



Regional Conference on Community Learning Centres (CLCs):

National Qualifications Frameworks for Lifelong Learning and Skills Development

19-21 June 2013, Bangkok, Thailand

Country Report: BHUTAN

Please complete this report and submit it to the UNESCO Bangkok Office (Ms. Daraka Junmookda at d.junmookda@unesco.org) no later than **31 May 2013** (maximum 5 pages).

1. Updated Information on Community Learning Centers

1.1 Are there any national policies and strategies concerning CLCs in your country? (if yes, please name the document).

Yes, **Non Formal Education Policy Guidelines, Bhutan**

1.2 What are the objectives of CLCs? What groups are targeted by CLCs?

Objectives:

- i. To promote quality living standards of the community
- ii. To empower community through life skill and livelihood education programmes
- iii. To enhance capacity for effective planning, management, coordination, monitoring and evaluation.
- iv. To provide Life-long learning opportunities for adults through continuing education programme.

Targeted Groups:

- i. Those who completed Post Literacy Course (PLC)
- ii. PLC learners
- iii. Dropouts of secondary level students (Class IX and above)
- iv. Literate adults including laypersons

1.3 Please describe the number of CLCs in your country in the table below (please modify the table if necessary).

Year: 2013

CLC		Other learning or non-formal education centres (with multiple learning programmes)		Adult literacy Centres (only focusing on literacy)	
Government	NGO/others	Government	NGO/others	Government	NGO/others
23	nil	953	nil	953	nil

Note* All NFE centers are focused on Adult literacy through a curriculum design integrated with multiple learning skills and knowledge. The centers are now going to be introduced with English curriculum at Post Literacy Course.

2. National Qualifications Frameworks (NQFs)

2.1 Is there a National Qualifications Framework in your country to connect education and training programmes?

Yes. Bhutan Qualifications Framework

2.2 If not, are there any other similar kinds of frameworks to connect education and training programmes in your country?

3. Recognizing and Validating Lifelong Learning through NQFs.

3.1 How are programmes for lifelong learning under CLC/NFE centers legitimately recognized by the Government? (Please describe any policies or legislation).

CLC programmes in Bhutan is a part of Non Formal Education Programme that supports people with Basic Education focused on literacy. As such, Bhutan Qualification Frame Works doesn't include Non Formal Education.

- 3.2 Are there any equivalency programmes that link formal and non-formal education in your country?

No but the Non Formal Education Curriculum is designed with expected outcome of basic education focused on literacy with standard equivalent to grade VI of formal education.

4. Skills Development in your Country

- 4.1 Please describe the current policies concerning skills development in your country under formal and non-formal education. Is it discussed under the National Education Policy?

NFE Guidelines 1.3.1 states:

NFE shall aim to provide literacy programme targeted at providing functional literacy and numeracy skill to the illiterate adult population.

CLC shall provide avenues for life skills, vocational education, early childcare, parenting practices and Cultural/Traditional Education program to local community.

This is in line to the National Education Policy: EPGI, 2012

- prepare our young men and women with the right values and skills, usefulness and gracefulness, to meet the ever-growing needs of a developing country against the backdrop of a fast globalizing world;

-promote a system of continuous and life-long learning though formal, non-formal as well as informal modes to enable our citizens to participate meaningfully and constructively in the life of the society

- 4.2 Are there any recent initiatives of the Government to address skills development for unemployed youth?

Skills Development Support from Department of Employment

1. Intern / Pre-employment Engagement Program (PEEP) for Class X and XII School Leavers

- a) Mode One : (Fully funded by partner organization) short-term upon the request of potential organizations or the Ministry. A minimum monthly stipend of Nu. 3000 shall be paid by the partner organization. The duration in this case is flexible depending on how long the partner organizations require their services or can support them.

b) Mode Two: (Cost sharing basis)

- a. Candidates shall be sent for an engagement in various organizations on a cost-sharing basis with the partner organization upon the demand for one such qualification. The MoLHR shall pay a monthly stipend of Nu. 1800.00 per candidate and the partner organization shall pay an

equivalent amount or more. The maximum duration of the program under this mode is Six Months.

c) Mode Three (Fully funded by the MoLHR)

a. Candidates shall be engaged with government organizations and NGOs, especially involved in social activities. The program shall be fully funded by the MoLHR. Candidates shall be paid a monthly stipend of Nu. 3000.00. The maximum duration of the program under this mode is three months. Candidates should find a job with/without the help of MoLHR within this stipulated time period.

2. Apprenticeship Programme
3. Basic / Comprehensive Entrepreneurship Course:
Cosmetics, saloon, beauty parlour, tailoring, cobbling, marketing and managerial,
4. Training on ICT, Hospitality & Tourism, Finance & Management
5. Basic Technical Skills and Vocational Trainings: Plumbing, Masonary, Electrical, Mechanical, and Carpentry skills

Support from Bhutan Youth Development Fund

1. ICT training
2. Nazhoen Pelri Skills and Training Centre (NSPTC) for souvenir and handicrafts production business (for unemployed girls)
3. Short Term Furniture Making Training for early school leavers

a) Can you describe any innovations or new approaches that have been used in CLCs to reduce poverty and/or build livelihood skills?

The strategies and approaches used for implementation of CLC to reduce poverty are:

- a) Develop CLC policy relevant to diverse stakeholders
- b) Coordinate and collaborate with other ministries, departments, divisions and agencies
- c) Incorporate in Government's five year plans and present for endorsement
- d) Identify appropriate and relevant CLC activities based on availability of resources. For example: banana chips production in southern belt, yak products in northern Bhutan, potato chips, bamboo products and wood crafts in the central Bhutan.
- e) Develop monitoring tools and monitoring system to monitor CLC
- f) Identify and confirm funding donors and agencies
- g) Plan and get approval for Human Resource Requirement to carry out CLC activities at the Headquarter and the district
- h) Identify markets for selling the products
- i) Plan for recruitment and capacity building programme of CLC
- j) Provide sensitization programme to local leaders to gain support in implementation at the community level

- k) Develop continuous lifelong learning programme to those who completed CLC
- l) Conduct CLC stakeholders meeting at District level to ensure participatory decision making process
- m) Develop better understanding and coordination of the programme among the communities, gewogs, Dzongkhag and the NCFED
- n) Identify main stakeholders and develop strong communication channel
- o) Identify areas of mutual interest with the stakeholders and synergize to work towards a common goal
- p) Strengthen advocacy and awareness programme through various means of communication such as; i. TV spots ii. Print media iii. Radio/TV program IV. Brochures/pamphlets v. Annual News Letter VI. Meeting/Conference