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NONFORMAL EDUCATION ASSESSMENT/ANALYSIS MODEL

Prepared for: U.S. Agency for International Development
Bureau for Science and Technology/Education

Principal Author: Bonnie J. Cain, Project Director

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1983

Creative Associates

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PREFACE

The Nonformal Education Assessment/Analysis Model, a research tool, was developed by Creative Associates, Inc. through the Nonformal Education: Assessment and Analysis Project funded by the United States Agency for International Development (Contract AID/DSPE-C-0082). The Model is an approach or set of procedures for assessing and analyzing the strengths, constraints, contributions, and potential of nonformal education (NFE) activities and organizations in developing countries. The Model is based on procedures, methods, and activities found to be effective in Cameroon and Botswana. It was developed in collaboration with the Centre National d'Education (CNE) in Yaounde, Cameroon, and the Department of Nonformal Education (DNFE), Ministry of Education, Gaborone, Botswana. The design of the Model also reflects research findings recorded at the Lesotho Distance Teaching Center and reported in a document entitled, Nonformal Education: Assessment At the National Level.[1]

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[1] Emily Vargas Adams, Nonformal Education: Assessment at the National Level (Austin, Texas: Center for the Development of Nonformal Education, 1980).

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INTRODUCTION

The Nonformal Education Assessment/Analysis Model is designed to help planners in developing countries gather reliable, comparative information about nonformal education (NFE) groups and activities. This information will enable planners to make informed decisions about financial support and programmatic development.

The Model provides suggestions for designing, implementing and interpreting an NFE survey. These suggestions are based on the unique requirements of NFE which include:

- a need to obtain cooperation and assistance from NFE groups in order to develop a comprehensive picture of NFE within a country (Because of insufficient data, it is necessary to develop a network for identifying all existing groups.);
- a need to locate and identify NFE activities (Often planners do not know the extent, nature or location of NFE activities currently operating.);
- a need to define NFE objectives (Whereas formal institutions have somewhat standardized goals and objectives, NFE programs vary from activity to activity.);
- a need to identify NFE activities by client groups in geographical areas (Often, similar NFE activities unknowingly compete for the same participants.); and
- a need to review NFE activities by content grouping (NFE groups need to share materials and training programs for their facilitators/trainers).

The Model contains sample questions for data collection; NFE assessment coordinators are encouraged to tailor these questions to meet the information needs of their country planners. The Model also includes an analysis framework for recording information on each organization. The framework consists of a series of tables which permits an overview of the strengths and constraints of the NFE groups reviewed. Again, NFE assessment coordinators are encouraged to record the data in a way which is useful to their country planners.

The Mechanics of the Model

The Model is designed for use by any group or organization requiring information about NFE programs within a country. The initiators of an NFE assessment may be donor organizations, central ministries, semi-autonomous national research organizations, coordinating NFE groups, or various other internal and external organizations. The Model identifies the points at which initiating groups must make decisions about the nature of the information they want to collect. It also helps the initiators examine the effects that their data collection procedures will have on the groups from whom the data will be collected.

The Model contains worksheets on which NFE assessment coordinators can record decisions and information that will effect the design of their individual assessments. A complete set of the worksheets is included in Appendix A.

Applications of the Model

Information from NFE assessments can be used by:

- educational planners making decisions regarding investment in education programs;
- organizations serving NFE groups to enable them to tailor their programs to the needs of their NFE clients;
- NFE groups needing to illustrate the strength and potential of NFE activities to obtain greater support; and
- NFE organizations wishing to coordinate their activities and resources with other NFE groups.

The Model assessment design is particularly useful in situations where NFE groups are attempting to coordinate programs. The Lesotho Distance Teaching Centre is an example of a service agency which uses assessment data to provide technical assistance to NFE groups in Lesotho. Appendix B provides a description of the development and operation of a service agency.

THE MODEL

NONFORMAL EDUCATION ASSESSMENT/ANALYSIS

Nonformal education (NFE) groups provide relevant educational experiences to individuals or groups which enable them to respond better to opportunities and problems that emerge as their country develops. For example, an NFE group could:

- provide functional literacy classes in which an under-employed woman learns to read recipes, thus enabling her to participate in a baking cooperative;
- provide instruction in market analysis, thus enabling a ceramics producer to successfully change a product line;
- provide instruction in measuring proportions of dry weights, thus enabling farmers to use a new fertilizer to increase their yield; and
- provide classes in interviewing for a job and work expectations, thus enabling a new worker to learn new work attitudes and skills.

Programs such as these are a significant part of the total education system of any country and are important to its development. However, when formal, nonformal, and informal education are viewed together, the NFE portion of the picture often is not clear. This "out of focus" picture is a serious disadvantage to NFE groups if they wish to expand their programs, secure training for their staffs, or attract additional financial support. National planners rarely know what NFE groups do in their country, how many people they serve, what content areas they cover, or where they are located. Planners must know the strengths, constraints, and potentials of NFE groups before they will allocate resources and program development efforts to them.

An NFE assessment is an opportunity to focus the NFE picture. In addition to providing much needed information to national planners, it can aid NFE groups in locating other like-minded organizations, identifying over-lapping and possibly wasteful use of resources, and providing an impetus for sharing of training initiatives, educational materials, and training locations.

The following Nonformal Education Assessment/Analysis Model (NFE A/A Model) provides a point-by-point checklist for designing, conducting, and analyzing a country-specific NFE assessment. The resulting data should present a clear, precise image of the current NFE programs operating in a country.

The Model consists of the following five phases:

I. PLANNING PHASE: Insuring that the NFE assessment produces the data needed by the country and its NFE organizations.

A. Developing usable data.
B. Defining NFE as it is found in a country.
C. Being clear about goals and objectives for the assessment.
D. Being realistic about scope and timing.

II. DESIGN PHASE: Translating goals and objectives into measurable indicators.

A. Determining which NFE activities should be assessed.
B. Previewing the analysis phase.
C. Making the interview instrument work.
D. Preparing to code and process data.

III. IMPLEMENTATION PHASE: Conducting the survey.

A. Selecting and training interviewers.
B. Pilot testing and modifying survey instruments.
C. Preparing the interviewer's manual.
D. Conducting and monitoring the survey.
E. Coding open-ended questions.

IV. ANALYSIS PHASE: Interpreting the data for educational planners.

A. Summarizing/Tabulating/Mapping.
B. Developing categories for analysis.
C. Reporting data so that it is usable by policymakers.

V. DISSEMINATION PHASE: Sharing the findings with others.

A. Distributing assessment reports.
B. Conducting data dissemination workshops.
C. Promoting assessment findings.

I. PLANNING PHASE:

INSURING THAT THE NFE ASSESSMENT PRODUCES THE DATA NEEDED BY THE COUNTRY AND ITS NFE ORGANIZATIONS

A. Developing Usable Data

The NFE assessment coordinators must constantly be aware of the types of information that are needed. If the assessment has multiple clients, the coordinators need a strategy to insure that client information needs are met. The heart of all strategies, however, is that potential suppliers and users of the data be consulted, and directly involved insofar as is possible, as the research is being conceived, designed, and conducted. Through the cooperation and insights of NFE groups, the coordinators will be able to identify what information is needed by the client(s). These clients may include the NFE community, national educational planners, and external donors interested in supporting educational programs. In some instances, the clients will provide information for the assessment.

The following activities have been used successfully to obtain cooperation for the assessment:

- forming standing committee/s composed of coordinators and cooperating groups;
- establishing procedures through which the cooperating groups are continuously informed of the conduct of the survey and of its findings;
- holding workshops and seminars to inform and involve the cooperating groups; and
- reporting research data simply and at the level of abstraction desired by the client.

Development of Structural Linkages

A structural linkage such as a formal standing committee is an official way to get NFE groups and planners together to discuss their information needs. For example, representatives of several cooperating groups which have expressed interest in NFE may be invited to a planning workshop conducted by the NFE assessment coordinator. In Cameroon where a nationwide NFE assessment was conducted in 1981, such a group included representatives of the Ministries of Agriculture, Youth and Sports, and Social Affairs, as well as religious and non-governmental organizations. At the Cameroonian workshop, representatives from these organizations discussed: (1) NFE theory and practices; (2) management of the proposed NFE activities assessment; and (3) questions about NFE which interested the participating decision-makers.

In addition to sharing information, the outcomes or products of a workshop of this type are:

- decision-makers (possibly in the form of a committee) who are better informed about NFE activities; and
- a better understanding on the part of the assessment coordinators as to who will be involved in further discussion about the NFE assessment.

During such workshops, assessment coordinators can determine how clients wish to be involved in the proposed NFE activities assessment. Some representatives may want their organizations to be directly involved and might appoint staff to participate. Some may be willing to contribute funds or field researchers. They may wish to participate personally on a committee which meets throughout the conduct of the assessment. Or, they may only wish to be informed of the results and not be involved in any other aspects of the assessment.

Continuing Linkage Processes

Assessment coordinators will need to maintain structural linkages throughout the assessment. Ideally, in terms of linkage processes, all potential users - NFE agencies, institutions, and ministries involved in NFE - would provide personnel to participate in each of these operations:

- defining the content of the assessment;
- carrying out the assessment;
- making recommendations;
- disseminating information and recommendations; and
- engaging in development activities.

If this level of participation is not possible, the assessment coordinators might conduct a series of workshops to which representatives of the cooperating groups will be invited. The purpose of the workshop is to update the cooperating groups on the progress of the assessment.

The content of the workshops will depend on the stage of assessment activities. In terms of maintaining linkages, suggested objectives of each workshop might be:

- to inform decision-makers about the progress of the assessment; and

- to get feedback from representative decision-makers about the appropriateness of the research content and the type of analysis needed.

Maintaining Structural Linkages: Presenting Research Findings

It may appear premature to discuss presentation of research findings in the Planning Phase. However, the authors do so because they wish to focus on the importance of reporting the data in a way that the potential users can understand, comment on, and use the information. Thus, the data should be presented in such a way that the client knows how the data was gathered and how it relates to the client's organization. The report should refer as often as possible to specific situations, and should contain recommendations that will be useful to specific organizations.

The report should be written to be supportive of NFE activities, and suggestions should be posed in a positive manner. Organizations being surveyed should be given a chance to read and comment on the findings prior to final print.

To promote interaction, the report should be concise, as non-technical as possible, and illustrated with charts and diagrams where appropriate. Data can be presented in several different formats. All potential users of the data should be considered as the report is designed, so that a maximum degree of reaction is possible.

The following worksheet provides a review of the points the NFE assessment coordinators should consider. (A complete set of worksheets will be found at Appendix A.).

WORKSHEET 1

IDENTIFYING AND INVOLVING THE COOPERATING GROUPS OF THE NFE ASSESSMENT

Coordinators should plan ways to involve, NFE groups, donors and national planners in the design of the NFE assessment. Below is a brief exercise in which you record your decisions about: 1) which NFE groups will be consulted during the beginning stages of the assessment; and 2) what plans you have made to formally involve other groups in the assessment. You are asked to interview as many NFE groups as you feel is necessary.

A. List NFE organizations to be involved in developing the NFE assessment:

1. ______________	16. ______________
2. ______________	17. ______________
3. ______________	18. ______________
4. ______________	19. ______________
5. ______________	20. ______________
6. ______________	21. ______________
7. ______________	22. ______________
8. ______________	23. ______________
9. ______________	24. ______________
10. ______________	25. ______________
11. ______________	26. ______________
12. ______________	27. ______________
13. ______________	28. ______________
14. ______________	29. ______________
15. ______________	30. ______________

WORKSHEET 1 (cont.)

B. Plan to talk to representatives from each cooperating group and determine how they will be involved. Determine if they would be interested in attending a planning seminar.

	Name of Organization	Reason for Wanting More Information	Seminar Yes - No
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

WORKSHEET 1 (cont.)

C. After discussions with the cooperating groups in a planning seminar or meeting, decide which groups have strong interest in the assessment. You may wish to establish a small working committee of three or four groups, or you may wish to call the groups together during the assessment to report on progress of the assessment. Or, you may wish to have a dissemination workshop at the end to announce the findings of the assessment. Please describe your plans for maintaining a linkage with NFE groups interested in the NFE assessment: ______________________________

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Members of standing committee: ______________________________

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B. Defining NFE as it is Found in a Country

NFE assessment coordinators and the collaborating organizations within each country must develop a definition of NFE. This exercise will allow the NFE groups to describe the characteristics of their programs (which may be unique to their country) and to begin to develop ownership of the NFE assessment. Most organizations initiating an NFE assessment will have developed an "in-house" definition of NFE. However, the NFE assessment coordinators should determine if this definition is widely held by other national agencies, institutions and/or ministries. NFE organizations must be able to recognize themselves in the definition.

The following definition, developed in the organizational seminar held by the Center National d'Education in Cameroon, in conjunction to their NFE assessment, is an illustration of a definition developed within a national context.

> "Nonformal education comprises all structured and organized educational activities that take place outside the formal school system and that seek to improve the standard of living of participants as well as their integration in the process of development."
>
> Areas of Activity: Nonformal educational activities take place in a variety of different frameworks, such as: community development, health education, agricultural extension, literacy work, handicrafts training, civic participation programmes, etc...
>
> Target Population: Nonformal education concerns itself with individuals, groups, or communities that have not or do not benefit from regular schooling to a point permitting them to satisfy their own needs (illiterate adults, youths having dropped out of the formal system, the handicapped, etc.) and to contribute usefully to society.
>
> Methods: Nonformal education makes use of a variety of approaches, especially practical ones that aim at the

acquisition of specific "know-how" and positive social attitudes, that seek the participation of each person, and that are addressed to the solution of problems.[2]

The Botswana government defines NFE by stipulating the responsibilities of the Department of Non-formal Education in its National Development Plan 1979-86. These are:

- to meet specific learning needs of particular sub-groups in the community, to stress the needs of rural communities and particularly those who have been largely deprived of other forms of education;
- to provide a basic network of non-formal education through-out the country;
- to train the staff required for non-formal education, both for the Ministry of Education and for other Ministries and agencies;
- to cooperate with other agencies through the Rural Extension Coordinating Committee and with the Institute of Adult Education.[3]

These two definitions illustrate both the difference in the function of NFE in each country as well as the level of development of the concept of NFE. In Botswana, NFE has been a component of the education system since 1978 and is structured and supported by the government. In Cameroon, NFE organizations often operate autonomously from the government and from each other.

The exercise of developing a NFE definition in Cameroon became an organizing activity during which NFE groups came together perhaps for the first time. This group involvement served two purposes: it advertised the NFE assessment, and secured the collaboration of NFE groups during the research period.

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[2]As cited in the NFE questionnaire, Cameroon NFE Survey.

[3]Government of Botswana, National Development Plan, Botswana (Gabarone, Botswana, 1979).

In Botswana, the definition had already been developed by the Government of Botswana and presented in its National Plan. The Department of Non-formal Education was given the responsibility of coordinating NFE groups and was instructed to cooperate with other government agencies and the Institute of Adult Education at the University of Botswana.

WORKSHEET 2

DEFINING NFE AS IT IS FOUND IN YOUR COUNTRY

Developing a definition of NFE is the first step in deciding which NFE groups you will review in your NFE assessment. You should consider any official definition given by your government. Think about the content of the instruction given by NFE groups and types of people who participate in their programs. After considering these points, please record your "working definition" of NFE. You may wish to change it as you develop the assessment, but you should record the decision of your working group.

A. What is the official definition given to NFE by the government?

____

____

____

____

B. What content areas are covered in known NFE activities?

1. ____________	6. ____________
2. ____________	7. ____________
3. ____________	8. ____________
4. ____________	9. ____________
5. ____________	10. ____________

C. What types of people attend known NFE activities?

1. ____________	6. ____________
2. ____________	7. ____________
3. ____________	8. ____________

<u>WORKSHEET 2</u> (cont.)

4. ______________________ 9. ______________________

5. ______________________ 10. ______________________

D. How does your work group define NFE? ______________________

____

____

____

____

C. Being Clear About the Goals and Objectives for the Assessment

Because the goals and objectives will influence the questions asked, who will be asked, and in what part of the country the assessment will take place, the directors of any NFE assessment must determine why an NFE assessment will be useful to particular organizations within their country.

As a starting point, the agency/agencies considering an NFE assessment should be able to answer the following questions:

a. Why should a NFE assessment be conducted in this country?

b. Why should this/these agency/ies initiate and conduct the assessment?

c. How will the information from the assessment be used?

The goals of national NFE assessments must be refined in the specific environment of each country. For example, in countries where NFE groups are not recognized or accepted as presenting serious learning or instructional options, the goal of an assessment might be to identify and describe existing NFE programs. In other situations where NFE is a recognized component of the education system, assessment might focus on evaluation and impact.

An examination of the goals and objectives of other NFE activities surveys is instructive. For example, the SEAMEO (Southeast Asian Ministers of Education Organization) report, Beyond School Walls: A Study of Nonformal Education in the SEAMEO Region, 1973-1974[4] describes the purposes of an eight-country NFE assessment effort conducted by SEAMEO member countries. Institutions in Indonesia, the Khmer Republic, Laos, Malaysia, Philippines, Singapore, Thai-

[4]SEAMEO, Beyond School Walls: A Study of Nonformal Education in the SEAMEO Region 1973-1974, (Bangkok: SEAMEO, 1974).

land, and Vietnam coordinated nationwide surveys in their own countries using an assessment format which SEAMEO developed. Their goal was to gauge how

> ... greater educational opportunities should be provided for the greater proportion of the adult population as well as the large number of youth outside the formal school system to help them acquire further knowledge and skills and thereby improve their livelihood and strengthen the development of the country.[5]

This goal was to be achieved through accomplishing the following objectives:

1. To gather information on significant on-going programs of nonformal education and their effectiveness in the SEAMEO region.

2. To disseminate information thus gathered to individual SEAMEO member countries to enable them to strengthen and/or develop their national programs in nonformal education.

3. To identify problems in nonformal education significant to the SEAMEO countries for subsequent regional and/or national action.[6]

Objectives identified by other organizations conducting national NFE assessments have been:

- To build a set of strategies for servicing all programs adequately;

- To create a continuous and easy-access data base for on-going policy-planning and programming;

- To identify all available human resources for work in NFE;

- To map the geographical coverage of NFE in terms of participants and topic areas, in order to discover gaps and needs;

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[5] Ibid., p. 1.

[6] Ibid.

- To study networking between and among NFE programs in order to build on these networks for servicing;[7]

- To address specific research questions dealing with the relationship of NFE to:

    - levels of socio-economic development
    - urban/rural realities
    - the formal systems of education
    - innovation processes
    - participatory processes;[8] and

- To augment and improve non-formal education.[9]

These statements of goals and objectives are only suggestive and may not be appropriate in other countries.

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[7]Partial listing of Lesotho Distance Teaching Centre's Objectives for 1980-81 NFE assessment. Emily Vargas Adams, Nonformal Education: Assessment at the National Level, (Austin, Texas: Center for the Development of Nonformal Education, 1980), pp. 36-37.

[8]One objective of CEDEN study conducted in Colombia in 1975, Ibid., p. 34.

[9]Loic Barbedette, "Feasibility Study of the USAID/CIDEP Project," (Kinsasha, Zaire: AID, 1977), p. 5.

WORKSHEET 3

BEING CLEAR ABOUT THE GOALS AND OBJECTIVES FOR THE NFE ASSESSMENT

Review the information needs of the client. Be clear about why you will be gathering information on NFE groups. The more precise you are at this stage, the more relevant your questions on the actual assessment will be. Write down your understanding of why the NFE assessment will be conducted. Consider how the data from the assessment will be used. After considering these points, present the goals of the NFE assessment.

A. Why is it important that an NFE assessment be conducted in this country at this time? ____________________

____

____

____

B. Which agencies, organizations, and ministries will benefit from the study?

1. ____________	5. ____________
2. ____________	6. ____________
3. ____________	7. ____________
4. ____________	8. ____________

C. How will the data from the assessment be used? ____________________

____

____

____

____

WORKSHEET 3 (cont.)

4. Please state the goal(s) of the NFE assessment. ______________________

____

____

____

____

D. Being Realistic about Scope and Timing of the Assessment

The NFE assessment coordinators cannot afford to stumble into too large, too grand, or too labor-intensive an assessment. Every NFE assessment will have its limits in terms of time, money, and available researchers or field staff. When the NFE assessment coordinators look at their financial and manpower resources, they will also be considering constraining factors such as the size of their country, the ease of transportation, the political and linguistic divisions of the country, and fixed period of time. They must make choices for using limited resources.

These choices will include the number and location of research sites, supervisors, researchers and interviewers, the numbers of trips taken, the duration of research activities on each site, the transportation used and the per diem allowed. Each choice will have an effect on the total budget.

The budget below illustrates the expenses in one field site. The budget can only be illustrative because labor, transportation, and per diem costs vary from country to country.

BUDGET FOR PROVINCE #1

Personnel

supervisor $50 x 20 days =	$1,000.00
3 interviewers 3 x $35 x 20 days =	$2,100.00

Travel and Per Diem

3 round trip bus fare 3 x $25 =	$ 75.00
mileage on car $14 x 750 miles =	105.00
per diem 4 x $15 x 30 days =	1,800.00

Supplies

chipboards and pencils 3.05 x 4 =	$ 12.20
	$4,092.20

This budget is for one province only. The other nine provinces could be further or closer and require more or less transportation money. Several provinces could be close enough so that the supervisor and the interviewers could return home each night, thus eliminating the per diem costs.

The NFE coordinators should be able to answer the following questions:

- What transportation is needed? Is reliable public transportation available, or are private cars necessary?
- What transportation is free, and what will be charged to the NFE assessment budget? What is the cost of each transportation option?
- How far is it to each research division? How long will it take to get to each site using the transportation designated?
- What is a reasonable rate of pay for a field researcher/interviewer? What does a government agency pay college students when they work as interviewers?
- What accommodations are available on the site? What is a reasonable per diem rate (additional compensation for lodging and food)?
- What paper and pencil supplies will be needed by the supervisor and interviewer?

The choice of research design, scope, and timing is always made with the constraint of budget as well as with constant attention to the information needs of the NFE assessment clients. In some situations, the clients are national planners who will want a complete picture of all NFE activities within a country. For them, sample data is not sufficient. Other clients will only want information about particular types of programs, such as health delivery or agricultural cooperatives. Each choice of scope has its own constraints and benefits.

The following pages describe three types of assessments which have been conducted in Third World countries. Each type of assessment provides a specific type of data:

(1) The nationwide NFE assessment provides "census" data on as close to 100% coverage as possible;

(2) The partial national NFE assessment provides sample data from which the planner must generalize about the nature of NFE countrywide; and

(3) The NFE sector assessment provides data on NFE groups within a sector (defined by bureaucratic group requesting the assessment).

<u>The Nationwide NFE Assessment/Census</u>

The nationwide NFE assessment provides an overview of NFE activities in the country by gathering comparative information on all identifiable NFE activities within the country. The information is then analyzed in a way that enables policy planners to understand which types of programs provide which types of educational/instructional information to the benefit of what numbers of people and at what costs.

The information gathered is descriptive rather than evaluative. For example, the Lesotho Distance Teaching Centre, the initiator of the nationwide survey, was successful in gathering data in these categories on over 240 NFE organizations in Lesotho:

- general project information
- history of the program
- prior research or needs studies
- specification of objectives
- educational topics covered
- methods, materials and media
- organization and staff
- participation, geographical coverage and facilities
- evaluation and "follow-up" of program participants
- program evaluation and research

- relationships to other organizations and general program considerations

- finances and budgets[10]

It should be noted that most areas of Lesotho are easily accessible, and all ethnic groups within Lesotho are closely related and speak and understand the same language. As will be discussed below, such an ambitious survey may not be appropriate in countries which do not experience the ease of movement, the homogeneity of population and monolingual advantages of Lesotho.

The nationwide NFE assessment has the following advantages:

- Within a relatively short time (depending on size of the country), NFE throughout the country can be identified and briefly described;

- Comparative data on each group can be gathered;

- Planners can easily determine the geographic and programmatic distribution of NFE groups across the entire country; and

- The data serves as a baseline for subsequent, more evaluative studies required by policy planners.

On the other hand the comprehensiveness of nationwide NFE assessments has several disadvantages. The nationwide scope means conducting a large number of interviews, implying that each interview will be brief. In face-to- face interviews, the amount and depth of data is determined by the number of questions and degree of probing the interviewee will tolerate in one timed interview. A second constraint to a nationwide assessment is the political situation within a country. The depth and reliability of the data depend on the openness of the interviewees, which in turn, depends on the national

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[10]Vargas-Adams, op. cit., p. 37.

political situation and the degree of insularity present in the immediate society. When the political situation is sensitive, people cannot afford to be open with the field interviewers. Last, the nationwide 100% coverage assessment is often the most costly and time-consuming alternative. However, it is an option that provides a comprehensive baseline of information on NFE groups. Planners often require data on the entire NFE phenomenon and cannot generalize from less comprehensive research data.

The Partial National NFE Assessment

The partial national survey is limited to a specific region or regions of a country or to a sampling of what are considered representative NFE groups across the country or a geographic area. In taking the partial national survey approach, planners hope that data gathered in one region or on specific NFE groups can be generalized to other NFE activities in other regions.

The major advantage of the partial survey is that it costs less than a nationwide survey, in both time and money. Because a limited, predictable number of NFE groups are analyzed, NFE coordinators can plan precisely how many interviewers/field interviewers need to be placed in each location for how long. Thus, the partial assessment requires less management.

There are several disadvantages to such an approach. However, most countries do not have homogenous populations. Where various agricultural zones exist, where people have decidedly different occupations from region to region, or where there is great variety in cultural and linguistic groups, the assumption about generalizing from data may be weak. The nature and number of NFE activities and participation may vary greatly among ethnic, demographic and occupational groups.

The selection of specific regions or specific activities in a partial national NFE assessment could be a poor strategy if an objective is the development of a national community of NFE organizations or practitioners. The selection of a region, county, or province for particular attention could lead to allegations of political or ethnic favoritism. Concentration on representative programs often favors the more "formal" or structured and visible NFE activities. In addition, attention by researchers frequently results in increased funding for the organizations receiving the attention. Selective attention to certain regional and representative NFE activities may increase policy planners' awareness about NFE groups, but it could also focus attention and funding on the already-known NFE organizations and fail to establish an awareness of the variety, magnitude, and geographical location of lesser-known NFE groups.

Sector Assessment

A sector, such as the "agriculture sector", "the health sector", or "the education sector", is defined by a government, institution, or agency and is used as a unit of policy planning. An NFE sector assessment, then, is an assessment conducted on NFE activities within a development sector defined by a specific agency, institution, or government. Sector assessments are often requested by an agency or institution which concentrates its funding in a specific sector. For example, an agency promoting farm cooperatives may see little need to study NFE activities which emphasize family health. Sector assessments allow an agency or institution to concentrate on the programs most germane to their own purpose.

The obvious difficulty with a sector survey is that NFE activities rarely fall neatly within sectors.. Sectors were developed for ease of planning, distributing money, and coordinating like projects and personnel with expertise in related areas. NFE activities are often integrated across sectors. For example, an agricultural cooperative could be involved in a health/nutrition project in which women are helped to start home gardens while learning about nutrition. The project is a combined agricultural/health project and falls within two sectors. It is also conceivable that such a project could be funded and directed by the Ministry of Education under its Division of Adult Education, thus spanning three sectors. Many countries are developing programs across sectors, emphasizing integrated rural development programs or integrated income production projects.

The chart on page 31 compares the three types of NFE assessments.

DETERMINING THE SCOPE OF THE NFE ASSESSMENT

Type of Assessment	Information Provided	Advantages	Disadvantages
Nationwide NFE	description of total universe of NFE programs in all regions of the country and in all programmatic areas	gives broad overview of NFE activities in country comparative data illustrates advantages of each NFE program illustrates geographic and programmatic distribution of NFE activities provides baseline data for other studies	little time for evaluative questions limited number and type of questions can be asked; only general questions possible high cost, labor intensive, time consuming
Partial National	sample of regional NFE programs	less time, money and staff required than nationwide survey	information may not be generalizable to all NFE activities nationwide attention given to known programs variety, magnitude and geographical location of less-known NFE activities not established
Sector Survey	survey of NFE activities within a programmatic area	useful to agencies that concentrate activities in one programmatic area	NFE activities overlap programmatic areas cannot provide information on variety, magnitude and geographical location of NFE activities

Evaluative Studies

The nationwide assessment provides general, descriptive data which allows an overview of NFE programs and activities. It will provide a data base for determining where and when more evaluative studies should be conducted. For example, policy planners who become convinced of the importance of NFE activities through studying the findings of an NFE assessment survey may want more information on program effectiveness, efficiency, and impact. Cost-benefit and cost effectiveness studies, network analysis, and needs and usage studies have been conducted in several countries after policy planners have reviewed initial NFE assessment findings.

WORKSHEET 4

BEING REALISTIC ABOUT THE SCOPE AND TIMING OF THE NFE ASSESSMENT

There may be a discrepancy between the amount of data you wish to gather and the limitations of your assessment budget, schedule, and available manpower. You need to decide on the scope of the assessment and the length of time required in each location, and estimate the number of NFE groups you expect to interview. Sketch a preliminary budget and compare it to available money for the assessment.

A. Describe the scope of your NFE assessment. ____________________

____

____

____

____

B. Which divisions (political or regional, etc.) will you survey? How much time will be needed in each?

	Name of Division	Time Needed	Number of NFE Activities Estimated	Difficulties Considered (climate, logistics, language)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

WORKSHEET 4 (cont.)

11. ________________________ _________ _______ ______________
12. ________________________ _________ _______ ______________
13. ________________________ _________ _______ ______________
14. ________________________ _________ _______ ______________
15. ________________________ _________ _______ ______________

C. Sample budget by regional/political division

Province/Region #1

Personnel

	rate per day/no. of days	= total
supervisor	/	=
supervisor	/	=
________	/	=
________	/	=
interviewer	/	=
interviewer	/	=
interviewer	/	=
________	/	=
________	/	=
driver	/	=
________	/	=
________	/	= __________

Transportation/per diem

transporation	no. of trips/cost per round trip	= total
	/	=
	/	=
	miles traveled/cost per mile	=
	/	=

WORKSHEET 4 (cont.)

no. of employees/ no. of days spent in field/daily per diem rate=

/ / = ________

Other Expenses

photocopies ____ copies at ____ =
supplies ____ per person/no. persons =
Total for Division = ________

II. DESIGN PHASE: DETERMINING WHAT AND HOW TO ASSESS

The design phase of the NFE assessment centers on four major operations:

a. determining which NFE activities should be assessed;
b. designing the actual survey instruments;
c. previewing the analysis phase; and
d. developing requisite procedures for coding and processing data.

Each operation is considered in detail in the following paragraphs.

A. Determining Which NFE Activities Should Be Assessed

The first task of the NFE assessment coordinators is to delimit the population or universe which will be included in the survey. In other words, the coordinators must develop criteria for identifying an NFE group. Delimiting the universe of NFE activities within a given country will include three related activities:

- developing a preliminary listing of NFE activities;
- developing variables or categories for describing NFE; and
- developing criteria for differentiating between programs.

Developing a List of Nonformal Education Activities

Prior to Phase II, the NFE assessment coordinators will have developed a preliminary list of nonformal education activities from documents and from talking with centrally located NFE groups. The list will contain activities which the assessment coordinators and collaborating agencies perceive as exemplifying nonformal education in practice. This preliminary listing could contain basic information about the NFE activity, such as:

- name of program and sponsoring organization(s)
- director/contact person
- type of organization
- type of program

- type of participant (age range/sex/occupation/life role)
- main instructional methods used in program
- geographical coverage
- staffing patterns[11]

Developing Variables for Describing Nonformal Education

Many groups on the list above may not be carrying out NFE programs. Usually, the definition for NFE activities must be supplemented with criteria for including/excluding groups, if the assessment is to be kept to a manageable size.

Questions which might assist the NFE assessment coordinators in developing such a set of criteria could include the following:

- Is the group formally structured?
- Is the group part of the formal education system?
- Does the group provide service to a clientele not reached by the formal education system?
- Are the methods used in the groups instructional program non-traditional?
- What is the nature of the group's clientele (sex/occupational/geographic)?
- What are the groups' goals and objectives?

[11]Vargas, op. cit., p. 65.

WORKSHEET 5

DETERMINING WHICH NFE ACTIVITIES SHOULD BE ASSESSED

NFE is often described as a continuum between informal and formal education. On this continuum, there are points at which the group under study must be defined as an informal or a formal education group. You are looking for those characteristics or criteria which define an NFE group. The nature of participants, the formal training of the staff, the content of the group's educational activity, and the instructional methods are important criteria. Describe the characteristics of each of these elements below. Then, state the criteria through which you will select groups for the assessment.

Think of nonformal education as located somewhere on a continuum between informal and formal education.

1. Identify/describe the learners or participants in the NFE activity.

   ____
   ____
   ____
   ____

2. Define the staff of the NFE activity. ______________

   ____
   ____
   ____
   ____

3. Define the content of the NFE activity. ______________

   ____
   ____
   ____
   ____

WORKSHEET 5 (cont.)

4. Describe the instructional methods of the NFE activity.

5. By what criteria will a group be included in this assessment?

B. Previewing the Analysis Phase

Having developed a definition of NFE, elaborated criteria for delimiting the NFE universe, and determined the scope and geographical coverage of the assessment, the NFE assessment coordinators now must decide what information is to be gathered. This process requires considerable discipline. Coordinators must develop an interview instrument that will contain only those questions which reflect the articulated purposes of the assessment. In other words, the coordinators must always be able to explain why they want to know what the interviewer is asking.

At this point, the coordinators must also focus on the analysis of the data. The actual questions and their ordering within the interview instrument provide a preview of the analysis and the manner in which the data will be presented. Although each assessment instrument is potentially unique, coordinators need to review the structuring of other instruments. (Below are descriptions of how three assessments were structured).

In work in Colombia and Lesotho, Vargas and her colleagues developed the following informational areas for questions in their interview instruments:

- general basic information
- history of NFE program
- prior research or needs studies
- specification of objectives
- educational topics covered
- methods, materials and media
- organization and staff
- participants and geographical coverage
- facilities
- evaluation and follow-up of program participants
- program evaluation and research
- relationship with other organizations
- finances and budget.[12]

---

[12]Vargas-Adams, op. cit., p. 1.

The following information areas were explored for the Cameroon and Botswana NFE assessments.

CAMEROON	- identification and information
	- group objectives and training topics
	- affiliation and relationship to sponsor
	- number and technical level of staff
	- source of funding/approximate budget
	- participants characteristics/selection criteria
		- instructional organization/ methods, materials and media
		- selection of facilitators
		  - cycle of training
		- evaluation and certification
		  - drop-out and follow-up
		- planned charges

BOTSWANA	- identification information
	  • affiliation
	  • nature
	  • services
	- internal efficiency
	  • capacity/use of facilities
	  • materials
	  • match of course to client
	- external efficiency
	  • outreach/networking
	  • match of activity to available income generation activities and rural development
		- access and equity
		  • participant characteristics
		  • geographical coverage
		- costs and financing
		  • annual budget
		  • source of funds
		- supervision and administration
		  • staff/training background
		  • participant/supervisor ratio

The structure of the Botswana assessment survey instrument is based on the areas of information considered important to numerous international donors. These organizations need to know:

1. Internal Efficiency - How effectively and efficiently is the program using available resources?

2. External Efficiency - How efficiently has the program related to the stated goals of the government and of the labor market?

3. Access and Equity - How well has the program provided educational opportunities without regard to a person's sex, ethnic origin, socio-economic status, or other characteristics not subject to individual control?

4. Costs and Financing - How effectively is the program coordinating expenses (both within the program and with related programs)?

5. Supervision and Administration - What is the capacity of program staff to plan, analyze, manage, supervise and evaluate programs for education and training?

While an instrument structure based on questions such as the above will not work in every assessment exercise, it is very useful if one of the major clients is a foreign donor. Donors "need to know" the strengths and constraints of NFE programs if they are to provide financial support, and information answering the questions above helps them identify and analyze appropriate programs to be funded.

Finally, a well defined structure, a preview of the analysis, serves as a constant guide to the interviewer. Interviewers who understand why they are asking a question will be precise in both the way they phrase the question as well as the way they record the data.

The following worksheet is based on the information structure that concentrates on internal and external efficiencies, access and equity, costs and financing, and supervision and administration.

WORKSHEET 6

PRE-VIEWING THE ANALYSIS PHASE

Two major precepts in developing questionnaires or interview instruments are: including only questions which contribute to the purpose of the research; and knowing the reason why you are asking each question.

This is not a questionnaire; rather it is a summary of questions that have been asked in NFE assessments in Lesotho, Botswana, and Cameroon. You may find the questions useful, but not relevant to your needs. Please cross out questions that do not contribute to the purposes of your assessment. Then add two additional questions in each section.

A. IDENTIFICATION OF NFE PROGRAM (name, affiliation, program):

1. Name of the program
2. Name and title of person being interviewed
3. Mailing address/street address
4. Title of head person
5. This is a program sponsored by (specify ministry, church, private organization, parastatal, other)
6. What subjects does the program offer? (specify course title, duration, fee, entry requirements)
7. What other services (beside courses) are provided by your organization? (specify type of advice, financial aid, etc.)
8. When was this program begun?
9.
10.

B. ACCESS AND EQUITY (geographic coverage, participation of all groups by sex, ethnic origin, socio-economic characteristics):

1. Physical Location of program (by province, department, or other political division)

WORKSHEET 6 (cont.)

2. From what geographic area do your participants come?

3. Who is attending your program? (specify a time period and number of males/females attending, age of participants)

4. What are the occupations of your participants?

5. What is the approximate family income per month of your participants?

6. How were participants chosen? (specify if sponsored by ministry, business, or were self-selected)

7.

8.

C. ADMINISTRATION AND SUPERVISION (capacity of staff to plan, analyze, manage, supervise, and evaluate):

1. Who works for this organization? (specify type and number of employee and if they are full-time, half-time, or volunteer)

2. What in-service training have your staff received to date?

3. What is the formal education level of your full-time, part-time, and volunteer staff?

4. Who evaluates your program?

5.

6.

D. INTERNAL EFFICIENCY (use of available resources):

1. Describe your facilities (specify number and capacity of hostels, classrooms, meeting rooms, etc.)

2. What hours are your classrooms empty?

3. What periods of the year are the hostels empty?

WORKSHEET 6 (cont.)

4. What materials do you use for instruction? (Do you share materials with any other group?)

5. How did you decide what courses you would give this year?

6. What courses are new this year?

7. What courses have you dropped?

8. What courses have been requested?

9. Can your organization provide these courses?

10. How do your participants learn about your courses?

11. What stops people from attending your programs?

12.

13.

14.

E. EXTERNAL EFFICIENCY (contribution to achievement of national plans):

1. With which rural institutions do you work? (if government goal is rural development)

2. What relationship does your organization have with commercial/ industrial sectors? (if government goal is cash income increase)

3. What new businesses have/will your participants begin? (if goal is income initiation)

4. What are your participants who completed your program last year doing this year?

5.

6.

WORKSHEET 6 (cont.)

F. COSTS AND FINANCING (source and coordination of operational money):

1. What do you estimate your annual budget to be?

2. Where does the money come from to fund the program? (participant fees, church, donor agencies, government, etc.)

3.

4.

Assume that you can ask only thirty of the questions posed above. Place a check by each that you would consider most important.

C. Making the Interview Instrument Work for You

A structured survey instrument ensures that comparable data is gathered. By requiring specific information and phrasing questions clearly, the instrument controls the time needed for each interview and makes the interview comfortable for both the interviewee and interviewer.

The time element has proved to be significant particularly to persons being interviewed. During the assessments conducted in Cameroon and Botswana, the interviewers or field researchers found that interviewees often became fatigued and/or restless after thirty minutes of questions. In addition, the interviewee will frequently be an administrator or head of an organization, a busy person who should not be, and sometimes will not be, subjected to a lengthy interview.

In the interests of precision and clarity, the following elements of questionnaire design should be studied as the interview instrument is developed:

- question construction;
- general survey instrument format;
- ordering of questions;
- instructions to interviewers; and
- pre-coding of survey instrument.

Question Construction

The researcher should consider two kinds of questions: open-ended questions, in which the respondent provides his/her own answer; and closed-end questions, in which the respondent selects an answer from among those provided by the interviewer. Both types of questions must be clear and unambiguous so that the interviewee will know exactly what the researcher is asking.

Closed-end questions are frequently used in survey research because they provide greater uniformity of responses, and because they can be easily coded and processed.

In constructing closed-end questions, researchers should be sure that the response categories are exhaustive; that is, they should include all responses that might be expected. In addition, answer categories must be mutually exclusive so that the respondent will not need to select more than one answer.

Open-ended questions must be coded prior to processing, and it is always possible that some respondents will give answers that are irrelevant or do not fit neatly into the pre-determined categories. Researchers may want to consider a mixture of both types of questions.

In addition to choosing the type or types of questions, the reseacher must remember that the respondent must be capable of answering the questions. When asking questions about NFE program financing or percentages of budget allocated for specific activities, a researcher must keep in mind the type of individual who may be responding to the question.

An additional checklist of items that researchers should consider when developing questions for a survey instrument would include the following points:

1. questions should be relevant to the largest number of potential respondents;
2. items should be short to avoid confusion;
3. items should be stated as positive options;
4. items should be free of bias; and
5. word choice should reflect the usage of the majority of respondents.

General Survey Instrument Format

Whether instruments are to be administered by interviewers or circulated directly to respondents, their format is extremely important. A poorly formatted survey instrument can lead respondents and interviewers to overlook questions or to become confused about the data desired from the question.

Following are several suggestions on format which may be of use to researchers during the construction of survey instruments.

- Maximize Use of Blank Spaces in Instrument: As a general rule, a survey instrument should be spread out and uncluttered, with maximum amounts of blank spaces on each page. Instrument designs should not crowd questions onto the page in an effort to shorten the total number of pages, nor should they place more than one question on a line.

- Response Categories: There are a variety of ways to present response categories to respondents. Respondents may check boxes, brackets, or parentheses. As an alternative, survey designers might enter code numbers beside each possible reponse, then ask respondents to circle the appropriate number. Such a procedure will facilitate transfer of the data to data sheets or computer.

- Contingency Questions: Sometimes, a researcher wishes to ask a series of questions on a certain topic, realizing that the topic is relevant to only some respondents. The subsequent questions in such a series are called contingency questions. Whether the interviewers ask them depends on the response to the first question in the series. Contingency questions can have several formats. The format in Example 1 is both clear and effective. This format has two key elements:

  - the contingency question is isolated from the other questions by being indented and enclosed in a box; and

  - an arrow connects the contingency question to the answer upon which it is contingent.

EXAMPLE 1

41. Has your organization ever received funding from bilaterial assistance agencies?

( ) Yes
( ) No

If yes: How frequently has it done so?

( ) once
( ) twice
( ) several times

Matrix Questions

In constructing a survey instrument, researchers may want to ask several sequential questions that have the same type of answer categories, often on a continuum. See Example 2.

EXAMPLE 2

12. Beside each of the statements presented below, please indicate whether the respondent Strongly Agrees (SA), Agrees (A), Disagrees (D), Strongly Disagrees (SD), or is Undecided (U).

	SA	A	D	SD	U
a. The government needs to bring all nonformal education activities under the control of one ministry.	( )	( )	( )	( )	( )
b. Only those nonformal education activities which receive government or ministry funding should be under government control.	( )	( )	( )	( )	( )
c. The government should have no control over nonformal education activities in the private sector.	( )	( )	( )	( )	( )

The matrix format has a number of advantages. It is efficient in the use of space. It is easy to administer both individually and through the services of an interviewer. And in some cases, it increases the comparability of responses.

One important disadvantage of the matrix format is the fostering of a response-set among some respondents; that is, they may develop a pattern of agreeing with all the statements.

Ordering of Questions in the Survey Instrument

The order in which questions are asked can also affect respondents' answers. The answer to one question can affect the answer offered to later questions. For example, if there are a number of questions related to funding problems experienced by NFE programs, and a subsequent question asks respondents to state (open-ended) what they believe to represent major problems facing NFE programs, funding may well receive more mention than would normally be the case.

Researchers often seek a solution to overcoming such effects by randomizing their questions. However, respondents may view a randomized set of questions as chaotic and useless. The safest solution is sensitivity to the problem of question order. Though researchers probably cannot avoid the effects of question order, they should attempt to estimate what its effect will be. Researchers may need to draft more than one version of an instrument and determine the effects of question order through pre-testing or piloting the drafts.

Instructions

Every survey instrument, whether it is completed directly by the respondent or administered by interviewers, must contain clear and concise instructions and introductory comments. There are usually four types of instructions:

- general instructions;
- introductions to specific sections of the instrument;
- specific instructions for completing individual questions; and
- interviewer instructions.

General Instructions. If a survey instrument is self-administered, respondents need a set of basic instructions to follow. If the survey instrument is to be administered by an interviewer, both the interviewer and the respondent need general directions.

Introductions. Often survey instruments are arranged into content subsections, such as basic information; institutional relationships; teaching methods used; and clientele served. It may be useful to introduce each subsection with a short statement concerning its content and purpose. These short introductions will help respondent and interviewer focus their responses.

Specific Instructions. Respondents will need special instructions to answer some questions. This is particularly the case with matrix and rank order questions.

Interviewer Instructions. Clear supplementary instructions to interviewers are particularly important for national surveys of NFE activities. Instructions which the interviewer is to read to respondents must have different formats from instructions that are not to be read to the respondent.

For example, one set might be typed in capital letters, and the other in parentheses or in a different typeface.

D. Preparing to Code and Process Data

Coding is the process for transforming raw data into a standardized form suitable for machine or manual processing and analysis. Precoding, a preliminary coding process, involves assigning survey instrument items to data cards. Survey instruments can also be edgecoded, that is, can have coding boxes in the right hand margin of the instrument. All decisions regarding coding and precoding are based on the demands of the computer or manual tabulation system and should be made at the point of questionnaire construction.

Decisions concerning the method of data processing used in analyzing survey data influence the way in which researchers design the survey instruments. In three major national surveys of NFE activities to date (Colombia, 1978; Lesotho, 1980-81; and Cameroon, 1980-83), the initiating organizations opted for the use of computers in analyzing the data. Other small scale or sub-sector analyses have tended to rely on manual tabulation and processing.

In the national surveys above, coding the survey instruments at the time of instrument construction proved to be extremely helpful and was, in fact, considered a requisite for the successful computer analysis of the data. Many researchers feel that placing the codes in the appropriate boxes facilitate the data processing procedure.

Example 3 is taken from the questionnaire design for use in the Lesotho national survey of NFE activities.

Finally, the assessment coordinators are ready to proceed to implement the survey.

EXAMPLE 3[13]

5.2 Which of the following teaching/learning methods are used in your programme? (Choose all that apply).

		Never	Sometimes	Always
1.	Lectures	1	2	3
2.	Demonstrations	1	2	3
3.	Group Discussions	1	2	3
4.	Theatre or Role Playing	1	2	3
5.	Educational Games	1	2	3
6.	Group or Individual Practice in Workshops, Gardens, Etc.	1	2	3
7.	Individualized Instruction	1	2	3
8.	Programmed Instruction	1	2	3
9.	Correspondence Courses	1	2	3
10.	Home Visits	1	2	3
11.	Other ______________	1	2	3

____

____

[13](Question cited verbatim from National Study of Nonformal Education, Lesotho, 1980. Lesotho Distance Teaching Centre, Maseru, Lesotho).

WORKSHEET 7

MAKING THE INTERVIEW INSTRUMENT WORK FOR YOU

A clear and concise interview instrument will guide field interviewers and enhance the reliability of your data. Consider each point below as you develop your interview instrument.

Check points in interview instrument construction.

I. ITEM CONSTRUCTION	_____ items are clear and unambiguous
	_____ items will apply to the majority of respondents
	_____ items are stated as positive options
	_____ items are free of bias
	_____ items are stated in the language of the respondents
II. INSTRUMENT FORMAT	_____ ample space has been provided for the field interviewers' comments
	_____ decisions have been made about open-ended and closed-end questions
	_____ decisions have been made about including contingency questions
III. ORDER OF QUESTIONS	_____ decisions have been made about sequence of questions

WORKSHEET 7 (cont.)

IV. INSTRUCTIONS (field interviewer's manual)	_____	general introductory statement has been included
	_____	difficult questions have been explained
	_____	contingencies have been given for logistical problems
V. CODING AND PROCESSING DATA	_____	data processing procedures have been decided at the point of the instrument construction
	_____	marginal coding procedures have been decided

III. IMPLEMENTATION PHASE: CONDUCTING THE SURVEY

The Implementation Phase includes the following activities:

A. selecting and training field interviewers;
B. pilot testing and modifying survey instruments;
C. preparing interviewer's manual;
D. conducting and monitoring survey; and
E. coding open-ended questions.

A. Selecting and Training Field Interviewers

Many survey situations require NFE assessment coordinators to use field interviewers in addition to their own research staff. This decision is based on:

- the estimated number of NFE activities to be surveyed;
- the location of the NFE activities;
- the number and types of questions to be asked; and
- the number of staff researchers available to implement the survey.

Interviewer Selection

Once the decision has been made to use additional field interviewers, the coordinators will consider how to select and train the interviewers. Below are major considerations in the selection of interviewers.

- Interviewers should, as far as possible, speak, look, and dress in a manner similar to the majority of the respondents;

- Interviewers should have a pleasant and open demeanor; and

- Interviewers must be literate and numerate to the degree required by the survey instruments.

The more the interviewer understands the purpose of the survey, the more he/she will be able to gather reliable data. For this reason, it is recommended that each potential interviewer conduct a sample interview using the instrument to determine how quickly he/she can grasp the intent of the questions.

Interviewer Training

To insure validity, all interviewers, regardless of whether they are on the coordinating organization's research staff or are hired for the assessment, must ask all respondents the same questions in the same way. One way to insure this uniformity is to train all interviewers together so they can hear each others' questions and hear the trainer's responses. This prevents the trainer from being more detailed with one interviewer or emphasizing a different aspect with the next interviewer.

During the training, each item on the interview instrument should be discussed at length. Interviewers should practice using the exact wording of each question and recording each response precisely. By the end of the training, each interviewer will be familiar with the questions and will be able to move smoothly through the interview.

Morale and motivation of field interviewers have often been problems when interviewers are working in unfamiliar settings or in locations away from their homes. One way to deal with these potential problems is to involve the interviewers in the pilot test and modification of the survey instrument. This is an excellent strategy for insuring greater understanding and "ownership" of the survey.

B. Pilot Testing and Modifying Survey Instruments

A pilot test of the survey instruments is conducted to determine:

- if the questions are understandable to the respondents;
- how respondents react to the questions and the interviewers;
- how respondents react to question order;
- how appropriate the coding has been to the responses; and
- how adept the interviewers are at coding the responses.

A sample of NFE groups should be selected to represent the variety of respondents expected during the survey. Ideally, each interviewer should conduct at least two "real" interviews to determine how well respondents understand the questions. The interviewer should record in exact words all unsolicited comments and responses to open-ended questions. Next, the interviewer should record his/her observations on: the respondent's reactions to the questions, the length of the interview, and the sequence of the questions. Finally, the interviewer should complete the coding of the close-ended questions. Then, researchers should work with each interviewer, reviewing in detail each completed survey instrument and the interviewer's comments. At that point, researchers can correct and explain any coding errors the interviewers may have made and modify the survey instruments based on the interviewers' comments and open-ended responses.

C. Preparing Interviewer's Manual

The Interviewer's Manual is designed to clarify procedures for handling situations in which the respondent does not understand the question. Researchers should try to think of all possible interpretations for each question and suggest ways of re-stating the question without changing its meaning.

Researchers and interviewers should revise the Interviewer's Manual as they modify the survey instrument. The manual should show how the preferred handling of a situation fits into the general logic of the question and purpose of the study.

D. Conducting and Monitoring the Assessment

By this point in the research process, the initiating organization has determined the location of most of the NFE activities it will survey. At least two weeks before the survey is to begin, the researchers should send letters, telephone, or communicate in some form with the groups they expect to interview. The communications should introduce the interviewer, describe the purpose of the interview, and explain the overall study. Each interviewer should carry a copy of this letter to show to those groups which may not have received any communication.

Travel of field interviewers should be scheduled so that supervising researchers can be nearby to assist them and monitor their progress. The supervising researchers may wish to meet with each interviewer weekly to go over the interview instruments and check on the accuracy of the coding. The assessment coordinators may want all interviewers to meet each evening or once a week to discuss their interviews and interviewing techniques.

E. Coding Open-Ended Questions

Often, a number of interview instruments must be completed before patterns of responses to open-ended questions appear. The supervising researchers may want to code these responses themselves after all interviewing has been completed. They may wish to ask the interviewers how responses should be grouped. The researchers could then consider these recommendations as they analyze the open-ended responses for consistency or patterns of response.

WORKSHEET 8

CONDUCTING THE SURVEY

The implementation of the assessment will often be done by field interviewers supervised by supervising researchers from the coordinating organization. In these situations, the selection and supervision of field interviewers and pre-testing the interview instrument with the interviewers are major responsibilities of the assessment coordinators. Consider these critical points as you implement your assessment.

Check points during the implementation of the assessment.

I. SELECTION OF FIELD INTERVIEWERS	_____	interviewers are similar in characteristic to respondents
	_____	interviewers have pleasant and open demeanors
	_____	interviewers are literate and numerate to the degree required by the assessment
II. TRAINING OF FIELD INTERVIEWERS	_____	each question on the instrument has been discussed with each field interviewer
	_____	field intervivwers have practiced interviewing
III. PILOT TEST AND REVISION	_____	respondents' reactions to questions are noted
	_____	questions are determined to be understood by the respondents
	_____	each field interviewer has conducted a pilot interview
	_____	ease of coding is tested

WORKSHEET 8 (cont.)

	_____ assessment coordinators have corrected language errors and modified the instrument (if necessary)
IV. INTERVIEWER'S MANUAL	_____ introductory procedures have been explained
	_____ interpretation has been given to difficult questions
V. CONDUCTING AND MONITORING OF THE ASSESSMENT	_____ announcement of the assessment has been sent to respondents
	_____ supervising researchers have been assigned to each field interviewers
	_____ periodic "debriefing" of field interviewers has been conducted
VI. CODING	_____ interview instruments have been completed and checked after each interview

IV. ANALYSIS PHASE: MAKING THE DATA USABLE

Throughout the design and implementation of the assessment, considerable attention has been given to the analysis of the data. The assessment coordinators have determined many aspects of the analysis from the definition of NFE and objectives of the assessment, through choice of questions and design of the interview instrument. The coordinators now have a fixed body of data that has to be treated through:

a. summarizing, tabulating, and mapping;
b. developing categories for analysis; and
c. reporting data so that it is usable by policy makers.

Because the data is descriptive, statistical analysis will most probably be limited to determining a frequency distribution and a mean. Assessment coordinators should be cautioned against making cause and effect judgments based on survey information. Procedures for data presentation are presented below.

A. Summarizing, Tabulating and Mapping

Summarizing the Data

At this point, the data is probably "very raw", as it is still located on the interview instruments, in the handwriting of the field interviewers. The instruments should be reviewed to make sure that responses are correctly coded and recorded. In addition, interviewers should be asked to clarify any ambiguous responses. A summary sheet for each NFE group interviewed should then be prepared.

The charts on pages 65 and 66 are taken from the Botswana NFE assessment and illustrate how data was summarized on each NFE group.

EXAMPLE 4
HOME ECONOMICS PROGRAMME

MAILING ADDRESS	LOCATION	TELEPHONE
P/Bag 006		52872
Gaborone		

The Home Economics Programme is a programme of the Ministry of Local Government and Lands. This programme holds workshops and courses in Home Economics throughout Botswana in order to promote better home living.

COURSES OFFERED

<u>Home Economics Course (Village Level)</u>
Duration -- 1 week
Entry requirement -- none
Fee -- none

<u>Home Economics Course (Sub-district level)</u>
Duration -- 2 to 3 weeks
Entry requirement -- none
Fee -- none

FURTHER SERVICES
None

ACCOMODATIONS
Not available

OTHER OFFICES
Field offices in all districts of Botswana

PARTICIPANTS
Enrolment -- Number varies according to village and sub-district, participants are all women, over 25 years
How learn of programme -- announcements at kgotla, through government officers
How chosen -- self-selected
Hindrance to attendance -- accomodation, problems at home

SCHOLARSHIPS PER YEAR
None

GEOGRAPHIC COVERAGE
Entire country

ADMINISTRATION/SUPERVISION

Number	Title	Full-time	Half-time	Volunteer
14	Field Officers	14		
1	Senior Field Off.	1		
1	Comm. Devel. Off.	1		
1	Sen. Comm. Devel. Off.	1		
1	Asst. Comm. Devel. Off.	1		

HOME ECONOMICS PROGRAMME (cont.)

FACILITIES

Type	Number	Capacity	When not in use
Office (in Gaborone)	1		
Offices in all districts			

MATERIALS

Hand-outs, cooking utensils, knitting and sewing equipment, general Home Economics equipment

COURSE DESIGN

How designed -- decided by officers, according to needs and requests of women involved
New courses -- none
Courses dropped -- none
Courses requested -- nnone

WORK WITH VILLAGE INSTITUTIONS

Farmers committees, PTA, 4B, VDC, VHC, VET

PARTICIPANTS PREPARED TO

Put into practice what they have learnt, improve home life

FUNDING

Annual budget -- none
Source of funds -- Botswana government

FUTURE PLANS

Need vehicles and more equipment

Tabulating the Data

Information listed on each NFE group can now be collapsed or tabulated to obtain frequency distributions. Tabulation involves listing the number of same responses within a category. The first step in data tabulation is recording the number of groups who responded in a specific manner for each question. It is a good idea to use a blank interview instrument to do this tabulation. Below, for example, one can see all responses to a section of an instrument.

EXAMPLE 5

A.1. MEDIA USE QUESTION

What materials do you use to help the learner understand what you are teaching?

1. Charts	A.1	1.	86
2. Chalkboard		2.	140
3. Posters		3.	70
4. Pamphlets		4.	36
5. Taped Lessons		5.	2
6. TV		6.	4
7. Broadcast Radio		7.	1
Total organizations responding			140

Open-ended responses will have to be categorized before they are counted. The coordinators will have to review the responses to an open-ended question and record the number of groups responding in the same way. The open-ended question below evoked the displayed pattern:

EXAMPLE 6

E.1 FUTURE PLANS

What courses are you planning for next year?

To Add More Sessions of the Same Courses	34
Sewing Classes	12
Welding	3
Brake Repair	1
Inventory Control	1

Mapping the Data

Mapping is a visual representation of data superimposed on a map. In the case of the NFE assessment, mapping can be used to show the location of NFE groups and the people they serve. The value of the map display is that the reader can easily identify clusters of programs.

Mapping has interpretive value when population density maps and adequate census data are available. With this information, the assessment coordinators can hypothesize about program coverage and suggest where groups of people may be underserved.

The first step in mapping is to count and categorize the types of programs being presented in the various zones, regions and/or political divisions within a country. The chart below illustrates a beginning exercise in this procedure.

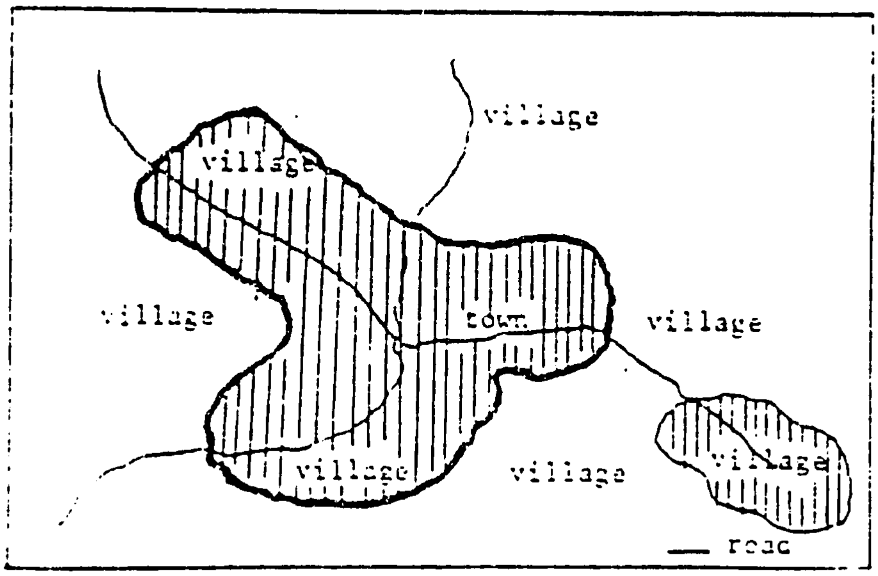
EXAMPLE 7

Housewife Clubs		Number of Clubs	Type of Project: Chicken Raising	Home Gardening	Communal Gardening	Number of Participants
Province: MANIBU						
	Los Dolores	3	21		7	76
	Catacomes	1	3	3		14
	Ceiba	1	17			17
	Deshler	1	14	7		14
	Napoleon	5	39	47	39	118
Province: MALITA						
	Rio Lindo	1	9			9
Province: ATLANTIA						
	None					

Once this type of data has been displayed graphically it can be transferred to a map. Several manageable procedures are suggested by Vargas in her notes on the NFE activities survey in Lesotho.[15] Example 8 illustrates how cross-hatching can be used to depict program coverage.

EXAMPLE 8

Health NFE Program Coverage (all health programs in sector)



[15]Emily Vargas Adams, "Final Report," (Maseru: Lesotho Distance Teaching Centre, 1980).

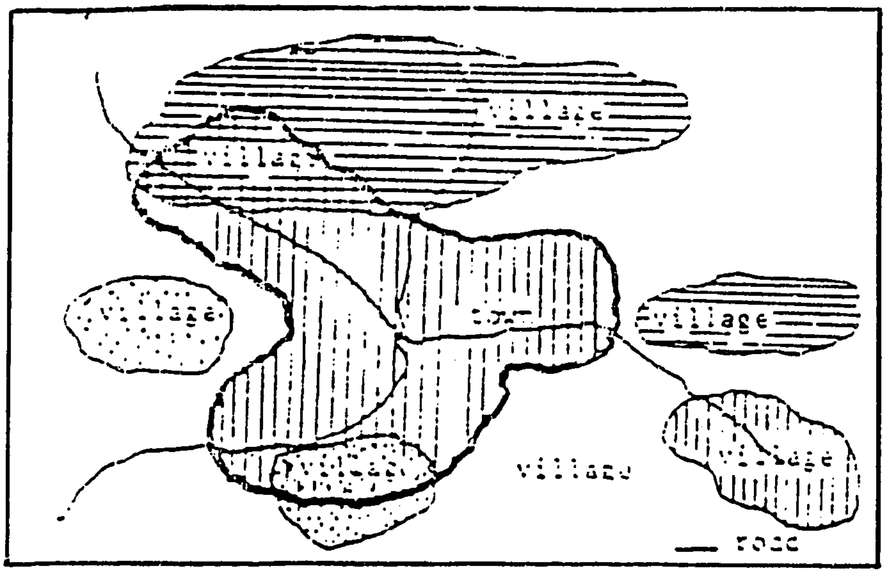
Overlapping maps depicting NFE groups could be constructed using either dot/line or color overlay.

<u>EXAMPLE 9</u>

Health NFE Programme Coverage

Agricultural NFE Programme Coverage

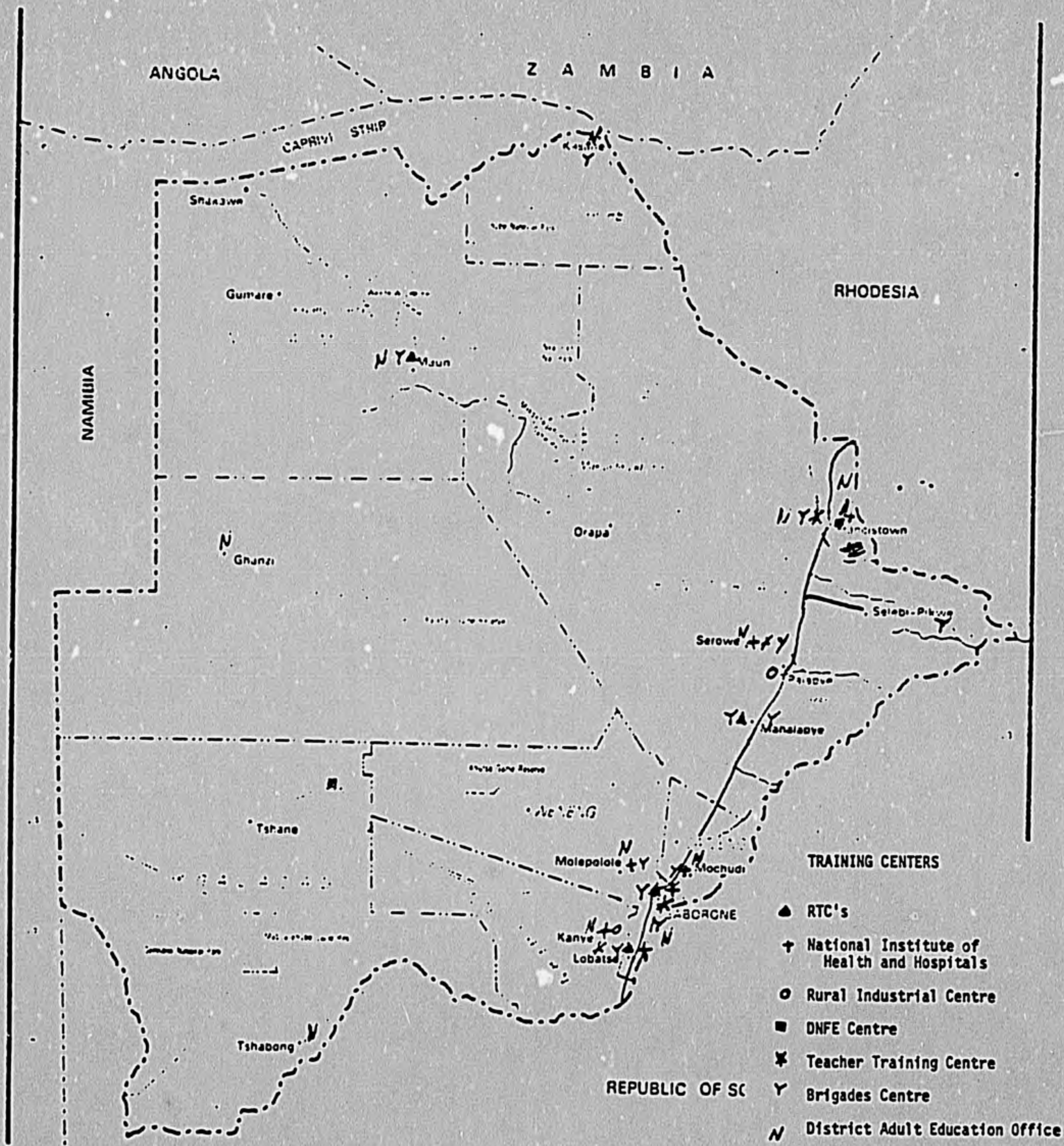
Crafts NFE Programme Coverage



The map in Example 10 illustrates the location of training centres in Botswana. Program coverage cannot be inferred from this map. The majority of these training centers indicated in their interviews that they draw their participants from the entire country.

EXAMPLE 10

REPUBLIC OF BOTSWANA



B. Developing Categories for Analysis

The data summarized or tabulated will not have equal importance. A donor investigating a specific organization may wish to know every detail available on that organization. However, most readers will be looking for trends and key points of information about NFE groups. For example, many donor organization clients wish to see data that describes the supervision and administration, the access and equity, funding and sponsorship and internal and external efficiencies of each program. Other clients may wish to focus on innovative aspects or the income-generating activities of an NFE group. The coordinators must determine the germane categories for the clients of their assessment.

Program Profiles

Program profiles are one way of categorizing and displaying the data. Usually, profiles are brief and allow clients to locate specific information quickly. Below are two examples of profiles:

EXAMPLE 11[16]

COMMITTEE TO PROMOTE ARTISAN CRAFTS
(COMITE DE PROMOCION ARTESANAL)

AUDIENCE: Rural and urban artisans.

OBJECTIVES: To provide direct access to local markets to Dominican artisans; to increase income of artisans through elimination of the middleman; to provide technical information to the artisan; and to publicize the work of the Dominican artisan.

DURATION: The Committee was formed in 1977.

SPONSOR/DONOR: Donations from private enterprise and individuals; coordination with credit program administered by Women in Development, Inc.

CONTACT: Mochi Delgado, Women in Development, Inc., Apartado 325, Santo Domingo, Dominican Republic.

DESCRIPTION: The Committee, formed to organize artisan fairs, works with artisan groups to help them through credit and marketing information. Women in Development, Inc. is working especially with women artisan groups.

RESULTS: The first fair was held in February of 1978. Thirty-three artisans from thirteen communities sold their goods directly to the public for the three days of the fair. The artisans expressed their satisfaction with the fair and asked that other fairs be organized regularly. For many artisans, the fair was the first opportunity they had to sell directly to the public, thus eliminating the profit-taking of the middleman.

INNOVATIVE ASPECTS: This innovative aspect is its emphasis on participant involvement. The fair was organized not only for, but with the artisans. The artisans, thus, learned about the organization of markets, the pricing of goods and display techniques. The artisans also demonstrated how they made their products and stimulated an interest in their audiences in the production of traditional Dominican artisan crafts.

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16 Bonnie J. Cain, Medios de Comunicacion para La Integracion de la Mujer Latinoamericana de Escasos Recursos (Washington, DC: Human Resources Management, 1978).

EXAMPLE 12[17]

MALI

Name of Institution:	National Institute of Pedagogy and Teacher Training
Address:	I.P.N.E.N., B.P. 1583, Bamako, Mali
Faculty or Division:	National Directorate of Functional Literacy and Applied Linguistics
Educational Programmes:	Training of adults in national languages through the opening of literacy centres throughout the country Retraining trainers for centres Conduction of seminars
Research Programmes:	
Additional Information:	
Contact Person:	Issa Yena, Director General

[17]IIALM. Directory of Universities and Institutes Offering Literacy Training Programs. (Tehran: International Institute for Adult Literacy Methods, 1977), p. 10.

Hypothesizing Relationships

The assessment coordinators will have observed linkages, will have speculated about how certain NFE groups have produced certain effects and will have formed opinions about how certain processes have lead to certain outcomes. These insights, when supported with data, will be of value to country planners.

A two-sided chart or matrix is a powerful method of describing a hypothesized relationship. Below are two examples of how data can be displayed so that the reader can infer the relationship.

EXAMPLE 13

NFE ORGANIZATIONS WITH FULL-TIME ADMINISTRATION

	FULL-TIME ADMINISTRATION	FULL-TIME INSTRUCTORS	PART-TIME INSTRUCTORS	VOLUNTEER INSTRUCTORS	PROGRAM PARTICIPANTS MALE	FEMALE
(FRANCISTOWN)						
Institute of Adult Education*	1 Head of Office				20	
Home Economics Unit/ Youth Section*		2 Home Economics Officers				15
BEDU Industrial Estate*	1 Estate Manager	3 Advisors			15	

EXAMPLE 14

PROGRAMMES WITH CLASSROOMS USED LESS THAN 10 HOURS PER DAY, AND/OR HOSTELS VACANT ONE OR MORE MONTHS PER YEAR

LOCATION	NAME OF PROGRAMME	CLASSROOMS (actual time of use)	HOSTELS (available times)
Francistown	National Health Institute	7:30 a.m. - 4:00 p.m.	always in use
	Botswana Theological Training	5:00 p.m. - 9:00 p.m.	n/a*
	Home Economics Unit	8:00 a.m. - 5:00 p.m.	n/a
	BEDU Industrial Estate	8:00 a.m. - 5:00 p.m.	n/a
	BEDU Boswa Training Centre	8:00 a.m. - 5:00 p.m.	n/a

C. Reporting Data So That It Is Usable

The three examples given on pages 75 were charts developed with a specific client's needs in mind. Although the assessment coordinators should report all data and discuss any unpredicted findings, they should concentrate on analyzing the data to meet the client's information needs. In other words, if a client wants to know what types of NFE groups are providing information on animal husbandry, the analysis of the data should provide data on such projects, their geographic distribution and the number and nature of their participants.

By this point, the coordinators will have put much energy into tailoring the assessment to the clients' requirements. They should prove that they have understood these needs by tailoring the reporting of the data as well.

MAKING THE DATA USABLE

At this point, you should have comparative data on all the NFE groups you have interviewed. You still have to transform the data into descriptions and summaries, report the data in usable form and propose an interpretation. Consider the following checklist as you analyze the data:

I. SUMMARIZING THE DATA

_____ coding and open-ended responses have been checked with the field interviewer

_____ a summary sheet has been prepared for each interview

II. TABULATING THE DATA

_____ all coded responses have been counted

_____ all open-ended responses have been categorized and counted

III. MAPPING THE DATA

_____ population distributions maps and census data has been gathered

_____ programs are located geographically by category

_____ the data has been superimposed on a map to show program coverage, location or other characteristics

IV. ESTABLISHING CATEGORIES FOR ANALYSIS

_____ coordinators have decided on the relevant categories

_____ program profiles have been developed for each NFE group interviewed

_____ coordinators have stated their opinions concerning relationships and linkages

_____ charts have been developed which depict the hypothesized relationships

WORKSHEET 9 (cont.)

V. SERVING THE CLIENT

_____ coordinators have focused on the stated information needs of the client

_____ charts, maps and profiles have been developed which make the data easily available to the client

V. DISSEMINATION PHASE: SHARING THE FINDINGS WITH OTHERS

The assessment findings will be of interest to a wide variety of groups and should be made available to them. The workshops held during the previous phases should have aided the NFE assessment coordinators to identify NFE groups and interested agencies, institutes and ministry personnel. These organizations and individuals will expect to receive copies of the findings. They have given their time and creative energies to the development of the assessment and would be slighted if they do not share the results. Three strategies for the dissemination of findings and recommendations are:

- o distributing assessment reports to collaborating organizations;
- o conducting workshops for presentation of findings and discussion of other research or analysis needed; and
- o promoting the assessment findings through charts, posters and summary reports.

A. Distributing Assessment Report

It is important to consider the form in which the information is disseminated. The actual report could be large and expensive to distribute. It may be necessary to summarize the findings in a shorter form. If this is the case, assessment coordinators may want to consider carefully who should receive the actual report and who should receive information in an alternative shorter form.

B. Conducting Workskops for Presentation of Findings

A workshop or series of workshops could be an alternative to mass distribution of the assessment report. The workshop could have multiple objectives: presenting and explaining the survey findings and recommendations; and discussing what additional analyses would be valuable to the participants. During workshops, participants would learn about the types and uses of information gathered in the assessment.

C. Promoting Assessment Findings Through Alternative Formats

The assessment coordinators may wish to prepare a mailing distribution which includes several summary charts. The information on the charts would give the reader a greater understanding of the types of information available and how to go to obtain it. The mailing could go to private voluntary organizations, bilateral and multilateral funding organizations, national ministries, and all other organizations which could have an interest in NFE activities.

The assessment coordinators could also post examples of the assessment findings in public locations, such as lobbies of ministries or the common rooms of high schools, universities and libraries. The posters should convey one or two germaine points effectively. Attractive graphics and color would draw attention to the findings presented.

An example of an informational format is illustrated below.

EXAMPLE 15[18]

(2) UNE RÉFORME POURQUOI ?[21]

DES RAISONS ÉCONOMIQUES

Un rendement interne insuffisant :

Abandons fin 4ᵉ année 43 %

Redoublements 31 %

Réussite au CEP 15 %

Abandons et redoublements coûtent chaque année à l'Etat 2 300 000 000 CFA

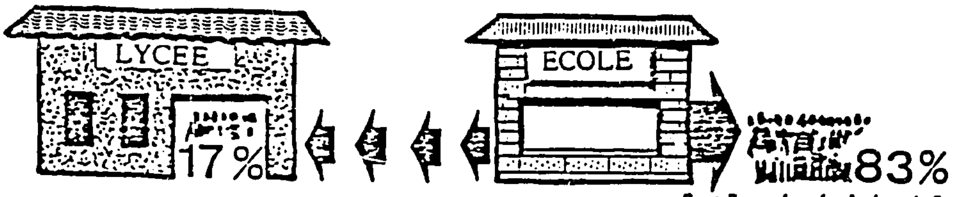
Des coûts trop élevés :

coût idéal pour 6 années-élèves ● ● ● 30 600 F. CFA

coût réel ● 214 000 F. CFA

DES RAISONS SOCIALES

Un manque d'adaptation



Un faible rendement externe

Sont-ils préparés à la vie?
Contribueront-ils efficacement au développement?

DES RAISONS TECHNIQUES

Comme partout dans le monde :

— Programmes encyclopédiques, abstraits, morcelés en multiples disciplines.

— Méthodes trop dogmatiques.

18"Report: Seminaire pour l'Information des Cadres Administratifs et Politiques sur la Reforme de l'Enseignement Primaire au Cameroun," (Yaounde: Ministere de l'Education Nationale, 1973).

WORKSHEET 10

SHARING THE FINDINGS

You have a valuable product: comparable data on NFE groups in your country. This information will be of importance to many people. There are numerous ways you can share the findings of the assessment. Consider the following procedures:

I. Distribution of the Entire Assessment Report	The report may be large and thus costly. However, you should present the report to the collaborating groups and interested donors, as well as to the client.
II. Workshop for Presentation of the Findings	Many groups would make more use of information they receive in a workshop than they would from the actual report. The workshop could have a second purpose of discussing additional research that should be conducted.
III. Pamphlets and Posters	Pamphlets can provide a summary of findings and are less costly to produce and disseminate than a complete report. Posters representing one or two significant findings can be seen by many people and can be a center of discussion.

Describe your plans for dissemination of the assessment findings. ____________

____

____

____

____

____

____

____

Summary and Conclusions

The purpose of an NFE assessment, as described in this document, is to provide country planners with information needed for policy formulation. Therefore, the assessment should be focused rather than all-encompassing. The more clear the assessment coordinators can be about the purpose of the assessment, the more concise the information will be. An assessment should not be more elaborate than is required to obtain the information needed. This will permit the assessment to be conducted within the time and resources available to the assessment coordinators.

A variety of local and national level groups can contribute to the design and conduct of the assessment and they should be encouraged to collaborate. Coordinators can use workshops and committees to help the collaborating groups benefit from participation in and contribute to the assessment.

The processing and analysis of data should be completed at the level of technology available in the country. Data can be analyzed by methods that range from hand sort, to needle sort, to full-scale computer processing. The processing is as accurate when done by hand sort as by machine. A hand calculator can be used for the minimal statistical calculations required. No organization should be deterred from initiating an NFE assessment because it lacks computer capability.

Because the NFE assessment will provide a picture of the operation of NFE groups within the area of study during a particular time period, the time between design of the assessment and the final report should be as short as possible to ensure that the picture is in focus.

The NFE assessment contributes to the understanding of the operation of NFE groups. As baseline data, the assessment lays the groundwork for other more evaluative studies. The increased information provided enables planners to know how to strengthen and support NFE groups.

WORKSHEET 1

IDENTIFYING AND INVOLVING THE COOPERATING GROUPS OF THE NFE ASSESSMENT

Coordinators should plan ways to involve NFE groups, donors and national planners in the design of the NFE assessment. Below is a brief exercise in which you record your decisions about: 1) which NFE groups will be consulted during the beginning stages of the assessment; and 2) what plans you have made to formally involve other groups in the assessment. You are asked to interview as many NFE groups as you feel is necessary.

A. List NFE organizations to be involved in developing the NFE assessment:

1. ____________	16. ____________
2. ____________	17. ____________
3. ____________	18. ____________
4. ____________	19. ____________
5. ____________	20. ____________
6. ____________	21. ____________
7. ____________	22. ____________
8. ____________	23. ____________
9. ____________	24. ____________
10. ____________	25. ____________
11. ____________	26. ____________
12. ____________	27. ____________
13. ____________	28. ____________
14. ____________	29. ____________
15. ____________	30. ____________

WORKSHEET 1 (cont.)

B. Plan to talk to representatives from each cooperating group and determine how they will be involved. Determine if they would be interested in attending a planning seminar.

	Name of Organization	Reason for Wanting More Information	Seminar Yes - No
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

WORKSHEET 1 (cont.)

C. After discussions with the cooperating groups in a planning seminar or meeting, decide which groups have strong interest in the assessment. You may wish to establish a small working committee of three or four groups, or you may wish to call the groups together during the assessment to report on progress of the assessment. Or, you may wish to have a dissemination workshop at the end to announce the findings of the assessment. Please describe your plans for maintaining a linkage with NFE groups interested in the NFE assessment: ________________________________

____

____

____

____

WORKSHEET 2

DEFINING NFE AS IT IS FOUND IN YOUR COUNTRY

Developing a definition of NFE is the first step in deciding which NFE groups you will review in your NFE assessment. You should consider any official definition given by your government. Think about the content of the instruction given by NFE groups and types of people who participate in their programs. After considering these points, please record your "working definition" of NFE. You may wish to change it as you develop the assessment, but you should record the decision of your working group.

A. What is the official definition given to NFE by the government?

____

____

____

____

B. What content areas are covered in known NFE activities?

1. __________	6. __________
2. __________	7. __________
3. __________	8. __________
4. __________	9. __________
5. __________	10. __________

C. What types of people attend known NFE activities?

1. __________	6. __________
2. __________	7. __________
3. __________	8. __________

WORKSHEET 2 (cont.)

4. ______________________ 9. ______________________

5. ______________________ 10. ______________________

D. How does your work group define NFE? ______________________

____

____

____

____

WORKSHEET 3

BEING CLEAR ABOUT THE GOALS AND OBJECTIVES FOR THE NFE ASSESSMENT

Review the information needs of the client. Be clear about why you will be gathering information on NFE groups. The more precise you are at this stage, the more relevant your questions on the actual assessment will be. Write down your understanding of why the NFE assessment will be conducted. Consider how the data from the assessment will be used. After considering these points, present the goals of the NFE assessment.

A. Why is it important that an NFE assessment be conducted in this country at this time? ______________________________

____

____

____

B. Which agencies, organizations, and ministries will benefit from the study?

1. ______________ 5. ______________

2. ______________ 6. ______________

3. ______________ 7. ______________

4. ______________ 8. ______________

C. How will the data from the assessment be used? ______________

____

____

____

____

WORKSHEET 3 (cont.)

4. Please state the goal(s) of the NFE assessment. ____________________

____

____

____

____

WORKSHEET 4

BEING REALISTIC ABOUT THE SCOPE AND TIMING OF THE NFE ASSESSMENT

There may be a discrepancy between the amount of data you wish to gather and the limitations of your assessment budget, schedule, and available manpower. You need to decide on the scope of the assessment and the length of time required in each location, and estimate the number of NFE groups you expect to interview. Sketch a preliminary budget and compare it to available money for the assessment.

A. Describe the scope of your NFE assessment. ______________________

____

____

____

____

B. Which divisions (political or regional, etc.) will you survey? How much time will be needed in each?

	Name of Division	Time Needed	Number of NFE Activities Estimated	Difficulties Considered (climate, logistics, language)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

WORKSHEET 4 (cont.)

11. ____________________ ________ ________ ____________
12. ____________________ ________ ________ ____________
13. ____________________ ________ ________ ____________
14. ____________________ ________ ________ ____________
15. ____________________ ________ ________ ____________

C. Sample budget by regional/political division

Province/Region #1

Personnel

	rate per day/no. of days	= total
supervisor	/	=
supervisor	/	=
________	/	=
________	/	=
interviewer	/	=
interviewer	/	=
interviewer	/	=
________	/	=
________	/	=
driver	/	=
________	/	=
________	/	= ________

Transportation/per diem

transporation	no. of trips/cost per round trip	= total
	/	=
	/	=
	miles traveled/cost per mile	=
	/	=

WORKSHEET 4 (cont.)

no. of employees/ no. of days spent in field/daily per diem rate=

/ / = ____________

Other Expenses

photocopies ____ copies at ____ =

supplies ____ per person/no. persons =

Total for Division = ____________

<u>WORKSHEET 5</u>

DETERMINING WHICH NFE ACTIVITIES SHOULD BE ASSESSED

NFE is often described as a continuum between informal and formal education. On this continuum, there are points at which the group under study must be defined as an informal or a formal education group. You are looking for those characteristics or criteria which define an NFE group. The nature of participants, the formal training of the staff, the content of the group's educational activity, and the instructional methods are important criteria. Describe the characteristics of each of these elements below. Then, state the criteria through which you will select groups for the assessment.

Think of nonformal education as located somewhere on a continuum between informal and formal education.

1. Define the learners or participants of the NFE activity. ____________

   ____

   ____

   ____

   ____

2. Define the staff of the NFE activity. ____________________

   ____

   ____

   ____

   ____

3. Define the content of the NFE activity. ____________________

   ____

   ____

   ____

   ____

WORKSHEET 5 (cont.)

4. Describe the instructional methods of the NFE activity. ____________

5. What criteria must a group have in order to be included in this assessment? ____________

<u>**WORKSHEET 6**</u>

PRE-VIEWING THE ANALYSIS PHASE

Two major precepts in developing questionnaires or interview instruments are: including only questions which contribute to the purpose of the research; and knowing the reason why you are asking each question.

This is not a questionnaire; rather it is a summary of questions that have been asked in NFE assessments in Lesotho, Botswana, and Cameroon. You may find the questions useful, but not relevant to your needs. Please cross out questions that do not contribute to the purposes of your assessment. Then add two additional questions in each section.

A. IDENTIFICATION OF NFE PROGRAM (name, affiliation, program):

1. Name of the program
2. Name and title of person being interviewed
3. Mailing address/street address
4. Title of head person
5. This is a program sponsored by (specify ministry, church, private organization, parastatal, other)
6. What subjects does the program offer? (specify course title, duration, fee, entry requirements)
7. What other services (beside courses) are provided by your organization? (specify type of advice, financial aid, etc.)
8. When was this program begun?
9.
10.

B. ACCESS AND EQUITY (geographic coverage, participation of all groups by sex, ethnic origin, socio-economic characteristics):

1. Physical Location of program (by province, department, or other political division)

2. From what geographic area do your participants come?

3. Who is attending your program? (specify a time period and number of males/females attending, age of participants)

4. What are the occupations of your participants?

5. What is the approximate family income per month of your participants?

6. How were participants chosen? (specify if sponsored by ministry, business, or were self-selected)

7.

8.

C. ADMINISTRATION AND SUPERVISION (capacity of staff to plan, analyze, manage, supervise, and evaluate):

1. Who works for this organization? (specify type and number of employee and if they are full-time, half-time, or volunteer)

2. What in-service training have your staff received to date?

3. What is the formal education level of your full-time, part-time, and volunteer staff?

4. Who evaluates your program?

5.

6.

D. INTERNAL EFFICIENCY (use of available resources):

1. Describe your facilities (specify number and capacity of hostels, classrooms, meeting rooms, etc.)

2. What hours are your classrooms empty?

3. What periods of the year are the hostels empty?

WORKSHEET 6 (cont.)

4. What materials do you use for instruction? (Do you share materials with any other group?)
5. How did you decide what courses you would give this year?
6. What courses are new this year?
7. What courses have you dropped?
8. What courses have been requested?
9. Can your organization provide these courses?
10. How do your participants learn about your courses?
11. What stops people from attending your programs?
12.
13.
14.

E. EXTERNAL EFFICIENCY (contribution to achievement of national plans):

1. With which rural institutions do you work? (if government goal is rural development)
2. What relationship does your organization have with commercial/industrial sectors? (if government goal is cash income increase)
3. What new businesses have/will your participants begin? (if goal is income initiation)
4. What are your participants who completed your program last year doing this year?
5.
6.

WORKSHEET 6 (cont.)

F. COSTS AND FINANCING (source and coordination of operational money):

1. What do you estimate your annual budget to be?
2. Where does the money come from to fund the program? (participant fees, church, donor agencies, government, etc.)
3.
4.

Assume that you can ask only thirty of the questions posed above. Place a check by each that you would consider most important.

WORKSHEET 7

MAKING THE INTERVIEW INSTRUMENT WORK FOR YOU

A clear and concise interview instrument will guide field interviewers and enhance the reliability of your data. Consider each point below as you develop your interview instrument.

Check points in interview instrument construction.

I. ITEM CONSTRUCTION	_____ items are clear and unambiguous
	_____ items will apply to the majority of respondents
	_____ items are stated as positive options
	_____ items are free of bias
	_____ items are stated in the language of the respondents
II. INSTRUMENT FORMAT	_____ ample space has been provided for the field interviewers' comments
	_____ decisions have been made about open-ended and closed-end questions
	_____ decisions have been made about including contingency questions
III. ORDER OF QUESTIONS	_____ decisions have been made about sequence of questions

WORKSHEET 7 (cont.)

IV.	INSTRUCTIONS (field interviewer's manual)	_____ general introductory statement has been included
		_____ difficult questions have been explained
		_____ contingencies have been given for logistical problems
V.	CODING AND PROCESSING DATA	_____ data processing procedures have been decided at the point of the instrument construction
		_____ marginal coding procedures have been decided

WORKSHEET 8

CONDUCTING THE SURVEY

The implementation of the assessment will often be done by field interviewers supervised by supervising researchers from the coordinating organization. In these situations, the selection and supervision of field interviewers and pre-testing the interview instrument with the interviewers are major responsibilities of the assessment coordinators. Consider these critical points as you implement your assessment.

Check points during the implementation of the assessment.

I. SELECTION OF FIELD INTERVIEWERS

_____ interviewers are similar in characteristic to respondents

_____ interviewers have pleasant and open demeanors

_____ interviewers are literate and numerate to the degree required by the assessment

II. TRAINING OF FIELD INTERVIEWERS

_____ each question on the instrument has been discussed with each field interviewer

_____ field interviwers have practiced interviewing

III. PILOT TEST AND REVISION

_____ respondents' reactions to questions are noted

_____ questions are determined to be understood by the respondents

_____ each field interviewers has conducted a pilot interview

_____ ease of coding is tested

WORKSHEET 8 (cont.)

		_____ assessment coordinators have corrected language errors and modified the instrument (if necessary)
IV.	INTERVIEWER'S MANUAL	_____ introductory procedures have been explained
		_____ interpretation has been given to difficult questions
V.	CONDUCTING AND MONITORING OF THE ASSESSMENT	_____ announcement of the assessment has been sent to respondents
		_____ supervising researchers have been assigned to each field interviewers
		_____ periodic "debriefing" of field interviewers has been conducted
VI.	CODING	_____ interview instruments have been completed and checked after each interview

WORKSHEET 9

MAKING THE DATA USABLE

At this point, you should have comparative data on all the NFE groups you have interviewed. You still have to transform the data into descriptions and summaries, report the data in usable form and propose an interpretation. Consider the following checklist as you analyze the data:

I. SUMMARIZING THE DATA

- _____ coding and open-ended responses have been checked with the field interviewer
- _____ a summary sheet has been prepared for each interview

II. TABULATING THE DATA

- _____ all coded responses have been counted
- _____ all open-ended responses have been categorized and counted

III. MAPPING THE DATA

- _____ population distributions maps and census data has been gathered
- _____ programs are located geographically by category
- _____ the data has been superimposed on a map to show program coverage, location or other characteristics

IV. ESTABLISHING CATEGORIES FOR ANALYSIS

- _____ coordinators have decided on the relevant categories
- _____ program profiles have been developed for each NFE group interviewed
- _____ coordinators have stated their opinions concerning relationships and linkages
- _____ charts have been developed which depict the hypothesized relationships

WORKSHEET 9 (cont.)

V. SERVING THE CLIENT

_____ coordinators have focused on the stated information needs of the client

_____ charts, maps and profiles have been developed which make the data easily available to the client.

WORKSHEET 10

SHARING THE FINDINGS

You have a valuable product: comparable data on NFE groups in your country. This information will be of importance to many people. There are numerous ways you can share the findings of the assessment. Consider the following procedures:

I.	Distribution of the Entire Assessment Report	The report may be large and thus costly. However, you should present the report to the collaborating groups and interested donors, as well as to the client.
II.	Workshop for Presentation of the Findings	Many groups would make more use of information they receive in a workshop than they would from the actual report. The workshop could have a second purpose of discussing additional research that should be conducted.
III.	Pamphlets and Posters	Pamphlets can provide a summary of findings and are less costly to produce and disseminate than a complete report. Posters representing one or two significant findings can be seen by many people and can be a center of discussion.

Describe your plans for dissemination of the assessment findings. ___________

____

____

____

____

____

____

____

APPENDIX B

THE SERVICE AGENCY CONCEPT:

RESPONDING TO NFE NEEDS THROUGH CENTRALLY COORDINATED EFFORTS

The Service Agency

The NFE Service Agency is an organization which strengthens and supports NFE groups by providing them with a variety of services. The Service Agency responses to the demands of the NFE groups rather than presenting a fixed service that they "ought" to want. As a result of this demand ethos, the Service Agency is constantly researching the desires of its clients through needs assessments.

The Service Agency, as well as delivering technical assistance, has functioned as manager of revolving and cooperative loan funds. They have been able to lend small amounts to NFE groups which could not have commanded the attention of the larger lending organizations.

The Service Agency structure has provided a solution to the dilemma of how to aid the multitude of agencies providing NFE without decreasing their independence and flexibility. The Service Agency starts with the premise that each NFE organization must "maintain their independence and initiative, take responsibility for their activities and be flexible in their programming."[1]

The Service Agency is staffed by professional technicians whom the smaller NFE programs could not afford to employ nor would many NFE program have the

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[1]James Hoxeng, "A Semi-Systematic Approach to NFE," (Mimeo, August, 1980), p. 4.

need for a full-time technician. For example, most NFE organizations could not use a full-time radio broadcast specialist, but many do need to know how to do a three minute public service radio message.

The technicians in a Service Agency could specialize in a variety of areas; however, the areas regularly required by NFE organizations are:

1. Materials Development: This is the need most often mentioned by NFE practitioners, especially in the area of print materials for semi or neo-literates. Emphasis will be on putting together educational "tools" which are participatory in nature, can be easily made situation-specific, and which are usable with little or no training.

2. Training: Because most NFE interviewers are not highly paid, and many are volunteers, expensive long-term training models are generally inappropriate. NFE projects are seeking assistance with in-service training of immediate utility, aimed essentially at non-professionals. Program management is an often-mentioned content area; group dynamics skills are another. Specific training plans will be drawn up with client groups.

3. Communications: Support is needed in at least four related areas:

   a. Delivery of information, as is done in mass "campaigns." The service agency will assist in development and implementation of such activities.

   b. Feedback and evaluation activities, using appropriate technology to link users and planners as directly as possible. The service agency will introduce NFE organizations to innovative approaches in the area.

   c. Local program production for mass media, especially radio. Audio cassette recorders are increasingly being used in this way. The service agency will assist with production and broadcast arrangements.

   d. "Horizontal" information exchange, i.e., communication directly between NFE practitioners. The service agency will help establish and operate an NFE network.

4. Finance: Two needs for money are usually associated with NFE:

   a. Good programs - that is, those which are oversubscribed because people see their services as useful - could expand to serve new clients if they had access to additional funds.

   b. People who learn new skills in NFE activities often want to put them to immediate productive use, but are often stymied because they haven't any start-up money and can't get a loan.[2]

Other specialist technicians, for example, marketing/product development specialists, agricultural specialists, etc., could provide needed support to NFE programs; however, the Service Agency is obligated to know the needs of its client NFE organizations. If the NFE organizations in a country require a child care specialist, the NFE Service Agency should be aware of the need and strive to provide the service.

The first steps in supporting or building the NFE Service Agency structure are:

1. Identifying an organization capable and willing to be a Service Agency. This organization would:

   - have intersectoral flexibility;
   - be currently serving as coordinator of NFE activities and programs; and
   - have sufficient administrative and supervisory stength to receive and administer a large amount of money.

2. Identifying, assessing and analyzing NFE programs to understand:

   - the scope and strength of NFE in the country;

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[2] Ibid. p. 8.

- the total picture of how NFE programs relate and work together on a country-wide basis; and

- the needs and resources of the NFE programs.

A NFE nationwide assessment is the ideal vehicle through which to gather the needed information. If designed correctly, the assessment could also be the bridge into greater cooperation between NFE groups and a more profound understanding of how resources could be shared.