of the interview should focus on the identification of information needs per information user for monitoring purposes.

You may need to help the respondents clarify what is meant by 'monitoring', which is a term that is often used loosely, sometimes referring to data collection in general. A definition of 'monitoring' provided by the Secretariat of the United Nations is as follows:

- 'Monitoring is a process of tracking and verifying, on an ongoing basis, a number of pre-selected, well-defined outputs and results, together with the processes through which those results have been obtained, with the aim of securing current, valid and relevant information on work in progress'.<sup>5</sup>

##### 1. Different information needs according to the user

During the interviews, you will note that information needs are different according to the information users and according to the level at which they are operating.

##### 2. Information needs

You should remember that most information needs relate to policy objectives or programme/project objectives. This will help you during the interview, and the study undertaken on the national NFE policy framework will provide useful background information.

During the interview, you may refer to the examples of information needs provided below. Please note, however, that these examples are neither exhaustive nor do they necessarily correspond to all the information needs by user you will identify in your national/sub-national context. They rather constitute typical information that is required at various levels and are meant to serve as a guide for discussion with the interviewees. Therefore, it is important to record additional information needs identified during the discussions.

##### Sample information needs per information user

It is useful to make a list of information needs per user. Even though there is a lot of similar information that is required by most users, some general distinctions in types of information needs can be made as follows:

##### Policy makers

At the level of policy makers, the information needs relate to measuring the performance of the sub-sector as a whole, through national or international key indicators (i.e. Dakar Goal 4- 'Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic education and continuing education for all adults'). Information needs will refer to how efficiently the sub-sector has contributed to achieving policy objectives (i.e., increasing literacy rates, providing access to education for all, providing access to

<sup>5</sup> Joint Inspection Unit of the United Nations. 1998. *More Coherence for Enhanced Oversight in the United Nations System.* (JIU/REP/98/2) Geneva: JIU.

appropriate learning and life-skills programmes to young people and adults; reducing poverty; increasing the health status of the population, etc.). Information may also be required to inform the general public of progress and challenges, and to mobilise their support and participation. Possible information needs of policy makers include:

- Demand (size and type of population needing alternative and/or additional training);
- Availability (offer of NFE programmes - map of providers/sponsors);
- Scope and extent of programmes;
- Participation in NFE courses;
- Equity/disparities by location and gender;
- Resource inputs and efficient deployment of resources (human, in-kind and financial);
- Quality of programmes and educators;
- Learning achievements: outputs, impact, use;
- Effectiveness of the complementary role of NFE programmes to formal education; Transition to formal education, increase of literacy rate.

#### **Planners**

Planners are interested in obtaining information on the efficiency of plans and strategies for the implementation of NFE policies, including efficient deployment of resources. They require information to conduct analytical and research work on the sector and its performance. They also need information for projecting future development and needs. The information required by the planners is similar to that of policy makers, but much more detailed.

#### **Providers and Sponsors**

Programme providers and sponsors will require information on what programmes exist in order to be able to better plan and coordinate with other partners. They also require information on inputs and the internal efficiency of the programmes, as well as their outputs and impact.

Possible information needs include:

- Anticipated demand and actual enrolment;
- Outputs of programme (effectiveness of learning outcomes);
- Resource inputs and efficient deployment of resources (human, in-kind and financial);
- Costs of type of NFE course/learner contact hour;
- Equity/disparities by location and gender;
- Impact of programmes;
- Map of other providers/sponsors and their programmes and costs.

#### **Programme managers and NFE course managers/coordinators**

NFE programme and NFE course managers also require information on inputs, and the internal and external efficiency of the programmes and/or courses. Even though similar to the information needs of providers and sponsors, their information needs are much more detailed concerning the quality and process of specific programmes and/or courses. Possible information needs include:

- Resource inputs and efficient deployment of resources;
- Costs of type of NFE course/learner contact hour;
- Participation in NFE courses;
- Equity/disparities by location and gender;
- Quality of programmes and courses;
- Outputs of programmes;
- Quality of educators;

- Quality of learning materials;
- Quality of learning methods;
- Impact of programmes; use of knowledge acquired.

### Community

The community would need to know how well NFE courses correspond to their needs, so as to best improve their quality of life, and increase the well-being of the community. This is linked to the impact of the courses, and the use and relevance of skills acquired.

### Educators

Educators would be interested in specific information concerning the course, pedagogical information and information on training, such as:

- Output of NFE course;
- Quality of their performance;
- Quality of training methods;
- Quality of training materials;
- Further training possibilities.

### Learners

Learners will require information on how well programmes correspond to their needs, such as:

- Improving their quality of life;
- Increasing their access to knowledge;
- Increasing their capability to locate, evaluate and effectively use information in multiple ways, according to the needs of their particular context;
- Increasing employment opportunities;
- Improving income generation;
- Improving their well-being and the well-being of their family.

Another type of information learners would require is general information on offer of NFE programmes in the vicinity, and their quality.

### 3. Priority list of information needs

Once you have identified information needs per user, you should make a priority list of what information is most important to collect. Another criteria is the availability of information. If you evaluate that desired information is not available or cannot be collected, you should not put it on your list.

You should be aware that you may need to interrelate information collected through your NFE-MIS questionnaire and other information available in order to obtain answers to your questions. For example if you are interested in knowing if the supply of NFE corresponds to the demand, you would need to interrelate all information available through which you can estimate demand and compare this data with the intended number of learners by number and type of NFE programmes offered in a given geographical area.

### 4. Output

The identification of your information needs is indispensable to a.) validate the information collected through the prototype tools; b.) identify additional information required which may require either modification or customisation of your tools (questionnaires and database). The

adaptation process is explained in Module 5; and c.) make a list of NFE indicators, which will be discussed in Module 4.

If you identify that you need additional information, you should determine if this information can either be added to the existing questionnaires or if the information can be found in other existing databases or documents. You will need to determine if this additional information will require modification or customisation of the existing prototype tools. It is also possible to undertake specific studies on data that doesn't need to be collected very frequently or in an exhaustive manner. A sample could be constructed for studies or surveys. Typically, this applies to impact studies.

Please note that a customisation of your tools should only be envisaged after the successful completion of a first pilot testing phase, and when you are ready for replication.

#### **5. Guiding the interviews (Part 1 and Part 2)**

Part 1 and Part 2 of the interview should be undertaken during the same session, Part 2 following on directly after Part 1. You will need to ensure that each interviewee is thoroughly briefed on the objective, content and expected output of the interview. You should undertake the interviews in small groups of 3 to 4 representatives for each group you identified. Take notes during the session. At the end of each interview session, allow for about 15 minutes to recapitulate all points made to make sure that all points were recorded. Please make sure that you record the name, designation and contact details of each interviewee.



**Appendix 3.3. Diagnostic Study Tool 3 cont.**

Guide for in-depth interviews to identify information needs per information user and to establish an inventory of existing data and data sources as well as to identify existing information systems at sub-national level

**Part 1 - Interview Questions**

**1. Who are the main information users of a NFE-MIS?**

Users	Describe
Policy makers at national level	
Planners at national level	
Providers and Sponsors at national and sub-national level	
Programme managers at organisational level of the providing institution/agency	
NFE course managers/coordinators at the implementation level	
Community	
Educators	
Learners	

Who are other main information users?

--

**2. Identifying Information needs per information user**

- a.) What are the main information needs at the level of policy makers?
- b.) What are the main information needs at the level of planners?
- c.) What are the main information needs at the level of providers and sponsors?
- d.) What are the main information needs at the level of programme managers and NFE course managers/coordinators?
- e.) What are the main information needs at the level of the community?
- f.) What are the main information needs at the level of educators?
- g.) What are the main information needs at the level of learners?
- h.) Establish a priority list of information needs per information users.

Participant's name and title/designation.....

Date:.....

### Appendix 3.3. Diagnostic Study Tool 3 cont.

Guide for in-depth interviews to identify information needs per information user and to establish an inventory of existing data and data sources as well as to identify existing information systems at sub-national level

#### Notes for Interviewers

##### Part 2

1. Once information needs per information user have been identified, you should proceed with Part 2 of the interview. This should be done with the same groups identified for Part 1 of the interview. Part 2 will focus on collecting information on data currently collected, from which data sources and for what purpose. Information on existing information systems at sub-national level and data-bases on NFE programmes will also be collected.

##### 2. Making an inventory of data currently collected

The purpose of this section is to gather detailed information on data currently collected for monitoring purposes by each group of respondents. As information needs will be different by level and function of information user, information presently collected will also differ.

Apart from identifying data collected which corresponds to information needs such as demand, offer, performance, efficiency, impact, etc., you may wish to encourage the respondents to identify data currently collected in terms of the structure of the NFE-MIS questionnaire; i.e. at agency level, at course level, at educator level and at learner level.

##### 3. Describing current data sources

While identifying information needs, you should bear in mind that not all desired information can be obtained solely from the NFE-MIS questionnaires, but requires other information sources and data bases.

Therefore, it is important to identify what data sources are currently used for existing data. This may vary from other information systems and databases, such as sub-national level education management information systems; project/programme management information systems; population census data; household surveys; health surveys; basic documentation on your PRSP, etc. The study you undertook on the NFE policy framework will also help you to locate some of the information you are interested in.

##### 4. Describing current data collection mechanisms

You also need to identify who is responsible for collecting data, which tools and methods are used and how often data is collected. This will help you to identify if existing data is timely and relevant.

*It would be useful if the respondents could give you copies of data collection instruments used, if available, to be reviewed at a later stage.*

### 5. Describing current information processing and analysis

It is also important to collect information on how data is currently processed and analysed. This includes information on indicators used. Examples of indicators usually used for programme/project management are indicators for inputs, processes, outputs and outcomes. It is also useful to know who is undertaking data analysis and at what level.

*If possible, request the respondent to give you a list of indicators used by the respondent's agency, in order that you may review this at a later date. This will be useful for NFE-MIS indicator development.*

### 6. Describing how information is presently used

In this case you may want to focus on the relation of information needs to output production, referring back to the question: 'Why do you collect this information?' This also refers to the groups using the information generated by the agency's database. These may include: higher levels in the administrative hierarchy, other agencies, provider and sponsors, learners, etc.

Examples of outputs include the following: directories, reports, statistical summary bulletins, newsletters, etc.

### 7. Identifying existing information flows

You will need to obtain information on the channels used to disseminate database outputs. These may include: regular dissemination of reports through various levels of a hierarchy, resource centres where outputs are deposited, radio and other mass media, etc.

You will also need to identify if existing information systems are linked to other such systems and if there is sharing of data collection tools and methods, sharing of common outputs, and/or exchange of information.

Lastly, it is important to know whether there is a one or two-way flow of information, i.e. if the information collected is channelled back to its source, and if there is feedback on relevance and quality of its outputs.

### 8. Output

The responses collected in Part 1 and Part 2 of the interview will allow you to obtain a clear idea of what priority information needs are in order to better reach the policy objectives of the sub-sector, and to better plan for and manage NFE programmes; to identify what information is already available and where, what information requires collection through your NFE-MIS and thus validate the prototype data collection tools and to identify additional data needs.

It should also be recorded if it is feasible for information to be collected. If information cannot be collected, the reason why should be recorded and possible solutions proposed. However, please note that there is no point in recording the need for information that cannot be collected.

You should be aware that you may need to interrelate information collected through your NFE-MIS and other information available in order to obtain answers to your questions. For example if you are interested in knowing if the supply of NFE corresponds to the demand, you would need to interrelate all information available through which you can estimate demand and compare this data with the intended number of learners by number and type of NFE programmes offered in a given geographical area.

**Appendix 3.3. Diagnostic Study Tool 3 cont.**

**Guide for in-depth interviews to identify information needs per information user and to establish an inventory of existing data and data sources as well as to identify existing information systems at sub-national level**

**Part 2 - Interview Questions****1. Describing information currently collected**

1. What information do you currently collect?
2. Why do you collect this information?

**2. Describing current data sources and data collection mechanisms**

1. What are the existing data sources?
2. Is there a Management Information System (MIS) at sub-national level? What information does it collect?
3. Does your agency operate a database or MIS for the their programme/project? If yes, what NFE activities does your institution implement?
4. How do you collect information (i.e., questionnaires, surveys, census)?
5. Who collects the information and at what level?
6. How often is information collected?

**3. Describing current information systems, information processing, analysis, and indicators**

1. If there is a database/information system, is it computerised? What are the technical requirements of your database?
2. If the database/information system is not computerised, or if there is no database, how do you process the information you collect?
3. How do you analyse information/data?
4. Which indicators, if any, do you use to measure progress in your activities?

**4. Describing how information is used, and operating mechanisms**

1. How do you use the information you collect and analyse?
2. What are the outputs of your database/information system?
3. To whom do you disseminate your outputs?

**5. Identifying existing information flows**

1. What dissemination channels do you use?
2. Does an inventory or list of NFE providers (e.g. governmental and non-governmental agencies, CBOs, etc.) exist and do you have access to this inventory?
3. If there is a database/information system, is it linked in any way to other databases/information systems and can you identify any other operating databases/information systems in your district/block/village?
4. How do you get feedback on your outputs from higher levels in your administrative hierarchy and/or the beneficiaries of your activities?
5. How do you provide feedback to the information providers (learners, communities, programme managers, etc.)?

**Participant's name and title/designation.....**

**Date:.....**

### Appendix 3.4. Diagnostic Study Tool 4

#### Focus Group Discussion Guide: Review of the NFE-MIS Questionnaires

<p><b>Objective</b></p>	<p>Review the prototype questionnaires 1 to 7, identify necessary modifications so that the questionnaires correspond to local needs, validate them and eventually identify additional data items to be included.</p> <p>This will help you validate information needs already identified in the prototype questionnaires.</p>
<p><b>Data sources</b></p>	<p>8-12 individuals who have been selected because of their knowledge and experience in NFE provision and management. Some of the participants in the discussion may include key informants already interviewed using Tool 3. Respondents may be drawn from the following groups:</p> <ol style="list-style-type: none"> <li>1. Local government officials from a wide range of sectors (education, health, agriculture, community development, etc.);</li> <li>2. Non-governmental agency senior-level staff members;</li> <li>3. Community-based organisation (CBOs) and group staff members;</li> <li>4. Head teachers or senior staff members in NFE training institutions;</li> <li>5. Participants in NFE activities (educators and learners);</li> <li>6. Community leaders.</li> </ol> <p>You should ensure that focus groups discussions take place at several different levels in the administrative hierarchy, i.e. district level, block level, village/community level.</p>
<p><b>Data collection methods</b></p>	<p>The tool includes discussion points, listed under 3 headings. A facilitator may use the discussion points to anchor group discussion and to ensure that basically the same topics are covered in different discussion groups.</p> <p>A reporter records the group discussion, in as much detail as possible.</p> <p>Following each topic of discussion, individuals are invited to reflect on the group's discussion and respond to a series of questions proposed below.</p> <p>'Notes for facilitators' are also provided to support facilitation.</p>
<p><b>Tips for Analysis</b></p>	<p>An edited version of the reporter's notes presents a compilation of the discussion results under 7 separate sub-headings.</p> <p>The results of the discussions may be analysed and tabulated to produce a report in the following areas:</p> <ul style="list-style-type: none"> <li>• The appropriateness and relevance of the information collected at agency level;</li> <li>• The appropriateness and relevance of the information collected at NFE programme level;</li> <li>• The appropriateness and relevance of the descriptive information collected at NFE course level;</li> <li>• The appropriateness and relevance of the statistical information collected NFE course level;</li> <li>• The appropriateness and relevance of the information collected at individual educator level;</li> <li>• The appropriateness and relevance of the information collected at individual learner level;</li> <li>• Additional data items that may be required at each level.</li> </ul> <p>Respondents' identification of other data items not yet included in the questionnaire must be carefully recorded.</p>

## Appendix 3.4. Diagnostic Study Tool 4 cont.

### Focus Group Discussion Guide: Review of the NFE-MIS Questionnaires

#### Facilitators Notes for Focus Group Discussion

##### General notes:

1. It is very important that you strike a balance between guiding the discussion and forcing it. On the one hand, you should use the discussion points as anchor points to guide the discussion **without** limiting it! On the other hand, you may find that participants raise additional points and issues that should be pursued. These must be encouraged without allowing the discussion to go off on a tangent.
2. You will need to ensure that each participant has a copy of the Questionnaires, and the report on the results of the in-depth interviews on information needs by information user and on existing data and data sources. At the end of each discussion session, please allow at least 5-15 minutes to make sure that all comments were recorded. Please also make sure that you record the name, designation and contact details of all participants in the group discussion.
3. While identifying additional information needs, it is important to bear in mind the source of such data, and whether or not it is actually practical, or indeed, feasible to collect the information. There is no point recording the need for information that cannot be collected. Please also remember that additional information needs should only be considered for eventual inclusion as data items into the questionnaires during Phase 2 of developing a NFE-MIS.
4. During the discussion, please make sure that you encourage participants to focus on the ways in which information collected would be useful, as well as identifying the information needs, themselves.

##### 1. General Discussion points

- Review the concept of NFE (see Module 1) and the results of Diagnostic Study Tool 2.
- Review the results of the In-depth Interviews, Diagnostic Study Tool 3 on general information needs by information user.
- Is the framework of a NFE-MIS suitable to our local context (see 'Study of the policy context for NFE', if available)?

The purpose of this section is to ensure that all participants understand the NFE-MIS conceptual framework (types of NFE, providers, target groups and target age groups) and to share some of the most interesting results of the in-depth interviews, in order that they can reflect on the question of the relevance of the NFE-MIS for their local context.

##### 2. Discussion points on providing agencies

- What information do we need to map and co-ordinate NFE provision?
- How can we analyse and use this information?
- Is the information collected through the questionnaire appropriate, relevant and sufficient?

The purpose of this section is to explore the information needs of district, block or village level planners, with regard to the improved co-ordination of NFE, between governmental, non-governmental agencies, community-based organisations, and within the non-governmental sector and to evaluate if the information collected through prototype Questionnaire 1 corresponds to these needs.

You should use information that has already been collected in Tool 3 on information needs per information user for this exercise.

You may use this discussion to identify whether or not an inventory, list or directory of providing agencies and their overall programmes is available at district, block or village level; and, if it does not exist, whether or not the group feels such a directory would be useful.

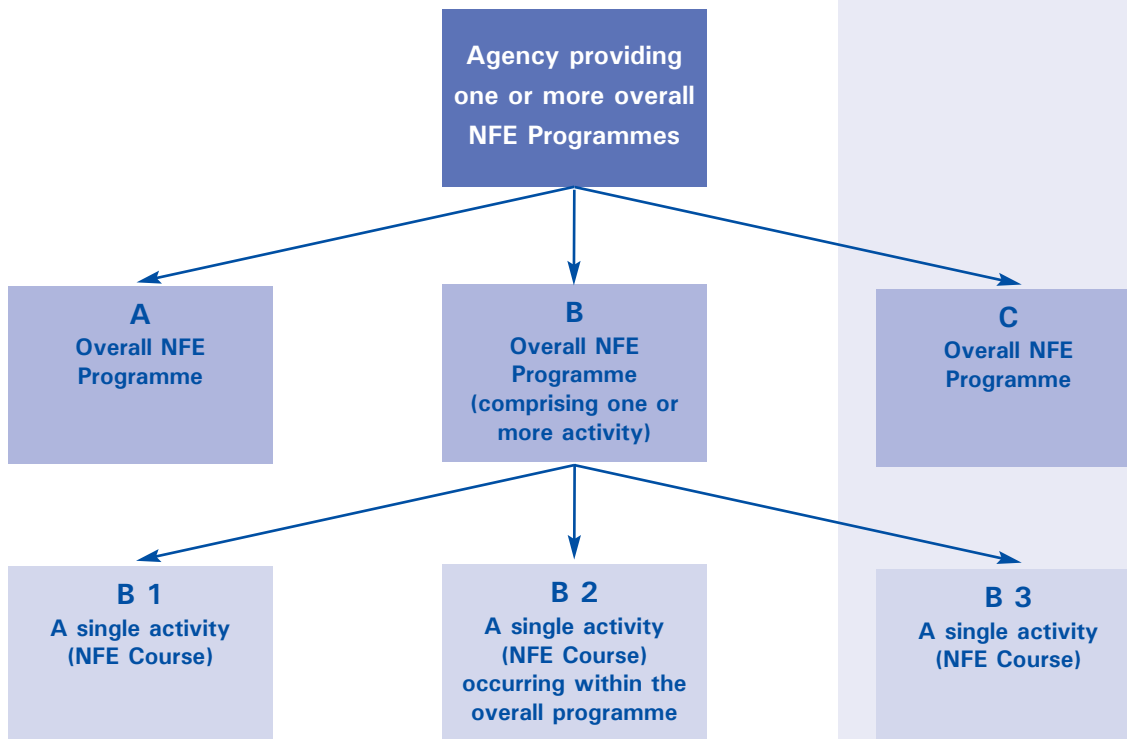
### 3. Discussion points on NFE programmes

- What information do we need to understand how the activities of a NFE programme are structured/organised (e.g. where, when and how they occur)?
- How can we analyse and use this information?
- Is the information collected using the questionnaire appropriate, relevant and sufficient?

The purpose of this section is to explore the information needs of planners and managers of NFE programmes and to evaluate if the information collected through prototype Questionnaire 2 correspond to these needs.

You should use information that has already been collected in Tool 3 on information needs per information user for this exercise.

The first discussion point refers to the structure and organisation of activities that occur within an overall NFE programme framework, with regard to better planning between the different levels of NFE provision. It is important to know whether or not NFE planners and managers need certain types of information to help them organise their activities at village level in terms of the following hierarchical sequence.



These types of information needs are reflected in the first section of the corresponding questionnaire on programmes:

- What is the title of the overall NFE programme (already linked to a specific agency)?
- What is the title of one or more single activities (courses) that take place within the overall programme?
- Where is the course located?
- What is the duration of the course?
- Who is the main educator participating in the course?

#### 4. Discussion points on NFE courses

- What information do we need on activities taking place within the overall framework of an NFE programme (i.e. NFE courses)?
- How can we analyse and use this information?
- Is the information collected through the questionnaire appropriate, relevant and sufficient?

The purpose of this section is to explore the information needs of managers of single activities (courses) taking place within the framework of the overall NFE programme and to evaluate if the information collected through prototype Questionnaire 3 correspond to these needs.

You should refer to the outcomes of the definition of the national conceptual framework on NFE (Tool 2) and use information that has already been collected in Tool 3 on information needs per information user for this exercise.

Here we focus on descriptive information that will help us build a profile of the individual course.

#### 5. Discussion points on courses (statistical)

- What statistical data do we need on NFE courses?
- How can we analyse and use this information?
- Is the information collected through the questionnaire appropriate, relevant and sufficient?

The purpose of this section is to explore the information needs of managers of single activities (courses), focusing on statistical data that can be used for monitoring purposes and to evaluate if the information collected through prototype Questionnaire 4 correspond to these needs.

You should use information that has already been collected in Tool 3 on information needs per information user for this exercise.

#### 6. Discussion points on educators

- What information do we need on NFE educators?
- How can we analyse and use this information?
- Is the information provided in the questionnaire appropriate, relevant and sufficient?

The purpose of these sections is to explore the information needs of NFE planners and managers with regard to educators (e.g. literacy workers, health workers, facilitators, resource persons, etc.) participating in the courses and to evaluate if the information collected through prototype Questionnaire 5 correspond to these needs.



This type of information may include background information on the educator, their training history, professional experience, status, etc.

### 7. Discussion points on learners

- What information do we need on learners?
- How can we analyse and use this information?
- Is the information collected through the questionnaires appropriate, relevant and sufficient?

The purpose of this section is to explore the information needs of NFE planners and managers with regards to learners and to evaluate if the information collected through prototype Questionnaires 6 and 7 correspond to these needs.

Information on learners may include background information on individual participants and aspects such as access, participation in formal education and past NFE courses, outputs of the present course and future training needs. It is collected in two intervals: The first part at the beginning of the course and the second at the end. The compiled information should provide sufficient baseline material to be used for future tracer or impact studies.

**NOTE:** If you have included educators and/or NFE learners in your group, they should be encouraged to lead this part of the discussion.

### 8. Socio-economic sub-database (optional)

Another type of information needed may be socio-economic information at various levels. The kind of data needed and its purpose should be discussed in detail and a questionnaire conceived. This should then be spelt out in the Diagnostic Study Report. However, you should note that you would need to construct a separate database for this information, as it is not foreseen in the present model.

**NOTE:** Your NFE-MIS does not have to be limited to the sub-data bases listed above. Each country may decide to add other sub-data bases relevant to their particular context, e.g. on Early Childhood Care and Education (ECCE). As for the socio-economic sub-data base, this would have to be discussed in detail to determine the information requirements and a questionnaire and corresponding software constructed.

**Appendix 3.4. Diagnostic Study Tool 4 cont.****Focus Group Discussion Guide: Review of the NFE-MIS Questionnaires****Discussion points****1. General discussion points**

- Review the concept of NFE (see Module 1, 'Guidelines for a NFE Conceptual framework') and results of Diagnostic Study Tool 2.
- Review the results of the In-depth Interviews in Diagnostic Study Tool 3 on general information needs by information user.
- Is the framework of a NFE-MIS suitable to our local context (see 'Study of the policy context for NFE', Diagnostic Study Tool 1)?

**2. Discussion points on providing agencies**

1. What information do we need to map and co-ordinate NFE provision?
2. How can we use and analyse this information?  
*Carefully examine the data items provided in Questionnaire 1 'agency profile' and answer the following questions:*
3. Is the information collected through the questionnaire appropriate, relevant and sufficient?
4. What other data do we need on providing agencies?

**3. Discussion points on programmes/projects**

1. What information do we need to understand how the activities of a NFE programme are structured/organised (e.g. where, when and how they occur)?
2. How can we analyse and use this information?  
*Carefully examine the data items provided in Questionnaire 2 'NFE programme profile' and answer the following questions:*
3. Is the information collected through the questionnaire appropriate, relevant and sufficient?
4. What other data do we need to build a NFE programme profile?

**4. Discussion points on courses**

1. What information do we need on activities taking place within the overall framework of a NFE programme (i.e. NFE courses)?
2. How can we use and analyse this information?  
*Carefully examine the data items provided in Questionnaire 3 'NFE course Profile (baseline descriptive information)' and answer the following questions:*
3. Is the information collected through the questionnaire appropriate, relevant and sufficient?
4. What other descriptive data do we need on NFE courses?

**5. Discussion points on courses (statistical)**

1. What statistical data do we need on NFE courses?
2. How can we analyse and use this information?  
*Carefully examine the data items provided in Questionnaire 4 'NFE course Profile (statistical data)' and answer the following questions:*

3. Is the information collected through the questionnaire appropriate, relevant and sufficient?
4. What other statistical data do we need on NFE courses?

**6. Discussion points on educators**

1. What information do we need on educators participating in NFE courses?
2. How do we use and analyse this information?  
*Carefully examine the data items provided in Questionnaire 5 'educator profile' and answer the following questions:*
3. Is the information collected through the questionnaire appropriate, relevant and sufficient?
4. What other data do we need to build an educator's profile?

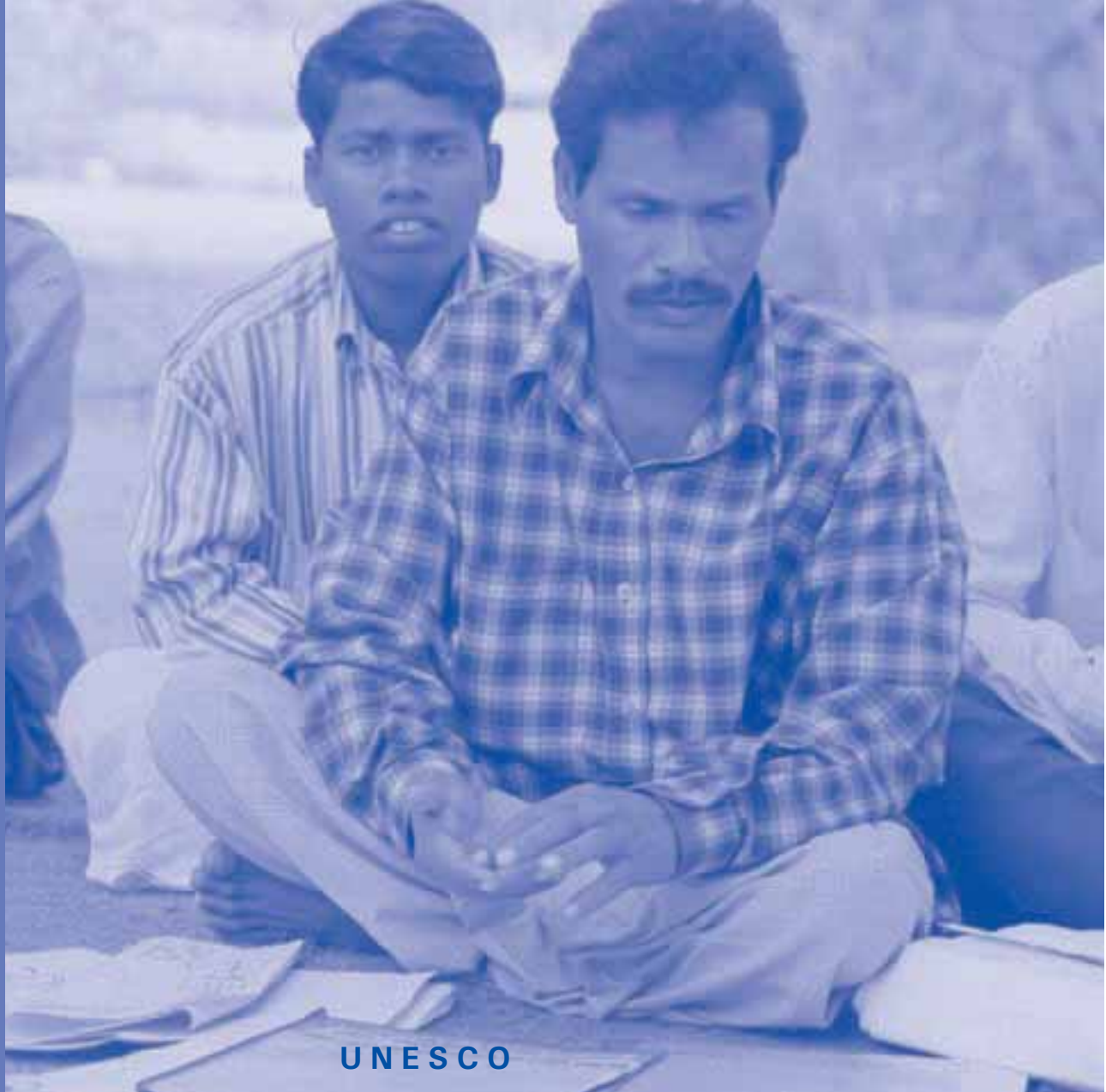
**7. Discussion points on learners**

1. What information do we need on learners participating in NFE courses?
2. How do we use and analyse this information?  
*Carefully examine the data items provided in Questionnaires 6 and 7 'learner profile' and answer the following questions:*
3. Is the information collected through the questionnaire appropriate, relevant and sufficient?
4. What other data do we need to build a learner's profile?

**Participant's name and title/designation**.....

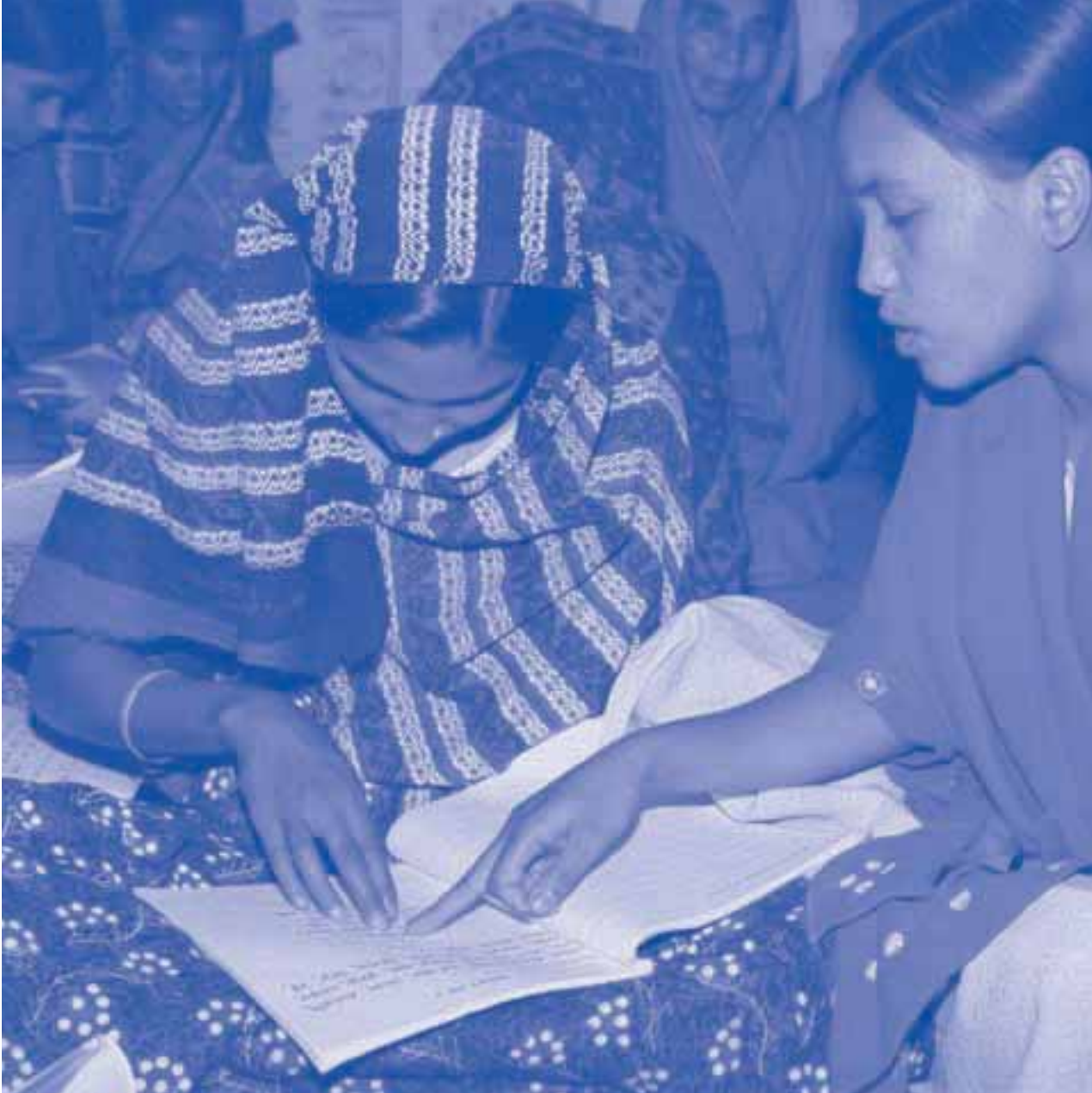
**Date:** .....

# module 3



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# module 4

## Guidelines for NFE Indicator Development and Use

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## Module 4: Summary Box

### What is the purpose of Module 4?

Module 4 will guide you through the process of developing a list of core NFE indicators, how to calculate data using these indicators, and how to best present selected findings to policy makers and programme managers.

### What does Module 4 contain?

This module offers a step-by-step approach for establishing a list of NFE indicators and provides a short overview of how to analyse data through the indicators identified (Module 6 provides further detailed guidance on data analysis). It also provides concrete examples of indicators and how to calculate them, as well as how to present them in an easy-to-understand document.

### Link to the Tool-kit:

**Training Tool 6:** Identifying NFE Indicators.

### When should Module 4 be used in the development process?

The module must be used in two Phases. The first phase consists of identifying an indicator list, based on policy objectives, programme objectives and information needs per user. This work should be undertaken after the finalisation of the Diagnostic Study. The indicator list, which will also help to identify data items to calculate the indicators, will contribute to the finalisation of the data collection tool. Phase 2 involves analysing data outputs after data collection has taken place and data outputs have been produced (see Module 6 for details).

### Who should use Module 4?

Module 4 is designed primarily for use by the national NFE-MIS team, educational statisticians and planners. Other key stakeholders such as policy makers and programme managers will also provide important inputs in the establishment of a core indicator list. At the same time, the sub-national NFE-MIS team should also be involved in this exercise.

## 4.1. Introduction to indicator development

Indicator development is an integral part of the process of NFE monitoring. Once you have analysed your NFE policy framework and corresponding information needs, you will have to identify a set of core indicators and use them for data analysis once data has been produced.

Indicators enable us to describe the dynamics of an education system, both in a particular moment in time, and over time, for they reveal the interaction of various components in the system and thus help us to monitor progress made. Without indicators, it is impossible to carry out a relevant data analysis for an education system, to measure progress towards policy objectives, or to undertake necessary adjustments to strategies and actions.

Although most countries have regularly updated education statistics, decision-makers often fail to make full use of these data. This is partly due to the way in which available data is presented and disseminated. Statistical data are usually published in statistical year-books which focus on raw data and are often cumbersome, lacking the necessary analysis of data through indicators.

This is why we propose that you develop a NFE Indicator document. Ideally, the document should include a finalised list of NFE indicators for which data is readily available, analysis of data through the indicators, and the carefully chosen design and presentation of selected figures. The final results of a NFE-MIS data collection and analysis cycle should be published in what we call a comprehensive NFE-MIS report. This report will contain first of all the NFE indicator document, which constitutes the heart of the NFE-MIS report. The NFE-MIS report will also include a map of providers and their activities. Finally, it will provide comments and policy recommendations. The report should be accessible to a readership not specialised in statistics and quantitative analysis. It must be easy to read, easy to understand and cost-effective. The report could also be printed and/or available on a website or on a CD-ROM.

This Module provides a step-by-step guideline for developing your NFE Indicator document. While this Module describes all steps involved in developing a list of core NFE indicators and their analysis, it should be noted that indicator development and use are undertaken in two phases. Phase 1 consists of the preparation of the indicators list, based on NFE policy framework. The indicator list, which will also help to identify data items to calculate the indicator, will feed into the finalisation of the data collection tool. Phase 1 is described in Steps 1 to 4 in Section 4.5. of this Module.

Phase 2 corresponds to the analysis of data outputs using the established indicators, after data collection has taken place and data outputs have been produced. Phase 2 is described in Steps 5 to 10 in Section 4.5. of this Module. Please also refer to Module 6 for a more detailed description of Data Analysis.

### Some initial remarks

Before we proceed, it is important to note three essential preconditions for the development of a NFE indicator system. We must ensure:

- The existence of a good information system;
- The presence of an operational NFE policy, strategy, and/or plan;<sup>1</sup>
- The link between the indicators list and information needs.

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<sup>1</sup> Adapted from: Sauvageot, C. 1997. *Indicators for Educational Planning: A Practical Guide*. Paris: UNESCO-IIEP.

First, without an information system for collecting and processing data, it is impossible to develop a feasible and desirable list of indicators. But this is a two-way dynamic. By reflecting on indicators, we may improve unreliable or inadequate information systems. Through the publication of an indicator document, the producers of data are able to see the usefulness of their data-collection work, providing an important incentive for the potential enhancement of the information system.

The Handbook provides guidelines on establishing such an information system for Non-Formal Education. As we have seen, by collecting baseline information and some statistical data, a NFE-MIS contains data on: (1) agencies that provide NFE; (2) NFE programmes and NFE courses; (3) educators; (4) learners. These four core databases are our foundation for developing a list of NFE indicators.

It is imperative, however, that the data collected by the NFE-MIS is complete. If data necessary for analysing a specific indicator is missing, that indicator becomes useless. Even more importantly, the data must be *updated*. The necessity of a practical schedule for data frequency is discussed in Module 5.

But you may find other solutions to speed up the availability of data. For example, a survey of a representative sample of NFE providing agencies will allow the collection of a limited number of data, showing overall progress. A sample can also be used to collect some qualitative data which we need only from time to time. But for important information that needs to be collected in a regular way, even if we use a sample to obtain first data rapidly, these quick surveys have to be followed by a full data collection cycle.

In addition, if certain data is missing from the NFE-MIS, a wide range of other NFE-related databases may provide you with the information you need to calculate and analyse a situation using a particular NFE indicator. This means that the NFE-MIS must include information coming from sources outside the NFE-system.

A second essential precondition for preparing an indicator document is the identification of clear and measurable objectives. These objectives may be **quantitative**. Here are some examples:

- Achieving a literacy rate of 75% in a given area for women between the ages of 15-24;
- Reducing the infant mortality rate by half;
- Increasing the national budget allocation for literacy to 3 % of the national budget for education.

Other objectives may be **qualitative**; for instance:

- Improving the quality of teaching;
- Aiming for more equity in enrolment in non-formal education;
- Improving the effectiveness and efficiency of the adult education system.

In the case of qualitative objectives in particular, you may choose to quantify them in consultation with policy makers or make them more precise.

Moreover, such objectives may be defined at different **levels**.

At the **international** level, some of the NFE-related objectives or goals identified during the World Education Forum held in Dakar (2000) were:



- Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- Ensuring that all learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.

**National** level objectives are usually presented in a policy framework, or a development strategy. An important point to bear in mind is that a national policy for NFE may often have been developed within the overall framework of decentralised education planning and provision. In this case, the goals and objectives that have been defined are relevant at sub-national levels too.

How does this impact on the task of indicator development? On the one hand, we need to compare the status and performance of NFE occurring across different districts in a country. To do this, we need core indicators that reflect the national policy objectives. On the other hand, each district context may be different. So, we *also* need to define additional, specific objectives, for use at **district** level. Thus, it is useful to strike a balance between core NFE indicators, which are of use primarily at national level, and district-specific indicators.

As in the case of the relation between an indicator list and the information system, the dynamic between policy objectives and indicators is two-way. While we cannot define useful indicators without the presence of clear objectives, an indicator enables the measurement of these objectives. As we go through the steps for developing an indicator document, below, we should bear in mind the difference between an objective and an indicator. A policy framework cannot be reduced to, or defined by, a list of indicators. Rather, a good indicator will help to measure and implement the strategic objectives defined by national policy.

Often, national policy objectives may also be reflected in a specific NFE programme or activity/project's action-plan. On the other hand, objectives may be defined, and indicators developed, for a specific **programme** that is unrelated to a national NFE policy or strategic objectives. In this case, a particular aspect of the programme may require a programme-specific objective and a related indicator.

Let us take, for instance, a literacy programme whose course-work is linked directly to the activity of watershed management; but the programme lacks an adequate number of trained professionals to facilitate the activity. In this case, the programme management team may choose to define an objective, and a related indicator, to assess and build the skills-base of local facilitators.

Finally, objectives and indicators can be identified at the level of an **agency** providing NFE. In the case of a Non Governmental Organisation (NGO), Community Based Organisation (CBO) or an Integrated Adult and Non-formal Education Centre, for example, the agency may choose to define objectives specific to its day-to-day functioning. A NFE Centre, for example, may wish to improve the quality of its facilities, or increase the number of available teaching/learning materials.

A third important pre-condition is that the list of NFE indicators must be strongly linked to the identified information needs described in Module 3. As mentioned, there are at least two main

kinds of information needs: the first one is for NFE management and for a more short term, programme manager's perspective; the second one is to explore the NFE system from a decision maker's perspective (policy makers and planners).

Managers who are directly in charge of NFE courses need a lot of information for many tasks. They have to be provided through statistical tables by the information system: regular NFE data collection, data coming from other sources, censuses, labour force surveys, household surveys. But to manage the entire system, programme managers and decision makers need a small set of easy-to-use, easy-to-understand data. This is the set of core indicators.

At the same time, data collections have to take into account the information needs of all information users. As already spelt out in Module 3, information needs in general differ from one information user to another. That is why it is important to clearly identify the information user and link the final list of indicators with each user.

## 4.2. What is an indicator?

Before we define an indicator, let us remind ourselves of what an indicator **is not**:

- An indicator **is not** raw data.

For example, a list of tables produced for a statistical yearbook is not a list of indicators. It may be very useful for a programme manager to know the numbers of learners enrolling in their programme. But the indicator related to this data is, for example, the proportion of the target population gaining access to the programme; or the ratio of enrolled learners to educators. If you consider the potential for analysis between the two, the difference between the raw data and the indicators is that:

- An indicator **is synthesised and analysable** information.

We may view indicators as short-cuts, abbreviations, or proxies, for an underlying reality. By using statistical tools such as percentages, rates, ratios, and index numbers, raw data is converted into the form of an indicator. That is:

- A **percentage** is the mathematical relationship between two variables multiplied by 100;
- A **rate** is a percentage change in variables over two different periods of time. It shows the growth or decline in a variable;
- A **ratio** shows the relationship between two variables at any particular period of time. Rates and ratios are interchangeable and normally expressed as percentages for easy interpretation;
- **Index numbers** are calculated to review the progress in relation to a particular point of time.

So, indicators summarise a large amount of data to provide a broad reflection or general indication of the situation under investigation. They do not necessarily comment on whether or not the situation is desirable or undesirable. In short:

- Indicators provide a 'snapshot' or profile of current conditions, *describing the state* of an education system at various levels;
- They can reveal new understandings but not precise judgements;
- Indicators enable us to *report on the performance or behaviour* of an education system to all stakeholders.

Objectives of an indicator are to:

- Determine the status of the education system;
- Monitor change(s) over time;
- Predict developments;
- Measure the strengths and weaknesses of the system;
- Evaluate the degree of inequality in the provision of services;
- Inform decision-makers on the functioning and effectiveness of the system.

To meet these objectives, a good indicator should have the following characteristics:

- It is relevant to policy concerns and answers the questions that led to the choice of indicator in the first place;
- It measures how close to, or far from, we are from identified objectives;
- It identifies problematic situations;
- It can summarise information without distortions;
- It is precise and comparable to a reference value, a norm/standard, or itself, over time;
- It is reliable and can be frequently updated;
- In view of a global analysis, it is co-ordinated and structured in such a way as to relate to other indicators.

In NFE, the question of the reliability is very important. It is difficult to obtain good statistics on NFE programmes but it is important to have a precise idea about what we know in detail, about what we have just an idea, and about what we know nothing. This means that it is important to pay a lot of attention to the coverage of the statistics and sometimes to make some estimates to obtain a full picture.

Many indicators should present trends over several years. That is, we should be able to observe these in 'time-series'. Many indicators should also report on geographic or socio-demographic diversities and/or disparities. When you use an indicator, it is very important to give at least one reference value. This could be the national value as compared with a district value or an urban situation as compared with a rural situation or a type of NFE activity as compared with the situation for all the activities. We have to keep in mind that it is very difficult to analyse one figure alone.

Importantly, besides describing a NFE system, a sound set of indicators must provide the grounds for analysis of policy. That is, your indicators should help you better understand and explain the causal relations that underpin the NFE system. The selected list of indicators should thus allow for several different points of view.

### 4.3. What are the different types of indicators?

There are two main types of indicators. Simple indicators measure one specific aspect of an education system, at a certain point in time, and over time. These are also called 'descriptive', 'first-order', or 'single-variable' indicators.

The measurement of simple indicators is calculated using a number or percentage. They are useful when the task is to measure quantitative progress towards numerical targets. But these simple indicators do not usually reflect any particular aspect of quality in education.

*Composite/performance indicators* measure the interactions of components in the system, reflecting the quality or efficiency, i.e. use of resources, dimension. Here, two variables are combined to form a ratio, e.g. learners + educators = learners/educators ratio. The required data is collected for two (or more) single variable indicators and then the composite indicator is formed through statistical analysis of the two variables.

Simple or composite indicators may be further classified in terms of inputs, processes, outputs, and outcomes.<sup>2</sup>

- **Inputs:** these are the real resources used in education, e.g. the characteristics of learners, educators, curricula, textbooks, facilities and equipment, and financial resources.
- **Processes:** these are the interactions between learners and inputs, between different inputs themselves, and between teaching/learning processes, e.g. attendance/participation, absenteeism, etc.
- **Outputs:** these are the direct and more immediate results or effects of education, e.g. learner's completion/certification.
- **Outcomes:** these are the ultimate or eventual effects of education, e.g. increased earnings, employment, contribution to productivity, improved health, and other non-monetary outcomes.

We may view the above as the four main components of an education system as a form of 'production'. Indeed, indicators are often classified as belonging to one or other of these four categories, as follows:

- **Input indicators** are measures of the effectiveness of resources used. These measure the characteristics of learners, NFE Centres, educators, facilities, materials and equipment. By 'characteristics', we mean the availability of a resource, its nature and quality, and its manner/rate of use.
- **Process indicators** are measures of the interaction taking place between inputs. These show the transition of inputs into outputs. They are of use at many different levels in an administrative hierarchy and are important for evaluation of a NFE programme.
- **Output/outcome indicators** are measures of the immediate/long-term effects of the educational activity, e.g. attainments effects, achievement effects, attitude/behaviour effects, and equity effects. Effects on equity are also outputs of an education system but of a different kind. Equity indicators provide interpretation of inputs, processes and other outputs as well as outcomes (see below for further details).

Figure 4.1 shows the four types of indicators used to measure the 'production' of the education system in terms of its four components, as summarised above. Here, you will also find examples of the kind of measurable variables that belong to each stage of the 'production' function.

### Quantitative or qualitative indicators?

Indicators always try to measure quantitative or qualitative characteristics.

**Quantitative indicators** measure the amount or value of inputs, processes, outputs or outcomes of a system. They are usually expressed in percentages, ratios or rates.

*Example of quantitative indicators* are gross or net enrolment ratios, participation rate in a given programme; literacy rate. An indicator can be expressed as a target, for example to reach a 60 per cent literacy rate by 2010.

<sup>2</sup> Adapted from: 1998. *Educational Management Information System: Training Package*. Bangkok: UNESCO.

**Qualitative indicators** measure the quality of the inputs, processes, outputs and outcomes of a system. These measure performance relative to given standards and norms. Often, it is difficult to measure quality in a precise way. Therefore, in some cases, a proxy is used to measure quality, which in turn is a quantitative indicator.

*Example:* The quality of teachers. In such a case, first we have to define what we consider as the 'quality' of teachers. Is it improvement in their knowledge? Is it their diploma, their qualifications? Is it their teaching method, or their professional experience, their attitude towards the learner? It may be all of the above.

Second, how can we measure these various 'quality indicators'? Do we need to undertake an assessment at the beginning of the teacher training session and at the end? This is difficult and costly. However, using a proxy is often an easier and quicker way of measurement, for example the number of years spent in a teacher education institution, or the lengths of teaching experience. In this case, the indicator used to measure quality is a quantitative indicator and the target for improving the quality of teaching would be for instance: to increase the average number of years in tertiary education.

This, of course, can be criticised, because we also need to find ways and means to measure quality more directly, and not via quantitative proxies. But this example shows how sometimes the distinction between quantitative and qualitative indicators becomes blurred. In any case, it is important to provide measurements which can be calculated rather than giving only vague indications.

Whether quantitative or qualitative, indicators are often designed to monitor the attainment of a specific objective of the education system.

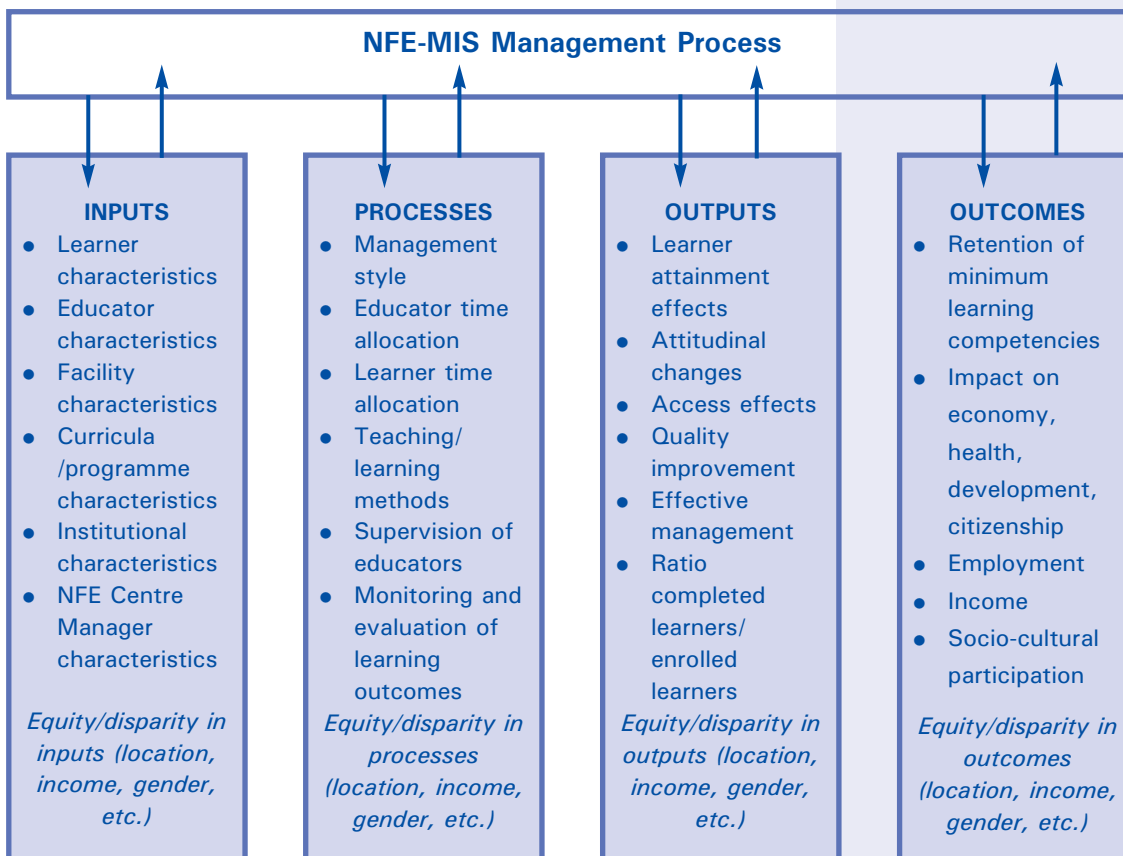
**Efficiency-effectiveness indicators** are sub-indicators of the general indicator system, which are an interesting category to use and give some ideas about the quality of the process (internal efficiency - outputs) and the pertinence (the quality) of the programme (external efficiency - outcomes).

#### **What are Efficiency and Effectiveness indicators?**

By 'efficiency' we mean the attainment of quick results at the least possible cost; by 'cost' we mean the expenditures associated with the use of resources, e.g. personnel or equipment. Effectiveness indicators measure attainment of longer-term objectives.

- a) **Efficiency - outputs indicators:** these measure how well, for example, an organisation achieves its shorter term objectives. An internal efficiency analysis has several components: inputs, processes, i.e. where inputs are transformed into outputs, and educational costs, which are determined by the interaction of input resources and process resources. Some examples of *internal efficiency* indicators are: completion rates (ratio completed learners / enrolled learners); rate of utilisation of educators; rate of utilisation of facilities.
- b) **Effectiveness indicators - outcomes:** these measure the extent to which the education system is 'producing' outcomes, in keeping with its longer-term objectives. Some examples are: the effects on learning achievement; the impact of skills development on the economy, health, etc., as well as the economic impact of the system on society as a whole

Figure 4.1. A framework for classifying indicators<sup>3</sup>



Of key concern in monitoring many education systems is the issue of equity. *Equity indicators* measure the extent to which education has a neutral, negative, or positive effect on the initial disadvantages of certain groups, in terms of access/distribution, participation/opportunities, and achievements/consequences. 'Disadvantaged groups' often overlap, for example refugees, the poor, minority language populations, ethnic minorities, nomads, and include women and girls, in general.

There are several important assumptions in equity analysis. For instance, we assume that everyone has the right to basic education and the government has an obligation to ensure that everyone can exercise this right. It is also assumed that a lack of equity reflects limited access and, in part, a lower demand for education. But equity considerations also reflect financial and other resource constraints.

For NFE it is very important to verify the equity of access to NFE programmes. For instance, in many developed countries, it is often the most educated people who attend NFE programmes, which results in a problem of equity.

Equity issues arise in the analysis of both internal and external efficiency.

a) *Equity analysis of internal efficiency.* Access to learning opportunities is probably the major equity issue, referring to getting into, and being able to progress in, an education system. Some examples of indicators of equity in internal efficiency are:

- Availability of learning centres;
- Female versus male enrolments, by location, urban/rural, etc.;
- Variation in learner/educator ratios;
- Distribution of total expenditure per learners, by gender, location, urban/rural;
- Variations in salaries per educator, by gender, urban/rural.

<sup>3</sup> Adapted from: UNESCO. 1998. op.cit.

b) *Equity analysis of external efficiency.* As an effect of output, equity is reflected in the results of participation in an education system by different groups. Moreover, equity in outputs/outcomes is usually closely related to inputs. Some examples of indicators of equity in external efficiency are:

- Comparative learning achievement of girls versus boys, women versus men;
- Percentage of learners from lower-income background who completed a particular NFE programme/course;
- Experiences in the labour force of females versus males/disadvantaged groups versus others.

Finally, when we study environment indicators, it is important to note the usefulness of *indirect indicators*. These measure factors which affect the education system but are not directly related to it. For example, access of learners to vaccinations, clean water, good roads, transportation, the distance from home to the learning centre, etc. In the same way, when we study outcomes indicators, it is important to include improvement linked to programmes that may not necessarily be 'educational'.

#### 4.4. How do we respond to the particular challenge of NFE indicator development?

There are three features in the domain of NFE that are important to consider while identifying and classifying indicators. These are as follows:

**1) Multiple activities:** A single NFE programme may include more than one type of NFE activity. For example, a programme implemented in District X entitled 'Life skills training for nomadic youth' may combine the following types of activities: literacy, animal husbandry, and income-generation.

*How do we avoid double or triple-counting when we want to know, for example, the ratio of completed/enrolled learners by type of NFE activity?*

**2) Multiple providers/sponsors:** A single NFE programme may be provided by more than one agency. That is, in addition to a main provider, responsible for organising the activity, the programme may have co-providers and more than one sponsor. For example, the 'Life skills training for nomadic youth' programme may be jointly provided and sponsored by a NFE Centre, Action Aid, and UNICEF.

*How do we avoid double or triple-counting when we want to know, for example, the proportion of existing agencies involved in NFE programmes?*

**3) Flexible duration:** Most NFE programmes are organised flexibly. That is, the duration of a programme may be anything from 5 days, to 3 weeks, 1 month, or 9 months, and so on. In addition, the schedule for NFE activities may not be fixed. That is, one NFE course may occur for 2 hours on three days in a week. But another NFE course may take place over 4 hours per day, once a week.

*How do we count the number of learners enrolled in a programme, when the schedule and duration of the programme is not standardised?*

The data collection tools (Questionnaires 1-7) have been designed to respond to this challenge inherent in the nature of NFE, in the following ways.

In the case of (1) *Multiple activities*, respondents are required to mark the MAIN activity type of

a single NFE course. This means that while all the activities that are included in the NFE course are recorded, only one type of activity will be registered in a statistical table.

In the case of **(2) Multiple providers/sponsors**, respondents are required to distinguish between the MAIN providers, co-providers, and sponsors. This means that only the main providers are counted in statistical reports. At the same time, we are able to distinguish between multiple sources of funding for a given NFE course and we can provide detailed statistical tables by type of provider.

In the case of **(3) Flexible duration**, we refer to the indicator of:

- **Learner-contact hours**

By using the indicator of learners-contact hours we are able to measure participation in NFE courses, taking into account the difference in duration in the NFE courses.

Using this indicator gives a more precise picture of the activity. This is because it is not enough to count as the same entity a learner who participates for 20 hours in a given NFE course and a learner who participates for 600 hours in the same or in another NFE course.

Another difficult question is that a learner may be enrolled and can therefore be counted more than once because they are enrolled in more than one NFE course. This point is very difficult to solve. The only way is to build a file with a record by learner but this is usually very difficult to do and to update.

Please see the example in the Appendix 4.1 to this module for details of how to calculate an indicator using the learner-contact hours example.

#### 4.5. Main steps for developing NFE indicators

The 10 steps to indicator development, data analysis through indicators and presentation of calculated indicators, will be described in this Module. Thus, this Module will present the entire process of developing and using indicators. Data analysis and interpretation, as well as the presentation of results, will be discussed in more detail in Module 6.

You will find **Training Tool 6** to help you undertake **Steps 1-6** of the process for developing NFE indicators in the Tool Kit (Annex I of the Handbook). These steps will enable you to identify a list of NFE indicators.

##### Step 1: Identifying objectives

To design your comprehensive NFE-MIS report, you will need to begin by identifying a shortlist of key objectives of NFE policy as well as of NFE programme objectives. As we have mentioned above, these objectives may be identified at national, district, programme, and/or agency levels. It is sometimes useful to define sub-objectives when the objectives are very general.

It may be useful to ask local officials to identify objectives. But documents and guidelines used for implementing NFE programmes of the department/agencies concerned can also be helpful.

Let us consider, for example, some objectives and goals at national level, as they are defined by Tanzania's Medium Term Strategy for developing Adult and non-formal education (AE/NFE), 2004-2008. These are grouped under four main themes: access and equity, quality



enhancement, capacity enhancement and development, and post-literacy and continuing education. Each theme/strategy has specific strategic objectives.

### Sample policy objectives from the policy context in Tanzania

#### Priority Strategy 1: ACCESS AND EQUITY

- **Strategic Objective 1:** Enrol all out-of school children (11-13) in NFE centres linked to primary schools, with a view to achieve Education for All (EFA) and Poverty Reduction Strategy Paper (PRSP) targets and expand basic learning opportunities. **Goal:** To enrol 230,000 out-of-school children in NFE centres by 2005.
- **Strategic Objective 2:** Enrol out-of-school youth (14-18) in NFE centres linked to primary schools with a view to achieving EFA and PRSP targets and expanding basic learning opportunities. **Goal:** To enrol 380,000 out-of-school youth in basic education NFE centres by 2005.
- **Strategic Objective 3:** Enrol all illiterate adults in basic Adult Education (AE) centres, with a view to achieving EFA and PRSP targets and expanding basic learning opportunities. **Goal:** To enrol 3,800,000 adults in basic adult education programmes and improve adult literacy levels by 20% by 2007.
- **Strategic Objective 4:** Enhance access to basic education for out-of-school children, illiterate youth and adults with special learning needs. **Goal:** Register and enrol all out-of-school children, illiterate youth and adults with special learning needs by 2005.

#### Priority Strategy 2: QUALITY ENHANCEMENT

- **Strategic Objective 5:** Curriculum development: Review and revise a flexible core curriculum for out of school children, youth and adults in order to facilitate and systematise the acquisition of basic learning, and essential life skills.  
**Goals:** 1. Revise modalities for mainstreaming out of school children (11-13 year olds) and out of reach children by 2004. 2. Adult Education curriculum guide integrated with HIV/AIDS education, gender and environment in use in adult learning centres by 2004.
- **Strategic Objective 6:** Adapting teaching-learning and training materials: Review and adapt the existing teaching-learning and training materials in correspondence with the core curriculum developed for the out-of-school children, youth and adults.  
**Goal:** Relevant and cost effective teaching-learning and training materials for out of school children, youth and adults in use in AE/NFE centres by 2004.
- **Strategic Objective 7:** Training of human resources: Train, in partnership with the civil society organisations and support institutions, an adequate number of trainers and facilitators, so that they efficiently and effectively implement the AE/NFE programmes at the training and classroom levels.  
**Goal:** Recruit and train 11,110 professional facilitators and 2,604 para-professionals for out of reach children (7-10 year olds), out of school children (11-13 year olds) and out of school youth (14-18 year olds) as well as 31,667 para-professionals for adults.
- **Strategic Objective 8:** Monitoring and Evaluation of implementation process: Develop an efficient and effective monitoring and evaluation system for the teaching-learning process and for assessing learning outcomes, to ensure quality in the performance of the AE/NFE programme.  
**Goal:** An efficient and effective monitoring and evaluation system (learning processes and outcomes for AE/NFE programmes in place by 2004.
- **Strategic Objective 9:** Data collection, processing and dissemination system. Strengthen and improve AE/NFE sub-sector system of data collection, processing and dissemination to have reliable data that enhances accountability and transparency, and which improves planning and implementation of the strategy.  
**Goal:** AE/NFE component incorporated in Ministry of Education and Culture's (MoEC) Education Management Information System (EMIS) by 2003.

**Priority Strategy 3: CAPACITY ENHANCEMENT AND DEVELOPMENT**

- **Strategic Objective 10:** Management capacity development: Enhance and develop managerial capacity of AE/NFE sub-sector in partnership with Local Government Associations (LGAs) and Civil Society Organisations, in order to implement the strategy effectively.  
*Goal:* Develop and enhance the managerial capacity and skills of 150 staff from President's Office for Regional Administration (PO-RALG), MoEC and associated institutions by 2005.
- **Strategic Objective 11:** Establish linkages and partnership with Central Statistics Offices (CSOs), education institutions and international organisations.  
*Goal:* Secure partnership and support to sustain implementation of AE/NFE programmes.
- **Strategic Objective 12:** Develop and equip physical facilities for learning Centres and offices with appropriate technology and equipment to improve teaching and learning environment, accessibility, communication, monitoring and evaluation and efficiency in delivery of services.  
*Goal:* AE/NFE sub sector equipped with appropriate working facilities by 2004.

**Priority Strategy 4: POST-LITERACY AND CONTINUING EDUCATION**

- **Strategic Objective 13:** Ensure availability of lifelong learning opportunities for youth and adults through post literacy and continuing education.  
*Goal:* A post-literacy component as an in-built, integral part of the AE/NFE national strategy for creation, maintenance and sustenance of a literate society by 2004.

Referring to the examples above, you may note the following. Some objectives are clearly defined. But other objectives are less clear.

Examples of clearly-defined objectives found in the Medium-Term Strategy paper are:

- **Strategic Objective 1:** Enrol all out-of school children (11-13) in NFE centres linked to primary schools, with a view to achieve Education for All (EFA) and Poverty Reduction Strategy Paper (PRSP) targets and expand basic learning opportunities.  
*Goal:* To enrol 230,000 out-of-school children in NFE centres by 2005.
- **Strategic Objective 10:** Enhance and develop managerial capacity of NFE sub-sector in partnership with LGAs and civil society organisations, in order to implement the strategy effectively.  
*Goal:* Develop and enhance the managerial capacity and skills of 150 staff from PO-RALG, MoEC and associated institutions by 2005.

Assuming that you have defined what a 'NFE Centre' is, Objective 1 above, and its goal, is clear. Again, assuming that 'managerial capacity' refers to the expected outputs of an existing or planned capacity building programme, Objective 10 and its goal are measurable.

Examples of objectives in the same Strategy which are less clearly-defined are:

- **Strategic Objective 8:** Develop an efficient and effective monitoring and evaluation system for the teaching-learning process and for assessing learning outcomes, to ensure quality in the performance of the NFE programme.  
*Goal:* An efficient and effective monitoring and evaluation system (learning processes and outcomes for NFE programmes) in place by 2004.
- **Strategic Objective 12:** Develop and equip physical facilities for learning centres and offices with appropriate technology and equipment to improve teaching and learning environment, accessibility, communication, monitoring and evaluation and efficiency in delivery of services.  
*Goal:* NFE sub sector equipped with appropriate working facilities by 2004.

In the case of Strategic Objective 8, do we have a clear idea of what is meant by 'learning processes and outcomes'? For Strategic Objective 12, what exactly are 'appropriate working facilities'?

Thus, whether a policy objective is or is not clearly defined, it is important to consider each objective carefully and summarise that objective in a clear and measurable form, as shown in the examples below.

**!Flashpoint!** If an objective is not clearly defined, you will need to ensure that you know what exactly it is you want to measure.

An example of a summarised objective which corresponds to Strategic Objective 1, above, is to increase the intensity of enrolment.

Some other examples of objectives linked with access and equity:

- To increase the number of villages or the number of habitations covered by NFE programmes;
- To increase the participation of women in NFE programmes;
- To increase the participation of the poorest populations in NFE programmes.

**Sometimes objectives are very general. In this case, it is useful to define sub-objectives which are more concrete and operational.**

### Step 2: Formulating research questions

When you have identified your key objectives and summarised these, you will then need to relate an indicator to each summarised objective, thus drawing up a list of indicators. A simple way of doing this is to frame a research question, one or more, that needs to be answered for each objective.

As mentioned previously, it is important to make a strong link between this work and the information needs identification work, undertaken at an earlier stage.

For example, the policy objective of increasing the literacy rate by a given percentage by a given year would lead to several research questions and information needs, such as: What is the demand for literacy courses? This requires information on the actual youth and adult literacy rate, as well as on drop-out rates. Another question would be: What is the offer of literacy courses? This requires information on the number of literacy courses offered by target group and region. The next question would be if offer corresponds to demand.

The identification of information needs per information user is explained in detail in Module 3.

### Step 3: Identifying a list of NFE indicators

Once you have formulated your research questions, you can proceed to develop the indicators that will answer the questions. Indicators, once analysed and interpreted, should show trends and tendencies towards the achievement of the objectives.

To identify an indicator you may follow this process. Let us consider, for example the following three objectives:

**Table 4.1. Sample process of making the transition from an objective to an indicator**

Objective ⇔	Question ⇔	Indicator ⇔
Increasing the intensity of enrolment	<i>How many people are involved in NFE courses?</i>	Participation rate
		Number of learners-contact hours (by type of NFE activity, NFE target-group, etc.).
Making the education system more efficient	<i>Are there many drop-outs?</i>	Ratio of enrolled/completed learners
	<i>What was the average duration of a NFE course for a learner?</i>	Average number of contact hours by learner
Improving the management of resources and costs	<i>Is the cost of an NFE programme at the same level for all providing/sponsoring agencies?</i>	Cost by learner-contact hour by type of provider

Examples of indicators linked with objectives mentioned above:

- Percentage of villages/habitations covered by NFE;
- Percentage of women in the learner group;
- Percentage of the poorest population in the learner group.

**!Flashpoint!** In making the transition from objectives to indicators you will need to carefully identify the questions you want to answer through analysis of the indicator.

In Table 4.2. below you will find an example from Tanzania, focusing on Strategic Objective 1 of the Medium-Term Strategy (see the Sample Policy Objectives from Tanzania, in Section 4.5., Step 1), and illustrating the process of making the transition from an objective to an indicator.

**Table 4.2. Process from a policy objective to an indicator (example Tanzania)**

Objective ⇨	Question ⇨	Indicator ⇨
Increasing the enrolment of out-of-school children (11-13) in NFE centres linked to primary schools, through expansion of the Complementary and Basic Education and Training (COBET) programme	<i>How many children are being enrolled in the Complementary Basic Education and Training (COBET) programme</i>	Participation rate
		Number of learner-contact hours

#### Step 4: Structuring the NFE indicator list

Having identified the indicators to be included in your list, you will now need to structure the NFE indicator list for ease of reference, analysis and presentation in your finalised NFE indicator document.

We propose two alternative models. The first is a version of the inputs-processes-outputs/outcomes schema which we have seen in Section 3 of this module. The second focuses on the relation of indicators to already-identified policy objectives.

#### **Model 1: Resources - Activities/processes - Results**

Here, the indicators are broken down into an education system's resources, the processes of its activities, and its results. This is the most explanatory model, focusing on an analysis of the ways in which the system functions. You will find an example of this model below, using a sample list of NFE indicators.

**Table 4.3. Structuring an indicator list, Model 1**

Resources	Activities/processes	Results
Participation rate	Number of learner-contact hours by type of NFE activity/type of NFE target group	Completed learners/ target population ratio by gender/target group
Percentage of learners in a classroom/centre	Literacy rate by gender and by age-group	Completed learners/enrolled learners ratio by gender/target group
Distribution of existing agencies involved in NFE programmes	Learner/textbooks ratio	Percentage of learners gaining certification by gender/target group
Qualification and experience of educators	Learners/educators ratio	Percentage of completed learners who improve their skills or their qualification by gender/target group
Public expenditure on non formal education as a percentage of total public expenditure	In-service training for educators	
Expenditures on non formal education as a percentage of GDP	Sources of payment for educators	

**Model 2: Policy objective-related indicators**

Here, indicators are classified by objectives that have been already identified. Let us refer again to the example of Tanzania's Medium Term Strategy for developing Adult and Non-Formal Education (AE/NFE). The Strategy has four major themes: Access and equity; Quality enhancement; Capacity building; and Post-literacy and Continuing Education.

Accordingly, the same list of indicators shown in the table below may be structured by means of these major themes or Priority Strategies.

**Table 4.4. NFE related indicators from Tanzania's Medium Term Strategy**

Indicator name	Priority Strategy 1 ACCESS/ EQUITY	Priority Strategy 2 QUALITY	Priority Strategy 3 CAPACITY BUILDING	Priority Strategy 4 POST LITERACY
Participation rate	X			X
Percentage of learners in a classroom/centre		X		X
Literacy rate by gender and by age-group	X			X
Distribution of existing agencies involved in NFE programmes	X			X
Qualification and experience of educators		X	X	
Public expenditure on non formal education as a percentage of total public expenditure		X		
Expenditures on non formal education as a percentage of GDP		X		
Number of learner-contact hours by type of NFE activity/type of NFE target group	X	X		X
Learner/textbooks ratio	X	X		X
Learners/educators ratio		X		X
In-service training for educators		X	X	
Sources of payment for educators		X		
Completed learners/ target population ratio by gender/target group	X			X
Completed learners/enrolled learners ratio by gender/target group	X			
Percentage of learners gaining certification by gender/target group	X	X		X
Percentage of completed learners who improve their skills or their qualification by gender/target group	X			X

**!Flashpoint!** Whichever model you choose to use, it is imperative that you bear in mind the following: keep your list of indicators short! You need to identify the minimum required number of indicators but make sure that all core indicators are listed. What these are will depend on your national context and your policy objectives.

**Step 5: Identifying information required to calculate indicators**

After finalising your set of indicators, you have to identify the information or data required to calculate these indicators.

A word of caution: You should not confuse information needs per information user which relate to policy objectives and programme objectives and which are the basis for developing your indicator list (see Module 3) with the information or data required to calculate each indicator.

In this section, we will make the link between policy objectives, research questions/information needs, indicators, and data items required to calculate each indicator.

Let us look at some examples:

- 1) As a policy maker, your information need may be if girls and women have equal access to NFE programmes. This would correspond to a national policy objective as well as to international goals to ensure gender equality in education. Your indicator would be **gender parity index per type of NFE activity**.

In order to calculate this indicator, you would require data on the enrolment of girls and women per type of NFE activity and the enrolment of boys and men per type of NFE activity. These data items can be obtained in the NFE-MIS questionnaires.

If the calculation of the indicator is low, you will need to undertake further investigations on why there is low female enrolment. Again, this could be undertaken through a small study.

- 2) One of your information needs as a programme manager which you identified at an early stage may be if the NFE courses offered are used to their full capacity. This information is important for the programme manager because they need to evaluate if a.) the course is cost effective b.) the course is known to the general public c.) the course corresponds to the needs of the target group d.) the course is organised in a way that potential target groups can participate.

The indicator required to calculate this would be the **capacity utilisation rate**. This indicator would need the following information: total learners' enrolment per course and planned enrolment per course. Both data items can be obtained from the NFE-MIS questionnaires.

If the calculation of the indicator shows a low capacity utilisation rate, the next step would be to identify the reasons for this. You would then need to undertake a small study to answer the questions that are listed above.

- 3) Another possible information need of providers and sponsors may be the costs of NFE by type of NFE activity by learner-contact hour. The indicator to use would be the **average expenditure by learner-contact hour by type of NFE activity**. The data items required to calculate are number of learner-contact hours, types of NFE activities and costs of NFE courses. All three data items are available in the NFE-MIS questionnaires.
- 4) Another different example of an information need for policy makers and planners is a combination of two information needs, where one wishes to see if programmes on offer correspond to demand. In this case, two indicators must be used: **literacy rate and/or the percentage of the out-of school population** to establish the demand, and **number and capacity of all NFE programmes/activities per geographical location** to establish activities/programmes on offer. If the demand can be disaggregated by type of target group, activities on offer should also be disaggregated by type of NFE activity that might correspond to these target groups.

The information to calculate demand must be taken from all sources available (population census, enrolment rate, drop-out rate, household surveys) and the information on offer from the data obtained from your NFE-MIS questionnaires on number and types of NFE courses offered and the number of learners enrolled in a given geographical area.

- 5) Yet another different example is information on the impact of a given course on the learner. Almost all NFE stakeholders are interested in this type of information, even though it is difficult to obtain. However, it can only be obtained after the course has ended and a certain time has elapsed. It requires a specific survey using a sample of recent learners. The resulting indicator would be 'course outcome' and show if the content of the courses have good impact and respond to the expectations and the needs.

In order to be able to undertake an impact study, baseline information on the learner must have been collected at the beginning of his/her participation in a given NFE course (see learner profile questionnaire). The impact study itself should be undertaken at a later stage. It will evaluate the effect the participation in a course may have had on the quality of the learner's life. This may include increased health (both of him/herself and his/her family); employment, increased productivity; increased income, improved status in the community, etc.

You will find an exercise on how to convert information needs into data items in Training Tool 6 in the Tool-Kit.

### Step 6: Identifying available sources of data

Once you have structured your list of indicators, the next step is to make sure that you have all the necessary data to calculate the indicators. If the data needed to calculate a certain indicator is not available, or unreliable, or out of date, you may want to reconsider its inclusion in your list.

The main source of NFE data should be the NFE-MIS, that is, the finalised data tables used in the design of your data collection tools and the development of the computerised database.

But you may also find that some external data sources provide the data necessary for calculating NFE indicators. In addition, it is important to access and use the data made available by the existing information systems, wherever necessary.

Sometimes, there is a lack of availability of data. In such a situation, you can try to organise new data collection cycles to solve the problem, or you can decide to take out the indicators that you cannot calculate.

If you decide to organise new data collection, it could be more time and cost-effective to use a sample. It is also very important to find information about outcomes. Sometimes, you can use some information from the Health or the Labour Department; sometimes you have to organise a specific survey.

Here are two examples:

- A decrease in the infant mortality rate can be a good outcome indicator for some NFE programmes;
- To know if the content of a NFE programme is pertinent, you can build a sample survey on former learners six months or a year after the end of the programme and you can ask them if they use what they learned.

In Box 4.1. below you will find examples of external data sources and existing information systems in Tanzania.

**Box 4.1. Some typical external data sources (example Tanzania)**
**External data sources**

- Household Budget Survey 2001, 2006, 2011
- Labour Force Survey 2001, 2005, 2010
- Census 2002, 2012
- Agricultural Survey 2003
- Demographic and Health Survey (DHS) 2004, 2009
- Agricultural Survey 2008

**Existing information systems**

- LGRP Monitoring and Evaluation (M&E) system
- Tanzania Socio-Economic Database (TSED)
- Water and Sanitation Database (WSDB) System
- Community Based Monitoring System, developed as part of the Child Survival, Protection and Development Program (CSPD)
- Adult Morbidity and Mortality Project (AMMP) National Sentinel Surveillance System (NSSS)
- National AIDS Control Programme (NACP) Surveillance System

As we have stressed throughout this Handbook, the domain of NFE is cross-sectoral by nature. NFE includes learning or training activities that are often associated with other sectors, such as agriculture, health, natural resource management, and community development. It is very important that you consider existing indicators used in broader development frameworks when making the final choice of indicators to be included in your indicator document.

In Box 4.2. below you will find examples of some NFE-related indicators taken from Tanzania's Poverty Reduction Strategy Paper. Columns 2 and 3 of the table also show whether or not this data is available in the Local Government Reform Programme (LGRP) Monitoring and Evaluation (M&E) System; and the routine data systems that generate data for analysis of these indicators.

**Box 4.2. NFE related indicators (example Tanzania's PRSP)**

Poverty Reduction Strategy Paper (PRSP) Indicator	Available in LGRP M&E	Other routine data source
Proxies for income poverty	✓	-
Overall GDP growth per annum	-	National Accounts
GDP growth of agriculture per annum	-	National Accounts
Agriculture indicator (to be defined)	✓	Ministry of Agriculture
Girl/boy ratio in primary education	✓	Basic Education Statistics
Girl/boy ratio in secondary education	-	Basic Education Statistics
Transition rate - primary to secondary	✓	Basic Education Statistics
Literacy rate of population aged 15 +	✓	-
Net primary enrolment	✓	Basic Education Statistics
Gross primary enrolment	✓	Basic Education Statistics
Drop-out rate in primary schools	✓	Basic Education Statistics
Percent of students passing Std 7 with grade A, B, C	✓	Basic Education Statistics
Acute Respiratory Infections (ARI) prevalence in under-fives	✓	Mfumo wa Taarifa za Uendeshaji wa Huduma za Afya (MTUHA), Adult Morbidity and Mortality Project (AMMP)
Diarrhoea prevalence in under-fives	✓	MTUHA, AMMP
Population with access to safe water	✓	Water & Sanitation Database



Poverty Reduction Strategy Paper (PRSP) Indicator (cont.)	Available in LGRP M&E (cont.)	Other routine data source (cont.)
Infant mortality rate	✓	AMMP
Under-five mortality rate	✓	AMMP
Life expectancy	-	AMMP
HIV-positive rate in pregnant women	-	National Aids Control Programme (NACP) sentinel surveillance
Malaria in-patient case fatalities for children under 5	-	MTUHA
Children under 2 years immunised against both measles and DPT (Diphtheria/Pertussis/Tetanus)	✓	MTUHA
Districts covered by active AIDS awareness campaign	-	NACP
Births attended by skilled health worker	✓	AMMP
Stunting (height for age) of under-fives	✓	Community-based growth monitoring (CBGM)
Wasting (weight for height) of under-fives	✓	CBGM
Underweight (weight for age) of under-fives	✓	CBGM

Source: *Poverty Monitoring Master Plan, Tanzania (Draft 2001)*

**!Flashpoint!** It is essential that you develop a list of indicators that does not duplicate existing operational indicators, and ensure that your indicator list complements those of other information systems.

### Step 7: Calculating indicators

Having mobilised and assembled all your data sources, and linked each indicator to its source, you are now ready to design the calculation formulae for your NFE indicators.

It is a good idea to explain the calculation in some detail, including the following items:

- Name of the indicator;
- Objective measured by the indicators;
- Rationale: Difficulties, gaps, efficiency, etc. that may be identified by the indicator;
- Level at which the indicator may be used;
- Breakdown of the indicator;
- Method of calculation;
- Source of the indicator;
- Frequency of calculation.

#### Example 1

<b>Name of indicator:</b>	Expenditure on NFE as % of the national education budget
<b>Objective:</b>	To assess contribution to NFE at governmental level
<b>Rationale:</b>	To measure provision of NFE and identify gaps
<b>Level:</b>	National, regional/provincial, district
<b>Breakdown:</b>	By age-group, gender, location

#### Method of calculation:

$$\frac{\text{Total expenditure on NFE}}{\text{Total expenditure on education}} \times 100$$

<b>Source:</b>	National budget report; estimates of expenditure reports
<b>Frequency:</b>	Annual

*Example 2*

<b>Name of indicator:</b>	Percentage of out-of-school population
<b>Objective:</b>	To measure access and participation in formal education
<b>Rationale:</b>	To measure potential demand for non-formal education of age group X
<b>Level:</b>	National, regional/provincial, district
<b>Breakdown:</b>	By age-group, gender, location

**Method of calculation:**

$$100 - \frac{\text{Total enrolment age-group X}}{\text{Total population age-group X}} \times 100$$

<b>Source:</b>	NFE-MIS; National Bureau of Statistics
<b>Frequency:</b>	Annual

Here are some examples:

*Example 3*

<b>Name of indicator:</b>	Number of learner-contact hours
<b>Objective:</b>	To measure participation in a given NFE course
<b>Rationale:</b>	To compare time invested in the various types of NFE courses, which gives an indication of quality and possible outcomes
<b>Level:</b>	District, course, and Centre
<b>Breakdown:</b>	By type of activity, by target group, by gender

**Method of calculation:** Multiply the number of learners by the number of contact hours, in a given NFE course; add the total for each NFE course for a global total (see Appendix 4.1)

<b>Source:</b>	NFE-MIS
<b>Frequency:</b>	Annual

In the box below you will find an example of a full description of the calculation formula for an indicator relating to Strategic Objective 3 of Tanzania's Medium-Term Strategy.

<b>Strategic Objective 3:</b>	Enrol all illiterate adults in basic Adult Education centres, with a view to achieving EFA and PRSP targets and expanding basic learning opportunities
<b>Name of indicator:</b>	Literacy rate
<b>Objective:</b>	To enrol 3,800,000 adults in basic adult education programmes, and improve adult literacy levels by 20% by 2007
<b>Level:</b>	National and district
<b>Breakdown:</b>	By gender
<b>Method of calculation:</b>	Number of literate people in a given age group/population of this age group
<b>Source:</b>	NFE-MIS; Demographic data of the Institute of National Statistics
<b>Frequency:</b>	Annual

## Glossary

In addition to providing a detailed explanation for the calculation of each indicator, it is essential that you collect all the definitions needed for your indicator explanations in a glossary. Without a *glossary*, it will be difficult to explain the concepts and formulas of the calculations used for each indicator in your NFE indicator document.

Below are some examples of concepts and terms to be included in a glossary.<sup>4</sup>

- **Attrition rate of facilitators:** The proportion of facilitators who leave the profession permanently;
- **Capital expenditure:** Expenditure entailed by construction, equipment, maintenance of buildings and other resources that last for more than one year;
- **Cost per learner:** The average amount spent by the Ministry of Education and Culture/Local Government Authorities on each learner;
- **Drop-out:** Leaving a programme/activity/project before the completion of a given stage of the course, or leaving at some intermediate or non-terminal point in a schedule of learning;
- **Education indicators:** The indices, ratios or growth rates which are calculated using education statistics and, where necessary, demographic, economic and other types of data.

You will, of course, find many definitions of the concepts and terms used for NFE indicators in Module 1 and in the Glossary of this Handbook.

Below you will find some other examples of indicators which were developed in Andhra Pradesh, India.<sup>5</sup>

These examples can be used as a tool for the development of you own list of indicators.

You should reflect upon the objectives, the sources, the validity and the limitations identified for each indicator.

#### 1) General indicators calculated from NFE-MIS

Name of indicator:	Participation rate
<b>Objective:</b>	To know the proportion of learners covered by NFE courses
<b>Level:</b>	State, district and lower level
<b>Breakdown:</b>	By gender, by age group
<b>Method of calculation:</b>	Number of enrolled learners divided by the intended number of learners multiplied by a hundred
<b>Source:</b>	NFE-MIS
<b>Validity:</b>	Average
<b>Frequency:</b>	Annual
<b>Limitations:</b>	Intended number of learners for NFE courses are not readily available for most agencies.

Name of indicator:	Percentage of learners by type of NFE activity
<b>Objective:</b>	To know the proportion of learners enrolled under each type of NFE activity
<b>Level:</b>	National, State, district and lower level
<b>Breakdown:</b>	By type of NFE, by gender
<b>Method of calculation:</b>	Number of learners in a type of NFE activity divided by the total number of learners multiplied by a hundred
<b>Source:</b>	NFE-MIS
<b>Validity:</b>	Good
<b>Frequency:</b>	Annual
<b>Limitations:</b>	NFE agencies are not familiar with categorisation of NFE activities

<sup>4</sup> Adapted from: Sauvageot, C. 1997. op.cit.

<sup>5</sup> Adapted from: Mathew, C. and Rao, C.K. 2004. *Indicators of Non-Formal Education in Andhra Pradesh - A Study*. (unpub.)

<b>Name of indicator:</b>	<b>Per learner cost by type of NFE activity</b>
<b>Objective:</b>	To know the cost per learner by type of NFE activity
<b>Level:</b>	State and District level
<b>Breakdown:</b>	By type of NFE activity
<b>Method of calculation:</b>	Total expenditures for NFE courses within a given type of NFE activity divided by the total number of learners in this NFE activity
<b>Source:</b>	NFE-MIS
<b>Validity:</b>	Good
<b>Frequency:</b>	Annual
<b>Limitations:</b>	This can be calculated provided information on overall expenditure on each course is available with NFE providers

**!Flashpoint!** Indicators are not necessarily percentages. Sometimes numbers (i.e. of learners, educators, providers, courses etc.) are very useful and fully pertinent to manage the system. In such a case, these numbers are indicators.

<b>Name of indicator:</b>	<b>Number of NFE providers</b>
<b>Objective:</b>	To know how many agencies are providing NFE programmes
<b>Level:</b>	National, State, district and lower level
<b>Breakdown:</b>	By type of provider, type of NFE activity
<b>Method of calculation:</b>	Number of agencies as per type of NFE provider, type of NFE activity
<b>Source:</b>	NFE-MIS
<b>Validity:</b>	Good
<b>Frequency:</b>	Annual
<b>Limitations:</b>	A complete picture of NFE providers can only be established incrementally

<b>Name of indicator:</b>	<b>Number of learner-contact hours by type of NFE activity</b>
<b>Objective:</b>	To know the number of hours spent in teaching and learning process.
<b>Level:</b>	NFE course level
<b>Breakdown:</b>	By NFE course
<b>Method of calculation:</b>	For each course in a given type of NFE activity, multiply the number of learners by the number of contact hours. Add the results for all the courses in a given type of NFE activity
<b>Source:</b>	NFE-MIS
<b>Validity:</b>	Average
<b>Frequency:</b>	Annual
<b>Limitations:</b>	This is a very important indicator. However, data on this indicator is not readily available. Data has to be drawn from the information on number of days during which training has been conducted

<b>Name of indicator:</b>	<b>Completion rate</b>
<b>Objective:</b>	To know the percentage of learners who completed the course
<b>Level:</b>	course level
<b>Breakdown:</b>	By age, gender, NFE type
<b>Method of calculation:</b>	Number of completed learners divided by the number of enrolled learners multiplied by a hundred
<b>Source:</b>	NFE-MIS
<b>Validity:</b>	Good
<b>Frequency:</b>	Annual
<b>Limitations:</b>	This is a good indicator. However, reliability of data has to be verified

**2) Indicators calculated from 2 or more data sources**

Sometimes, to calculate some indicators, we have to use data coming from different sources: for instance, NFE survey, censuses, household survey, and labour force survey.

**Example:**

<b>Name of indicator:</b>	<b>Percentage of villages/habitations covered by NFE</b>
<b>Objective:</b>	To assess the coverage of NFE programmes in a specific area
<b>Level:</b>	District and lower level
<b>Breakdown:</b>	District, lower level
<b>Method of calculation:</b>	Number of villages/habitations covered by NFE divided by the total number of villages/habitations multiplied by a hundred
<b>Source:</b>	Survey of district and lower level agencies, population censuses
<b>Validity:</b>	Average
<b>Frequency:</b>	Annual
<b>Limitations:</b>	There is constant change in the delivery of NFE with respect to target locations

**3) Indicators coming from impact studies**

It is very important to calculate some impact indicators from time to time. We need some specific surveys to collect information. This is expensive but very useful to evaluate the NFE activities.

<b>Name of indicator:</b>	<b>Percentage of completers who are applying skills/knowledge acquired in NFE in their day to day life</b>
<b>Objective:</b>	To know about the completers who have applied skills / knowledge acquired in NFE in their day to day life
<b>Level:</b>	Learner level
<b>Breakdown:</b>	By Age, Gender and NFE type
<b>Method of calculation:</b>	Number of completers who are applying skills/knowledge acquired in NFE divided by the total number of completers multiplied by a hundred
<b>Source:</b>	Survey of district and mandal level agencies, specific survey
<b>Validity:</b>	Average
<b>Frequency:</b>	Every two years
<b>Limitations:</b>	Separate impact or tracer study needs to be conducted to get the information on this indicator

<b>Name of indicator:</b>	<b>Percentage of completers who have got improvement of their income, productivity or quality of life, etc.</b>
<b>Objective:</b>	To know about the improvement in socio-economic conditions of the participants
<b>Level:</b>	Survey and impact study
<b>Breakdown:</b>	By Age, Gender and NFE type
<b>Method of calculation:</b>	Number of completers who got an improvement of their income, productivity or quality of life divided by the total number of completers multiplied by a hundred
<b>Source:</b>	Survey of district and mandal level agencies, specific survey
<b>Validity:</b>	Average
<b>Frequency:</b>	Every two years
<b>Limitations:</b>	Data on this indicator is not readily available with agencies. For this a separate impact study needs to be conducted

### Step 8: Verifying results and analysing the different indicators

Having calculated various indicators, it is necessary to verify the quality of data collection and the consistency of final results. This is because you may have used more than one source of information.

Let us consider some examples from formal education:

- It is important to verify that net enrolment rates do not exceed 100 percent, that they are not inconsistent with employment rates, and that the education expenditure figures provided by the ministry of education are the same as those provided by the ministry of finance or the national statistics office;
- Sometimes, the problem of consistency arises out of the problem of definition. For example, participation in 'on-site training' may be counted twice, in terms of both employment and enrolment rates. So, when we add net enrolment rates to employment rates for the post-primary level, the rates rise above 100 per cent;
- Or, if children from neighbouring districts are enrolled in schools in a given district, the net enrolment rates for that district will exceed 100 per cent;
- For all the indicators, it is important to verify carefully their plausibility. For instance, if a literacy rate for age groups 25-34 years increases very quickly (from 30 to 50%) in five years, it seems unlikely that this would be possible even with a great number of activities;
- As there is a list of indicators, the consistency between all the indicators has to be verified. For instance, the number of contact hours for all courses is less than 80 hours and the total number of learners is 2500, the total number of learners-contact hours should be less than 200 000.

If you find that data cannot be harmonised, it is important that your NFE indicator document includes a clear explanation of the sources of the data and why the discrepancies appear. When doing this, it is important to remember that the NFE indicator document will be used by non-statisticians. You should try to avoid jargon as far as possible.

Further information on presenting findings and using graphs is given in Module 6, Section 6.5.

### Step 9: Making the final selection

As mentioned before, the final list of indicators depends on the objectives, the 'target population' of the document and on the geographical location.

In this step, again, it is important to link this work with the information needs identification. If the list of indicators does not fit with all the information needs, it is important to define a strategy to fill the gap: specific surveys, additional questions in existing surveys. Please refer to Module 6 for further information.

### Step 10: Choosing layout of the document

The final step in preparing your NFE indicator document is to make sure that the layout of your document is simple to use and easily understood. Here are some tips:

- Choose a double-page layout. That is, everything to do with the same indicator - the tables, graphs and analysis - should be on two pages. As soon as you have finalised your tables and graphs, it is a good idea to produce a mock-up of the double page, in order that you make sure the composition of the text and tables/graphs is easily legible.
- Tables and graphs are best produced using simple computer solutions, such as spreadsheets. You can import the tables/graphs into a word document for the final composition. To do this, you should ensure that both the word processing document and the spreadsheet operate under Windows, or are present on the same Macintosh computer.

Further information on the dissemination of your findings through a comprehensive NFE-MIS report, which includes the NFE indicator document, is provided in Module 6.

## Appendix 4.1. Example of how to calculate an indicator

### Example of how to calculate an indicator

Calculating the number of learner-contact hours and an average number of hours by learner:

#### Step 1: Calculate learner-contact hours per course

Starting from the following table with five NFE courses of varying duration, we can calculate the number of learner-contact hours for each course.

NFE course	Type of NFE activity	Learners			Duration in hours
		Males	Females	Total	
Course 1	Income generation	40	60	100	200
Course 2	Literacy	230	78	308	150
Course 3	Literacy	56	89	145	170
Course 4	Income generation	70	120	190	450
Course 5	Literacy	37	15	52	50
<b>All NFE courses</b>		<b>433</b>	<b>362</b>	<b>795</b>	

E.g. how do we establish male learner-contact hours for course 1? (see above table, shaded cells).

⇒ 40 males x 200 hours = 8000 learner-contact hours.

You should obtain the following results for all courses:

NFE courses	Learner-contact hours		
	Males	Females	Total
Course 1	8000	12000	20000
Course 2	34500	11700	46200
Course 3	9520	15130	24650
Course 4	31500	54000	85500
Course 5	1850	750	2600

**Step 2: Calculate total number of learner-contact hours**

Add total learner-contact hours for each course

E.g. 20 000 + 46 200 + 24 650 + 85 500 + 2 600 = **178 950**

NFE courses	Type of NFE activity	Learners			Duration in hours	Learner-contact hours		
		Males	Females	Total		Males	Females	Total
Course 1	Income generation	40	60	100	200	8000	12000	20000
Course 2	Literacy	230	78	308	150	34500	11700	46200
Course 3	Literacy	56	89	145	170	9520	15130	24650
Course 4	Income generation	70	120	190	450	31500	54000	85500
Course 5	Literacy	37	15	52	50	1850	750	2600
<b>All NFE courses</b>		<b>433</b>	<b>362</b>	<b>795</b>		<b>85370</b>	<b>93580</b>	<b>178950</b>

**The wrong way to calculate learner-contact hours for all NFE courses:**

NFE courses	Type of NFE activity	Learners			Duration in hours	Learner-contact hours		
		Males	Females	Total		Males	Females	Total
<b>!! The WRONG way to !! calculate for all NFE courses</b>		<b>433</b>	<b>362</b>	<b>795</b>	<b>1020</b>	<b>441660</b>	<b>369240</b>	<b>810900</b>

**Please note** - it is a mistake to multiply the total number of learners (795) by the total duration in hours (1020). In doing so you assume that all learners followed a course with duration equal to the sum of all the durations.

A useful indicator is the average number of contact hours by learner.

Starting from the (right) total of learner-contact hours (178.950) divide this sum by the total number of learners (795), you will obtain the average number of contact hours per learner i.e. 225 hours.

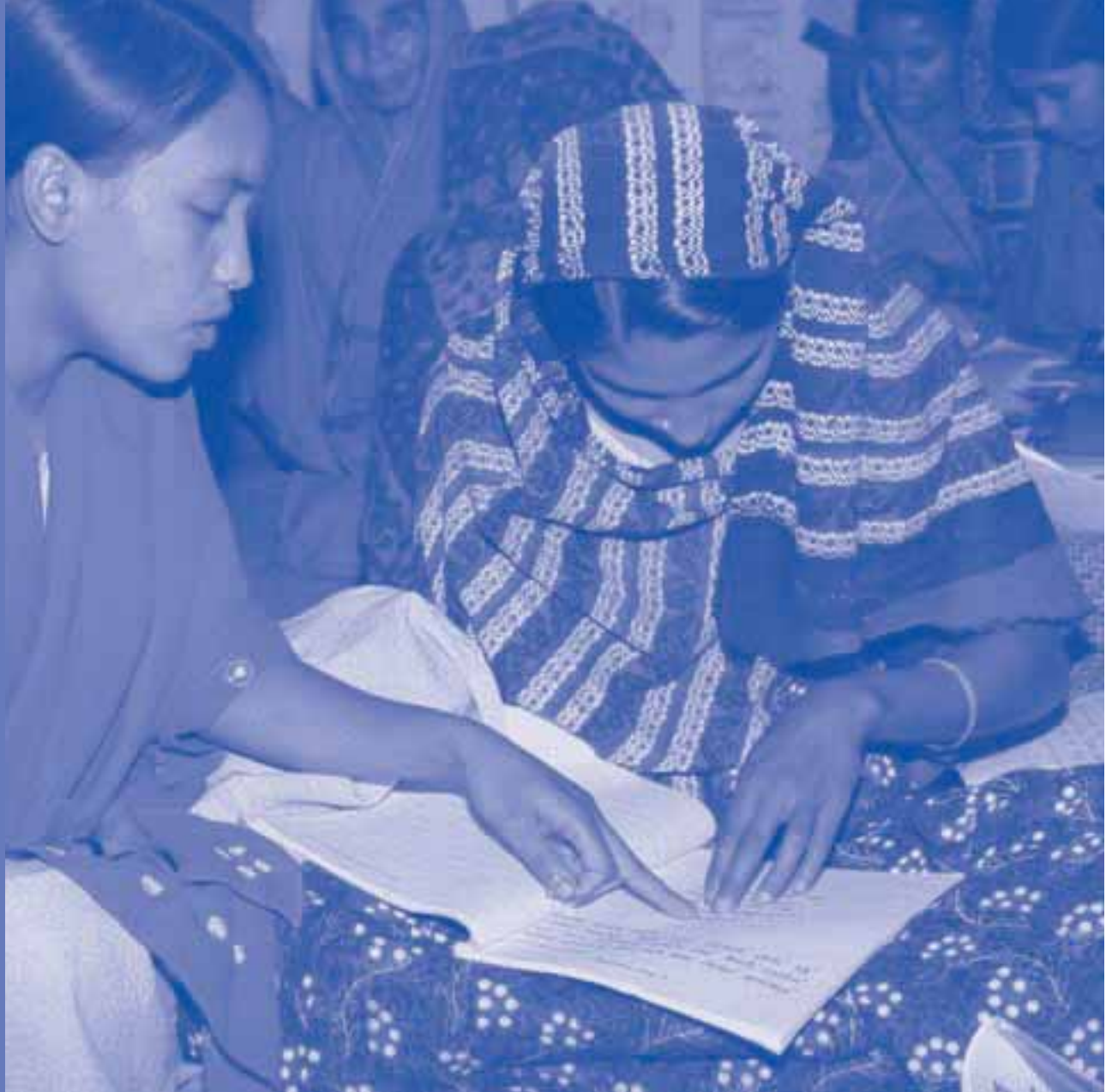
**Exercise: Calculate the average number of hours by type of NFE activity**

You should obtain this table

Type of NFE activity	Learner-contact hours			Total learners (4)	Average number of hours by learner by type of NFE activity  3/4 = (5)
	Males (1)	Females (2)	Total 1 + 2 = (3)		
Income generation	39500	66000	105500	290	364
Literacy	45870	27580	73450	505	145
<b>All NFE activity types</b>	<b>85370</b>	<b>93580</b>	<b>178950</b>	<b>795</b>	<b>225</b>



# module 4



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## Guidelines for Data Collection

- 5.1. Understanding the data collection tools: mapping and monitoring
  - 5.2. Modifying the data collection tools
  - 5.3. Planning data collection
    - 5.3.1. Identifying types of data sources
    - 5.3.2. Developing a contact list
    - 5.3.3. Designing a data collection schedule
    - 5.3.4. Updating the core database
  - 5.4. Data cleaning
  - 5.5. Data entry
- Appendix 5.1: Prototype data collection tools (Questionnaires 1- 7 and Interview Schedule)

### Boxes, Figures and Tables

- Box 5.1. Two-stage NFE data collection
- Table 5.1. NFE-MIS Questionnaires
- Figure 5.1. The NFE-MIS sequential approach (including examples)
- Figure 5.2. Relation of questionnaires to the NFE-MIS core database
- Box 5.2. Example of a modified data collection tool, item 15 in Questionnaire 3
- Box 5.3. Example of a preliminary contact list: Shinyanga District, Tanzania
- Box 5.4. Example of a data collection schedule (Cycle 1) including 'analysis steps': Cambodia.
- Box 5.5. Data collection schedule, Shinyanga, Tanzania
- Figure 5.3. Updating the NFE-MIS database, Cycle 2
- Figure 5.4. Example of a time-frame for Phase 1 and Phase 2 of NFE-MIS development: Andhra Pradesh, India
- Table 5.2. Summary of prototype NFE-MIS methodology

## Module 5: Summary Box

### What is the purpose of Module 5?

The purpose of Module 5 is (a) to help you adapt the prototype NFE-MIS data collection tools in line with your revised sub-national conceptual framework; (b) to undertake the following elements of planning for data collection: developing a contact list; designing a data collection schedule; (c) to provide you with information on how to clean and enter data in the core NFE-MIS database.

### What does Module 5 contain?

The module provides guidelines for adapting the prototype data collection tools; and guidelines for planning data collection, including the following: identifying types of data sources; drawing up a preliminary contact list; designing a data collection schedule; and preparing for updating the NFE-MIS core database. The module provides guidelines for cleaning and entering data in the NFE-MIS database. The Appendix contains the prototype Questionnaires 1-7 and an optional Interview Schedule together with notes on sampling techniques.

### Link to the Tool-kit:

**Training Tool 7:** Adapting the prototype questionnaires;

**Training Tool 8:** Planning for data collection.

### When should Module 5 be used in the development process?

The module should be used after completion of the Diagnostic Study and before beginning NFE-MIS data collection. This module will refer to the national conceptual framework for NFE, so it is important that this has been finalised.

### Who should use Module 5?

This module is designed primarily for use by NFE-MIS Team members, working at sub-national level, i.e. the team responsible for data collection.

It is important to note the following:

- The guidelines contained in this module are designed to be used for planning and conducting a first round of data collection. The guidelines will also provide you with detailed steps for updating the NFE-MIS core database in due course. You will have to find the most timely way to do so but we strongly suggest that you follow the sequential approach described in this Module. The planning process will also prepare the ground for a subsequent phase during which you will extend your NFE-MIS to other sub-national sites and create a NFE-MIS network.



### 5.1. Understanding the data collection tools: mapping and monitoring

In your Diagnostic Study, you will have seen that NFE is a complex area, for the following reasons:

- NFE is cross-sectoral, taking place in diverse sectors in addition to the education sector, including health, rural development and agriculture, natural resources, etc.
- Because it is cross-sectoral, NFE is provided by an extensive range of governmental and non-governmental agencies.
- Because of the above factors, the terrain of NFE has not been thoroughly mapped, if at all. We do not have a clear idea of who is doing what and where.

This Module offers a set of prototype data collection tools that are based on the reality of NFE learning opportunities as they occur on the ground. That is, the data collection tools take into account the cross-sectoral nature of NFE, as well as the range of providing agencies. You will find the prototype data collection tools in Appendix 5.1 to this module.

In addition, the tools are designed to enable you to do two things:

- **Map** NFE providing agencies, NFE programmes and NFE courses that exist at sub-national level;
- **Monitor** NFE courses, through the collection of descriptive and statistical data on individual courses.

Collecting NFE-MIS data will therefore take place by means of a two-stage process, as illustrated by the box, below.

#### Box 5.1. Two-stage NFE-MIS data collection

<b>Stage 1</b>	Questionnaires 1, and 2: administered on identification of an agency and/or overall NFE programme. This is the <i>mapping</i> stage.
<b>Stage 2</b>	Questionnaires 3, 4, 5, 6 and 7: administered on identification of a single course and on completion of the respective course. This is the <i>monitoring</i> stage.

The data collection tools are made up of a set of 7 questionnaires. These questionnaires are mandatory, i.e. you must use these in order to collect data for the core NFE-MIS database.

In addition to compiling learners' profiles, you may want to administer the 'Post-course Interview Schedule'. This should be administered approximately 6 months after a course has been completed.

The questionnaires for collecting NFE-MIS data are described in Table 5.1 below. They are attached in full in Appendix 5.1 of this Module.

Table 5.1. NFE-MIS Questionnaires

Questionnaire	Objective
<b>Questionnaire 1: Agency Profile</b>	To collect information on a single agency providing and/or sponsoring NFE activities and the overall NFE programmes operated by the respondent agency.
<b>Questionnaire 2: NFE Programme Profile</b>	To collect information on how a single overall NFE programme is structured into one or more courses.
<b>Questionnaire 3: Course Profile (descriptive)</b>	To collect descriptive baseline information on a single NFE course.
<b>Questionnaire 4: Course Profile (statistical)</b>	To collect statistical data on a single NFE course upon its completion.
<b>Questionnaire 5: Educator Profile</b>	To collect descriptive and statistical data on an individual educator participating in NFE courses.
<b>Questionnaires 6 and 7: Learner Profile</b>	To collect summary data on characteristics, motives and expectations of an individual learner participating in NFE courses. Please note that it is recommended to collect information on a few selected learners only, using a simple sampling strategy.  Also included: Post-course Interview schedule (optional), to assess impact of a course on individual learners and their communities, as well as basic information on sampling techniques.

You will note that the data collection tools are numbered 1-7. We call the NFE-MIS methodology 'sequential'. This is because a single data collection cycle moves from mapping to monitoring, following a straight sequence:

- You begin by administering Questionnaire 1 to an agency. This will help you *identify/map one or more overall NFE programmes*;
- You then administer Questionnaire 2 to the same agency. This will help you *identify/map one or more individual courses* taking place within a single overall NFE programme, which has been identified in Questionnaire 1;
- You administer Questionnaire 3 for a single NFE course, which has been identified in Questionnaire 2. *This is monitoring a course that has been mapped*;
- You administer Questionnaire 4 on completion of a single NFE course. *This is monitoring the same course for which you have administered Questionnaire 3*;
- You administer Questionnaire 5 during or on completion of a single NFE course, for which you have already administered Questionnaire 3. *This is monitoring the educators who are attached to the courses you have mapped and are monitoring*;

- You administer Questionnaires 6 and Questionnaire 7 on completion of a single NFE course for which you have already administered Questionnaire 3. *This is monitoring the learners who are attached to the courses you have mapped and are monitoring. As mentioned above, it is advisable to administer Questionnaires 6 and 7 to a sample of learners;*
- You may arrange for post course interviews approximately 6 months after completion of the course.

**!Flashpoint!** You should note that the term '**administer**' refers to two methods. For the first data collection cycle, data collectors will need to administer the questionnaires manually. But when the data collection cycle is repeated, the questionnaires may be posted to the respondents who by this stage will be familiar with the questionnaire set. The question of how and when to repeat the data collection cycle is discussed below (Sections 5.3.3. and 5.3.4.).

**Figure 5.1** shows the sequential relationship between the 7 questionnaires. If you follow the direction of the arrows, you will see the sequential progress made through mapping to monitoring from Questionnaire 1 to Questionnaire 7. This figure uses examples of a fictitious agency, the NFE programmes it provides, and the courses that make up one of the programmes.

**!Flashpoint!** You should note that Questionnaire 5, on an individual educator, can either be administered for an on-going NFE course or on completion of a single NFE course. You will need to choose which of these two modalities you wish to apply. In order to simplify the following examples, the Questionnaire 5 is shown as being administered on completion of a single NFE course.

**!Flashpoint!** Questionnaires 6 and 7 should be administered while the learners are still in session. It is not proposed to go to the communities where they come from.

You will also note that one of the NFE programmes is marked by a broken-line. This is to indicate that it will be monitored during a second data collection cycle. We discuss updating the NFE-MIS core database in more detail in Section 5.3.4.

**!Flashpoint!** At the time of administering Questionnaire 2, you will find that certain courses are *completed*, while others are *ongoing*, and further courses are *planned*. This is an important distinction for planning a data collection schedule and is explained further in Section 5.3.3. of this module.

It is important to remember that each questionnaire in the set of prototype data collection tools has been designed to collect data for a specific sub-database in the core database (see 'Rationale and Purpose of the Handbook', for details of the NFE-MIS core database). Specifically:

- **Sub-database 1** on *Providing agencies* is maintained and updated by Questionnaire 1;
- **Sub-database 2** on *programmes and courses* is maintained and updated by Questionnaire 2, Questionnaire 3, and Questionnaire 4;
- **Sub-database 3** on *educators* is maintained and updated by Questionnaire 5;
- **Sub-database 4** on *learners* is maintained and updated by Questionnaires 6 and 7.

**Figure 5.2.** below shows the relation of the prototype questionnaires to the NFE-MIS core database. Here, you will note that arrows connect the sub-databases, showing the sequential relationship between Questionnaires 1-7.

*But you will also see a broken arrow-line.* This shows that it is **also** possible to enter the data collection cycle at any point. For example, you may skip Questionnaire 1 and begin by administering Questionnaire 2. This will be an important feature of a second data collection cycle, which we discuss in more detail in Section 3.3.4. on updating the NFE-MIS core database.

Figure 5.1. The NFE-MIS sequential approach (including examples)

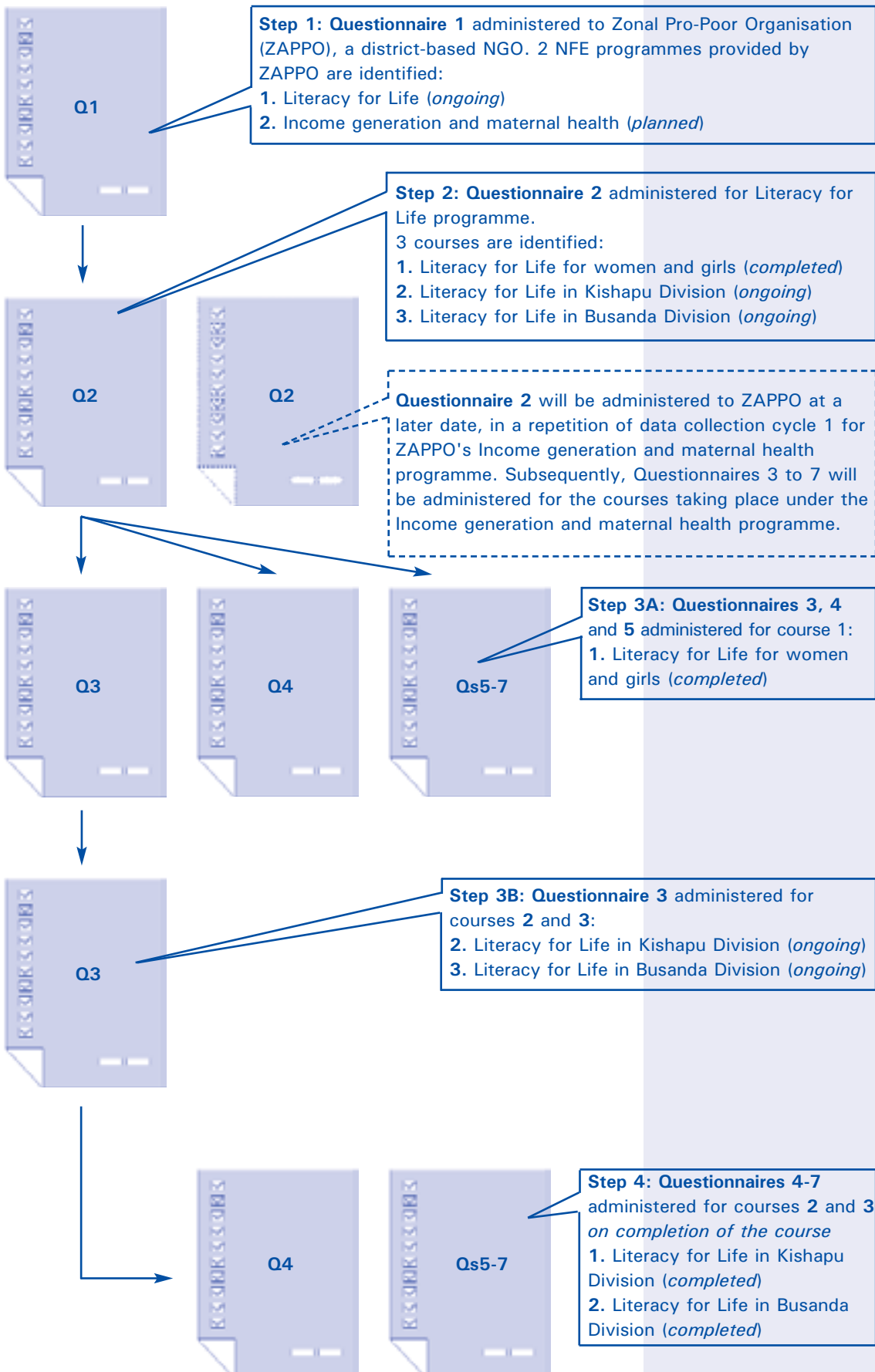
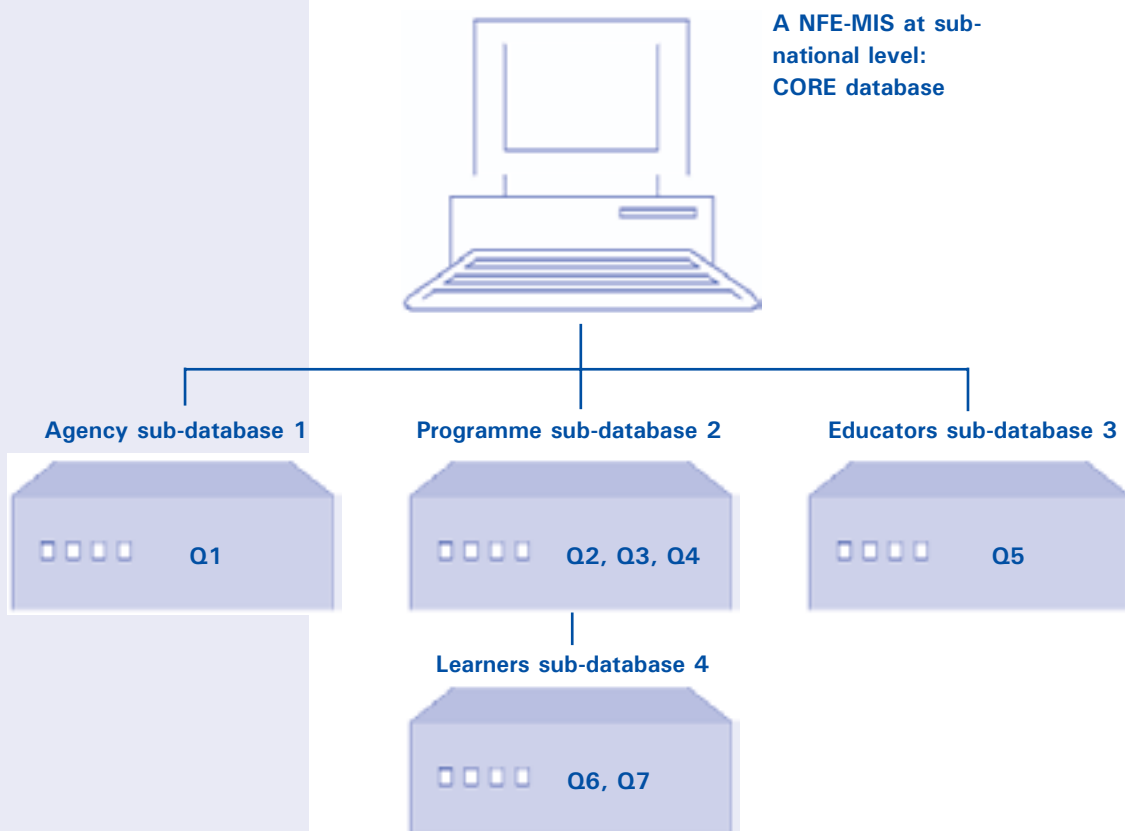


Figure 5.2. Relation of questionnaires to the NFE-MIS core database



## 5.2. Modifying the data collection tools

Throughout this Handbook, we have stressed the need to adapt the NFE-MIS methodology to your local context.

As you will note, three steps have been completed by this stage in the development process:

- The National NFE-MIS Team will have adapted the NFE-MIS conceptual framework and created an adapted national conceptual framework, which includes new core categories and/or sub-categories.
- The Diagnostic Study results (Module 3, Tool 2) will have validated this national conceptual framework and identified sub-categories which are particularly relevant at sub-national level. So, the conceptual framework will have been further adapted.
- The Diagnostic Study will also have resulted in the review of the prototype data collection tools and the identification of necessary modifications of certain data items to correspond to the local context and needs (Module 3, Tool 4).

Based on these three steps, you are now ready to undertake the modification of the data collection tools so that they correspond to your local context and needs.

During the review of the prototype data collection tools, you will notice that the core categorisations in the NFE-MIS conceptual framework are exactly matched by certain data items in Questionnaire 3. So, by 'modifying the data collection tools', we mean the process by which you make sure your adapted conceptual framework is matched by the operational data collection tools, which you will use during NFE-MIS data collection.

**Training Tool 8** in the Tool-kit will help you modify the prototype NFE-MIS data collection tools.



In Box 5.2, you will find an example of an adapted categorisation for 'types of NFE activities' that have been included in a modified version of Questionnaire 3. This categorisation includes the additional sub-categories: Basic literacy; Post-literacy; Health and hygiene; Family planning; Entrepreneurial skills development; Micro-credit cooperative development; and Forest management.

### Box 5.2. Example of a modified data collection tool, Item 15 in Questionnaire 3

15. Type of NFE*	Tick one or more boxes	Mark only ONE main type with an X
1. Early Childhood Care and Education	<input type="checkbox"/>	<input type="checkbox"/>
2. Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.1. Basic literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.2. Post-literacy	<input type="checkbox"/>	<input type="checkbox"/>
3. Equivalency schooling	<input type="checkbox"/>	<input type="checkbox"/>
4. Life skills training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.1. Health and hygiene	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.2. Family planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Income-generation/Non-formal vocational training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.1. Entrepreneurial skills development	<input type="checkbox"/>	<input type="checkbox"/>
5.2. Self-help group development	<input type="checkbox"/>	<input type="checkbox"/>
6. Rural development	<input type="checkbox"/>	<input type="checkbox"/>
6.1. Forest management	<input type="checkbox"/>	<input type="checkbox"/>
7. Further education and/or further professional training	<input type="checkbox"/>	<input type="checkbox"/>
8. Religious education	<input type="checkbox"/>	<input type="checkbox"/>
9. Cultural and/or traditional education	<input type="checkbox"/>	<input type="checkbox"/>
10. Other	<input type="checkbox"/>	<input type="checkbox"/>

**!Flashpoint!** In the introduction to this Handbook, 'Rationale and Purpose of the Handbook', we have also suggested that the NFE-MIS core database may be customised so that it is tailored to national policy objectives and information needs which are not already met by the core database. In other words, adaptation can take place in two ways:

- **Modification:** adding *new categories*, which have been created via the national adaptation of the NFE-MIS conceptual framework, to the prototype data collection tools; adding *sub-categories*, which have been identified via your Diagnostic Study, to the prototype data collection tools; *changing the terminology* of certain core categories included in the operational data collection tools. Modification takes place **during** NFE-MIS development.
- **Customisation:** the addition of *new data items* to be added to the prototype data NFE-MIS collection tools; or the design of an entirely new sub-data base (e.g., a socio-economic sub-data base, or an early childhood education sub-data base). Customisation takes place **after** a core database has been set up in at least one sub-national location.

It is very important that you understand this distinction. As we have explained in the introduction to the Handbook, the distinction will help you move from Phase 1 of NFE-MIS development, when you focus on building a core database, to Phase 2, when you expand the core database and/or create a network of NFE-MIS in multiple sub-national locations. You should remember however that an expansion of your database would require the development of a new software which corresponds to your needs.



### 5.3. Planning for data collection

Planning NFE-MIS data collection includes the following elements: identifying types of data sources; developing a contact list; designing a data collection schedule; and preparing for updating the core NFE-MIS database.

**!Flashpoint!** In Appendix 5.1, you will find summary boxes in the 'Notes for data collectors' preceding Questionnaires 1 - 7. These summaries specify the purpose of each questionnaire; who to administer a questionnaire to; how to administer it; and when to administer it.

Table 5.2, at the end of this section provides a composite table of these summary boxes. The summary boxes will also help you plan for NFE-MIS data collection.

#### 5.3.1. Identifying types of data sources

Typically, types of NFE-MIS data sources for the NFE-MIS questionnaires are the following:

- Heads of local government departments, Non Governmental Organisations (NGOs), Community Based Organisations (CBOs), etc.;
- Planners/administrators in local government departments;
- Managers of NFE programmes/activities provided by NGOs;
- Managers of NFE programmes/activities provided by CBOs;
- Educators in NFE programmes provided by local government, NGOs and CBOs.

It is important to pay careful attention to the work schedules of your data sources. For example, NGOs and CBOs have varied work schedules that are specific to their programmes or project activities, and programme managers may visit the field frequently. To administer questionnaires to these individuals you will need to be flexible regarding timing.

Similarly, local government officials are often required to visit the field and will often be out of their offices. You will need to schedule your time with them well in advance. Village government officials are generally difficult to contact, so it is important that your data collection schedule takes into account communication barriers and delays.

The results of your Diagnostic Study will help you identify types of data sources.

**!Flashpoint!** In addition, your work on developing NFE indicators will also help you identify sources of data *outside* the NFE-MIS. A combination of data from these external sources and data from the 'internal' NFE-MIS will enable you to calculate your indicators.

The external sources of data will not affect your preliminary contact list. But it is a good idea to remember that data for your NFE core indicators will be drawn from more than one source besides the NFE-MIS. Finally, if you are customising the core database in Phase 2 of NFE-MIS development, the preliminary contact list will need to be updated to include the 'external' data sources.

#### 5.3.2. Developing a contact list

Once you have identified types of sources for collecting NFE-MIS data, you will need to list *actual contact agencies*, to which you will administer Questionnaires 1-7. Your contact list will develop in two stages. First, you must draw up a preliminary contact list. You will then go on to develop an *expanded* contact list. A preliminary contact list may begin with one or both of the following:

- An *existing inventory* of government departments and registered NGOs, voluntary bodies, professional associations, and educational institutions, which provide social sector development activities/NFE. A word of caution: such inventories may include 'ghost' agencies or, because it is out of date, non-operational agencies; you will need to double check that your contact list contains only active agencies;
- The *contact list* used during your Diagnostic Study.

Your preliminary contact list will not differentiate between a main provider, an agency that is a co-provider, i.e. a partner of the main providing agency, and a sponsor. Let us take a moment to understand the difference between these. By 'providers', which may be found both in government sectors *and* civil society, we mean those responsible for planning and delivering NFE. We specify that a 'provider' may be:

- A *main provider*, i.e. an agency primarily responsible for planning, delivering, and managing the budget of a NFE programme;
- A *co-provider*, i.e. a partner, giving support to the main provider in organising and delivering a specific NFE programme, which is not directly responsible for managing the programme's resources; the co-provider may of course be a main provider of a different NFE programme;

In addition, we distinguish between a provider and a 'sponsor'. A sponsor gives the provider in-cash or in-kind support but is not directly involved in the day-to-day planning, delivery, and management of the NFE programme. A final point to bear in mind: a main provider may, at the same time, *also* be a sponsor for a single NFE programme. But a sponsor is *not necessarily* the main provider.

These are important distinctions because they will guide you in administering questionnaires 1 and 2.

- You will administer Questionnaire 1 to *all agencies* on your preliminary contact list. These may be main providers, co-providers, provider/sponsors, and sponsors of a given NFE programme (identified in the same questionnaire);
- You will administer Questionnaire 2 *only to agencies that are main-providers* of a given NFE programme;
- You will manually list (or record via the computerised NFE-MIS database) all agencies that have been identified as co-providers, provider/sponsors, and sponsors. *This list is the basis of your expanded contact list.*

The prototype questionnaires have been designed to help you clearly identify whether or not an agency is a main provider. This is discussed in more detail in Section 5.3.3. below. We also discuss how and when to use the expanded contact list in Section 5.3.4. below.

**Box 5.3.** is an example of a preliminary contact list used at district-level. This list was based on the same district's Diagnostic Study contact list.

**Box 5.3. Example of a preliminary contact list, Shinyanga District, Tanzania**

District Government Departments (Municipal and Districts)	Non-governmental Organisations and Community Based Organisations
Education Department Planning Department Agriculture and Livestock Department Health Department Natural Resources Department Community Development Culture Sub-department Cooperatives Sub-department Lands Department Trade Department Public Works Department	Agricultural programme, Catholic Diocese of Shinyanga CARITAS-Agricultural programme Community Development Trust Fund (CDTF) HASHI/ICRAF Huruma Rehabilitation programme Jesus Ark International (JAIM) Kikundi Akina Mama Tugeme Nhelegani (TUGEME) Kolandoto Adult Education Centre Kolandoto Upendo Group Kurugenzi Savings and Credit Co-operative Society Ltd. Maendeleo ya Maji-Domestic Water Supply programme Open University of Shinyanga OXFAM-Tanzania Plant Protection Services (IPM) Project Pride-Tanzania Sawata Saidia Wazee (Help Age-Tanzania) Self-Initiative programme (SIP) Service Health and Development for People living with HIV/AIDS(SHDEPHA +) Shinyanga AIDS Prevention and Control Association (SAPACA) Shinyanga Folk Development College Shinyanga Green Group Shinyanga Inter-Contact Research and Development Organisation Shinyanga Society for Orphans (SORC) Shinyanga Regional Mining Association (SHIREMA) Small Enterprise Development Association (SEDA) Tanzania Assemblies of God (TAG) Tanzania Boy Scouts Association-Shinyanga Tanzania Chamber of Commerce, Industry and Agriculture (CCIA) Tanzania Home Economics Association (TAHEA) Tanzania Red Cross Tanzania Women's Mining Association (TAWOMA) Tanzania Social Action Fund (TASAF) UMATI (Family Planning Association of Tanzania) Winrock International Women Legal Aid Centre (WLAC) Women's Economic Group Co-ordination Committee World Vision-Tanzania Youth Advisory and Development Council (YADEC)
Village governments	
Mwamalasa Masanga Uchungu Ukenyenge Kiloleli Nhobola Mipa Bubiki Songwa Iselamagazi Solwa Samuye Usanda Tinde Usule Didia Ibadakuli Old Shinyanga Ibinzamat Division H/Q Ndala Kambarage	

### 5.3.3. Designing a data collection schedule

Above, we have explained that the sequential approach, using Questionnaires 1-7, includes both the *mapping* and *monitoring* of NFE. A prototype data collection schedule consists of 4 steps. These 4 steps are illustrated below.

#### *What are the 4 steps of a data collection schedule?*

**Step 1:** Administering Questionnaire 1 to all agencies on the preliminary contact list.

**Step 2:** Administering Questionnaire 2 to all main provider agencies identified via Step 1.

**Step 3:** (a) Administering Questionnaires 3, 4 and 5 on identification of *completed* NFE courses;

(b) Administering Questionnaire 3, on identification of *starting* and *ongoing* NFE courses. Questionnaire 3 can also be administered for *planned* NFE courses, if detailed information on the course is already available.

**Step 4:** Administering Questionnaires 4, 5, 6 and 7 on *completion* of those NFE courses, for which Questionnaire 3 has already been administered.

**!Flashpoint!** Please note that Questionnaire 5 (educator profile) can be administered either at the beginning, during or at the end of a NFE course.

If we refer again to the two-stage process of data collection, the above steps make up the following stages.

<b>Stage 1</b>	Steps 1 and 2. This is the mapping stage.
<b>Stage 2</b>	Steps 3 and 4. This is the monitoring stage.

Together, these stages make up Cycle 1 of data collection. We discuss subsequent cycles in Section 5.3.4, below.

#### *Why are these steps important?*

It is important that you follow the steps above because in many countries, NFE agencies and programmes have not been previously 'mapped'. The above steps will help you do the following:

- First, map NFE provision;
- Then, move to monitoring NFE programmes, courses, and participants;
- Finally, prepare an expanded contact list to initiate subsequent data collection cycles, following Cycle 1.

As we have already mentioned, the prototype Questionnaires 1 and 2 are designed to help you move from mapping to monitoring NFE.

Specifically, certain items in the questionnaires are a 'mapping guide' that help you analyse a completed questionnaire so that you are able to move on to the next step in data collection. You will find this 'mapping guide' in the Notes for Data Collectors, attached to Questionnaires 1 and 2 in Appendix 5.1.

Below, you will find an example of the way in which the above data collection schedule was adapted to include 'analysis steps'. This matches the mapping guide in the prototype questionnaires.

**Box 5.4. Example of a data collection schedule (Cycle 1) including 'analysis steps', Cambodia.****Step 1:**

Administering Questionnaire 1 to all agencies on the preliminary contact list.

**Analysis steps**

1. Is the agency a main provider? If not, do not administer Questionnaire 2.
2. Make a separate list of agencies that are co-providers or sponsors. You will need this list for Cycle 2.
3. Make a list of all programmes listed in Questionnaire 1 but not covered in the current data collection cycle. You will need this list for Repeated Cycle 1.
4. Is the starting-ending date of the programme(s) less than the minimum duration (this is decided upon during the planning stage of NFE-MIS development)? If yes, do not administer Questionnaire 2.

**Step 2:**

Administering Questionnaire 2 to all main provider agencies identified via Step 1.

**Analysis steps**

1. Is the course planned, ongoing or completed? This will tell you when to administer Questionnaires 3-7.
2. Is the starting-ending date of the NFE course less than the minimum duration?\* If yes, do not administer Questionnaires 3-7.

\* The minimum duration of a course that determines if it will be registered or not needs to be decided by each national team.

**When are the 4 steps of Cycle 1 undertaken?**

A typical schedule for Cycle 1 may include the above 4 steps taken over a 12 month period. For example:

- **Steps 1 and 2** should be undertaken together: January - March. *This is the mapping stage.*
- **Steps 3A and 3B** should be undertaken together: April - August. *This is the monitoring stage.*
- **Step 4** should be undertaken together: September - December. *This is follow-up monitoring.*



Of course the above schedule does not mean that data collection will take place on a daily basis, every month in a given year. Rather, it suggests a broad time-frame that enables you to follow a step-by-step approach for data collection (Cycle 1).

It is **imperative** that you finalise the time-frame for a NFE-MIS data collection cycle to suit your local circumstances and to coincide with existing data collection schedules, where possible.

In Box 5.5, below, you will find an example where the prototype data collection schedule has been adapted to correspond to a routine data collection mechanism. Here you will see that Steps 1, 2, including all the analysis steps, and Step 3A take place at the beginning of the calendar year. Steps 3B and 4 take place at the end of the calendar year.

**Box 5.5. Data collection schedule, Shinyanga, Tanzania**

**Step 1:** Administering Questionnaire 1 to all agencies on the preliminary contact list. *Administered at the same time as the national education management information system (EMIS) forms, TSM1 and TSM2 (TAKWIMU ZA SHULE ZA MSINGI 1 and 2 are forms used for collecting data on primary schools), at the beginning of the calendar year.*

**Step 2:** Administering Questionnaire 2 to all main provider agencies identified via Step 1. *Administered at the same time as EMIS forms, TSM1 and TSM2, at the beginning of the calendar year.*

**Step 3:**

(a) Administering Questionnaires 3-7 on identification of completed NFE courses. *Administered at the same time as EMIS forms, TSM1 and TSM2, at the beginning of the calendar year.*

(b) Administering only Questionnaire 3, on identification of ongoing and planned NFE courses. *Administered at the end of the calendar year, when the results of TSM1 and TSM2 are compiled at various levels in the administrative hierarchy and sent to the centre.*

**Step 4:** Administering Questionnaires 3-7 on completion of the ongoing and planned NFE courses, to which only Questionnaire 3 has been already administered. *Administered at the end of the calendar year.*

**!Flashpoint!** Referring to the above example, questionnaires were administered by trained data collectors during Cycle 1 of data collection. But as you note the NFE-MIS data collection schedule was adapted to coincide with the routine data collection mechanism implemented by the national EMIS. In this way, during subsequent NFE-MIS data collection cycles, questionnaires were sent to respondents by post. Data collection methods in relation to repeated data collection cycles are discussed below.

**Training Tool 9** in the Tool-kit will help you design a data collection schedule for Phase 1 of NFE-MIS, and prepare for subsequent phases.

**5.3.4. Updating the core database**

A first cycle of mapping and monitoring, as above, will enable you to establish your NFE-MIS core database. But, once established, the database will need to be regularly updated. This can take place in 2 ways: a *repeated* Cycle 1; a new data collection cycle, *Cycle 2*.

**What is Repeated Cycle 1?**

- Here, Questionnaires 2-7 are administered to all agencies on the preliminary contact list. That is, Step1 of the data collection schedule is omitted.
- In this case, you administer the questionnaires to all *newly-identified programmes and courses*, provided by agencies already recorded in your database.
- It is suggested that Cycle 1 may take place every year, but the exact time frame for how often to repeat Cycle 1 needs to be determined by your national team.

**What is Cycle 2?**

- Questionnaires 1-7 are administered to all agencies on the *expanded contact list*. That is, the data collection schedule includes all 4 steps listed above.
- In this case, you administer the questionnaires to *newly-identified agencies*: the co-providers and sponsors identified via Step 1 of Cycle 1.

- It is suggested that Cycle 2 may take place *every two years*, but the exact time frame for how often to repeat Cycle 2 needs to be determined by your national team.

What is 'the expanded contact list'? As we explained above, Step 1 of a data collection schedule will help you identify all those agencies that are main providers of a given NFE programme. But you will *also* identify an agency that is the co-provider or sponsor of a given NFE programme. This agency may *also be the main provider of a different NFE programme* that has not yet been identified. This, and other such agencies, will be added to your preliminary contact list, thus expanding it.

In short, during Cycle 1, you administer Questionnaire 1 to agencies on your preliminary contact list. But at the same time, by doing this you will also be able to *expand this list*. The expanded contact list will be used during Cycle 2 of NFE-MIS data collection. As your database grows, so will your contact list.

Figure 5.1. in Section 5.1. illustrating the NFE-MIS sequential approach, shows how Cycle 1 may be repeated. This is marked by the box with a broken line border. Figure 5.3. below, illustrates the operation of Cycle 2. Here, we assume that the fictitious Zonal Pro-Poor Organisation (ZAPPO) in Figure 5.3. provides the 'Literacy for Life' programme; this programme has a co-provider: the 'Department of Adult Education'. We also assume that the Department of Adult Education is the main provider of a different NFE programme: 'Functional literacy for improved tree-management'.

In addition, we may imagine that a co-provider for the department may be the local branch of Oxfam, which is an international NGO. This NGO may, in turn, be the main provider for yet another different, unrecorded NFE programme. Questionnaire may be subsequently administered to Oxfam in a repeat of Cycle 2. You will note that we have included a broad time-frame for the data collection schedule Cycle 2.

We have stressed the need to make sure that your data collection schedule and time-frame complements or coincides with your country's routine education data collection system. Similarly, you should note that during Phase 1, it will be necessary to administer the NFE-MIS questionnaires manually, using trained data collectors. But during Phase 2, you must attempt to alter the data collection methods so that they correspond to routine data collection methods.

**!Flashpoint!** In the introduction to this Handbook, we stressed the importance of sustainable NFE-MIS development. That is, a goal of the development process is to establish a NFE-MIS that is fully integrated into routine data collection mechanisms. But this is a long-term goal. So, we have proposed a phased approach to establishing an institutionalised network of NFE-MIS.

We have suggested that in Phase 1 of the development process you focus on establishing one or more 'national pilot' NFE-MIS. So, Phase 2 of NFE-MIS development may include:

- Customising the NFE-MIS questionnaires to include additional information needs;
- Customising the NFE-MIS software to reflect the customised data collection tools;
- Expanding the core NFE-MIS database to include additional sub-databases, if necessary;
- Creating a network of databases, covering all districts in the country, if possible.





Similarly, we suggest that you update the NFE-MIS *core database during Phase 2* of NFE-MIS development. It is good practice to complete Cycle 1 in full, and situate the data collection schedule in existing routine data collection mechanisms, before you embark on repeating Cycle 1, or undertaking Cycle 2.

Figure 5.4. below shows a sample time-frame for Phase 1 and Phase 2 of NFE-MIS development.

Similarly, we have suggested that your NFE-MIS should be as comprehensive as possible and should include all NFE activities that are above the minimum duration, as determined by the national team. This approach is strongly recommended for the first Phase and the pilot NFE-MIS development.

At the same time, a fully comprehensive national NFE-MIS is also a long-term goal. It has to be decided by each country what is required to make a NFE-MIS useful, relevant and sustainable. That is, it has to be decided how much and what information is required, and at what administrative level this information can be collected in a sustainable way.

While it is difficult to use a sampling approach, as often there is no complete information on providers and activities, some countries may choose to start their NFE-MIS by collecting information on the main NFE activities they identify and progressively including information on other NFE activities, using an incremental approach. Once again, we would like to stress the cross-sectoral nature of NFE and therefore, activities provided by other ministries than the Ministry of Education, Non Governmental Organisations (NGOs), Community Based Organisations (CBOs), and providers from the public and private sector etc., have to be included, if this incremental approach is chosen. This is one of the reasons why the mapping stage is so important, because it is the only way to obtain a comprehensive picture of NFE provision in a country.

Figure 5.3. Updating the NFE-MIS database, Cycle 2

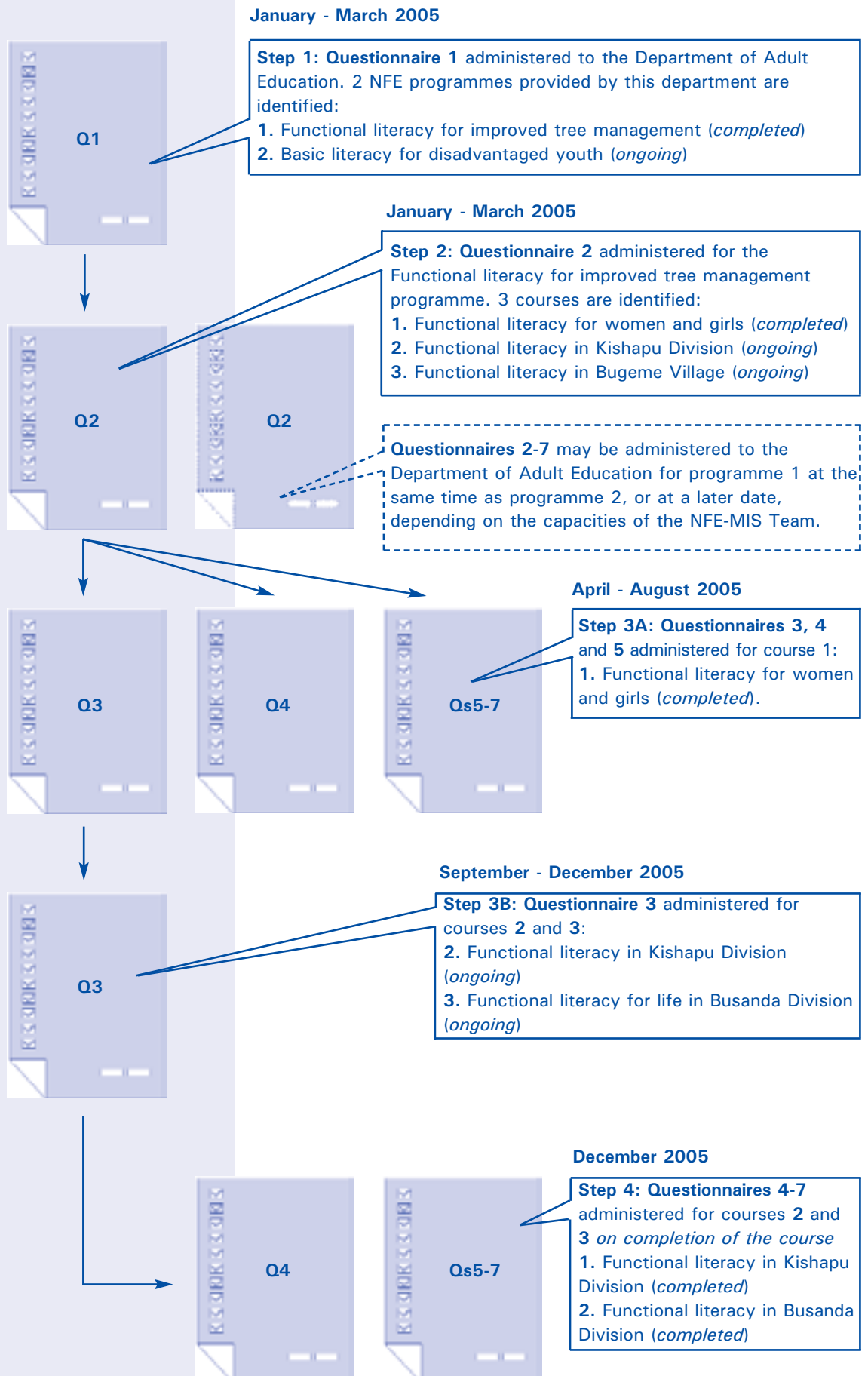


Figure 5.4. Example of a time-frame for Phase 1 and Phase 2 of NFE-MIS development: Andhra Pradesh, India

CYCLE 1

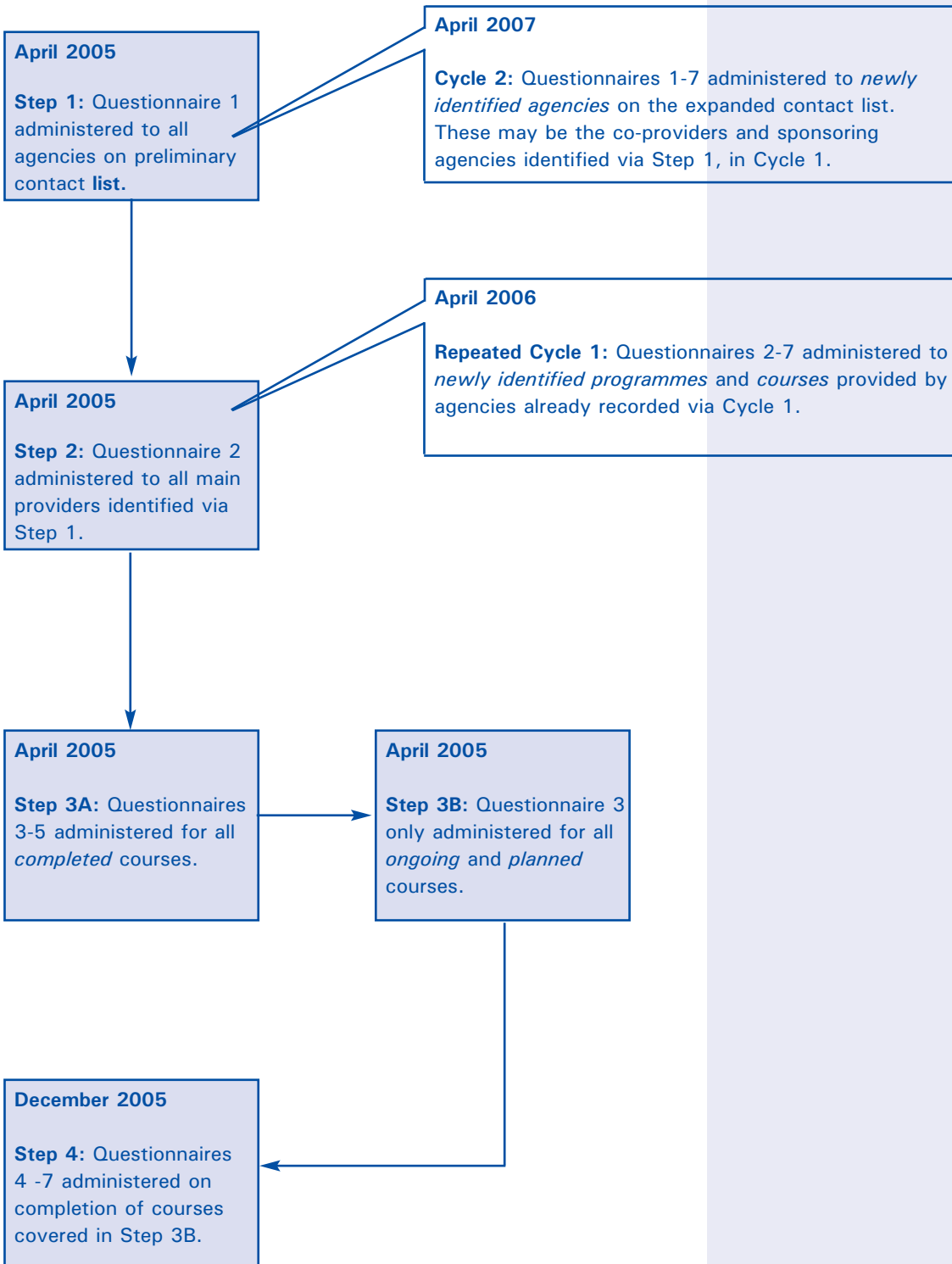


Table 5.2. Summary of prototype NFE-MIS methodology

	Objective (Why?)	Data source (Who?)	Schedule (When?)
Questionnaire 1	To collect information on a single providing/sponsoring agency and identify its overall NFE programme(s).	Senior staff member in a NFE providing agency; administered to all agencies on preliminary contact list.	<b>Stage 1</b> (mapping): administered on <b>identification</b> of an agency.
Questionnaire 2	To identify the individual sub-activities, which we call courses, taking place within the overall framework of a NFE programme already identified in Questionnaire 1; to help understand how the programme is structured, so that you are able to administer Questionnaires 3 to 7.	Staff member/programme manager in a governmental or non-governmental agency providing a specific overall NFE programme.	<b>Stage 1</b> (mapping): administered on <b>identification</b> of an overall NFE programme. Administered <i>with</i> Questionnaire 1.
Questionnaire 3	To collect baseline descriptive information on a single NFE course identified in item 2 of Questionnaire 2.	Person responsible for managing a single course, identified via Questionnaire 2.	<b>Stage 2</b> (monitoring): administered on identification of a course. Administered <i>with</i> Questionnaires 4 and 5 for all <b>completed</b> courses. Administered <i>singly</i> for <b>planned</b> and <b>ongoing</b> courses.
Questionnaire 4	To collect statistical data on a single NFE course identified in item 2 of Questionnaire 2 upon its completion.	Person responsible for managing a single course, identified via Questionnaire 2.	<b>Stage 2</b> : administered on completion of a course for which Questionnaire 3 has already been administered. Administered <i>with</i> Questionnaires 5, 6 and 7 on completion of a course..
Questionnaire 5	To collect descriptive and monitoring data on an individual educator participating in a NFE course identified in item 2 of Questionnaire 2.	Educator participating in a NFE course, identified via Questionnaire 2.	<b>Stage 2</b> : administered either with Questionnaire 3 for on-going courses or with Questionnaire 4 for <i>completed</i> courses.
Questionnaires 6 and 7	To collect descriptive data on an individual learner participating in a NFE course.	Learner participating in a NFE course.	<b>Stage 2</b> : administered on <i>completion</i> of a NFE course.

The method of data collection is the same for all 7 questionnaires: 1 copy of the questionnaire is administered by a data collector to a single respondent. All 7 questionnaires are attached in the Appendix of this Module, including notes for data collectors. The questionnaires have been completed with dummy data for illustration.

## 5.4. Data cleaning

Once data has been collected, it is crucial to verify its accuracy and reliability.

Data cleaning is a stage at which the raw data collected is checked for errors and consistency, to be rectified and readied for organised data entry.<sup>1</sup> Data cleaning is necessary to improve the coverage, precision and quality of the reported data.

Errors and omissions may happen at various stages of data collection. To begin with, errors may be due to faulty record keeping at the agency or programme level, which results in unreliable and low quality data. Another cause may be the difficulty in interpretation of definitions and classifications used in the questionnaires by insufficiently trained data collectors or by the respondents themselves. This is why each NFE-MIS questionnaire has accompanying notes for data collectors which provide a detailed description for every item. However, you should also keep in mind that there are cases where data considered correct at the time of data collection can be found erroneous at a later stage, and needs to be corrected.<sup>2</sup> After several years, an ongoing programme for example may acquire an ending date.

Multiple techniques can be used for data cleaning. The verification begins with a visual control of the completed questionnaires which will immediately reveal the omitted mandatory data. You will need to make sure that mandatory fields are completed before you begin data entry because the NFE-MIS software does not allow saving data if, for each questionnaire, all mandatory fields have not been provided first.

The data collection tools and software have been conceived in such a way that they enable certain logical controls. Items such as "Duration of course" and the "Number of enrolled learners" have intentionally been repeated in Questionnaires 2, 3 and 4 and in 3 and 4 respectively to allow for a basic cross-verification.

Statistical data reported in tabular form can be systematically checked for horizontal and vertical totals, to verify if they correspond to the sum of the detailed breakdown data.<sup>3</sup> Any discrepancy would signal the existence of an error in the reported data. Controls for consistency can also be undertaken for two or more variables. For instance, the number of learners having received a certificate after the completion of the course cannot exceed the number of learners enrolled in the same course.

Certain data items can be checked for validity without being necessarily compared to other variables. For instance, the starting date of a course has to be comprised within a certain time interval for which data is collected. If the course has a starting date of 15 June 1920, the date will need to be corrected. Similarly, if the expenditure of a one month course for 50 learners amounts to 2 million dollars, this data will probably require rectification.

Finally, data cleaning through derived statistics such as percentages, rates and ratios can reveal errors that usually go unnoticed when checking the absolute figures. For example, the sum of percentage distributions should normally equal to 100 percent. Any other sums obtained would indicate an error in the original data. Similarly, the percentage of female within the total including both sexes should never exceed 100 percent. The use of various rates and ratios, especially combined with time series, can indicate errors otherwise difficult to pinpoint.<sup>4</sup>

<sup>1</sup> Adapted from: UNESCO. 1996b. *Manual for Statistics on Non-Formal Education*. (unpub.)

<sup>2</sup> Ibid.

<sup>3</sup> UNESCO. 1996b, op.cit.

<sup>4</sup> Ibid.

## 5.5. Data entry

There are several important steps that need to be followed to ensure a successful data entry process:

### Step 1: Sorting the questionnaires

The questionnaires need to be sorted and distributed among the data entry operators. Each data entry operator will receive a specific batch of questionnaires for which they will need to indicate their name and the date of data entry. The careful division of questionnaires among data entry operators is essential in a situation where data is entered on several stand-alone computers.

### Step 2: Preparing the software

**Language and Country icon:** When first manipulating the NFE-MIS software, the software administrator will start by choosing the language of the software. The software is installed by default in English, but can easily be changed to French. If you wish to translate the software in a language of your choice, the multilingual function of the software will enable you to do so. Should you wish to replace the UN flag on the right-hand side of the screen by a logo or an icon of your country, Ministry, department etc., you will need to replace the current "country.jpg" file in (installation folder)/NFE-MIS/pages/images by your own jpg file (146\*56 pixels) that you will have renamed "country.jpg".

**Login and Users:** The administrator will then create a login and a password for all data entry operators. He will do this through a feature in the software entitled "Manage Users".

**Core and sub-categories:** The software administrator will then work on the categories in a "Manage categories" feature of the software. The core categories contained in the software correspond to the prototype NFE-MIS conceptual framework. You will therefore find core categories for Type of NFE activity, Type of Agency, Type of Target group and Age groups. In addition, you will also find core categories for Type of Source which refers to the source of income for the course. The Type of Source will have the same core categories as the Type of Agency, but will also have two additional core categories. When changing the categories for the Type of Agency, please do not forget to change the categories for the Type of Source accordingly. You will need to adapt these categories (in Type of NFE activity, Type of Agency, Type of Target group, Age groups and Type of Source) in accordance with your fine-tuned conceptual framework (i.e. you will change the categories in the same way that you have done so for the questionnaires). The adaptation consists of the following: modifying the titles of the prototype core categories to better suit your context, adding new core categories to the existing ones, and adding sub-categories under the core categories.

It is important to understand that in a stand-alone configuration, where several Personal Computers (PCs) are used for data entry, you will need to **make sure that the order of the core categories and sub-categories is the same for all PCs**. In a network configuration, the core and sub-categories created will automatically appear in the same order for all PCs.

If you are operating data entry in a situation where there is a central level and several sub-national ones (e.g. data entry is performed in several districts, and consolidated at state level), in a stand-alone configuration, the software administrator *at central level* should:

- Rename the core categories following your country's conceptual framework;
- When needed, create additional core categories, relevant to all sub-national levels;
- Create sub-categories, relevant to all sub-national levels, under the core categories.

The software administrator *at sub-national level* should:

- Create on all PCs the core and sub-categories decided at central level. In doing so, he must strictly respect the order of creation for both core and sub-categories decided at central level;
- Create sub-categories, relevant for the specific sub-national level in question, under the core categories. In doing so, the administrator also needs to make sure that the order of the added sub-categories is the same for all PCs operating at the given sub-national level.

**Consolidation:** The consolidation of data is done through the Export/Import function of the software. Consolidating data in a single database at sub-national level is straightforward. When consolidating data at central level in a situation where there is a central level and several sub-national ones, the core and sub-categories decided at central level will appear. The specific sub-categories created at sub-national level will be integrated in the core categories. However, the software administrator at central level can decide that the sub-categories created at sub-national level should also appear at central level. For this, he will simply need to create these sub-categories in his central database before importing the data from the sub-national level. Please note that the order of creation of these sub-categories is critical in making sure that the consolidation of data is correctly performed.

### Step 3: Entering data

**Sequential entry:** When starting data entry you will begin by entering data on the *main providing* agency, followed by data on the programme, on the course, on the educator and finally on the learner. Once you have entered an agency, you may of course create several programmes for this agency (one after the other, or you may go back to the agency at a later stage and add additional programmes). When entering a programme, please make sure that the agency to which you will link this programme is its main providing agency. Once you have entered a programme you may create several courses for this programme etc.

There are cases, however, where an agency provides courses without having an intermediate structure such as a programme. The data entry cycle will therefore be agency-course-educator-learner. The software also enables data entry for such cases. Indeed, whenever you create an agency, the software automatically creates a Default programme attached to this agency. So, in an agency-course situation, you will create the given agency, then go directly to the course creation where you will choose the created agency and select the Default programme attached.

**Questionnaires vs data entry screens:** The data entry screens correspond generally to the Questionnaires.

**The agency screen:** corresponds to the Questionnaire 1 (agency profile) : Item "Responsible institution", and Items from 1 to 15.

**The programme screen:** corresponds to the Questionnaire 1 (agency profile) : Items 16 to 20. In this screen, you will also need to begin by giving the name of the agency. Item 20 in the

Questionnaire 1 is different from the software in so far as the first agency entered is automatically recorded as the main providing agency. You can add other co-providing or sponsoring Agencies in this field.

**The course screen:** is composed of three different screens that correspond to Questionnaire 2, Questionnaire 3 and Questionnaire 4. In the first screen, you will need to give the agency title, and choose the wanted programme in the scroll-down list of its programmes. The items in the first screen correspond exactly to the Items 2 to 11 in Questionnaire 2. The second screen, entitled "Descriptive information" matches perfectly the Items in Questionnaire 3. Finally, the third screen, entitled "Statistical data" matches perfectly the items in Questionnaire 4.

**The educator screen:** This screen contains the same items as the Questionnaire 5 but they are organised in a slightly different fashion. As in Questionnaire 5, the first part of the screen contains general data on the educator, while the second part of the screen contains data on the educator that is specific to each course that they are participating in. The only difference is that you will need to insert the title of the course for which the educator is responsible between these two parts of the screen, instead of at the very beginning of the screen as is the case for the Questionnaire 5.

**!Flashpoint!** If an educator is responsible for several courses, the general information on this educator (items 7-20 in Questionnaire 5) will only need to be entered once. The information on the educator related to a specific course (items 21-27 in Questionnaire 5) should be entered for each course for which the educator is responsible.

**The learner screen:** As for the educator screen, the items are organised in a way that general information on the learner appears in the first part of the screen whereas information on the learner specific to the course he/she participates in appears in the second part of the screen. The items in Questionnaire 6 match perfectly the first part of the screen, and the items in Questionnaire 7 correspond perfectly to the second part of the screen. As for the educator screen, you will need to insert the title of the course between the two parts of the screen instead of at very beginning of the screen.

**!Flashpoint!** If a learner participates in several courses, the general information on this learner (Questionnaire 6) will only need to be entered once. The information on the learner related to a specific course (Questionnaire 7) should be entered for each course the learner is participating in.



## Appendix 5.1. Prototype data collection tools (Questionnaires 1-7 and Interview Schedule)

### Questionnaire 1: Agency Profile

#### Notes for Data Collectors

*Please read Module 5 carefully before proceeding to read the following Notes.*

<b>Objective</b>	<i>To collect information on a single providing/sponsoring agency and identify its overall NFE programme(s).</i>
<b>Data sources</b>	Senior staff member in a governmental or non-governmental agency providing and/or sponsoring NFE activities.
<b>Data collection methods</b>	1 copy of the questionnaire is administered to a single respondent by the data collector.  Data items in the questionnaire marked by an asterisk (*) must be completed.
<b>Data collection schedule</b>	<b>Step 1:</b> administered on identification of an agency. You should administer Questionnaire1 with Questionnaire 2 for all agencies identified as the main provider.

1. **Agency name:** This is the name of the agency providing and/or sponsoring NFE activities. If the agency has more than one branch or area office, the exact title of the agency branch or area office should be recorded here.
2. **Address:** This should be the *physical or street* address of the agency recorded in item 1. If the agency is a branch office, the branch address should be recorded here, not the address of the office headquarters. The agency's PO Box number should also be recorded, if available.
11. **Contact person:** This is the name of the respondent, a senior staff member of the agency named in item 1.
13. **Registration date of agency, if any:** This refers to NGOs who are required to register themselves. If the agency is not an NGO, please mark X.
14. **Agency type:** Only **one** box should be checked, here. If more than one type is available, the box marking the most appropriate type should be checked.
15. **Main activity of the agency:** These are the types of activities undertaken by the agency. They should be differentiated from the programme objective.
16. **Name/Title of NFE programmes implemented sponsored by your agency:** This refers to the overall NFE programme(s) provided/sponsored by the respondent's agency.
17. **Main objective of the programme:** This is the programme's mission statement or the objective that the programme intends to achieve.
18. **Geographical area covered:** This is the name and official location code for the geographical areas covered by the programme.
19. **Duration of NFE programme:** This is the starting and ending date of a specific NFE programme recorded under item 15. You may find that some programmes have no specific starting or ending date. If a programme is taking place at the time of data collection, the 'On-going' box should be checked.
20. **Main function of your agency in relation to the NFE programme:** This refers to one of three types of functions. The respondent agency can be a specific programme's:

- Main provider, i.e. it takes the lead in organising and implementing the NFE programme; and it manages/disburses the programme budget. It may also have a sponsoring function, in partnership with other sponsors, in which case it is a main provider/sponsor.
- Co-provider, i.e. it is a partner of the main provider or provider/sponsor.
- Sponsor, i.e. it gives the financial or in-kind resources to the main provider, in order that the main provider may organise or implement the programme.

**Please note:** a single agency may be a main provider, co-provider, or sponsor for many different NFE programmes at the same time. But a single agency should be identified as only one of these types in *relation to a single NFE programme*.

### MAPPING GUIDE for Questionnaire 1

Items 16, 19, and 20 of Questionnaire 1 are designed to help you identify and map the relation of a single respondent agency to a single NFE programme.

16. Name/title of NFE programme implemented or sponsored by your agency* <i>Mark x if not available</i>			<input type="checkbox"/>
19. Duration of NFE programme recorded above			
Starting-date DD/MM/YY	Ending-date DD/MM/YY	Ongoing	
20. Main function of your agency in relation to the NFE programme recorded above (please mark ONE only) <i>use additional forms, if necessary</i>			
Main Provider or Provider/sponsor	<input type="checkbox"/>	Co-provider	<input type="checkbox"/>
		Sponsor	<input type="checkbox"/>

\* Item must be completed

Having completed these items, you will clarify the following:

- The name of a specific NFE programme (item 16).
- Whether or not the specific NFE programme can be monitored (item 19). The starting-ending dates will identify the duration of the programme. If the duration of the programme is too short, i.e. it is a short-term activity (and these are rarely repeated), it should not be monitored. It will only be mapped. *The minimum duration of a NFE programme should have been identified at the outset of your project, during the exercise in Module 1.*
- Whether or not the respondent agency is the *main provider* of the specific NFE programme (item 20).

You will need to take careful note of this information. It will help you identify the respondent to Questionnaire 2. Questionnaire 2 must be administered:

- *To main provider agencies only.* Questionnaire 2 should not be administered to co-providing and sponsor agencies.

This information will also be useful for updating your preliminary contact list. The preliminary contact list will include all the agencies to which you are administering Questionnaire 1. But the results of Questionnaire 1 (item 20) will also produce a list of agencies who are co-providers or sponsors of a specific NFE programme. These agencies may be *the main providers of other programmes which have not yet been identified*. These will be the respondents for data collection Cycle 2. Thus,

- *During data collection Cycle 2, Questionnaire 1 will be administered to all those agencies identified in item 20.*

Please refer to Section 5.3. of this Module for a discussion of how to update your preliminary contact list, design a data collection schedule using this updated list, and update the NFE-MIS database in the longer-term (data collection cycle 2).

## Questionnaire 1: Agency Profile

Developing a Non-Formal Education Management Information System (NFE-MIS) at sub-national level

Date:.....

Responsible institution (to be filled in only in a specific case where a governmental/international institution is outsourcing education services to civil society. Otherwise leave blank).

1. Agency name * <i>Zonal Agricultural Pro-Poor Programme (ZAPP)</i>			
2. Address* <i>Next to Kambarage Stadium, Main Entrance</i>			
3. Town/Village* <i>Shinyanga Town</i>	Geographical code	4. Commune/Ward/ Mandal/Block * <i>Shinyanga Urban</i>	Geographical code
5. District * <i>Shinyanga Municipality</i>	Geographical code	6. Province/Region/State * <i>Shinyanga Region</i>	Geographical code
7. Telephone(s) <i>1. 028 2760034</i>			
8. Fax <i>Not available</i>			
9. Email <i>ZAPP@twiga.com</i>			
10. Website address <i>http://zapp.org.tz</i>			
11. Contact person name <i>Elizabeth Chibe</i>			
12. Contact person title/designation <i>Executive Director</i>			
13. Registration date of agency, if any (please mark X if not available) <i>July 1997</i>			
14. Agency type * (please tick ONE box only)			
1. Government Level 1 (e.g. Central/Federal government)			<input type="checkbox"/>
2. Government Level 2 (e.g. Regional/Provincial government)			<input type="checkbox"/>
3. Government Level 3 (e.g. District/local government)			<input type="checkbox"/>
4. Co-operative			<input type="checkbox"/>
5. Public enterprise			<input type="checkbox"/>
6. Private enterprise			<input type="checkbox"/>
7. Educational / training institution			<input type="checkbox"/>
8. Professional association / trade union			<input type="checkbox"/>
9. Religious mission / body			<input type="checkbox"/>
10. National branch of international NGO			<input type="checkbox"/>
11. Local branch of national NGO			<input type="checkbox"/>
12. Local NGO			<input checked="" type="checkbox"/>
13. Community based organisation (CBO)			<input type="checkbox"/>
14. Private bodies/individuals			<input type="checkbox"/>
15. International organisation/development agency			<input type="checkbox"/>
16. Other: please specify			

<b>15. Main activity of the agency</b> (please describe) <i>Literacy, agricultural extension, natural resource management</i>					
<b>16. Name/title of NFE programme implemented or sponsored by your agency*</b> <i>Literacy for Life</i> Mark X if not available <input type="checkbox"/>					
<b>17. Main objective of the programme</b> <i>To increase literacy rates in the target group by 50% and link this to income generation</i>					
<b>18. Geographical area covered</b> Please indicate name(s), and geographical codes	<b>National</b>	<b>Province/Region/State</b> (names and codes) <i>Shinyanga Region</i>	<b>Districts</b> (names and codes) <i>Shinyanga Municipality</i>	<b>Commune/Ward/Mandal/Block</b> (names and codes) <i>Shinyanga Urban</i>	<b>Towns/Villages</b> (names and codes) <i>Shinyanga Town</i>
<b>19. Duration of NFE programme recorded above*</b>					
<b>Starting-date</b> DD/MM/YY	<i>12/02/98</i>	<b>Ending-date</b> DD/MM/YY	<b>Ongoing</b> <input checked="" type="checkbox"/>		
<b>20. Main function of your agency in relation to the NFE programme recorded above*</b> (please mark ONE only) <i>use additional forms, if necessary</i>					
<b>Main Provider or Provider/sponsor</b> <input checked="" type="checkbox"/>	<b>Co-provider</b> <input type="checkbox"/>		<b>Sponsor</b> <input type="checkbox"/>		

*If your agency implements or sponsors more than one NFE programme, please use the boxes provided below, and additional forms, if necessary.*

<b>16. Name/title of NFE programme implemented or sponsored by your agency*</b> <i>Vocational Training and literacy</i> Mark x if not available <input type="checkbox"/>					
<b>17. Main objective of the programme</b> <i>To provide vocational training and increase income in the target group; to link this to increased literacy</i>					
<b>18. Geographical area covered</b> Please indicate name(s), and geographical codes	<b>National</b>	<b>Province/Region/State</b> (names and codes) <i>Shinyanga Region</i>	<b>Districts</b> (names and codes) <i>Shinyanga Municipality</i>	<b>Commune/Ward/Mandal/Block</b> (names and codes) <i>Shinyanga Urban</i>	<b>Towns/Villages</b> (names and codes) <i>Shinyanga Town</i>
<b>19. Duration of NFE programme recorded above*</b>					
<b>Starting-date</b> DD/MM/YY	<i>01/01/04</i>	<b>Ending-date</b> DD/MM/YY	<i>01/01/05</i>	<b>Ongoing</b> <input type="checkbox"/>	
<b>20. Main function of your agency in relation to the NFE programme recorded above*</b> (please mark ONE only) <i>use additional forms, if necessary</i>					
<b>Main Provider or Provider/sponsor</b> <input checked="" type="checkbox"/>	<b>Co-provider</b> <input type="checkbox"/>		<b>Sponsor</b> <input type="checkbox"/>		

<b>16. Name/title of NFE programme implemented or sponsored by your agency*</b> <i>Income-generation skills and literacy for urban youth</i> Mark x if not available <input type="checkbox"/>					
<b>17. Main objective of the programme</b> <i>To provide income generation and literacy training for urban youth</i>					
<b>18. Geographical area covered</b> Please indicate name(s), and geographical codes	<b>National</b>	<b>Province/Region/State</b> (names and codes) <i>Shinyanga Region</i>	<b>Districts</b> (names and codes)	<b>Commune/Ward/Mandal/Block</b> (names and codes)	<b>Towns/Villages</b> (names and codes)
<b>19. Duration of NFE programme recorded above*</b>					
<b>Starting-date</b> DD/MM/YY <i>01/03/04</i>		<b>Ending-date</b> DD/MM/YY		<b>Ongoing</b> <input checked="" type="checkbox"/>	
<b>20. Main function of your agency in relation to the NFE programme recorded above*</b> (please mark ONE only) use additional forms, if necessary					
<b>Main Provider or Provider/sponsor</b> <input type="checkbox"/>		<b>Co-provider</b> <input type="checkbox"/>		<b>Sponsor</b> <input checked="" type="checkbox"/>	

<b>16. Name/title of NFE programme implemented or sponsored by your agency*</b> <i>Family education for childhood care</i> Mark X if not available <input type="checkbox"/>					
<b>17. Main objective of the programme</b>					
<b>18. Geographical area covered</b> Please indicate name(s), and geographical codes	<b>National</b>	<b>Province/Region/State</b> (names and codes) <i>Shinyanga Region</i>	<b>Districts</b> (names and codes)	<b>Commune/Ward/Mandal/Block</b> (names and codes)	<b>Towns/Villages</b> (names and codes)
<b>19. Duration of NFE programme recorded above*</b>					
<b>Starting-date</b> DD/MM/YY <i>10/04/05</i>		<b>Ending-date</b> DD/MM/YY <i>10/12/05</i>		<b>Ongoing</b> <input type="checkbox"/>	
<b>20. Main function of your agency in relation to the NFE programme recorded above*</b> (please mark ONE only) use additional forms, if necessary					
<b>Main Provider or Provider/sponsor</b> <input type="checkbox"/>		<b>Co-provider</b> DD/MM/YY <input checked="" type="checkbox"/>		<b>Sponsor</b> <input type="checkbox"/>	

\* Item must be completed.

*Thank you for assisting us by completing this questionnaire*

<b>Completed by:</b>	<b>Checked by:</b>	<b>Data entered by:</b>
Signature .....	Signature .....	Signature .....
Name .....	Name .....	Name .....
Position .....	Position .....	Position .....
Date .....	Date .....	Date .....

## Questionnaire 2: NFE Programme Profile

### Notes for Data Collectors

*Please read Module 5 carefully before proceeding to read the following Notes.*

<b>Objective</b>	<i>To identify the individual sub-activities, which we call courses, taking place within the overall framework of the NFE programme already identified in item 16 of Questionnaire 1. Here, we also gather information on where the courses occur, the time-interval of their occurrence, and their starting and ending dates. This will help you and the respondent both understand how the programme is structured, so that you are able to administer Questionnaires 3, 4, 5, 6 and 7.</i>
<b>Data sources</b>	Staff member in a governmental or non-governmental agency that is the <b>main provider</b> of a specific overall NFE programme, which has been identified in item 16 of Questionnaire 1. This individual should be the programme manager and may or may not be the same as the respondent for Questionnaire 1.
<b>Data collection methods</b>	1 copy of the questionnaire is administered to a single respondent by the data collector.  Data items in the questionnaire marked by an asterisk (*) must be completed.
<b>Data collection schedule</b>	<b>Step 1:</b> administered on identification of an overall NFE programme.  You should administer Questionnaire 2 <i>with</i> Questionnaire 1.

- 1. Programme title:** This refers to the title of an overall programme offered by a main provider agency already identified in item 16 of Questionnaire 1.
- 2. Name/title of course occurring within overall programme:** This refers to the title of an individual activity, or course, taking place within the overall framework of the programme named in item 1, above.

If more than one course occurs within the programme, you will need to make sure that each course is entered using the separate boxes provided in the questionnaire.

**It is very important that when you record an individual course, you make sure that the course has a unique title.**

So, if course titles are the same, you must make them unique by adding a unique *location*, or unique *batch number* (see below).

You will need to help the respondent correctly identify the course and ensure that each course is recorded separately. In this case, you will need to make sure that the data collector *clearly understands* what we mean by 'course'.

You will need to explain that an individual course may be any one of the following. *Please also refer to Section 1.4 in Module 1 of the Handbook for further clarification, if necessary:*

- a. **Unique occurrence/One-time only:** The course occurs one time only, in a given place, at a given time.  
*For example*, an adult literacy class that takes place in village X from January to June 2002. *This is counted as an individual course.*
  - b. **Repeated by location:** The course occurs repeatedly. It may be exactly the same as other courses taking place within the programme, except that it occurs in a different location, i.e. it has a *different address and a different group of learners (batch)*.  
*For example*, one adult literacy class (Batch number 1) is held in village X from January to June 2002 and a second adult literacy class (Batch number 2) is held in village Y from January to June 2002. *In this case, each repeated occurrence is counted as an individual course by location (and by batch).*
  - c. **Repeated by occurrence (starting and ending date):** The course occurs repeatedly. It may occur in the same location but with different starting-ending dates, at, i.e. it has *the same address, but different starting/ending dates and a different batch of learners*.  
*For example*, one adult literacy class is held in village X from January to June 2002 (Batch Group 1); and a second adult literacy class is held in village X from July to December 2002 (Batch Group 2). *In this case, each repeated occurrence is counted as an individual course by batch of learners.*
  - d. **Repeated by location and by occurrence:** Occurs repeatedly: this course may occur in a different location and with different starting and ending dates; i.e., *it has a different address and a different group of learners*.  
*For example*, one adult literacy class is held in village X from January to June 2002 and in village Y from July to December 2002. *In this case, each repeated occurrence is counted as an individual course by location and by batch of learners.*
3. **Nature of course:** This refers to a course that occurs on a one-time only basis or a course that occurs repeatedly. If it occurs repeatedly, you will need to pay special attention to the course title, its address/location, and its starting and ending dates, which will need to be unique.
  4. **Address/Location of the course:** This refers to the address of the NFE course, or where it is actually located. In the case of repeated courses, please ensure that the respondent understands points 2 and 3, above.
  - 5-8. These refer to the geographic location of the course. You will need to identify the name of the village, for example, and the corresponding geographical code. If the respondent is unable to provide this, you may need to fill it in at a later date.
  9. **Current status of course:** This refers to a course which, at the time of filling in the questionnaire, is completed, ongoing, or planned.
  10. **Duration of course:** This refers to the specific planned or pre-defined starting-date and ending-date of the course. Please ensure that the dates correspond to the information recorded in item 9.
    - For **ongoing** courses, both the starting and expected ending date must be recorded.
    - For **completed** courses both the starting and ending dates must be recorded.
    - For **planned** courses both the expected starting and ending dates must be recorded.
  11. **Name of main educator responsible for the course:** This refers to the name of educator attached to a specific course. You may find that the same educator is attached to more than one course. Even if this is the case, you should record their name.

### MAPPING GUIDE for Questionnaire 2

All items in Questionnaire 2 are designed to help you identify the way an overall programme is structured and map each individual course that occurs within the overall structure. Having completed these items you will clarify the following:

- The course title (which should be unique); whether the course occurs one-time only or occurs repeatedly; where it occurs; when it occurs; the name of its educator.

Together, the information recorded under each item will enable you to record the course as a unique entity.

Thus, this information will help you do the following:

- Identify the respondent for Questionnaire 3. This will be the person responsible for a unique course. Of course, this person may be responsible for managing more than one course. But it is very important that they understand the *unique* identity of a course, and is able to distinguish one course from another.
- Clarify whether the course is repeated. *If it is repeated*, you will need to pay special attention to how items 2-10 are completed. It is easy to confuse one repeated course with another. Each course must be different from another in terms of title and location, and/or duration.
- Clarify whether the course is completed, ongoing or planned. This information will help you decide when to administer Questionnaires 3-7. If a course is *completed* you may administer Questionnaires 3-7 at the same time as Questionnaire 2. If the course is *ongoing or planned*, you will need to administer *Questionnaire 3 (and 5) only* at the same time as Questionnaire 2. The rest of the Questionnaires (4-7) should be administered only when that ongoing or planned course has been completed.
- Clarify whether the duration of a course makes it too short to monitor. If it is less than the minimum duration (usually 3 days) you should not proceed by administering Questionnaires 3-7.
- Item 11 will help you identify individual course educators to whom you will administer Questionnaire 5.



## Questionnaire 2: NFE Programme Profile

Developing a Non-Formal Education Management Information System (NFE-MIS) at sub-national level

Date: .....

Agency Title: *Zonal Agricultural Pro-Poor Programme* .....

1. Programme title <i>Literacy for Life</i>
--

*Please fill in one box per single course; ensure that each course has a unique title; use additional forms if more than 3 courses are registered/listed.*

2. Name/title of course occurring within overall programme* <i>Training for women in literacy and tree-nurseries</i>			
3. Nature of course (please mark <b>ONE</b> only) One-time only <input type="checkbox"/> Repeated <input checked="" type="checkbox"/>			
4. Address/Location of course* <i>Nehelgani Village, Shinyanga District Council</i>			
5. Town/Village* <i>Nehelengani Village</i>	Geographical code	6. Commune/Ward/Mandal/Block* <i>Nehelengani commune</i>	Geographical code
7. District* <i>Shinyanga Municipality</i>	Geographical code	8. Province/Region/State* <i>Shinyanga Region</i>	Geographical code
9. Current status of course* (please mark <b>ONE</b> only) Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> Planned <input type="checkbox"/>			
10. Duration of course*			
Starting-date DD/MM/YY		Ending-date DD/MM/YY	
<i>20/07/02</i>		<i>30/09/02</i>	
11. Name of main educator responsible for the course* <i>TEmanuel Mwaikuka</i>			

2. Name/title of course occurring within overall programme* <i>Life-skills Training for youth in literacy and integrated pesticide management BATCH 1</i>			
3. Nature of course (please mark <b>ONE</b> only) One-time only <input type="checkbox"/> Repeated <input checked="" type="checkbox"/>			
4. Address/Location of course* <i>Adult Education Centre, Shinyanga District Council</i>			
5. Town/Village* <i>Barando Village</i>	Geographical code	6. Commune/Ward/Mandal/Block* <i>Barando Commune</i>	Geographical code
7. District* <i>Shinyanga District</i>	Geographical code	8. Province/Region/State* <i>Shinyanga Region</i>	Geographical code

9. Current status of course* (please mark <b>ONE</b> only)			
Completed	<input checked="" type="checkbox"/>		
Ongoing	<input type="checkbox"/>		
Planned	<input type="checkbox"/>		
10. Duration of course*			
Starting-date		Ending-date	
DD/MM/YY	30/04/04	DD/MM/YY	30/12/04
11. Name of main educator responsible for the course *			
<i>Margaret Shija</i>			

2. Name/title of course occurring within overall programme*			
<i>Life-skills Training for youth in literacy and integrated pesticide management BATCH 2</i>			
3. Nature of course (please mark <b>ONE</b> only)			
One-time only	<input type="checkbox"/>		
Repeated	<input checked="" type="checkbox"/>		
4. Address/Location of course* <i>Adult Education Centre, Shinyanga District Council</i>			
5. Town/Village *	Geographical code	6. Commune/Ward/ Mandal/Block *	Geographical code
<i>Barando Village</i>		<i>Barando Commune</i>	
7. District *	Geographical code	8. Province/Region/State *	Geographical code
<i>Shinyanga District</i>		<i>Shinyanga Region</i>	
9. Current status of course* (please mark <b>ONE</b> only)			
Completed	<input type="checkbox"/>		
Ongoing	<input type="checkbox"/>		
Planned	<input checked="" type="checkbox"/>		
10. Duration of course*			
Starting-date		Ending-date	
DD/MM/YY	30/04/06	DD/MM/YY	30/12/06
11. Name of main educator responsible for the course*			
<i>Margaret Shija</i>			

\* Item must be completed.

*Thank you for assisting us by completing this questionnaire*

<b>Completed by:</b>	<b>Checked by:</b>	<b>Data entered by:</b>
Signature .....	Signature .....	Signature .....
Name .....	Name .....	Name .....
Position .....	Position .....	Position .....
Date .....	Date .....	Date .....

## Questionnaire 3: NFE Course Profile (baseline descriptive information)

### Notes for Data Collectors

*Please read Module 5 carefully before proceeding to read the following Notes.*

<b>Objective</b>	To collect baseline descriptive information on a single NFE course identified in item 2 of Questionnaire 2.
<b>Data sources</b>	Person responsible for managing a single course, identified via Questionnaire 2.
<b>Data collection methods</b>	1 copy of the questionnaire is administered to a single respondent by the data collector.  Data items in the questionnaire marked by an asterisk (*) must be completed.
<b>Data collection schedule</b>	<b>Step 1:</b> administered on identification of a course.  You should administer Questionnaire 3 <i>with</i> Questionnaires 4 and 5 for all <b>completed</b> courses.  You should administer Questionnaire 3 <i>singly</i> for all <b>planned</b> and <b>ongoing</b> courses. The NFE-MIS database will provide you with a reminder of the completion date for planned and ongoing courses, so that you know when to administer Questionnaires 4, 5, 6 and 7 for such courses, on their completion.

**Please note:** Items 2 and 12 are repeated from Questionnaire 2. These items are **for checking purposes only**, to cross-check the accuracy of the data collected via Questionnaire 2.

1. **Course title:** This refers to the title of the course (not the name of the agency organising and/or sponsoring the programme or the name of the overall programme within which the course is taking place).
13. **Agencies:** This refers to the main provider agency, the co-provider agency(ies), and the sponsor agency(ies) who, as partners, are responsible for organising, implementing, and financing the course.
15. **Type of NFE activity:** This refers to the type(s) of activities undertaken within the course. Please refer to section 1.2. in Module 1 of the Handbook for a detailed description of NFE types. More than one type of activity may be checked. But you must ensure that only one MAIN type of activity is checked in the last column.
16. **Target group:** This refers to the type(s) of groups of learners targeted by the course. More than one type of target group may be checked. But you must ensure that only one MAIN type of target group is checked in the last column.
17. **Target age group:** This refers to the target age groups of the course, which should correspond to the target age groups used by existing management information systems (MIS), such as the national EMIS or any other NFE-related MIS.

**Please note:** For each categorisation (type of agency, type of NFE activity, type of target group and target age group), only ONE main type is assigned to the course. This main type is used for statistical calculations in the reporting part of the database. It is of crucial importance to only tick ONE main type for each category to avoid duplication of data across

categories in the data tables. For example, a course may cover 'literacy' and 'income generation' among various types of NFE activities, which you should indicate under the first column entitled 'tick one or more boxes'. However, you will need to indicate only one of the two categories as the MAIN category for the course. If, for example, you choose 'literacy', the course in question will only be counted in the 'literacy' category in the data tables for statistical calculations. Please also note that it is still possible to look at the details of each course for further evaluation, which will then show all categories entered.

- 18. Intended number of learners:** This refers to the total number of people that the course intends/intended to reach. It is important that this information is also disaggregated by gender.
- 19. Number of learners enrolled:** This refers to the total number of people that the course is reaching/has reached. It is important that this information is also disaggregated by gender.
- 21. Equivalency level/grade:** This refers to the level or grade in formal education, to which the course certificate or diploma is equivalent. If the course does not award a certificate or diploma on completion of the course's activities, this should be marked X. This data item will be most relevant for courses providing 'Literacy and numeracy' activities, e.g. Literacy Primer Level 1, Literacy Primer Level 2, Literacy Primer Level 3.
- 22. Admission requirement:** This refers to the criteria for admission or participation in the course. It may include age restrictions, gender restrictions, formal education qualifications, payment of membership fees, etc. If this data item is not available, you should mark X. This data item is different from item 32, which refers to fees charged for the course.
- 24. Timing and schedule:** This refers to the number of contact hours per day and number of contact days per week between the course educator and learners. The item 'Number of weeks', will help you calculate the total number of contact hours, by multiplying contact hours per day by contact days per week by number of weeks.
- 25. Total number of contact hours:** This refers to the total number of contact hours between the course educators and learners for the entire duration of the course.
- 26-27. Teaching/learning materials and methods used:** This refers to a wide range of materials and methods used by educators in NFE programmes, as well as the stationary, blackboards and text-books traditionally used by teachers in formal school settings. For example, NFE teaching/learning materials may include literacy primers; materials for Participatory Rural Appraisal (PRA); visual/musical presentation materials; manuals for rural development or primary health care activities, etc. NFE teaching/learning methods include PRA methodologies such as wealth-ranking exercises, chapatti diagrams, etc., and other participatory methods such as focus group discussion; peer teaching; learner-centred instruction; frontal teaching, etc.
- 32. Fees:** This refers to the fees paid by learners to participate in the course. If this item is not applicable, please mark X.

### Questionnaire 3: NFE Course Profile (baseline descriptive information)

Developing a Non-Formal Education Management Information System (NFE-MIS) at sub-national level

Date: .....

Agency Title: *Zonal Agricultural Pro-Poor Programme*

Programme title: *Literacy for Life*

<b>1. Course title*</b> <i>Training for women in literacy and tree-nurseries</i>						
<b>2. Address of course* (for checking purposes only)</b> <i>Nehelgani Village, Shinyanga District Council</i>						
<b>3. Town/Village *</b> <i>Nehelengani Village</i>	<b>Geographical code</b>	<b>4. Commune/Ward/Mandal/Block *</b> <i>Nehelengani commune</i>		<b>Geographical code</b>		
<b>5. District *</b> <i>Shinyanga District</i>	<b>Geographical code</b>	<b>6. Province/Region/State *</b> <i>Shinyanga Region</i>		<b>Geographical code</b>		
<b>7. Telephone(s)</b> <i>028 2345687</i>						
<b>8. Fax</b> <i>Not available</i>						
<b>9. Email</b> <i>Not available</i>						
<b>10. Website address</b> <i>Not available</i>						
<b>11. Contact person name*</b> <i>Peter Sangi</i>						
<b>12. Contact person title/designation</b> <i>Village Education Officer</i>						
<b>13. Agencies*</b> <i>(Please insert name of providing and/or sponsoring agency according to type)</i>		<b>Provider</b> <i>(Please tick main or co-provider)</i>		<b>Sponsor</b> <i>(Please tick according to the type of sponsorship provided)</i>		
<b>Type of Agency</b>	<b>Name of agency</b> <i>(please provide name of agency, and mark unknown if not available)</i>	<b>Main provider</b> <i>(Tick only one main)</i>	<b>Co Provider</b>	<b>In-CASH</b>	<b>In-KIND</b>	<b>OTHER</b>
1. Govt. Level 1 <i>(e.g. Central)</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Govt. Level 2 <i>(e.g. Region)</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Govt Level 3 <i>(e.g. District)</i>	<i>Community Development Department Shinyanga District Council</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Co-operative		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Public enterprise		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Type of Agency (cont.)	Name of agency (cont.)	Main provider (cont.)	Co Provider (cont.)	In-CASH (cont.)	In-KIND (cont.)	OTHER (cont.)
6. Private enterprise		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Educational/ training Instit.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Professional association/ trade union		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Religious mission / body	Name unknown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. National branch of internat. NGO		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Local branch of national NGO		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Local NGO	ZAPP	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Community Based Org. (CBO)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Private bodies/ individuals		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. International org/ development agency	SIDA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Other		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>14. Course objectives</b>						
<i>To increase literacy amongst women linked to natural resource conservation</i>						
<b>15. Type of NFE activity *</b>		<b>Tick one or more boxes</b>		<b>Tick only ONE MAIN</b>		
1. Early Childhood Care and Education		<input type="checkbox"/>		<input type="checkbox"/>		
2. Literacy		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
2.1. Basic literacy		<input checked="" type="checkbox"/>		<input type="checkbox"/>		
2.2. Post-literacy		<input type="checkbox"/>		<input type="checkbox"/>		
3. Equivalency schooling		<input type="checkbox"/>		<input type="checkbox"/>		
4. Life skills training		<input checked="" type="checkbox"/>		<input type="checkbox"/>		
4.1. Environmental preservation		<input checked="" type="checkbox"/>		<input type="checkbox"/>		
5. Income-generation/Non-formal vocational training		<input checked="" type="checkbox"/>		<input type="checkbox"/>		
5.1. Entrepreneurial skills development		<input checked="" type="checkbox"/>		<input type="checkbox"/>		
5.2. Micro-credit co- operatives/Self-help groups		<input type="checkbox"/>		<input type="checkbox"/>		
6. Rural development		<input checked="" type="checkbox"/>		<input type="checkbox"/>		
6.1. Forest management		<input checked="" type="checkbox"/>		<input type="checkbox"/>		
7. Further education and/or further professional training		<input type="checkbox"/>		<input type="checkbox"/>		
8. Religious education		<input type="checkbox"/>		<input type="checkbox"/>		
9. Cultural and/or traditional education		<input type="checkbox"/>		<input type="checkbox"/>		
10. Other: please specify		<input type="checkbox"/>		<input type="checkbox"/>		

16. Target group*	Tick one or more boxes		Tick only ONE MAIN
1. Illiterates	<input checked="" type="checkbox"/>		<input type="checkbox"/>
2. Literates (basic level)	<input type="checkbox"/>		<input type="checkbox"/>
3. Literates (advanced level)	<input type="checkbox"/>		<input type="checkbox"/>
4. Out-of-school children and school drop-outs	<input type="checkbox"/>		<input type="checkbox"/>
5. Marginalised adolescents and youth	<input type="checkbox"/>		<input type="checkbox"/>
6. Women and girls	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
6.1. Adolescent girls	<input checked="" type="checkbox"/>		<input type="checkbox"/>
7. Rural poor	<input checked="" type="checkbox"/>		<input type="checkbox"/>
7.1. Micro-credit/self-help groups	<input type="checkbox"/>		<input type="checkbox"/>
8. Urban poor	<input type="checkbox"/>		<input type="checkbox"/>
9. Ethnic/linguistic minority groups	<input checked="" type="checkbox"/>		<input type="checkbox"/>
9.1. Tribal groups	<input checked="" type="checkbox"/>		<input type="checkbox"/>
10. Groups living in special circumstances	<input type="checkbox"/>		<input type="checkbox"/>
10.1. Disabled persons	<input type="checkbox"/>		<input type="checkbox"/>
11. Other: please specify	<input type="checkbox"/>		<input type="checkbox"/>
17. Target age group*	Tick one or more boxes		Tick only ONE MAIN
1. Young children	<input type="checkbox"/>		<input type="checkbox"/>
2. Children	<input type="checkbox"/>		<input type="checkbox"/>
3. Youth	<input checked="" type="checkbox"/>		<input type="checkbox"/>
3.1. Adolescents	<input checked="" type="checkbox"/>		<input type="checkbox"/>
4. Adults	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
5. Senior adults	<input type="checkbox"/>		<input type="checkbox"/>
6. Other: please specify	<input type="checkbox"/>		<input type="checkbox"/>
<b>18. Intended number of learners*</b>	<b>Male:</b>	<b>Female:</b> 70	<b>Total:</b> 70
<b>19. Number of learners enrolled</b>	<b>Male:</b>	<b>Female:</b> 40	<b>Total:</b> 40
<b>20.a Does the course provide a certificate/ diploma:*</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			
<b>20.b Name of certificate/diploma awarded, if any* (please mark X, if not available)</b> <i>course Completion certificate</i>			
<b>21.a Does the course provide an equivalency level/grade:*</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			
<b>21.b Equivalency level/grade, if any* (please mark X, if not available)</b> <i>Primer level 1</i>			
<b>22. Admission requirements/participation criteria, if any* (please mark X, if not available)</b> <i>Nehelengani Women's Group membership</i>			

<b>23. Duration of course*</b> (for checking purposes only)			
<b>Starting-date</b> DD/MM/YY		<b>Ending-date</b> DD/MM/YY	
20/07/02		20/09/02	
<b>24. Timing and schedule:*</b> Contact hours per day:	<b>Contact days per week:</b>	<b>Number of weeks:</b>	<b>25. Total number of contact hours for course*</b> (please enter exact number of contact hours, even if the course is not organised in a regular fashion)
4 hours	2 days	4 weeks	32 hours
<b>26. Intended number of educators per course:</b>	<b>Male:</b>	1	<b>Female:</b> <b>Total:</b> 1
<b>27. Teaching / learning materials used</b> (Please specify in as much detail as possible) Charts Seedlings			
<b>28. Teaching / learning methods used</b>			
Participatory methods <input checked="" type="checkbox"/>			
Lectures <input type="checkbox"/>			
<b>Please describe in more detail:</b> Tree planting demonstration, PRA, REFLECT, group discussion			
<b>29. Language in which the course is taught</b> Kiswahili			
<b>30. Facilities/Venue</b>			
<b>a.) Availability</b>			
Available <input checked="" type="checkbox"/>			
Not available <input type="checkbox"/>			
<b>b.) Type</b>			
Community Learning Centre <input checked="" type="checkbox"/>			
School <input type="checkbox"/>			
Other (please specify)			
<b>31. Conditions of facilities</b>			
Good <input checked="" type="checkbox"/>			
Require some repairs <input type="checkbox"/>			
Require major repairs <input type="checkbox"/>			
Men's Toilets	available	<input checked="" type="checkbox"/>	not available <input type="checkbox"/>
Women's Toilets	available	<input checked="" type="checkbox"/>	not available <input type="checkbox"/>
Safe drinking water	available	<input type="checkbox"/>	not available <input checked="" type="checkbox"/>
Electricity	available	<input checked="" type="checkbox"/>	not available <input type="checkbox"/>
Library	available	<input checked="" type="checkbox"/>	not available <input type="checkbox"/>
<b>32. Fees, if any</b> (please mark X, if not available)*			<input checked="" type="checkbox"/>

\* Item must be completed.

*Thank you for assisting us by completing this questionnaire*

<b>Completed by:</b>	<b>Checked by:</b>	<b>Data entered by:</b>
Signature .....	Signature .....	Signature .....
Name .....	Name .....	Name .....
Position .....	Position .....	Position .....
Date .....	Date .....	Date .....



## Questionnaire 4: NFE Course Profile (monitoring data)

### Notes for Data Collectors

*Please read Module 5 carefully before proceeding to read the following Notes.*

<b>Objective</b>	<i>To collect data on a single NFE course identified in item 2 of Questionnaire 2 upon its completion.</i>
<b>Data sources</b>	Person responsible for managing a single course, identified via Questionnaire 2.
<b>Data collection methods</b>	1 copy of the questionnaire is administered to a single respondent by the data collector.  Data items in the questionnaire marked by an asterisk (*) must be completed.
<b>Data collection schedule</b>	<b>Step 2:</b> administered together with Questionnaires 5, 6, and 7, on completion of a course for which Questionnaire 3 has already been administered.

7. **Actual course starting and ending date:** This refers to the actual starting and completion dates for a course. This item may differ from item 10 in Questionnaire 2 and will enable you to accommodate delays in starting-ending dates for *planned and ongoing* courses.
8. **Planned starting-ending date for the next course (if any):** This refers to possible pre-defined dates for the next planned occurrence of a course. The latter will constitute a new course, to which Questionnaire 2 should be administered. The NFE-MIS database will provide you with a reminder of the dates for planned courses, so that you know when to administer the questionnaires. Of course, if the current course is not repeated, then you should leave this item blank.
9. **Number of learners and completers:** This refers to the number of learners who enrolled and those who completed the course, by gender and age. Typically, the number of completers should be equal to or less than the total number of enrolled learners. The number of learners was awarded a certificate or diploma, if any, should be the same as or less than the number of completers.
12. **Income by source:** This refers to the sources of income for the course and the amount provided by each source. You will need to ensure that:
  - The first column (**Type** of source) is completed; this information is mandatory.
  - The second column (**Name** of the source) should be completed if the information is available. Here, you should also check the box marking whether or not the source is the main provider.
  - The third column (**Amount**) should be completed but it is optional.
  - You may find that respondents are reluctant to reveal detailed financial information. But you should encourage the completion of this item in as much detail as possible.
  - *Total amount of income:* this is mandatory. If respondents are not willing or able to provide this information, you must mark X.

You may find that a *single type* of source has *several named* sources. In this case you will need to use additional forms to record all the data.

**13. Expenditure by item:** This refers to the expenses of the course, by item.

**TOTAL:** Total amount of expenditure for the course.

1. Personnel
2. Management and Administration
3. Teaching/learning materials
4. Land/construction

As above, if you find that respondents are not willing to give you detailed financial information, you should ensure that they at least check the type(s) of items of expenditure.

The total amount of income is mandatory. If respondents are not willing or able to provide this information, you must mark X.

## Questionnaire 4: NFE Course Profile (monitoring data)

Developing a Non-Formal Education Management Information System (NFE-MIS) at sub-national level

Date: .....

Agency Title: Zonal Agricultural Pro-Poor Programme

Programme title: Literacy for Life

### COURSE INFORMATION (for checking purposes only)

1. Course title*			
<i>Training for women in literacy and tree-nurseries</i>			
2. Address of course			
<i>Nehelgani Village, Shinyanga District Council</i>			
3. Town/Village *	Geographical code	4. Commune/Ward/ Mandal/Block *	Geographical code
<i>Nehelengani Village</i>		<i>Nehelengani commune</i>	
5. District *	Geographical code	6. Province/Region/State *	Geographical code
<i>Shinyanga District</i>		<i>Shinyanga Region</i>	

### COURSE STATISTICAL DATA

7. Actual course duration*			
Starting-date		Ending-date	
DD/MM/YY	<i>20/07/02</i>	DD/MM/YY	<i>20/09/02</i>
8. Duration for next planned course, if any			
Starting-date		Ending-date	
DD/MM/YY	<i>20/07/03</i>	DD/MM/YY	<i>20/09/03</i>
9. Number of learners/completers*	Male	Female	Total
Enrolled	-	40	40
Completed the course	-	37	37
Awarded certificate/diploma, if any (please mark X, if not available)	-	37	37
10. Number of learners enrolled by age-group*	Male	Female	Total
1. Young children			
2. Children			
3. Youth			
4. Adults	-	40	40
5. Senior adults			
11. Number of educators per course:	Male: 1	Female:	Total: 1
12. Income by source* (please tick <b>type</b> of source - even if you do not know the name of the source - AND record name of source, if available. Please also record amount per source, mark X if not available. Please also tick <b>main</b> source. Please use additional forms if necessary)			
Total income (please mark X if not available).....200,000 Tsh			

Type of Source		Name of source (please tick box if the source is the main source)	Main source	Amount (optional)
1. Govt. Level 1 (e.g. Central) budget	<input type="checkbox"/>		<input type="checkbox"/>	
2. Govt. Level 2 (e.g. Region) budget	<input type="checkbox"/>		<input type="checkbox"/>	
3. Govt Level 3 (e.g. District) budget	<input checked="" type="checkbox"/>	Community Development Department Shinyanga District Council	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Co-operative	<input type="checkbox"/>		<input type="checkbox"/>	
5. Public enterprise	<input type="checkbox"/>		<input type="checkbox"/>	
6. Private enterprise	<input type="checkbox"/>		<input type="checkbox"/>	
7. Educational / training institution	<input type="checkbox"/>		<input type="checkbox"/>	
8. Professional association/trade union	<input type="checkbox"/>		<input type="checkbox"/>	
9. Religious mission / body	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. National branch of international NGO	<input type="checkbox"/>		<input type="checkbox"/>	
11. Local branch of national NGO	<input type="checkbox"/>		<input type="checkbox"/>	
12. Local NGO	<input checked="" type="checkbox"/>	ZAPP	<input type="checkbox"/>	10,000
13. Community based organisation (CBO)	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. Private bodies/individuals	<input type="checkbox"/>		<input type="checkbox"/>	
15. International org/development agency	<input checked="" type="checkbox"/>	SIDA	<input checked="" type="checkbox"/>	135,000
16. Fees/members' contributions	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>
17. Income-generation activities	<input type="checkbox"/>		<input type="checkbox"/>	
18. <b>Other:</b> please specify				
<b>13. Expenditure by item*</b> (please tick type of item OR record amount per item, if available)				
<b>TOTAL Amount</b> (please mark X if not available)			200,000 Tsh	
<b>Type of item</b>			<b>Amount (optional)</b>	
1. Personnel			<input checked="" type="checkbox"/>	
2. Management and administration			<input checked="" type="checkbox"/>	
3. Teaching/learning materials			<input checked="" type="checkbox"/>	
4. Land/construction			<input type="checkbox"/>	
5. Other: please specify				

\* Item must be completed.

Thank you for assisting us by completing this questionnaire

<b>Completed by:</b>	<b>Checked by:</b>	<b>Data entered by:</b>
Signature .....	Signature .....	Signature .....
Name .....	Name .....	Name .....
Position .....	Position .....	Position .....
Date .....	Date .....	Date .....

## Questionnaire 5: Educator Profile

### Notes for Data Collectors

*Please read Module 5 carefully before proceeding to read the following Notes.*

<b>Objective</b>	<i>To collect descriptive and monitoring data on an individual educator participating in a NFE course identified in item 2 of Questionnaire 2.</i>
<b>Data sources</b>	Educator participating in a course, identified via Questionnaire 2.
<b>Data collection methods</b>	1 copy of the questionnaire is administered to a single respondent by the data collector.  Data items in the questionnaire marked by an asterisk (*) must be completed. <b>Step 2:</b> administered for on-going or completed courses.
<b>Data collection schedule</b>	You should administer Questionnaire 5 either with Questionnaire 3 for all <b>on-going</b> courses or <i>with</i> Questionnaires 4, 6 and 7 on completion of a course.

- 16. Languages:** This refers to the educator's mother tongue and, if available, 2 other languages in which the educator can read and write.
- 17. Qualification (Formal education and training):** This refers to the qualification in formal education acquired by the educator.
- 18. Additional qualification obtained:** This refers to training qualifications that are specifically relevant to the individual's activities as an educator. Such qualifications may include teacher training, training qualifications for health workers, agricultural extension agents, community development officers, and training in specific participatory methodologies (e.g. the REFLECT methodology), etc. Please ensure that the duration and dates for these training courses are also recorded.
- 22. Training on course content:** This refers to the training received by the educator to prepare them for the role of educator for the NFE course named in item 1.
- 24. Remuneration:** This refers to the amount the individual educator is paid per single course. If the educator is paid, the amount should be recorded here. If he or she is a volunteer, you should mark X.
- 25. Subject/skills taught:** This refers to the types of subjects/skills training for which the educator provides guidance or instruction.

## Questionnaire 5: Educator Profile

Developing a Non-Formal Education Management Information System (NFE-MIS) at  
sub-national level

Date: .....

Agency Title: *Zonal Agricultural Pro-Poor Programme*Programme title: *Literacy for Life*

## COURSE INFORMATION (for checking purposes only)

1. Course title* <i>Training for women in literacy and tree-nurseries</i>			
2. Address of course.* <i>Nehelengani Village, Shinyanga District Council</i>			
3. Town/Village* <i>Nehelengani Village</i>	Geographical code	4. Commune/Ward/Mandal/Block* <i>Nehelengani commune</i>	Geographical code
5. District* <i>Shinyanga District</i>	Geographical code	6. Province/Region/State* <i>Shinyanga Region</i>	Geographical code

## EDUCATOR INFORMATION

7. Name* <i>Mwaikuka</i>			
8. Forename <i>Emmanuel</i>			
9. Address of Educator* <i>Nehelengani Street 6</i>			
10. Town/Village* <i>Nehelengani Village</i>	Geographical code	11. Commune/Ward/Mandal/Block* <i>Nehelengani commune</i>	Geographical code
12. District* <i>Shinyanga District</i>	Geographical code	13. Province/Region/State* <i>Shinyanga Region</i>	Geographical code
14 Date of birth* <i>21/06/1959</i>			
15. Sex* Male <input checked="" type="checkbox"/> Female <input type="checkbox"/>			
16. Languages* 1. Mother tongue <i>Kiswahili</i> 2. Other language 1 <i>English</i> 2. Other language 2			
17. Qualifications (formal education)* Primary education <input type="checkbox"/> Secondary education <input type="checkbox"/> Higher education <input checked="" type="checkbox"/>			

18. Additional qualifications acquired*	Certificate (Y/N)	Duration (weeks or months)	Dates
18.1 Name of teacher training programme	N		
18.2. Other training qualification: please specify i. Natural Resource Management	Y	8 months	March - October 1999
ii			
iii			
iv			
<b>19. Years of experience as educator*</b>			
Less than 1 year	<input type="checkbox"/>		
Between 1 and 5 years	<input checked="" type="checkbox"/>		
Between 5 and 10 years	<input type="checkbox"/>		
More than 10 years	<input type="checkbox"/>		
<b>20. Other job than as educator, if any</b> <i>Agricultural equipment supplier (shop)</i>			
<b>21. Resident in the location where the course is given</b>			
Yes	<input checked="" type="checkbox"/>		
No	<input type="checkbox"/>		
<b>22. Training on course content</b>			
Yes	<input checked="" type="checkbox"/>		
No	<input type="checkbox"/>		
<b>23. Additional training needs</b>			
<b>24. Remuneration *</b>			
<b>Paid</b> (please provide amount received per course or mark X if amount not available)			
Tsh 15,000	<input checked="" type="checkbox"/>		
Volunteer (please mark X)	<input type="checkbox"/>		
<b>25. Subjects/skills taught</b>			
1. <i>Tree planting, seed grafting</i>			
2.			
3.			
<b>26. Working schedule* (please mark one box only)</b>			
Full time	<input type="checkbox"/>		
Part-time	<input checked="" type="checkbox"/>		
<b>27. Employment status*</b>			
Permanent	<input type="checkbox"/>		
Temporary	<input checked="" type="checkbox"/>		

\* Item must be completed.

*Thank you for assisting us by completing this questionnaire*

<b>Completed by:</b>	<b>Checked by:</b>	<b>Data entered by:</b>
Signature .....	Signature .....	Signature .....
Name .....	Name .....	Name .....
Position .....	Position .....	Position .....
Date .....	Date .....	Date .....

## Questionnaires 6 and 7: Learner Profile

### Notes for Data Collectors and Optional Post Course Interviews

Please read these introductory notes to this group of monitoring activities carefully. This exercise requires additional explanation and some different approaches to the preceding questionnaires.

As for the entire education sector the most important people in NFE are the learners. All management information, all programmes, all money spent by government and other agencies, all salaries of managers and educators are ultimately for the benefit of the learners/course participants. The whole NFE effort can only be justified if the learners benefit from it. As part of the management and monitoring work, we must first find out the numbers participating in programmes (see Questionnaire 4), but we also need to know whether the people attending are those for whom the courses are designed - that is, the characteristics of participants and by implication non-participants; what their motives were in coming to a given course, and how they expect to use the knowledge and skills acquired. This is essential information for programme providers if they are to justify what they are doing and make improvements if necessary. Additional important information on learners can be collected through tracer studies and impact studies, to be undertaken on a sample basis some time after the course has ended (see optional Post-course Interview Schedule).

**Questionnaire 6** requires simple factual information about individual learners. Collecting data on every single learner may be to cumbersome a task. Therefore, it is recommended to collect data on learners on a sample basis, using a simple sampling strategy. However, if the number of learners in an individual NFE course is not very large, it should be possible for each educator/course facilitator to collect information for all learners in her/his course and to check the basics against the register (where one is kept). It is up to the facilitator and the NFE-MIS team to judge how much information can be collected, and is necessary and advisable to collect.

**Questionnaire 7** requires some more qualitative data and will take more time to complete. It is therefore suggested that programme managers request their educators to fill in the forms on a sample basis, using a simple sampling strategy. Questionnaires 6 and 7 should also be administered to the same learners. It is recommended that once a course is well under way and close to completion, educators ask a few of their learners to stay behind after each class meeting so they can interview them separately and complete a questionnaire for each individual. If an educator interviews three persons each time, a substantial amount of information should have been collected by the end of the course. The results will provide an indication of what learners are bringing to their courses and what they hope to gain.

It is suggested that collecting this material should be treated as a part of the educators' routine duties and that how to administer the questionnaires should be part of their training. The language used in Questionnaire 7 is deliberately simple and non-technical, so that both educators and learners will easily understand what is meant, and should result in everyone being willing to take part.



## Questionnaire 6: Learner Profile

### Summary

*Please read Module 5 carefully before proceeding to read the following Notes.*

<b>Objective</b>	<i>To collect basic data on an individual learner participating in a NFE course.</i>
<b>Data sources</b>	Learner participating in a NFE course. Some corroboration from course register, where one is kept
<b>Data collection methods</b>	<p>1 copy of the questionnaire is administered to a single respondent by the data collector.</p> <p>Data items in the questionnaire marked by an asterisk (*) must be completed.</p> <p>Data on learners should be collected on a sample basis, using a simple sampling strategy.</p>
<b>Data collection schedule</b>	<b>Step 2:</b> Administered on a suitable date before the end of the course, together with Questionnaire 7, at the latest on completion of the course.

**Questionnaire 6: Learner Profile**

Developing a Non-Formal Education Management Information System (NFE-MIS) at sub-national level

Date: .....

Agency Title: *Zonal Agricultural Pro-Poor Programme*

Programme title: *Literacy for Life*

**COURSE INFORMATION (for checking purposes only)**

1. Course title* <i>Training for women in literacy and tree-nurseries</i>			
2. Address of course.* <i>Nehelengani Village, Shinyanga District Council</i>			
3. Town/Village* <i>Nehelengani Village</i>	Geographical code	4. Commune/Ward/Mandal/Block* <i>Nehelengani commune</i>	Geographical code
5. District* <i>Shinyanga District</i>	Geographical code	6. Province/Region/State* <i>Shinyanga Region</i>	Geographical code

**LEARNER INFORMATION**

7. Name* <i>Chile</i>			
8. Forename <i>Catherine</i>			
9. Identification number			
10. Address of learner* <i>Nehelengani Court 15</i>			
11. Town/Village* <i>Nehelengani Village</i>	Geographical code	12. Commune/Ward/Mandal/Block* <i>Nehelengani commune</i>	Geographical code
13. District* <i>Shinyanga District</i>	Geographical code	14. Province/Region/State* <i>Shinyanga Region</i>	Geographical code
15. Date of birth* <i>21/09/1978</i>			
16. Sex* Male <input type="checkbox"/> Female <input checked="" type="checkbox"/>			
17. Marital status Single <input type="checkbox"/> Married <input checked="" type="checkbox"/> Divorced <input type="checkbox"/> Widowed <input type="checkbox"/>			
18. Number of family members <i>9</i>			
19. Occupation <i>Housewife</i>			
20. Yearly income <i>5000 Tsh</i>			

<b>21. What languages do you speak</b>		
1. Mother tongue (record name)	<i>Kiswahili</i>	
2. Other language 1 (record name)		
3. Other language 2 (record name)		
<b>22a. What languages do you read</b>		
1. Mother tongue	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
2. Other language 1	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. Other language 2	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>22a. What languages do you write</b>		
1. Mother tongue	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
2. Other language 1	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. Other language 2	Yes <input type="checkbox"/>	No <input type="checkbox"/>

**INFORMATION ON FORMAL SCHOOLING**

<b>23a. Have you ever been to school</b>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<b>23b. If yes, for how many years</b>		
<b>24. Certification obtained, if any</b>		
Primary education	<input type="checkbox"/>	
Secondary education	<input type="checkbox"/>	
Higher education	<input type="checkbox"/>	
<b>25. Reasons for discontinuation, if applicable</b>		

**INFORMATION ON FORMER PARTICIPATION IN NFE**

<b>26a. Have you ever previously participated in a non-formal education course</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<b>26b. If yes, for how long</b>	<i>6 months</i>	
<b>27. Qualifications obtained, if any</b>		

\* Item must be completed.

*Thank you for assisting us by completing this questionnaire*

<b>Completed by:</b>	<b>Checked by:</b>	<b>Data entered by:</b>
Signature .....	Signature .....	Signature .....
Name .....	Name .....	Name .....
Position .....	Position .....	Position .....
Date .....	Date .....	Date .....

## Questionnaire 7: Learner Profile

### Summary

*Please read Module 5 carefully before proceeding to read the following Notes.*

<b>Objective</b>	<i>To collect data on the motivation of a learner in a NFE course and on the expected use of knowledge and skills acquired.</i>
<b>Data sources</b>	Learner participating in a NFE course.
<b>Data collection methods</b>	<p>1 copy of the questionnaire is administered to a single respondent by the data collector.</p> <p>Data items in the questionnaire marked by an asterisk (*) must be completed.</p> <p>Data on learners should be collected on a sample basis, using a simple sampling strategy. Questionnaire 7 should be administered to the same learners as for Questionnaire 6.</p>
<b>Data collection schedule</b>	<b>Step 2:</b> Administered on a suitable date before the end of the course, together with Questionnaire 6, at the latest on completion of the course.

**Questionnaire 7: Learner Profile**

Developing a Non-Formal Education Management Information System (NFE-MIS) at sub-national level

Date: .....

Agency Title: *Zonal Agricultural Pro-Poor Programme*

Programme title: *Literacy for Life*

**COURSE INFORMATION (for checking purposes only)**

1. Course title *			
<i>Training for women in literacy and tree-nurseries</i>			
2. Address of course. *			
<i>Nehelangani Village, Shinyanga District Council</i>			
3. Town/Village *	Geographical code	4. Commune/Ward/ Mandal/Block *	Geographical code
<i>Nehelangani Village</i>		<i>Nehelangani commune</i>	
5. District *	Geographical code	6. Province/Region/State *	Geographical code
<i>Shinyanga District</i>		<i>Shinyanga Region</i>	

**LEARNER INFORMATION**

7. Name *			
<i>Chile</i>			
8. Forename			
<i>Catherine</i>			
9. Identification number			
10. Address of learner *			
<i>Nehelangani Court 15</i>			
11. Town/Village *	Geographical code	12. Commune/Ward/ Mandal/Block *	Geographical code
<i>Nehelangani Village</i>		<i>Nehelangani commune</i>	
13. District *	Geographical code	14. Province/Region/State *	Geographical code
<i>Shinyanga District</i>		<i>Shinyanga Region</i>	
15. Date of birth *			
<i>21/09/1978</i>			
16. Sex *			
Male <input type="checkbox"/>			
Female <input checked="" type="checkbox"/>			

**INFORMATION ON PARTICIPATION IN PRESENT NFE COURSE**

17. How did you learn about this course
<i>While attending another NFE course on the same premises</i>
18. Why did you decide to come
<i>Want to learn about tree nursing because I sell products from my tree orchard</i>
19. What difficulties have you found in attending the course, for instance distance, timing, time available
<i>Mainly time available</i>

<p><b>20. Date of completion of the course</b> <i>30/09/02</i></p>
<p><b>21. How many hours per week and how many weeks did the course last (learner-contact hours)</b> <i>8 hours per week, for 4 weeks. 32 hours in total</i></p>
<p><b>22. What have you gained so far from the course (for instance, any new knowledge or skills)</b> <i>Extremely useful information on tree-nursing and basic writing skills</i></p>
<p><b>23. Expected use of knowledge/skills acquired :</b></p> <p>a. Do you think it will help you as a person (will you feel more confident in dealing with other people) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>b. Do you think it will help you to do more in your community or in any organisation you belong to Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>c. Do you think it will help you to earn more money from your work (or business), or help you to get a job or a new job Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>d. Do you think it will help you to make your daily life better (know more about health, know how to write to other people) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>e. Other (please specify)</p>
<p><b>24. Do you now want to go on with further courses</b> <i>Yes</i></p>
<p><b>25. Intended transition into formal education</b></p> <p>a. Do you want to move (back) into formal education Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>b. Do you think it will be possible to move (back) into formal education Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>

\* Item must be completed.

*Thank you for assisting us by completing this questionnaire*

Completed by:	Checked by:	Data entered by:
Signature .....	Signature .....	Signature .....
Name .....	Name .....	Name .....
Position .....	Position .....	Position .....
Date .....	Date .....	Date .....

## Optional Post-Course Interview Schedule

The two questionnaires on learners will enable providing agencies and programme funders to gather reliable census and monitoring data, to collate numbers and also to have an idea of who their learners are, and of what they want from their courses. Beyond that, it is in the interest both of the providers and the communities where courses are located to know the outcomes of each course and programme, as well as the effects on individual learners and their communities.

Obviously, at some later stage providers will commission a full evaluation of their work, but it is recommended that they should not wait for this to happen before assessing the impact of what they are doing. A sample of interviews with former learners about 6 months after the end of a course is recommended. While such an exercise is an optional supplement to the seven questionnaires, it would help the providers to gauge the success of their curricula and of each educator they employ.

A schedule of data to be collected is given below. This sort of enquiry can be boiled down to a relatively small number of questions, after a few trials. It does have to be conducted by trained interviewers and definitely not by any of the managers or educators involved in the programmes, since their own work and that of their colleagues is under scrutiny. For example, students could be enlisted from a local college or university and obtain valuable experience. The college or university could also advise on sampling techniques. The exercise requires some systematic sampling. Notes on sampling techniques provided below will give you more information on stratified, multistage and cluster sampling.

Selected former learners should be invited to meet at each programme centre in an already familiar environment to them. The main purpose would be to find answers to the questions listed below in the Schedule. The interview data can be supplemented by various sorts of *triangulation*, for example, focus groups or interviews with community leaders. Such additional data will greatly enrich the overall picture.

How should the results be summarised? A reporting form with space for different kinds of information would have to be developed in each national or sub-national context.

### Interview Schedule

Questions should be asked to obtain the following information:

- What areas of new knowledge and skills have been successfully mastered by participants in the course/learning experience? What level of mastery do they seem to have attained and what proof is there of these accomplishments? How do attainments vary, if at all, between different categories of participants?
- What are the areas of skill or knowledge that seem to have been least well attained during the learning experience? Are there factors which explain these difficulties? How and why do these results vary, if at all, among different categories of participant?
- Do former participants believe that they have gained other benefits from their courses beyond the specified learning objectives (e.g. greater self-confidence)?
- How do participants rate their learning experience? Were their courses interesting, encouraging, easy to follow? Or were there barriers to their learning i.e. anything from non-appearance of educator to absence of course materials?

- How have former participants managed to put their new knowledge/skills/attitudes to use in their day-to-day lives, i.e. at home, at work or in the community? Being as specific as possible: what are they actually doing and to what effect? How and why do these practical results differ among types of former participant, if at all?
- What evidence can be gathered of other types of demonstrable impact of the learning experience - impact upon the participants themselves, upon their family members or upon their community?
- From the evidence gained, what are the most important measures that could be taken to improve the various courses and programmes, to amend the curriculum or to ensure a more productive and satisfying application of the learners' new knowledge?

### Notes on sampling techniques<sup>5</sup>

The essential purpose of sampling is to identify a smaller and more easily accessible subset of the population that adequately represents the overall sample group, thus enabling us to give an accurate (within calculable limits) picture of the population as a whole, with respect to the particular aspects of interest to us. It is not necessary that the sample be representative in ALL respects - only in those that constitute our focus or interest or that may be loosely related to it. If we are trying to predict voting behaviour, for example, it probably is not particularly important that the sample be representative of the population with respect to body weight (unless body weight happens for some reason to correlate with party affiliation!).

Because random sampling is a straightforward technique, though one often difficult to carry out tactically and logistically speaking, and because it yields a sample that is representative of the population in ALL respects, it tends to be used as the default methodology, and is a popular point of reference in research and survey designs. But it requires two prerequisites that are typically in short supply in the context where we hope to promote better assessment of NFE: a list of the population and a handy means of contacting any given subset of them. Seldom does one have an accurate and exhaustive list of NFE courses or participants in a given sub-national area, and still less often is one able easily to contact a random sample of them that may be spread geographically across multiple regions, cities and villages.

Here is where three modifications of random sampling methodology are highly relevant to the work of NFE assessment: stratification, multistage sampling and cluster sampling.

1. **Stratified sampling:** The idea of stratified sampling is that by identifying those characteristics of the population most closely associated with variables of interest to us and then subdividing the population by some of these factors, we can limit the number of units from which data must be collected to give results of an acceptable level of accuracy, i.e. +/- 5%. The reason for this is that the variation of traits that interest us will be markedly less in any sub-population that is uniform with respect to some factor highly associated with the traits in question. One can therefore get an idea of the characteristics of the group with a smaller sample (made up of units selected by some random or other systematic means from each of the strata in a manner respecting the proportional weight of each in the population) than would be the case for a more heterogeneous subset of people or units. If, in addition, as is often the case in NFE, these factors include geographical location and type of sponsorship, for example, then by subdividing the population into groups according

<sup>5</sup> The notes on sampling techniques have been provided by Professor Peter Easton, University of Florida, USA.



to their values on each of these two stratifying variables using, for example, a matrix of geographical location x type of sponsorship, we produce a grid that both reduces and simplifies the requirements of sampling; and we may come up with a much more manageable list of population members or units to contact.

2. **Multistage sampling:** Multistage sampling is a big help when large populations or extensive regions are involved. It entails first sampling in random or stratified random fashion among the larger entities that compose the overall population (regions, for example, or institutional locations) and then, within those larger units selected in this manner, sampling - once again in random or stratified random manner - the individual units from which data will be gathered. There may even be three stages or levels in the design.
3. **Cluster sampling:** This is really a variation of multistage sampling where, at the first stage, one selects - in random or appropriately stratified fashion - a subset of units (schools, centres, workshops etc.) and then within the entities identified in this manner selects ALL relevant subjacent units (learners or educators or administrators etc. The advantage of such a procedure is that it typically limits the number of different locales or *organisations* that must be visited and increases the dosage of people interviewed in each one.

Technically speaking, each of these procedures rectifies somewhat the calculation of sampling errors and so the number of units required to attain given levels of certainty; and those responsible for the design of the actual strategy can doubtless tend to these details. But typically the kinds of topics investigated in an assessment of NFE are not such that they require single percentage point precision in estimates - or, put another way, they are extremely important subjects about which our present uncertainty is so great that the kind of improvement in reliability of research results that a modest sampling technique can ensure will be more than satisfactory and will constitute a vast improvement on the current situation.

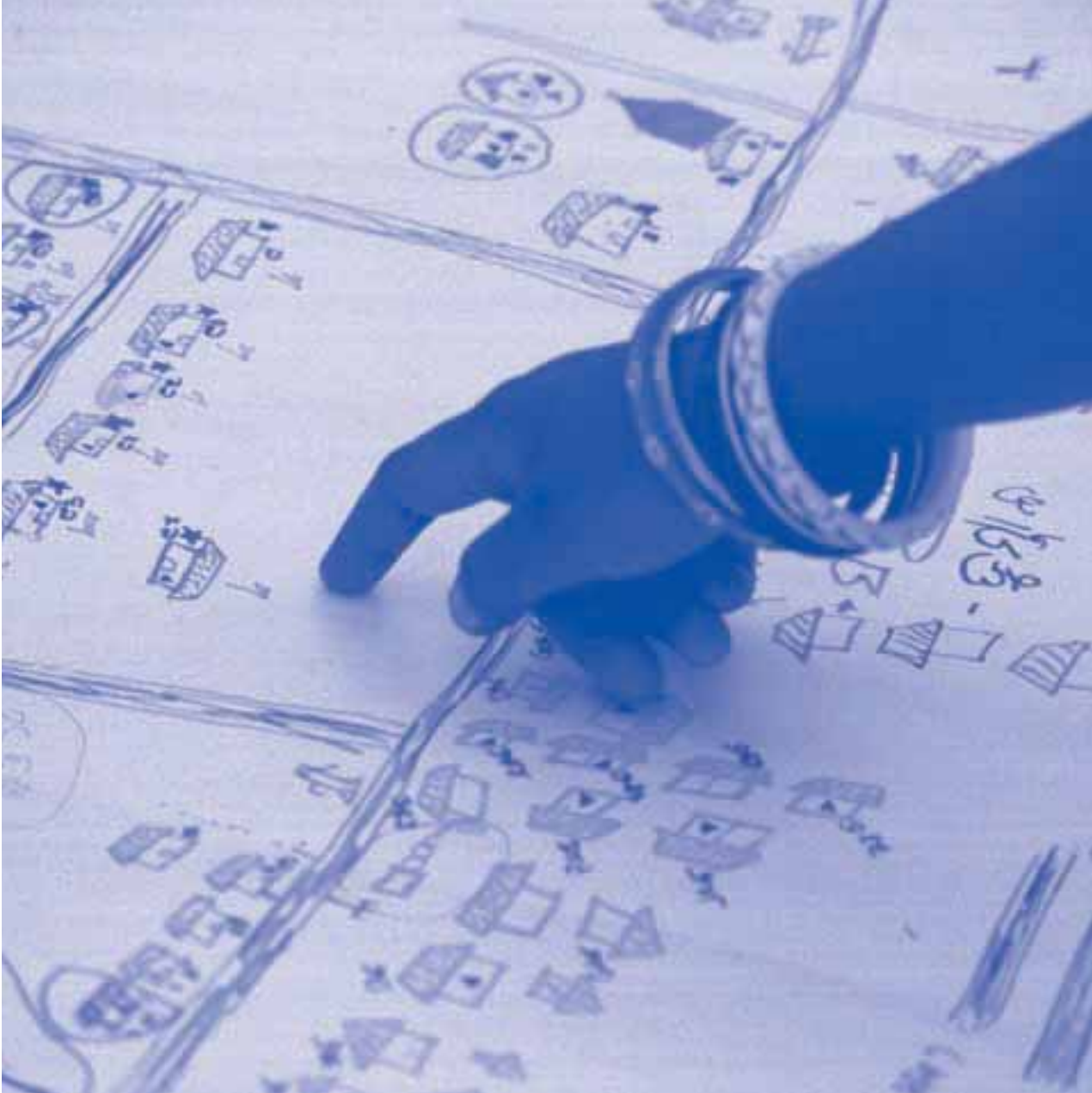
The principal point is that a combination of practical sampling techniques should allow us to explore particularly critical topics in much greater detail than one normally can via a monitoring procedure. This is thanks to the fact that those responsible have a means for selecting a more limited and accessible subset of programmes, courses, educators and/or learners from which the necessary data can be sought.

# module 5



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## Guidelines for Data Production, Analysis and Dissemination

- 6.1. What do we mean by NFE data analysis?
  - 6.2. What type of data outputs does the NFE-MIS produce?
  - 6.3. Data tables
    - 6.3.1. 'Flat' tables
    - 6.3.2. Cross tabulation tables
    - 6.3.3. Geographic summary tables
    - 6.3.4. Showing progress over time
    - 6.3.5. Qualitative data
  - 6.4. How to analyse and interpret data tables
    - 6.4.1. Analysis and interpretation of data tables
    - 6.4.2. How to present results of data analysis
  - 6.5. How to disseminate the analysed data
- Appendix 6.1: Data Tables

### Boxes, Figures and Tables

Table 6.1a. Distribution by type of NFE target group, calculated in absolute numbers

Table 6.1b. Distribution by type of target group, calculated in percentages

Table 6.2a. Number of learner-contact hours by type of NFE activity and type of NFE provider (absolute numbers)

Table 6.2b. Distribution of learner-contact hours by type of NFE activity and type of NFE provider (calculated in %)

Table 6.2c. Distribution of learner-contact hours by type of NFE activity and type of NFE provider (calculated in %)

Geographic summary table 6.3a. Distribution by geographical unit (absolute numbers)

Geographic summary table 6.3b. Distribution by geographical unit (percentages)

Table 6.1c. Distribution by type of NFE activity over time

Figure 6.1. Evolution of learner-contact hours, by type of NFE activity

Figure 6.2. Analysis of an indicator showing the period of coverage, Participation rate

## Module 6: Summary Box

### What is the purpose of Module 6?

The purpose of Module 6 is to familiarise you with the different data outputs that the NFE-MIS can produce. It aims to explain what type of questions or information needs can be addressed by analysing the data outputs. It also aims to show how data tables can be interpreted.

### What does Module 6 contain?

The Module contains prototype data tables that can be produced using the NFE-MIS. Tables are accompanied by an explanation of the different variables used within them as well as a series of sample questions that can be answered using the different data tables. Module 6 also contains guidelines on how to interpret the data tables and on how to disseminate the findings.

### When should Module 6 be used in the development process?

Module 6 should be used once a first round of data collection has been completed.

### Who should use Module 6?

Module 6 should be used by the educational planners and statisticians that are part of your national NFE-MIS Team. They should work in collaboration with the sub-national NFE-MIS team in making sure that the final comprehensive NFE-MIS report responds to the information needs that were identified at sub-national level.

### 6.1. What do we mean by NFE data analysis?

Data analysis is at the heart of the NFE-MIS. It is the stage at which the NFE data, collected through Questionnaires 1-7, entered and processed in the database, is analysed and interpreted. Findings and patterns, as well as resulting policy recommendations can then be published in a comprehensive NFE-MIS report.

Data analysis is done in response to the questions and concerns of the information users. It involves examining the raw data in order to identify and describe different NFE-related trends and patterns found at the sub-national level. Ultimately, once the NFE-MIS is replicated or scaled up throughout the country, data analysis can also take place at the national level.

The quantitative and qualitative data that has been gathered through the questionnaires is likely to be quite considerable. It is therefore necessary that you are very clear about the purpose of your data analysis; in other words, about the type of information you are interested in so that your analysis has a specific focus. This in turn depends on the information needs of your information users.

Let us recall the process to be followed for the development of a NFE-MIS and the production of data, as already spelt out in Module 3: policy objectives/policy questions - research questions - indicators - data required to calculate the indicators - questionnaire items (data collection tools) - production of data outputs (raw data) - data analysis and interpretation. An example of this process is shown in the table below.

#### Example of the process from policy objective to data analysis

Policy Objective	Research Question	Indicators	Calculation: Data required to calculate the indicator	Analysis
Making the education system more efficient	<i>Are there many drop-outs? Or, What is the number of completers?</i>	Internal efficiency of a NFE activity (Ratio of completed/enrolled learners, by type of NFE activity)	<b>Formula:</b> Number of completed learners (by type of NFE activity) divided by the number of enrolled learners (by type of NFE activity)	If the ratio is high, this indicates that the activity has been efficient. <sup>1</sup>
	<i>What was average duration of a NFE activity for the learner?</i>	Learning time intensity rate (Average number of contact hours by learners, by NFE activity)	Total number of learner-contact-hours, divided by the total number of learners (by NFE activity)	In principle, if the average number of learner contact hours is high, the efficiency of the activity is high. However, this is not the only factor for efficiency.

<sup>1</sup> Further analysis can reveal the reasons for the efficiency of the NFE activity, such as its quality, which may be due to the quality of the educator, the relevance of the course to learners' needs, the efficient planning and management of the course, etc. This qualitative analysis is important to identify possible factors for reaching your policy objective.

NFE data analysis is therefore carried out in response to the information needs of your information users. In this Module, we will provide you with examples of how you can analyse data tables obtained from the NFE-MIS database and interpret findings.

In principle, the NFE-MIS table addresses those information needs for which data has been collected via the NFE-MIS questionnaires. As mentioned in Module 3, you may also wish to obtain the data necessary for addressing your information needs or calculating your indicator from other data sources than the NFE-MIS database. In this Module, however, we will focus on the data tables obtained through the NFE-MIS database.

In our particular case, as also noted in the Manual on Statistics on Non-Formal Education, data analysis refers to analyses of the raw data using statistical tables and charts that examine both the absolute figures and derived statistics including all kinds of indicators. The aim is to produce an easy to understand description of the size, variety and distribution of NFE providers and courses (activities), the level and patterns of participation, resource inputs and utilisation, outputs and related trends, gaps and disparities. This type of analysis tries to provide answers to basic planning and management questions.<sup>2</sup>

Data analysis is done on the basis of statistical tables that the NFE-MIS produces. To start analysis, you should begin by answering very simple questions (examples are given in Section 6.3.1, Sample questions), that correspond to your information needs. These questions can be answered directly from your NFE-MIS data tables. The answers will help you to undertake an analysis of your data tables in a descriptive way as a first step. As a second step, you will have to compare what was planned with what was actually achieved and analyse if you are on the right track, and if you are close or far from your original objectives. This means analysing your data with reference to policy or programme objectives and should be done through calculating selected indicators depending on the policy objectives that you have previously defined. Indicators help you to synthesise and summarise your data.

## 6.2. What type of data outputs does the NFE-MIS database produce?

The NFE-MIS is designed in such a way that it can produce statistical tables on the data that has been gathered via the questionnaires. The tables present the raw data in a structured, organised and logical way, facilitating the comprehension and interpretation by the users. The tables help users draw the maximum amount of information on the different NFE related categories.<sup>3</sup>

**!Flashpoint!** Please note that a course is the basic unit of calculation used in the statistical tables, not a programme.

The software that accompanies this Handbook provides a given number of tables using a pre-fixed structure, format and arrangement of dimensions. However, it may be that users - because of their information needs - are interested in adding different columns or rows to the tables. In that case, the user would have to export the tables to Excel and perform relevant calculations there. You should bear in mind that additional rows or columns can only be added to the extent that related information has been collected via the questionnaires. That means that the

<sup>2</sup> Adapted from: UNESCO. 1996b. *Manual for Statistics on Non-Formal Education*. (unpub.)

<sup>3</sup> Adapted from: UNESCO. 1996b. *op.cit.*

expansion or modification of tables is limited by the data items contained in the questionnaires.

It is important that you have a clear understanding of the nature and scope of data that the NFE-MIS can produce. Unless you are certain about what is contained in your database, you may run the risk of aiming to analyse something for which the corresponding data has not been gathered.<sup>4</sup>

The statistical tables that the NFE-MIS can produce are descriptive in nature: they consist of tables that demonstrate how such variables as learners, courses, and costs are distributed along your NFE categories. This distribution or frequency is expressed either in terms of absolute numbers (showing the actual quantities) or in percentages or ratios, presenting the figures in derived or relative forms. It depends on your information needs whether you present frequencies in actual or derived forms. However, as Section 6.3. below demonstrates, it often makes sense to use both types of presentation, as this will allow you to get a complete and balanced view of situations and trends.<sup>5</sup>

The data can be collected and analysed for two types of purposes: (1) mapping, and (2) monitoring.

Mapping is done in order to be able to locate or "map" the type of agencies providing NFE activities in a given area, a list or 'map' of NFE activities provided in a given area, a list of educators operating in a given area including their specialisations and a record of learners which have been sampled. Since NFE provision is usually spread among many different providers, such detailed and complete "maps" are often lacking. The NFE-MIS will enable the mapping process through two types of outputs.

The first type of NFE-MIS outputs are called "directories". The NFE-MIS software possesses a search function for Agencies, programmes, courses, educators and learners. Through this function, you can obtain a list, i.e. "a directory", of all NFE Agencies/programmes/courses/educators/learners stored in your database. The same search function offers a possibility to produce a directory of Agencies/programmes/courses/educators/learners that match the query parameters you have selected for interrogating the database. For example you can produce a directory of NFE Agencies in a given geographical area only, or a directory of NFE Agencies belonging to a certain type of agency such as Government Level 1. You can also choose to combine several query parameters to narrow the number of final results that constitute your directory. Thus, you can, for instance, produce a directory of Government level 1 Agencies in a given geographical area.

The second type of NFE-MIS outputs that will enable you to map the field of NFE, are the statistical tables themselves. However, the tables will provide you with figures only (number of learners, number of educators, number of courses etc. in a given geographical area). Should you wish to have more detailed results, you will resort to directories.

Monitoring is done in order to assess specific aspects of NFE provision, such as the volume of activities, their costs and other inputs, their duration, their efficiency, outputs, etc. Monitoring is also done to show how the NFE situation has evolved over time. To this end, you need data for at least two or more different points in time (year n and year n + 1 etc). However, to really be able to analyse how any of the aspects related to NFE provision is evolving, NFE data needs to be available for at least four or five consecutive years.

**!Flashpoint!** When statistical tables are produced you will need to determine the geographical

<sup>4</sup> Adapted from: Wako, T. 2002. *Data Analysis - Good Practices Guidelines*. Harare: NESIS.

<sup>5</sup> Adapted from: UNESCO. 1996b. op.cit.

level as well as the chronological unit to which your data will refer. These are two necessary "filters" to process data.

### 6.3. Data tables

In this section we will introduce a series of statistical tables that you can use in order to analyse your NFE data. Which type of table you use for data analysis depends on the type of information needs you seek to address. Each of the tables is accompanied by a series of sample questions used to illustrate which type of questions can be answered by using which type of table. We have included those questions that are most likely to be asked by the information users.

What type of questions you pose and consequently what type of statistical table you use will always be based on your information needs. The questions we present below are just an example and should not be considered exhaustive. Each cell in each table can serve to answer a specific question, so the list of potential questions can be very long.

You will notice that each table falls into one of three different table formats, that is, 'flat' tables, cross-tabulation, and geographic summary tables. You should note that the information generated in each of these tables over the years can be used to demonstrate the evolution of a situation over time. This is of particular interest for policy recommendations.

Table 6.1 (a and b), presented in Section 6.3.1, is a 'flat' table; it shows how specific variables such as number of courses or number of learners, are distributed along one dimension or NFE category. In the case of Table 6.1 (a and b), the dimension or core category is the type of NFE target group. Tables 6.5, 6.6, 6.7, 6.12, and 6.13, presented in the Appendix, are also 'flat' tables.

Table 6.2 (a, b and c), presented in Section 6.3.2, is an example of a cross-tabulation table. Such a table would be used to show how one specific variable - rather than several, as is the case in Table 6.1 (a and b) in Section 6.3.1 - is distributed along **two** dimensions or core categories. The variable used in Table 6.2 (a, b and c) in Section 6.3.2. refers to the number of learner-contact hours. The two dimensions or core categories are the type of NFE activity and type of provider. The table can therefore show the number of learner-contact hours by type of NFE activity and type of provider. Tables 6.8, 6.9, 6.10, and 6.11, found in the Appendix 6.1, are other examples of cross-tabulation tables.

Section 6.3.3. presents an example of a geographic summary table. This type of table can be used if you want to present NFE data for more than one geographical unit. For example, if you have NFE data for more than one village, the table would show a) the data for each village, and b) the total counts for the district within which the villages are located. Two additional geographic summary tables (6.14 and 6.15) are presented in the Appendix 6.1.

**!Flashpoint!** Please note that for each categorisation (type of agency, type of NFE activity, type of target group and target age group) only one main type is assigned to the course. This main type is used for calculations in order to avoid duplication of data across categories in the data tables. For example, a course may cover 'literacy' and 'income generation' among various types of NFE activities, but only 'literacy' is chosen as the main category for this course. In this case,



the course in question will only be counted in the 'literacy' category in the data tables.

For each of the three table categories we present one example using fictitious data. The fictitious data is included to help illustrate what your data tables may look like and how you would read or analyse the data. They will also help you see what type of questions can be answered using absolute numbers and which using derived quantities. As a general rule, percentage tables are best used when wanting to make comparisons as they give the relative counts for different variables. Absolute numbers, on the other hand, are more useful if the user wishes to analyse the overall volume of activities referring to a specific variable.

Section 6.3.4 demonstrates how an evolution of a situation over time can be shown in a table and in a graph.

Section 6.3.5 discusses how you can make use of the qualitative data gathered through the questionnaires. Qualitative data can provide valuable insight into topics that are of particular concern to you and for which a quantitative analysis is not sufficient.

### 6.3.1. 'Flat' tables

#### Variables

'Flat' tables can be used to show how a series of variables are distributed along one dimension, i.e. one NFE core category.

- The distribution variables that are used in Tables 6.1a and 6.1b below are the following: number of courses; number of learners; number of learner-contact hours; expenditure; average number of hours by learner; and average expenditure by learner-contact hour.

**Table 6.1a. Distribution by type of NFE target group, calculated in absolute numbers**

Main type of NFE target group	No. of total courses (1)	No. of learners			No. of total learner-contact hours			Total expenditure (8)	Average no. of contact hours by learner 7/4 = (9)	Average expenditure by learner-contact hour 8/7 = (10)
		Male (2)	Female (3)	Total 2 + 3 = (4)	Male (5)	Female (6)	Total 5 + 6 = (7)			
Illiterates	35	680	250	930	224400	92500	316900	950700	340.8	3.0
Literates (basic level)	15	150	80	230	22500	9600	32100	128400	139.6	4.0
Literates (advanced level)	25	400	350	750	240000	210000	450000	2700000	600.0	6.0
Out-of-school children and school drop-outs	80	200	120	320	80000	48000	128000	96000	400.0	0.75
Marginalised adolescents and youth	5	80	50	130	1840	1250	3090	3090	23.8	1.0
Women and girls	8	-	1200	1200	-	15000	15000	22500	12.5	1.5
Rural poor	3	45	15	60	2250	750	3000	6600	50.0	2.2
Urban poor	-	-	-	-	-	-	-	-	-	-
Ethnic/linguistic minority groups	-	-	-	-	-	-	-	-	-	-
Groups living in special circumstances	-	-	-	-	-	-	-	-	-	-
<b>TOTAL</b>	171	1555	2065	3620	570990	377100	948090	3907290	261.9	4.5

**Please note** - Numbers in brackets are the column numbers. When you describe and write about the data contained in data tables, the column numbers help you locate the relevant cells. In the case of columns 4, 7, 9 and 10, a formula indicates how the variable contained in the respective column is calculated. For example, the total number of learners (column 4) is calculated by adding the number of male to the number of female learners (columns 2 and 3). Or, in the case of column 9, the average number of contact hours by learner is calculated by dividing the total number of learner-contact hours (column 7) by the total number of learners (column 4).

Table 6.1b. Distribution by type of NFE target group, calculated in percentages

Main type of NFE target group	% of total courses (1)	% of learners			% of total learner-contact hours			% of total expenditure (8)
		Male (2)	Female (3)	Total (4)	Male (5)	Female (6)	Total (7)	
Illiterates	20.5%	43.7%	12.1%	25.7%	39.3%	24.5%	33.4%	24.3%
Literates (basic level)	8.8%	9.6%	3.9%	6.4%	3.9%	2.5%	3.4%	3.3%
Literates (advanced level)	14.6%	25.7%	16.9%	20.7%	42.0%	55.7%	47.5%	69.1%
Out-of-school children and school drop-outs	46.8%	12.9%	5.8%	8.8%	14.0%	12.7%	13.5%	2.5%
Marginalised adolescents and youth	2.9%	5.1%	2.4%	3.6%	0.3%	0.3%	0.3%	0.1%
Women and girls	4.6%	0.0%	58.1%	33.1%	0.0%	4.0%	1.6%	0.6%
Rural poor	1.8%	2.9%	0.7%	1.7%	0.4%	0.2%	0.3%	0.2%
Urban poor	-	-	-	-	-	-	-	-
Ethnic/linguistic minority groups	-	-	-	-	-	-	-	-
Groups living in special circumstances	-	-	-	-	-	-	-	-
<b>TOTAL</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Variables of the two tables above are defined and/or calculated as follows:

- **Number of courses** refers to the quantity of courses offered by type of NFE category. For example, Table 6.1a, column 1 indicates that 35 out of a total of 171 courses are offered for the illiterate target group, 15 courses for the literates (basic level) etc. Expressed in terms of percentages (see Table 6.1b, column 1), these figures would read as follows: 20.5% of all NFE courses target the illiterate target group.
- **Number of learners** refers to the number of learners enrolled by type of target group. In case of Table 6.1a, for example, one can see that there are 230 enrolled learners among the literates (basic level) group, 750 among the literates (advanced level) etc (column 4). Table 6.1b, column 4 expresses the same figures in terms of percentages and would read as follows: 6.4% of all enrolled learners belong to the literates (basic level) target group, 20.7% percent belong to the group of literates (advanced level) etc.
- **Number of learner-contact hours** is a variable that takes into account both the number of learners as well as the number of instruction hours. The variable is used to calculate the average number of instruction hours that a student receives. Table 6.1a, column 7 shows that a total of 128000 learner-contact hours are provided for the target group of out-of-school children and school drop-outs. This is equivalent to 13.5% of all learner-contact hours (Table 6.1b, column 7).
- **Total expenditure** refers to the total amount of money received by type of target group or type of activity. Looking at Table 6.1a, column 8, you see that a total of 3090 of a fictive currency is spent on the target group of marginalised adolescents and youth. Expressed in terms of percentages, Table 6.1b shows that this target group benefits of 0.1% of the total expenditure.
- **The average number of contact hours per learner** is calculated by dividing the total number of learner-contact hours by the total number of learners. This variable can be used to better understand the intensity of a course. The average number of contact hours for women and girls is 12.5 (Table 6.1a, column 9). Please note that average numbers cannot be presented in terms of percentages, which is why a corresponding column is lacking in Table 6.1b.
- **Average expenditure per learner-contact hour** refers to the average amount of money received per learner-contact hour. It is calculated by dividing the total expenditure by the total number of learner-contact hours. For example, Table 6.1a indicates that on average 2.2 of a fictitious currency is spent on a learner-contact hour concerning the rural poor target group. Note that there is again no equivalent in the percentage Table 6.1b.

### Disaggregation and calculation of totals

You will notice that the 'flat' tables are constructed in such a way that certain variables can be disaggregated by gender, be it in terms of absolute numbers or in derived quantities. In Tables 6.1a and 6.1b above, the 'number of learners' variable, for example, is presented not only in terms of the total number (column 4) but also for the male and female population, separately (columns 2 and 3). The same is done for the 'learner-contact hours' variable.

When data is disaggregated, as in the case of the 'number of learners' and the 'number of learner-contact hours' variables in Table 6.1a and 6.1b, you should note that sub-totals for the respective variables can be calculated by row and column, when you use absolute numbers. In case of percentage tables (e.g. Table 6.1b), sub-totals measured in percentages add up by column only (distribution by target group) and not by row (distribution by gender).

However, when data is compared between columns (see male and female distribution of learners by category, Table 6.1b), you can obtain interesting results for percentage tables too. For example, in the category 'Illiterates', the percentage of female learners is much lower than the percentage of male learners (compared to the total percentage of female and male learners). This shows that fewer women attend courses targeting the illiterate population than men. A percentage comparison by row may have shown the relative percentage between female and male learners only, without taking into consideration the total participation in courses, which in this case is higher for women.

Additional examples of tables that disaggregate data by gender and age groups can be found in Tables 6.12, and 6.13 in Appendix 6.1. Appendix 6.1 also contains a table (Table 6.1d subcategories) that shows how data can also be disaggregated by sub-categories. You would opt to include sub-categories in a table if you seek to provide more detailed information on the distribution within a main category.

### Sample Questions

Below we introduce a series of questions that a data table such as Tables 6.1a and 6.1b could answer. They are examples of questions that your information user might be interested in. Remember that data analysis is done on the basis of an information need for which an answer is needed.

We have inserted fictitious data into the sample tables, to show you how you would read the data contained in your tables and how you would consequently construct the answers to your information needs questions.

The first set of questions presented below asks for the total number, or percentages, of aspects of distribution by target group, such as number of courses, learners, learner-contact hours and expenditures. When questions ask for absolute numbers, Table 6.2a is used to provide the answer. In turn, Table 6.2b is used to provide the answers to percentage questions. Remember that these are only sample questions and that each table can be used to answer additional questions, depending on your information needs.

In order to relate your question with a policy objective, you will need to follow the process spelt out in Section 6.1. For example, a policy maker might need information concerning progress towards the efficiency or equity of NFE activities in a given location. In order to be able to measure progress towards these objectives, it is useful to frame questions that need to be answered in relation to the objective. For example, to assess whether progress towards efficiency has been made, you could ask what the average duration of a NFE course is for a learner. This information is contained in Table 6.1a.

### Example 1

**General policy objective informed by questions 1 - 3:** To reach X number of learners belonging to given categories.

**Information need addressed by questions 1 - 3:** Volume of provision per type of target group.

**Question 1a:** Measured in absolute numbers, which are the three main target groups in terms of the number of courses?

**Answer 1a:** Out of school children and school drop-outs (80), illiterates (35), and literates (advanced level) (25).

**Question 1b:** What percentages do the three main target groups represent of the total in terms of the number of courses?

**Answer 1b:** Out of school children and school drop-outs (46.8%), illiterates (20.5%) and literates (advanced level) (14.6%).

**Question 2a:** Which are the three main target groups in terms of the total number of learners? What percentages do they represent of the total?

**Answer 2a:** Women and girls (1200; 33.1%), illiterates (930; 25.7%), and literates (advanced level) (750; 20.7%).

**Question 2b:** Which are the three main target groups in terms of the number of the total learner-contact hours? What percentages do they represent of the total?

**Answer 2b:** Literates (advanced level) (450,000; 47.5%), illiterates (316,900; 33.4%), and out of school children and school drop-outs (128,000; 13.5%).

**Question 2c:** How do the results for total number of learners (6.1a) compare to those of total number of learner-contact hours (6.1b)?

**Answer 2c:** They differ in terms of what the three main target groups are and their order of importance. Literates (advanced level) rank third in terms of total number of learners (20.7 %), but first in terms of learner-contact hour (47.5%). This is because courses for this target group are much longer than for other target groups. The average number of contact hours by learner is much higher for the literates (advanced level) (600 hours) than for the other groups (340.8 hours for illiterates and 12.5 hours for women and girls).

**Question 3:** Which are the three main target groups in terms of the share of the total expenditure?

**Answer 3:** Literates (advanced level) (69.1%), illiterates (24.3%), and literates (basic level) (3.3%).

Questions 1-3 indicate that, depending on the distribution variable used, there is some variation as to which the main target groups are and what their order of importance is. Such information can help to analyse if the policy objective has been reached.

## Example 2

Rather than only assessing the distribution by target groups in terms of total numbers, the table can also be used to disaggregate the data by gender, in other words, to compare specific aspects, such as number of learners and number of learner-contact hours, for male and female learners.

**General policy objective informed by questions 4 - 6:** To achieve gender equity in access and participation in NFE activities.

**Information need addressed by questions 4 - 6:** Gap and evolution in access and participation of female learners in NFE activities by type of target group.

**Question 4a:** In terms of the different target groups, are enrolment rates measured in absolute numbers higher for male or female learners?

**Answer 4a:** Except for the women and girls group, enrolment rates for male learners are higher within each target group than for female learners.

Note that question 4a cannot be answered using Table 6.1b. as sub-totals measured in percentages add up by column (distribution by target group) and not by row (distribution by gender). The same goes for question 4b - only the absolute numbers table allows to compare data across gender.

**Question 4b:** For which target group are discrepancies in terms of gender the largest?

**Answer 4b:** Excluding the women and girls target group, gender discrepancies are the largest for the illiterate target group (of the total 930 learners for this target group, 680 are male and only 250 female).

**Question 5a:** How do the learner-contact hours for male learners compare to those of female learners? (analysis across columns, using Table 6.1a)

**Answer 5a:** Excluding the women and girls target group, male learners benefit from more learner-contact hours than female learners. The total learner-contact hours for male learners is 570990, while for female learners it is only 377100 (40%).

**Question 5b:** Which is the main target group in terms male/female learner-contact hours? (analysis by column, using Table 6.1b)

**Answer 5b:** For male learners, the main target group in terms of learner-contact hours are literates (advanced level) (42%). This is also the main target group for female learners (55.7%).

Since the data contained in the table refers to actual distribution by target group, a third set of questions may address how actual figures compare with planned or targeted figures. Related sample questions are presented below.

**Question 6a:** Do the overall results by gender correspond to what was planned?

**Answer 6a:** Overall, female enrolment rates are lower than male enrolment rates. Assuming that equal enrolment rates were planned for, one would have to conclude that women's access to NFE needs to be enhanced.

**Question 6b:** Does the distribution by target group correspond to what was planned?

**Answer 6b:** The target groups that benefit most from NFE provision are the illiterates, literates (advanced level), and out-of-school children and school drop-outs. Marginalised adolescents and youth as well as the rural poor seem to benefit very little. Assuming that the different target groups were to benefit equally, one would conclude that the distribution by target group does not correspond to what was planned.

### Example 3

**General policy objective informed by questions 7 - 8:** Reaching priority target groups and responding to their priority learning needs.

**Information need addressed by questions 7 - 8:** Intensity of course provision by NFE target groups.

Information needs might also address the range and order of importance of variables. The range indicates the extent of the spread between different units of analysis. Table 6.1a shows, for example, that the average number of contact hours by learner range from 23.8 hours for marginalised adolescents and youth to 600 hours for literates (advanced level). The difference in contact hours for the two groups is therefore about 575 hours, which should be considered

quite large. The order of importance refers to the ranking of each activity. Related questions may be formulated as follows:

**Question 7:** What is the range in the distribution of the variable 'total learners-contact hours' ?

**Answer 7:** The range is from 3000 to 450 000. There is a huge difference between the courses for 'literate (advanced level)' and for 'rural poor'. Was this planned or expected?

**Question 8:** According to the different distribution variables, what order of importance are the different target groups given?

**Answer 8:** The main target groups are clearly illiterates or literates (advanced level). They represent 81% of the learner-contact hours. Was it planned or expected?

From the above tables, you can calculate a series of indicators. You can read directly on the tables the distribution of the average number of learner-contact hours by learner. You can read also directly the distribution of average expenditures by learner-contact hours. From these questions, you can compare the answers to the objectives that you have defined for NFE and see if the results are close or far from what was planned. For instance, did you plan to provide an average of 600 hours for literates (advanced level) and 340 hours for illiterates? Do you think that this is the right distribution?

### 6.3.2. Cross-tabulation tables

#### Distribution variables and calculation of totals

This section deals with so-called cross-tabulation tables. Cross-tabulations tables are more complex or sophisticated than 'flat' tables in that data is presented or calculated along two (rather than one) dimensions. In other words, you can use a cross-tabulation table if you want to know how a specific distribution variable is spread across two core NFE categories. Table 6.2a below, for example, can be used to calculate the number of learner-contact hours by type of NFE activity and type of provider. The same two NFE categories (type of NFE activity and type of provider) can be used to calculate other distribution variables, that is, number of learners, expenditures, and number of courses. For each distribution variable, however, a different table has to be used. Tables 6.8, 6.9, 6.10 and 6.11, presented in Appendix 6.1, are other examples of cross-tabulation tables. Remember that you should only use those tables that respond to your information needs so when it comes to choosing a table you should be clear about your information objectives.

As is the case with 'flat' tables, cross-tabulation tables can be used to present data either in terms of absolute numbers or else in percentages. Examples of both are included below. You should note the following about the calculation of totals. When using absolute numbers, as is the case in Table 6.2a, you can calculate totals both in terms of rows and in terms of columns. However, when you opt to use cross-tabulation tables to present data in terms of percentages, you have to choose whether you want to calculate totals in terms of rows, columns or in terms of percentage of the overall total (Table 6.2c).

Table 6.2b below is an example of a percentage table where totals are added up by column, not by row. If you take the first column as an example, you would read the table as follows: of the total learner-contact hours provided by government level 1, 75 % fall into the literacy category and 25 % into the early childhood care and education category.



### Sample Questions

Below we present a series of sample questions that can be answered using Table 6.2 (a, b and c). Remember that it is the information need, policy objective and consequently the question that determines which data table you use. This means that you need to have a clear understanding of the different components of a question to determine what type of table you can use to answer it. You also need to remember that these are just sample questions and that the list of questions is not exhaustive.

#### Example 1

**General policy objective informed by questions 1 - 2:** Increase the provision of NFE.

**Information need addressed by questions 1 - 2:** Main provider by type of NFE activity.

Question 1 can be answered using the absolute number version of Table 6.2a. Analysis is done by row as it asks for distribution by type of NFE activity.

**Question 1:** In terms of absolute numbers, which is the main provider for the different types of NFE activity (measured using the learner-contact hour variable)?

**Answer 1:** For early childhood care and education, the main providers are Community Based organisations (CBOs), followed by local branches of national Non Governmental Organisations (NGOs), and then local NGOs. For literacy, the main providers are government level 1, local NGOs and educational/training institutions.

The percentage Table 6.2b is used to answer Question 2. To answer it, analysis has to be done by column, that is, by NFE provider.

**Question 2:** For each provider, which is the main NFE activity (measured in percentages)?

**Answer 2:** For government level 1, the main activity is literacy programmes (75 % of all activities provided by this government level). For government level 2 the main activity is early childhood care and education (88.2 % of all activities provided by this government level).

**Table 6.2a. Distribution of learner-contact hours by type of NFE activity and type of NFE provider (absolute numbers)**

Main type of NFE activity	Main type of NFE provider															
	Govt. Level 1	Govt. Level 2	Govt. Level 3	Co-op.	Public enterp.	Private enterp.	Education /training institute	Prof. assoc./ trade union	Religious mission/body	Nat. branch of internat. NGO	Local branch of national NGO	Local NGO	CBO	Private bodies/ individs.	Int. devt. agency	Total
ECCE	50000	75000	10000	-	-	-	10000	-	-	15000	125000	80000	200000	-	-	565000
Literacy	150000	10000	-	-	-	-	50000	-	20000	-	-	70000	-	-	-	300000
Equivalency schooling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Life skills training	-	-	-	15000	25000	-	-	5000	-	-	-	-	12000	4000	-	61000
Income generation/ Non-formal vocational training	-	-	-	25000	-	-	-	12000	-	-	-	8000	20000	-	-	65000
Rural development	-	-	-	7000	-	-	-	-	-	-	12000	20000	-	-	-	39000
Further education/ further professional development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Religious education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cultural and traditional education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2500	2500
<b>TOTAL</b>	200000	85000	10000	47000	25000	-	60000	17000	20000	15000	137000	178000	232000	4000	2500	1032500

Please note that when using absolute numbers, totals can be calculated both by rows and by columns.

Also note that the format of the Table 6.2a (two dimensions: type of NFE activity and type of NFE provider) can also be used to present data on three other distribution variables: number of learners, number of learner-contact hours and expenditure.

Table 6.2b. Distribution of learner-contact hours by type of NFE activity and type of NFE provider (calculated in %)

Main type of NFE activity	Main type of NFE provider															
	Govt. Level 1	Govt. Level 2	Govt. Level 3	Co-op.	Public enterp.	Private enterp.	Education /training institute	Prof. assoc./ trade union	Religious mission/body	Nat. branch of internat. NGO	Local branch of national NGO	Local NGO	CBO	Private bodies/ individs.	Int. devt. agency	Total
ECCE	25%	88.2%	100%	-	-	-	16.7%	-	-	100%	91.2%	44.9%	86.2%	-	-	54.7%
Literacy	75%	11.8%	-	-	-	-	83.3%	-	100%	-	-	39.3%	-	-	-	29.1%
Equivalency schooling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Life skills training	-	-	-	31.9%	100%	-	-	29.4%	-	-	-	-	5.2%	100%	-	5.9%
Income generation/ Non-formal vocational training	-	-	-	53.2%	-	-	-	70.6%	-	-	-	4.5%	8.6%	-	-	6.3%
Rural development	-	-	-	14.9%	-	-	-	-	-	-	8.8%	11.2%	-	-	-	3.8%
Further education/ further professional development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Religious education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cultural and traditional education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100%	0.2%
<b>TOTAL</b>	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Please note** - When using percentages tables, totals can be calculated (1) by column, (2) by row, or (3) each cell is calculated as a percentage of the overall total. *Table 6.2b calculates totals by column.*

Table 6.2c. Distribution of learner-contact hours by type of NFE activity and type of NFE provider (calculated in %)

Main type of NFE activity	Main type of NFE provider															
	Govt. Level 1	Govt. Level 2	Govt. Level 3	Co-op.	Public enterp.	Private enterp.	Education /training institute	Prof. assoc./ trade union	Religious mission/body	Nat. branch of internat. NGO	Local branch of national NGO	Local NGO	CBO	Private bodies/ individs.	Int. devt. agency	Total
ECCE	4.8%	7.3%	1.0%	-	-	-	1.0%	-	-	1.5%	12.1%	7.7%	19.4%	-	-	54.8%
Literacy	14.5%	1.0%	-	-	-	-	4.8%	-	1.9%	-	-	6.8%	-	-	-	29.0%
Equivalency schooling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Life skills training	-	-	-	1.4%	2.4%	-	-	0.5%	-	-	-	-	1.2%	0.4%	-	5.9%
Income generation/ Non-formal vocational training	-	-	-	2.4%	-	-	-	1.2%	-	-	-	0.8%	1.9%	-	-	6.3%
Rural development	-	-	-	0.7%	-	-	-	-	-	-	1.2%	1.9%	-	-	-	3.8%
Further education/ further professional development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Religious education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cultural and traditional education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.2%	0.2%
<b>TOTAL</b>	19.3%	8.3%	1.0%	4.5%	2.4%	-	5.8%	1.7%	100%	1.5%	13.3%	17.2%	22.5%	0.4%	0.2%	100%

Please note - This Table is an example of each cell representing a percentage of the overall total (bottom right hand cell).

### 6.3.3. Geographic summary tables

#### Distribution variables and geographical units

The NFE-MIS is also able to produce so-called geographic summary tables. Geographic summary tables allow you to make spatial comparisons and identify geographical imbalances, gaps and disparities.<sup>6</sup> In order to produce such aggregated tables, NFE data has to be collected in several different locations.

The distribution variables used in geographic summary tables are the same as those used in 'flat' tables, such as number of courses, number of learners etc (see Section 6.3.1). One additional variable is added, namely number of providers. Geographic summary tables differ from 'flat' tables in that they are used to compare the distribution of data across geographical units (rather than along different categories within the same geographical unit). Examples of geographical units include provinces, districts and villages. How a geographical unit is defined depends on the geographical level where data collection has taken place. In addition to comparing data across geographical units of the same nature (for example across villages), the summary table can also be used to present total figures for the next higher geographical unit (for example, the district in which the villages are located).

Geographic summary table 6.3 (a and b) below shows the distribution of NFE courses, providers, learners etc. in different villages. It also provides the total numbers for the district level.

#### Geographic summary table 6.3a. Distribution by geographical unit (absolute numbers)

Geographical unit	No. of courses (1)	No. of providers (2)	No. of enrolled learners (3)	No. of learner-contact hours (4)	Expenditure (5)	Average number of contact hours per learner $4/3 = (6)$	Average expenditure by learner-contact hour $5/4 = (7)$
Village 1	5	8	250	10000	300000	40	30
Village 2	9	6	135	67500	270000	500	4
Village 3	25	12	500	40000	600000	80	15
<b>Total district</b>	<b>39</b>	<b>26</b>	<b>885</b>	<b>117500</b>	<b>1170000</b>	<b>132.8</b>	<b>10</b>

Geographic summary table 6.3a. is presented in terms of absolute numbers. However, like the other tables, the data can also be calculated and presented in terms of percentages (summary table 6.3b). Again, which type of data presentation you opt for depends on your information needs. Remember that two of the distribution variables (average number of contact hours per learner and average expenditure by learner-contact hour) cannot be calculated as percentages (see Section 6.3.1). Note that totals are calculated by column (see shaded cells).

#### Geographic summary table 6.3b. Distribution by geographical unit (percentages)

Geographical unit	% of courses (1)	% of providers (2)	No. of enrolled learners (3)	No. of learner-contact hours (4)	Expenditure (5)
Village 1	12.8%	30.8%	28.2%	8.5%	<b>25.6%</b>
Village 2	23.1%	23.1%	15.3%	57.4%	<b>23.1%</b>
Village 3	64.1%	46.1%	56.5%	34.0%	<b>51.3%</b>
<b>Total district</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

<sup>6</sup> UNESCO. 1996b. op.cit.

Two additional geographic summary tables can be found in the Appendix to this Module. Summary table 6.14 can be used to compare the number of enrolled versus completed learners by gender and across different geographical units. Similarly, geographic summary table 6.15 is useful to compare the number of educators, learner-contact hours, and average contact hours by gender and across different geographical units.

### Sample Questions

As in Section 6.3.2 we include a series of sample questions below which could be answered using a summary table such as summary table 6.3 above. Remember that the list of sample questions is not exhaustive.

#### Example 1

**General policy objective covered by questions 1 - 3:** Achieving equitable provision of NFE per geographical unit.

**Information need addressed by questions 1 - 3:** Intensity of NFE activities by geographical distribution (village level).

For Questions 1, 2 and 3 below see geographic summary tables 6.3a and 6.3b.

**Question 1:** In which village within the district is the highest number of courses offered?

**Answer 1:** The highest number of courses (25 of the 39 courses offered within the district, or 64.1 % of all courses offered) is offered in village 3.

**Question 2:** In which village can we find the largest number of providers?

**Answer 2:** The largest number of providers is found in village 3 (12 out of the district total of 26, or 46.1 % of the total number of providers).

**Question 3:** Which village has the highest expenditure total for NFE provision?

**Answer 3:** In terms of total expenditure (column 5), the highest expenditure corresponds to village 3 (60.000 of the fictive currency, compared to 30.000 and 27.000 in village 1 and 2, respectively). However, despite the lower expenditure, more average contact hours per learner are provided in village 2, that is, courses in village 2 have longer duration. Thus, the average expenditure per learner contact hour (column 7) is much lower for village 2 than for the other two villages where more is spent in terms of total expenditure but less learner-contact hours are provided with the same cost.

As is the case with 'flat' tables and cross-tabulation tables, geographic summary tables may also be used to analyse whether the results correspond to the targeted or planned figures. Since the NFE-MIS only gathers data on NFE provision, additional sources, such as policy proposals and project documents, would need to be consulted in order to answer questions that ask to compare actual with targeted figures.

#### 6.3.4. Showing progress over time

In order to track changes and progress over time, it is useful to show the evolution of a situation over time. The NFE-MIS software is also able to show this evolution in the tables, even though the easiest way to show evolution is through graphs. This information is of importance to analyse the development towards a policy objective, to show trends, to identify difficulties encountered at a given point in time and to be able to make projections for the future. The tables that show evolution over time help you to compare data for different years or other chronological units.<sup>7</sup> The chronological unit you use depends on the frequency in which data is collected.

In order to be able to show progress over time, which is of crucial importance to policy makers, you have to make sure that NFE data is collected repeatedly.

Please refer to the Table 6.1c below as an example. The information can be used to compare data on distribution by type of main NFE activity across time. "Year n" stands for the year that data was first collected. "Year n + 1" is used for the data that was gathered in the subsequent data collection round. The table can be expanded as data from additional data collection rounds becomes available.

In order to make changes over time more visible, it is recommended that you make use of graphs. If you collected data for 2 or 3 years (or other chronological units), it is recommended that you use column graphs. If data is available for more than three years, the use of line graphs is recommended.

Fictitious data has been introduced in column 3 of the evolution table to show you what such a table may look like in practice. The same data is then also presented in Figure 6.1.

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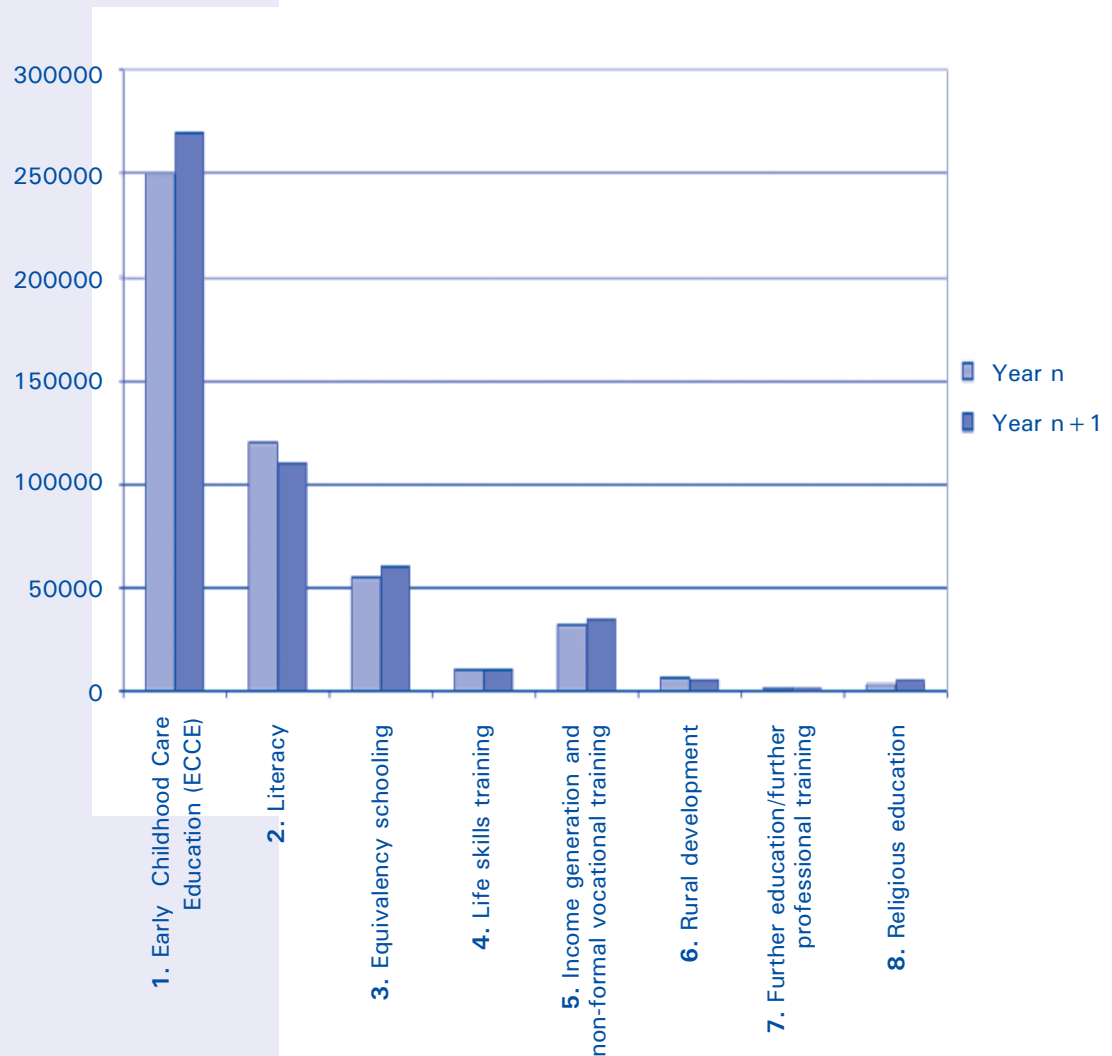
<sup>7</sup> UNESCO. 1996b. op.cit.

Table 6.1c. Distribution by type of NFE activity over time

Main type of NFE activity	No. of courses (1)		No. of enrolled learners (2)		No. of learner- contact hours (3)		Total expenditure (4)		Average number of contact hours per learner 3/2 = (5)		Average expenditure by learner-contact hour 4/3 = (6)	
	Year n	Year n+1	Year n	Year n+1	Year n	Year n+1	Year n	Year n+1	Year n	Year n+1	Year n	Year n+1
ECCE					250000	270000						
Literacy					120000	110000						
Equivalency schooling					55000	60000						
Life skills training					10000	10500						
Income generation/ Non-formal vocational training					32000	35000						
Rural development					6000	5400						
Further education/ further professional development					1200	800						
Religious education					3400	5000						
Cultural and traditional education					-	-						
<b>TOTAL</b>					477600	496700						



Figure 6.1. Graph showing evolution of learner-contact hours by type of NFE activity



Below we introduce a series of sample questions that could be answered using the data contained in the above table. It is easier to provide the answers to the questions if you also use the sample graph in Figure 6.1.

### Example 1

**General policy objective informed by questions 1 - 3:** Progressively expanding the provision of NFE activities.

**Information need addressed by the questions 1 - 3:** Evolution of NFE activities over time.

**Question 1:** For which type of NFE activity do we notice the biggest increase in the number of learner-contact hours?

**Answer 1:** The biggest increase can be noticed for learner-contact hours counted for early childhood care and education. Compared to year n, an additional 20,000 learner-contact hours are provided in year n + 1. The next biggest increase is for equivalency schooling: an additional 5,000 learner-contact hours are provided in year n + 1 compared to year n.

**Question 2:** For which type of NFE activity do we notice the biggest decrease?

**Answer 2:** The biggest decrease can be noticed for literacy activities. 10000 learner-contact hours less are counted for year  $n + 1$  compared to year  $n$ .

**Question 3:** Is there an overall trend in the provision of learner-contact hours for the different types of NFE activities?

**Answer 3:** Both increases and decreases in learner-contact hours were noticed for the different providers. No general trends can be observed.

#### Additional questions

Did you expect these results? Were they planned? Are they in line with your objectives?

### 6.3.5. Qualitative data

Not all of the data collected via Questionnaires 1-7 can be analysed and presented in form of a quantitative data table. This concerns all the qualitative data that has been collected via the open-ended questions in the questionnaires. Examples of qualitative questions include the objective of a NFE programme (Questionnaire 1), the objectives of a course (Questionnaire 3), educational methods, materials and facilities (Questionnaire 3), educational level of educators, their status and salary, additional qualifications acquired by the educators, the language in which they teach, (Questionnaire 5), information on the learners, such as reasons for taking a NFE course, obstacles encountered, expected use of skills acquired (Questionnaires 6 and 7), etc.

Depending on your information needs, qualitative data may be of particular interest to your information users. Qualitative data may be used for assessing the qualitative challenges, gaps and change in the sub-sector. This includes use in:

- Planning and organisation of research studies for the qualitative improvement of education in such areas as curriculum, instructional methods, training of educators, evaluation of learners' performance, etc.;
- Development of indicators of performance;
- Providing information and feedback to policy makers concerned with relevance and quality of NFE activities.<sup>8</sup>

If you want to undertake an in-depth analysis of a situation, you should try to use both quantitative and qualitative information. For example, in order to interpret correctly the reason for low internal efficiency of a course, you would need to look at the various qualitative factors that may have had an impact on this situation, such as the competence of the educator, the relevance of the course contents to the learners' needs, the timetable of the course, the availability and quality of learning materials, etc.

## 6.4. How to analyse and interpret data tables

### 6.4.1. Analysis and interpretation of data tables

You may analyse your data using tables and charts that examine absolute figures as well as derived statistics such as indicators.

You may wish to start by using descriptive information on NFE providers, courses, educators, etc. across time and geographical units that will provide you with a information on NFE distribution within a region and/or a country and its development.

You should also undertake a general analysis of your data using indicators.

There are various ways in which indicator values can be used. One set of values for indicators that are only available for the first year of data collection may provide valuable information, as

<sup>8</sup> Adapted from: UNESCO.1985. *Educational Statistics and Indicators*. Paris: UNESCO. (Training materials in educational planning, administration and facilities).

they define a baseline on which future education system (or sub-sector) development can be measured. A set of indicators can also be used to describe the trend that they represent and to extrapolate that trend into the future. Yet another way is to use the indicator values for assessing the interrelationship between the various components of the system. For example, the level of certain input indicators in a given year may be related to the values of certain process or output indicators in a later year.<sup>9</sup>

Showing change and progress over time (see Section 6.3.5) will allow you to demonstrate trends and tendencies towards the achievement of given objectives, which is of crucial importance to policy makers.

Once data has been analysed through indicators, or qualitative information resulting from the NFE-MIS database described, the next step to be undertaken is the interpretation of these calculated indicators. This is a crucial stage, as the final comprehensive NFE-MIS report should not simply present data, but provide policy makers, planners, providers, sponsors, programme managers and other information users with the information that the data found actually represents. This should eventually lead to policy recommendations.

You will also need to find the right balance of using quantitative data and qualitative data to interpret situations. For example, in Table 6.4, we showed that an indicator for the efficiency of a programme could be the total number of learner-contact hours, which is quantitative data. However, we pointed out that further qualitative analysis can reveal other reasons for the efficiency of a programme, using proxies such as the level of training and experience of the educator, the relevance of the course to learners' needs, the availability and quality of learning materials, etc. This qualitative analysis is important to identify the various factors involved for reaching your policy objective. Please also refer to Module 4, Section 4.3, on quantitative and qualitative indicators for further details.

You may also wish to undertake impact studies on a sample basis to analyse programme/project outcomes. Please note that impact studies are beyond the scope of the NFE-MIS but the information obtained is very useful to policy makers and programme managers.

It is important that you report the analysis in a way which is easily understandable to the information user. You should also make sure that you report according to the information needs per information user, and you should make a choice of what to report on according to the priority information list you identified earlier.

Let's look at an example of indicator interpretation from formal education.<sup>10</sup>

In order to study the evolution of gender disparities in primary education in a given country, the basic data are as follows:

School year	Total enrolment	Enrol. of boys	Enrol. of girls	% of girls	Gross enrol. rate of boys	Gross enrol. rate of girls
1992/93	421 869	288 092	133 777	31.7%	51.1%	22.8%
1993/94	471 792	317 654	154 136	32.7%	55.2%	25.7%

The above table demonstrates that if one compares the percentage of girls with the total enrolment numbers, one may come to the conclusion that gender disparity has diminished. However, it is important to consider all information given, and when comparing the gross enrolment rates between

<sup>9</sup> UNESCO. 1985. op.cit.

<sup>10</sup> Adapted from: Sauvageot, C. 1997. *Indicators for Educational Planning: A Practical Guide*. Paris: UNESCO-IIEP.

boys and girls, it becomes clear that the gap has actually widened. In relative terms, the enrolment of girls has increased slightly more quickly than that of boys. This example shows that the same basic data can yield two indicators that give a different, apparently contradictory impression of the same reality. But this contradiction is only apparent. The absolute gaps and the relative increase are two aspects of the same problem. They complement and do not contradict one another. It is clear that the percentage of girls, taken on its own, is not a good indicator of change in gender disparity. Therefore, it is of utmost importance to choose carefully how to calculate an indicator.

The interpretation of the above indicator shows that the gender gap is widening instead of diminishing, and a consequent policy recommendation would be to ensure increased enrolment of girls in primary education.

As described in the Manual on Statistics on Non-Formal Education, descriptive statistical analysis and the use of indicators will lead to the identification of trends, patterns, gaps and disparities. These findings can then be linked to perceived factors and effects, to explain the causal-effect relationship between them and to derive inferences. Once these relationships are established, they can be used to explain the trends and patterns, to evaluate the effectiveness of past measures and solutions and to predict future implications.<sup>11</sup>

#### 6.4.2. How to present results of data analysis

The analysis you present in your comprehensive NFE-MIS report has to be accessible to all stakeholders. Presenting information in a simple way is not easy. But the quality of the document will be judged by the clarity of the text. Here are some tips for presenting your analysis.

- Begin with a general analysis of the indicator, explaining the indicator's change over time, if possible;
- Examine the recent results in more details;
- Go on to study one or more breakdowns of the indicator; for example by gender, age group or location;
- Ensure that your commentary is written in clear and precise language, and avoid an excess of data and figures;
- Use tables and graphs, providing maximum information with minimum data.

It is useful to highlight trends, gaps and disparities using graphical presentations in the form of line charts, bar charts or pie charts maps etc. in order to help the user in interpreting data and indicators.<sup>12</sup> Such charts should be used in conjunction with the data tables or else independently. However, if a graph is complex, it must be accompanied with explanatory notes for the reader. Moreover, it is recommended to use graphical presentations to illustrate data tables in such a way that their interpretation is made easier for the user.

You may want to use a line chart to present chronological series. The use of bar charts or pie charts is useful to present the distribution of a given indicator by region or by gender. The use of maps or cartographic representations highlight regional diversities or disparities.<sup>13</sup> While the use of graphics is a user-friendly way of presenting indicator analysis, it is important to choose a chart or graph carefully.

<sup>11</sup> Adapted from: UNESCO. 1996b. op.cit.

<sup>12</sup> Ibid.

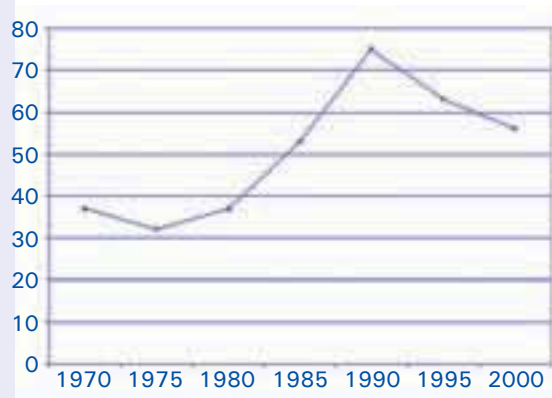
<sup>13</sup> Adapted from: Sauvageot, C. 1997. op.cit.

For example, participation rates that have changed considerably over time are more visible in a graph than in a table. The three following graphs in Figure 6.2 show the evolution of participation rate in a specific programme in a certain country:

- *Graph 1* covers the period from 1970 to 2001, taking into consideration the data for 1970, 1975, 1980, 1985, 1990, 1995 and 2000;
- *Graph 2* covers the period from 1997 to 2001, presenting annual data;
- *Graph 3* presents annual data for the period from 1990 to 2001.

**Figure 6.2. Analysis of an indicator showing the period of coverage, Participation rate**

**Graph 1**



**Graph 2**



**Graph 3**



Source: Sauvageot, C. 1997. *Indicators for Educational Planning: A Practical Guide*. Paris: UNESCO-IIEP

Here, we see the extent to which the choice of presentation changes the analysis. The second graph generates a feeling of satisfaction with constantly increasing results. The third gives cause for alarm because it shows a large drop, not fully compensated by the recent rise! Your choice of graphs will depend largely on what you want to present in your analysis.

The example above shows that the choice of the graph or the way a graph is presented can have an influence on the understanding of the data table by the reader. For example, the scale chosen (maximal and minimal values on the vertical axis) for demonstrating the participation rate in a given NFE programme over the years will influence the perception of the reader. If the maximal and minimal values are very close, a slight change in performance will be very visible. The same is true for the time-scale chosen to demonstrate trends. For example, one may choose to make the policy maker aware of a particular alarming drop in intake, or gender disparity, on offer at a given period, in which case the presenter would need to focus on the critical period and the immediately surrounding years in particular when constructing the graph.

In conclusion, the choice of graphical presentation is an important one and, if undertaken correctly, can have an influence on ultimate decision making.

### 6.5. How to disseminate the analysed data

Publishing your NFE findings is of crucial importance to the value of your NFE-MIS. Unless you disseminate your findings, the efforts you have made in setting up the NFE-MIS will have been in vain.

All of the NFE stakeholders are potential information users to which your NFE findings should be disseminated. In other words, all of the following should have an interest in receiving tables related to your findings: policy makers and planners, providers and sponsors, programme and course managers, communities where NFE is provided, educators and the learners themselves.

These stakeholders differ both in terms of the type as well as the depth of information they require. You will have identified these information needs early on during the development of your NFE-MIS. You will have to resort to the outcomes of this discussion when developing your dissemination strategy. The dissemination strategy has to be developed by the national and sub-national NFE teams. As a general rule one can say that the quantity of data required decreases as the level of decision-making goes up (away from the local towards the sub-national or national) and that at a higher the level of decision-making the data should be more comprehensive and synthesised.<sup>14</sup>

Related to the above, you also need to think about the form in which to publish the findings - be it detailed yearbooks or short summary tables. Another way of distributing the data is via electronic media, for example via a CD-Rom or via the internet.

The first output of the NFE-MIS are Directories, which are a result of the mapping part of the NFE-MIS which you undertook. Directories will provide information on what courses are being offered by which providers; where the courses are held and when; whether there are admission requirements and costs, who the educators are, etc. Such directories are of interest to planners, programme managers and the general public.

The second type of information outputs are statistical tables, summary tables and charts. It is recommended that statistical information be analysed and synthesised, not presented as raw data.

<sup>14</sup> Carrizo, L., Sauvageot, C. and Bella, N. 2003. *Information Tools for the Preparation and Monitoring of Education Plans*. Paris: UNESCO. (Education policies and strategies No.5).

When a table is intended for policy makers, your findings and interpretation of data outputs should be related to policy objectives and, through the analysis of trends and patterns, provide policy recommendations. The table should be clear and straightforward, supported by tables and preferably graphs and charts.

Having produced your comprehensive NFE-MIS report, you will need to publish it as quickly as possible so that the data it includes is as up-to-date. The next obvious step is to distribute the report to all stakeholders in NFE. Ideally, your comprehensive NFE-MIS report will become an indispensable tool in any political or social discussion about NFE.

A final point to bear in mind: a one-off publication of a NFE-MIS report will have limited impact. Your comprehensive NFE-MIS report should become a good habit.

- *Your comprehensive NFE-MIS report must be regularly updated!*

The annual production of a comprehensive NFE-MIS report may be your objective. Module 5 of this Handbook discusses the importance of the frequency of data collection for NFE.

It is very important that your dissemination strategy establishes a two-way information flow, that is the findings and recommendations should flow back to the information producers, i.e. communities, educators and learners, course managers, etc. This is essential in building a sustainable NFE-MIS which will be relevant to all information users.

## Appendix 6.1: Data tables

**Table 6.1d: Distribution by type of NFE target group *using sub-categories***

**Table 6.4: Distribution by type of NFE provider**

**Table 6.5: Total expenditure by type of source**

**Table 6.6: Distribution by type of NFE activity**

**Table 6.7: Distribution by age group**

**Table 6.8: Number of courses by type of NFE activity and type of NFE target group**

**Table 6.9: Number of courses by type of NFE activity and age group**

**Table 6.10: Number of courses by type of NFE target group and type of NFE provider**

**Table 6.11: Number of courses by age group and type of NFE provider**

**Table 6.12: Participation rate by type of NFE target group**

**Table 6.13: Main indicators by type of NFE activity**

**Table 6.14: Geographic Summary Table - Number of enrolled vs. completed learners by geographical unit**

**Table 6.15: Geographic Summary Table - Number of educators and learner-contact hours by geographical unit**

## Appendix 6.1. Data tables

This Appendix introduces a series of additional sample data tables that the NFE-MIS can produce. These include 'flat' tables (Table 6.1d, 6.4, 6.5, 6.6, 6.7, 6.12 6.13), cross-tabulations (Tables 6.8, 6.9, 6.10 and 6.11), and two geographic summary tables (geographic summary Tables 6.14 and 6.15).

**Table 6.1d. Distribution by type of NFE target group using sub-categories**

Main type of NFE target group	No. of total courses (1)	No. of learners			No. of learner-contact hours			Total expenditure (8)	Average no. of contact hours by learner 7/4 = (9)	Average expenditure by learner-contact hour (10)
		Male (2)	Female (3)	Total 2 + 3 = (4)	Male (5)	Female (6)	Total 5 + 6 = (7)			
Illiterates										
Literates (basic level)										
Literates (advanced level)										
Out-of-school children and school drop-outs										
Marginalised adolescents and youth										
Women and girls										
Rural poor										
Micro-credit/ self-help groups										
Agricultural labourers										
Livestock breeders										
Other										
Sub-total rural poor										
Urban poor										
Micro-credit/ self-help groups										
Non-agricultural labourers										
Unemployed										
Other										
Sub-total urban poor										
Ethnic/linguistic minority groups										
Groups living in special circumstances										
TOTAL										



Table 6.4. Distribution by type of NFE provider

Main type of NFE provider	No. of total courses (1)	No. of learners			No. of learner-contact hours			Expenditure by main provider (8)	Total expenditure (9)	Average no. of contact hours by learner $7/4 = (10)$	Average expenditure by learner-contact hour (11)
		Male (2)	Female (3)	Total $2 + 3 = (4)$	Male (5)	Female (6)	Total $5 + 6 = (7)$				
Government level 1											
Government level 2											
Government level 3											
Co-operative											
Public enterprise											
Private enterprise											
Educational/training institution											
Professional association/trade union											
Religious mission/body											
National branch of international NGO											
Local branch of national NGO											
Local NGO											
Community based organisation (CBO)											
Private bodies/individuals											
International organisation/development agency											
<b>TOTAL</b>											

Table 6.5. Total expenditure by type of source

Type of source	Total expenditure
Government level 1	
Government level 2	
Government level 3	
Co-operative	
Public enterprise	
Private enterprise	
Educational/training institution	
Professional association/trade union	
Religious mission/body	
National branch of international NGO	
Local branch of national NGO	
Local NGO	
Community based organisation (CBO)	
Private bodies/individuals	
International organisation/development agency	
Fees / members contribution	
Income generation activity	
<b>TOTAL</b>	

**Please note** that the total expenditure column in Table 6.5 differs from the total expenditure column (column 9) in Table 6.4 in that it also includes a "fees/members contribution" and an "income generation activity" row (see shaded rows). While the dimension used in Table 6.4 is "type of agency", expenditure distribution in Table 6.5 is calculated against the "type of source" dimension.

Table 6.6. Distribution by type of NFE activity

Main type of NFE activity	No. of total courses (1)	No. of learners			No. of learner-contact hours			Total expenditure (8)	Average no. of contact hours by learner $7/4 = (9)$	Average expenditure by learner-contact hour $8/7 = (10)$
		Male (2)	Female (3)	Total $2 + 3 = (4)$	Male (5)	Female (6)	Total $5 + 6 = (7)$			
Early childhood care and education										
Literacy										
Equivalency schooling										
Life skills training										
Income generation/ Non-formal vocational training										
Rural development										
Further education/ Further professional development										
Religious education										
Cultural and/or traditional education										
<b>TOTAL</b>										

**Table 6.7. Distribution by age group**

Main age group	No. of courses (1)	No. of learners			No. of learner- contact hours			Expenditure (8)	Average number of contact hours per learner 7/4 = (9)	Average expenditure by learner-contact hour 8/7 = (10)
		Male (2)	Female (3)	Total 2 + 3 = (4)	Male (5)	Female (6)	Total 5 + 6 = (7)			
Young children										
Children										
Youth										
Adults										
Senior Adults										
<b>TOTAL</b>										

**Please note** that the specific age spans have to be determined at the national level.

Table 6.8. Number of courses by type of NFE activity and type of NFE target group

Main type of NFE activity	Main type of NFE target group										
	Illiterates	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 group	Groups living in special circumstances	TOTAL
Early childhood care and education											
Literacy											
Equivalency schooling											
Life skills training											
Income generation/ Non-formal vocational training											
Rural development											
Further education/ Further professional development											
Religious education											
Cultural and/or traditional education											
<b>TOTAL</b>											

**Please note** that format of Table 6.8 (two dimensions: type of NFE activity and type of NFE target group) can also be used to present data on three other distribution variables: number of learners, number of learner-contact hours and expenditure.

**Table 6.9. Number of courses by type of NFE activity and age group**

Main type of NFE activity	Main age group					TOTAL
	Young children	Children	Youth	Adults	Senior adults	
Early childhood care and education						
Literacy						
Equivalency schooling						
Life skills training						
Income generation/ Non-formal vocational training						
Rural development						
Further education/ Further professional development						
Religious education						
Cultural and/or traditional education						
<b>TOTAL</b>						

**Please note** - Format of Table 6.9 (two dimensions: type of NFE activity and age group) can also be used to present data on three other distribution variables: number of learners, number of learner-contact hours and expenditure.

Table 6.10. Number of courses by type of NFE target group and type of NFE provider

Main type of NFE target group	Main type of NFE provider															
	Govt. Level 1	Govt. Level 2	Govt. Level 3	Co-op.	Public enterp.	Private enterp.	Education /training institution	Prof. assoc./ trade union	Religious mission/body	Nat. branch of Internat. NGO	Local branch of national NGO	Local NGO	CBO	Private bodies/ individs.	Int. devt. agency	Total
Illiterates																
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																
<b>TOTAL</b>																

**Please note** - Format of Table 6.10 (two dimensions: type of NFE target group and type of NFE provider) can also be used to present data on three other distribution variables: number of learners, number of learner-contact hours and expenditure.

**Table 6.11. Number of courses by age group and type of NFE provider**

Main type of NFE provider	Main age group					TOTAL
	Young children	Children	Youth	Adults	Senior adults	
Government Level 1						
Government Level 2						
Government Level 3						
Co-operative						
Public enterprise						
Private enterprise						
Educational/training institution						
Professional association/trade union						
Religious mission/body						
National branch of international NGO						
Local branch of national NGO						
Local NGO						
CBO						
Private bodies/individuals						
International organisation/development agency						
<b>TOTAL</b>						

**Please note** - Format of Table 6.11 (two dimensions: age group and type of NFE provider) can also be used to present data on three other distribution variables: number of learners, number of learner-contact hours and expenditure.



Table 6.12. Participation rate by NFE target group

Main type of NFE target group	No. of completed learners			No. of intended learners			No. of enrolled learners			Ratio enrolled /intended learners			Ratio enrolled/ completed learners		
	Male (1)	Female (2)	Total 1 + 2 = (3)	Male (4)	Female (5)	Total 4 + 5 = (6)	Male (7)	Female (8)	Total 7 + 8 = (9)	Male 7/4 = (10)	Female 8/5 = (11)	Total 9/6 = (12)	Male 7/1 = (13)	Female 8/2 = (14)	Total 9/3 = (15)
Illiterates															
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															
<b>TOTAL</b>															

**Table 6.13. Main indicators by type of NFE activity**

Main type of NFE activity	No. of enrolled learners			No. of completed learners			Ratio completed /enrolled			No. of learner-contact hours		
	Male (1)	Female (2)	Total 1 + 2 = (3)	Male (4)	Female (5)	Total 4 + 5 = (6)	Male 4/1 = (7)	Female 5/2 = (8)	Total 6/3 = (9)	Male (10)	Female (11)	Total 10 + 11 = (12)
Early childhood care and education												
Literacy												
Equivalency schooling												
Life skills training												
Income generation/ Non-formal vocational training												
Rural development												
Further education and/or further professional development												
Religious education												
Cultural and/or traditional education												
<b>TOTAL</b>												

**Table 6.14. Geographic Summary Table - Number of enrolled vs. completed learners by geographical unit**

Geographical unit	No. of enrolled learners			No. of completed learners			Ratio enrolled/ completed		
	Male (1)	Female (2)	Total 1 + 2 = (3)	Male (4)	Female (5)	Total 4 + 5 = (6)	Male 1/4 = (7)	Female 2/5 = (8)	Total 3/6 = (9)
Unit 1 level n									
Unit 2 level n									
Unit 3 level n									
Etc.									
<b>Total level n-1</b>									

Completion rates indicate productivity and internal efficiency (quality) of courses.

**Table 6.15. Geographic Summary Table - Number of educators and learner-contact hours by geographical unit**

Geographical unit	No. of educators			No. of learner- contact hours			Average no. of contact hours per learner		
	Male (1)	Female (2)	Total 1 + 2 = (3)	Male (4)	Female (5)	Total 4 + 5 = (6)	Male (7)	Female (8)	Total (9)
Unit 1 level n									
Unit 2 level n									
Unit 3 level n									
Etc.									
<b>Total level n-1</b>									

The level of the geographical unit has to be determined at the country level by the NFE-MIS team. Depending on where the NFE-MIS is used or replicated, the geographical/admin units could be classified as follows: (a) level n-1 = national, level n = province; (b) level n-1 = province, level n = district; or (c) level n-1 = district, level n = village.

# module 9



UNESCO

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# module 7

## Guidelines for Monitoring the NFE-MIS Development Process

**7.1. What are Self-Assessment Questionnaires (SAQs)?**

**7.2. What are the methods of administering SAQs?**

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**Appendix 7.3: Self-Assessment Questionnaires (1-5)**

Questionnaire 1:	Diagnostic Study
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Questionnaire 5:	Overall NFE-MIS Development Assessment

**Boxes, Figures and Tables**

**Table 7.1. A sample monitoring table**

## Module 7: Summary Box

### What is the purpose of Module 7?

Module 7 aims to facilitate monitoring of the various steps in the NFE-MIS development process. These are: planning; Diagnostic Study; data collection; data processing and analysis; output production and dissemination. These guidelines may also be used for an internal evaluation of the development process. The SAQs are to be used to detect the strengths and weakness of the NFE-MIS development process so that they can inform and improve future steps/stages/replication.

### What does Module 7 contain?

This module includes a set of 5 Self-Assessment Questionnaires (SAQs), combining group discussions and analysis with individual reflection and responses. Guidelines for using the action plan format are also provided, to supplement monitoring and evaluation using the SAQs.

### Link to the Tool-kit:

**Training Tool 9:** Monitoring the NFE-MIS Development Process.

### When should Module 7 be used in the development process?

Monitoring is an ongoing activity. It is important to monitor each stage of the development process. So, the 5 SAQs for the various steps should be used when the respective stage has been completed. Evaluation should take place at the end of all the steps that make up Phase 1 of the NFE-MIS development process.

### Who should use Module 7?

This module is designed primarily for use by NFE-MIS Team members working at sub-national level. But if more than one sub-national NFE-MIS is being developed in a given country, the national NFE-MIS Team will need to compile the monitoring outputs (SAQs and monitoring plans) at national level. The evaluation of the NFE-MIS development process and its functioning should be undertaken, in partnership, by both the sub-national NFE-MIS Team and the national NFE-MIS Team.

## 7.1. What are Self-Assessment Questionnaires (SAQs)?

We provide a set of tools and methods to help you monitor and evaluate the NFE-MIS development process.<sup>1</sup> This methodology combines group discussions and analysis with individual reflection and responses.

The tools consist of 5 Self-Assessment Questionnaires (SAQs). Each questionnaire combines the following:

- A series of structured questions to anchor group discussions;
- Individual score sheets whereby individuals reflect on the group's discussion and respond anonymously to a series of items using scales (strongly agree - strongly disagree).

The questionnaires are:

- **SAQ1:** Assessing the Diagnostic Study and planning process;
- **SAQ2:** Assessing the data collection process;
- **SAQ3:** Assessing the data entry and analysis process;
- **SAQ4:** Assessing the output design and dissemination process;
- **SAQ5:** Overall assessment of the NFE-MIS development process.

**!Flashpoint!** In order to compare key aspects of the NFE-MIS development process at its beginning and end, SAQ5 reiterates some of the structured questions raised in SAQ1. But you may complement your final evaluation by conducting in-depth interviews with key NFE-MIS stakeholders, in order to explore certain specific areas of concern. In addition to the SAQ Reports, you may want to keep field notes and documented participant observation, to add a further dimension to the final evaluation report.

You will find **Training Tool 9** in the Tool-kit to help you monitor the NFE-MIS development process: Group-work on monitoring the NFE-MIS development process.

## 7.2. What are the methods of administering SAQs?

To use a SAQ, you will need to follow these steps:

1. Select a facilitator to lead the NFE-MIS Team's self-assessment, through a set of structured questions that serve as discussion anchors;
2. Reflect on the discussion and respond independently and anonymously to the discussion by answering statements using scales;
3. Average, index, profile and compile the responses in a Self-Assessment Report (e.g. SAQ1 Report);
4. Put together the individual Self-Assessment Reports and include the results in a final evaluation report.

All the SAQs are of no use if the information gathered through them is not disseminated and used to improve the future NFE development process and feed into subsequent stages, cycles, replication etc. For example, take question 2 on page 8: if the majority of the people respond that they strongly disagree that the data collection schedule and methods were realistic and suitable, then there is urgent need for action to improve future data collection rounds.

The monitoring schedule should closely follow the implementation schedule formulated by the NFE-MIS Team. In terms of the prototype action-plan outlined in Module 2, a typical monitoring schedule is as follows:

<sup>1</sup> These tools and methods are an adaptation of the Discussion-Oriented Self-Assessment (DOSAs) approach. DOSAs was developed in 1997 by the Education Development Centre and PACT, with assistance from the United States Agency for International Development/Office of Private and Voluntary Cooperation (USAID/PVC).

- SAQ1 is administered after Stages 1 and 2: Pre-planning and planning;
- SAQ2 is administered after Stage 3: Data collection;
- SAQ3 is administered after Stage 4: Data processing and analysis;
- SAQ4 is administered after Stage 5: Output dissemination;
- SAQ5 is administered during Stage 6: Evaluation.

**Please note** that each SAQ requires you to review the prototype tools and methods included in this Handbook, as well as outputs of various steps in NFE-MIS development. You will need to ensure that these documents are available to participants during the focus group discussions.

You may find some of the following indicators useful in evaluating the overall impact of the NFE-MIS development process. These qualitative and quantitative indicators correspond closely to specific questions raised in the SAQs:

- NFE-MIS team members' knowledge and understanding of NFE-MIS goals and objectives;
- NFE-MIS team members' knowledge and understanding of government policies and programmes;
- Increasing ability of NFE-MIS team to propose and consider courses of action;
- Frequency of NFE-MIS meetings;
- Number of people attending such meetings;
- Emerging sense of local ownership of the NFE-MIS development process;
- Formalisation of independent identity of NFE-MIS team;
- Frequency of training received by NFE-MIS team;
- Number of people directly participating in the design, implementation and evaluation phases of the NFE-MIS development process, by gender;
- Quality of technical assistance;
- NFE-MIS team members' ability to understand new technologies and use NFE-MIS software;
- Number of people receiving NFE-MIS outputs;
- Number of new structures directly resulting out of the NFE-MIS development process;
- Mechanisms for sharing information and information flows;
- Changes in assumptions, attitudes and beliefs following implementation of the NFE-MIS development process.

### 7.3. Monitoring and using the action-plan format

In addition to using the SAQs to monitor your NFE-MIS development, you may also monitor and evaluate the development process by means of your development action-plan (See Module 2).



Below you will find a sample monitoring table (Table 7.1.), which uses the same format as the NFE-MIS development action-plan. Here, each activity and sub-activity (column one of the action-plan) is followed by a row for an 'actual activity'.

This row will record what actually happened during NFE-MIS development in terms of the person(s) responsible; whether or not the expected outputs were produced; the actual resources that were used; the real costs; the real source(s); and the actual time taken to accomplish the activity.

By using the same format as your action plan, you can have a quick overview of the development process' monthly or annual progress. You will be able to easily compare what has been achieved with what was planned, line by line, activity by activity, item by item.



Table 7.1. A sample monitoring table

Activities	Person(s) responsible	Expected outputs YES/NO	Resources required	Cost (breakdown)	Source	Time schedule
Activity 1				5000		3 months
<i>Actual</i> Activity 1		Yes		6000		6 months
Activity 1.1			3 trainers	1000		
<i>Actual</i> Activity 1.1		Yes	4 trainers	2000		
Activity 1.2			1 vehicle	800		
<i>Actual</i> Activity 1.2		No	2 vehicles	1000		
Activity 1.3				600		
<i>Actual</i> Activity 1.3		Yes		800		
Activity 2	NGO TAHEA			1000		
<i>Actual</i> Activity 2	NGO TAWOMA	Yes		1500		
<b>Overall budget</b>				<b>8400</b>		
<b><i>Actual</i> Overall Budget</b>				<b>11300</b>		

From the sample monitoring table above, it is easy to see the following results:

- Completion of Activity 1 actually took six not three months.
- Activity 2 was actually undertaken by a different NGO, TAWOMA, not TAHEA.

*But it is important to also note the following:*

- Activity 1.1 actually required four trainers not three.
- Activity 1.2 actually used two vehicles not 1
- Activity 1.3 actually incurred greater costs, i.e. 800 units not 600 units.

*A very important point:*

In fact, the above sample is a 'fake'. This is because the overall budget for the action plan increased from 8400 units to 11,300 units. Yet the one thing that **cannot** change is the overall budget. The overall budget will be fixed and agreed upon at the start of the development process. At the same time, planned allocations between activities may have to be modified during project implementation, based on justified changed needs, while making sure that the overall budget is not exceeded.

The method for preparing an evaluation plan is exactly the same as that for preparing a monitoring plan:

1. Using the same format as the action plan, you prepare an evaluation table;
2. For each activity and sub-activity, you will need to enter rows in your table for Actual activities, and sub-activities;
3. You will then need to summarise the data you entered under 'Actual activities' in your monitoring reports, and enter this data into your evaluation table;
4. You can then easily compare what has been achieved in your evaluation plan with what was planned in your action plan, line by line, activity by activity, item by item, including the beginning and end of each activity, as well as the human resources, materials, and equipment used.

## Appendix 7.1. Self Assessment Questionnaires 1-5

### NFE-MIS Monitoring

#### SELF-ASSESSMENT QUESTIONNAIRE 1: Diagnostic Study

##### I. Development Progress

###### Discussion

- Review the objectives of the NFE-MIS development process and the objectives of the Diagnostic Study.
- In which ways do we think NFE-MIS development may benefit the local community (government, NGOs and the general public)?
- In which ways do we think the NFE-MIS development may contribute to government policies and programmes?

1. The NFE-MIS development process will contribute to existing government policies and programmes (e.g. local government reform, EFA, etc.)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

###### Discussion

- Review scheduled workplan for the Diagnostic Study.
- Did the workplan of activities and time frame enable us achieve the objectives of the Diagnostic Study, identified during the previous discussion?
- In which ways could we have improved the workplan?

2. The scheduled workplan of activities could have been improved to better achieve our objectives.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

###### Discussion

- Who made up the Team for the Diagnostic Study; how many were women?
- How frequently did the Team meet?
- How many Team members attended the meetings?
- Did we feel that we owned the NFE-MIS development process; was the planning, implementation and evaluation conducted in a participatory manner?
- Who provided leadership for the Team?
- Did the NFE-MIS team form an independent identity and was this identity formally recognised by our partners in government and the community?

3. The NFE-MIS team has an independent identity, which is formally recognised by development partners.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

**Discussion**

- Review training/learning activities during the Diagnostic Study.
- What did we learn?
- How could the training have been improved?

4. The training we received during NFE-MIS development enabled us to better undertake the scheduled workplan of activities.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

**Discussion**

- Do we feel that the technical assistance we received enabled us to achieve the objectives of the Diagnostic Study?

5. We received quality technical assistance during the design, planning and implementation of the NFE-MIS development process.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

**II. Financial Resource Management****Discussion**

- What financial mechanisms were put in place enabling us to undertake the Diagnostic Study?
- What were the in-kind contributions from the local community (government, NGOs, and other partners)?
- Were the available financial resources adequate?
- Do we feel that we received sufficient financial incentives to achieve the objectives of the Diagnostic Study?
- What non-financial incentive measures were established to achieve the NFE-MIS development process objectives?

6. We received sufficient incentives (financial and other) to achieve the NFE-MIS development objectives.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

**III. Design of Instruments and Data Collection****Discussion**

- What tools and methods did we use to implement the Diagnostic Study?
- How did we use these tools and were they easy to use?
- Was the data we collected sufficient to enable us to achieve the Diagnostic Study objectives?

7. The data we collected in the following categories was sufficient to enable us to achieve the Diagnostic Study objectives	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Existing types of NFE	1	2	3	4	5
Existing providers of NFE	1	2	3	4	5
Existing target groups	1	2	3	4	5
Existing monitoring systems	1	2	3	4	5
Data currently collected	1	2	3	4	5
Operating monitoring mechanisms	1	2	3	4	5
Existing information flows	1	2	3	4	5
Existing problems and challenges	1	2	3	4	5
Appropriateness of NFE-MIS concept	1	2	3	4	5
Existing information needs at programme level	1	2	3	4	5

#### IV. Conceptual Framework

##### Discussion

- Review framework for a sub-national NFE-MIS.
- Was our classification of NFE types, providers and target groups suitable to the local context?
- Were our criteria for defining NFE programmes suitable?
- How could our conceptualisation of NFE be improved?

8. Our conceptualisation of NFE accurately reflects local realities.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

## NFE-MIS Monitoring SELF-ASSESSMENT QUESTIONNAIRE 2: Data Collection

### I. Design of tools and methods

#### Discussion

- Review the prototype questionnaires provided by the Handbook (Questionnaires 1-7, Module 5).
- To what extent did we need to adapt the sample questionnaires?
- Was it easy to translate the questionnaires from English into our national/local language?

1. The prototype Questionnaires were useful and did not require a lot of adaptation to our local context.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

### II. Data Collection

#### Discussion

- What training in data-collection methods did we receive?
- Was the training we received sufficient to enable us to collect the required data?
- Were the instructions for data collectors provided by the Handbook useful?
- Was the data-collection schedule we used realistic and suitable?

2. The data collection schedule and methods we used were realistic and suitable.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

### III. Questionnaires 1-7

#### Discussion

- What are the strengths of Questionnaires 1-7?
- What are the weaknesses of Questionnaires 1-7?
- How could we improve Questionnaires 1-7?

3. Questionnaires 1-2 enabled us to collect the required data on agencies and programmes.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

4. Questionnaires 3-4 enabled us to collect the required data on NFE courses.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

5. Questionnaires 5-7 enabled us to collect the required information on individual educators and learners.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

## NFE-MIS Monitoring SELF-ASSESSMENT QUESTIONNAIRE 3: Data Entry

### I. Training

#### Discussion

- What training in data-entry and analysis did we receive?
- What training in the day-to-day management of the database did we receive?
- What sort of follow-up training do we require, if any?
- Is the supervision we receive of good quality?

1. We received sufficient training to enable us to operate and manage the database efficiently.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

### II. Navigation of NFE-MIS Software

#### Discussion

- Review the computerised database.
- Is it easy to enter and move around inside the software?
- Are the software menus easy to understand and use?
- Is the screen layout easy to use?

2. The computerised database is easy to navigate and use.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

### III. Querying and Tables

#### Discussion

- How easy is it to question information from the computerised database?
- To what extent do the tables produced by the software meet the information needs identified during the situation analysis?
- Are we able to question the database and get a table in as short a time as possible?

3. It is possible to query the database and receive tables promptly.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

#### IV. Performance

##### Discussion

- Is the computerised database stable (i.e. what technical difficulties to we experience, if any)?
- Is the process of entering data a slow one?
- Is the software flexible and adaptable?
- Is the equipment (e.g. computers, printers, software, etc.) available to us adequate?

4. The performance of the database is satisfactory.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

#### V. Expansion of Database

##### Discussion

- Review the day-to-day management of the database.
- In which ways are the day-to-day operation and management of the database made easy by its design?
- What problems do we face in the day-to-day operation and management of the database?
- To what extent do we feel it will be easy to expand and build-up our database?
- What problems will we face in expanding our database?
- What incentives do we have to operate and manage the database on a daily basis?
- What further incentives could be set in place to motivate the daily management and future expansion of the database?

5. The daily operation and management of the database is easy.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

6. Expansion of the database will pose major problems.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

7. We require further incentives to manage and expand our database.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

## NFE-MIS Monitoring SELF-ASSESSMENT QUESTIONNAIRE 4: Data Output, Analysis, and Dissemination

### I. Sub-database 1 outputs

#### Discussion

- Review the outputs from Sub-database 1 (e.g. Directory of NFE agencies).
- To what extent do these outputs provide the information needed by stakeholders?
- Do we feel that the outputs need to be adapted to our context?

1. The sub-database 1 outputs are useful and do not require major adaptation.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

### II. Sub-database 2 outputs

#### Discussion

- Review the outputs from Sub-databases 2 (e.g. summary and statistical tables on NFE courses).
- To what extent are these outputs satisfactory?
- How may these outputs be improved?

2. The outputs from Sub-database 2 are satisfactory.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

### III. Sub-database 3 outputs

#### Discussion

- Review the outputs from Sub-database 3 (e.g. summary tables on educators).
- To what extent are these outputs satisfactory?
- How may these outputs be improved?

3. The outputs from Sub-database 3 are satisfactory.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

### IV. Sub-database 4 outputs

#### Discussion

- Review the outputs from Sub-database 4 (e.g. summary tables on learners).
- To what extent are these outputs satisfactory?
- How may these outputs be improved?

4. The outputs from Sub-database 4 are satisfactory.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5



**V. Building on existing dissemination channels****Discussion**

- a. Review of existing dissemination channels already identified.
- b. To what extent are we able to identify entry-points and build on the identified existing dissemination channels?
- c. To what extent do we feel that the data stored in our database is new data, not previously collected by any other agency or institution?

5. It is possible to build on existing dissemination channels and to link our database to existing databases.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

**VI. Creating new dissemination channels****Discussion**

- a. Which new dissemination channels have we created to provide information to users in our community?
- b. How easy has it been to institutionalise these new dissemination channels in our community?
- c. Which further new dissemination channels need to be created?

6. We have created new dissemination channels to provide information to users in our community.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

**VII. Two-way information exchange****Discussion**

- a. What is the approximate number of people receiving NFE-MIS outputs?
- b. To what extent do we receive feedback from our database users (e.g. their satisfaction with the present information received and their further information needs)?
- c. How may we institutionalise channels for two-way information exchange (i.e. between the database managers and the information users)?
- d. Which new users, not already identified, are we able to identify?

7. It is possible to identify database users and to measure their satisfaction with the information they receive.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

## NFE-MIS Monitoring SELF-ASSESSMENT QUESTIONNAIRE 5: Overall NFE-MIS Development Assessment

### I. Development Progress

#### Discussion

- Review the NFE-MIS development process objectives.
- In which ways do we think NFE-MIS development may benefit the local community (government, NGOs and the general public)?
- In which ways do we think NFE-MIS development may contribute to government policies and programmes?

1. NFE-MIS development will contribute to government policies and programmes (e.g. local government reform, EFA, etc.).	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

#### Discussion

- Review the scheduled workplan for the NFE-MIS development process.
- Did the workplan of activities enable us achieve the objectives the development process, identified during the previous discussion?
- Was the time frame for the schedule adequate?
- In which ways could we have improved the workplan?

2. The scheduled workplan of activities could have been improved to better achieve our objectives.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

#### Discussion

- Who made up the NFE-MIS Team; how many were women?
- How frequently did the NFE-MIS Team meet?
- How many people attended the meetings?
- Did we feel that we owned the NFE-MIS development process; was planning, implementation and evaluation conducted in a participatory manner?
- Who provided leadership for the NFE-MIS development process?
- Did the NFE-MIS Team form an independent identity and was this identity formally recognised by our partners in government and the community?

3. The NFE-MIS team has an independent identity, which is formally recognised by development partners.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

**Discussion**

- Review training received while undertaking the NFE-MIS development process.
- What did we learn?
- How could the training have been improved?

4. The training we received during NFE-MIS development enabled us to better undertake the scheduled workplan of activities.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

**Discussion**

- Do we feel that the technical assistance we received enabled us to achieve the objectives of NFE-MIS development?

5. We received quality technical assistance during the design, planning and implementation of the NFE-MIS development process.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

**II. Financial Resource Management****Discussion**

- What financial mechanisms were put in place enabling us to undertake NFE-MIS development?
- What were the in-kind contributions from the local community (government, NGOs, and other partners)?
- Were the available financial resources adequate?
- Do we feel that we received sufficient financial incentives to achieve the objectives of the NFE-MIS development process?
- What non-financial incentive measures were established to achieve these objectives?

6. We received sufficient incentives (financial and other) to achieve NFE-MIS development objectives.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

**III. Scaling up NFE-MIS development: replication and institutionalisation****Discussion**

- To what extent have we been successful in institutionalising the NFE-MIS database?
- What obstacles have we faced?
- What obstacles do we think we will face in the future?
- To what extent do we feel it is possible to replicate the process of establishing the database in other pilot sites?
- What potential obstacles to replication can we identify?

7. It is desirable and feasible to replicate the process of establishing a NFE-MIS in other pilot sites.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

**IV. Lessons learned**

**Discussion**

a. What lessons have we learned during NFE-MIS development? Please complete the following:

**Planning:**

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**Data collection:**

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**Data entry, output production, and database management:**

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**Output dissemination:**

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b. What lessons have we learned as individual members of the NFE-MIS Team?

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**Note:** This section may be supplemented by information gathered via a sample of in-depth interviews and participant observation with key NFE-MIS personnel and database users.

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# module 7



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Training Tool-Kit

**I.1: Introduction**

- Training Tool 1: Refining the Conceptual Framework for NFE**
- Training Tool 2: Building a National NFE-MIS Team and a Sub-national NFE-MIS Team**
- Training Tool 3: Identifying Partners at Sub-national level**
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- Figure I.1. The 'conceptual cross roads' model**
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## I.1. Introduction

This Tool-kit provides the Training Tools needed for NFE-MIS development. The Training Tools are listed below, followed by the link to various modules in the Handbook, marked in italics:

- **Training Tool 1:** Refining the Conceptual Framework for NFE  
*Link: Module 1*
- **Training Tool 2:** Building a National NFE-MIS Team and a Sub-national NFE-MIS Team  
*Link: Module 2*
- **Training Tool 3:** Identifying Partners at Sub-national Level  
*Link: Module 2*
- **Training Tool 4:** Designing an Action Plan for NFE-MIS Development  
*Link: Module 2*
- **Training Tool 5:** Using the Diagnostic Study Methodology  
*Link: Module 3*
- **Training Tool 6:** Identifying NFE Indicators  
*Link: Module 4*
- **Training Tool 7:** Adapting the Prototype Questionnaires  
*Link: Module 5*
- **Training Tool 8:** Planning for Data Collection  
*Link: Module 5*
- **Training Tool 9:** Monitoring the NFE-MIS Development Process  
*Link: Module 7*

The NFE-MIS Tool-kit is complemented by a Facilitators' Guide. This Tool-kit and the Facilitators' Guide should be used during a systematic and comprehensive capacity building programme. You will find suggestions for a capacity building strategy and a proposed training of trainers (ToT) schedule in Module 2 of the NFE-MIS Handbook.

The 'you' in this Tool-kit refers to a trainee participating in the NFE-MIS capacity building programme. A trainee may be any one of the following:

- Key NFE stakeholders at national level, who may go on to be core members of the national NFE-MIS Team; and sub-national stakeholders participating in the Consultative Meeting;
- Core members of the national NFE-MIS Team;
- Sub-national NFE-MIS Team members.

Module 2 of the Handbook describes the constitution of a national and sub-national NFE-MIS Team.

**Please note:** The Tool-kit is more than a set of Training Tools. The Training Tools are designed to do two things:

1. Build the capacities needed to plan, manage and monitor NFE-MIS development;
2. Produce various outputs needed for NFE-MIS development.

These outputs will usually be 'drafts'. They will need to be approved by the people responsible for NFE-MIS development. But without these outputs NFE-MIS development cannot take place.

Each Training Tool begins with a short summary identifying the following:

- The objective of the Training Tool;
- The link between a Training Tool and a Module in the Handbook;
- The participants in the Training Tool session, i.e. who the tool has been designed for;
- The output(s) that will result from a Training Tool session.

## Training Tool 1: Refining the Conceptual Framework for NFE

**Training objective:** A step-by-step orientation exercise will help you understand the prototype NFE-MIS conceptual framework, so that you can adapt this. The Training Tool can be used during the NFE-MIS Consultative Meeting, or during the Diagnostic Study, Tool 2. *Link: Modules 1 and 3.*

**Participants:** Key NFE stakeholders at national level, who may go on to be core members of the national NFE-MIS Team; and sub-national stakeholders participating in the Consultative Meeting.

**Outputs:** revised descriptions of core categories in the Handbook; a 'Conceptual cross-roads' model illustrating a conceptual framework that is relevant to a specific sub-national context; a list of courses that make up the NFE programme you have chosen as your example; a description of a single course, using a combination of characteristics.

**Step 1.** Carefully read through the categorisation of types of NFE activities, types of providers, and types of target groups (see Module 1, 'Guidelines for a NFE Conceptual Framework'). Answer this question:

- Referring to the categorisations in the guidelines, do we need to revise the **description** for any category?

**Step 2.** Carefully read through the guidelines on combining the elements, which together make up a conceptual framework for NFE (Module 1, Section 1.3). i.e. types of NFE activities, providers, target groups, and target age-groups. Answer this question:

- Referring to the categorisations in the guidelines, do we need to add any **new categories** to the list of core categorisations for NFE?

Draw up a revised list of your categorisations of types of NFE activities, providers, target groups and age groups, including all new categories. Identify the breakdown of age-groups used by your national Education Management Information System (EMIS), or population census. Referring to the categorisations in the guidelines, familiarise yourselves with a 'Conceptual cross-roads', illustrated by the Figure I.1, below.

**Step 3.** Identify an existing NFE programme or project with which you are familiar. Following the model in the Figure I.1, below, design a 'conceptual cross-roads' for that programme or project. You can use more than one 'type' in each categorisation for a single programme or project.

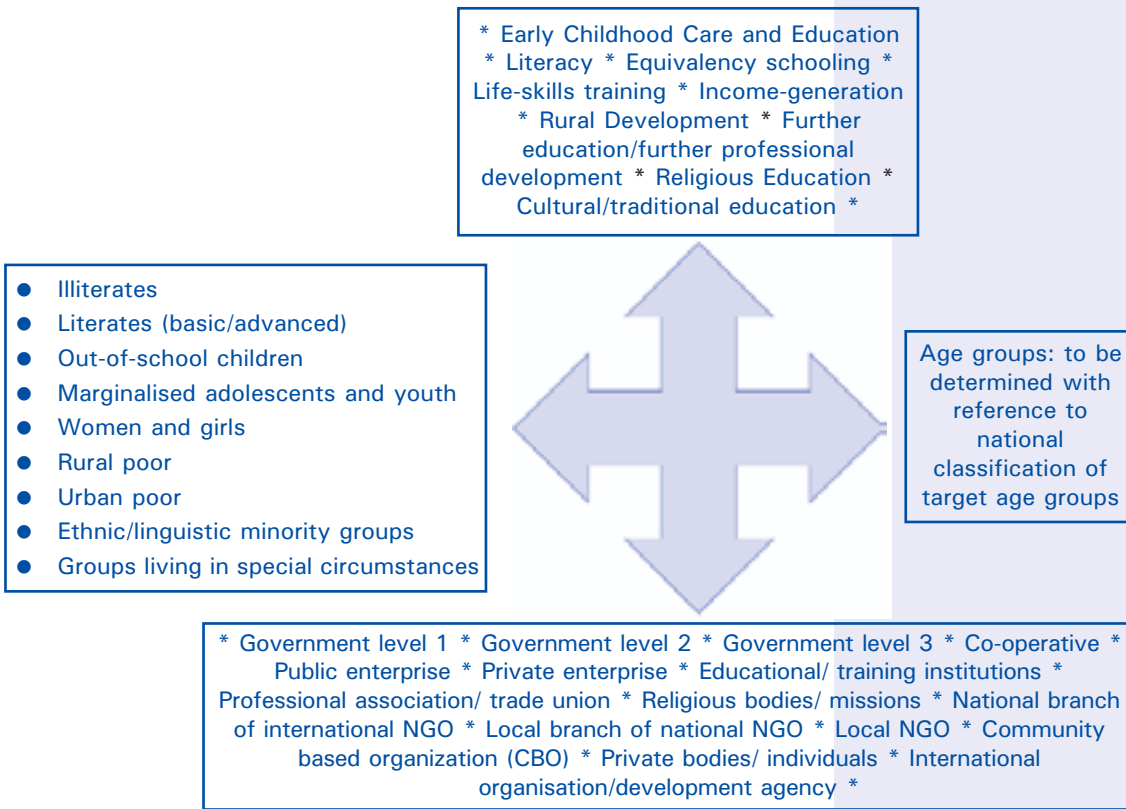
**Step 4.** Carefully read through the section that explains the difference between an overall NFE programme and **courses** (Module 1, Section 1.4) Identify an existing NFE programme and make a list of courses that make up that programme. For one of these courses, describe it using the following characteristics:

- Type of activity (what?) + Type of providing agency (By whom?) + Type of target group (For whom?) + target age-group (For whom, specifically?) + Location (where it occurs) + Duration (when it occurs: starting-ending date)

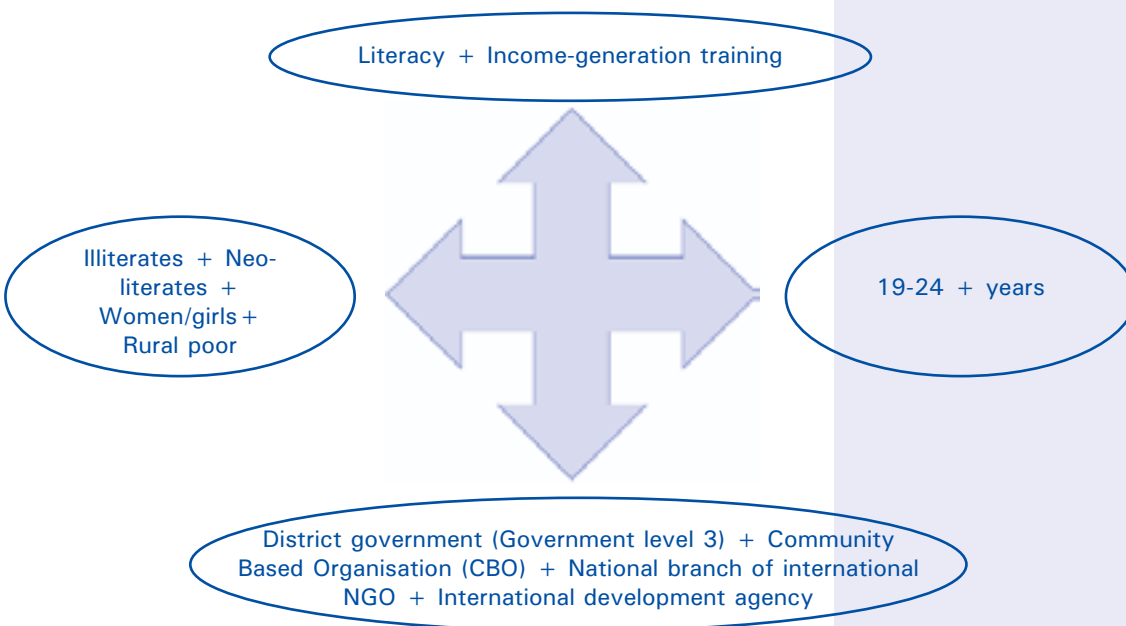
**For example:** a course occurring under the Integrated Community Based Adult Education (ICBAE) programme as illustrated in the diagram below may have the following characteristics:

- **Type of activity:** Income-generation + **Type of providing agency:** District government and Action Aid + **Type of target group:** Illiterates and women and girls + **Target age group:** 19-24 years + **Location:** Kiroka Ward + **Duration:** February to August 2005.

Figure I.1. The 'conceptual cross roads' model



Here is an example of a conceptual crossroads for a programme from Tanzania. A 'conceptual cross-roads' for the implementation of the Integrated Community Based Adult Education Programme in Kiroka Ward, Morogoro District, would look like this:



## Training Tool 2: Building a National NFE-MIS Team and a Sub-national NFE-MIS Team

**Training objective:** A focus group discussion will help you establish a national NFE-MIS Team and core members of the sub-national NFE-MIS Team. The sub-national NFE-MIS Team will be expanded in due course, once institutional partners have been identified at sub-national level (see Training Tool 3). The Training Tool should be used during the NFE-MIS Consultative Meeting.  
*Link: Module 2*

**Participants:** Key NFE stakeholders at national level, who may go on to be core members of the national NFE-MIS Team; and sub-national stakeholders participating in the Consultative Meeting.

**Output:** Tables showing the constitution of the national NFE-MIS Team and core members of the sub-national NFE-MIS Team, including individual representatives of partner agencies/institutions.

**Step 1.** Discuss the constitution of the **NFE-MIS Team at national level.**

- i. Which sub-sector departments should be included in the national NFE-MIS Team?
- ii. Which departments outside the education sector should be included in the national NFE-MIS Team?
- iii. Which representatives of civil society should be included in the national NFE-MIS Team?
- iv. Which research/educational training institutes should be included in the national NFE-MIS Team?

**Step 2.** Discuss roles and responsibilities of the national NFE-MIS Team (see table below).

- *Please design a table along the lines of the one below, including the following roles and responsibilities.*

Role	Responsibilities
<b>Team leader</b>	Guiding and supervising the initial NFE-MIS development in one or various sub-national locations and for its eventual expansion and scaling up. Responsible for planning and coordinating the various activities to be undertaken in the NFE-MIS development process, identifying training needs and for the planning and organising national capacity building activities.
<b>NFE specialist(s)</b>	Responsible for conceptual and operational aspects of NFE; guiding the validation of the national NFE conceptual framework; guiding the work for identifying existing NFE opportunities, target groups, providers; contributing to the identification of information needs and to the validation of data collection tools; providing inputs for data analysis according to information needs and to the formulation of policy recommendations.
<b>Planner</b>	Relating the NFE-MIS to national policy objectives; identifying information needs; developing indicators (in collaboration with the statistician) and validating data collection tools. Also responsible for, in collaboration with the statistician, consolidating NFE-MIS outputs (tables); undertaking data analysis; formulating policy recommendations and compiling the comprehensive NFE-MIS report.
<b>Senior statistician</b>	Supervising indicator development and data analysis in collaboration with the planner.
<b>IT specialist</b>	Maintaining the NFE-MIS database and adapting it to the national context. In Phase 2, responsible for customising the NFE-MIS database and expanding it, as well as linking or integrating the NFE-MIS to other national information systems and databases.
<b>Communication co-ordinator</b>	Raising awareness and advocating the NFE-MIS to policy makers, main stakeholders and the general public. Responsible also for developing a dissemination strategy and then publishing and disseminating the comprehensive NFE-MIS report.

**Step 3.** Discuss the constitution of the sub-national NFE-MIS Team.

- i. Which government departments should be included in the sub-national NFE-MIS Team?
- ii. Which local Non Governmental Organisations (NGOs), branches of national NGOs, and international NGOs should be included in the sub-national NFE-MIS Team?
- iii. Which Community Based Organisations (CBOs) should be included in the sub-national NFE-MIS Team?
- iv. Which representatives from the international community should be included in the sub-national NFE-MIS Team?

**Step 4.** Discuss roles and responsibilities of the **core** sub-national NFE-MIS Team (see table below).

- *Please design a table along the lines of the one below, including the following roles and responsibilities.*

Role	Responsibilities
<b>Team leader</b>	Preparing, supervising and monitoring an action-plan, including NFE-MIS development activities and budget.
<b>NFE specialist(s)</b>	Responsible for conceptual and operational aspects of NFE at the sub-national level (see above NFE specialist at the national level).
<b>Planners/Statisticians</b>	Checking data quality and analysing processed data at sub-national level.
<b>Data collectors</b>	Collecting and checking data quality.
<b>Database operator(s)</b>	Operating and managing the database. This includes data cleaning, data entry and processing.
<b>Communication Co-ordinator</b>	Raising awareness and advocating the NFE-MIS among local decision makers, main stakeholders and the general public. Disseminating database outputs and linking output dissemination to other local information systems and databases.

**Step 5.** What **additional** roles and responsibilities should we add to the NFE-MIS Teams at both national and sub-national levels?

- *List these and include them in the tables you have made in steps 3 and 4.*

**Step 6.** You will now need to match the roles and responsibilities listed above to members of the NFE-MIS Teams at both national and sub-national levels. To do this, design a table like the one shown below. Your table should include three columns: (1) Roles; (2) Responsibilities (3) Individual's Name. For example:

Role	Responsibilities	Individual's Name/Title
<b>Sub-national NFE-MIS Team</b>		
<b>Team leader</b>	Preparing, supervising and monitoring an action-plan, including all project activities, and budget.	
<b>Planners/Statisticians</b>	Checking data quality and analysing processed data at the sub-national level.	
<b>Data collectors</b>	Collecting and checking data quality	
<b>Database operator(s)</b>	Operating and managing the database. This includes data cleaning, data entry and processing.	
<b>Communication Co-ordinator</b>	Raising awareness and advocating the NFE-MIS among local decision makers, main stakeholders and the general public. Responsible for disseminating database outputs and linking output dissemination to other local information systems and databases.	
<b>Additional roles</b> (identified during this exercise)		

### Training Tool 3: Identifying Partners at Sub-national Level

**Training objective:** A focus group discussion will help you identify the institutional partners at sub-national level. These partners may be included in an expanded sub-national NFE-MIS Team.

**Link:** *Module 2*

**Participants:** Core NFE-MIS Team members at sub-national level already identified via Training Tool 2.

**Output:** An institutional 'rainbow' of NFE partners at sub-national level.

**NOTE:** Before you begin the focus group discussion, it will be necessary to review relevant policy papers and other documentation.

*You may refer to the national 'Study of the policy context for NFE', if available.*

**Step 1.** Identify and understand the overall education development policies, including existing capacity-building frameworks, as well as public reform process, e.g. decentralisation, currently underway in your country.

- *What are the goals, objectives, and strategies of existing education sector policies; how do they fit into the overall sector-wide development policy framework?*
- *What are the goals, objectives, and strategies of the existing NFE sub-sector, i.e. NFE, development strategies or action-plan?*
- *How does the development of a sub-national NFE-MIS fit into the NFE policy framework and general development strategies?*

**Step 2.** In light of your understanding of the overall policy context, identify your institutional partners, both governmental and non-governmental.

- *Who are our partners in the education sector?*
- *Who are our partners in other sectors/government ministries, e.g. health, agriculture, community development, women's affairs, etc.?*
- *Who are our partners in civil society, e.g. international Non Governmental organisations (NGOs), national NGOs, local NGOs, Community based organisations (CBOs), etc.?*
- *Who are our partners in research institutions?*
- *Who are our partners in the international community?*

**Step 3.** Now that you are familiar with the overall policy context, design a 'rainbow' showing your institutional landscape, following the model given in the Figure I.1, below.

The 'rainbow' consists of a number of circles, starting with the smallest unit of analysis at the centre (e.g. the NFE Centre located in Village X, Ward Y District Z, and Region A) and then encompassing the next larger unit in the following semi-circle. These show the geographical proximity of units.

To design a 'rainbow' model you will need to do two things.

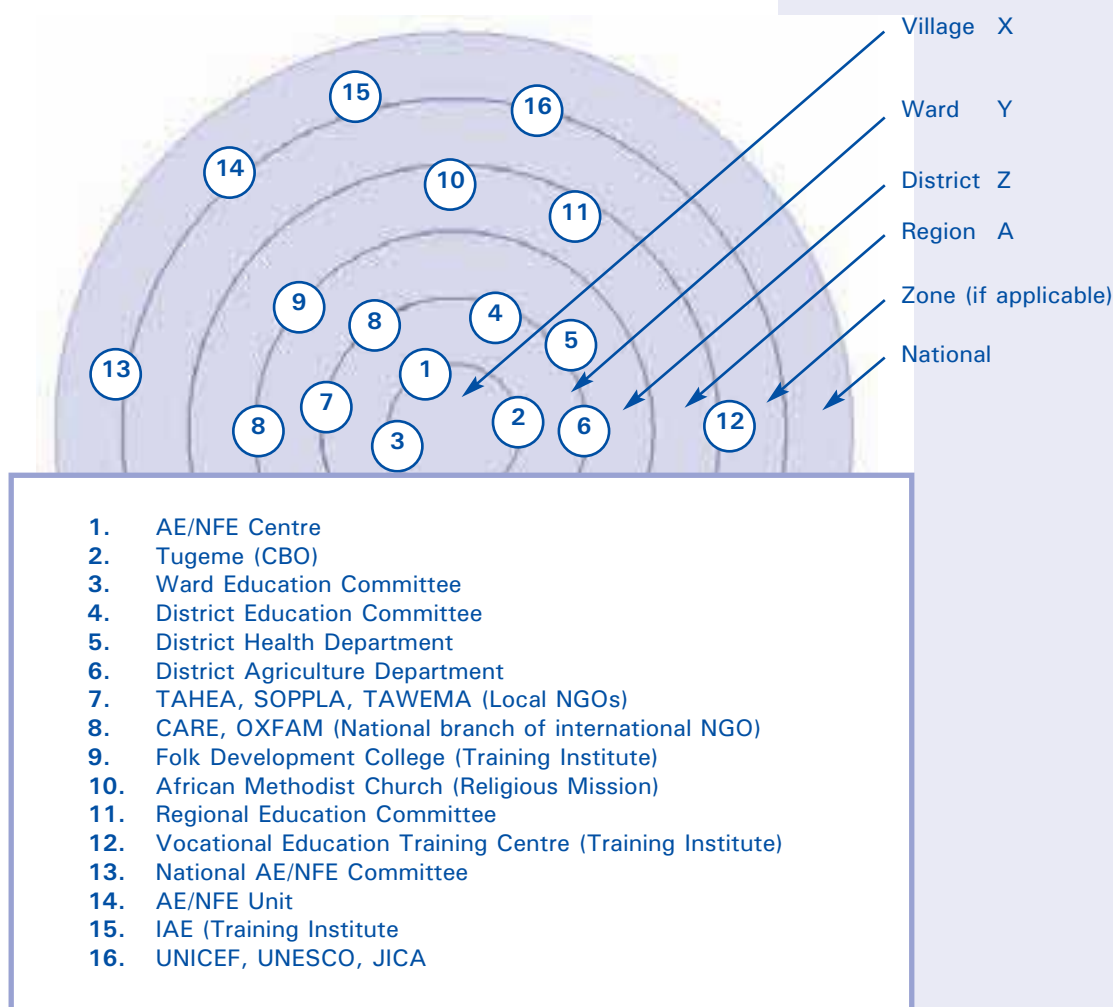
- i. Make a list of possible future partners for the NFE-MIS project, which you have identified in the previous step.
- ii. Place ALL groups, organisations, and institutions that are on your list in the appropriate semi-circle to show their relation to the smallest unit (e.g. AE/NFE Centre).

**Step 4.** Analyse the links in a focus group discussion. You may want to consider the following questions:

- *Who communicates with whom; how do they communicate?*
- *Who exchanges information with whom; how do they exchange information?*
- *Who gives/receives resources from whom?*

Below, you will find an example of an institutional 'rainbow' for a NFE Centre, which houses a NFE-MIS project, in Tanzania.

**Figure I.2. An institutional 'rainbow'**





## Training Tool 4: Designing an Action Plan for NFE-MIS Development

**Training objective:** This exercise will prepare the ground for the subsequent design of an operational action-plan, to be implemented in a single sub-national site. *Link: Module 2*

**Participants:** National NFE-MIS Team members and/or sub-national NFE Team members.

**Output:** A first draft of an operational action-plan and budget for NFE-MIS development.

**Step 1.** Carefully read through the guidelines for designing a detailed action plan (Module 2, Section 2.4.1, Table 2.1). Review the 23 steps of a strategic workplan. Please discuss.

- *Referring to the strategic workplan, which activities should we undertake to develop a NFE-MIS in our sub-national location?*

Draw up a list of the activities and sub-activities that you plan to undertake for NFE-MIS development.

**Step 2.** Prepare an operational action plan table consisting of seven columns: (1) Activities; (2) Person responsible; (3) Expected Output (4) Resources required; (5) Cost; (6) Source; (7) Time schedule. It should look like the example provided in Module 2, Section 2.4.2, Table 2.3.

**Step 3.** Consider the following questions *for each activity*:

- *What capacity-building and monitoring activities are required?*

You should make sure that your list of activities includes all necessary training activities. It is also essential that this list includes monitoring activities. You may choose to undertake all training in a single training workshop; or undertake training specific to various activities, before the activity is begun (Module 2, Section 2.4.1, Table 2.2).

**Step 4.** Enter all main activities and sub-activities in the first column of your operational action plan table. For each activity or sub-activity, specify the following in columns 2-7 (see Step 2 above):

- The person or organisation that will be responsible for implementing this particular activity;
- Expected outputs (*we assist you by providing a list of expected outputs for the NFE-MIS strategic workplan, below*);
- The human (type of expertise and amount of time in man-days) and material resources, including equipment, needed to perform the activity;
- The monetary costs involved (for both manpower and material resources);
- The source of the resources (in cash and in kind);
- The time during which the activity is going to be performed (starting-date and ending-date).

## List of expected outputs

Activities	Expected outputs
<b>PRE-PLANNING</b>	
1. Identifying key national stakeholders	Initial core group of NFE-MIS teams
2. Implementing a Consultative Meeting with all stakeholders; Identifying a core national NFE-MIS and a core sub-national NFE-MIS Team; Drafting an Action Plan	Meeting report, and consensus reached on the desirability/feasibility of a sub-national NFE-MIS; Team members of the national and sub-national NFE-MIS Teams established; Action Plan drafted
3. Consolidating and expanding the national and sub-national NFE-MIS Teams	Consolidated and expanded national NFE-MIS and sub-national NFE-MIS Teams established
4. Revisiting and finalising the operational Action-Plan and Budget	Action Plan and Budget finalised
<b>PLANNING</b>	
1. Undertaking a Diagnostic Study	Diagnostic Study Report including a finalised conceptual framework
2. Project Monitoring: Administrating Self-assessment Questionnaire <sup>1</sup> (SAQ) 1	SAQ1 Report
3. Developing core NFE indicators	List of NFE indicators
4. Adapting NFE-MIS questionnaires and testing the adapted tools	Adapted questionnaires
5. Planning for data collection	Contact list, Data collection schedule
<b>IMPLEMENTATION</b>	
1. Administering Questionnaires 1 to 7 sequentially (agencies, covering as many categories as possible, their programmes, corresponding courses, educators and samples of learners)	Completed questionnaires returned to sub-national team
2. Checking data quality, cleaning data	Data quality report
3. Project Monitoring: Administrating Self-assessment Questionnaire (SAQ) 2	SAQ 2 Report
4. Finalising data entry schedule	Finalised data entry schedule
5. Sorting and entering data	Data entered
6. Project Monitoring: Administrating Self-assessment Questionnaire (SAQ) 3	SAQ 3 Report
7. Producing database outputs: Database directories, summary and statistical tables. Verifying database outputs and checking quality	Data output quality reports
8. Analysing data with reference to NFE indicators	Data analysis reports
9. Preparing policy recommendations based on the data analysis and preparing a comprehensive NFE-MIS report	A comprehensive NFE-MIS report containing directories
<b>DISSEMINATION FOR OUTPUT UTILISATION</b>	
1. Developing a dissemination strategy and identifying existing and new dissemination channels	Dissemination strategy List of existing and new dissemination channels
2. Project monitoring: Administrating Self-assessment Questionnaire (SAQ) 4	SAQ 4 Report
<b>EVALUATION</b>	
1. Consolidating all Self Assessment Questionnaire reports with reference to project indicators provided by UNESCO	SAQ 5 Report
2. Organising and implementing an evaluation workshop	Evaluation Report
3. Drafting follow-up Action Plan	Draft Action plan

<sup>1</sup> The Self-Assessment Questionnaires (SAQ) are tools which are proposed to be used to monitor the progress of the NFE-MIS development and identify difficulties encountered. They are to be used at different stages of the development process.

## Training Tool 5: Using the Diagnostic Study Methodology

**Training objective:** A step-by-step review will help you understand how to use the Diagnostic Study tools and methods. *Link: Module 3*

**Participants:** NFE-MIS Team members.

**Output:** A draft contact list and data collection schedule for the Diagnostic Study, in table format, and a completed Diagnostic Study tools set (Tools 1-4), using dummy data. This dummy data will be of use in the group work session on adapting the NFE-MIS prototype data collection tools, if necessary.

**Step 1.** Briefly review the description and purpose of a Diagnostic Study (See Module 3, Sections 3.1 and 3.2).

- *What is the concept and importance of a Diagnostic Study?*

**Step 2.** Read through the Box at the beginning of each Diagnostic Study tool (Tools 1-4). The box provides a summary of the tool's objective, data sources, data collection methods, and tips on analysis.

- *What are the Diagnostic Study data sources and data collection methods?*

**Step 3.** Read through Table 3.1: Summary of Diagnostic Study (DS) Methodology (Module 3). Referring to the summary, you may design a table showing your Diagnostic Study plan for implementation. The table should look like this:

- *What is the contact list (respondents) and data collection schedule (location, type of tools used, time-frame) for our Diagnostic Study?*

DS Tool	Responsible team/interviewer	Respondent(s)	Location	Budget	Time-frame
<i>What tool is being administered?</i>	<i>Who administers the tool?</i>	<i>To whom do we administer the tool?</i>	<i>Where do we find our respondents?</i>	<i>What are the costs of administering the DS Tool?</i>	<i>How long do we need to administer the respective tools?</i>

**Step 4.** Briefly summarise the outline of a Diagnostic Study Report (Module 3, Section 3.5, Table 3.2).

- *What should be the contents and structure of a Diagnostic Study Report?*

**Step 5.** Undertake an orientation in the Diagnostic Study by completing the DS tools using dummy data. It should not be necessary to complete all sections of the DS Tool 4, as it is very long. But the principle of the method should be understood.

## Training Tool 6: Identifying NFE Indicators

**Training objective:** A group exercise will help you identify indicators to be included in a finalised comprehensive NFE-MIS report. *Link: Module 4.*

**Participants:** The national NFE-MIS Team; statisticians from the national planning department or the institutional setting where the Education Management Information System (EMIS) is housed.

**Output:** A draft list of indicators for use at national and/or sub-national levels.

**Step 1.** You will need to begin by identifying the national policy framework within which you are working and list the policy objectives. You will then need to shortlist key objectives for which you want to design indicators. Referring to this shortlist discuss the following questions:

- *What are the key objectives for which we would like to identify indicators?*
- *How do we summarise these?*

**Step 2.** You are now ready to make the transition from summarised objectives to indicators. To do this, you will need to design a table along these lines

Objective ⇨	Question ⇨	Indicator ⇨

Complete the columns in your table. First, list the summarised objectives in column 1; then list the questions you want to answer in relation to these objectives in column 2. Finally, in column three, list the indicators (percentages, rates, ratios, index numbers) that will best help to measure progress towards the objectives.

**Step 3.** You are now ready to structure your list of indicators. Referring to Module 4, Section 4.5, Step 3, you should begin by deciding which model you want to use:

- Model 1: Resources - Activities/processes - Results
- Model 2: Policy objective-related indicators

Then, using the sample tables provided in Module 4, Section 4.5, Step 3, complete a table showing the way in which your indicator list is structured.

**Step 4.** Referring to Module 4, Section 4.5, Step 6, you should list the data sources for each of your indicators in the table you have designed in the previous step. Discuss these questions:

- *What are the data sources for the indicators on our list: i.e. the NFE-MIS database, **and/or** external data sources, **or** other existing information systems?*

You should now add a column to the table you have already designed, along these lines.

INDICATOR NAME	DATA REQUIRED TO CALCULATE THE INDICATOR (Formula)	DATA SOURCE (NFE-MIS) Yes/No	DATA SOURCE (external source): specify source

**Step 5.** This list of indicators in Module 4, Section 4.5., Step 7 can be used as a training tool. The indicators can be used as a list of sample core indicators to start the discussion with the NFE-MIS team responsible for the development of the core indicator list during this training exercise.

You should start by revisiting the sample indicators in Module 4, Section 4.5., Step 7. You should then answer the following questions:

- *Are all these indicators important in your context?*
- *Which indicators are missing?*
- *Do you think you have the information required to calculate them?*

**Step 6.** Below you will find an example of a NFE indicator list. Review the list and a.) select those indicators which you consider appropriate for the NFE indicator list to be drawn up in your context; b.) complete the list by adding other NFE indicators you may have identified to be used for your NFE indicator list.

**Example of a list of indicators**

**Input - environment for NFE programmes:**

- Literacy rate by age group and by gender
- Expenditure by type of NFE activity
- Expenditure by type of target group
- Expenditure by type of provider

**Process**

<ul style="list-style-type: none"> <li>● Distribution of learners, learner-contact hours, number of courses, average number of contact hours (4 variables);</li> </ul>	<p>by (crossed with) <b>X</b></p>	<ul style="list-style-type: none"> <li>● Type of NFE activity, type of target group, type of provider (3 variables);</li> <li>● Percentage of women by type of NFE activity, type of target group, type of provider. Comparison between the total number of learner-contact hours for women and men;</li> <li>● Qualification of educators;</li> <li>● Ratio number of learners by educator;</li> <li>● Cost by learner-contact hour by type of NFE activity, type of target group, type of provider.</li> </ul>
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**Output**

- Ratio completers/learners by type of NFE activity, type of target group, type of provider by gender;
- Ratio completers/ target population (if the target population is available) by gender.

**Outcomes**

- Percentage of completers by gender who are applying knowledge/skills acquired in NFE in their day to day life by type of NFE activity.

## Training Tool 7: Adapting the Prototype Questionnaires

**Training objective:** A step-by-step exercise will help you to adapt the prototype questionnaires by adding core/sub-categories to existing NFE-MIS categorisations. *Link: Modules 3 and 5*

**Participants:** NFE-MIS Team members, in particular those individuals responsible for planning data collection and collecting data.

**Output:** adaptation of the prototype NFE-MIS data collection tools, using dummy data if necessary.

**Step 1.** Refer to the conceptual framework that has been adapted to suit the national context (see results of Training Tool 1). Refer to the results of your Diagnostic Study (Tool 2: Mini Survey). *List all additional categories/sub-categories that you have identified via the above activities.*

**Step 2.** Add one or more **core** categories to the categorisations for 'types of NFE activities', 'types of providers', 'types of target groups', *without altering the numbering* of the core list of categories. This means you will add the new category to the bottom of the existing list and number it accordingly. For example, the category 'Street Children' may be added to the core categorisation for Target Groups, as indicated in the list below.

### Target groups

1. Illiterates
2. Literates (basic level)
3. Literates (advanced level)
4. Out-of-school children and school drop-outs
5. Marginalised adolescents and youth
6. Women and girls
7. Urban poor
8. Rural poor
9. Ethnic/linguistic minority groups
10. Groups living in special circumstances
11. **Street Children**

**Step 3.** Add one or more **sub-categories** to a core category in the main categorisation. You will need to number a sub-category according to the numbering of the core category under which it appears. For example, the following dummy sub-categories may be listed under the core category 'Life skills training':

### 3. Life skills training

- 3.1. Health and hygiene
- 3.2. Family planning
- 3.3. HIV/AIDS preventive education
- 3.4. Leadership and management development
- 3.5. Environmental conservation

**Step 4.** If necessary, you may change the terminology of a core category, *without altering the number-sequence of the core categorisation.*

For example, you may find it necessary to change the terminology of the core category 'Life-skills training' to 'Quality of life improvement training', in order that it corresponds to a national policy framework. The change of terminology is marked in bold, below.

1. Early childhood care and education
2. Literacy
3. Equivalency schooling
4. **Quality of life improvement training**
5. Income generation training/non-formal vocational training
6. Rural development
7. Further education/further professional training
8. Religious education
9. Cultural/traditional education

**Step 5.** Include the new core categories/sub-categories in the questionnaires (basic Microsoft Word document) you will be using to collect NFE-MIS data. For example, when you have included your additional sub-categories to the prototype categorisation of types of target groups, the revised questionnaire should look like this:

Target group(s)	
1. Illiterates	<input type="checkbox"/>
2. Literates (basic level)	<input type="checkbox"/>
3. Literates (advanced level)	<input type="checkbox"/>
4. Out-of-school children and school drop-outs	<input type="checkbox"/>
5. Marginalised adolescents and youth	<input type="checkbox"/>
6. Women and girls - Adolescent girls	<input type="checkbox"/>
7. Rural poor - Fishermen - Livestock breeders	<input type="checkbox"/>
8. Urban poor	<input type="checkbox"/>
9. Ethnic/linguistic minority groups - Tribal groups - Scheduled casts	<input type="checkbox"/>
10. Groups living in special circumstances - Refugees - Demobilised soldiers	<input type="checkbox"/>

**Please note:** *Identifying additional tools and methods.* You may find that a semi-structured questionnaire is not the best instrument to collect the information you need. For the purposes of building a sub-national NFE-MIS, we suggest that you use the prototype questionnaires included in this Handbook, after they have been adapted to your local realities. But if particular information needs cannot be answered using the tools provided, we invite you to consider alternative tools and methods.

Besides structured and semi-structured questionnaires, among the other most commonly used tools are interview guidelines for in-depth interviews, observation schedules for participant observation, focus group discussion guidelines, and the analysis of secondary records and data (e.g. stakeholder analysis reports, programme reports, evaluation reports, etc.). Similarly, you may find that some of your additional information needs are best met by other data collection mechanisms, such as household surveys, sample surveys and opinion surveys. Take this question, for example: 'What is the impact of participation in NFE programmes, in terms of personal satisfaction, access to better employment, and/or increased productivity?'

The outcome and impact of participation in NFE programmes can be measured through individual opinion surveys, or 'tracer studies' of individual participants in a given programme. An impact study, for example, will evaluate the effect the participation in a programme may have had on the quality of a learner's life, including improved health, employment, increased productivity and income, improved status in the community, etc.

## Training Tool 8: Planning for Data Collection

**Training objective:** A step-by-step review of the guidelines for planning data collection and the prototype data collection tools will help you plan data collection. These activities are: understanding the NFE-MIS methodology; preparing a contact list; and finalising a detailed data collection schedule. *Link: Module 5*

**Participants:** NFE-MIS Team members, particularly those responsible for planning and implementing data collection at sub-national level.

**Output:** a draft preliminary contact list; an identified minimum duration of a NFE programme; a draft data collection schedule; and a list of problems encountered in understanding the questionnaires.

**Step 1.** Review the guidelines for understanding the NFE-MIS methodology (Module 5, Section 5.1).

- *What is the difference between mapping and monitoring?*
- *What are the different purposes of Questionnaires 1-7?*
- *What is the 'sequential' nature of the NFE-MIS methodology?*

**Step 2.** You will also need to identify a cut-off point for the duration of a NFE programme, which enables you to decide which NFE programmes are too short to monitor. For example, if a programme's duration is less than 3 days it will be mapped (via Questionnaire 1) but not monitored (Questionnaires 2-7 will not be administered). Discuss:

- *What should be the minimum duration of a NFE programme?*

**Step 3.** Review the guidelines for identifying types of data sources for the prototype NFE-MIS questionnaires and for preparing a preliminary contact list (Module 5, Section 5.3). Discuss:

- *Which are our types of data sources?*
- *Will the NFE-MIS project cover civil society providers or will it be restricted to governmental agencies?*
- *Does an inventory of NFE providing agencies (governmental and non-governmental) exist? If so, is it accessible throughout the levels of an administrative hierarchy?*
- *What is the difference between providers, sponsors, main providers and co-providers?*

Referring to the results of your discussion, draft a preliminary contact list.

**Step 4.** Review the guidelines for preparing a data collection schedule and updating the database (Module 5, Section 5.3). Discuss:

- *What are the 4 Steps for designing a data collection schedule?*

Referring to the prototype schedule provided in the guidelines, i.e. 4 steps for data collection (Module 5, Section 5.3), prepare a schedule for data collection. You should ensure that you include dates in this schedule.

**Step 5.** Review the guidelines for updating the database. Discuss:

- *What are the differences between a repeated Cycle 1 and Cycle 2?*
- *What are existing schedules for routine EMIS data collection by the ministry?*
- *What are existing schedules for other routine data collection by other ministries?*
- *At what administrative level is the information we are looking for available?*



## Training Tool 9: Monitoring the NFE-MIS Development Process

**Training objective:** A step-by-step review of the Self-Assessment tools and methods (SAQ) and a monitoring table format will help you understand the monitoring methodology. *Link: Module 7*

**Participants:** NFE-MIS Team members and the resource person(s) who will facilitate the self-assessment exercise.

**Output:** Completed Self-Assessment Questionnaires (SAQs) 1-5, using dummy data.

**Step 1.** Review the set of 5 (SAQs) (Module 7, Section 7.1). Discuss:

- What are the contents and purpose of the SAQs?

**Step 2.** Review the methods, project monitoring schedule, and monitoring indicators for the SAQs (Module 7, Sections 7.2 and 7.3). Discuss:

- *What are the methods of the SAQs?*
- *What is the schedule of the SAQs?*
- *What are the monitoring indicators of the SAQs?*

**Step 3.** Undertake an orientation in self-assessment, by completing the SAQ tools, using dummy data. It should not be necessary to complete all sections of the tools, as the tools are detailed. But the principle of the method should be understood.

**Step 4:** Design a monitoring table, using the format provided by the guidelines (Module 7, Section 7.3). This is the same format as the action plan. Review the draft action plan produced as a result of Training Tool 4. Complete the monitoring table, using the 'activities' and 'sub-activities' in the draft action plan. You will need to make sure that you enter '**actual activities**', and '**actual sub-activities**' for each of these.

It is important to ensure that a monitoring schedule is integrated into the overall NFE-MIS development action-plan. You should administer a SAQ at the end of various activities in the plan. In this way, a monitoring activity will itself be included in the monitoring table.

annex —



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## Facilitator's guide

### I.1. Introduction

Training Tool 1 Guide:	Refining the Conceptual Framework for NFE
Training Tool 2 Guide:	Building a National NFE-MIS and a Sub-national NFE-MIS Team
Training Tool 3 Guide:	Identifying Partners at Sub-national Level
Training Tool 4 Guide:	Designing an Action Plan for NFE-MIS Development
Training Tool 5 Guide:	Using the Diagnostic Study Methodology
Training Tool 6 Guide:	Identifying NFE Indicators
Training Tool 7 Guide:	Adapting the Prototype Questionnaires
Training Tool 8 Guide:	Planning for Data Collection
Training Tool 9 Guide:	Monitoring the NFE Development Process



## II.1. Introduction

This guide provides some tips for facilitating use of the Training Tools in the NFE-MIS Tool-kit. The Tool-guides are listed below, followed by the link to various modules in the Handbook, marked in bold:

- **Training Tool 1 Guide:** Refining the Conceptual Framework for NFE  
*Link: Module 1*
- **Training Tool 2 Guide:** Building a national NFE-MIS Team and a sub-national NFE-MIS Team  
*Link: Module 2*
- **Training Tool 3 Guide:** Identifying Partners at Sub-national level  
*Link: Module 2*
- **Training Tool 4 Guide:** Designing an Action Plan for NFE-MIS Development  
*Link: Module 2*
- **Training Tool 5 Guide:** Using the Diagnostic Study Methodology  
*Link: Module 3*
- **Training Tool 6 Guide:** Identifying NFE Indicators  
*Link: Module 4*
- **Training Tool 7 Guide:** Adapting the Prototype Questionnaires  
*Link: Module 5*
- **Training Tool 8 Guide:** Planning for Data Collection  
*Link: Module 5*
- **Training Tool 9 Guide:** Monitoring the NFE-MIS Development Process  
*Link: Module 7*

This Facilitators' Guide and the NFE-MIS Tool-kit should be used during a systematic and comprehensive capacity building programme. You will find suggestions for a capacity building strategy and a proposed training of trainers (ToT) schedule in Module 2 of the NFE-MIS Handbook.

As a NFE-MIS 'facilitator' you will have been selected because of your previous experience. You will yourself have participated in a ToT workshop. You will be ready to undertake further training of trainers at any level in the administrative hierarchy.

**Please note:** The Tool-kit is more than a set of Training Tools. The Training Tools are designed to do two things.

1. Build the capacities needed to plan, manage and monitor NFE-MIS development;
2. Produce various outputs needed for NFE-MIS development.

These outputs will usually be 'drafts'. They will need to be approved by the people responsible for NFE-MIS development. But without these outputs NFE-MIS development cannot take place.

It is important that you do the following for **all** Training Tools:

- Know your material. To facilitate, you must be completely familiar with the contents of the Handbook yourself. You should be clear about each tool's specific training objective (see the summaries heading each Training Tool).

- Carefully note the outputs to be produced as a result of each Training Tool session. You will need to make sure that these outputs are produced and kept for future use. You should also remind trainees that the Training Tool outputs will be used during NFE-MIS development.
- Before beginning a training workshop, provide an introduction to the Rationale and Purpose of the Handbook, referring to the introductory module.
- It is important to remind your trainees that the Handbook design is modular, that is, we use a building-block approach. The links between the modules are important, as are the links between modules and Training Tools. The links are identified in the Summary Box at the beginning of each Module in the Handbook and also at the beginning of each Training Tool.
- You must make absolutely certain that the guidelines in the Handbook have been read and understood by your trainees. It is important to spend a little time on the Summary box at the beginning of each Module, to ensure that trainees understand the purpose, intended users, and contents of each Module. *Begin the training session by providing a recap of the guidelines.*
- In addition to providing a recap of the guidelines, the trainees will need to carefully review certain sections in these guidelines. The term 'review' means you should guide trainees through the material in the Handbook. It is not an invitation to revise the material.
- The Training Tools include questions to stimulate discussion as well as questions which, when answered, will result in a tool's outputs. Only those questions that are *italicised* in the Training Tools should be answered in the outputs of each tool. Questions that are not italicised are focus group discussion guides, and the discussion results should be recorded separately.
- Keep an eye on the clock. The duration for each Training Tool should not exceed 3 hours. Decide how long you will spend on each step in the tool. You will need, of course, to remain flexible. Do not rush your trainees but try not to exceed the suggested duration.
- The physical space for your training session is important. You will need flexible seating and a space that is conducive to dialogue between group members.
- Certain Training Tools in the Tool-kit require working groups. You will be reminded to break into smaller groups by this guide. But if your group of trainees is large, you may need to divide the group into smaller groups in the case of all the Training Tools.
- Some Training Tools require background material (e.g. policy documents) or outputs (e.g. draft action-plan) or dummy data which are outputs of previous Training Tools. You must make sure that you have these to hand, for easy reference.
- Prepare the stationary you need for each Training Tool in advance. You will need notepads, pens, flip-charts, chart-stands, and marker pens for all the tools. In some cases, you will need photocopies of formats provided by the Handbook. In general, it is a good idea to remind your trainees to keep a copy of their Handbook to hand, for easy reference.
- All outputs will need to be presented in a training report. At the end of each Training Tool, collect the outputs and make sure that they are included in the final report.
- Finally, it is important to monitor and evaluate your capacity building activities. You may choose to design monitoring and evaluation tools using the format of the Self-Assessment Questionnaires provided by the NFE-MIS Handbook (Module 7). A schedule of monitoring and evaluation will need to be based on the capacity building schedule that you design.

## Training Tool 1 Guide: Refining the NFE Conceptual Framework

### Recap of Module 1 (Sections 1.1 - 1.4)

- Stress the complexity of the concept of NFE. Make sure trainees understand the difference between 'core categories' and 'sub-categories'.
- Make sure that the 'different types of learning' are understood by your trainees.
- It is essential that your trainees understand the principle of using the **combination** of types of activity, types of providing agency, types of target group, and target age-groups to describe how one programme may differ from another.
- Referring to the guidelines, your trainees must also understand that a single NFE programme must be viewed as unique; a NFE programme is made up of one or more courses; a single course must be viewed as unique.

**Step 1:** Referring to the prototype core categories provided in Module 1, facilitate a short discussion focusing on the question given in the tool, to make sure that trainees (a) understand the core categorisations and their relationship; (b) can fine-tune the **descriptions** for each core categorisation. *Please record the results of your discussion using a flip-chart.*

**Step 2:** Following a short discussion that focuses on questions in the tool, encourage your trainees to identify **new** core categories that can be added to the existing categorisations provided by Module 1. This will encourage a sense of ownership of the concept of NFE. But it is important that you do not add to or remove any of the core categorisations at this stage in NFE-MIS development. *Please record the results of your discussion using a flip-chart.*

**Step 3:** You may need to help trainees identify a NFE programme with which they are thoroughly familiar. It should include more than one type of activity. It should be repeated by location (taking place in different districts, wards, villages, etc.); or by duration (taking place at different times).

**Step 4:** You will need to help your trainees identify the courses that take place within the overall programme they have identified in Step 3. Make sure that you have differentiated between the courses by location or duration.

You may want to remind trainees that the courses may be the same in every other respect (types of activities, providers, target groups, age-groups), except in terms of where they take place and when they take place. You may also want to remind trainees that some courses (which you are not considering here, in the exercise) will be unique/one-time only, i.e. they are not repeated by location or duration.

**Note:** Once approved, the refined conceptual framework will be made operational and will be used during subsequent Training Tool sessions.

*You should end the training session by reviewing your group's outputs. Facilitate a brief Q&A, if necessary.*

## Training Tool 2 Guide: Building a National NFE-MIS Team and a Sub-national NFE-MIS Team

### Recap of Module 2, Section 2.2.

- Begin by clarifying the difference between the national NFE-MIS Team and the sub-national NFE-MIS Team.
- Take a little time to explain the differences between responsibilities at the national and sub-national levels.
- Ensure that trainees understand the importance of building on existing organisational structures; you may refer to the example from Andhra Pradesh, India, to illustrate this point.

**Steps 1-2:** Facilitate a discussion of the make-up of the national NFE-MIS Team referring to the questions in the Training Tool. Guide your trainees in designing a table following the example provided. *Please record the results using a flip-chart.*

**Steps 3-4:** Facilitate a discussion of the make-up of the sub-national NFE-MIS Team, referring to the questions in the Training Tool. Guide your trainees in designing a table following the example provided. *Please record the results using a flip-chart.*

**Step 5:** Ensure that your trainees list additional roles and responsibilities for the teams at both national and sub-national level; these must be added to the tables you designed in steps 1-4. *Please record the results using a flip-chart.*

**Step 6:** Guide your trainees in designing a final table, including the types of roles, the specific responsibilities and the named individual/designation title for each of these. A final table should be designed for both the national NFE-MIS Team and the sub-national NFE-MIS Team. *Please record the results using a flip-chart.*

You will need to stress the importance of ensuring the participation of Civil Society Organisations (CSOs), that is, Non Governmental organisations (NGOs) and Community Based organisations (CBOs), in the sub-national NFE-MIS Team. Here are some examples of ways to ensure that CSOs participate actively in planning and management:

- Preparing a comprehensive and reliable inventory of all NGOs and CBOs in the area.
- Inviting NGOs and CBOs to participate in regular planning meetings, and making sure that the meeting schedule allows CSOs to attend.
- Undertaking sensitisation activities so that CSOs are aware of our efforts to develop NFE in our local area.
- Including them in any capacity-building or training for planning and management, so that local government authorities and CSOs all use the same planning process and formats.

It may not be possible to name CSOs in the tables you have designed in Step 6. But the principle of CSO participation should be understood. This point will be clarified in greater detail while using the next tool, Training Tool 3.

**Note:** Once approved, tables showing the constitution of both the national and sub-national NFE-MIS Teams will be made operational and used as a reference point throughout NFE-MIS development.

*You should end the training session by reviewing your group's outputs. Facilitate a brief Q&A, if necessary.*



## Training Tool 3 Guide: Identifying Partners at Sub-national Level

### Recap of Module 2, Section 2.3.

- You may need to spend a little time on the idea of 'partnerships'. It is particularly important to stress partnerships between government and Civil Society Organisations (CSOs) at sub-national levels. It is essential to open your trainees' minds to the difficulties of such partnership. You may want to list some of the problems encountered by both central and local government authorities and CSOs when they try to work together. Remind trainees that it is easy to establish partnerships on paper but translating good intentions into reality requires careful thought and dedicated effort.
- Stress that NFE-MIS development must be based on existing policy objectives and contribute to official targets. You may need to identify key policy documents for NFE development in your country, and keep these to hand for easy reference. You will also need to identify key policy objectives and targets to illustrate your argument.

*You should refer to the national 'Study of the policy context for NFE', if this is available.*

**Step 1:** Facilitate a discussion on the existing policy context for NFE, using the questions provided by the Training Tool. *Please record the results of your discussion using a flip-chart.*

**Step 2:** Facilitate a short discussion on existing NFE partnerships, focussing on the questions in the Training Tool. *Please record the results of your discussion using a flip-chart.*

**Step 3:** You can refer to the example provided by the Training Tool to clarify the 'rainbow' model. Make sure your trainees understand the steps needed to design an institutional 'rainbow'.

**Step 4:** Facilitate a short discussion on links between future partners focusing on the questions provided by the Training Tool. In this discussion, you should make every effort to ensure that you do more than simply list partners and their relation to each other. It is important to encourage trainees to think about the following:

- Obstacles to and opportunities for improved communication and information exchange between partners;
- Partnerships that are already institutionalised and those that need to be created and institutionalised;
- Partnerships that exist on paper and those that are active;
- Influential members of the community who should be encouraged as important NFE partners.

**Note:** Once approved, the institutional 'rainbow' will help NFE-MIS Team members expand their membership.

*You should end the training session by reviewing your group's outputs. Facilitate a brief Q&A, if necessary.*

## Training Tool 4 Guide: Designing an Action Plan for NFE-MIS Development

### Recap of Module 2, Section 2.4.

- Ensure that all steps in the NFE-MIS development process are clearly understood. You may also want to refer to figures in the introduction to the NFE-MIS Handbook, which illustrate this development process. Stress the difference between a strategic workplan and an operational action plan.
- Review the format for an action plan. Make sure your trainees understand the difference between an activity and a sub-activity.
- Review the format for a time-schedule.
- Review the format for a resource identification list. Guide trainees through the process of identifying resources.

**Step 1:** Facilitate a short discussion, using the question provided in the Training Tool. You should encourage trainees to identify additional activities besides the ones provided by the strategic workplan. *Please record the results of your discussion using a flip-chart.*

**Step 2:** Guide your trainees in designing an operational action plan, using the format provided by the guidelines in Module 2.

**Step 3:** Facilitate a short discussion, using the question provided in the tool. It is essential that your trainees include capacity building activities *and* monitoring activities in the list of activities that they draw up. *Please record the results of your discussion using a flip-chart.*

**Step 4:** Guide trainees in completing the action plan designed during step 2, above. While completing the action plan, you may need to stress the following:

- Schedule planning activities so that they are a part of regular planning exercises;
- Schedule training activities to correspond to the timing of an ongoing capacity-building initiative;
- Schedule data collection activities to fit into routine data collection exercises; this will only be possible if the coverage of your NFE-MIS data collection is not different from routine data collection coverage.

**Note:** Once approved, the draft action plan will be made operational and implemented as such.

*You should end the training session by reviewing your group's outputs. Facilitate a brief Q&A, if necessary.*

## Training Tool 5 Guide: Using the Diagnostic Study Methodology

### Recap of Module 3

Before using this Training Tool, you must familiarise your trainees with the prototype NFE-MIS questionnaires in Module 5. Facilitate a 'practice session' in how to complete the questionnaires, referring to the 'Notes for data collectors'. This is important because the Diagnostic Study is designed to enable NFE-MIS Teams adapt the questionnaires to suit their local context. In order to understand the Diagnostic Study, trainees will first need to be familiar with the NFE-MIS questionnaires.

You may divide your group into pairs and allow them time to complete the questionnaires together. The steps for orientation are as follows:

1. Read through the 'Notes for Data Collectors' and the summary box at the beginning of each data collection tool, Questionnaires 1-7;
2. Complete the questionnaires, filling in your own data. The dummy data provided in the prototype tools will provide further clarification;
3. Record any difficulties in understanding the data collection tools and discuss these in a Questions and Answers session.

Trainees will also need to be familiar with the NFE-MIS questionnaires before they participate in sessions using Training Tools 7-9.

**Step 1:** Referring closely to the guidelines in Module 3, clarify the following: What is a Diagnostic Study? Make sure that the difference between that the Diagnostic Study tools-set and the set of NFE-MIS questionnaires is clear. Stress that the Diagnostic Study will help NFE-MIS Team members adapt the questionnaires to their local contexts.

**Step 2:** Take time to carefully read through the summary boxes provided at the beginning of each Diagnostic Study. It is also a good idea to guide your trainees through the 'Notes' at the beginning of each tool. Clarify the following: Why is a Diagnostic Study important? What are the Diagnostic Study tools and methods?

**Step 3:** Referring to Table 3.1 in Module 3 (Summary of the Diagnostic Study Methodology), assist your trainees in producing a draft contact list and data collection schedule.

**Steps 4-5:** After reviewing the model for a Diagnostic Study Report provided by Module 3, Table 3.2 divide your group of trainees into smaller working-groups so that they can complete a 'practice session' in use of the Diagnostic Study tools. It should not be necessary to complete all sections of the Diagnostic Study Tool 3. But you should understand the principle of the method.

**Note:** Once approved, the draft contact list and data collection schedule for the Diagnostic Study will be made operational and implemented as such.

*You should end the training session by reviewing your group's outputs. Facilitate a brief Q&A, if necessary.*

## Training Tool 6 Guide: Identifying NFE Indicators

### Recap of Module 4

Referring to the sections in Module 4, review the following questions:

- What are the preconditions for developing indicators?
- What is an indicator?
- What are the different types of indicators?
- Is the particular challenge of developing indicators for NFE clear?

You will need to refer to an existing policy document for this exercise. Module 4 provides examples from Tanzania's Medium-Term Strategy for developing Adult and Non-formal education (AE/NFE). But you may, of course, choose to refer to another policy document, which you have identified. If this is the case, please ensure that you have already selected examples in the document, which you can refer to while using this Training Tool. You will also need to distribute copies of this policy document to trainees.

**Step 1:** Referring to the example of 'Strategic objectives' in Module 4 - or your own examples selected from a national policy document (see above) - guide your trainees through the process of identifying key policy objectives for which indicators can be designed. Facilitate a short discussion focusing on the questions in the Training Tool. *Please record the results of your discussion using a flip-chart.*

**Step 2:** Guide your trainees in designing a table using the format provided by the Training Tool and help them complete this, making the transition from summarised objectives to indicators.

**Step 3:** Referring to the examples in Module 4, help trainees identify the type of model you will use to structure the list of indicators. Using the example in the Module, Section 4.5, Step 3, guide your trainees in completing a table showing the structure of the indicator list.

**Step 4:** Facilitate a short discussion using questions in the Training Tool. Guide trainees in identifying data sources for each of the indicators listed in the table designed in Step 3. These data sources will need to be added to the table already designed.

You may end by facilitating a brief discussion using the following questions:

- Which are the existing NFE-related indicators used by the national Education Management Information System (EMIS)?
- What are existing NFE-related indicators used within broad development frameworks?
- Does our list of indicators duplicate any existing indicators?
- How does our list of indicators complement existing indicator lists?

This will help trainees ensure that the list of NFE indicators does not duplicate existing indicators already provided by external sources/MIS. The results of this discussion will be useful when trainees undertake Section 4.5, Steps 8-9 in Module 4: making the final selection of NFE indicators.

**Step 5:** Revisit the sample indicators in Module 4, Section 4.5, Step 7 with the trainees.

Facilitate a discussion on the questions indicated in the Tool Kit, which are:

- Are all these indicators important in your context?
- Which indicators are missing?
- Do you think you have the information required to calculate them?

**Step 6:** Facilitate a discussion on the example of a list of NFE indicators, under Step 6, Tool 6 of the Tool Kit. The following questions should be discussed by the trainees:

- Select those indicators which you consider appropriate for the NFE indicator list to be drawn up in your context.
- Complete the list by adding other NFE indicators you may have identified to be used for your NFE indicator list.

**Note:** Once approved, the draft list of NFE indicators will be made operational and used during data analysis.

*You should end the training session by reviewing your group's outputs. Facilitate a brief Q&A, if necessary.*

## Training tool 7 Guide: Adapting the Prototype Questionnaires

### Recap of Module 5 Section 5.2

- Begin by skimming through the set of data collection tools, i.e. Questionnaires 1-7. By this stage, your trainees should be familiar with the contents and structure of these questionnaires.
- Clarify the purpose of 'adaptation'. That is, core/sub-categories may be added to the existing NFE categorisations of types of NFE, types of providers, and types of target groups. Such adaptation will ensure that prototype NFE-MIS questionnaires are adapted to suit local realities (objective of Training Tool 7). Stress the difference between 'modification' and 'customisation'.
- Remind your trainees that the categories in the conceptual framework are the same categories used in Questionnaire 3 of the NFE-MIS questionnaire set. So, a change in the conceptual framework will require a corresponding change in the questionnaires. Clarify the link between the Diagnostic Study and this exercise. The results of Diagnostic Study Tool 2 will be changes in the conceptual framework, i.e. the addition of core categories and sub-categories. These changes will now have to be entered in the NFE-MIS questionnaires.
- If your trainees have not undertaken a Diagnostic Study, you will need to use dummy data for Diagnostic Study Tool 2. You may use dummy data from Training Tool 5. Or, you may use the examples provided by the Training Tool.

**Step 1:** Guide trainees in listing all additional core/sub-categories to be entered in the prototype questionnaires. *Please record the results of this step and steps 2-4 using a flip-chart.*

**Step 2:** Guide trainees in adding the **core** categories under the heading 'types of NFE activities', 'types of providers', and 'target age groups'. Make sure that the numbering of the categories in the existing lists is not altered.

**Step 3:** Guide trainees in adding **sub**-categories to the core categories.

**Step 4:** Guide trainees in changing the terminology of a core category. You must make sure that any change in terminology is not random. These changes should be made only if national policy documents refer to a particular type of NFE activity differently from the terminology used in the NFE-MIS categorisation. Again, make sure the numbering used by the prototype NFE-MIS categorisation is not altered.

**Step 5:** Guide trainees in rewriting the questionnaires so that they include the new core categories/sub-categories. You may end by reading through the note at the end of the Training Tool, which simply reminds trainees that the NFE-MIS questionnaires can be supplemented by other data collection methods.

**Note:** Once approved, the adapted questionnaires will be made operational and implemented as such.

*You should end the training session by reviewing your group's outputs. Facilitate a brief Q&A, if necessary.*

## Training Tool 8 Guide: Planning for Data Collection

### Recap of Module 5

- Review the Section 5.1 on 'Understanding the data collection tools'. Stress the need to first map NFE provision, before we can monitor progress made.
- Clarify the difference between a preliminary contact list and a regularly updated contact list. You will need to stress that it is important to begin with a preliminary contact list because we first need to map NFE. A regularly updated contact list will help us move from mapping agencies and NFE programmes to monitoring these; it will also help us to expand the mapping database. Review the steps for drawing up a contact list.
- Review the four steps in a data collection schedule. Clarify that, together, these four steps make up the overall two-stage data collection mentioned in Section 1 of the guidelines.
- Review the importance of updating the NFE-MIS database. You may need to clarify the idea of 'frequency'. You should also clarify that the four steps/two-stages of data collection make up Cycle 1 of data collection, which will be repeated. Clarify the difference between repeating Cycle 1 and undertaking a new, Cycle 2 (which, in turn, may be repeated). Throughout, it is important to remind your trainees that the data collection schedule must be synchronised with the existing EMIS data collection mechanism.
- To clarify the importance of updating the NFE-MIS database, you may also refer to Section 5., 'Sustaining the NFE-MIS', in the introductory module of the Handbook.

**Steps 1-2:** Facilitate a discussion using the questions provided by the Training Tool. You will need to make sure that the 'sequential' nature of the NFE-MIS methodology is understood. *Please record the results of your discussion using a flip-chart.*

**Step 3:** Facilitate a discussion using the questions provided by the Training Tool. It may not be possible to finalise the cut-off point for a NFE programme's duration. But a provisional minimum duration should be identified. *Please carefully record the draft contact list.*

**Step 4:** Facilitate a discussion using the questions provided by the Training Tool. You should encourage trainees to follow the 4 steps provided by the guidelines as far as possible. At the same time, the draft data collection schedule should build on existing routine data collection schedules. *Please carefully record the draft data collection schedule.*

**Step 5:** Facilitate a discussion using the questions provided by the Training Tool. You may need to prepare this step by identifying the following, before the training begins: routine Education Management Information System (EMIS) data collection schedule(s) and other ministries' routine data collection schedules. *Please record the results of your discussion using a flip-chart.*

**Note:** Once approved, the draft contact list and data collection schedule will be made operational and will need to be implemented.

*You should end the training session by reviewing your group's outputs. Facilitate a brief Q&A, if necessary.*

## Training Tool 9 Guide: Monitoring NFE-MIS Development

### Recap of Module 7

- Begin by stressing the importance of monitoring NFE-MIS development. You may want to facilitate a short discussion of the challenges of monitoring, in general, and why any obstacles must be dealt with.
- Make sure that the concept of 'self-assessment' and the Self-Assessment Questionnaires (SAQs) are clear. You may need to also clarify that the SAQs are tools that can be used for both monitoring and evaluation.
- Stress that the monitoring plan uses exactly the same format as the NFE-MIS development action-plan. You may also remind your trainees that the format of an evaluation plan will be based on the monitoring plans.

**Step 1:** Facilitate a short discussion using the question in the Training Tool. You may also want to use this opportunity to identify other methods of evaluation that can be used in addition to the SAQs and monitoring/evaluation plan provided by Module 7. *Please record the results of your discussion using a flip-chart.*

**Step 2:** Facilitate a short discussion focusing on the questions in the Training Tool. Make sure that your trainees understand the principle of combining discussion and anonymous responses using the boxes included in the tools. When discussing the schedule self-assessment, you may want to refer to the NFE-MIS action plan (see Training Tool 4). This action plan must also include monitoring activities, specifically, administering the SAQs.

**Step 3:** Guide trainees in completing the SAQs. If your group of trainees is large, you may choose to divide it into smaller working-groups in order to complete this exercise. You may encourage trainees to volunteer as 'facilitators' for this practice session. *Please record the results of your discussion using a flip-chart.*

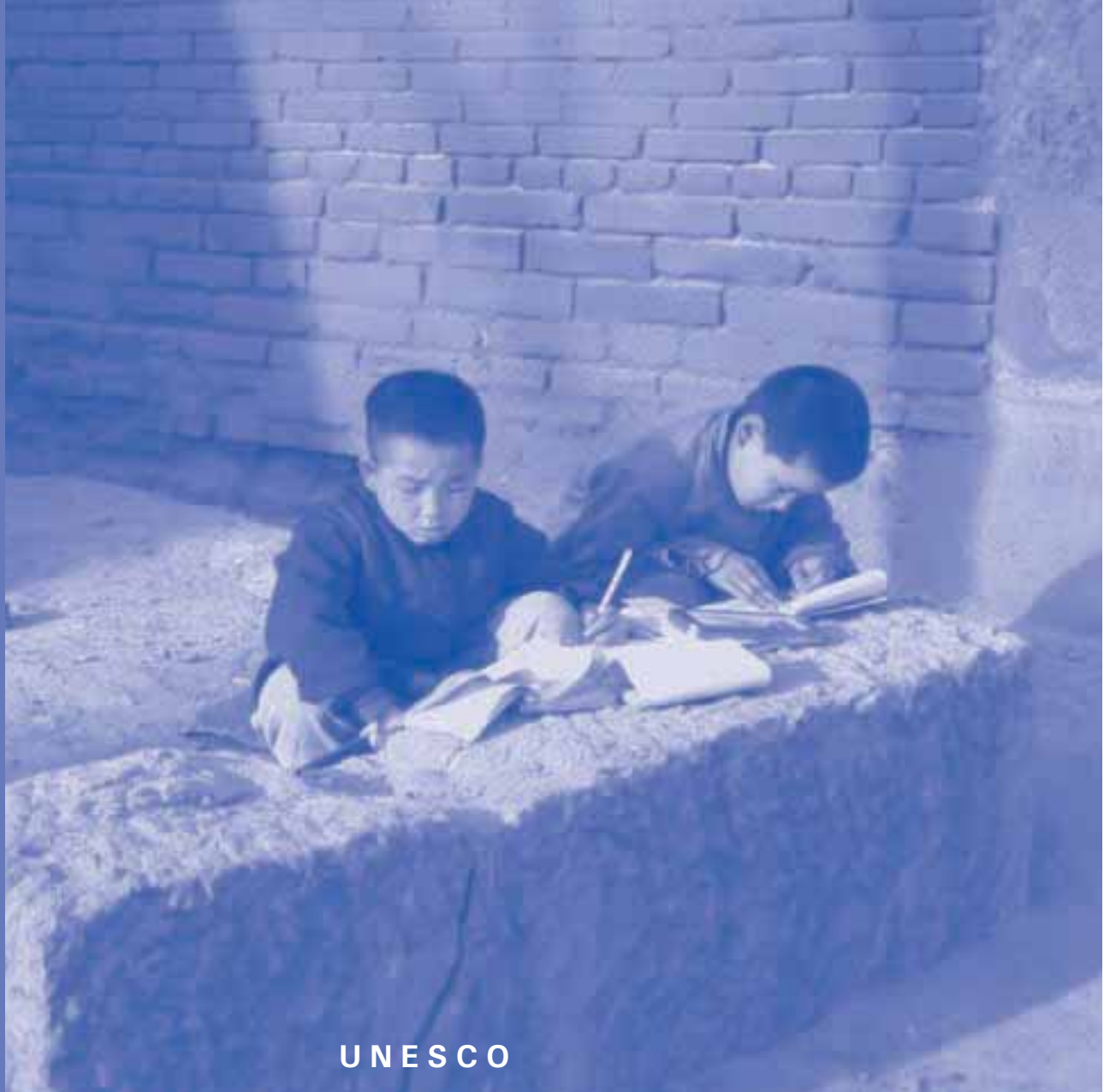
**Step 4:** Guide your trainees in designing and completing a monitoring plan. Make sure trainees understand the difference between 'activities' and '**actual** activities' in the monitoring plan. You may need to help trainees identify dummy data based on imaginary situations, to complete the table (i.e. for 'actual activities'). But otherwise, the monitoring plan should be closely based on the draft action plan for NFE-MIS development.

Take time to clarify the 'fake' example. It is essential that your trainees understand the importance of accurate financial monitoring.

**Note:** The monitoring methodology will need to be clearly understood because it is operational and will need to be implemented as such.

*You should end the training session by reviewing your group's outputs. Facilitate a brief Q&A, if necessary.*





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## NFE-MIS Software Structure

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### Boxes, Figures and Tables

Figure III.1. Message Exchange Between Layers

Figure III.2. Message Exchange

### III.1. Purpose of the Document

The objective of this document is to present the technical 'architecture' of the NFE-MIS software. Software developers can use the information provided in this document to create a new NFE-MIS application if the software provided by UNESCO does not answer, or no longer answers the specific information needs identified by the country implementing a NFE-MIS. This document is intended for use by software specialists only. The readers are assumed to be familiar with the general operation of three-level structured software, database modelling techniques and with PHP scripting language.

The first part of this document describes the different layers of the software. An example of a typical call file is used to illustrate how these modules are linked and how they communicate. The second part gives a detailed description of the data model.

**!Flashpoint!:** This document does not provide information on the part of the software that enables the production of statistical tables.

#### III.1.1. Introduction

The NFE-MIS software must run both in stand-alone and network modes; a three-level structure has been chosen.

It includes the following layers:

- **A Client:** the station that is connected via Internet Explorer
- **A HTTP server:** apache
- **An application:** NFE-MIS
- **A language interpreter:** php
- **A database server:** mysql

The stand-alone mode requires a modified EasyPhp1.7 package.

This package originally included:

- Apache 1.3.2
- Php 4.3.3
- Mysql 4.0.15
- Phpmyadmin 2.5.3

In order to improve the software performance some modules delivered with Easyphp1,7 standard package have been replaced by:

- Php 5.0.3 instead of php 4.3.3
- Mysql 4.1.9 instead of mysql 4.0.15
- Phpmyadmin 2.6.1pl3 instead of phpmyadmin 2.5.3

In network mode, elements have been taken separately:

- Apache 1.3.33
- Php 5.0.3
- Mysql 4.1.9
- Phpmyadmin 2.6.1pl3

For the Import/Export module, a java virtual machine is necessary. The 1.4.6.07 version is used for the software.

## III.2. Description

### III.2.1. Structure of the application

#### Stand-Alone Mode

All components are installed on the same station. After launching EasyPHP, access is obtained by calling up URL `http://localhost/unesco` or `http://127.0.0.1/unesco`, address IP 127.0.0.1 or the name 'localhost' that identifies the station by default.

#### Network mode

The client is separated from the application component by the network.

The four remaining elements can be laid out in following ways:

**Option 1:** All four elements are installed on the same station.

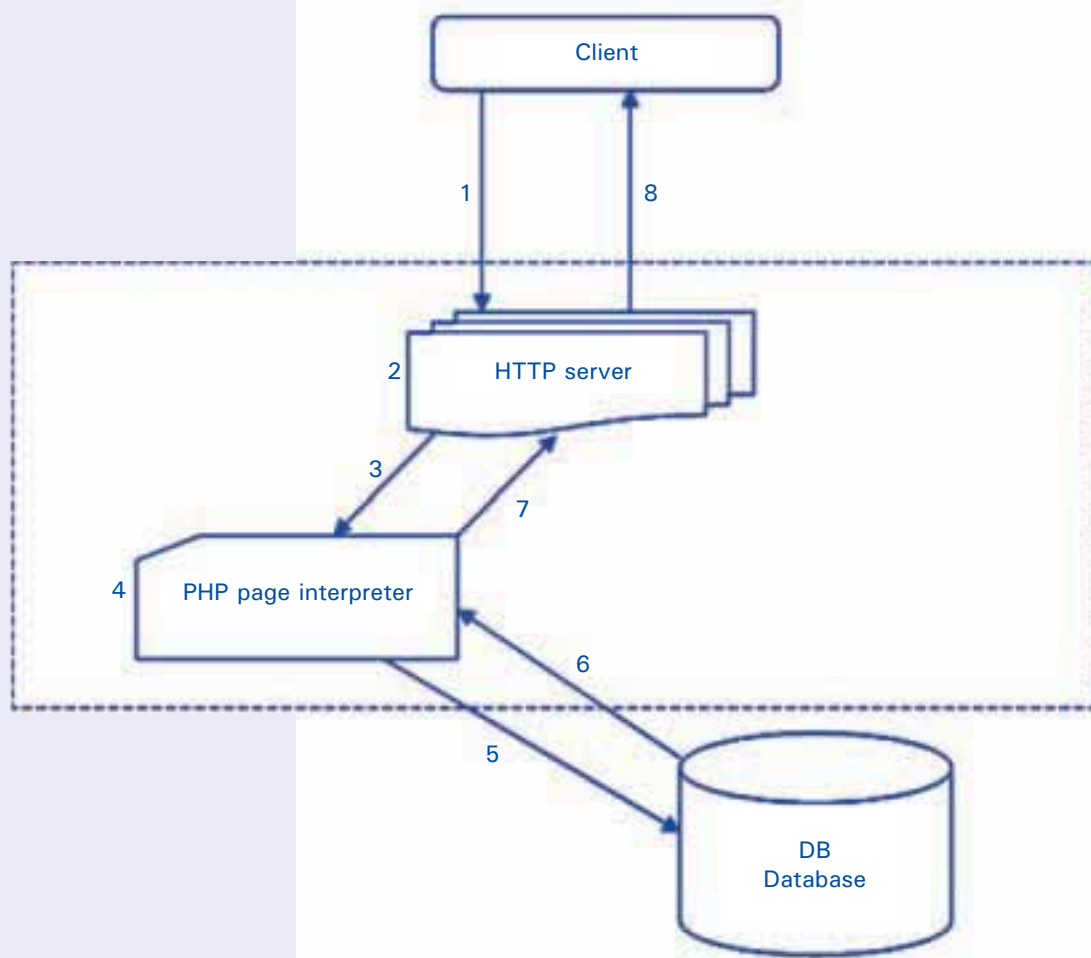
- Strength of this option: only one station is necessary.
- Weakness of this option: the station supports the load of the connection and therefore if a shutdown occurs, it is impossible to use the application.

**Option 2:** Http server, the interpreter and the application are installed on a station that we will call 'application server', while the database (DB) is placed on another station.

- Strength of this option: the 2 stations are independent from the point of view of the load of the connection. The application server can be duplicated on another machine and the two servers are set in share mode to improve the load balancing.

### III.2.2. Message exchange between the layers

Figure III.1. Message exchange between the layers





The process takes eight steps:

**Step 1:** The user types a URL or clicks on a button in their browser; this action sends a request to an HTTP server.

**Step 2:** HTTP server interprets the request and, if it recognises a request for a php page, sends the information to the php page interpreter. Otherwise, the previous page is recovered and the HTTP server goes directly to step 8.

**Step 3:** Information (name of the page, parameters) is given to the php interpreter.

**Step 4:** The php interpreter reads the information, opens the file and executes it. If the php interpreter needs additional data, it retrieves data progressively from the database (steps 5 and 6). The php interpreter reads the data and includes it in the output buffer.

**Step 5:** The php interpreter asks the database to execute a sequel request.

**Step 6:** The database answers the request.

**Step 7:** After completing the interpretation of all php scripts contained in the file given as the parameter, the interpreter sends the resulting page to the HTTP server.

**Step 8:** The HTTP server sends the page in HTML format to the customer's browser.

### III.2.3. A Module Sample

Each module (agency, programme, course, learner, educator...) is composed of 2 objects and 1 or 2 'calling files'.

The objects are:

- The container that contains the presentation part of the module;
- The application component which controls the dialogues with the database.

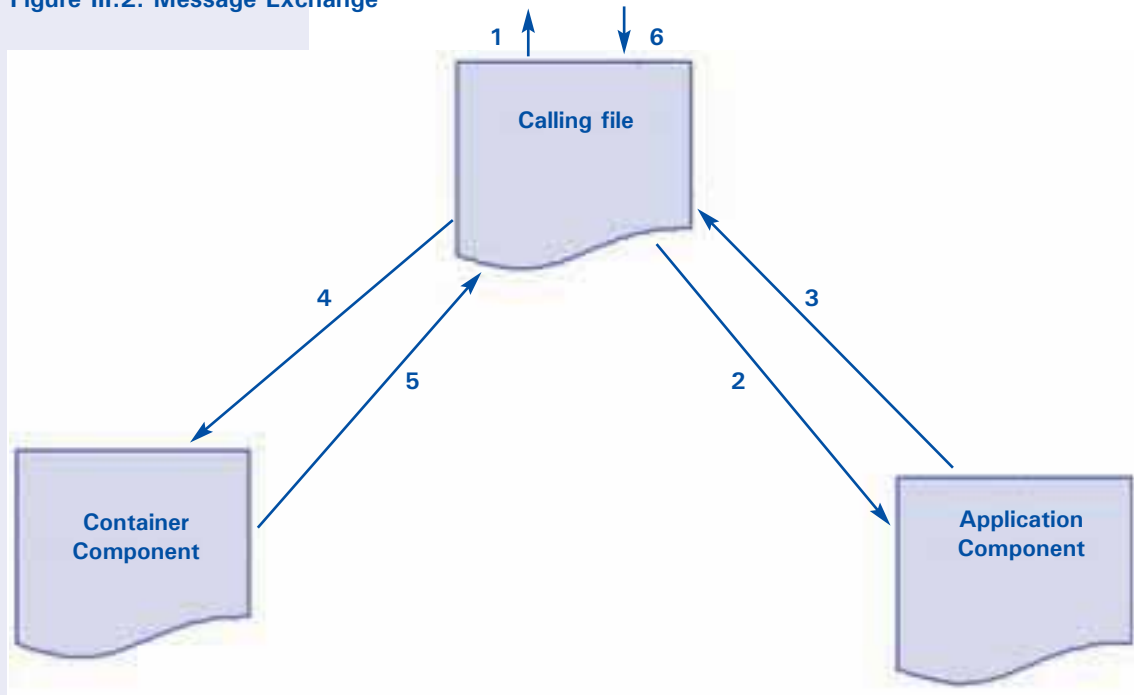
The 'calling files' are:

- The file of the page that controls the given parameters as well as the execution of the 2 above mentioned objects;
- The page file of the pop-up mode that controls the given parameters and the execution of the above-mentioned 2 objects.

The two 'calling files' have the same architecture.

## Message Exchange

Figure III.2. Message Exchange



The data process is done in 6 steps:

**Step 1:** Parameters are given to the 'calling file'

**Step 2:** The 'calling file':

- Retrieves all information parameters contained in the tables of the php environment ( \_GET: data given to the application by the method GET, \_POST: data given to the application by the method POST, \_SESSION: data stored in the session variable). The information parameters are then put in a table;
- Creates an application component and initialises it with the table previously created;
- Launches the method `get_data` of the application component.

**Step 3:** The application component:

- Executes the data process corresponding to the action required by carrying out the necessary requests via the database;
- Returns the code for actions to execute and the data table for display, if necessary.

**Step 4:** The 'calling file':

- Retrieves the data from the application component;
- Creates the component container and initialises it with information returned by the application object;
- Executes the method `fct_affiche` of the component container.

**Step 5:** The component container:

- Executes the treatment corresponding to the action;
- Returns the information, in an HTML format, to the browser via the calling page.

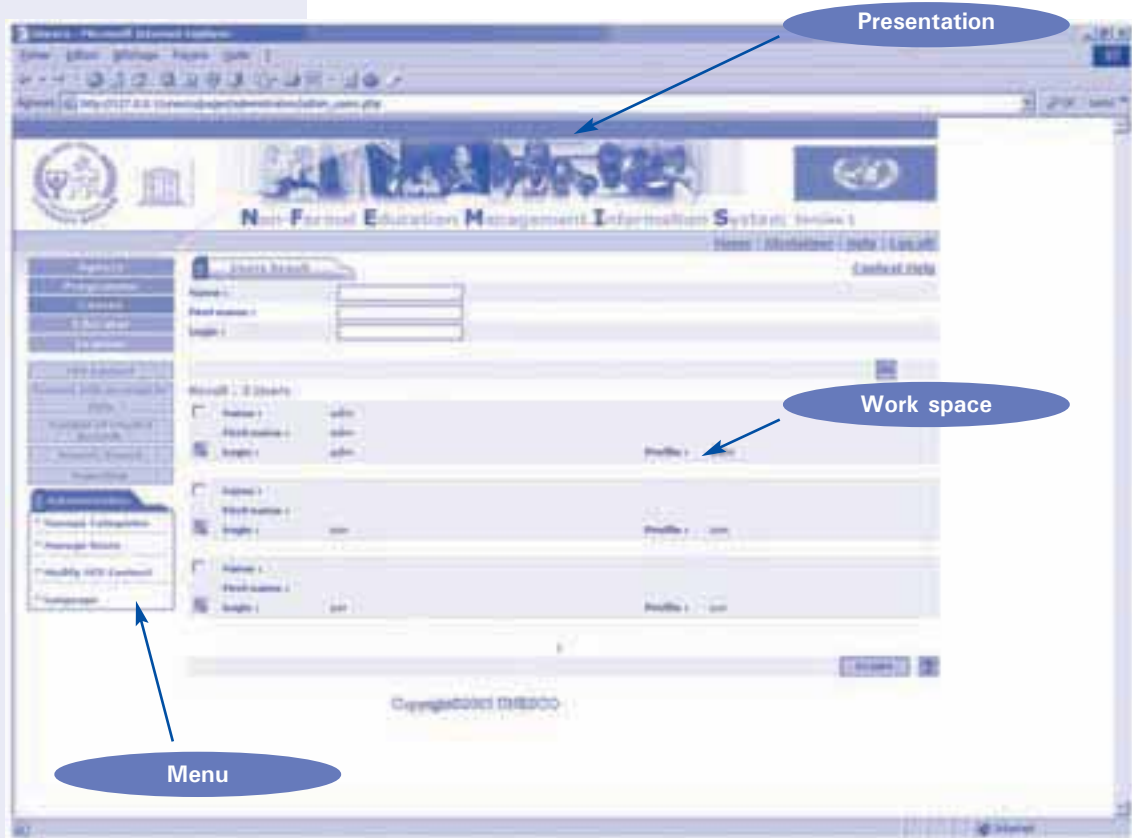
**Step 6:** Information is sent in HTML format.



Source	Explanation
1. <?	File written in php
2. session_start();	Opens the php session to allow the use of _SESSION table.
3. require_once 'repertoire.php'; 4. require_once \$tab_repertoires['Lib'].'redirect.lib.php';	Includes the files to manage the connection to the application: Repertoire.php contains a path table for the application files. redirect.lib.php contains the function that allows to redirect towards another file.
5. if (!isset(\$_SESSION['gs_user_id'])){ 6. fct_redirect('../index.php'); 7. }	It verifies if a connection already exists.
8. \$traitement = 'agency'; 9. \$rep_classe = \$tab_repertoires['Classe'];	2 variables are initialised: \$traitement (containing the name of the module) and \$rep_classe (containing the classes).
10. require_once \$tab_repertoires['Lib']."package_date.lib.php"; 11. require_once \$tab_repertoires['Lib']."get_data.lib.php";	Includes the files containing the functions.
12. \$data = fct_get_data();	Retrieves all the variables (cf step2 § 5.3.1).
13. require_once \$rep_classe.\$traitement."/". "cls_". \$traitement. ".class.php";	Includes the classes of the application component.
14. \$str_cls_traite = "cls_". \$traitement;	Builds the name of the class of the application component.
15. \$traite = new \$str_cls_traite(\$data,\$tab_repertoires);	Declares an application object
16. unset(\$str_cls_traite);	Free the memory for \$str_cls_traite.
17. \$data = \$traite->get_data();	Calls the function get_data (cf step 2 et 3 § 5.3.1) and retrieves the data in a table.
18. \$action = \$traite->get_action();	Retrieves the action to transmit to the component container.
19. unset(\$traite);	Free the memory for \$traite.
20. if (\$action == "Redirect"){ 21. fct_redirect(\$data); 22. }	If the action is a redirection, it is executed. End of treatment.
23. require_once \$rep_classe.\$traitement."/". "cls_". \$traitement. "_container.class.php";	Includes the class composant container.
24. \$str_cls_affiche = "cls_". \$traitement. "_container";	Builds the name of the class of the composant container.
25. \$affiche = new \$str_cls_affiche(\$data,\$tab_repertoires);	Declares an object container.
26. unset(\$str_cls_affiche);	Free the memory for \$str_cls_affiche.
27. unset(\$data);	Free the memory for \$data.
28. \$affiche->fct_affiche(\$action);	Executes the method fct_affiche (cf step 4,5 § 5.3.1).
29. unset(\$affichage);	Free the memory for \$affichage.
30. unset(\$action);	Free the memory for \$action.
31. ?>	End of PHP file.

### Screen page description

The screen page consists of a set of tables. It is composed of three main parts: the 'presentation bar', the 'menu' and the 'workspace'.



The workspace is composed of:

- A script (javascript) that controls the actions triggered by the various buttons.
- A script (javascript) that checks the entered data.
- A form that contains the fields and the buttons of the page.
- All the buttons are linked to the scripts that control their actions.
- All the javascript scripts are executed on the client by the browser.

### Structure of the javascript function controlling the actions: fct\_validate

Example of the structure: 'validation of a screen creation' case.

```
Function fct_validate (p_valeur, autre paramètres ....){
    blnOk=true; <- cache value validating the function
    switch(p_valeur){
        case 1:
            if(fct_verification() == true){
                blnOk = true;
                document.all('hdAction').value = 'P1A1P3';
            }
            break;
            .....
    }
    if (blnOk){
        frm.submit();
    }
}
```



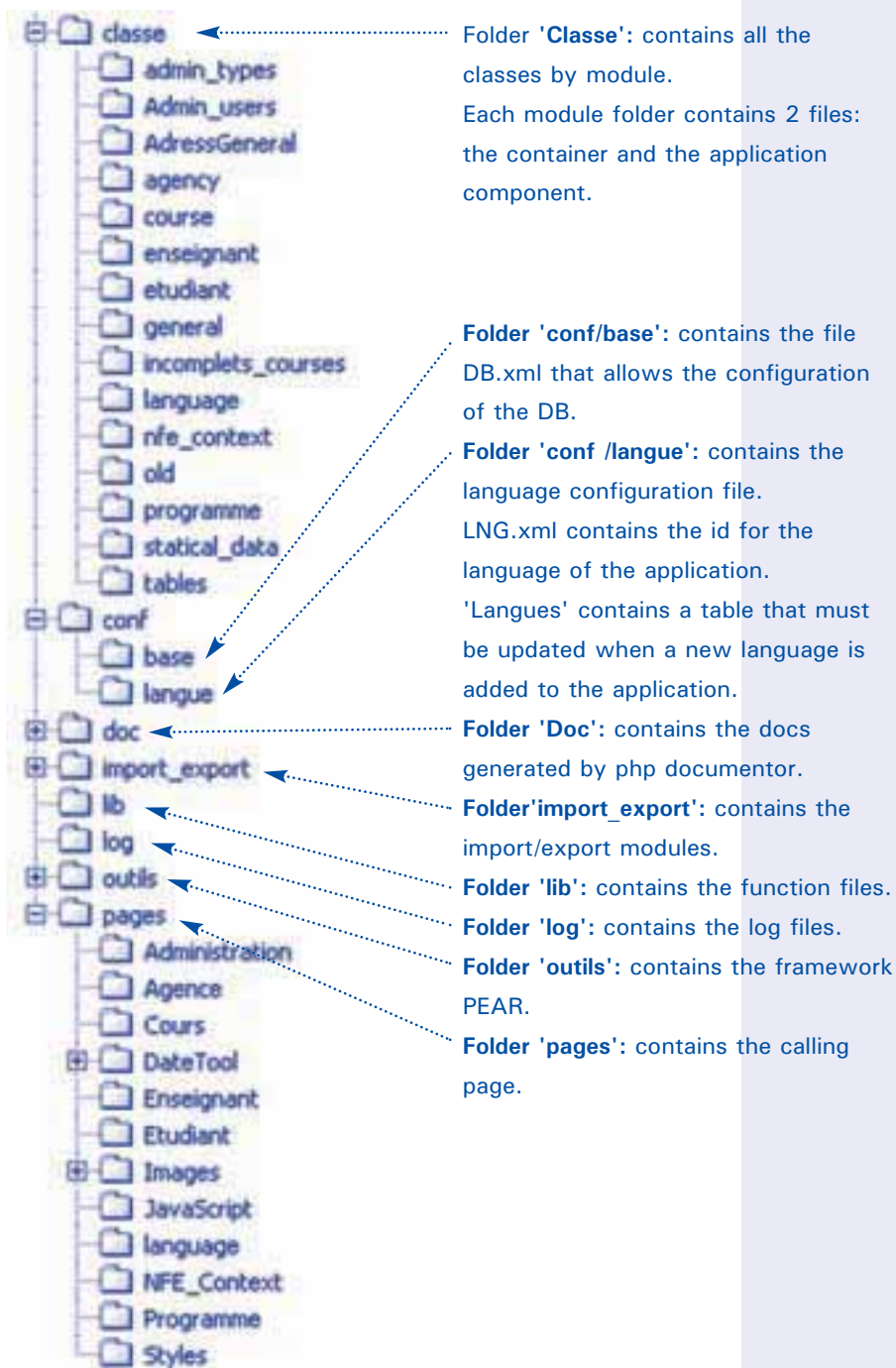


### Structure of the javascript function verifying the data fields: fct\_verification

Example: validation of the fields in a screen creation.

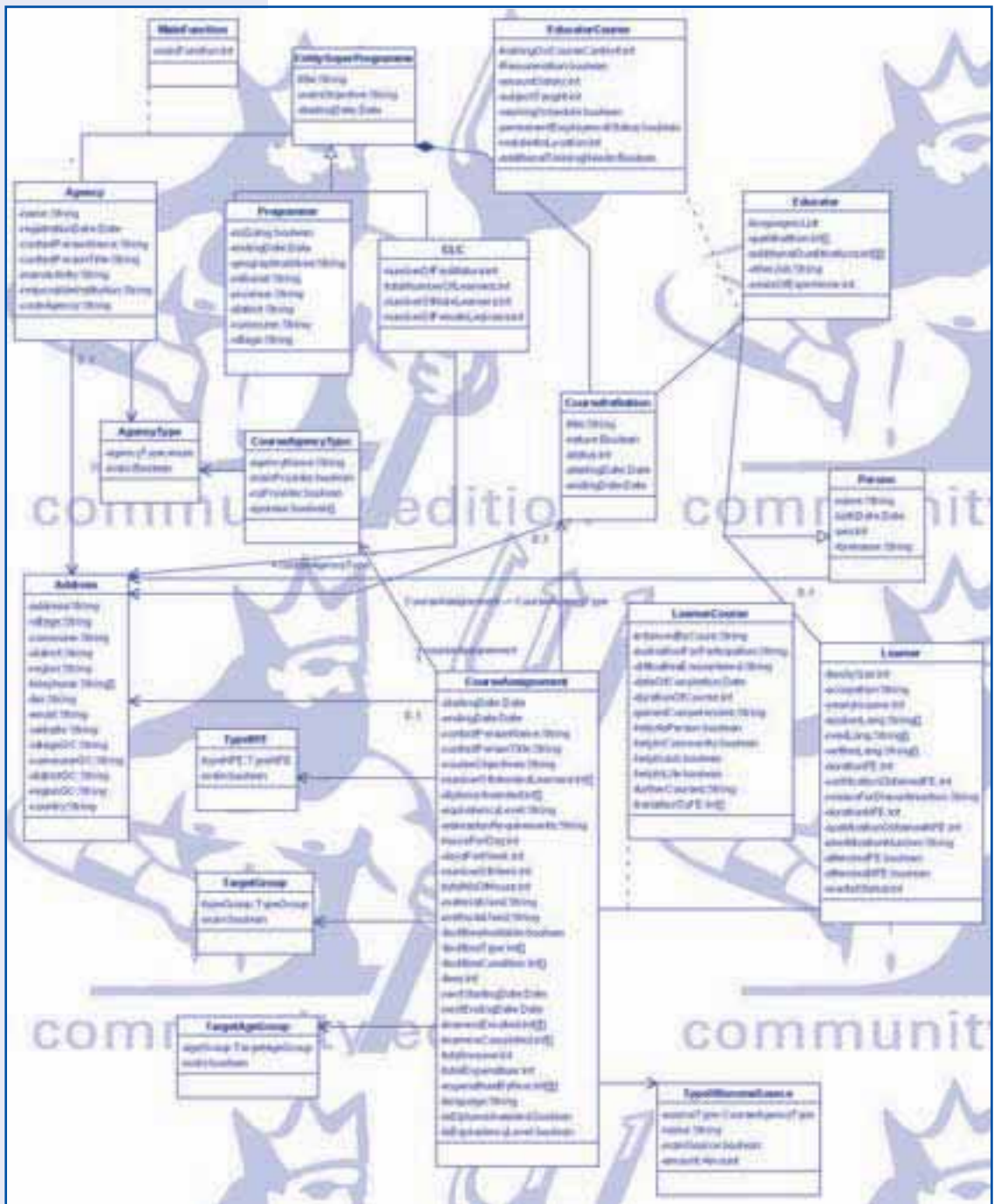
```
function fct_verification(){
    /* verification champs obligatoire
    if (!fct_empty_field("txtname",'Name of user could not be empty')){
        return false;
    }
    vérification d'autres champs (fct_empty_field est une fonction du fichier jsnoentry.js)
    return true;
}
```

### III.3. Application tree



### III.4. Data Model

In this chapter we give a detailed description of the UML data model.



annex III

Each element of the data model above is described in the following sections:

### III.4.1. Address

This class implements the addresses of many entities (agency, course definition, course assignment, educator, learner).

#### Attributes:

**address:** detailed address (street, number, etc.).

**village:** village name.

**village GC:** geographical code of the village.

**commune:** commune name.

**commune GC:** geographical code of the commune.

**district:** district name.

**district GC:** geographical code of the district.

**region:** region name.

**region GC:** geographical code of the region.

**country:** country name.

**telephone:** telephone number.

**fax:** fax number.

**email:** e-mail address.

**website:** internet address.

#### Associations:

**Agency:** each agency has an address, but there are some addresses which do not belong to an agency, which explains the multiplicity 0..1 of associations on the side of the agency. The agency knows its address, but the address does not know if and to which agency it belongs, which explains the direction of the arrow.

**Course Definition:** during the course definition process, an address is entered. There are some addresses which do not belong to a course definition which explains the multiplicity 0..1 of associations on the side of the course definition. The course definition knows its address, but the address does not know if and to which course definition it belongs, which explains the direction of the arrow.

**Course Assignment:** during the course assignment process, an address is entered. There are some addresses which do not belong to a course assignment which explains the multiplicity 0..1 of associations on the side of the course assignment. The course assignment knows its address, but the address does not know if and to which course assignment it belongs, which explains the direction of the arrow.

**Person:** each individual (educator or learner) has an address. There are some addresses which do not belong to an individual which explains the multiplicity 0..1 of associations on the side of the person. The individual knows their address, but the address does not know if and to which individual it belongs, which explains the direction of the arrow.

### III.4.2. MainFunction

This association class defines the role of each educator linked to a educator.

**Attributes:**

**mainFunction:** role of the educator linked to a educator.

**III.4.3. Agency**

This class collects information on agencies providing programmes. Each agency has a default programme which will be created during the agency creation process. The name of the programme will be linked to the name of the agency.

**Attributes:**

**name:** The name of the agency providing and/or sponsoring NFE activities.

**registrationDate:** This refers to NGOs which are required to register themselves.

**contactPersonName:** The name of the respondent, a senior staff member of the agency.

**contactPersonTitle:** This is the exact title of the respondent.

**mainActivity:** These are the types of activities undertaken by the agency.

**responsibleInstitution:** This refers to specific case where a governmental institution is outsourcing education services to civil society and other providers.

**Associations:**

**Address:** Each agency has an address, but there are some addresses which do not belong to an agency, which explains the multiplicity 0..1 of the association on the side of the agency. The agency knows its address, but the address does not know if and to which agency it belongs, which explains the direction of the arrow.

**EntitySuperProgramme:** Each agency is in charge of several programmes, and has a specific function (main provider, co-provider and/or sponsor) for each of them. A programme can be financed by many agencies but only one programme can be a main provider. An agency cannot be a main and a co-provider of the same programme. But an agency can be a main or co-provider and sponsor of a programme.

**AgencyType:** This defines the type of the agency, among a list of types.

**III.4.4. EntitySuperProgramme**

This class encompasses two types of concepts which are: Programme and Community Learning Centre (CLC).

**Attributes:**

**title:** Title of the programme.

**mainObjective:** Programme's mission statement or the objective that programme intends to achieve.

**startingDate:** Starting-date of a programme.

**Associations:**

**Agency:** Each agency is in charge of several programmes, and has a specific function (main provider, co-provider and/or sponsor) for each of them. A programme can be financed by many agencies but only one can be the main provider. But an agency can be a main provider as well as a co-provider or sponsor of a programme.

**CourseDefinition:** Each entity 'super programme' has a composition link with the courses. This means that a course belongs to a single programme and its' life cycle depends on the programme's life cycle. Each entity 'super programme' can contain 'n' number of courses.

### III.4.5. Programme

This class inherits attributes and associations from the entity 'super programme' class.

#### Attributes:

**endingDate:** Ending-date of a programme.

**on-going:** Specifies if the programme is on-going.

**geographicalAreaCovered:** Geographical area covered by programme.

**village:** Village name.

**commune:** Commune name.

**district:** District name.

**region:** Region name.

**country:** Country name.

### III.4.6. CLC

This class implements the concept of a Community Learning Centre (CLC) and inherits attributes and associations from the entity 'super programme' class.

#### Attributes:

**numberOfFacilitators:** Total number of facilitators working in a CLC for the current year.

**totalNumberOfLearners:** Total number of learners for the current year.

**numberOfMaleLearners:** Total number of male learners for the current year.

**numberOfFemaleLearners:** Total number of female learners for the current year.

#### Associations:

**Address:** Each CLC has an address, but there are some addresses which do not belong to a CLC, which explains the multiplicity 0..1 of the association on the side of the agency. The CLC knows its address, but the address does not know if and to which course it belongs, which explains the direction of the arrow.

### III.4.7. CourseDefinition

This class defines the main characteristics of a course.

#### Attributes:

**title:** Course name/title.

**nature:** Nature of the course: one-time only, or repeated.

**status:** Current status of course: completed, ongoing or planned.

**startingDate:** Course starting-date.

**endingDate:** Course ending-date.

#### Associations:

**EntitySuperProgramme:** Each EntitySuperProgramme has a composition link with the courses. This means that a course belongs to a single programme and their life cycle depends on the programme life cycle. Each EntitySuperProgramme can contain n courses.

**Educator:** Used to define the main educator of a course. Even if only a single educator is defined for a course, the model allows 'n' number of educators in order to anticipate future modifications of the model.

**Address:** During the course definition process, an address is entered. There are some addresses which do not belong to a course definition which explains the multiplicity 0..1 of the association on the side of the CourseDefinition: The course definition knows its address, but the address does not know if and to which course definition it belongs, which explains the direction of the arrow.

**CourseAssignment:** This class offers the possibility to define a course at different periods and different places.

### III.4.8. CourseAssignment

This class offers the possibility for a CourseDefinition to be given at different time periods and at different locations.

#### Attributes:

**startingDate:** Starting date of a course.

**endingDate:** Ending date of a course.

**contactPersonName:** Name of the respondent.

**contactPersonTitle:** Exact title of the respondent.

**courseObjectives:** Course objectives.

**intendednumberOfLearners:** Total number of people that the educator intends/intended to reach.

**learnersEnrolled:** Total number of people that the educator is reaching/has reached.

**diplomaAwarded:** Certificate/diploma awarded after the completion of the educator, if any.

**equivalencyLevel:** Level or grade in formal education, to which the educator certificate or diploma is equivalent.

**admissionRequirements:** Criteria for admission or participation in the educator. It may include age restrictions, gender restrictions, formal education qualifications, payment of membership fees, etc.

**hoursPerDay:** Total number of contact hours per day.

**daysPerWeek:** Total number of contact days per week.

**numberOfWeeks:** Total number of weeks during which the course took place.

**totalNumberOfHours:** Total number of contact hours between the educator educators and learners for the entire duration of the educator.

**materialsUsed:** This refers to a wide range of materials used by educators in NFE programmes, as well as the stationary, blackboards and text-books traditionally used by teachers in formal school settings.

**methodsUsed:** Teaching methods used.

**language:** Language in which the course is taught.

**facilitiesAvailable:** Facilities/Venue available.

**facilitiesType:** Facilities/Venue type.

**facilitiesCondition:** Conditions of facilities.

**fees:** Fees paid by learners to participate in the educator.

**nextStartingDate:** Next planned course starting date.

**nextEndingDate:** Next planned course ending date.

**learnersEnrolled:** Number of learners enrolled in the educator.

**learnersCompleted:** Number of learners having completed the educator.

**totalIncome:** Sources of income for the educator and the amount provided by each source.

**totalExpenditure:** Total expenses of the educator.

**expenditureByItem:** Expenses of the educator, by item.

**isDiplomaAwarded:** Whether educator provides a certificate/diploma.

**isEquivalencyLevel:** Whether educator provides an equivalency level/grade.

**Associations:**

**Address:** During the course assignment process, an address is entered. There are some addresses which do not belong to a course assignment which explains the multiplicity 0..1 of the association on the side of the CourseAssignment. The course assignment knows its address, but the address does not know if and to which course assignment it belongs, which explains the direction of the arrow.

**CourseDefinition:** This association offers the possibility to define a course at different periods and different locations.

**Learner:** This association focuses on the learners following a course. Each course can be followed by n learners and a learner can follow n courses.

**CourseAgencyType:** This association describes the name, type and role of the agency regarding the course. Each CourseAssignment can be linked to n CourseAgencyType objects, one for each agency linked to the course.

**TypeNFE:** Type(s) of activities undertaken within the educator.

**TargetGroup:** Type(s) of groups of learners targeted by the educator.

**TargetAgeGroup:** This association describes the target age of the individuals following the course.

**TypeOfIncomeSource:** This association describes the type of source of income for a course.

**III.4.9. CourseAgencyType**

This class defines the role of each agency regarding a particular course.

**Attributes:**

**agencyName:** Agency name.

**mainProvider:** Main provider (yes/no).

**co-Provider:** Co-provider (yes/no).

**sponsor:** Sponsor (yes/no).

**Associations:**

**CourseAssignment:** This association describes the name, type and role of the agency linked to the course. Each CourseAgencyType is linked to one and only one CourseAssignment.

**AgencyType:** This association gives the type of agency of a CourseAgencyType. Each CourseAgencyType is linked to one and only one AgencyType and the same AgencyType can be linked to 'n' number of CourseAgencyTypes.

**III.4.10. AgencyType**

This class defines all the agency types of the application.

**Attributes:**

**agencyType:** Agency type.

**main:** Indicates if the type is a main type for a given agency.

**Associations:**

**CourseAgencyType:** This association gives the type of agency of a CourseAgencyType. Each CourseAgencyType is linked to one and only one AgencyType and the same AgencyType can be linked to 'n' number of CourseAgencyTypes.

**Agency:** This association gives the type of agency. Each agency has one and only one agency type and the same agency type can be linked to 'n' number of agencies.

### III.4.11. TypeNFE

This class defines all types of non-formal education activities a course can have.

**Attributes:**

**typeNFE:** Type of Non Formal Education activity.

**main:** Indicates if the type is a main type for the given course.

**Associations:**

**CourseAssignment:** This association describes the type of Non-Formal Education of a given course. A CourseAssignment is linked to 'n' number of TypeNFEs while a TypeNFE is linked to one and only one CourseAssignment.

### III.4.12.TargetGroup

This class defines all groups a course can target.

**Attributes:**

**targetGroup:** Target group of the course.

**main:** Indicates if the target group is a main target group for the course.

**Associations:**

**CourseAssignment:** This association describes the target group which characterises a course. A CourseAssignment is linked to 'n' number of TargetGroups while a TargetGroup is linked to one and only one CourseAssignment.

### III.4.13.TargetAgeGroup

This class defines all target age groups a course can have.

**Attributes:**

**ageGroup:** Target age group of the individuals following the course.

**main:** Indicates if the target age group is a main target group for the course.

**Associations:**

**CourseAssignment:** This association describes the target age group which characterises a course. A CourseAssignment is linked to 'n' number of TargetAgeGroups while a TargetAgeGroup is linked to one and only one CourseAssignment.

### III.4.14.TypeIncomeSource

This class defines all the income source types a course can have.

**Attributes:**

**sourceType:** Type of the source financing the course.

**name:** Source name.

**mainSource:** Indicates if the source is the main source of income.

**amount:** Amount allocated to a course.

**Associations:**

**CourseAssignment:** This association describes how the course is financed (monetary and non-monetary resources). A CourseAssignment is linked to 'n' number of TypeIncomeSources while a TypeIncomeSource is linked to one and only one CourseAssignment.



### III.4.15. Person

#### Attributes:

**forename:** First name of an individual.

**name:** Last name of an individual.

**birthDate:** Individual's date of birth.

**sex:** Gender.

#### Associations:

**Address:** Each individual (educator or learner) has an address. There are some addresses which do not belong to an individual which explains the multiplicity 0..1 of the association on the side of the Person. The individual knows their address, but the address does not know if and to which individual it belongs, which explains the direction of the arrow.

### III.4.16. EducatorCourse

This association class defines the link between an educator and a course.

#### Attributes:

**trainingOnCourseContent:** Refers to training received by the educator on the contents specific to the course.

**remuneration:** Indicates if the educator is paid or is a volunteer.

**amountSalary:** Amount received per course.

**subjectTaught:** Refers to the types of subjects/skills training for which the educator provides guidance or instruction.

**workingSchedule:** Indicates if the educator works full-time or part-time.

**employmentStatus:** Indicates if the educator works temporarily or in a permanent way.

**residentInLocation:** is the educator resident in the location where the course is given.

**additionalTrainingNeeds:** additional training the educator wishes to receive.

### III.4.17. Educator

This class describes an educator. It inherits attributes and associations from the Person class.

#### Attributes:

**languages:** Educator's mother tongue and, if available, 2 other languages in which the educator can read and write.

**qualification:** Qualification in formal education acquired by the educator.

**additionalQualifications:** Training qualification(s) that are specifically relevant to the individual's activities as an educator. Such qualifications may include teacher training, training qualifications for health workers, agricultural extension agents, community development officers, and training in specific participatory methodologies (e.g. the REFLECT methodology), etc.

**otherJob:** Other job than as educator.

**yearsOfExperience:** Years of experience as educator.

#### Associations:

**CourseDefinition:** Used to define the main educator's course. Even if only a single educator is defined for a course, the model allows 'n' number of educators in order to anticipate future developments.

### III.4.18. Learner

This class describes the learners following the courses. It inherits attributes and associations from the Person class.

#### Attributes:

**maritalStatus:** Marital status.

**familySize:** Number of individuals in the learner's family.

**occupation:** Learner's activity.

**yearlyIncome:** Learner's income.

**spokenLang:** Learner's mother tongue and, if available, 2 other languages.

**readLang:** Language(s) in which the learner can read.

**writtenLang:** Language(s) in which the learner can write.

**durationFE:** Duration of participation in formal education (years).

**certificationObtainedFE:** Certification obtained in formal education.

**reasonForDiscontinuation:** Reasons for discontinuation, if applicable.

**durationNFE:** Duration of participation in non-formal education.

**qualificationObtainedNFE:** Qualifications obtained in NFE.

**identificationNumber:** Learner ID.

**attendedFE:** Prior participation in formal education.

**attendedNFE:** Pprior participation in non-formal education.

#### Associations:

**CourseAssignment:** This association focuses on the learners following a course. Each course can be followed by n learners and a learner can follow n courses.

### III.4.19. LearnerCourse

This class of association defines specific characteristics of the link between a learner and a course.

#### Attributes:

**informedByCourse:** Source of information on the existence of a given course.

**motivationForParticipation:** Motivation for participation.

**difficultiesEncountered:** Difficulties encountered restricting participation (e.g. distance, timing, time available, quality of the course etc.).

**dateOfCompletion:** Date of completion of the course.

**durationOfTheCourse:** The total number of contact hours between the course educators and learners, for the entire duration of the course.

**gainedCompetencies:** Knowledge/skills acquired through the course.

**helpAsPerson:** Expected use of skills/knowledge in the personal context.

**helpInCommunity:** Expected use of skills/knowledge in the social context.

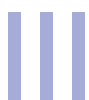
**helpInJob:** Expected use of skills/knowledge in the work environment.

**helpInLife:** Expected use of skills/knowledge in the daily life of the learner.

**furtherCourses:** Perceived need for further education.

**transitionToFE:** Intended transition into formal education.

annex



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