Linking Policies to Indicator and Data

Workshop on Non Formal Education Data Collection
19-20 September 2016
UNESCO Bangkok
What is an indicator?

- A single number which summarizes situation
- Indicates a state or level
- Acts as a gauge or meter for a specified purpose
- Shows current situation, progress made so far and the remaining distance towards achieving the desired target

• Like a ‘road sign’
  - Shows whether you are on the right road
  - How far you have traveled, and
  - How far you still have to go in order to reach your destination (or attain your objectives)
To understand and monitor NFE policies comprehensively, we need a set of indicators covering various aspects of monitoring:

- Access, participation, efficiency, quality, equity, resources etc.
Which of them are indicators and which are not? why?

- Participation rate in NFE programmes
- Number of Learning Centres
- Number of learners by different programmes
- Literacy rate
- % of female facilitators among total facilitators
- Pupil facilitator Ratio
- Out of School Rate
- Number of learning materials distributed to Adult literacy learners
- Number of learners in Adult literacy Programmes

From those which are not indicators, can you calculate new indicators?

a.

b.

3 minutes

c.
## Indicators for Education Sub-sectors

<table>
<thead>
<tr>
<th>Indicator areas</th>
<th>Early childhood</th>
<th>Formal Basic education</th>
<th>NFE Out-of-school youth &amp; adults, literacy, life skills</th>
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<tbody>
<tr>
<td>Demand for education and training</td>
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<td>Input of resources and policies</td>
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<td>Quality of education delivery process</td>
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<td>Access and participation/coverage</td>
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<td>Efficiency</td>
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<td>Output of knowledge and skills</td>
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<td>Impact on individual welfare &amp; health</td>
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<td>Impact on gender &amp; social disparities</td>
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<td>Impact on community development</td>
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<td>Impact on socio-economic systems</td>
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Linkage Between Objectives, Indicators and Data

Policy Objectives

Information Needs

Indicators

Processed Data

Processed Data

Processed Data
Main steps in developing an indicator list

- Step 1: Identifying objectives
- Step 2: Formulating research questions
- Step 3: Identifying a list of indicators
- Step 4: Identifying information required to calculate indicators
- Step 5: Identifying available sources of data
- Step 6: Calculating indicators
- Step 7: Verifying results and analysing the different indicators
- Step 8: Making the final selection
- Step 9: Choosing the layout of the document
Major policy objectives of Lao NFE

a) To achieve adult literacy rate of 90% by 2015
b) To make available basic education both through formal and NFE
c) Annually enroll a significant proportion of young adults into non-formal primary courses who have never been admitted to school or who have dropped out;
d) Annually enroll a significant proportion of the illiterate adults in adult literacy programmes; and
e) Annually enroll a significant proportion of illiterate adults and some primary dropouts in basic vocational and life skills programmes.
What are the policy objectives (can also include programme objectives) of NFE in your country?

5 Minutes
Global Target 4.3.
By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

Research Question:
How many youth and adults participate in formal education in last 12 months?
How many youth and adults participate in non formal education in last 12 months?

Global Indicator
Participation rate of youth and adults in formal and non-formal education and training in the last 12 months

What other indicator can be developed looking at the target?

- Gender parity index
- Share of non formal education participants as % of total youth and adult participants in formal and NFE programmes
# Moving from objectives to indicators

| Objective                                           | Question                                                                 | Indicator                                                      | Data Required                                                                 |
|-----------------------------------------------------|--------------------------------------------------------------------------|                                                              |------------------------------------------------------------------------------|
| Increasing the intensity of enrolment               | How many people are involved in NFE Courses?                             | Participation rate                                            | Population participating in NFE and total population                          |
|                                                     |                                                                           | % distribution of the learners by types of programmes          | No. of learners by programmes and Total number of learners in all programmes |
| Making the education system more efficient          | Are they many drop-outs?                                                 | Ratio of enrolled/completed learners                           | No. of enrollees and No. of completers                                        |
|                                                     |                                                                           | Drop out rate                                                 |                                                                              |
|                                                     | What is the average duration of a NFE Course for a learner?              | Average number of contact hours by learner                     |                                                                              |
| Improving the management of resources and costs     | Is the cost of an NFE programme at the same level for all providing agencies? | Cost by learner-contact hours by type of agency                |                                                                              |
Can we create NFE indicators based on our own National goals, policies and strategies?

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<th>Objectives</th>
<th>Questions</th>
<th>Indicators</th>
<th>Data Required</th>
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Examples of Indicators for various purposes

Access and participation

• Participation Rate of Youth and Adult in NFE programmes
• Participation Rate of youth and Adult in NFE programmes by types of programmes
• Share of learners in NGOs/CBO NFE programmes as % of total learners
• Percentage of school age children enrolled in alternative education programmes by levels
Indicators...

Efficiency and Quality

- % of learners who have successfully completed programmes by types of programmes and by provinces
- Dropout rate of the learners by types of programmes and by provinces
- Teacher learners ratio by types of programmes and by provinces
- Class size by types of programmes and by provinces
- GPI
Indicators...

Management
- Share of expenditure in NFE as % of total provincial education expenditure
- Proportion of NFE staffs as % of total staffs in provincial education offices
- % distribution of NFE expenditure by different categories (teacher salary, training, Infrastructure, M&E etc.)