


Equivalence Education in Bangladesh

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

March 2011



National Workshop (2009) Recommendations

- 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**
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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 Programmes**
 - **Assessment and certification system and assessment indicators**
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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**
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Framework Contents ...1

- 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
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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**
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Equivalence Education Statutory Agency

XI-XII	<i>Non-Formal Higher Secondary education</i>	HSC (voc) level competency	EE stage 4							
IX-X	<i>Non-Formal Secondary education</i>	<i>SSC (voc) level competencies</i>	EE stage 3							
VI-VIII	<i>Non-formal Junior Secondary education</i>	<i>Basic trade level competencies</i>	EE stage 2							
I-V	<table border="1"> <tr> <td data-bbox="305 935 614 1218">BEHTRUC project</td> <td data-bbox="614 935 1014 1218">Bridging courses/supplementary materials</td> <td data-bbox="1014 935 1367 1218">ROSC, NFPE projects</td> </tr> <tr> <td></td> <td data-bbox="614 1049 1014 1218">PLCEHD-2 project</td> <td></td> </tr> </table>		BEHTRUC project	Bridging courses/supplementary materials	ROSC, NFPE projects		PLCEHD-2 project		Pre-Voc courses	EE stage 1
BEHTRUC project	Bridging courses/supplementary materials	ROSC, NFPE projects								
	PLCEHD-2 project									

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**
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Implementation Process....2

- **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.**

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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**
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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.**

Cont...



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 sub-committees and Director, Admn is the chair to the other sub-committee**
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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 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**
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Thank you very much