Welcome
To
The presentation on **Curriculum and Question of Equivalency**
in Non-Formal Primary Education

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Background

• Non-Formal Primary Education (NFEP) in Bangladesh is a supplementary and complementary form of formal primary education system.
• Most of the children are first generation learners;
• They are between 8 to 14 years of age group;
• Approximately 3 million children have been covered under NFPE in last 3 decades.
Common areas of different approach of NFPE

- One teacher for one learning centre (LC),
- 25 to 35 children in an LC,
- A single cohort for total cycle of completion,
- Smaller house as classroom
- Sitting on mats in the floor mostly in U shape
- 2.5 to 4 contact hour a day.
- Generally two weeks foundation training of teachers
- 3 to 4 days refreshers training every year.
Difference between approaches

Govt. run NFPE projects
• ROSC project has been designed for a cycle of five years by using all the instructional materials used in the formal system;
• BEHRUWC is designed for 40 months with 5 academic year of 8 months each and uses its own curriculum and given emphasis on life-skill

NGO run NFPE projects.
• Some NGOs complete 5 year cycle in 4 years;
• Some run 3 years as equivalent to 5 years of formal system;
• Most of the NGOs give emphasis on linking with general school;
• Some NGOs link with vocational and life skills education.
Curriculum

Type of curriculum

• Using full curriculum of government with 5 core subject (Bangla, Math, English, Science and Environmental Study);
• Using govt. curriculum with supplementary materials;
• Using abridged version of curriculum for shorter period of cycle;
• Own curriculum upto grade -3 and from grade-4, using govt. curriculum;
• Curriculum linked with pre-vocational courses;
• Project-based own curriculum with emphasis on life skills.

Contd.
1980 to 1997

- Developed own textbooks by large NGOs;
- Smaller NGOs used textbooks developed by others;
- Upto grade-3 for the children;
- Functional literacy for the adolescents;
- Higher competencies were claimed but no equivalency.
1998 to present

• In 1998, Govt. project for urban working was initiated with emphasis on life skills and functional literacy;

• From 2000 to onwards NFPE equivalent to full primary cycle;

• Introduction of mandatory public exam equivalent of 5 year cycle;

• Government provides textbooks for all children irrespective of formal and Non-Formal education.
Success of NFPE

• Introduced user-friendly teachers’ instructional materials;
• Introduced of interactive methods;
• Activity based teaching –learning process;
• Regular practice of co-curricular activities.
• Introduction of School preparedness period

(Contd.)
Success of NFPE (contd.)

Uses of supplementary reading materials;
• use of teaching-learning aids;
• No homework or private tutorial support;
• Strong remedial measures through peer learning;
• Emphasis of active learning
Success of NFPE (contd.)

- Ethnic minorities use mother tongue in beginning grades
- Teachers recruited from own community;
- Teachers trained on inclusion of disabled children;
- Curriculum adopted giving emphasis to inclusion of children in difficult circumstances
Child Centredness

- Developed collectivism among the learners;
- Attention to individual learner’s own needs;
- Introduction of Life skills education;
- Use of games in teaching-learning process;
- Provide all learning materials.
Creative efforts

- From the initial stage emphasis given on developing learners as independent readers;
- Creative writing practice;
- Maths is linked with day-to-day transactions;
- Project work introduced for learning to solve problems
Replication of good practices

- Many good practices of NFPE are documented;
- Interchange of good practices by the NGOs;
- Government use some good practices in the formal system;
- Documentation, demonstration and dissemination of good practices are encouraged.
Linkage

- Link with pre-vocational courses;
- Make familiar with realities of life;
- Create opportunities to demonstrate their abilities;
- Searching for suitable job-market;
- Link with self employment opportunities.
Challenges

• Present equivalency system introduced public exam reduced the flexibility of NFPE;
• A significant number of children can't cope with the existing government curriculum;
• Competent teachers are not available at remote areas for delivering the government curriculum;
• Demand of accreditation other than the formal curriculum couldn’t be met.
Thanks for patience hearing