APPEAL
Training
Materials
for
Continuing
Education
Personnel
(ATLP-CE)

Volume III

EQUIVALENCY
PROGRAMMES

UNESCO PRINCIPAL REGIONAL OFFICE
FOR ASIA AND THE PACIFIC
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EQUIVALENCY PROGRAMMES

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Asia-Pacific Programme of Education for All (APPEAL) was launched in 1987 by UNESCO with the aims of promoting literacy and basic learning skills through three programmes, i.e. 1) Eradication of Illiteracy (EOI), 2) Universalization of Primary Education (UPE) and 3) Continuing Education for Development (CED). The concept of basic education programme was reinforced and expanded by the World Declaration on Education for All adopted by the Jomtien Conference held in 1990. This expanded vision of education will help the people firstly to acquire survival life skills through pre-school education, primary education and functional literacy programmes. Secondly to acquire knowledge and skills to improve their quality of life, and attitude and habit of lifelong learning through continuing education programmes.

The world is going through a process of change which is unprecedented in its magnitude and implication. This phenomenon is specially noticeable in the Asia-Pacific Region where the progress is much faster and implications are far more profound. APPEAL has made a survey of continuing education programmes in various countries. The survey revealed that the countries were organizing continuing education programmes under different names such as post-literacy, adult education, non-formal education, etc. The Second Meeting for Regional Co-ordination of APPEAL (Bangkok, 1990) decided to classify continuing education into six categories, they are (1) Post-Literacy Programmes (PLP), (2) Equivalency Programme (EP), (3) Quality of Life Improvement Programme (QLIP), (4) Income-Generating Programme (IGP), (5) Individual Interest Promotion Programme (IIP), and (6) Future Oriented Programme (FOP). Following the decision UNESCO/PROAP developed following manuals under the general title of APPEAL Training Materials for Continuing Education Personnel (ATLP-CE)

ATLP-CE Volume I : Continuing Education: New Policies and Directions
ATLP-CE Volume II : Post-Literacy Programmes (PLP)
ATLP-CE Volume III : Equivalency Programmes (EP)
ATLP-CE Volume IV : Quality of Life Improvement Programmes (QLIP)
ATLP-CE Volume V : Income-Generating Programmes (IGP)
ATLP-CE Volume VI : Individual Interest Promotion Programmes (IIP)
ATLP-CE Volume VII : Future-Oriented Programmes (FOP)
ATLP-CE Volume VIII : Learning Centre Development Programmes

These volumes have been conceived, developed and written by the experts on continuing education in the countries in the region. Therefore, they have combined theory and practice into
suitable manuals and made them flexible so that each country can adopt and adapt them according to the situation and needs. These volumes are designed to act as source material for launching continuing education programmes. UNESCO/PROAP hope that each country will develop its own system of continuing education. A number of Regional and Sub-Regional Workshops are planned to train key personnel who would be working for continuing education in their countries. ATLP-CE will provide basic materials for such workshops. I hope the countries will also use them in their national workshops.

In the end I would like to express UNESCO’s grateful thanks to all the experts who have contributed to conceptualise, develop and write ATLP-CE. I would like to request all the experts of continuing education to make suggestions to improve the series continuously. I firmly believe that in this ever changing panorama practitioners of education should not be silent spectators but the main actors to induce the change in the right direction.

Hedayat Ahmed

Director, UNESCO/PROAP
INTRODUCTION

Asia-Pacific Programme of Education for All (APPEAL) has the following Action Areas:

1. Universalization of Primary Education (UPE)
2. Eradication of Illiteracy (EOI)
3. Continuing Education for Development (CED)

UNESCO Principal Regional Office for Asia and the Pacific (PROAP) has been working very closely with the Member States to expand and improve Primary Education and Literacy Programmes. Specifically APPEAL Training Materials for Literacy Personnel (ATLP) has helped improve the quality of curriculum, learning materials and training for literacy programmes in Asia and the Pacific. Based on the experiences of ATLP, UNESCO/PROAP is developing APPEAL Training Materials for Continuing Education Personnel (ATLP-CE). It organized a Planning Meeting on 16-20 April 1990 in Hua Hin, Thailand, and developed the First Volume of ATLP-CE entitled: «Continuing Education: New Policies and Directions.» The Planning Meeting prepared guidelines for the preparation of training manuals for the following six types of Continuing Education Programmes:

1. Post-Literacy Programmes
2. Equivalency Programmes
3. Quality of Life Improvement Programmes
4. Income-Generating Programmes
5. Individual Interest Promotion Programmes
6. Future-Oriented Programmes

UNESCO/PROAP has convened a series of Technical Working Group Meetings of Experts and developed eight volumes of ATLP-CE. This book is the third volume in the series and it deals with equivalency CE programmes. The first volume, Continuing Education, New Policies and Guidelines establishes basic principles and should be read in association with this present volume.

Equivalency programmes are defined as alternative educational programmes equivalent to existing formal general or vocational education. As many Member States of the Region are aiming to achieve universal primary education as early as possible, this volume considers equivalency programmes at only the secondary level.
Various models for structuring general and vocational equivalency programmes are described and discussed and specific examples of equivalency curricula are reviewed. Comparisons are made between formal secondary schooling and non-formal equivalency programmes. The particular role of equivalency programmes in increasing access to secondary education is reviewed and strengths and weaknesses of the approach are identified.

Guidelines are provided for the production of learning materials, for establishing an infrastructure for implementation and delivery, for training personnel and for monitoring and evaluating equivalency programmes.

The volume includes a discussion of the special problems associated with equivalency accreditation and certification. Links with the formal system of schooling are discussed and the complementary relationship between formal education and non-formal equivalency programmes is emphasised. Clientele for equivalency programmes are identified and described.

The volume reviews the relationship between equivalency programmes and other types of continuing education and discusses the contribution of equivalency programmes in promoting life-long learning and the evolution of a learning society.

T.M. SAKYA

Co-ordinator «APPEAL»
Chapter 1
DEFINITION, ROLES AND CHARACTERISTICS OF EQUIVALENCY PROGRAMMES

A. INTRODUCTION

In education, an Equivalency Programme is defined as an alternative educational programme equivalent to existing formal general or vocational education.

Countries in the Region have come to recognize the critical role of education in individual and societal development and ultimately, national development, hence, the constitutional mandate on education. The world-wide economic decline; widening disparities in the distribution of wealth among and within nations; the dire consequences of war, civic strife, crime, environmental degradation, and rapid population growth among others, pose problems for all nations, which unless addressed effectively will constrain development. These global crises have ushered in new challenges to, as well as opportunities for revitalising the education sector for the purpose of building productive human resources.

Most developing countries have yet to achieve universal primary education. Their functional literacy rates are still low. The formal education system does not have adequate resources to satisfactorily meet the needs of its target clientele much less of the out-of-school population. A majority of the population still do not enjoy even the most basic form of education, hence the low level of work productivity.

The urgency of providing education for all as a strategy for accelerating individual and societal development has urged countries to rethink their educational policies and strategies. The aim is to make these policies sensitive and responsive to the complex needs and rapidly changing economic social and political patterns of the nation and the world.

In one country, (Philippines) this has been articulated succinctly by its President when she stated «...we have to rethink our ways of providing education amid scarce resources and go beyond the narrow confines of the classroom. We have to plan how the vision of lifelong learning rather than mere schooling can be the centerpiece around which our educational system can be reformed.»

In some countries, the concept of education outside the formal system is still unacceptable. To most parents, teachers, and students what matters most in one’s social participation is the possession of formal education credentials or certificates/diplomas. This social bias for formal education vis-à-vis non-formal can be re-directed through equivalency programmes in continuing education. A system of accreditation and equivalency can be established and/or expanded with the end in view of maximizing the individual’s socio-economic benefits derived from informal sources of knowledge like the home, workplace, media and life
itself; de-stigmatizing and according a measure of respectability to out-of-school education; reducing private demand for school-based learning; and promoting the flexibility of student entry to and from formal and non-formal channels of education. There are two ways of achieving this. One is to totally reform and revitalize formal education and the other is to establish a parallel alternative programmes equivalent to the formal system. The fact of the matter is that some Member States have still to attain Universal Primary Education. Among those who have attained that goal, many have not yet attained universal secondary education. In even the most advanced educational systems retention rates beyond the compulsory school years could be improved. While this situation prevails, massive changes within formal education to cater for the educational needs of all the community, no matter of what age or background, are unlikely and equivalency programmes will be required. Nevertheless a long term goal should be the reform of secondary schooling (see Chapter 8).

This present chapter discusses the definition and role of equivalency as given at the outset and reviews the implications of equivalency programmes.

B. DEFINITION ROLE AND IMPLICATIONS

As stated at the beginning of this chapter, an *Equivalency Programme* is defined as an alternative education equivalent to an existing formal general or vocational education programme.

Theoretically all levels and subsectors of education can include both formal and nonformal equivalency programmes. In many Member States which have not as yet attained Universal Primary Education, equivalency programmes exist at the primary level. Equivalency programmes also exist at advanced levels such as university or college, and Open Education Programmes leading to awards by equivalent formal university and college institutions are spreading rapidly.

The presentation in this volume, however, is limited to secondary level equivalency programmes because many countries of the Asia-Pacific region are still aiming at universalization of primary education. There already exist secondary equivalency programmes in some Member States, and others may benefit from their experiences.

Secondary Equivalency Programmes become necessary to meet the needs of learners who, for one reason or another, are not able to begin or continue their formal secondary education. Under these programmes learning may take place in the home, school, and community with various mechanisms and delivery systems. These may be, therefore, both in-school and out-of-school components.

It is to be noted that both in-school and out-of-school education programmes aim at the development of the whole person. However, in-school programmes most often prepare the learners for further study before entering the world of work while out-of-school programmes immediately prepare learners for the world of work while not closing the door for further study.
In some countries, learners find it more convenient to enrol in out-of-school education programmes to prepare for further study because of the flexibility of these programmes. This enables the learners to study at their own pace.

In most Member States Equivalency Programmes are administered by Departments of Non-Formal Education and they use less formal methods than in the formal school system. This, of course, is not the only possibility. A reformed «formal» system could also offer equivalency programmes.

C. CHARACTERISTICS OF NON-FORMAL EQUIVALENCY PROGRAMMES COMPARED WITH FORMAL EDUCATION

Differences between the non-formal approach adopted by most Equivalency Programmes and the more traditional practice in formal secondary or vocational schools are summarized in the following table, (table 1.1).

Table 1.1: Differences Between Equivalency Programmes offered by Non-Formal Departments of Education and Programmes offered by a Formal Educational System.

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Formal Programmes</th>
<th>Non-Formal Equivalency Programmes</th>
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<tr>
<td>1. <strong>Curriculum Content</strong></td>
<td>a. Most of the content prepares for further study but does not necessarily prepare for the world of work.</td>
<td>a. As much as 75% of the content may be equivalent to the formal programme but 25% may be replaced by work experience.</td>
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<td></td>
<td>b. Stresses preparation for further study only.</td>
<td>b. Allows for both possibility of further study and for entering the world of work.</td>
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<td></td>
<td>c. Courses and content follow a standard school curriculum.</td>
<td>c. Courses and content might be quite different but be legally considered to be equivalent to the formal programme.</td>
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<td>2. <strong>Admission</strong></td>
<td>Usually by passing entry examinations or their equivalent.</td>
<td>Usually “open admission” based on life experience.</td>
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<tr>
<td>3. <strong>Age of Admission</strong></td>
<td>Usually those of “normal” secondary school age.</td>
<td>Any age provided diagnosed as capable of completing the course.</td>
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These distinctions are of course becoming blurred as the formal secondary system itself becomes more open and experimental. In Member States such as Australia and New Zealand which have de-emphasised the role of formal examinations, the formal system is becoming more non-formal in its approach with a greater emphasis on «open» education and on self-paced learning. This trend is also evident in other Member States in the Region. In fact if the «formal» system evolved more rapidly to develop a totally flexible and «open» approach to admission, programmes and certification, then equivalency programmes would not be needed.

**D. EQUIVALENCY PROGRAMMES AND CONTINUING EDUCATION**

Under ATLP-CE Continuing Education is defined as the opportunity for adults to engage in lifelong learning. It is the mechanism for achieving a learning society (see volume 10 of ATLP and Volume I of ATLP-CE). Equivalency programmes are one type of continuing education since they provide an opportunity for adults who have completed primary education or its equivalent to continue in structured education such as secondary school type programmes even if they have failed to gain admission to formal secondary education or if they have dropped out of secondary education.

Some forms of equivalency programmes prepare learners for the examinations of the formal secondary school system. Others provide independent awards which are recognized by the community as being equivalent to the awards of the formal system. Whichever the forms, however, the purpose is to provide an opportunity to continue to learns and perhaps to re-enter the formal system at a higher level. Age is not a barrier.
Equivalency programmes, therefore, are an important component of continuing education, especially in Member States which are still aiming to achieve universal secondary schooling and in which the formal system is under strain to accommodate school age learners and so cannot afford to cater for others.
Chapter 2

STRUCTURAL MODELS FOR SECONDARY EDUCATION EQUIVALENCY

A. INTRODUCTION

Because Secondary Equivalency Programmes cater for more mature people than the traditional formal educational system in terms of both age and life experience, the structure of equivalency programmes can be more open and flexible than the strictly graded structure of most formal systems.

This flexibility is usually reflected in the following ways:

a) Progression from level to level is usually more relaxed with less emphasis on formal levels or grades.

b) The rate of progress from level to level can be accelerated so that the time needed to attain any award or to reach a particular grade level equivalent to the formal system can be reduced.

c) Because most of the learning is self-directed and self-paced it is easier to provide alternative programmes to cater for special interests (e.g. vocational education vis-à-vis general education).

With these features in mind it is possible to develop a general structural model to represent the relationships between alternative equivalency programmes and a formal system of secondary school education. Such a model is presented below. Later sections of the chapter show some variants of the general model to cater for different patterns of formal education in some Member States.

B. A GENERAL STRUCTURAL MODEL

A general model presented here makes several assumptions about the structure of formal secondary schooling. These assumptions are based on an analysis of the most common practice in the Region. The assumptions are as follows:

a) Students enter secondary school after successfully completing six years of primary schooling.

b) There are six years of secondary schooling comprising school years (grades) 7 to 12.
Secondary schooling is divided into two sub-levels level I (sometimes termed Junior Secondary) for school years 7 to 9 and level 2 (sometimes termed Senior Secondary) for school years 10 to 12.

In Member States which have attained Universal Secondary Education (e.g. Australia, New Zealand, Japan, Russia) secondary schooling is compulsory at least to school year 9. (In some countries to year 10).

Levels I and II of the secondary school system each leads to awards namely a Junior Secondary Certificate and a Senior Secondary Certificate.

Secondary schools provide at least two alternative strands, (i) Strand I: General Education, and (ii) Strand II: Vocational Education.

Both strands of secondary schooling lead to further study, employment or both.

Progression from level 1 (junior secondary) to level 2 (senior secondary) is usually based on merit and in most Member States is conditional on meeting defined standards assessed by an examination.

Promotion to post-secondary education is determined by merit and is assessed by a Certificate Examination conducted at the end of year 12.

Any alternative system of education, if to be deemed equivalent to the formal system, needs to take these features into account.

It is stressed, however, that this pattern represents the most common practice and that there are variations from Member State to Member State. Two variants of the structural model will be presented later in the chapter to accommodate these differences.

Given these assumptions a general structural model for two equivalent alternative secondary educational programmes has been developed and is presented below (figure 2.1)

The general model (Figure 2.1) has the following features:

a) It shows the «grades» or levels of formal secondary education in the vertical columns of boxes numbered 7 to 12 at the left and right margins of the figure.

b) Two alternatives strands of secondary education are shown (i) General Education (to the left of the figure) and (ii) Vocational Education (to the right).

c) An equivalent structure for both general and vocational education is shown represented by two ovals to the left (for general education) and two ovals to the right (for vocational education)
d) In both the general and vocational educational alternatives the bottom ovals represent the equivalent of the formal junior secondary grades (7-9) and the top ovals represent the equivalent of the formal senior secondary grades (10-12). The ovals are intended to indicate that progression from grade to grade is not as rigid as for the formal system within the junior and senior secondary programmes.

e) The separation of the lower (junior) and the upper (senior) secondary level ovals is intended to stress that progression from junior to senior levels depends on gaining a Junior Secondary Certificate.

f) An important feature of the model is the assumption it makes that horizontal transfer can occur between general and vocational education and between the formal system and its alternative and that this can occur at any grade of the formal system or its equivalent.
g) A further assumption is that the so-called formal system should be administered by a Department of Formal Education and that the alternative equivalent should be administered by a Department of Non-Formal Education. The justification for this assumption is in terms of the relative inflexibility of formal education in many Member States to deal with the constraints on the system as education strives to achieve universal secondary education.

C. IMPLICATIONS OF THE GENERAL MODEL

The model can be certification-based or competency-based. For example, in the general secondary non-formal education stream, completion of Level 1 entitles that learner to a junior secondary certificate which is equivalent to finishing grade 9 in the secondary general/vocational stream. This means that the learner has obtained the competencies required for the level. The learners could then opt to enter the formal channel at grade 10 with this certification from the non-formal channel. Learners may go from one stream to the other as indicated by the arrows.

The dotted lines of the model indicate the possibility of transfer through an accreditation test, while the solid lines indicate the free movement to another stream of an educational programme without a test. In this case (solid lines) the certification of each level is sufficient to be qualified rather than taking a special accreditation test.

These alternative equivalent secondary education programmes can provide a second chance educational opportunity to learners in various ways.

After completing a certain educational programme package, the learners get the appropriate certificate and also achieve the appropriate level of competencies. Specifically, in the general secondary non-formal education stream, they can get a Level 1 General Secondary Education certificate through the completion of the Level 1 general non-formal education programmes. Likewise, they can gain the semi-skilled competencies through the completion of the Level 1, and the skilled competencies of Level 2 through the completion of vocational secondary non-formal educational programmes.

Each stream also consists of two hierarchical courses organized as Level 1 and Level 2. In the general secondary non-formal education, the Level 1 courses provide the lower level equivalency programmes for the learners to enter the world of work and to prepare for further study or to transfer to the formal education channel. These Level I courses are equivalent to the lower secondary general education, grades 7 to 9.

When they complete the Level 1 programmes, learners can proceed to the Level 2 secondary general non-formal education certificate. At the same time, they can achieve the mid-level general learning competencies. Like Level 1, Level 2 courses prepare students of the upper-level equivalency programmes for the world of work, or for further study, or to transfer to the formal education.
These Level 2 alternative courses are equivalent to the upper-general secondary education, grades 10 to 12. Also, learners can get the Level 2 general secondary non-formal education certificate and achieve the higher-level general learning competencies.

The secondary vocational non-formal education programmes are equivalent to the secondary vocational formal education. In this second stream, there are two levels of vocational equivalency programmes. Level I is the lower-level vocational equivalency programme for the learners preparing for the world of work while Level 2 is equivalent to the upper-secondary vocational education.

The Level I courses are equivalent to the vocational secondary formal education, grades 7 to 9. When the learners complete Level 1 courses, they can get the Level 1 vocational secondary non-formal education certificate equivalent to the lower-secondary vocational education certificate. At the same time, they can achieve semi-skilled level competencies. The Level 2 courses provide the upper-level secondary non-formal vocational education equivalent to the secondary vocational formal education. These courses are equivalent to the 10th-12th grades curriculum in the secondary formal vocational education. When learners complete the Level 2 courses, they can get the Level 2 secondary non-formal vocational education certificate equivalent to the upper-secondary formal vocational education certificate. And also, they can achieve skilled-level vocational competencies.

All these equivalent programmes provide alternative and second chance educational opportunities for the learners who want to prepare for further study and/or to prepare for the world of work at the secondary education level.

There should be a free movement of learners from non-formal education to the formal education channel and vice-versa within similar areas of the educational programmes.

This model is suggesting a free movement and possibility of transferability between formal (in-school) and non-formal (out-of-school) education channels at all grades. When the learners finish Level 1 of general secondary non-formal education programme, they should be able to transfer to the general secondary formal education without any kind of accreditation or examination, just through the completion of Level 1. If the learners want to move or to transfer to formal education programmes in the process of studying Level 1 and Level 2 courses without completing these courses, they should also be able to transfer. But in this case, they should take the placement test as a sort of accreditation system and then they can be placed in the appropriate grade level of the formal education system.

D. VARIANTS OF THE GENERAL MODEL

Because of differences between the formal school systems of Member States, and because some Member States have already introduced non-formal alternatives equivalent to their formal systems, the general model presented above may not be appropriate for all Member States and two variants are given below. The general model or its variants are presented only as
exemplars and should be regarded only as suggestions for Member States to adopt or adapt according to their needs and circumstances.

a) VARIANT 1: in which the formal education system offers only a General Education Programme but where its non-formal alternative provides an integrated general and vocational programme (Figure 2.2).

**Figure 2.2 Variant Model for equivalency programmes with general and vocational secondary education integrated**

This variant stresses the importance of including vocational elements in alternative programmes which are components of continuing (adult) education. In this variant the nonformal equivalent programme accommodates both general and vocational elements rather than separating them as in the General Model (Figure 2.1) Level 1 of the general-vocational secondary non-formal education programme is equivalent to grades 7 to 9 in the general secondary formal education programme while Level 2 is equivalent to grades 10 to 12.
Dotted arrows indicate possible entries to and from one alternative to the other at particular grade levels. Solid lines indicate completion of the level. For instance, completion of Level 1 in the non-formal programme is equivalent to completion of grade 9 of the formal system and level 2, to grade 12. Completion of Level 1 (non-formal) should entitle the learner to a junior secondary certificate with semi-skilled competencies while Level 2 should entitle the learner to a senior secondary certificate with skilled competencies. This is because as mentioned earlier, general and vocational education are integrated in this variant model.

b) VARIANT II: in which the formal educational system and the non-formal equivalent both offer general and vocational alternatives (as in the general model) but in which the nonformal alternative offers two types of programme: (i) type 1 graded as the formal system, (ii) type 2 with ungraded accelerated progress in both the junior and senior secondary systems. This variant could be termed a formal and non-formal approach with the non-formal alternative offering a semi-formal option (Figure 2.3).

Figure 2.3 Variant Model of equivalency programmes with semi-formal secondary general and vocational education elements
From the Figure, it can be seen that in this variant the secondary non-formal education stream is of two types. Type 1: the lower-level secondary non-formal education is equivalent to grades 7 to 9 of the secondary formal education stream, while the upper-level secondary nonformal education is equivalent to grades 10 to 12 of the secondary formal education grade for grade. The second type consists of Level I (1-2 years courses), and Level 2 (1-2 years courses), and indicates that learners in this strand can proceed more flexibly and at a faster rate.

E. POSSIBLE FUTURE MODEL

Continuing education equivalency programmes are very much needed at this moment, because there are too many people who are left-out of secondary formal education, namely: (a) those with no chance of going for further study after graduation from the primary school, or its equivalency, and (b) drop-outs from secondary formal education.

If in the future, all out-of-school youth and adults have already utilised the learning opportunities provided through the equivalency programmes, and all children and youth have gone successfully through compulsory primary and secondary education, and we assume that there are no drop-outs, then there is no further need to emphasise equivalency programmes.

What is then needed would be the clear formulation of goals of education to be attained by the learners through varieties of educational programmes (short-term, long-term) and varieties of courses to serve individual interests and needs including tertiary educational programmes, and the present so-called equivalency programmes (but not called equivalency programmes any longer!). These future programmes would serve the learners, both for making them alert to the changing conditions due to scientific and technological developments, and for helping them to be more productive citizens. Probably they would learn more on a part-time basis fulfilling the goals of a learning society.

In such a future many alternatives would be available to cater for a wider variety of interests and needs and each alternative would be equivalent to all other alternative. The general model and its variants as presented in this chapter would be no longer appropriate.
Chapter 3

ORGANIZATIONAL INFRASTRUCTURE

GENERAL BACKGROUND

While infrastructures for continuing education vary from country to country, all Member States in the Region have an educational structure within which equivalency programmes under continuing education can be placed. Invariably, this would be the Ministry/Department of Education (Education and Culture or Education, Culture and Sports) which is the lead agency for education in the country. This is not to say there is no place for Non-Government Organizations (NGOs) - quite to the contrary. NGOs, however, would need to function within the general parameters and infrastructures determined in the main by government.

In fact, in most countries with alternative secondary education programmes, such programmes are the main responsibilities of the Education Ministry or Department. Within the Ministry or Department, there is usually a department/bureau/office in charge of the programmes. Usually, in these countries, the organizational infrastructure for continuing education which includes equivalency programmes, follows the organizational structure of the Education Ministry or Department. However, the implementation of equivalency programmes to be successful should be the responsibilities of both governmental organizations (GOs) and non-governmental organisations (NGOs) to guarantee the movement towards education for all and all for education, and the building of a learning society.

Some Member States may wish to adopt or adapt the broad infrastructure for continuing education described in ATLP-CE Volume 1, (see Figure 3.1). It is suggested that a section in charge of equivalency programmes should be situated in the Executive NCCCE at the national level. This section should work in close coordination with existing accreditation/examination/ testing boards or centres. There should likewise be a section in charge of equivalency programmes at the provincial/regional level down to the district/local LCCCE levels. This is shown in the figure, (Figure 3.1).

It should be noted, however, that the Council for Continuing Education at national, regional/provincial, and district/local levels are inter-agency in nature composed of representatives form GOs and NGOs with the Educational Ministry/Department as the lead agency.
Figure: 3.1 An infrastructure for continuing education

NCCCE = National Coordinating Committee for Continuing Educational
PCCCE = Provincial Coordinating Committee for Continuing Education
LCCCE = Local Coordinating Committee for Continuing Education
E.P. section = Equivalency Programmes Section
FUNCTIONS AT DIFFERENT LEVELS

The functions or tasks of the three levels of the overall infrastructure of equivalency programmes in continuing education are described below:

1. National level

The tasks at this level are:

a) Policy making

For proper programme implementation, there should be governing policies and clear guidelines regarding equivalency programmes especially in the areas of certification and accreditation; financing; curriculum; linkages between formal and non-formal education, and training of personnel.

As mentioned earlier, the Section in charge of equivalency programmes at the national level should work in close co-ordination with existing accreditation, examination or testing boards or centres. This is because certification and accreditation are at the core of equivalency programmes. Learners view certification and accreditation of learning programmes attended outside the formal education channel as an enabling means for social mobility and acceptance in the world of work.

Formulation of policies on certification and accreditation may be guided by the following aims of accreditation and equivalency:

1) maximising the socioeconomic benefits derived by learners from informal sources of knowledge like the home, the community, media, and life itself;

2) according recognition to out-of-school education to bring it at a par with formal education thus removing the social bias for formal education vis-a-vis non-formal;

3) reducing the demand for formal education at least as it is presently constituted;

4) promoting flexible entry to and from various alternative channels of education.

The present system of accreditation and equivalency in some countries may have to be expanded, specifically at the secondary level, to cater to the potentially productive age groups who will be contributors to nation-building.

National policies on certification and accreditation should:

1) Define the standard of competencies appropriate for entry into defined levels and grades of education.
2) Provide guidelines for the recognition of various alternative programmes.

3) Establish appropriate accrediting bodies for equivalency programmes.

4) Establish an organisational infrastructure for equivalency programmes.

Some countries have a clearly stated policy «that education should be a lifelong process and should be implemented within as well as outside the school system».

With this as legal basis, a relatively strong non-formal (out-of school) education equivalency programme has emerged in these countries. A final achievement test is given to those who complete the courses and certificates are awarded. In some countries, this certificate is equal in value to that granted by the regular full-time formal education. This has yet to be realized in other countries.

Clearer guidelines should also be formulated regarding curriculum development; personnel recruitment, selection and training; and the linkage between formal and nonformal education channels as they are presently operating.

b) Planning

National level planning tasks include the following:

1) Identification of the target groups and setting annual enrolments by locality. Target groups are those who completed primary schooling but were unable to continue or who have dropped-out from the secondary level. How many and where are they located? What are their needs?

2) Annual budget for target groups by programme and by locality. Financing has always been inadequate for equivalency programmes, hence, the need to include adequate provision for these in the annual budget. The budget needed would depend on the teaching methods adopted; the length of the programme, and the number of participants involved.

3) Personnel recruitment, assignment, training and support. These are subsumed under management of the programme. Criteria for selection and assignment have to be made, and training and support provided.

c) Monitoring and evaluation.

At national level, monitoring should occur to find out if plans are being implemented as scheduled while the main purpose of evaluation is to determine whether the programme has been successful in achieving its objectives. Formative and summative evaluation should be undertaken. Feedback from monitoring and evaluation would guide policy makers and implementors on the next step to be done, i.e. to improve, continue, or terminate the programme.
2. Provincial level

The regional or provincial level committee for equivalency programme should have the following functions:

a) Interpreting and applying policies on equivalency programmes at provincial or regional level.

b) Identifying categories of clientele and catering to their needs.

c) Promoting, facilitating, accrediting, and coordinating delivery systems, programmes, activities and agencies for equivalency programmes throughout the province or region.

d) Establishing and/or strengthening provincial or regional networks for equivalency programmes.

e) Developing, adapting and distributing good quality teaching-learning materials.

f) Monitoring and evaluating the impact of equivalency programmes at provincial or regional and district and local levels.

g) Conducting research and development in equivalency programmes.

h) Preparing and submitting reports as needed.

Personnel at this level in charge of equivalency programmes need to be trained to be able to do the above mentioned tasks effectively.

3. District/Local level

Tasks at the district and local levels are:

a) Providing and making available equivalency programmes for clientele.

b) Establishing linkages/accreditation with other providers of equivalency programmes in the locality.

c) Coordinating with regional/provincial level equivalency programmes personnel

d) Evaluating local equivalency programmes.

Training is also needed for personnel at this level considering that equivalency programmes are implemented at this level.
Chapter 4

CLIENTELE, DELIVERY SYSTEMS, AND LEARNING RESOURCES

A. CLIENTELE

Equivalency programmes in secondary education are intended for the graduates of primary school, or its equivalency who cannot or who may not wish to proceed to formal secondary education and for secondary education drop-outs. The clientele are usually unemployed out-of-school youth and adults who are ambitious and self-motivated, or youth and adults who are seeking accreditation for employment or promotion, and those who are unable or unwilling to attend formal secondary education. Normally, they are 13 years old and above.

The clientele need to be informed and motivated to enrol in equivalency programmes because a key aim is to develop a learning society. All people need to learn life-long if the overall quality of life is to be improved.

Learning guidance should be provided by the management of the equivalency programmes, both before and during the learning processes, for the effective implementation of programmes.

B. DELIVERY SYSTEMS

As far as possible, efforts should be made to integrate the motivating factors in the learning materials. One aspect is the way learning materials are written, that is, in the form of modules, or self-instructional, or do-it-yourself materials with or without kits which facilitate self-learning or autonomous learning. Other aspects might be the relevance of illustrations used, the relevance of national songs, and so on. Both the software and the management of equivalency programmes must be made relevant and attractive.

Like any other out-of-school educational programme equivalency programmes must be flexible in nature, and should help the learners in employment and income-generation. As mentioned above, equivalency programmes should be a preparation for the world of work without closing the door for future study. Therefore, the delivery systems must also be flexible, and the possibility of using a combination of two to three delivery systems simultaneously should not be overlooked.

One. The first and most obvious type of delivery system is the classroom type setting or learning group approach using various face-to-face teaching methods, including modern and traditional audio-visual aids. The contact sessions would not be as regular as in formal secondary education and would depend on the nature of the courses or subject matter taken and the available time of the learners. The classroom type or learning group delivery system should also be made flexible to suit the needs of both the learners and the «volunteer» teachers or tutors. This system should use methods relevant and appropriate to both the clientele and to the purpose of the programmes.
Two. The second type of delivery system is *distance or correspondence learning* which should be combined with the learning group and the self-learning or autonomous learning approaches. The software prepared for distance learning, either through basic textbooks, newspapers, magazines, or radio and television should encourage discussions in learning groups. The «learning-together» idea facilitates mutual encouragement and mutual learning processes making learning more effective, efficient, and productive.

Three. The third type of delivery system is the *self-learning or autonomous learning delivery system*. Even very highly motivated learners will not use this delivery system alone. Thus, as already elaborated above, this should be combined with learning groups or classroom type settings.

Consequently, one may say that some of the learning materials may be studied individually, and then have the mastery level tested in the learning groups or classroom-type setting before the final examinations (Level 1, then Level 2 of equivalency programmes, either general or vocational non-formal education). Some others may be studied directly in a learning group, or in a classroom followed by discussion, perhaps, after listening to a radio or television broadcast. Still some others may be related to relevant skills (for earning a living) and can be practised together in a small learning group.

C. LEARNING RESOURCES

Besides the learning materials (textbooks, reading books, etc.) developed and produced in the form of self-instructional or do-it-yourself materials (with or without kits) other learning resources are also very much needed. These are reviewed below:

1. *Teachers, tutors, and facilitators*

   The principle to be applied in out-of-school educational programmes in general, and in equivalency programmes in particular is the effective utilisation of any available and willing educated personnel, i.e. teachers (with teaching certificates), secondary education graduates and university graduates as tutors (to be trained in relevant teaching methods), and learning facilitators or organizers. These educated personnel must be trained in motivational techniques, in programme management, and in teaching techniques not only approaching the whole learner (cognitive, affective, and psychomotoric domains) but also in provision of functional knowledge, relevant skills, and in the development of appropriate mental attitudes. NGOs could have an important role in the provision of suitable personnel.

2. *Facilities and equipment*

   The principle to be applied here is the utilization of any available facility, such as the home, the school, the mosque or the church, the learning centre, the commercial centre, learning group sites, etc. for the implementation of the equivalency programmes. The same principle applies also to the provision of learning equipment, both traditional and modern, such as audio-visual aids,
raditional games and plays, laboratory equipment for scientific experimentation and so on.

3. Testing instruments

Because there is a free movement (entry, re-entry) from in-school into out-of-school secondary education programmes and vice versa, then there is a need to have some kind of mastery tests for placement purposes. Besides, there is a need to have diagnostic tests to be used in order to identify the most appropriate learning processes for the learners, both in terms of the difficulties faced and also the things which facilitate learning. For Levels 1 and 2 equivalency programmes there should be standards equal to formal secondary education grades 9 and 12 with the competencies they entail, and for this purpose the development and provision of standardized tests is a sine-qua-non.

4. Individualised records

As mentioned above, equivalency programmes should be implemented in a flexible way. This means for one thing that even final examinations may be administered one subject at a time, or all subjects may be tested at the one time. Therefore, there is a need to keep individualized records on learners’ progress. Such records are also important because the secondary education equivalency programmes may last from three to six years and cumulative records should be maintained.

5. Acceptance certificates

Level I and Level 2 certificates of equivalency should be accepted, either for entering relevant levels of secondary formal education, both general and vocational, or for entering the world of work. This acceptance is very necessary in boosting equivalency programmes in the country and in the movement towards the evolution of a learning society, and the concept of education for all and all for education.

6. Learning Centres

Learning Centres are an especially important resource in all types of continuing education but especially for equivalency programmes. They provide alternative venues to those provided by the formal educational system and as such can be made appropriate for mature adult learners. Being separate from formal schools they can offer activities and extended hours (including school hours) and can therefore promote flexibility and innovation. They provide focal points for a wide range of community activities of which equivalency programmes may be one among many. Learning Centres may be government sponsored or provided by NGOs.
Chapter 5
CURRICULUM FRAMEWORK AND MATERIALS DESIGN

A. CURRICULUM FRAMEWORK

Equivalency programmes comparable to the formal education channel with equivalent achievement in terms of human development provide opportunities for learners to continue their education.

The curriculum framework and materials design for equivalency programmes should be consistent with the delivery mechanisms earlier discussed which are: a) contact session; b) distance education; and c) self-study (Chapter 4).

The curriculum of a secondary equivalency programme should be equivalent to existing general or vocational formal secondary education to serve the needs of target groups, such as those who have completed primary schooling or its equivalency, or secondary school drop-outs.

Since equivalency programmes are intended to prepare learners to enter the world of work or for further study, the curriculum should be based on identified needs from which goals and objectives to be achieved are derived. Relevant goals and objectives may be shown, as follows:

1. **Goals**
   a) To enable learners through equivalency programmes (EP) to acquire occupational knowledge, attitude and skill (KAS) to enhance their quality of life.
   b) To enable learners through EP to adjust to present and future changes in the society as influenced by the development of science and technology.
   c) To enable learners through EP to acquire KAS relevant to nation-building and the unity of the nation and at the same time prepare them for further study.

2. **Objectives**
   a) To utilize problem-solving methods in real-life situations.
   b) To utilize functional and relevant KAS for self-improvement and to become productive workers.
   c) To acquire positive values, appropriate attitudes, and mastery of the national language and functional foreign language to enhance community
participation, good citizenship, and international understanding.
d) To attain essential KAS to be able to adjust to societal changes.
e) To gain KAS to be able to continue further study.

Based on these objectives the following content is suggested:

3. **Content of Equivalency Programmes**

Since equivalency programmes are alternatives to formal education and cross-over between the alternative systems should be possible at every level (grade), it is clear that the content should be appropriate for and acceptable to both systems. If this is not the case, cross-accreditation and mutually recognised awards would not be possible. Nevertheless, programme provided by an equivalency system as an alternative to formal education should recognize that its slant should be towards the needs of its special clientele. It should focus on achieving not only the goals and objectives of the formal system, but special goals and objectives of its own as set out above.

Content should be added or adapted to meet the special goals and objectives and considerable attention should be given to the special needs of adult learners.

The contents which could be emphasised are listed below:

a. **Life Situations**

1) Problems in real-life situations
   a) Health and sanitation
   b) Nutrition
   c) Family life and family planning
   d) Unemployment
   e) Environment degradation
   f) Others, suited to local situation

2) Problem-solving methods

b. **Self-improvement**

1) Various existing occupations/job opportunities.
2) Relevant skills to be mastered and how these are applied.
3) Work ethics and values.
4) Constructive labour and industrial relations.
c. community participation and civic consciousness

1) Rights and duties of a citizen.
2) Leadership qualities.
3) Mastery and proper utilisation of the national language and/or functional foreign language.
4) Positive values, i.e. integrity; honesty; patience; industriousness; cultural and national identity.

d. Science and technology

1) Natural and physical sciences.
2) Social and human sciences.
3) Technological innovations/changes and impact on the environment and life-style of the people.
4) Functions and dysfunctions of science and technology.

B. CURRICULUM RESPONSES TO THE GENERAL MODEL OF SECONDARY EDUCATION EQUIVALENCY

As outlined in Chapter 2 the structure of equivalency programmes can be represented by a general model with two major variants to cater for different educational approaches followed by Member States. In this section B a curriculum framework is provided only for the general model. In Sections C and D frameworks are provided for each of the variants. The general model, however, is complicated by the fact that most Member States offer general education and vocational education options within that model, (Figure 2.1).

This section of chapter 5 describes a curriculum plan for these two options within the General Model. (chapter 2 figure 2.1)

The curricula described are presented as exemplars only and not as models of excellence. Member States would need to develop their own curricula according to their needs and objectives.

B.I A CURRICULUM FOR THE GENERAL EDUCATION OPTION WITHIN THE GENERAL MODEL

The following exemplar is based on the experience of one Member State (Thailand) with some modifications to make it more widely applicable.
a) Curricula for Secondary Certificate level I

(Junior Secondary) - GENERALEDUCATION OPTION

The curriculum structure for the formal education approach to general education for grades 7, 8 and 9 is given in Table 4.1 and the equivalency alternative is given in Table 4.2.

Table 4.1: SECONDARY FORMAL EDUCATION CURRICULUM LEVER, 1

**GENERAL EDUCATION**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core course</td>
<td>Elective course</td>
<td>Core course</td>
</tr>
<tr>
<td>1. Language</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>1.1 National</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Foreign</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Science - Mathematics</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2.1 Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Social Science</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4. Life experience</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4.1 Physical Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 Art</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5. World of work</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5.1 Job</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5.2 Vocational planning</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>14</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Activities mentioned</td>
<td>30</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>according to the curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Scouting</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2.2 Others</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3. Guidance or extra activities</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4. Innovative project created by learners</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Grand Total</td>
<td>35</td>
<td>35</td>
<td>35</td>
</tr>
</tbody>
</table>

28
Notes
Four required courses in the left hand side of the table 4.2 are compulsory and in addition three courses from the right hand side of the table should be selected by the learners.
There are interesting differences between the two alternatives. These are summarised in the following table. (Table 4.3)

**Table 4.3: Differences Between Formal and Non-Formal Alternatives at Level 1 of Secondary Education (General Education)**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Formal System</th>
<th>Non-Formal Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main objective</td>
<td>To provide general education and to provide for further study at level 2.</td>
<td>To provide both general and semi-skilled vocational education and to prepare for further study at level 2.</td>
</tr>
<tr>
<td>Target</td>
<td>Main stream school-age students continuing directly from the completion of primary schooling.</td>
<td>Mainly for more mature age groups who have completed primary schooling but who have dropped out of secondary school.</td>
</tr>
<tr>
<td>Delivery</td>
<td>Mainly by conventional classroom instruction</td>
<td>Learners may enrol in any one of three delivery mechanisms (contact session; distance education; or self-learning) or may choose to enrol in all types for each semester depending on the courses taken.</td>
</tr>
<tr>
<td>Duration</td>
<td>Three years.</td>
<td>Two years (less than formal system.)</td>
</tr>
<tr>
<td>Electives</td>
<td>About one-third Elective</td>
<td>One half elective</td>
</tr>
<tr>
<td>Vocational Emphasis</td>
<td>About 4%</td>
<td>Usually about 25%</td>
</tr>
<tr>
<td>Methods</td>
<td>Conventional teen-age orientation</td>
<td>Non-formal adult orientation</td>
</tr>
<tr>
<td>Cross Accreditor</td>
<td>Informal credits only</td>
<td>Accelerated progression (less than two years) based on certificates received from other vocational training (formal or from private companies)</td>
</tr>
<tr>
<td>Award</td>
<td>Certificate awarded after grade 9 examination</td>
<td>Learners receive certificate of completion when all specified course requirements have been accomplished.</td>
</tr>
</tbody>
</table>

Comparisons between the two alternatives indicate a greater degree of flexibility in the non-formal alternative and a greater emphasis on vocational training even though this is a general education programme. The cross creditation programme of experience and training given by other agencies is an important feature of this type of approach.
b) Curricula For Secondary Certification level II

(Senior Secondary) - GENERALEDUCATION OPTION

The curriculum structure for the formal education grades 10, 11 and 12 is given in Table 4.4 and the non-formal equivalency alternative is given in Table 4.5.

Table 4.4: SECONDARY FORMALEDUCATION CURRICULUM LEVEL 2

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grades 10-12</th>
<th>Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>Learners must select at least 45 credits provided in the curriculum among</td>
</tr>
<tr>
<td></td>
<td>instructional hours per week</td>
<td>- Language (Thai and/or foreign)</td>
</tr>
<tr>
<td></td>
<td>Core subjects</td>
<td></td>
</tr>
<tr>
<td>1. National language</td>
<td>6</td>
<td>- Social Studies</td>
</tr>
<tr>
<td>2. Social studies</td>
<td>6</td>
<td>- Art</td>
</tr>
<tr>
<td>3. Physical Education</td>
<td>3</td>
<td>- Science</td>
</tr>
<tr>
<td>4. Science</td>
<td>-</td>
<td>- Mathematics</td>
</tr>
<tr>
<td>5. Vocational foundation</td>
<td>-</td>
<td>- Vocation</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Activities

1. Activities mentioned according to the curriculum
   one credit/week/term

2. Guidance on life experience
   two credits/week/term

3. Innovative project credited by learners
   .
Table 4.5:

SECONDARY NON-FORMAL EDUCATION CURRICULUM LEVEL 2

GENERAL EDUCATION

Required Courses
- Language 1
- Social Science 1
- Physical Education
- Mathematics
- Science 1 (Physical Biological Sciences)
- Science 2 (Physical, Chemistry, Biological)

Elective Courses
- Language 2
- Social Science 2
- Science 3
- Mathematics
- Foreign Languages
  (cannot enrol in more than 2 courses)
  - English
  - French
  - German
  - Japanese
  - Arabic
  - Pali

Vocational Basic Courses
- Industry
- Agriculture
- Home Economic
- Commerce
- Handicrafts
- Arts

Activities

Vocational Subjects
For secondary grades 10, 11 and 12 there is usually more convergence between the two alternatives in terms of curriculum content although methods and delivery systems may vary. This is particularly the case with the two general education options. This is partly because each of the alternatives must prepare learners for further study and the next level is higher Education (universities, higher vocational polytechnics, junior colleges and the like). Both alternatives emphasise both knowledge and skills within the framework of general education.

Many of the differences between the two alternatives as outlined in Table 4.3 nevertheless remain. The non-formal alternative tends to be adult oriented while the formal alternative is more «school» oriented catering for the needs of adolescents.

Because of the greater convergence between the two alternatives at this level some Member States develop the curriculum of the non-formal equivalency option by borrowing programmes from the formal school system. These programmes, however, are almost always rewritten in the form of do-it-yourself units or modules (with or without kits) or are modified in some other way to fit the needs of more mature learners.

B. A CURRICULUM FOR THE VOCATIONAL EDUCATION OPTION WITHIN THE GENERAL MODEL

As in the case of the general education option the following exemplar is based on the experience of one Member State (Thailand) with some modifications to make it more widely applicable.

In the interests of brevity an account is given only of secondary level I (grades 7 to 9). Table 4.6 shows the vocational oriented option within the formal system and Table 4.7 gives the structure for the vocational option offered by the non-formal alternative.
Table 4.6: SECONDARY FORMAL EDUCATION CURRICULUM Level I
VOCATIONAL EDUCATION
Grades 7 to 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Instructional hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Foundation cluster*</td>
<td>1,320</td>
<td>25-30</td>
</tr>
<tr>
<td>2. Vocational cluster*</td>
<td>1,360</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>70-75</td>
</tr>
<tr>
<td>3. Elective</td>
<td>1,900</td>
<td></td>
</tr>
<tr>
<td>3.1 Vocation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Subject elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3 Practicum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Other activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,580</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Sample of each cluster
1. Foundation cluster:
   - National Language
   - Social Science
   - Hygiene
   - Physical Education
   - Science
   - Mathematics
   - English
   - Scouting
   - Other appropriate courses related to daily situation

Table 4.7: SECONDARY NON-FORMAL EDUCATION CURRICULUM LEVEL 1
VOCATIONAL EDUCATION
Grades 7 to 9

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Courses</td>
<td>Elective Courses</td>
<td>Total Credit Units</td>
</tr>
<tr>
<td>The World of work</td>
<td>3</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Marketing and Management</td>
<td>3</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Vocational Skills</td>
<td>-</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Practicum</td>
<td>12</td>
<td>-</td>
<td>12</td>
</tr>
<tr>
<td>Quality of life</td>
<td>6</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>6</td>
<td>30</td>
</tr>
</tbody>
</table>
Not surprisingly there is much greater convergence between the formal system and its non-formal equivalent alternative in the area of vocational education as compared with general education.

In both alternatives the aim is to achieve the dual objectives of developing vocational skills and helping individual develop as whole persons. The differences between them stem mainly from the different clientele. As in the case of the general education option learners in the formal system are mainstream teen-age school students continuing into junior secondary directly from primary school. In the non-formal equivalent alternative the learners are those students who did not proceed beyond primary school or who began formal secondary schooling and dropped out.

In the formal system learners are introduced to vocational opportunities and develop both general vocational skills and more specialized skills according to the vocational clusters of their choice (Table 4.6). In the non-formal alternative learners are not only introduced to new skills but also build on existing vocational skills (if any) and learn more to cope with the problems of their daily lives.

In the formal alternative both general and vocational teaching is fairly traditional in regard to methodology. In the non-formal alternative learners are taught, as adults, to search for new knowledge (learning how to learn). Usually in the formal system instruction is in traditional classrooms and workshops. The non-formal alternative has guided instruction in either contact sessions or by self-study.

In the formal system little experiential vocational education is now provided, but in the non-formal alternative learning can be «on job», that is it can be located in factories, farms, shops and so on. In the non-formal alternative actual apprenticeships can be established while this is not yet the case in the formal alternative.

In the formal system credits are entirely internal whilst in the non-formal alternative credits earned from real-life work situations can be accredited to the non-formal «school» in which the learners are enrolled. In both cases, however, the ideal is to allow interchangeable credits between the formal and non-formal alternatives. In many instances, however, because of limitations on the formal system, this accreditation is one way only - from the formal to the non-formal.

The emphasis on a vocational option in both alternatives is important for overall economic and social development, especially in those Member States which have as yet to attain universal secondary education. The objectives of such an emphasis are usually expressed in the following ways: -

a) to respond to government policy in providing alternative vocational education opportunities at secondary education level.
b) To enable people in remote areas to have the educational opportunity to seek further knowledge and technology for self-development in occupation and in earning income in their own local community.

c) To utilize local resources and to develop constructive leaders in communities in organizing training programmes.

d) To develop human resources preparing for the rapidly socio-economic changes of the country.

The main difference between the formal and non-formal alternatives in regard to these objectives is that the non-formal system always aims for immediate application of new knowledge and skill whereas the formal system can afford to have longer-term goals.

C. A CURRICULUM RESPONSE TO VARIANT 1 OF THE GENERAL MODEL - INTEGRATION OF GENERAL AND VOCATIONAL EDUCATION

As discussed in Chapter 2 one variant of the general model of secondary education equivalency is to integrate both general education and vocational education into the one programme rather than presenting them as contrasted options. A structural model for an integrated approach is given in chapter 2 figure 2.2.

The following example is based on the experience of one Member State (Thailand) and is presented as an exemplar. Member States would need to develop their own approach according to their needs and circumstances.

a) First Level Certificate (Junior Secondary) (Grades 7-9). Integrated variant of the General Model.

The curriculum plans for both systems are outlined in Table 4.8.

The main points to emerge from the curriculum plans as outlined in table 4.8 are as follows:

i) when general education and vocational education goals are integrated the formal system can afford to defer specific skills training to later years whereas the non-formal system demands immediacy of application;

ii) the content of the general education strand of the formal system tends to dominate both systems, but may be taught more «openly» in the non-formal alternative with an emphasis on the needs of adult learners.
Table 4.8: VARIANT I OF GENERAL MODEL - INTEGRATION OF VOCATIONAL AND GENERAL EDUCATION IN BOTH FORMAL EDUCATION AND ITS NON-FORMAL EQUIVALENT

<table>
<thead>
<tr>
<th>COURSES OF SECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAL EDUCATION</td>
</tr>
<tr>
<td>GRADES 7-9</td>
</tr>
<tr>
<td>1) National ideology and citizenship education</td>
</tr>
<tr>
<td>2) Religious education</td>
</tr>
<tr>
<td>3) National language I, II, III</td>
</tr>
<tr>
<td>4) English language I, II, III</td>
</tr>
<tr>
<td>5) Mathematics I, II, III</td>
</tr>
<tr>
<td>6) Natural Sciences I, II, III</td>
</tr>
<tr>
<td>7) Social Sciences I, II, III</td>
</tr>
<tr>
<td>8) Health education (includes in Natural Sciences) and family planning</td>
</tr>
<tr>
<td>9) Arts and crafts education</td>
</tr>
<tr>
<td>10) Physical education and sports</td>
</tr>
<tr>
<td>11) -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSES OF SECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>NON-FORMAL EDUCATION</td>
</tr>
<tr>
<td>1) The same content *)</td>
</tr>
<tr>
<td>2) No textbooks, only guidebooks</td>
</tr>
<tr>
<td>3) The same content *)</td>
</tr>
<tr>
<td>4) The same content *)</td>
</tr>
<tr>
<td>5) The same content *)</td>
</tr>
<tr>
<td>6) The same content *)</td>
</tr>
<tr>
<td>7) The same content *)</td>
</tr>
<tr>
<td>8) Special textbook on health education, including nutrition</td>
</tr>
<tr>
<td>9) No textbook, only guidebook</td>
</tr>
<tr>
<td>10) No textbook, only guidebook</td>
</tr>
<tr>
<td>11) A series of skill-booklets (one should be chosen)</td>
</tr>
</tbody>
</table>

*) The same content (not exactly, because out-of-school equivalency programmes tend to be more real-life oriented), but rewritten in the form of modules, or do-it-yourself learning materials, plus one skill for earning a living which has to be mastered and practised (a series of skill-booklets, one to be chosen).

b) Second Level Certificate (Senior Secondary)

(Grades 10-12). Integrated variant of the General Model

The curriculum structure proposed here is arranged in much the same way as for grades 7-9 but in both alternatives there is greater emphasis on the development of practical skills within one vocational area. The main point of difference between the two alternatives, is that the non-formal, but not the formal, requires these skills to be applied in practice in actual on-job experience.

Another key difference is that, as in the other models, formal education relies mainly on classroom and traditional workshop settings, whereas the non-formal alternative can draw on at least three types of delivery system simultaneously within the one programme — contact sessions, distance learning and self-paced learning. Another difference is that mastery and actual application of skill is emphasised more in the non-formal alternative.
A further difference is that the non-formal alternative is generally more flexible in the sense that one may study the courses during one’s leisure time and may take examinations either subject by subject, or at once (national examination of non-formal equivalency programmes), or non-formal students may take the general secondary formal education examination after finishing the whole secondary non-formal education equivalency programme. Usually, the time or duration of learning in the non-formal alternative is not constant, it might be shorter or longer than the regular secondary formal education depending on learners’ capabilities.

D. A CURRICULUM RESPONSE TO VARIANT 11 OF THE GENERAL MODEL THE SEMI-FORMAL APPROACH

This variant is illustrated in Chapter 2 Figure 2.3.

In some Member States there are some Non-Formal Secondary Equivalency Programmes which represent a compromise between a purely formal and purely non-formal approach. As an exemplar, the situation in one Member State (Thailand) is described below. In some respects the description has been modified to make it more generally applicable.

In this particular Member State there are two types of these so-called semi-formal approach:

a) An Air and Correspondence School. This provides the same three year curriculum of the formal junior secondary school (grades 7-9). The delivery system is, however, quite different in that most of the programmes are implemented through television and radio within a distance education framework. Learning kits are provided suitable for distance education.

b) Equivalency Programmes Attached to Industry. These also cover the same curriculum as the first three years (grades 7-9) of the formal junior secondary school. The difference is that only two-thirds of the formal school programme is covered. The remaining one-third is replaced with an in-factory practicum or by field experience in some other type of work place.

Both these approaches can be considered to be equivalency programmes because they provide educational opportunities for people who have completed primary school but who have not entered formal secondary school, or who have started but have dropped out of secondary education.

Learners enrolled in these semi-formal equivalency programmes can get the Secondary Education Certificate which has the same value as the regular secondary formal education certificate. They must sit for the national graduation (accreditation) examinations.
Civil and Trade or Technical Schools may be included in the Industrial Attachment approach. Students in such schools take a condensed 1-2 year course equivalent to the three years of formal junior secondary schooling.

If students in these programmes pass the relevant examinations they can proceed to non-formal equivalents of formal secondary, years 10 to 12.

A comparison between the content of the semi-formal curriculum offered through a non-formal alternative and the curriculum offered by formal secondary schools is summarised for all grades 7 to 12 in table 4.9.

Table 4.9: General Comparisons Between the Curriculum of Formal Secondary School and Semi-Formal Alternatives offered by a Department of Non-Formal Education

a) Curriculum of junior secondary education, grades 7-9

<table>
<thead>
<tr>
<th>Formal Education</th>
<th>Semi-Formal Approach (Non-formal Education)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Classification of subjects</em></td>
<td>All subjects are the same as the formal education curriculum except extra-curricular activities and physical education which are not included in the non-formal education curriculum.</td>
</tr>
<tr>
<td>Moral Education</td>
<td></td>
</tr>
<tr>
<td>National Language</td>
<td>There are no elective subjects. All compulsory subjects are offered, but contents are condensed.</td>
</tr>
<tr>
<td>National History</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Vocational Skill (Boys)</td>
<td></td>
</tr>
<tr>
<td>Home Economics (Girls)</td>
<td></td>
</tr>
<tr>
<td>Agriculture, Technical, Commerce, Fisheries, Housekeeping,</td>
<td></td>
</tr>
</tbody>
</table>

| Elective subjects                                     |                                                                                                             |
| Extra-curriculum Activities                           |                                                                                                             |
| 3 year courses                                        | 1-2 year courses                                                                                             |
| Classes and special schools attached to industry      | Types of the lower-level secondary NFE are as follows:                                                      |
| (work experience)                                     | - Civic school                                                                                              |
|                                                        | - Trade and technical school                                                                               |
|                                                        | - New community youth school                                                                               |
|                                                        | - Evening school                                                                                            |
|                                                        | - Special middle school                                                                                     |
b) Curriculum of senior secondary education, *grades 10-12*

<table>
<thead>
<tr>
<th>Classification</th>
<th>Subjects</th>
<th>Semi-Formal Approach (Non-formal Education)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral Education</td>
<td>Moral Education</td>
<td>Almost the same as the formal education curriculum, but usually physical education, military training and extra-curriculum activities are not included. Usually, most of the upper level secondary NFE programmes do not provide the elective courses. Also in the foreign language area, only English is included.</td>
</tr>
<tr>
<td>National Language</td>
<td>National Language, Literature, Composition, Grammar</td>
<td></td>
</tr>
<tr>
<td>National History</td>
<td>National History</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Political Economy, Geography, World History, Social Studies and Culture, World Geography</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics (1), (2)</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Science (1-2), Physics, Chemistry, Biology, Earth Science</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>English (1,2), German, French, Spanish, Chinese, Japanese</td>
<td></td>
</tr>
<tr>
<td>Industrial Arts &amp;</td>
<td>Industrial Arts (Boys), Home Economics (Girls), Agriculture, Technology, Commerce, Fisheries, Housekeeping</td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
E. CURRICULUM STRATEGIES

Volumes 1 and 2 of ATLP materials have suggested and described a systems approach to developing a curriculum. The steps of the systems approach in curriculum development including the INPUT-PROCESS-OUTPUT (IPO) model for content design and teaching are applicable not only in a general secondary non-formal education curriculum, but also in a secondary vocational non-formal education curriculum. The differences between the curriculum structures would depend upon the policies and needs of the programmes. This section of Chapter 5 briefly considers the following aspects of curriculum development. Evaluation aspects are reviewed in Chapter 6.

- The curriculum plan
- Aims and objectives
- Learning materials
- The roles of GOs and NGOs

a) The curriculum plan

An out-of-school educational programme is an educational programme implemented outside the framework of school and managed in a very flexible way, including the time factor. Like a good formal education programme, an out-of-school educational programme should be organized to provide (a) functional knowledge, or information; (b) relevant skills; and (c) appropriate mental attitudes. The steps in curriculum development for out-of-school (non-formal) equivalency programmes are in essence no different from any other type of curriculum development.
In order to make the programme effective, the curriculum development team comprising of curriculum specialists, trainers, subject specialist teachers and evaluators, should plan to develop the programme, as follows:

i) Study the principles and goals of the national programme.

ii) Identify the target groups.

iii) Conduct needs assessment according to the target groups.

iv) Determine types of programmes in relation to the target groups.

v) Write principles, goals, aims and objectives.

vi) Design the content and teaching materials and plan how to implement the programme.

vii) Plan assessment of the programme.

viii) Try-out and modify the programme.

What makes the development of curriculum for equivalency programmes different from more conventional types of curriculum are the following:

- The target group is a group of youth and adults who have failed to proceed to secondary education or who have dropped-out of secondary education.

- The clientele are mostly mature people who have had considerable experience of life.

- There is an immediacy in the application of the curriculum outcomes.

- The curriculum designers are considerably constrained by having to make their programme equivalent to something else. That is they must thoroughly understand the aims, objectives, content and methodology of the programmes to which their programme is to be an alternative.

The curriculum framework for equivalency programme should be carefully designed to meet clientele needs and local situations. In designing a curriculum, the whole curriculum can be decentralized and divided into 3 parts which make the curriculum actual and local rather than official or central. This idea can be illustrated as follows:
Local needs are especially important and should be determined jointly by the instructor and learners on whatever topics they may find of interest. Some special curricula can be developed for special groups like hill-tribes, refugees, etc. This makes the curricula relevant and responsive to the needs and interest of the groups.

This aspect is more of a challenge for curriculum designers in the area of equivalency than in almost any other area of continuing education. This is because the programme to which the new course is to be equivalent imposes constraints and boundary conditions. The equivalency curriculum designer is not free to do just what he or she considers to be appropriate. Compromises may have to be made.

b) **Aims and Objectives**

The aims and objectives of equivalency programmes should be considered in the context of continuing education. The purpose of continuing education is not only to provide education for learners for transfer to formal education or to continue to study in a university, but is also to help them towards self-improvement and self-employment as well as giving them the knowledge, skills and attitudes necessary for living happily in our changing society. The aim is to lead to active participation in their own community.

Once again the curriculum designer in the equivalency area must perform a «balancing act». These important broad goals and objectives have to be considered in relation to the more specific outcomes of the courses for which the equivalency course is an alternative.

c) **Learning Materials**

With reference to delivery systems elaborated in Chapter 4 the required learning materials can be divided into different types:

i) **Materials for organizers/teachers**

- A curriculum book

- A manual in relation to application of the curriculum

- Regulations and accreditation practice

- A manual for administrative work

- A guide/manual for evaluation
ii) **Materials for learners**

- A manual on how to study the selected programmes
- Regulations and accreditation rules
- A manual in relation to application of the curriculum
- Textbooks (these depend on types of delivery systems)
- A-V materials

Since an equivalency programme is alternative to something else, all these materials should carefully review and explicate the characteristics of the two alternatives and the differences (if any) between them. In particular the purpose of the equivalency alternative should be carefully explained.

This aspect is especially important if two-way transfer is possible between the two alternatives for units of work (credits) within each. Unless differences in purpose, content, approach and methods are carefully explained learners taking mixed units from both alternatives will become confused.

d) **The Roles of Gas and NGOs**

The English Dictionary tells us that to govern means to rule, to control, to manage. GO or governmental organisation is an organisation that has to do with government. NGO or non-governmental organisation is an organisation of the people to work for the betterment of the populace, which must follow the rules made by the government, and is controlled by the government, but not managed by the government. If we accept those descriptions of tasks and responsibilities of GOs and NGOs, then we can easily accept the notion that for the betterment of the people of a country, GO and NGOs must cooperate and work positively together working hard to implement national, provincial, and local development projects in all spheres of life. GOs and NGOs should not perceive each others as different, especially as enemies, but as friends and partners who move together hand-in-hand towards the common goal, or ideal, i.e. a prosperous and just society.

Equivalency programmes in continuing education are the concerns of GOs and NGOs hence both should be actively involved in planning and designing the programmes if implementation is to be successful. In Equivalency programmes the relationship is especially important because of the need to include «on the job» training and other aspects of experiential learning, especially in any non-formal alternatives.
A. EVALUATION

a) What to evaluate

Evaluation in relation to the curriculum component is the first phase is evaluating an equivalency programme. The purpose of the evaluation is to clearly ascertain how effective and efficient the programme has been in providing for the special group of learners for whom it caters.

In equivalency programme special issues to be addressed should include the effectiveness and relative efficiency of the programme compared to the programme for which it is an alternative. In particular, care should be taken to check if the delivery mechanism and the teaching methodologies are appropriate and offer a genuine alternative rather just a mirror of the programme for which it is to be an equivalent.

Evaluation should also give appropriate guidance to the individual learner to assist in the improvement of his or her learning. In equivalency programmes this type of evaluation should also show relative status in each of the alternatives. In non-formal continuing education alternatives it should also focus on broad outcomes such as general vocational skills, societal knowledge and values, and capacity to participate in community affairs.

As in all types of evaluation attention should be given to both short-and longer-term issues. In equivalency programmes short-term evaluation should focus mainly on achievement of immediate objectives while longer-term evaluation should focus on matters such as the impact of the equivalency on increasing educational opportunity. A key long-term issue should be to find out if certain equivalency programmes should be discontinued as courses for which they are alternatives or strengthened and diversified.

Another aspect of evaluation in equivalency courses is the special problem faced by such programmes because of the need to decentralize. While it is desirable, as in all types of education, to devolve responsibility for evaluation, such devolution must be undertaken in the full awareness of local responses not only within the programme itself, but in the programme for which it is an alternative.

b) How to evaluate

In equivalency programmes it is especially important that the evaluation be consistent with regulations and accreditation procedures. It is important that organisers help learners
understand what the evaluation aims to measure and why such evaluation offers a means of making adjustment in learning. «Lack of success» comes to be regarded as a learning experience and not as a failure.

Self-evaluation is very important in equivalency learning. This is because most non-formal equivalency programmes stress self-paced autonomous learning.

c) **Process of evaluation**

As in any educational programme the system of evaluation is controlled by the objectives as set in the curriculum. For equivalency programmes evaluators and teachers may evaluate according to the following scheme.

---

**Figure 6.1: A scheme for evaluation of non-formal equivalency programmes**

- **Philosophy of Education**
  - Objectives
    - Curriculum objectives
    - Group of subject objectives
    - Subject objectives
    - Behavioural objectives

- **E P Curriculum**
  - Preparation for the world of work and for further study.
  - To be able to work efficiently effectively and productively

- **Checking of behaviour before enrolment**

- **Setting up of Lessons Plan**
  - Expected behaviour
  - Teaching methods
  - Teaching materials
  - Teaching services

- **Evaluation in accordance with the objectives**

- **Entrance examination - - the will to learn**

- **Cognitive, Affective and Psycho-motor domains -- the whole person.**
  - Practical down-to-earth methods of teaching.
  - Do-it-yourself learning materials and personal, individual guidance

- **Summative and formative evaluation relevant to real-life situation.**
  - Self-evaluation

---
The scheme as set out in figure 6.1 focuses mainly on short-term issues — particularly on the achievement of course objectives. While this is the main role of day-to-day evaluation, broader longer-term aspects need to be addressed such as the continued viability of the programme as a whole and its relationship with the programmes for which it is an alternative. The process of evaluating such aspects is complex and involves an analysis of policy and an investigation into national educational aspirations and needs.

B. EVALUATION INSTRUMENTS

Usually, in education, especially formal education, in both the required and elective courses, the teacher is the person who determines the behavioural objectives, materials, and the methods of teaching, and then evaluates the teaching in accordance with behavioural objectives one-by-one. This is shown in the following scheme:

In equivalency programmes, however, the approach used is more the non-formal one. When the learners are adults, then all aspects of the learning processes may jointly be determined by the teacher/tutor and the learners. The evaluation should also include self-evaluation by the learners themselves.

Broader aspects of evaluation, such as evaluating the role, purpose and effectiveness of the course as a whole, require more complex procedures such as document analysis, use of observation, checklists, interview performances and social surveys.

C. ACCREDITATION

Accreditation is at the core of equivalency programmes. Accreditation is a system of certifying or crediting competencies (knowledge, attitude, and skill — KAS) gained in one educational channel to another channel, thus facilitating flexible entry and re-entry to both channels.
Most Member States have some system of accreditation but this may vary from country to country. Focus is usually on competencies (KAS) gained from various sources whether formal or non-formal and giving corresponding credit(s) for these towards the work being done in a particular educational stream. Judgment on which competencies or experiences to credit and how much to credit may be done through various methods such as testing and projects accomplished. There is usually an accrediting body which sets standard for recognition of skills and which bridges learning systems to the world of work. However, in some countries the accreditation system may have to be expanded to include various alternative learning systems.

Guidelines for developing accreditation tests should take into consideration the following main ideas:

1. In equivalency programmes, emphasis is on preparation for the world of work, relating it to income-generating and employment-generating schemes. It is not on the so-called «academic or intellectual» stream. Nevertheless, the learners who want to continue for further study must be given the chance to do so.

2. An optimistic view of education should guide the preparation of accreditation tests. A motivated learner should be able to catch-up after lagging behinds thus tests must be able not only to show mastery Of information but motivation to learn.

While accreditation has its value in terms of providing wider access to «recognised» education by crediting competencies gained outside the formal system, there are issues that may have to be addressed such as:

a) What are the limits of accreditation, if any? What proportion of accreditation should be allowed?

b) What can be credited for work done in one situation to that obtained in another situation?

c) Should there be just one national accrediting body or should accreditation be institution-based or both?

d) Who will set the standards and how should the standards be set far accreditation for equivalency programmes?

f) What measures have to be taken to safeguard the system from abuse?

The ideal should be to give maximum credit for all types of achievement. For crossa-accreditation between formal and non-formal courses; for life experience; between government and non-government programmes; for individualized project work and for work experience.
D. TYPES OF CERTIFICATION

By certification is meant the award which "certifies" that the holder has attained a certain standard or level of education. To be of value such certificates must be widely «recognised» and accepted by educational agencies and individuals.

This volume has been limited to equivalency programmes at the level of secondary education. In that context certification may be carried out according to the type of equivalency programme. It can be categorised into at least four types of certificates as described below:

a) **Formal secondary certificate**

   In this category, the learners of non-formal education programmes use the curriculum of formal education for study and take the school examination set by the formal school system together with learners from formal education at the end of the term or year.

b) **National examination certification**

   In this category, the non-formal secondary education may or may not use the curriculum of the formal secondary education but may also join in an examination provided by an independent National Education Examination Centre. Any who pass the examination get the certificate according to defined criteria. Such a certificate would be awarded to candidates from either the formal or non-formal systems.

c) **Non-formal education curriculum—Formal examination certificate**

   In this category, learners follow a non-formal education curriculum, but at the end of the term or year they take examinations of the formal education system. Under this category the curriculum of both non-formal education and formal education should not be very different, otherwise the non-formal candidates would be unlikely to succeed.

d) **Non-formal Education Curriculum—NFE examination certificate**

   In this category, the NFE Department develops its own curriculum and gives a test or examination developed by the NFE Department itself. However, the certificates should be equivalent to the formal education at certain levels. This implies that they must be adequately «recognised» by the community at large.

E. PROBLEMS AND ISSUES

In spite of the notable progress in providing equivalency programmes for the out-of-school population, the on-going programmes in the region are far from satisfactory. The scope and definition of equivalency programmes will need to be continuously re-examined to meet new challenges. The intended beneficiaries need to be further identified. Partnership among government, non-government and community groups need to be strengthened and expanded to maximally mobilize available
resources.

There are several issues which are currently creating considerable concern. These include the following:

1. How to increase greater access by disadvantaged groups, particularly out-of-school youth and adults, the handicapped, populations in remote areas, and minority groups.

2. How to improve the programme’s flexibility and responsiveness to the various target groups and maintain quality and standards.

3. How to continue achieving transferability with formal education but at the same time resist the increasing pressure to formalize non-formal education?

4. How to more effectively integrate work-oriented curricula in general equivalency programmes?

Some directions for the immediate future (1993-2000) may well include the following:

1. Upgrade the levels of educational attainment of the work force to at least the level of lower secondary education through equivalency programmes.

2. Expand information systems through establishment of nation-wide networks of reading Renters, public libraries and learning resource centres and utilize mass media for more effective implementation of equivalency programmes.

3. Expand and improve vocational equivalency programmes with an emphasis on closer relationships with demands of the labour market and local earning opportunities.

4. Develop equivalency programmes for specific target groups with special needs and problems.

5. Create closer integration and linkages between formal and non-formal education, especially equivalency programmes.

6. Improve the quality of equivalency programme curricula.

7. Decentralize planning and administration of equivalency programmes to operational levels and promote greater participation of target group representatives in programme organisation and evaluation; and

8. Improve coordination and collaboration among agencies involved in equivalency programmes including both GOs and NGOs.
Chapter 7

A TRAINING CURRICULUM FOR EQUIVALENCY PROGRAMMES PERSONNEL

A. PERSONNEL TO BE TRAINED

Equivalency programmes personnel should be trained to make them more effective in the planning, implementation and evaluation of the equivalency programmes. The following personnel should be trained:

1. Level A - Senior administrators and policy makers
2. Level B - Regional or Provincial Supervisors including trainers Of trainers
3. Level C - District and Local teachers and field consultants

With regards to the training curriculum for personnel at different levels, please see Chapter 9 "A Training Curriculum for Continuing Education Personnel of ATLP-CE;" Volume 1.

B. TRAINING CURRICULUM FOR EQUIVALENCY PROGRAMMES (EP) PERSONNEL

The training curriculum for the three levels of EP personnel is based on their duties and tasks. These personnel therefore, have to be trained on the curriculum suggested in Tables 9.1, 9.2 and 9.3 in Chapter 9 of ATLP-CE Volume I with special attention to the following duties. A Task-oriented training curriculum is indicated for each taste

1. **Level A**

   **Duty a:** Assess and strengthen the present equivalency programmes.

   **Training Curriculum:**

   1) Develop assessment techniques and procedures of EP.
   2) Review EP policies.
   3) Review existing accreditation/certification systems in EP.
   4) Compare with EP of other countries.
   5) Make policy recommendations for strengthening EP.
**Duty b:** Advocate acceptance of EP by central agencies.

**Training Curriculum:**

1) Analyse roles of GOs and NGOs in EP in the country (who is doing what and how?)
2) Prepare special materials on EP to sell the idea to other GOs and NGOs.
3) Organize ways and means to motivate GOs and NGOs in implementing EP.

**Duty c:** Assess and strengthen EP coordination

**Training Curriculum:**

1) Coordinate all relevant agencies
2) Make sure that all involved have a clear perception of the roles of each lead agency and supporting agency.
3) Develop linkages and networking.
4) Review existing coordinating mechanisms.
5) Make recommendations for strengthening coordination.

**Duty d:** Mobilize human and financial resources.

**Training Curriculum**

1) Develop ways and means of motivating educated manpower in the implementation of EP.
2) Identify sources of funding and mobilize these for EP.

**Duty e:** Undertake field visits to review application of theory.

**training Curriculum:**

1) Develop guidelines for regular visits to EP organizations and centres for purposes of evaluation and motivation.
2) Undertake field visits to EP organisations and centres.

2. **Level B Personnel**

**Duty a:** Publicize EP in the province

**Training Curriculum:**

1) Collect data about providers of EP.
2) Prepare and disseminate inventories on the existing EP.
3) Publicize EP through mass media and other outlets.

**Duty b:** Provide a community-wide consultancy service in EP.

**Training Curriculum:**

1) Identify areas needing consultancy services in EP.
2) Establish a data bank on the existing EP, including lists of human, institutional, and material resources.
3) Develop the expertise needed by staff and consultants who provide consultancy services to EP.

**Duty c:** Undertake relevant researches including impact studies

**Training Curriculum:**

1) Undertake action research on all aspects of EP.
2) Design and undertake impact studies on EP.

**Duty d:** Prepare equivalency programme rules and regulations.

**Training Curriculum:**

1) Obtain and help formulate background information on philosophy and general policy regarding EP.
2) Adapt rules and regulations on EP at regional/provincial level.

**Duty e:** Organize equivalency tests

**Training Curriculum:**

1) Devise tests based on behavioural objectives to be attained by learners.
2) Devise tests to measure the competencies attained in EP.
3) Accredit various institutions implementing equivalency programmes.
4) Collect and maintain records.

**Duty f:** Advocacy for equivalency programmes.

**Training Curriculum:**

1) Utilize records on existing EP.
2) Encourage institutions to be involved in EP.
3) Train Level C personnel to enable them to mobilise all GOs and NGOs to be involved in EP.

4) Help individuals obtain qualifications by alternative means.

3. **Level C Personnel**

*Duty a:* Promote understanding of EP.

*Training Curriculum:*

1) Explain EP.
2) Explain how one can participate in EP.
3) Show others how to organise EP.
4) Discuss the role of EP in lifelong learning (continuing education).
5) Review the benefits of EP.

*Duty b:* Apply motivational and communication skills.

*Training Curriculum:*

1) Undertake public relations.
2) Motivate potential learners in EP.
3) Utilize various types of delivery systems in EP.
4) Utilize and mobilize resources for EP.
5) Build an EPnetwork.

*Duty c:* Promote leadership skills

*Training Curriculum:*

1) Review qualities of an effective leader in EP.
2) Develop leadership skills in others involved in EP.
3) Utilize local wisdom or values to enhance leadership in EP.

*Duty d:* Mobilize resources and organise learning centres for EP.

*Training Curriculum:*

1) Develop guidelines for a community-based learning centre (Chapter 5, ATLP-CE Volume I).
2) Utilize a learning centre for EP.
3) Mobilize resources of the learning centre for EP.

*Duty e:* Identify and utilize local personnel for EP.

*Training Curriculum:*

1) Develop and inventory of available local personnel for EP.

2) Act as an effective change agent in the community.

3) Develop local personnel to be active implementors of EP.

4) Organize a placement plan for local personnel implementing EP.

*Duty f:* Establish linkages for EP.

*Training Curriculum:*

1) Identify national, regional and provincial networks for EP.

2) Utilize identified networks for EP.

3) Implement and support all local aspects of the networks.

**C. TRAINING IN THE CONTEXT OF CONTINUING EDUCATION**

Under ATLP-CE, Equivalency Programmes are one type of continuing education. This is because they provide learning opportunities for adults who have completed primary education or its equivalent.

The implication for training is that personnel involved in initiating, designing, promoting and administering EPs should perceive the broader CE context of their responsibilities. That is the reason why in Volume I of ATLP-CE (Chapter 9) general duties and tasks applicable for all aspects of continuing education are presented as the core of training for all personnel involved in continuing education, no matter which type may represent their speciality.

The list of duties and tasks listed in Section B above represents an expansion of the «general continuing education duties and tasks» as they would need to be interpreted by specialised EP personnel, together with duties and tasks of direct and specific concern to EP personnel alone.
Chapter 8

EQUIVALENCY PROGRAMMES AND THEIR SPECIFIC RELATIONSHIPS WITH CONTINUING EDUCATION

A. THE ARGUMENT FOR EQUIVALENCY PROGRAMMES

Equivalency programmes in secondary education are alternatives to something else. In the main this "something else" is the formal system of secondary schooling. If, however, the formal system could cater for all the secondary education needs of a community, then equivalency programmes would not be necessary. The fact that they exist at all suggests that there are deficiencies in formal education at the secondary level.

Ideally equivalency programmes should gradually phase-out. The main argument for them is that the formal system is unable or unwilling to be more open and flexible in its response to the educational needs of the community. Sponsors of equivalency programmes argue that they provide the following things that formal schooling fails to provide

a) Provision of secondary education at a mature age for people who failed to proceed directly from primary education.

b) Catch-up programmes for secondary school drop-outs.

c) Accelerated progression.

d) Self-paced and self-directed learning.

e) Curriculum directed more to the immediate needs of the learners.

f) Easy access.

g) Cheaper delivery system.

h) Adult-oriented methodology.

i) Flexible and transferable certification

These arguments on first reading appear to be very convincing, but in fact there are counter arguments.
B. ARGUMENTS AGAINST EQUIVALENCY PROGRAMMES

The main argument against equivalency programmes is that vast amounts of money have been spent on developing formal secondary school systems and that the formal secondary education system should accept full and total responsibility for all aspects of secondary education required by the community. In order for this argument to prevail, however, formal secondary schools would need to be upgraded and be much more flexible and responsive. And in many countries of the world that is in fact happening. For example the following trends in formal secondary schooling are evident in developed countries of the Region and elsewhere.

a) Age is no longer a barrier. Mature age personnel can attend special classes, sometimes held in the evenings.

b) Drop-outs are encouraged to return to school and are catered for with special programmes.

c) It is possible for more able students and more mature students to proceed more rapidly and to actually skip grades.

d) The school curriculum is becoming more socially relevant and vocationally relevant. This is particularly the case in school years 10, 11 and 12.

e) Almost all secondary schools have open access only requiring a minimum age of about 12 years (less in some instances) with no entrance examinations.

f) Individualized self-paced systems of learning are now quite common. In fact, in some schools fully individualised learning is promoted based on personal diagnosis and individualised educational prescription.

g) Methodologies of teaching are becoming more varied and are designed to meet individual learning styles.

h) There is less emphasis on the role of examinations. In fact tests and examinations are seen more as learning tools and gateways rather than as barriers.

i) Many forms of delivery system are now available: Correspondence Education, Schools of the Air, Schools without Walls, Factory Schools, and so on.

The main argument against equivalency programmes, therefore, is that the effort spent on establishing a separate alternative system should be used instead on reforming and upgrading formal secondary schooling in the ways outlined above.

An even stronger argument is that if separate alternative systems are established this is counter-productive, because the very existence of such an alternative gives the formal education system an excuse to retreat from its broader responsibilities and not to proceed with the types of reforms outlined above. A parallel equivalency system therefore almost ensures that formal secondary schools will remain conservative and relatively unresponsive.
The economic argument in favour of equivalency programmes can also be countered. It may be true that at present EPs are more cost effective than secondary education provided by the formal system. But formal education takes more than 95 per cent of most educational budgets. It behoves those responsible for formal schooling to make that vast expenditure «pay off». The obvious way is to ensure that formal secondary education does in fact meet all the secondary educational needs of the community so avoiding the necessity of setting-up a redundant parallel alternative with its own costly infrastructure.

C. EQUIVALENCY PROGRAMMES AND DEPARTMENTS OF NON-FORMAL EDUCATION

Over the past twenty years there has been a rapid growth in what has come to be termed Departments of Non-Formal Education. These are usually established within government Ministries of Education but are administered separately from the mainstream «formal» system. An analysis of programmes offered by Departments of Non-Formal Education (NFE) shows that in most Member States, but not all, NFE Departments are almost totally absorbed with establishing and administering systems which run as «alternatives» or which are equivalent to formal education. While it is true that the term «non-formal» does refer to less formal teaching and learning methods characteristic of most non-formal systems, the main reason the term has been used is to contrast the functions of the Non-Formal Departments with the functions of the formal system. A dichotomy «formal» and «non-formal» has been established.

On the whole this has been a necessary and appropriate development since it is needed as an interim measure to allow formal schooling to expand, improve and grow in scope and direction to meet all the needs of primary and secondary education.

What is perhaps a negative aspect of this development, however, is that it tends to focus attention on equivalent «alternatives» rather than on the broader needs of continuing education as a whole. If such departments were designated as «Departments of Continuing Education» then it is more likely that the narrow focus on equivalency alone would be broadened to encompass more fundamental and ever present continuing education needs, such as post-literacy. Income-generating programmes, quality of life improvement programmes, individual interest promotion programmes and future-oriented programmes (see ATLP-CE. Volume I).

Taking a somewhat extreme view it could be argued that educational systems which have strong Departments of Non-Formal Education which concentrate mainly on equivalent alternatives have especially weak formal systems which are incapable of meeting overall needs at their levels of responsibility. What is surely needed is close partnership between equivalency programmes offered by Departments of Non-Formal Education and the Formal Education System with the aim of (i) meeting present needs through both alternatives and (ii) expanding and improving the roles of the formal school system so that it eventually achieves all aspects of its responsibility. When the latter occurs secondary education equivalency programmes can be phased out and the raison d’être of Departments of Non-Formal Education as they are presently focused will disappear. At that stage more appropriately focused Departments of Continuing Education should then emerge. The unfortunate dichotomy between a "formal" system and a "non-formal" system will vanish and all educational instrumentali-
ties, government and nongovernment, will work together in harmony to achieve a common purpose.

D. THE COMMON PURPOSE OF SECONDARY EDUCATION

All levels of education, and secondary education is pivotal in this, are concerned with both personal and national development (see ATLP-CE Volume I Chapter I). Education leads to equity and liberation from the circle of poverty. It provides knowledge, skills and values which enable people to add economic value to their labour beyond that necessary for mere subsistence. With this «extra» output an individual’s and a community’s prosperity can grow and overall national economic growth occurs leading to an overall improvement of the quality of life. Only then can overall national development be rational and sustainable.

At present, equivalency programmes at the secondary level are important in this push towards sustainable development. This is because many Member States are still struggling to attain universal secondary education and some are even not yet able to attain universal primary education. While secondary education remains selective and examination driven it cannot grow in scope, purpose and direction to meet all secondary education needs. Equivalency programmes are an important stop-gap to increase access to education and to accelerate sustainable development. But like programmes in basic literacy they face in-built self-destruction. The more they succeed the less they are needed. What should emerge is a unified holistic system of secondary education catering for all needs.

E. EQUIVALENCY PROGRAMMES IN HIGHER EDUCATION

This volume deals with equivalency programmes only at the level of secondary education. Primary equivalency has been omitted because of the definition of continuing education as being post-primary, and equivalency programmes are one type of continuing education. Post-secondary equivalency has not been considered for two reasons. The first is that most Member States are centrally concerned with the expansion and reform of secondary education. The second is that the formal higher education sector has been much more responsive than the formal secondary system in providing variety and flexibility to meet community needs. On the whole equivalent alternatives are not needed in higher education to the extent that they are much more needed at the level of secondary education.

The greater flexibility of post-secondary education is seen in movements such as open universities; polytechnic and university education in the distance mode; mature age admission without examination; crediting of life and work experience; universities of the air; industry-based training integrated into college, polytechnic and university programmes and so on. It is the mainstream educational institutions themselves which have initiated these more flexible approaches obviating the need to establish alternative equivalency systems. The same should and will eventually occur at the level of secondary education, but only if the so-called formal and non-formal systems see themselves as partners with a common purpose.
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Volume III : Equivalency Programmes (EP)

Volume IV : Quality of Life Improvement
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Volume V  : Income-Generating Programmes (IGP)

Volume VI : Individual Interest Promotion
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Volume VIII : Learning Centre Development Programmes

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