

# Key Performance Indicators Matrix for Adult Education Centers

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With financial support from the



Federal Ministry  
for Economic Cooperation  
and Development

Despite the diverse range of organization working in social and human development, one couldn't help but notice the absence of an inclusive conceptual framework that forms a common ground for such organizations, dispersing all efforts made in this direction i.e. "learning in a development context". Adult learning and education could shape this practical and conceptual framework, as its basic pillars are those of learning to know, learning to do, learning to be and learning to live together.

Here we begin to notice the importance of learning centers (whether for social or human development) within an institutionalized environment and with a performance encouraging the achievement of goals that meet the needs of individuals and local communities, and not only those goals sought by organizations.

It is within this context that efforts were made to design a set of basic performance indicators to act as a guidance for adult learning and education centers, and to be developed when the need arises. This matrix of indicators that we are presenting to you came about as a result of consultations and discussions within meetings and workshops with direct and indirect partners over a period of more than three years, with the elements of these indicators being drawn from the local reality.

We hope today that this matrix serves as a reference upon which one could rely when establishing and managing adult learning and education centers.

Our sincere thanks go to all the partners and friends who contributed to the realization of this work

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## Theme: Community

<b>Holistic Description</b>	The impact of the Adult Education Center on the national and community levels, and an indicator to the role of Community Based Organizations (CBOs) are contributors in local development and decision making		
<b>Holistic indicator</b>	Percentage of change in (poverty, illiteracy, and unemployment levels on the local community), community and trainee's satisfaction levels, level of participation in decision making		
<b>Holistic verification</b>	Official population censuses, trainee lists, annual reports, annual financial budgets and reports, cooperation agreements, work plans and project reports, tracking studies, evaluation results, and media reports		
<b>Main Theme</b>	Impact on the national and community levels		
<b>Secondary theme</b>	<b>Description</b>	<b>Indicators</b>	<b>Verification</b>
<b>Study the needs and meet the expectations of the community</b>	A mean of action to identify the needs of the community regarding adult education programs and services; an effective community-based learning method in which community is involved in identifying its needs regarding adult education programs and services, usually in the form of community study with the participation of the community.	Number of participants in the needs assessment study, duration of study, level of community participation in the study and identification of its needs and learning priorities, level of compatibility between the work of the Center with the expectations of the community, level of satisfaction of graduates and community, level of community awareness of the needs, priorities, and challenges.	Plans and reports of the needs study, lists of participants in the study, results and evaluation reports, list of programs and activities implemented by the Center, final annual budgets
<b>Impact on community</b>	A relative expression of the contribution of the Adult Education Center to local development at the community level after a certain period. It reflects the impact of civil society institutions on development, community participation, and decision-making, It is also an effective learning method to understand reality and challenges	At the community level after 3 years: population, poverty rate, unemployment rate, illiteracy rate, rate of participation in decision-making. At the level of trainees and graduates annually: percentage of change in poverty, illiteracy, unemployment, perception of reality, participation in decision making, percentage of financial contribution, average cost per individual participation	Censuses, statistics and population studies reports, official records and statistics, direct evaluation and neutral evaluation reports, databases and annual reports, follow-up reports and studies

<p><b>National impact</b></p>	<p>A relative expression of the contribution of the Adult Education Center to local development at the national level after a certain period. It reflects the impact of civil society institutions on development, community participation, and decision-making. It is also an effective learning method to understand reality and challenges</p>	<p>At the public level after 3 years: population, poverty rate, unemployment rate, illiteracy rate, rate of participation in decision-making. At the level of trainees and graduates annually: percentage of change in poverty, illiteracy, unemployment, perception of reality, participation in decision making, percentage of financial contribution, average cost per individual participation</p>	<p>Censuses, statistics and population studies reports, official records and statistics, direct evaluation and neutral evaluation reports, databases and annual reports, follow-up reports and studies</p>
<p><b>Initiatives and community participation</b></p>	<p>Community-based voluntary activity carried out by an individual or group that expresses a state of awareness, responsibility, and community and national belonging through the presentation of ideas and innovations that contribute to resolving community issues or problems. It also serves as an effective mean of social learning and solutions sharing to solve community issues.</p>	<p>Number of suggested initiatives, number of implemented initiatives, number and percentage of graduates' participation in initiatives, number of community participation of non-graduates in initiatives, number of decision-makers participation in initiatives, level of graduates and community's satisfaction towards initiatives, sustainability of initiatives, levels of change in society</p>	<p>Initiatives proposals, action plans, lists of participants, final initiatives reports, budgets and financial reports, audiovisual documentation of community responses, evaluation</p>
<p><b>Partnership and networking</b></p>	<p>Complementary, comprehensive service method provided by the Adult Education Center through communication and cooperation with other service organizations (that may be governmental or non-governmental) in order to provide the services needed by the community but not available to it. Networking might occur once or more and may evolve into a strategic partner. It is also a measure of trust and support</p>	<p>Number of partners, percentage of partners participation in achievements, number of media interviews as part of the networking efforts, number of referrals, number of joint activities, exchange of experience and support</p>	<p>Cooperation agreements, meetings minutes, referral forms, executive plans, joint activity reports, list of names of beneficiaries or users of the services of partners, audio and visual media activities, annual budget.</p>

## Theme: Programs

### Effectiveness of programs implemented in Adult Education Centers.

<b>Holistic Description</b>	Educational programs, activities, and services provided by the center to meet the needs of the community. Such, programs, activities, and services should (raise awareness, develop life skills, and promote competitive skills in the labor market)		
<b>Holistic indicator</b>	Number of training courses, number of training curricula, enrollment ratios and graduation rates, average duration of training courses, cost of training, intellectual property rights, certificates of accreditation, test passing rates, average use of extracurricular activities, levels of satisfaction for the target audience and the community.		
<b>Holistic verification</b>	Certificates of accreditation, intellectual property and deposit number in the Department of Publications, and Publications, licensing and registration certificates, learning plans, attendance sheets, databases, administrative and financial reports, evaluation, and achievement results, and monitoring & evaluation results.		
<b>Main Theme</b>	Learning and training programs		
<b>Secondary theme</b>	<b>Description</b>	<b>Indicators</b>	<b>Verification</b>
<b>Courses and majors</b>	Training courses offered by the Center to the community and provided to interested individuals. Such courses vary according to the needs of the community and the labor market. In order to join and pass the training courses successfully, the courses are usually defined by clear plans, time, and standards.	Number of Courses and majors offered by the Center, average number of people enrolled in the training courses, male and female enrollment ratio, average number of credit hours per training course, average duration of daily training, participation rate in training cost per enrollee, number of graduates, courses completion rates	Training plans, course reports, databases, attendance sheets, annual administrative and financial reports, graduates lists and scores records.
<b>Curricula, subjects, as well as learning and training guides</b>	Curriculum: A set of learning plans defined by objectives, methods, and learning competencies Subjects/ Topics: A set of educational and training topics that meet the requirements of the curriculum, presented in the form of a book containing scientific subjects and evidence. Manual: A set of practical plans that help the trainer navigate the curriculum and the subject, includes a set of clarifications, explanations, methods, and needs to facilitate the training process	Number of (curricula, subjects, and manuals) prepared by the Center; average of (duration of implementation, cost, preparation) for the curricula, subjects, and manuals; level of satisfaction of trainees and trainers; average cost of the curriculum, subject, and manual; average and percentage of use in the learning process.	Number of deposit and property rights, if any, evaluation of trainers and trainees, annual reports, budgets and financial reports, graduates lists and scores lists

<b>Learning and training methods and practices</b>	The range of processes and learning practices used by the trainer (teacher, lecturer, facilitator) to convey information to the trainees, including methods of teaching, means of clarification, and supporting practices, which use and effectiveness rely on the experience and abilities of the trainer, the preparedness of the trainees, and the financial budgets	Number of learning methods, , average use of methods in the learning process, level of satisfaction of trainers and trainees, ability to use methods, number of graduates and percentages of successfully completed courses	Supplies register, training plans, training manuals, evaluation results and reports, final report of training courses, graduates lists and scores lists
<b>Extracurricular activities</b>	A range of meaningful operations offered by the trainer to the trainees as part of the learning plan, and as learning practices outside the framework of the curriculum, designed to enhance comprehension. Usually, these activities are group activities under the framework of general entertainment, but considered a learning goal by the trainer, which use and effectiveness of the experience and ability of the trainer, the preparedness of the trainees, and the financial budgets.	Number of extracurricular activities, average duration per activity, percentage of use of activities in the learning process, number of participants, level of satisfaction of trainers and trainees, average cost of activities per course.	List of participants in activities, learning plans, final reports, databases, budgets and financial reports
<b>Program and certificates accreditation</b>	Accredited educational and training programs are officially approved by the Accreditation and Quality Control Center or any other official bodies. The certificates issued are formally or socially recognized and applied, and obtaining the credits requires a set of prior procedures to meet the accreditation criteria of the accreditation providers.	Number of approved training programs, percentage of enrollment in approved programs and percentage of graduates, level of satisfaction (trainers, trainees, community), percentage of individuals whose personality and lives have been affected by the program within 6 months of graduation	Certificate of accreditation, financial statements for accreditation fees, media reactions (video and audio), databases
<b>Tests and measurement</b>	The process followed by the adult education center to measure the trainees' level of achievement This process involves several ways (theoretical, practical), and is used to determine the level of impact of the learning process on the trainees' personality and life, and also to measure the trainees and community's satisfaction level.	Number of graduates, graduates' levels of achievement, level of satisfaction of trainees, average duration of the test.	Graduates lists, scores, evaluation results, annual administrative and financial reports, databases.
<b>Monitoring and Evaluation</b>	Operations carried out by the Adult Education Center to determine the effectiveness of technical, administrative, and financial operations; the level of completion of plans and programs according to objectives; impact follow-up, and to make recommendations to improve performance and develop programs.	Number of follow-up procedures, average follow-up time during the learning process, number of follow-up procedures, average follow-up time after graduation, percentage of trainees' follow-up after graduation, level of development in administrative and financial processes	Follow-up forms, follow-up studies, databases, strategic plan, executive plans, annual administrative and financial reports, financial accounts and records

## Theme: Target Groups

### Level of the Adult Education Center's impact on the target group.

<b>Holistic Description</b>	Individuals, groups, and institutions targeted by the Adult Education Center to develop and enhance abilities and achieve the goals of the target groups.		
<b>Holistic indicator</b>	Number of enrollees, graduates, and people who have experienced change; percentage of change, number of people carrying out economic or social activities; percentage of goal accomplishment.		
<b>Holistic verification</b>	Registration applications and forms, databases, Final budgets and financial reports, evaluation results, tracking studies, attendance sheets, contracts and agreements, participation criteria lists.		
<b>Main Theme</b>	Target Groups		
<b>Secondary theme</b>	<b>Description</b>	<b>Indicators</b>	<b>Verification</b>
<b>Unemployed job seekers, employees</b>	Individuals who want to work, are unable to access job opportunities, and wish to develop their competitive skills in the labor market. These are usually graduates and young people of both genders who may be unemployed or employed.	Number of enrollees, number of graduates, number and percentage of graduates, number and percentage of those who were employed within 6 months of graduation, number and percentage of graduates who were able to engage in productive, income-generating activities, percentage of change in income within 12 months of graduation, percentage of change in personality, participation and citizenship after 6 months	Applications and registration forms, databases, attendance sheets, annual reports, user evaluation results, annual budget, follow-up reports, list of participation criteria, websites



<p><b>Marginalized individuals</b></p>	<p>Individuals who suffer from marginalization and lack of attention to their circumstances, such as poverty, ignorance, illiteracy, family disintegration, etc., and who need cognitive and behavioral skills to transcend marginalization and engage naturally in society. Marginalized individuals or groups can be from both genders.</p>	<p>Number of enrollees, number of graduates, number and percentage of graduates, number and percentage of people who show improved cognitive and behavioral skills, percentage of change in personality, participation and citizenship, number and percentage of people who have engaged in social and economic activities after 6 months</p>	<p>Applications and registration forms, databases, attendance sheets, annual reports, user evaluation results, annual budget, follow-up reports, list of participation criteria.</p>
<p><b>People with disabilities</b></p>	<p>Individuals who suffer from one or more types of disability, which prevent their access to opportunities and social justice. Therefore, these people need skills and programs that take into account their particular circumstances in order to promote their involvement in social and economic life and help them exercise their natural role in society.</p>	<p>Number of enrollees, number of graduates, number and percentage of graduates, number and percentage of people who show improved cognitive and behavioral skills, percentage of change in personality, participation and citizenship, number and percentage of people who have engaged in social and economic activities after 6 months</p>	<p>Applications and registration forms, databases, attendance sheets, annual reports, user evaluation results, annual budget, follow-up reports, list of participation criteria.</p>
<p><b>Institutions</b></p>	<p>Institutions that suffer from weakness and inability to reach their goals for multiple factors (internal and external) (administrative, financial), institutions that need to enhance their skills and develop their abilities to exercise their roles and activities; all in order to better achieve their goals and plans.</p>	<p>Number of trained institutions, number of trained cadres, rate of change at the levels of the institutions and the cadres, rate of achievement of plans and goals, level of change in society perception of the institutions</p>	<p>Cooperation agreements, executive plans, administrative and financial reports, annual reports, multimedia activities, institutional evaluation results, annual budget, list of participation criteria</p>

## Theme: Financial Resources

### Effectiveness of financial resources as sustainable resources to incentivize performance and productivity of adult education center.

<b>Holistic Description</b>	Resources that provide funds for the operations of the adult education center, and for covering the costs of management, operation, and follow-up of the center's work plans.		
<b>Holistic indicator</b>	Number of financial resources (internal and external), percentage of fixed resources, percentage of operational resources, percentage of external resources, percentage of annual surplus and deficit, percentage of trainees' contribution in the cost ... (calculated according to the annual budget).		
<b>Holistic verification</b>	Final annual budget and reports, accounting records and statements, financial transfers and bank accounts, work plans and cooperation agreements.		
<b>Main Theme</b>	Financial Resources		
<b>Secondary theme</b>	<b>Description</b>	<b>Indicators</b>	<b>Verification</b>
<b>Fixed resources</b>	These resources are in the form of member obligations, permanent donors, fixed returns on estates, or governmental support. They constitute an important financial element for the sustainability of the center's work, since they are virtually secured, fixed annual revenues.	Percentage of fixed financial resources from annual revenues, number of fixed resources, percentage of annual surplus and deficit	Final annual budget, accounting records and statements, financial transfers and bank accounts.
<b>Internal resources (operational)</b>	In the form of financial returns from operating projects and programs, such as training fees, and financial contributions from beneficiaries. Or revenues from project products managed by the center such as returns of products or services, and operational returns are the most important in sustainability as a cornerstone of self-reliance, but they are usually variable and not fixed.	Percentage of operational financial resources from the annual revenues, number of operational resources, percentage of annual surplus or deficit, number of beneficiaries.	Final annual budget, accounting records and statements, financial transfers and bank accounts
<b>External resources</b>	Such resources are in a form of grants and/or loans provided by donors or lending funds. They are usually dependent on the center's activity and ability to persuade funders. This element is a sign of experience, but also a sign of dependency.	Percentage of external financial resources from the annual revenues, number of external resources, number of beneficiaries	Final annual budget, accounting records and statements, financial transfers and bank accounts

## Theme: Human Resources

### Effectiveness of human resources in providing the experience needed to achieve the vision and goals of the adult education center

<b>Holistic Description</b>	People and competences assigned to work fulltime or part time to implement plans and activities, achieve goals, and sustain the operations of the adult education center.		
<b>Holistic indicator</b>	Number of permanent employees, employee's efficiency levels, employees work average, number and efficiency level of consultants, consultants work average, number and efficiency of volunteers, volunteers work average.		
<b>Holistic verification</b>	Job contracts, procurement orders, consultancy contract, volunteering contracts or agreement, attendance sheets, financial transfers and statements, performance records, evaluation results, C.Vs.		
<b>Main Theme</b>	Human Resources		
<b>Secondary theme</b>	<b>Description</b>	<b>Indicators</b>	<b>Verification</b>
<b>Permanent employees</b>	Fulltime employees who receive monthly salaries, are subject to the Jordanian labor law, and constitute the main competencies of the center of the technical and managerial level.	Number of employees, number of specialties, levels of performance and competence, time of service, cost of employees, level of commitment to employment criteria, employees' performance level, number and percentage of employees who've receiving training.	Attendance and leaves records, resumes and C.Vs, salaries transfers, annual reports, job contracts, job descriptions
<b>Trainers</b>	Specialists in providing training in certain fields whose services are procured to provide paid courses or workshops	Number of trainers, number of specializations, level of efficiency and performance, average duration of training, training cost, value added	C.Vs, training work plans and final reports, procurement orders, salaries transfers, evaluation results, attendance sheets, guidelines, if any.
<b>Consultants</b>	Specialists and experts contracted to provide a consultation on specific topics. The relationship with them is established by requesting quotations and price offers, job announcements, or a part time offer.	Number of consultants, number of specialties, level of performance and competency, average duration of consultation, cost of consultation, value added	C.Vs, training work plans and final reports, consultancy contract, salaries transfers, evaluation results, attendance records for the target group
<b>Volunteers</b>	People interested in doing voluntary work at the center in certain area to gain experience or to volunteer with their time and effort. They may be paid nominal or financial allowances to cover their costs as agreed. Volunteers might work fulltime or part time as agreed.	Number of volunteers, number of introductory courses for volunteers, number of specialties, level of competency and performance, average duration of volunteering, cost of volunteering, value added.	C.Vs, volunteering contracts, supervisors reports, attendance sheets.

## Theme: General Administration

### Effectiveness of management in maximizing the achievements and sustainability of the work of adult education centers

<b>Holistic Description</b>	Processes and procedures that facilitate the operations of the Adult Education Center, the implementation of its tasks, and achievement of its goals, in a manner that maximizes productivity with less effort and less cost, and achieve the satisfaction of staff and target community		
<b>Holistic indicator</b>	Employee satisfaction level, user's satisfaction level, vision and objectives achievement level, commitment to values and work ethics, level of compliance with the rules of procedure, average of administrative cost, average of administrative effort		
<b>Holistic verification</b>	Annual reports, final budget, staff reports, user assessment, operational plans for comparison purposes (strategic plan, rules of procedure, work structure, and job description)		
<b>Main Theme</b>	General Management		
<b>Secondary theme</b>	<b>Description</b>	<b>Indicators</b>	<b>Verification</b>
<b>Legitimacy and work permit</b>	Official legal authorization enabling the center to exercise its operations in accordance with the laws and regulations of the country, and pursuant to relevant instructions. Such authorization is usually in the form of an occupational license and a certificate of incorporation certificate (or registration for associations) used to authorize a range of professional and public safety requirements.	Number and quality of licensed programs and activities, level of general safety, number of official governmental visits to the center, number and quality of violations issued by the concerned authorities against the Center.	The law from which the operations of the center has been derived, valid occupational license, registration certificate (for associations), governmental letters of incorporation, rules of procedure, annual administrative and financial report

<b>Rules of Procedure</b>	The Framework of Reference regulating and governing the operations of the center, as well as defining the powers, responsibilities, and objectives. In associations, the Rules of Procedure is formulated by the Founding Members, while in governmental institutions, the Rules of Procedure operates within special regulations, and in both cases they are formulated in accordance with the relevant laws.	Number and quality of practices and procedures stemming from the Rules of Procedure, number and quality and amendments done to the Rules and Procedures, number of procedures on which the Rules of Procedures appeal (violations to the Rules of Procedures), incentives, and administrative structure)	The law from which the Rules of Procedures have emanated, Resolutions related on approving the Rules of Procedure.
<b>Strategic plan</b>	A specific conceptual map of the future from the standpoint of the center and the target audience after a specific period of time. The map needs defines the vision, mission, goals, values, and the steps that the center shall take in the form of practical, easy-to-measure plans.	Number of achieved goals; level of goals achievements; level of vision clarity; message; values; achievement level of the vision, goals, and message, level of commitment to work ethics and the center's values.	The Center's strategic plan, executive plans, annual reports, final financial budget
<b>Organizational structure</b>	Demonstrates the sequence of communication and professional relations between staff, explains points of contact and departments intersections, and serves as an organizer of communication and information exchange and task areas; all to help the organizational structure be consistent with the rules of procedure	Number of amendments to departments, number of amendments to tasks, number of violations of the organizational structure, number of movement among employees, number and quality of mergers and separations in departments and tasks.	Official resolutions and correspondence for the approval or adoption of the organization structure, Rules of Procedure, employees evaluation
<b>Job description</b>	A tool to define and explain the responsibilities, powers, and functions of each job. It is connected to the job title and not for the people, and is the reference to finding out what is exactly required of the job vacated by the employee.	Number of employees in each department, number of jobs with a description in each department, number of amendments in the job descriptions, level of employees' commitment to their job description.	Official resolutions and correspondence for the approval of the job descriptions, Rules of Procedures, job contracts, employees' evaluation.

<p><b>Growth and sustainability</b></p>	<p>Growth and sustainability The form and means used to ensure growth and continuity of work with self or permanent resources and experiences. This is linked to many factors, such as the level of accumulated experience, the size of self-financing, and the level of satisfaction of the target community. It requires plans of action, programs, tools, alliances, and other means. Growth and sustainability are linked to innovation, development, and continuous upgrade.</p>	<p>Number of employees who have received training and their level of development, number and size of internal financial resources, number and size of external financial resources, number and level of development in departments, number and level of development in work methodologies, number of alliances with other institutions.</p>	<p>Attendances sheets, training workshops reports on employees' development, strategic plan, annual reports, cooperation and alliance agreements, annual budget.</p>
<p><b>Transparency and exchange of information and experiences</b></p>	<p>A Form and mean of communication and handling of (information, exchange of experiences) and practices that explain to the employee and the targets their rights and duties. It is essential to achieve a high level of participation, staff satisfaction, and facilitation of tasks.</p>	<p>Number of regular employees meetings, number of group employee activities, level of participation and exchange of information and experiences, employee and targeted community satisfaction level</p>	<p>Regular meetings memos, employees activities plans and reports, job descriptions, job contracts, administrative structure, Rules of Procedure and documentation systems, employees evaluation</p>
<p><b>Gaining trust and support</b></p>	<p>A structured framework for the reactions of others towards the center, through the practices that regulate and frame the relationship, trust in the center, and the programs that it implements. It is all reflected in the level of community and official support to the center.</p>	<p>Number of activities requested by the community, number of committees and number of its members, number of volunteers, number of partners, community and partners satisfaction level, number of media interviews with the community delivering the voice of the center, number of cooperation and alliance agreement and sustainability level thereof, number of complaints against the center.</p>	<p>Activity reports, cooperation and partnership agreement, media interviews, complaints filed against the center.</p>

<b>Innovation and development</b>	<p>The means and tools adopted by the center for the purposes of upgrading the operations of the center, such as developing the management, follow-up, documentation, and information exchange systems, etc. Innovation and development are linked to growth and sustainability</p>	<p>Number of upgraded and developed programs and systems, levels of changes to programs use and developed systems, achievement level</p>	<p>Annual reports, achievements reports, center's final budget</p>
<b>Documentation and archiving</b>	<p>Systems and means of saving and archiving information and data, in order to assist in the preparation of plans, reports, follow-up, auditing, and exchange of information.</p>	<p>Time needed to obtain information, level of support to documentation systems in the preparation of plans and reports, level of commitment to and knowledge of documentation systems.</p>	<p>Databases, documentation and archiving system, annual reports.</p>

## Theme: Training center

### Effectiveness of the training center as a learning environment and as an adult education center

<b>Holistic Description</b>	Spaces allocated and used as an adult education center to provide comfort and reassurance for staff and users, and an environment suitable for learning and administrative processes.		
<b>Holistic indicator</b>	Level of staff satisfaction; level of user satisfaction; average allocated area (for learning, facilities, services, and management); distance from city center; levels of noise, ventilation, and lighting; number of accidents resulting from poor public safety; and cost of equipment.		
<b>Holistic verification</b>	Site map and organizational chart, survey reports, occupational license, furniture records and supplies, annual administrative and financial reports, user's evaluation.		
<b>Main Theme</b>	Training Center		
<b>Secondary theme</b>	<b>Description</b>	<b>Indicators</b>	<b>Verification</b>
<b>Location</b>	A place suitable to be a training center, that has clear features, and is easy and affordable to reach and access, away from noise and pollution, and away from natural hazards (floods, landscape, etc.)	Distance from city center, cost of transportation to the center, clear address on the map, number of accidents and injuries caused by the physical environment.	Site map, organizational chart, the center's registration certificate, and annual report
<b>Capacity</b>	A suitable center for a number of trainees and staff; operates according to national criteria; number of rooms, seats, classrooms, labs, workshops, facilities, etc.	Number and space of classrooms, number and space of management rooms, number and space of service rooms, space of group activities halls, average space per person in each room.	Organizational chart; survey report on capacity; trainees, administrators, and trainers evaluation; and consumption bills
<b>Physical environment (Training climate)</b>	An environment that provides a positive relation with the place in terms of comfort of trainees and staff, ventilation, lighting, walls construction and colors, heating and AC and their effect of training, etc.	Level of noise, natural ventilation, manmade ventilation, natural lighting level, manmade lighting level, AC level, color brightness level, number of accidents resulting from bad safety measures.	Occupational license; physical environment survey report; trainees, administrators, and trainers evaluation; and consumption bills



<b>Facilities and Services</b>	A training center that caters to the different needs of trainees, staff, and visitors through toilets, sinks, libraries, cantinas, restaurants, entertainment venues,	Numbers of toilets (for men, women, and people with disabilities), number and space of restaurants, number and space of learning venues (libraries and labs), number and space of entertainment venues, number of means dedicated for people with disabilities.	Organizational chart, annual report, trainees, administrators, and trainers evaluation
<b>Equipment and training facilities</b>	Tools, equipment, and various means that facilitate interaction between the trainer and the trainees, and enhance the productivity of the learning process; as well as those that facilitate management and communication processes, such including the availability of seats, computers, projectors, boards, educational materials, etc. Such equipment should consider the different needs of trainees and the quality of the training programs offered by the center.	Number of seats, number of each type of equipment, number of blackboards and education tools, cost of equipment and from the Center's assets, number and quality of teaching aids, and cost of operational processes	Supplies and furniture record; administrative and financial report; annual budget; trainees, administrators, and trainers evaluation
<b>General Safety</b>	A group of precautionary measures provided by the training center to ensure the safety and health of trainers, visitors, staff, site, and surrounding community. Such measures include, precautionary measures against fires, short circuit, theft, assault, injury, etc.	Number and quality of fire extinguishers, number and quality of first aid kits, number and quality of safety measures against theft and assault, number and quality of safety measures against short circuit, number of incidents resulting from bad general safety, and number of guidelines.	Occupational license; supplies and furniture record; administrative and financial report; annual budget; trainees, administrators, trainers, and neighborhood evaluation; and guidelines in the general safety contracts.

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