

PN-APP-326

36927

CREATIVE ASSOCIATES

4419 39th STREET, N.W.
WASHINGTON, D.C. 20018 | (202) 966-5804

Discussion Document: To be revised by September 30, 1981

PROPOSED RESEARCH APPROACH FOR A NONFORMAL EDUCATION
ACTIVITIES SURVEY IN CAMEROON

Prepared under Contract DSPE-C-0082

Nonformal Education: Assessment and Analysis

November 1980

TABLE OF CONTENTS

	Page
Introduction	1
I. PLANNING PHASE: Conceptualization of the Survey	4
II. THE DESIGN PHASE: Determining the Universe Designing the Research Instruments and Developing Procedures for Data Coding and Processing	25
III. IMPLEMENTATION PHASE: Conducting the Survey	45
IV. ANALYSIS PHASE: Making the Data Usable	51
V. DISSEMINATION PHASE: Sharing the Findings with Others	59
Conclusions and Recommendations	62
Bibliography	65



INTRODUCTION

The research approach presented in this document is designed to contribute to the purpose of Contract AID/DSPE-C-0082, Nonformal Education: Assessment and Analysis. This purpose is "...to develop a prototype method of assessing and analyzing nonformal education in developing countries." Creative Associates, Inc. is committed to collaborating with staff members of at least two LDC organizations in the design and conduct of two nonformal education (NFE) activities surveys. The prototype will be based to a large extent on the procedures, methods and activities found to be effective in these surveys.

Creative Associates, Inc. will develop, through the proposed collaborations, a prototype that can be tailored to the needs of each developing country. The prototype will contain suggestions for processes, procedures and critical decision points as well as recommendations for appropriate research methods. For example, the proposed research approach presented in this document includes procedures through which participation in the survey of personnel of various agencies, institutes and ministries within a country is increased. It is felt that such participation is necessary if the survey findings are to be useful to and acted upon by policy planners in Cameroon.

No one definition of NFE will be advocated in this document. However, the authors freely admit that they have a bias toward a definition which includes participation of the learners in the conceptualization, implementation and evaluation of NFE activities. The authors see NFE as a pragmatic, problem-solving approach to a specific environment and agree with David Radcliffe's statement that

"The strength of non-formal education is that in its very variety, it is able to exhibit a more immediate response to specific and localized needs. The words "meaningful" and "relevant" have been debased to almost empty incantations in recent years, but in so far as they still have reference to a vaguely perceived educational virtue, it is this virtue to which non-formal education lays particular claim. Non-formal education gravitates toward the pole of action, formal education to abstraction. In action, non-formal education tends toward variety, formal education toward uniformity. Variety comprehends and meets the fact of human diversity, whereas uniformity sees it as a problem. While formality in education tends toward age-grading, subject specificity, standardization, and evaluation by culturally idiomatic and thus inherently discriminatory examinations, non-formality readily accepts continuous and variable rates of human progress, cross-disciplinary studies, relative levels of achievement, and evaluation by personal satisfaction. This is not to deny that in many situations discrimination for various reasons such as the limitation of resources, may be a functional response, though the choice of a basis for discrimination will generally be debatable and contentious."¹

In keeping with this situation-specific nature of NFE, it is proposed that the subcontractor in Cameroon, the Centre National d'Education (CNE), work with other Cameroonian agencies, institutions and

¹ David Radcliffe, "Community Values and Non-Formal Education," Literacy Work (Tehran: The International Institute for Adult Literacy Methods, 1978), p. 39.

ministries to develop a definition of NFE which has meaning in Cameroon. Similarly, it is suggested that the goals, objectives and scope of the survey be developed with the advice and/or participation of the potential users of the survey findings.

Throughout this research design, the NFE assessment/analysis is referred to as the NFE activities survey. It is the feeling of the authors that the first stage of assessing the effectiveness of NFE activities within any country is the conduct of as broad as possible a survey of the total universe of NFE activities within that country. Several limiting factors may make the conduct of a nationwide NFE activities survey difficult or impossible. However, the advantages and need for a nationwide NFE activities survey are presented at length, as well as the limitations of alternative approaches.

The proposed research approach is divided into five steps for clarity of description. However, there is considerable overlap between and among the steps. These steps are:

- I. Planning Phase: Conceptualization of the Survey with an Emphasis on Participation in Pre-Design Activities
- II. Design Phase: Determining the Universe, Designing Survey Instruments and Establishing Data Coding and Analysis Procedures
- III. Implementation Phase: Conducting the Survey

IV. Analysis Phase: Making the Data Usable

V. Dissemination Phase: Sharing the Findings with Others

These phases will be developed in detail in the following sections.

Each suggestion is made with the first site, Cameroon, and the proposed subcontractor, CNE, in mind.

I. PLANNING PHASE: Conceptualization of the Survey

The model which is suggested for the conduct of a national NFE activities survey is based on a high level of participation of individuals both within the initiating organization as well as from other organizations in the resolution of several pivotal questions. As NFE itself is multisectoral, and characterized by a rich diversity, the process involved in studying NFE should reflect both organizational diversity and differing conceptual orientations which exist within a specific country.

In the paragraphs which follow, suggestions will be made for achieving increased participation in decisions about the following:

1. information utilization strategy
2. country-specific definition of NFE
3. goals and objectives for the survey
4. scope of the survey
5. establishment of realistic time and task schedules.

1. An Information Utilization Strategy

As suggested in the introduction, NFE is "action or application oriented"--an educational solution to specific problems in a specific environment. An NFE activities survey has a similar orientation in that all involved in conceptualizing and conducting the assessment expect that the data will be used to advance, improve and/or expand present NFE programming. In short, it is expected that the data will be used in programmatic decision-making to point the way to new programs, expansions to be made or innovations to be tried.

Researchers in every social service field have found, however, that the mere production of data is not sufficient to insure that decision-makers will consider that data in policy planning. Often decision-makers state that they find the data too abstract or not relevant to current policy considerations. Or, they contend that the study was not timely and the decision had to be taken before the results were reported. Often the decision-maker has difficulty in accepting data which refutes common knowledge.

It can be assumed that information from a national NFE activities survey will not be any more acceptable to decision-makers than that of other social service inquiries. Rather, researchers who want their

data to be used have come to understand that they must develop a strategy to insure this usage. The heart of all such strategies is that the potential users of the data be consulted, if not directly involved, as the research is being conceived, designed and conducted. A thorough utilization strategy would provide for the following:

- that structural linkages be arranged (for example, standing committee/s composed of researchers and decision-makers be formalized);
- that linkage processes and procedures be developed (for example, developing procedures through which the relevant decision-maker is continuously informed of the conduct of the survey and of its findings);
- that attitudes of researchers and their inter-relationships with the clients should be continuously monitored (for example, researchers should employ a style that is responsive, respectful and nonthreatening); and
- that research data be reported simply and at the level of abstraction desired by the decision-maker (for example, all research data can be accompanied by conclusions or recommendations for specific action).²

An agency which has decided to initiate an NFE activities survey faces a complication that many social science researchers do not: they inevitably have multiple clients. It is expected that many groups,

2

Jack Rothman, Using Research in Organizations: A Guide to Successful Applications (Beverly Hills: Sage Publications, 1980.)

governmental and private, will be interested in the data to be gathered on NFE activities within a country. However, their perspectives and interests will differ. Therefore, the initiator of the NFE activities survey should consider the development of an information utilization strategy through which it can easily involve and inform the potential data-users in agencies, institutions and ministries. It is proposed that the following steps be taken in the first field site in Cameroon:

Development of Structural Linkages

The decision-makers of several organizations which have expressed interest in NFE may be invited to a workshop conducted by the initiating organization. In the Cameroon, this might include representatives of the Ministere de l'Agriculture, Centre de Promotion du Bois, Direction Diocesaine de l'enseignement Catholique, etc. The content of the workshop would include: (1) NFE theory and practices; (2) the conduct of the proposed NFE activities survey; and (3) questions about NFE which interest the participating decision-makers.

During this workshop, it could be determined at what level and in what ways the decision-makers wish to be involved in the proposed assessment of NFE activities. They may want their organizations to be directly involved and might appoint staff to participate. They 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.

The outcomes or products of the workshop may well be:

- several 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 initiating organization as to who will be involved in further discussion about the NFE activities survey.

Design of Linkage Processes and Procedures

The initiating organization will be responsible for:

- defining the research problem
- carrying out the research
- making recommendations
- disseminating information and recommendations³
- engaging in development activities.

In terms of linking processes and procedures, the ideal would be that the potential users - agencies, institutions and ministries - provide personnel to participate in each of these operations. If this is not possible, the initiating organization might consider scheduling a series of workshops to which a variety of agency, institute and ministry personnel will be invited. The content of the workshops will depend on the stage of assessment activities. Suggested objectives of each workshop

³Ibid., p. 69.

might be:

- to inform an ever-increasing number of decision-makers about the progress of the assessment, and
- to get feedback from representative decision-makers about the appropriateness of the research questions and the type of analysis needed.

Monitoring Attitudes and Relationships

The initiating organization personnel should become thoroughly familiar with the work of the organizations which will use the assessment data. To do this, the initiating organization should list the potential users of their data and arrange interviews with the staff of each. The subject of the interviews could be:

- NFE activities sponsored by the organizations
- the organization's understanding of what constitutes an NFE activity
- their plans for NFE activities in the future
- the initiating organization's findings regarding NFE activities within the country.

The initiating organization interviewers could determine who are the decision-makers within each organization and communicate with these individuals regularly during the assessment. The communication could be in writing or in person.

The objective of the monitoring described above is (1) to determine what the potential organization's needs are; (2) to understand organizational goals of the organization; and (3) to understand what is required to tailor the survey analysis to their needs.

Presenting Research Findings

When a decision-maker is reading research data, he wants to know if the data is accurate and how he can make use of it. Thus, the data should be presented in such a way that the reader knows how the data was gathered and how it relates to the reader's organization. The report should refer as often as possible to specific situations. When possible, the report should contain recommendations that will be useful to specific organizations.

The language of the report should be simple and as non-technical as possible. Brevity is important, so concise wording should be selected. Charts and diagrams might also be useful.

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 before they go into final print.

Several different formats could be considered for presentation of data. Interim reports might be issued to participating organizations. Poster charts can be issued to larger organizations. It is important

to remember that all potential users of the data should be considered as the report is designed, thus reaching the greatest number possible.

2. Country-Specific Definition of Nonformal Education

Most organizations initiating an NFE activities survey will have developed an "in-house" definition of NFE. As suggested above, the organization should determine if this definition is widely held by other national agencies, institutes and/or government ministries. At this point it is not particularly important what bilateral, multi-lateral or private voluntary assistance organizations operating within the country feel are internationally acceptable parameters of an NFE definition. What is important is that a country-specific definition be established around which national leaders, planners and educators can collaborate.

The Economic Commission for Africa⁴ recognized the need for national definitions of NFE in order that NFE activities could receive an appropriate part of the national budget. Representatives stated,

"Whatever name is given to it by any country, what matters is that nonformal education is broad and should be given equal status and equal attention as given to formal education."⁵

⁴ "Reports: Regional Symposium on Non-Formal Education for Rural Development," (Addis Ababa: Economic Commission for Africa, 1978).

⁵ Ibid., p. 2.

Whether national proponents of NFE wish equal status with formal education or just wish to increase national support to NFE, they must be able to define NFE, describe representative programs and explain the achievements and advantages of NFE programs. Further, proponents should be able to discuss these advantages in terms of national development goals.

3. Goals and Objectives for an NFE Activities Survey

The reasons and purposes for conducting an assessment of NFE activities within a country can conceivably be as various as there are countries attempting such studies. In most instances, the basis for such efforts has been a need and desire to think systematically about NFE activities as a means of achieving national development goals. Such analysis requires that the national planners discover the strengths and weaknesses of NFE groups, programs and activities within their country's borders. As the planners come to understand the number, magnitude and variety of services presently offered through NFE activities they are able to determine if these activities are viable operations for providing learning experiences which will help adults and out-of-school youth become more functional or productive.

The goals of national NFE assessments become more refined in the specific environment of each country. For example, NFE is not recognized or accepted as a serious learning or instructional option in all countries.

Studies could be initiated in these instances with the goal of establishing NFE as a viable alternative or supplement to formal education and as a necessary adjunct to technical projects in which poorly educated adults will be responsible for carrying out new procedures. The objectives of those initiating the assessment are to demonstrate the quality and quantity of existing NFE programs and to analyze the elements of successful or effective programs. In some cases an accompanying objective has been that of highlighting effective programs which can and should be upgraded and/or expanded.

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, 1973-1974⁶ 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, Thailand and Vietnam coordinated nationwide surveys in their own countries using an assessment format SEAMEO developed. Their goal was to gauge how,

...greater educational opportunities should be provided for the greater proportion of 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.⁷

⁶ Beyond School Walls: A Study of Non-formal Education in the SEAMEO Region 1973-1974, (Bangkok: SEAMEO, 1974).

⁷ Ibid., p.1.

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

1. To gather information on significant on-going programs non-formal 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 non-formal education.
3. To identify problems in non-formal education significant to the SEAMEO countries for subsequent regional and/or national action.⁸

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
 - to study networking between and amongst NFE programs in order to build on these networks for servicing⁹
- ...
- to address specific research questions dealing with the relationship of NFE to:
 - levels of socio-economic development
 - urban/rural realities

⁸ Ibid.

⁹ Partial listing of Lesothos Distance Teaching Centre's Objectives for 1980-1981 NFE assessment. Emily Vargas Adams, Non-Formal Education: Assessment at the National Level, (Austin, Texas: Center for the Development of Non-Formal Education, 1980), pp. 36-37.

- the formal systems of education
- innovation processes
- participatory processes¹⁰

...

- to augment and improve non-formal education.¹¹

These statements of goals and objectives cited above are only suggestive and may not be appropriate as reasons for conducting other assessments in other country settings. The strength of NFE is that its programs and administrators focus on specific situations and innovatively use scarce resources to serve the needs of program participants in that situation. The directors of any NFE activities survey must determine why the NFE assessment will be useful to which organization within their country.

As a starting point, the agency/agencies considering a 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/cies initiate and conduct the assessment?
- c. What steps should be taken to further the conduct of the assessment?

10

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

11

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

Again, decisions taken on goals and objectives can become a part of initial workshops designed to strengthen structural linkages between the initiating organization and participating groups and agencies.

4. The Scope of the NFE Activities Survey:

National policy planners can use data from a variety of assessment activities to enhance the planning process. An understanding of the actual and potential contribution of NFE activities to national development goals may be acquired from several types of research and evaluation procedures. The procedures discussed here - the nationwide NFE activities survey, the partial national survey, the sector survey, and several types of evaluative studies - are procedures recommended by educators and researchers who have studied NFE activities in a number of developing countries. The choice of one procedure over another should be based on the informational needs of the ultimate users of the data. Each procedure has its own strengths and weaknesses, which will be discussed below.

The Nationwide NFE Activities Survey

The nationwide NFE activities survey is a procedure which provides the broadest overview of NFE activities that have been initiated to serve the needs of people in the various parts of the country. This overview is achieved by gathering comparative information on all identifiable NFE

activities within a country. The information is then arrayed in a way that enables the policy planner to understand which types of programs are providing important educational/instructional information and benefits to a significant number of people at an appropriate cost.

What constitutes "important information," "significant numbers," and "appropriate costs" should be regarded as evaluative judgments. The following types of descriptive information were gathered in a nationwide survey 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
- participants, 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 budgets¹²

The Lesotho Distance Teaching Centre, the initiator of the above cited survey, has been successful in gathering data in these categories on over 800 NFE organizations in Lesotho. It should be noted that most areas of Lesotho are easily accessible, all ethnic groups within Lesotho are closely related and speak and understand the same language. As will be discussed

¹²
Vargas, p. 37.

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 activities survey, perhaps a less detailed survey than that conducted in Lesotho, has the following advantages:

- within a relatively short time (depending on size of the country) NFE activities throughout the country can be identified;
- comparative data on each activity can be gathered which will allow the planner to note differences, similarities, and, often, advantages of such activities;
- planners can easily determine the geographic and programmatic distribution of NFE activities; and
- the data gathered can form the basis of subsequent, more evaluative, studies required by policy planners.

All survey approaches have limitations. For example, face-to-face interviewing is required where mailed-out questionnaires rarely reach their destination, get filled out and returned within the research schedule. The identification of NFE activities is one of the objectives of the survey. A mailing which depends on the voluntary return of information would not be useful in this exploratory exercise. Face-to-face interviewing often requires the use of numerous field workers, especially in countries

in which interviews must be conducted in a variety of languages. The quality of roads and transportation determine how easily the interviewers can move about the country.

Nationwide NFE activities surveys are intended to provide a realistic amount of data on the entire universe of NFE programs and activities. In a face-to-face interview the "realistic" amount of data is determined by the number of questions and amount of probing those being interviewed will tolerate. The degree of openness of the interviewees often depends on the political situation in the country and the degree of insularity present in the immediate society. When the political situation is restraining and insularity high, the interviewer often can expect responses only to the most general of questions. The interviewer must know the research environment and, through preliminary surveying, determine what information can be obtained in a survey.

A survey interview relationship is limited. Few, even very skilled interviewers, can develop the rapport needed to ask evaluative questions of the interviewee in the short span of the survey interview. Again, through preliminary surveying techniques, the interviewer is able to determine how the specific research population will react to the number and depth of questions asked. Despite these limitations of the survey method noted above, it still remains the best option in situations where little baseline data is available. Rarely is there an adequate information base on the NFE phenomena and the need for as broad a survey as possible

of NFE activities is clear.

Policy planners often are not aware of NFE activities or have little or no idea of how they contribute to achieving national development goals. In such situations of sparse or fragmented information, the survey method can, if properly used, provide data at the appropriate level. Survey data often generates or creates the demands for other types of studies which may be required at a later date.

The Partial National Survey

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

The major advantage of the partial survey is that it costs less, in both time and money, when the scope of the survey is reduced to something less than nationwide. The enumeration and description of all NFE activities within a country can be an overwhelming goal.

The disadvantages of such an approach, however, are great. In a country with a homogenous population one could expect to be able to collect much generalizable data. Where various agricultural zones exist, or where people have decidedly different occupations from region to region, or where there is great variety in cultural and linguistic

groups, the assumption about the generalizability of data may be weak. The nature and number of NFE activities and participation in them can, and usually does, vary greatly among ethnic, demographic and occupational groups.

The selection of specific regions or specific activities for study could be considered as strategically poor when an objective of NFE surveying 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.

Increased research attention often results in increased funding for the organizations receiving the attention. Selective attention to certain regional and representative NFE activities may increase the awareness of policy planners about NFE activities, 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 less-known NFE activities.

Sector Survey

A sector is defined by a government, institution or agency and used by that organization as a unit of policy planning. A sector can be defined differently by a government, institution or agency within the

same country. Commonly defined sectors are: agriculture or rural development, health or public health, education, etc. The NFE sector survey, then, is a survey conducted on NFE activities within a development sector defined by a specific agency, institution or government. The benefits to be derived from a sector NFE assessment activity are to the agency or institution initiating the survey especially if that agency or institution concentrates its funding in a specific sector. For example, an agency promoting farm cooperatives may see little need to study NFE activities to emphasize family health.

The obvious difficulty with a sector survey of NFE 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 a division of adult education, thus spanning three sectors. A sector survey holds little potential of adequately describing the variety of NFE activities within a country. The trend in many countries has been to develop programs across sectors, thus emphasizing integrated rural development programs or integrated income

production projects. For these reasons, it may not be an adequate description of the NFE reality in many countries to limit a survey of NFE activities to a specific sector.

The nationwide NFE activities survey provides the most useful data for the broadest number of policy planners. The chart on the next page illustrates the advantages of the nationwide survey over the partial national survey and the sector survey.

Evaluative Studies

As stated above, the NFE nationwide survey provides a data base for determining where and when more evaluative studies should be conducted. The nationwide survey can provide a specific type of data which allows an overview of NFE programs and activities. In some countries, this overview of NFE programs and activities may be only in the form of brief program profiles, while in others more detailed and perhaps more evaluative data will be gathered during the nationwide survey.

The amount and type of data gathered may well create a demand for other, perhaps more evaluative, data. For example, policy planners who become convinced of the importance of NFE activities through studying the findings of a NFE activities survey may want more information on program effectiveness, efficiency and impact. The following types of studies have been conducted in several countries after policy planners have reviewed initial survey findings:

- cost-benefit and cost effectiveness analysis;
- network analysis;
- needs and usage studies.

These types of analyses are discussed in a second document on secondary analysis.

DETERMINING THE SCOPE OF THE NFE ACTIVITIES SURVEY

Type of Survey	Information Provided	Strengths	Weaknesses
<p>Nationwide NFE Activities Survey</p>	<ul style="list-style-type: none"> - Description of total universe of NFE programs in all regions of the country and in all programmatic areas 	<ul style="list-style-type: none"> - 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 base-line data for other studies 	<ul style="list-style-type: none"> - little time for evaluative questions - limited number and type of questions can be asked
<p>Partial National</p>	<ul style="list-style-type: none"> - Sample of regional NFE programs 	<ul style="list-style-type: none"> - less time, money and staff required than nationwide survey 	<ul style="list-style-type: none"> - information not generalizable to all NFE activities nationwide - attention given to known programs - variety, magnitude and geographical location of less-known NFE activities not established
<p>Sector Survey</p>	<ul style="list-style-type: none"> - Survey of NFE activities within a programmatic area 	<ul style="list-style-type: none"> - useful to agencies that concentrate activities in one programmatic area 	<ul style="list-style-type: none"> - NFE activities overlap programmatic areas - cannot provide information on variety, magnitude and geographical location of NFE activities

The choice of one of the above research procedures is essentially a determination of the scope of assessment. The nature of the assessment activity, the scope of its coverage, and the human and material resources necessary to bring about a successful survey must be considered early in the planning phase. Again, it would be helpful for the initiating organization to consult with other ministries and organizations engaged in NFE activities in order to assure that representative coverage is achieved through the survey. Such consultation would take place during initial workshops as outlined under the section on developing an information utilization strategy. NFE is not a sector-bound phenomenon and decisions on the scope of a survey of NFE should reflect that reality.

5. Establishment of Work Plan: Time and Tasks

The establishment of a realistic time and task charts for the entire survey, including all activities from preplanning through the issuance of the final report, is critical to the successful implementation of the survey. Not only does a schedule of activities and the times for their completion need to be established, but there need to be clear indications of responsibility for the accomplishment of those tasks. In addition, it may be advisable to develop contingency plans for certain key elements/tasks involved in the survey.

II. THE DESIGN PHASE: Determining the Universe, Designing the Research Instruments and Developing Procedures for Data Coding and Processing

During the design phase of a NFE activities survey, the major task of the initiating organization is that of translating the goals and objectives defined during the conceptualization and pre-design phase into measurable indicators. The information generated by Phase I activities provides the basis for the development of survey instruments. At the same time, the activities suggested for the first phase give the initiating organization a clear idea of the kinds of information which are needed for policy planning, resource allocation and support strategies for NFE. And, those designing the survey will have established a context for the survey, thus orienting decisions as to whether open, individual or group interviews, or some combination thereof, will be used in the actual survey.

During the design phase of the NFE activities survey, our concerns center on three major operations:

1. determining the critical factors of the universe;
2. designing the actual survey instruments; and
3. developing requisite procedures for coding and processing data.

Each of these operations is considered in detail in the paragraphs which follow.

1. Determining the Critical Factors of the Universe

The first task of the initiating organization is that of delimiting the population or universe which will be included in the survey. Delimiting the universe of NFE activities within a given country could include four related activities:

- the development of a preliminary listing of NFE activities;
- the development of variables or categories for describing NFE;
- the determination of the scope of content of the survey; and
- the development of criteria for differentiating between programs.

The activities suggested above are related to those which were suggested during Phase I. The ease with which they are carried out during Phase II will depend largely on how effective linkage activities begun in Phase I have been.

Developing a List of Nonformal Education Activities

During Phase I, it was suggested that the initiating organization develop a list of nonformal education activities. The list need not be exhaustive and could be compiled from already existing information sources. It could be constructed from ministry documents, project reports and program profiles. The list should contain those activities which the initiating organization and those individuals and agencies participating in linkage activities perceive as being nonformal education in practice.

Vargas¹³ distinguishes between a preliminary inventory, in which

¹³Ibid., p.65.

one asks only basic questions, and a survey or study which goes into greater detail. For the purposes of the research in Cameroon, we are suggesting that the preliminary inventorying be collapsed into an activity which involves a short listing to obtain an idea of the universe of NFE activities which might exist within a given country context.

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 methods used in program
- geographical coverage
- staffing patterns

Once a preliminary listing is in hand, other pre-design phase activities will move more smoothly.

Developing Variables for Describing Nonformal Education

In the development of variables for describing what constitutes a NFE program, the initiating organization will want to rely heavily on the process through which it arrived at a country-specific definition for NFE. The criteria or variables developed should reflect the realities of a country-specific definition as well as the realities of the list of NFE activities developed in the operation described above.

Questions which might assist the initiating organization in developing such a set of criteria could include the following:

- Is the activity formally structured?
- Is the activity part of the formal education system?
- Does the program service a clientele not being reached by the formal system?
- Are the methods used non-traditional in nature?
- What is the coverage (sex/occupational/geographic) of the program?
- What are the goals and objectives of the program?

This particular step, the development of criteria for describing NFE programs/activities could be undertaken prior to the development of the list of NFE activities listed directly above, or it could precede it.

In suggesting the need for the development of variables which define or describe NFE programs, Vargas¹⁴ mentions two devices which may be of use to initiating organizations in their search for similar criteria. The first, the Learning Contexts Profile Chart, is composed of 14 variables grouped into four dimensions: internal structure, intentionality, locus of control and constituency. Each of the 14 variables has four values to cover gradations from formal education to informal education. Vargas contends that the Profile Chart holds promise for educational planners and policy makers as it provides information on the internal and external organization of programs, their

¹⁴Ibid., pp. 9-13.

processes, objectives and the constituencies which they serve.

A second framework¹⁵ suggested is the Life-Long Education Continuum which focuses on a profile of personal learning experiences and is composed of gradations ranging from the "highly formal" to nonformal and informal and incidental education activities. Both the Learning Context Profile Chart and the Life Long Education Continuum are treated in a set of supplementary materials.

Determining the Scope of the Content of the Survey

With a preliminary listing of what are perceived to be nonformal education activities and elaborated criteria for defining what constitutes a NFE program, the initiating organization is ready to interview a sample of sponsoring agencies. The purpose of this operation is to:

- conduct a preliminary inventory of NFE activities on location;
- ascertain which topics are covered by the programs inventoried;
- find out what kinds of activities are included;
- find out what participation rates are; and
- take a reading of the openness to questioning and the willingness to respond existing among organizations contacted.

From the preliminary inventory exercise, the initiating organization can then proceed toward decisions about the scope of the content of the survey to be undertaken. It should be emphasized that the preliminary inventory during this phase of the survey design is exploratory

¹⁵ Ibid., pp. 13-15.

in nature and is not meant to replace any subsequent survey activities. Instead, this preliminary inventory offers the initiating organization an idea of what does exist, as well as an idea of how that information can be used in shaping the larger survey process.

Establishing Criteria for Differentiating Between Programs

The establishment of criteria for program separateness is designed to enable the initiating organization to ascertain how many of the programs involved in the preliminary inventory might be fairly close re-
plications. Vargas¹⁶ notes that criteria such as type of program, institutional base, organizational base, geographic coverage, staffing patterns and type of participant are often used to differentiate between programs. In her work in Columbia, she found that type of participant has been the most useful criterion for determining program separateness. Findings from the nationwide survey in Lesotho have yet to indicate which criterion has been the most successful in determining program separateness in that country context.

2. Designing the Survey Instruments

In designing the survey instruments to be used in a national survey of NFE activities, the initiating organization will want to rely heavily on information gathered in the preceding activities. It is at this point in the design phase that the first attempts are made to translate

¹⁶Ibid., p. 62.

goals for the survey into the instruments which are to be used for gathering data.

In past national NFE activities surveys, heavy use has been made of a questionnaire interview format which was administered to NFE activities directors. The questionnaires were based on a number of items or variables gathered from activities similar to those suggested in the foregoing sections of this document.

In work in both Colombia and Lesotho, Vargas and her colleagues¹⁷ developed the following types of variables for use:

- 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.

¹⁷ Ibid., p. 1.

Throughout the design process, the initiating organization will need to remember that questions used in the survey

- are derived from the kinds of information desired; and
- should be phrased in a way that permits the appropriate analysis of the data obtained.

As noted above, discussion of survey instrument construction should be viewed as a continuation of the activities which have already been discussed in the sections above. The construction of a questionnaire or survey instrument is a concrete example of those processes. The specific questions contained in the survey instrument and the responses to them represent the operational definition of the concept of NFE within a specific research context.

This section will consider several elements central to survey instrument design:

- question construction
- general survey instrument format
- ordering of questions
- instructions
- pre-coding of survey instrument.

Pretesting and revision of the survey instrument and the training of interviewers are discussed in III. Implementation Phase: Conducting the Survey.

Question Construction

In posing questions in a survey instrument, the researcher has two options from which to choose: open-ended questions in which the respondent is asked to provide his/her own answer or closed-ended questions in which the respondent is asked to select an answer from among those provided by the researcher.

Closed-ended questions are frequently used in survey research as they provide greater uniformity of responses and because they can be easily coded and processed. Open-ended questions must be coded prior to processing and there always exists the possibility that some respondents will give answers that may be irrelevant. In constructing close-ended questions, researchers should be sure that the response categories are exhaustive, that is they should include all possible responses that might be expected. In addition, answer categories must be mutually exclusive. The respondent should not feel compelled to select more than one answer.

In the case of a national NFE activities survey where information will likely be varied and not conducive to uniformity of responses, researchers may want to consider a mixture of the two types of questions. No matter what combination of the two open-ended and closed-ended questions are used, all items must be clear and unambiguous. The NFE practitioner should know exactly what the researcher wants an answer to.

The researcher must also bear in mind that the respondent must be competent to answer the questions included in the survey instrument.

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 which researchers should keep in mind when developing questions for a survey instrument would include the following:

1. questions should be relevant to the largest number of potential respondents;
2. short items are best as long and complicated items tend to confuse respondents;
3. negative items should be avoided as they present possibilities for negative interpretation;
4. biased items and terms should be avoided; and
5. word choice should reflect the usage of the majority of the respondents.

General Survey Instrument Format

Whether instruments to be used in a NFE activities survey are to be administered by interviewers or circulated directly to respondents, the format of the instrument is extremely important. A survey instrument which is poorly laid out can lead both respondents and interviewers to miss questions or can lead to confusion about the data desired from the question.

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

Maximize Use of White Spaces in Instrument:

As a general rule, a survey instrument should be spread out and uncluttered. Maximum use should be made of white spaces in the instrument. Care should be taken not to crowd questions onto the page in an effort to shorten the number of pages in the instrument, nor should more than one question be placed on a line.

Response Categories:

There are a variety of ways for presenting response categories to respondents. Boxes, brackets and parentheses are clearly the neatest way to handle responses. Or, rather than providing boxes to be checked, survey designers might consider entering code numbers beside each possible response. Respondents are then asked to circle the appropriate number. Such a procedure will facilitate transfer of the data to data sheets or computer.

Contingency Questions:

Often, certain questions in a survey are relevant only to some of the respondents. This situation will arise when the researcher wishes to ask a series of questions on a certain topic, realizing full well that the topic is relevant to only some respondents.

The subsequent questions in such series are called contingency questions. Whether the interviewers ask them is dependent on responses to the first question in the series. Contingency questions can have several formats. The one below is both clear and effective. This format has two key elements:

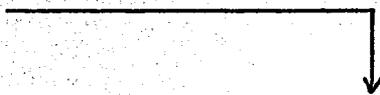
- the contingency question is isolated from the other questions by being set off and by being enclosed in a box
- an arrow connects the contingency question to the answer upon which it is contingent

EXAMPLE 1.

41. Has your organization ever received funding from bilateral 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 questions that have the same set of answer categories. In this case, the Likert response categories are typically used. If such an approach is used, it is possible to construct a matrix of questions and responses like those in the example below.

EXAMPLE 2.

12. Beside each of the statements present 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. The format is easier to administer both individually and through the services of an interviewer. And, the format does, in some cases, increase the comparability of responses.

The disadvantages of the matrix format include 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 the answers which respondents give. The presence of one question can affect the answer offered to later questions. For example, if a number of questions related to funding problems experienced by NFE programs are

asked 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 mentions that would normally be the case.

Researchers often seek a solution to overcoming such effects by randomizing their questions. A randomized set of questions may be viewed by respondents as chaotic and useless. The safest solution is sensitivity to the problem of question order. The researcher probably cannot avoid the effects of question order, but he/she should attempt to estimate what the effect will be. Researchers may find it necessary to draft more than one version of an instrument and determine the effects through pretesting or piloting of 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. These instructions are usually of four types:

- 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 to be self-administered, there is a need for a set of basic instructions to be followed in completing it.

If the survey is to be administered by an interviewer, general directions for both the interviewer and the respondent are then necessary.

Introductions:

When survey instruments are arranged into content sub-sections such as basic information, institutional relationships, teaching methods used, clientele served, etc., it may be useful to introduce each section with a short statement concerning the content and purpose of each. These short introductions will help both the respondent and interviewer focus their responses.

Specific Instructions:

Being able to properly answer some questions will depend upon special instructions given to respondents. This is particularly the case with matrix questions (see the above illustration) or in rank order questions.

Interviewer instructions:

In the case of a national survey of NFE activities, it will be particularly important to provide clear supplementary instructions to interviewers. Differing formats of instructions will need to be used for those instructions which the interviewer is to read to respondents and those that are not to be read to the respondent. This might best

be accomplished by typing one set in capital letters and the other in parentheses or in a different type face.

3. Developing Requisite Procedures for Coding and Processing Data

The decisions which an organization initiating a national NFE activities survey makes concerning the method of data processing to be used in analyzing survey data influences the way in which researchers lay out the survey instruments. In two major national surveys of NFE activities which have taken place to date (Colombia, 1978, and Lesotho, 1980-81), the initiating organizations opted for the use of computers in analyzing the data. Other small scale sector or sub-sector analyses have tended to rely on manual tabulation and processing.

In the instances mentioned above, the coding of the survey instruments at the time of instrument construction proved to be extremely helpful. In the case of Colombia and Lesotho, this precoding was a requisite for the successful computer analysis of the data. All decisions regarding precoding are based on the demands of the computer or manual tabulation system used. The suggestions which follow are regarded as valid for either machine or manual data processing.

Coding is defined as the process whereby raw data are transformed into standardized form suitable for machine or manual processing and analysis. A preliminary coding process, precoding, is usually undertaken at the time of survey instrument construction.

Precoding involves the assignment of survey instrument items to data cards and columns in advance and the inclusion of notations to that effect on the survey instrument. There are two kinds of precoding. In the first, card and column assignments are made to instrument items. In the second type, precoding punch assignments are given to a column response item. If a column contains three or fewer response items, precoding can be omitted as the keypuncher can determine the appropriate punch. The illustration below provides an example of precoding appropriate for either computer or manual tabulation.

EXAMPLE 3.

12. What kind of teaching/learning methods do you use in your nonformal education programs?

(24-29)	Always 1	Sometimes 2	Never 3
a. lecture	()	()	()
b. learner-made materials	()	()	()
c. group discussion	()	()	()
d. programmed instruction	()	()	()
e. demonstrations	()	()	()
f. educational games	()	()	()

13. What kinds of methods do your participants prefer?

(30)

- | | |
|---------------------------|-------|
| a. lecture | 1 () |
| b. learner-made materials | 2 () |
| c. group discussion | 3 () |
| d. programmed instruction | 4 () |
| e. demonstrations | 5 () |
| f. educational games | 6 () |

In the example above, the column numbers are presented in parentheses; columns 24 to 29 are assigned to types of learning materials used in non-formal education programs. Column 30 is assigned to the project director, or other respondent's opinion as to what materials he/she thinks participants prefer. The keypunch assignments for question 12 are presented above the response category columns. In question 15, which has only one set of responses, the punch assignments are located beside the spaces for checking the answers.

Survey instruments can be edgecoded, that is, coding boxes are placed in the right hand margin of the instrument. Many researchers feel that by placing the codes in the appropriate boxes the data processing procedure is facilitated. The example below is taken from the questionnaire design for use in the Lesotho national survey of NFE activities.

EXAMPLE 4.

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

Methods	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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	41	42

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	44	45

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	47	48

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	50	51

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

Once the initiating organization has determined the universe of the national NFE activities survey, designed the survey instruments and developed the requisite procedures for coding and processing data, the survey team is ready to proceed to Phase III activities, which deal with implementing the survey.

III. IMPLEMENTATION PHASE: Conducting the Survey

The Implementation Phase includes the following activities:

1. Selection and training of field workers;
2. Pilot testing and modification of survey instruments;
3. Preparation of interviewers' manual;
4. Conduct and monitoring of survey; and
5. Coding open-ended questions.

1. Selection and Training of Field Workers

Many survey situations require the initiating organization 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 initiating organization will consider how to select

and train the interviewers. Major considerations in the selection of interviewers are:

- interviewers should, as much as possible, speak, look and dress 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 is able to understand the purpose of the survey, the more he/she will be able to gather reliable data. It is highly recommended that each potential interviewer be tested using the survey instruments to determine how quickly he/she is able to grasp the intent of the questions to be asked.

Interviewer Training

The interviewers, regardless of whether they are on the research staff or are hired just for the survey, must be asking the same questions in the same way to all respondents if the survey findings are to be valid. There are several ways to insure this uniformity. If all interviewers are trained together they can hear each others' questions and hear the trainers' response. In individual training sessions the trainer is likely to be more detailed with one interviewer or emphasize a different aspect with the next individual.

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

Morale and motivation of field interviewers has often been a problem when interviewers are working in unfamiliar settings in locations away from their homes. One way to deal with this potential problem is to make the interviewers as much a part of the research process as possible. This will require that the interviewer understand why the survey is being conducted and what will be done with the data being collected. Involving the interviewers in the pilot test and modification of the survey instrument (described below) would be an excellent strategy for insuring greater understanding and "ownership" of the survey.

2. Pilot Testing and Modification of Survey Instrument

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

- if the questions asked 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 that represents the variety of situations expected during the survey. It would be ideal if each interviewer were able to conduct at least two "real" interviews. Each interviewer would be asked to determine how well the respondent understood the questions. All unsolicited comments and responses to open-ended questions would be recorded exactly. The interviewer would then be asked to record his/her own observations immediately after the interview as to how the respondent reacted to the questions, the length of the interview and the sequence of the questions. The interviewer would then complete the coding of the close-ended questions. The researchers would then work with each interviewer, going over each completed survey instrument and the interviewer's comments in detail. The researchers will be able to correct and explain any coding errors the interviewers may have made.

From the comments, and open-ended responses of both the interviewers and respondents, the researchers will be able to modify the survey instruments. An example of a possibly necessary revision is from the coded question on page 36 of this document. It is conceivable that the respondent will not know what a bilateral organization is. Possibly a better way of phrasing and coding the question would be:

EXAMPLE 5

41. Do agencies from any countries, other than your own, provide funding to your group?

SIDA _____

CIDA _____

AID _____

Assistance Technique _____

DSE _____

3. Preparation of Interviewer's Manual

The Interviewers Manual, sometimes referred to as specifications, is designed to clarify questions about the handling of difficult or confusing situations that may occur with regard to specific questions. The researchers should try to think of all possible interpretations of each question and suggest ways of re-interpreting the question without changing the meaning. The researcher can use the examples of problems and solutions found in the pretest.

The researchers and interviewers should go over the Interviewers Manual together at the same time they are studying the modified survey instrument. If all researchers and interviewers are together during this period, all will benefit from each others' questions and responses. The researchers should be able to show how the preferred handling of the situation fits with the general logic of the question and purpose of the study.

4. Conduct and Monitoring of Survey

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 in an area or region, the researchers should send letters, telephone or communicate in some other form with the groups they expect to interview. The communication should contain an introduction to the interviewer, the purpose of the interview and an explanation of the overall study. Each interviewer should carry a copy of this letter to show to those groups which may not have received any communication but were determined to be important to the survey.

The physical movement of the interviewers should be closely scheduled so that supervising researchers can be near to the supplementary interviewers to aid and monitor them. The initiating organization may want all interviewers to stay together at night or meet together at least once a week to discuss their interviews and interviewing techniques. 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.

5. Coding Open-ended Questions

Often numerous interview instruments must be completed before patterns can be seen in the responses to open-ended questions. The supervising researchers may want to code these responses themselves

when all interviewing has been completed. They may wish to ask the interviewers about how they feel responses should be grouped. The researchers could then consider these recommendations as they analyze the open-ended responses for consistency or patterns of response.

IV. ANALYSIS PHASE: Making the Data Usable

Actions and decisions taken in Phases I-III will have determined the kind of analysis to be conducted. Initial decisions about the use or nonuse of a computer will have led to a decision about how the data can be coded. Most categories or variables have been determined. Thus, at the completion of the field work, the researchers will be ready to array the data through the following exercises:

- tabulation of items in pre-established categories;
- development of subject and geographical "maps"; and
- elaboration of project profiles.

Tabulation

Tabulation involves listing the number of same responses within a category. The first step in the analysis of the data is the numerical listing of responses to all coded questions. Thus, if 32 questions were asked, the researchers should be able to report on the number of groups who responded in a specific manner for each of the

32 questions. It is a good idea to use the interview instrument to do this tabulation. Below, for example, one can see all responses to a section of an instrument.

A.1. Media Use Question

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

1. <u>Charts</u>	A.1. 1.	86
2. <u>Chalkboard</u>	2.	140
3. <u>Posters</u>	3.	70
4. <u>Pamphlets</u>	4.	36
5. <u>Taped lessons</u>	5.	2
6. <u>TV</u>	6.	4
7. <u>Broadcast radio</u>	7.	1
Total organizations responding		140

Mapping

Mapping is a visual representation of the geographic coverage of NFE activities within a country. This procedure of arraying data allows the reader to study a map to determine the types of NFE activities taking place within a specified area.

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 proceare.

EXAMPLE 6

Housewife clubs	number of clubs	type of project			number of participants
		chicken raising	home gardening	communal gardening	
Province: Manibu					
Los Dolores	3	x		x	76
Catacomes	1	x	x		14
Cefba	1	x			17
Deshler	1	x	x		14
Napoleon	5	3	2	1	118
Province: Malita					
Rio Lindo	1	x			9
Province: Atlantia					
none					

From the chart the decision-maker can see that in some provinces the housewife clubs are more developed than in others. Any number of agencies could be interested in those findings. For example, this information could be useful to a health planner who is looking for a nationwide program through which to distribute health information.

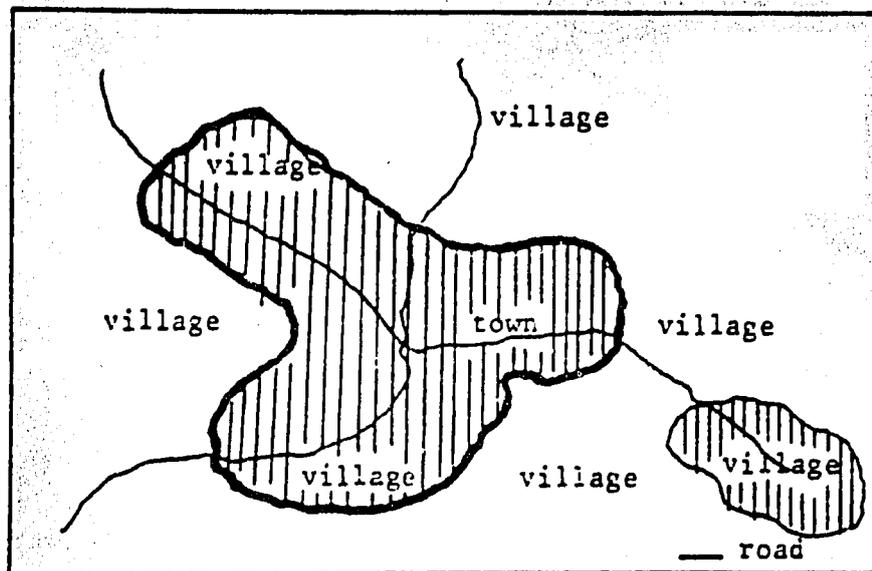
Once this type of data has been arrayed graphically it can be transferred to a map. In Lesotho, researchers carried a large map into the field and applied colored pins representing the type of

program where each was found. Several more manageable procedures are suggested by Vargas in her notes on the NFE activities survey in Lesotho.¹⁸ For example, hatching and cross-hatching on a regional map can be used to illustrate the coverage of a NFE program:

EXAMPLE 7

Health NFE Program Coverage

(all health programs in sector)

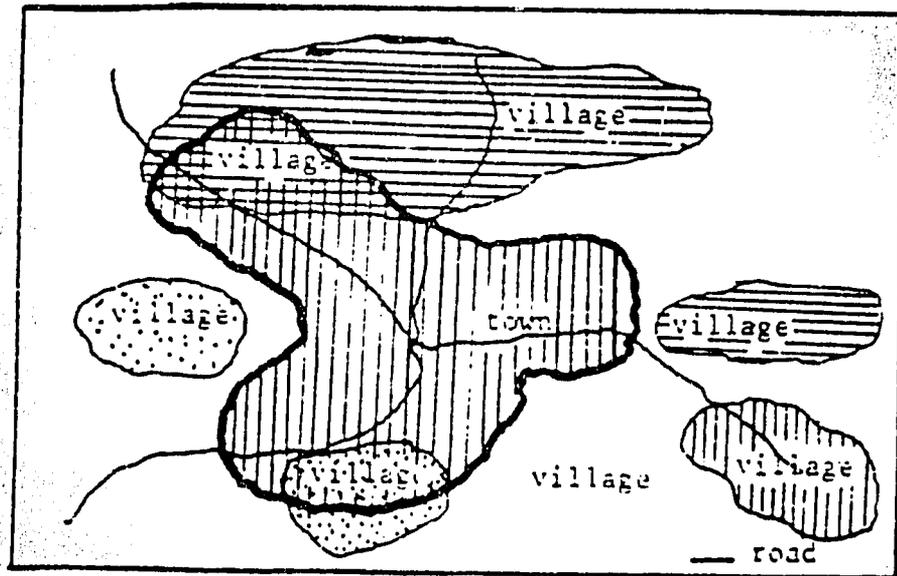


¹⁸Emily Vargas Adams, "Final Report." (Maseru: Lesotho Distance Teaching Center, 1980).

Overlapping Organizational, NFE Program maps could be constructed using either dot/line or color overlap, depending upon technical or cost limitations.

EXAMPLE 8

- Health NFE Programme Coverage 
- Agricultural NFE Programme Coverage 
- Crafts NFE Programme Coverage 



Program Profiles

Program profiles summarize comparable data on a variety of NFE activities. Usually an effort is made to keep the profiles to less than one or two pages. Below are two examples of profiles:

EXAMPLE 9.

COMMITTEE TO PROMOTE ARTISAN CRAFTS ¹⁹ (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: Machi 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:

The innovative aspect of the program 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.

Human Resources Management, Inc.
May, 1978

¹⁹ Bonnie J. Cain, Medios de Comunicacion para La Integracion de la Mujer Latinoamericana de Escasos Recursos (Washington, D.C.: Human Resources Management, 1978).

EXAMPLE 10.

20

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 Function-
al Literacy and Applied Linquis-
tics

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

²⁰ IIALM. Directory of Universities and Institutes Offering Literacy
Training Programs. (Tehran: International Institute for Adult
Literacy Methods, 1977). p.10.

The Survey/Analysis/Implementation Process

The tabulation, mapping and profile exercises described above are only the beginning of the analytical process. Some determination must be made as to what are the implications of the data. To do this requires decisions as to what data will be cross-tabulated and/or treated statistically.

As noted in the heading above, the movement from the survey through the analysis to the implementation is a continuous process. The choice of analyses are as tied to the proposed use of the findings as is the design and conduct of the survey. In other words, if a decision-maker has expressed an interest in knowing what types of NFE activities are providing information on animal husbandry, the analysis of the data should focus on such projects, their geographical distribution, the number and nature of their participants among other considerations. The researcher may choose to do program profiles on these activities which include a descriptive analysis gathered from open-ended questions on the interview protocol about future plans and present needs of the organizations conducting the NFE activities.

If the data from the survey has been coded and stored well - whether on computer or on sorting cards - the data can be cross-analyzed upon demand or interest of a particular agency, institution or ministry. The variety of needs are numerous and it would be of little value to enumerate the possibilities here. An instructional unit will be prepared on the variety of secondary analyses appropriate to several possible situations.

V Dissemination Phase: Sharing the Findings with Others

Three strategies for the dissemination of survey findings and recommendations follow from the research utilization strategy discussed above:

1. distribution of survey report to participating organizations;
2. workshops for presentation of findings and discussion of other research or analysis needed; and
3. advertising the survey findings through charts, posters and summary reports.

1. Distribution of Survey Report

The workshops held during the survey design and implementation phases should have aided the initiating organization to identify NFE groups and interested agencies, institutes and ministry personnel. These organizations and individuals will be expecting to receive copies of the findings. They have given their time and creative energies to the development of the survey and would be slighted if they do not share the results.

The actual report could be large and expensive to distribute. If this is the case, the initiating organization may want to consider carefully who should receive the actual Survey Report and who should receive information in an alternative form.

2. Workshop for Presentation of Findings

A workshop or series of workshops could be an alternative to mass distribution of the Survey Report. The workshop could have multiple

objectives of presenting and explaining the survey findings and recommendations as well as discussing what secondary analyses would be valuable to the participants. The workshop participants would be made aware of the type and utility of information available on NFE activities. They would have a better understanding of where and how they could obtain additional information in the future.

3. Alternative Survey Findings Formats

The initiating organization may wish to prepare a mailing which includes several summary charts. The information on the charts would give the reader a greater understanding of the types of information available and where 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 initiating organization could also post examples of the survey findings in public locations. The lobbies of ministries or the common rooms of high schools, universities and libraries could be good locations. The posters should convey one or two points effectively. Attractive graphics and color will draw attention to the findings presented.

The findings illustrated below are an example of an informational format that could easily be used as a poster:

CONCLUSION AND RECOMMENDATIONS

The following points have been made above, but will be restated for emphasis:

1. The Survey should be designed to facilitate the establishment of a community of NFE practitioners engaged in educational activities worthy of study.

The initiating organization actively promotes NFE as a viable area of study through its actions in undertaking the study. This guiding principle should serve as a point of reference in all decisions taken during the design of the study, its implementation, analysis of findings and their dissemination.

2. The purpose of conducting a NFE activities survey is to provide country planners with information needed for national policy transformation, support strategies and resource allocations.

The initiating organization should concentrate on identifying informational needs and organizational objectives of the potential users of the data, rather than designing an all-encompassing survey. For example, if there is no clear logic in including a question, it should not be used.

3. The processing and analysis of data should be completed at the level of technology available in the country.

Data can be manipulated by methods that range from hand

sort, to needle sort to full-scale computer processing. The processing and analysis is as accurate by hand sort as by machine sort. A hand calculator can do most of the statistical calculations required. No organization should be deterred from initiating a NFE activities survey because it lacks computer capability.

4. Planners at local, intermediate and national levels should be encouraged to participate in the design and implementation of the NFE activities survey.

Several types of communication strategies have been suggested. Workshops have been used successfully to involve diverse organizations in research design and implementation. It is suggested that a variety of such workshops be used in Cameroon to increase interest and participation in the proposed NFE activities survey.

5. The initiating organization should design feedback strategies or a formative evaluation program to determine where modifications should be made in the research approach.

It is assumed that constant modifications of the approach will occur during the life of a project. The initiating organization will be encouraged to monitor the progress of the project to determine

where steps might be omitted or added or approached in a different manner.

6. The survey should not be more elaborate than is required to obtain the information needed.

Most important information may be obtained with a relatively small number of questions. While it is useful to obtain detailed information it is also important to keep the survey at a level which is realistic for the time and resources available to the initiating organizations.

BIBLIOGRAPHY

Barbedette, Loïc. "Feasibility Study of the USAID/CIDEP Project."
Kinshasa: USAID, 1977.

Cain, Bonnie J. Medios de Comunicación para La Integración
de la Mujer Latinoamericana de Escasos Recursos.
Washington, D.C.: Human Resources Management, 1978.

Economic Commission for Africa. "Reports: Regional
Symposium on Nonformal Education for Rural Development."
Addis Ababa: Economic Commission for Africa, 1978. Mimeographed

IIALM. Directory of Universities and Institutes Offering
Literacy Training Programs. Tehran: International Institute
for Adult Literacy Methods, 1977.

Lesotho Distance Teaching Centre. "National Study of Nonformal
Education Questionnaire." Maseru, Lesotho: Lesotho Distance
Teaching Centre, 1980.

Ministère de l'Education Nationale. Seminaire pour l'Information
des Cadres Administratifs et Politiques sur la Reforme de
l'enseignement Primaire au Cameroun. Yaoundé: Ministère de
l'Education Nationale, 1973.

Radcliffe, David. "Community Values and Non-Formal Education."
Literacy Work Spring, 1978, pp. 37-44.

Rothman, Jack. Using Research in Organizations: A Guide to
Successful Applications. Beverly Hills, California: Sage
Publications, 1980.

SEAMEO. Beyond School Walls: A Study of Non-Formal Education in the SEAMEO Region 1973-1974. Bangkok: SEAMEO, 1974.

Vargas-Adams, Emily. Non-Formal Education: Assessment at the National Level. Austin, Texas: Center for the Development of Non-Formal Education, 1980.

Vargas-Adams, Emily. "Final Report." Maseru, Lesotho: Lesotho Distance Teaching Centre, 1980.