



# **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
<b>Agricult ure</b>	82	123	144	444	990	613
<b>Industry</b>	111	183	167	2,661	8,049	10,794
<b>Services</b>	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**