Sector Wide Approach of Planning for Non Formal Education

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Sector Wide Approach of Planning (SWAP)

SWAP is an approach which is commonly applied in the analysis of a country’s sector for planning (agriculture, education, health, industry etc.)
Sector Wide Approach of Planning (SWAP)

- SWAP provides a comprehensive picture of the current state and functions of a sector at a given point in time.
- Depends on the availability of expertise, time and resources
Sector Wide Approach of Planning (SWAP)

The approach helps to:

(a) avoid duplicative and piecemeal efforts,
(b) Increase harmonization of DP and government implementation procedures,
(c) Encourage the government and DPs to coordinate closely through special mechanisms for policy dialogue and risk management
NFE Sub-sector Programme Planning

- Education is a sector of any country
- Sub-sector of education are ECCE, Primary, Secondary, TVE, Tertiary, Non Formal etc.
- In Bangladesh, Non Formal Education is not established yet as a sub-sector.
Process of NFE Sub-sector Programme Planning

1. NFE sub-sector analysis (as a part of Education Sector Analysis, ESA)
2. NFE Sub-sector Planning
1. Aspects of NFE sub-sector analysis
   - Demography,
   - Management capacity,
   - Financing,
   - Access,
   - Quality,
   - Internal efficiency,
   - External effectiveness etc.
Process of NFE Sub-sector Analysis

1. Analysis of Aspects:
   - Performance indicators
   - Findings analysis
   - Identification of remedial measures
   - Identification of Benchmark indicators
   - Projection of indicator values envisaged according to education vision
Process

A. Analysis of selected aspects

Use of three matrix:

- Matrix-A for assessment of current situation,
- Matrix-B for translation and remedial measures
- Matrix-C for policy analysis/formulation
Aspect: Quality of NFE

Indicators to analyze:
- Teachers qualification
- Teacher-students ratio
- Percentage of teachers trained
- Relevancy of curriculum
- Availability of instructional materials
- Assessment of learning achievements
- Frequency of monitoring & assessment
- Management etc.
# Matrix-A, Assessment

<table>
<thead>
<tr>
<th>Key aspect</th>
<th>Indicators</th>
<th>Source of data</th>
<th>Data collection tools</th>
<th>Data analysis</th>
<th>Results</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>Teachers qualification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percentages of teachers trained</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Relevancy of curriculum</td>
<td></td>
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</tbody>
</table>
## Matrix-B, Translation & Remedial Measures

<table>
<thead>
<tr>
<th>Key aspect</th>
<th>Indicators</th>
<th>Remedial Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Policy</td>
</tr>
<tr>
<td>Quality</td>
<td>Percentage of teachers trained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relevancy of curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Availability of materials</td>
<td></td>
</tr>
</tbody>
</table>
Matrix-C, Policy Analysis/Formulation

<table>
<thead>
<tr>
<th>Key Aspect</th>
<th>sub-sector</th>
<th>NFE Policy Review Elements</th>
<th>Actions for Policy Review Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>NFE</td>
<td>Mainstream</td>
<td>Policy</td>
</tr>
</tbody>
</table>

- **Policy**
- **Input**
- **Process**
- **Outcome**
- **Recommendation**
Process

B. NFE Sub-sector Programme Preparation:

- Analysis of current programme/projects
- Identification of strategic interventions/areas
- Setting of Benchmark and Target Indicator Values
- Programme planning using logical framework
- Budgeting
Strategic Areas of NFE

- Programme Implementation
- Institutional capacity building
- Organizational capacity building
- Advocacy
- Monitoring and evaluation
- NFE financing policy
Strategic Areas of NFE (Institutional Capacity Building)

- Revision of the NFE policy
- Establishment of NFE MIS
- Establishment of equivalence programme
- Delivery framework
- NFE teachers/facilitators capacity development framework
- Setting regulation for norms and standards for all relevant areas
# Productivity of the Workforce Per Capita US$ (Nationmaster 2009)

<table>
<thead>
<tr>
<th>Sector</th>
<th>Bangladesh</th>
<th>India</th>
<th>Pakistan</th>
<th>Malaysia</th>
<th>Australia</th>
<th>Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>82</td>
<td>123</td>
<td>144</td>
<td>444</td>
<td>990</td>
<td>613</td>
</tr>
<tr>
<td>Industry</td>
<td>111</td>
<td>183</td>
<td>167</td>
<td>2,661</td>
<td>8,049</td>
<td>10,794</td>
</tr>
<tr>
<td>Services</td>
<td>213</td>
<td>364</td>
<td>354</td>
<td>2,035</td>
<td>20,716</td>
<td>24,341</td>
</tr>
</tbody>
</table>
## Analysis of Demography

<table>
<thead>
<tr>
<th>Benchmark Indicator Values 2010</th>
<th>Education level</th>
<th>Target indicator Values 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workforce contribution (in GDP per capita US $) 2009</td>
<td>No Edn</td>
<td>Tertiary Edn</td>
</tr>
<tr>
<td>Agriculture 82</td>
<td>59.2%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Service 113</td>
<td>37%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Industry 111</td>
<td>39.4%</td>
<td>3.9%</td>
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</tbody>
</table>
Thank You