



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**



Process of NFE Sub-sector Analysis

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

Key aspect	Indicators	Source of data	Data collection tools	Data analysis	Results	Findings
Quality	Teachers qualification					
	Percentage of teachers trained					
	Relevancy of curriculum					



Matrix-B, Translation & Remedial Measures

Key aspect	Indicators	Remedial Measures				
		Policy	Inputs	Process	Outcomes	
Quality	Percentage of teachers trained					
	Relevancy of curriculum					
	Availability of materials					



Matrix-C, Policy Analysis/Formulation

Key Aspect	sub-sector	NFE Policy Review Elements	Actions for Policy Review Elements				
			Policy	Input	Process	Outcome	Recommendation
Quality	NFE	Mainstream					



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)

Sector	Banglad esh	India	Pakista n	Malaysi a	Australi a	Japan
Agricult ure	82	123	144	444	990	613
Industry	111	183	167	2,661	8,049	10,794
Services	213	364	354	2.035	20,716	24,341



Analysis of Demography

Benchmark Indicator Values 2010	Education level		Target indicator Values 2021
Workforce contribution (in GDP per capita US \$) 2009	No Edn	Tertiary Edn	
Agriculture 82	59.2%	1.1%	
Service 113	37%	8.7%	
Industry 111	39.4%	3.9%	



Thank You