Equivalence Education in Bangladesh

Overview of the EE Pilot project implemented by DAM
Supported by UNESCO Cap-EFA

March 2011

- Establishing equivalency at four levels of education, such as 5, 8, 10 and 12
- Equivalence between Formal and Non-Formal Education
- Equivalency framework to cover both General Education and Vocational Education
- Gradual establishment of an Equivalence Education Authority
Pilot Project Objectives

- Equivalence Education framework identifying intended levels of equivalency
- Framework of a statutory authority to regulate Equivalence Education
- Guidelines for accreditation of EE institutions and EE Programs
- Assessment and certification system and assessment indicators
Equivalence Education Framework

- EE as an education management framework
- Enabling a learner to acquire equivalent competence to existing formal general or vocational education through non-formal or distance education mode
- Facilitating implementation of ongoing NFE projects within a nationally agreed framework of Competencies, Assessment and Accreditation systems
Agreed levels of V, VIII, X & XII but work done initially on Primary and JS (General and Vocational)

Done validated list of core competencies for each levels and vocational skills

Done validated list of test items for the intended levels and for vocational skills including sets of prototype test instruments

Exemplar learning materials developed suitable for intended levels of equivalence
Framework Contents …2

- Developed guidelines for testing of students/learners for the intended levels of equivalence
- Proposed a comprehensive guidelines for EE providers
- Proposed institutional structure & functions of the EE Authority
Equivalence Education Statutory Agency

Non-Formal Higher Secondary education

HSC (voc) level competency

EE stage 4

Non-Formal Secondary education

SSC (voc) level competencies

EE stage 3

Non-formal Junior Secondary education

Basic trade level competencies

EE stage 2

Bridging courses/supplementary materials

BEHTRUC project

EE stage 1

PLCEHD-2 project

ROSC, NFPE projects

Pre-Voc courses

Equivalence Education Framework
Pilot Project: Implementation Process

- Examining needs identified in various policy, plan documents and study reports
- Organizing national workshop to develop common understanding
- Identifying core competencies
- Proposing institutional arrangements of EE regulating body
Implementation Process

- Overall guidance by BNFE, MOPME
- Technical support by UNESCO
- DAM as the implementing organization
- An EE core group in advisory role

Pilot Project period: 1 year
November 2009 to October 2010
later extended up to February 2011
Progress

- 1st national workshop on equivalence education was organized on 2 – 3 September 2009
- 2nd National Workshop was organized on 2 - 4 March 2010
- Studies conducted to review and propose core competencies of levels at class 5, 8, 10 and 12 of formal education
- Core areas of competencies (for grade 5 and 8) and learning objectives have been formulated.

Cont....
Progress .... 2

- Grade 5 level (EE Stage 1) Core competencies, learning outcomes, learning materials, delivery approach and test items identified and presented in a matrix form.

- List of competencies in 5 major subjects of general education and 10 selected vocational trades were identified and tested.

Cont........
Progress ... 3

- An organizational set up, structure and functions of the proposed EE authority proposed
- A set of selection criteria of organizations for offering EE program is formulated
- Assessment and Accreditation system is developed
Pilot Field Test Conducted

- Review of existing materials of the selected projects and identifying gaps in learning for achieving the intended levels of competencies
- Subject-wise/course-wise test instruments/questions papers were prepared and the tests were administered in selected learning centres of UNIQUE, UCLC & JSC
- Identified gaps in learning competencies
- Development of materials for bridging courses to cover gaps based on findings from the material review and tests in the centres.
Establishing EE framework successfully mainstreamed.

- BNFE/MoPME formed EE core Committee & 3 Subcommittees
  - a) EE Pilot Program Implementation Committee,
  - b) EE Program Planning, Monitoring, Evaluation and Documentation Committee and the
  - c) Competency based EE Program Development Committee;
- The DG, BNFE chair to the Core Committee, the Director, Planning, BNFE chair to the first 2 subcommittees and Director, Admn is the chair to the other sub-committee
Institutional Arrangement at BNFE to move forward

- It is much appreciated that, BNFE will now take the lead role for further implementation of various activities as the overall process of the development and establishment of EE framework in Bangladesh.

- Still a long way to go to and once it it is materialized it will contribute to achieve EFA goals.

- DAM would remain committed to extend all technical cooperation and would participate in the process, as always
Thank you very much