

THE DEVELOPMENT AND STATE OF THE ART OF ADULT LEARNING AND
EDUCATION (ALE)

National Report of the Kingdom of Bhutan

by

Kezang Deki
Senior Program Officer

Non-Formal & Continuing Education Division
Department of Adult & Higher Education
Ministry of Education
Royal Government of Bhutan
Thimphu

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Table of Contents

1. General Overview	4
1.1 Population	5
1.2 Employment	6
1.3 Education System	8
1.4 Education Structure	10
1.4.1 General Education Structure	11
1.4.2 Non-Formal & Continuing Education Structure	12
1.4.3 Monastic School	13
1.4.4 Private Institutes	14
1.5 Education Administration	14
1.5.1 Ministry of Education	15
1.5.2 Ministry of Labor and Human Resources	16
1.5.3 Royal University of Bhutan	18
1.5.4 Monastic Body	21
1.5.5 Private Institutes	21
2. Policy, Legislation and Financing	21
2.1. Legislative, policy and administrative frameworks of ALE	21
2.2. Financing of ALE	23
3. Quality of Adult Learning and Education: Participation and Achievement	28
3.1. Participation in Adult Learning and Education	28
3.2. Monitoring & evaluating programs and assessing learning outcomes	34
3.3. Adult educators/facilitators' status and training	35
4. Research, Innovation and Good Practices	38
4.1. Research studies in the field of adult learning	38
4.2. Innovations and examples of good practice	38
5. Adult Literacy	41
6. Expectations of CONFINTEA VI and Future Perspectives of ALE	42
6.1 Future perspective of ALE	42
6.2 Expectations of CONFINTEA VI	44
List of Tables	3
List of Figures	3
Acronym	45
Glossary	46
References	47

List of Tables

Table 1: Population Distribution by Age, Gender and Residence in 2007	5
Table 2: Employment Figures for 2007	7
Table 3: Employment Figures for 2007 by Sex and Age	7
Table 4: Colleges and Institutes under RUB	19
Table 5: Education Sector Outlay of the 1 st to 10 th Five Year Plans	24
Table 6: Budget Outlay for the Education Sector in the 9 th FYP	24
Table 7: Annual Budget	25
Table 8: Financial Support to the Ministry of Education in the 9 th Plan	27
Table 9: Schools and Institutes in 2007	29
Table 10: Training Slots in the Five Year Plans	31
Table 11: Adult Learners	31
Table 12: Adult Learners as a % of Population	32
Table 13: Number of Students, Learners, Trainees and Novitiates in 2007	32
Table 14: Enrolment in Continuing Education Program	33
Table 15: Number of Adults trained by Private Institutes	33
Table 16: Enrolment in the Colleges of Education 1998-2007	35
Table 17: Number of workshops and participants – 1991-2006	36
Table 18: Monthly Pay Scale for Civil Servants from 1 st July 2006	37
Table 19: Number of Teachers, Lecturers, Instructors, Trainers, Lopens and Caregivers in 2007	38
Table 20: Graduates of Distance Education Programs	40
Table 21: Literacy Rate of Adult Population	41
Table 22: Qualification Level of Literate Population	42

List of Figures

Figure 1: Employment by Industry in 2005	8
Figure 2: General Education Structure of Bhutan	12
Figure 3: Organization Structure of the Ministry of Education	15
Figure 4: Organization Structure of the Ministry of Labor and Human Resources	17
Figure 5: Organization Structure of the Royal University of Bhutan	18
Figure 6: Budget distribution between different tiers of the Education System	25
Figure 7: Growth in the Number of Schools and Institutes	29
Figure 8: Enrolment	30

1. General Overview

The process of modern development in Bhutan began only in 1961, a little over four decades ago, when His Majesty King Jigme Dorji Wangchuck, the third Druk Gyalpo, opened up the country to the rest of the world by ending the era of self-imposed isolation. Until then, Bhutan had been geographically isolated. Spread across 38,394 square kilometers, the country is landlocked, sandwiched between the two giants, India in the south and China in the north. Bhutan is almost entirely mountainous, with land rising from about 200 meters above sea level in the south to the higher Himalayas in the north, towering over 7500 meters. Over 70% of the country is covered with natural forests.

Bhutan at a Glance	
Land Area	- 38,394 km ²
Forest Cover	- 72.5%
Population, 2006 (Projected)	- 646,851
Literacy Rate	- 56%
Life Expectancy	- 66 years
Hospitals, 2006	- 29
Doctors, 2006	- 150
Civil Servants, 2008	- 18,805
Telephone connections, 2006	- 31,526
Cellular Mobile subscribers, 2006	- 82,078
Post Offices	- 125
Total road length, 2006	- 4,554 km
Registered Vehicles, 2006	- 33,241
Tourist arrivals, 2006	- 17,342
GDP, 2006 (current price) Nu. millions	- 41,443

Bhutan was never colonized and has always remained independent. The country is divided into 20 Dzongkhags which are further divided into 206 Geogs for administrative purpose.

The concept of Gross National Happiness (GNH), propounded by the fourth Druk Gyalpo Jigme Singye Wangchuck, is the guiding principle of development of Bhutan and her citizens; acknowledging that spiritual and emotional development and nurturing are equally, if not more, important as promotion of material accumulation and physical comfort. His Majesty believes that "Gross National Happiness is more important than Gross National Product. The ultimate purpose of the government is to promote the happiness of its people."

After a century of unprecedented growth and progress under five kings of the Wangchuck dynasty, the much loved and respected visionary fourth Druk Gyalpo Jigme Singye Wangchuck handed back the power of governance to the Bhutanese people by introducing parliamentary democracy in 2008, much against the wishes of the people; an act unparalleled in history - of a leader, on his own initiative, relinquishing power at the height of popularity. Earlier in December 2006, he abdicated the throne at the age of only 51 and handed over the reign of the kingdom to the fifth Druk Gyalpo Jigme Khesar Namgyel Wangchuck. The people of Bhutan, while wary at the new system of governance because of 100 years of continuous peace and progress under benevolent monarchs, look forward to the future with hope.

The national language of Bhutan is Dzongkha. English is the medium of instruction in the schools and Dzongkha is taught as the national language; recognizing both Dzongkha and English as the official languages.

1.1 Population

According to the nationwide Population and Housing Census conducted, the first one in conformity with international procedures and standards, in 2005 (PHCB-2005), the total population of Bhutan was found to be 634,982: 333,595 (52.5%) males and 301,387 (47.5%) females. The adult population (15 years and above) according to PHCB-2005 was 425,023 including 227,831(53.5%) males and 197,192(46.5%) females which comprises of 66.9% of the total population.

The population largely comprises of two ethnic groups: the Drukpas, comprising of the Ngalops in the west and Sharchops in the east, and the Lhotsams, people of Nepali origin, in the south. The Drukpas are Buddhists and most of the Lhotsams are Hindus. Smaller ethnic groups with distinct languages and lifestyles also live in remote parts of the country. The population breakup by age and gender is provided in Table 1 below:

Table 1: Population Distribution by Age, Gender and Residence in 2007¹

Age	Urban			Rural			Country		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
0 – 4	9,709	9,494	19,203	21,780	21,570	43,350	31,489	31,064	62,553
5 – 9	9,589	9,665	19,254	25,958	25,187	51,145	35,547	34,852	70,399
10 – 14	10,904	11,428	22,332	27,824	26,851	54,675	38,728	38,279	77,007
15 – 19	13,659	13,969	27,628	23,845	23,763	47,608	37,504	37,732	75,236
20 – 24	16,884	12,038	28,922	23,370	18,282	41,652	40,254	30,320	70,574
25 – 29	12,170	9,596	21,766	19,216	16,376	35,592	31,386	25,972	57,358
30 – 34	8,527	6,634	15,161	14,681	12,964	27,645	23,208	19,598	42,806
35 – 39	7,613	5,448	13,061	13,511	12,157	25,668	21,124	17,605	38,729
40 – 44	5,068	3,407	8,475	10,954	10,471	21,425	16,022	13,878	29,900
45 – 49	3,984	2,680	6,664	10,911	10,087	20,998	14,895	12,767	27,662
50 – 54	2,769	1,740	4,509	9,010	8,528	17,538	11,779	10,268	22,047
55 – 59	1,532	1,168	2,700	7,232	6,460	13,692	8,764	7,628	16,392
60 – 64	1,084	1,050	2,134	6,480	5,960	12,440	7,564	7,010	14,574
65 – 69	845	776	1,621	5,154	4,586	9,740	5,999	5,362	11,361
70 – 74	579	654	1,233	3,914	3,595	7,509	4,493	4,249	8,742
75 +	643	805	1,448	4,196	3,998	8,194	4,839	4,803	9,642
Total	105,559	90,552	196,111	228,036	210,835	438,871	333,595	301,387	634,982

The population of Bhutan is projected to grow to 809,397 by 2020 and to 886,523 by 2030².

¹ Royal Government of Bhutan. Office of the Census Commissioner. Population & Housing Census of Bhutan 2005, Results of Population & Housing Census of Bhutan 2005. Thimphu: Office of the Census Commissioner, 2006.

² Royal Government of Bhutan. National Statistics Bureau. Statistical Yearbook of Bhutan 2007. Thimphu: National Statistical Bureau, November 2007.

1.2 Employment

Even after many decades of steady progress, most Bhutanese still survive on subsistence farming. However, in spite of the challenges posed by a small population and small land area in the diversification and modernization of its economy, globalization has provided opportunities for Bhutanese to avail employment beyond agriculture. Free education provided by the government has enabled the Bhutanese to choose the employment of their choice.

Table 2³ provides the employment figures for Bhutan in 2007. The data covers population of 15 years. The figures of adult population shown in other tables do not tally with the statistics provided here as the survey was conducted in different times with different sample sizes. However, the variation is not much in terms of gender as well as in terms of rural/urban distribution.

The BLSS Report – 2007 defines the terms employed, unemployed and economically inactive as follows:

*A person is considered employed if s/he has worked at least one hour in any of the activities like farming, hunting, fishing, or gathering of fruits, worked for pay, or as any unpaid worker in household enterprises during the seven days prior to interview. Persons with jobs but not working during the reference period were also considered **employed**.*

*Those who didn't work during the seven days prior to interview but actively seeking work or available for work are considered **unemployed**. Persons available for work included those who said they were available if they were offered some work (but believed there was no work available) and those who did not look for work due to the following reasons: if was off season, there was no appropriate work available, they were waiting for employment application results, they were waiting for previous work recall.*

*All others who did not work for reasons like temporary illness, studying, house/family duties, too young/old/retired, permanent disable and others are treated as unavailable for work, and therefore part of the economically **inactive** population.*

According to Bhutan Living Standard Survey – 2007 (BLSS – 2007), the adult population in 2007 is estimated at 423,000 out of which 204,300 are males and 218,700 are females. The participation rate of adult population in the labor force is estimated at 67.3% (274,100) in which the female participation is lower at 60.6% (127,300). The participation of urban women is even lower; more than half of the urban women are not part of economically active population. Taking into consideration the ratio of unemployed population to the labor force, the unemployment rate in Bhutan in 2007 was estimated at 3.7%. Table 2 provides the breakdown of adult population by gender and employment status.

³ Royal Government of Bhutan. National Statistic Bureau. *Bhutan Living Standard Survey Report, 2007 (BLSS-2007)*. Thimphu: National Statistical Bureau, December 2007.

Table 2: Employment Figures for 2007

Area/Sex	Activity Status				Labor Force Participation Rate	Unemployment Rate
	Employed	Unemployed	Not Active	Total		
Urban	60,400	4,400	45,700	110,600	58.6 (0.77)	6.8 (0.44)
Male	39,000	2,200	12,500	53,700	76.8 (0.87)	5.3 (0.45)
Female	21,400	2,300	33,300	56,900	41.5 (1.28)	9.5 (0.84)
Rural	213,600	6,200	92,600	312,400	70.4 (0.44)	2.8 (0.18)
Male	107,700	3,200	39,700	150,600	73.6 (0.50)	2.9 (0.22)
Female	106,000	3,000	52,800	161,700	67.3 (0.40)	2.7 (0.22)
Bhutan	274,100	10,600	138,300	423,00	67.3 (0.40)	3.7 (0.18)
Male	146,700	5,400	52,200	204,300	74.4 (0.43)	3.5 (0.20)
Female	127,300	5,200	86,100	218,700	60.6 (0.63)	3.9 (0.25)

Note: Figures rounded off to nearest hundred; totals may not add up due to rounding.

Figures in parentheses are the standard errors of the estimates.

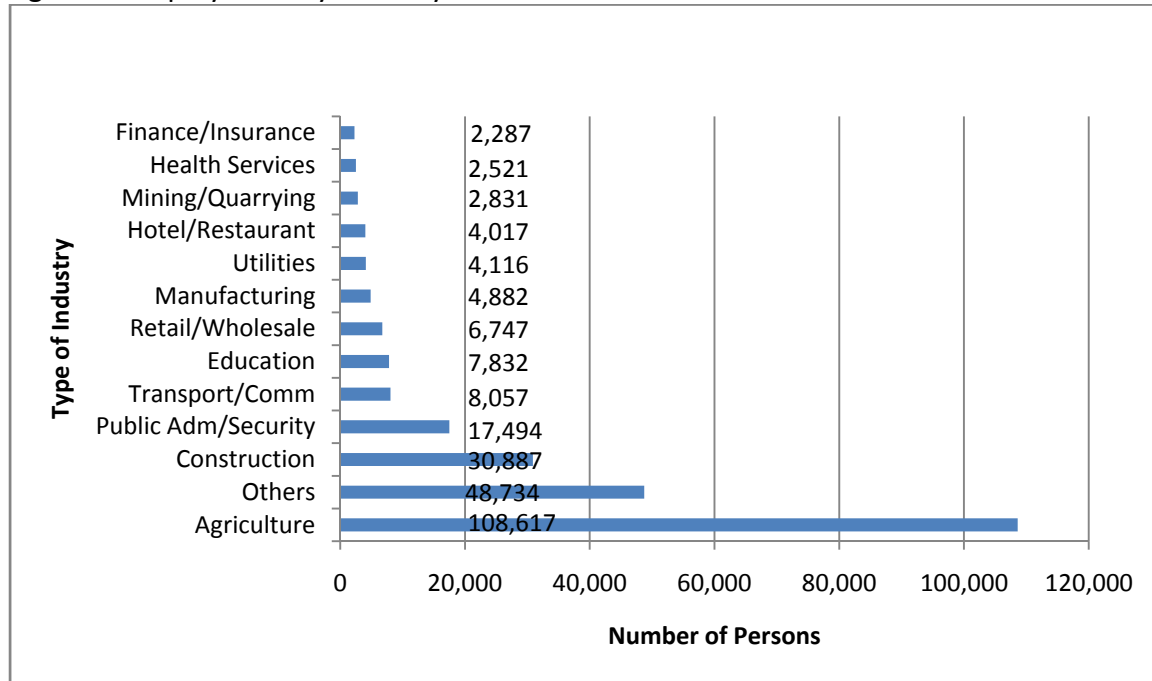
The participation rates and unemployment rates among the various age groups, area of residence, also from BLSS – 2007 are shown in Table 3. The unemployment rate is much higher among the age group of 15 – 24 years old, providing the government with the challenge of equipping this young population with the requisite education and skills to enter the job market.

Table 3: Employment Figures for 2007 by Sex and Age

Age/Sex	Activity Status				Labor Force Participation Rate	Unemployment Rate
	Employed	Unemployed	Not Active	Total		
Male	146,700	5,400	52,200	204,300	74.4	3.5
15-24	26,100	3,100	31,300	60,500	48.3	10.7
25-34	39,700	900	3,600	44,200	91.9	2.3
35-44	31,500	400	1,700	33,600	94.8	1.3
45-54	25,800	500	2,100	28,400	92.5	2.0
55-64	16,400	300	3,500	20,200	82.8	1.6
65+	7,300	100	10,000	17,400	42.7	1.8
Female	127,300	5,200	86,100	218,700	60.6	3.9
15-24	31,300	3,200	35,900	70,400	49.1	9.3
25-34	34,200	900	15,000	50,100	70.1	2.5
35-44	25,400	500	9,100	35,000	74	1.9
45-54	21,200	300	7,100	28,600	75.2	1.5
55-64	10,900	200	6,900	18,000	61.7	1.7
65+	4,300	100	12,100	16,500	26.4	2.3
Bhutan	274,100	10,600	138,300	423,000	67.3	3.7

The detailed population and housing census conducted in May 2005 revealed the employment of Bhutanese by trade. Bhutanese largely survive on subsistence farming and 43.6% of the labor force is engaged in agriculture. Our farmers are almost all uneducated and operate on small land holding. Figure 1 provides the employment of Bhutanese by trade in 2005.

Figure 1: Employment by Industry in 2005⁴



1.3 Education System

The “traditional” education system in Bhutan has two major components, the ecclesiastical oriented institutions and the state led general or secular education. With the advent of Buddhism in Bhutan in the 8th century, monastic schools came to play an important role in the lives of the people; and it continues today. It is assumed that “any form of education before the establishment of Buddhism, if it existed at all, would have been informal, home based, oral, and ritualistic”⁵.

The modern, western form of education was introduced in Bhutan in 1950s. The western education has been promoted and expanded since the first Five Year Plan in 1961 corresponding to the embarkation of modern development in 1961 to address the basic educational needs, and develop human resources required for the socio-economic

⁴ Royal Government of Bhutan. Office of the Census Commissioner. Population and Housing Census of Bhutan 2005, Results of the Population and Housing Census of Bhutan 2005. Thimphu: Office of the Census Commissioner, 2006.

⁵ Royal Government of Bhutan. Policy and Planning Division, Ministry of Education. Education For All, Mid-Decade Assessment Report, Year (2000-2006). Thimphu: Policy and Planning Division, Ministry of Education, 2008.

development of the country. The Non-Formal Education system, to deliver basic literacy and numeracy skills in Dzongkha, was introduced in the country in 1990 to reach out to the dispersed and marginalized groups, especially women. A Continuing Education program to provide opportunities to adults who could not complete their education was piloted in 2006 in Thimphu and has since been expanded. The modern schools, up to high school, the Non-Formal and Continuing education programs and special need schools⁶ are administered by the Ministry of Education.

The public tertiary education institutions were transferred from the various ministries to the Royal University of Bhutan in 2003 upon its establishment. The University now administers two Colleges of Education, College of Science and Technology, College of Natural Resources, Sherubtse College, Gaedugg College of Business, Royal Institute of Health Science, Royal Institute of Management, National Institute of Indigenous Medicine, Institute of Language and Cultural Studies and Jigme Namgyel Polytechnic.

The Department of Human Resources under the Ministry of Labor and Human Resources is in charge of vocational training institutes that provide training in arts and craft, and vocations. Two institutions provide training in the 13 traditional crafts of Bhutan and several vocational institutes prepare Bhutanese to be drivers, electricians, mechanics, carpenters, masons, plumbers, welders, etc. The Ministry also manages the in-service skill enhancement of the public and the private sectors.

The Ministry of Economic Affairs provides training to tourist guides and those in the hospitality sector. With the Department of Tourism under this ministry having been recently provided autonomy in functioning as the Tourism Council of Bhutan, this aspect of adult education will soon be the responsibility of the Hotel and Tourism Management Training Institute that is under construction. The Ministry also provides short term courses in entrepreneurial development to those who desire to set up their own business or those in business who wish to improve their business management.

The Department of Forest under the Ministry of Agriculture manages the Taba Forestry Institute to train foresters. The training imparted by this institute is now transferred to the Ugyen Wangchuck Environmental and Forestry Institute which will expand the program. This institute is expected to be part of the Royal University of Bhutan.

The human resource management and development of the Royal Civil Service is managed by the Royal Civil Service Commission. Besides organizing short term targeted training courses for civil servants, the Commission also arranges scholarship for civil servants to pursue long term academic courses, mostly for post graduate and doctoral programs.

⁶ The National Institute of Disabled in Khaling caters to blind students and the deaf are taught at the Drugyel Lower Secondary School, Paro.

Monastic education, the oldest form of education in Bhutan, is administered by the Monastic Body and by private religious personalities and groups.

The public and government owned corporations manage and also spend a lot of resources on their own human resource development. Besides providing short term trainings, these corporations also provide scholarship to selected employees to pursue long term academic courses.

The private sector has also developed the capacity to provide education in various fields since the establishment of the first private school in 1987⁷. Besides several primary and higher secondary schools, there are many private training institutes that provide training in information technology, finance, management, etc.

Besides the education provided within the country, many Bhutanese receive the opportunities to pursue education outside the country. Prior to the initiation of tertiary education programs in 1983, all qualifying Bhutanese were sent abroad, mostly to India, to obtain their tertiary education. Even now, many Bhutanese obtain their tertiary education degrees outside the country through government arranged scholarship⁸. Moreover, because of the lack of capacity within the country, increasing numbers of Bhutanese are travelling outside the country to get their education through self financing.

Non-Governmental Organizations like the National Women's Association of Bhutan also manage institutes like weaving centers to impart livelihood skills to women.

1.4 Education Structure

The education system in Bhutan comprises of general education, monastic education, non-formal education and continuing education, vocational training and in-service skill development. General education, the "traditional school" education system is by far the biggest and generally seen by most as the only educational structure.

Monastic education is the oldest form of education in Bhutan, and until the introduction of formal school-based education in the late 1950's, it was the only form of education available in the country. Students enroll in monastic education at different stages in their life.

The Ministry of Education is responsible for formulating policies related to tertiary education, whereas the Royal University of Bhutan, the only university, is responsible for the management of the tertiary education.

⁷ Kelki School was established as the first private school in 1987 to provide pre-primary education. It was upgraded to a high school in 1999 and is one of several private high schools in the country.

⁸ 50 scholarships a year for Bhutanese to pursue education in India in medicine, law, engineering, management, finance, etc. are provided by the Government of India and remaining 70 – 80 are under the RGoB sponsorship.

For those who could not attend or complete general or monastic education, basic literacy courses are offered all over the country in non-formal education centers. For adults who wish to complete their basic education (Class X) or class XII, the Ministry of Education has initiated a continuing education program from 2006.

1.4.1 General Education Structure

The formal education structure in Bhutan consists of 7 years of primary education (including Pre-Primary) and 6 years of secondary education, comprising of 2 years each of lower, middle and higher secondary. This is followed by a 3 to 4-year degree program at various university colleges and institutes in the country.

Basic education extends from class PP to class X, and is available to every citizen in the country. Promotion from one class to the next is based on a system of continuous assessment, minimum attendance and term examinations. For classes X and XII, promotion is determined by the student's performance at the national level board examinations, with a 20% weighting given to school assessment. A place beyond the basic education level is generally guided by the human resource plans and requirements, and availability of seats.

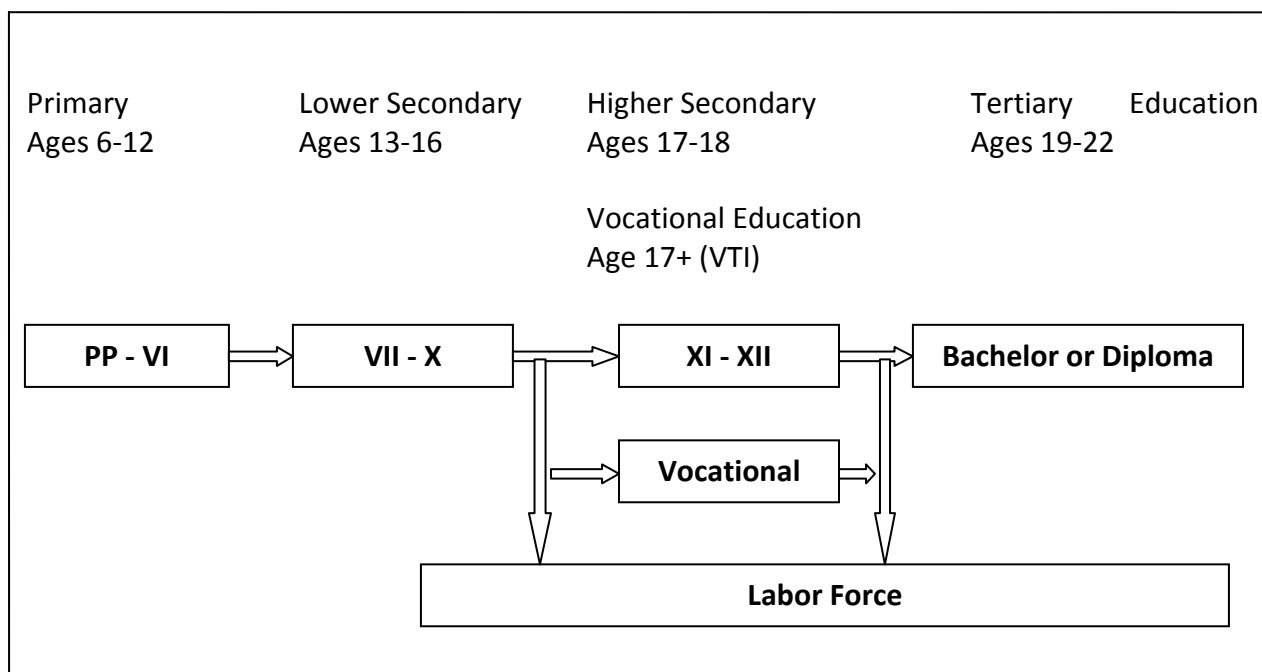
The minimum official entry age into the formal education system is 6 at the Pre-Primary (PP) class. Primary schooling (PP-VI) is provided in the community primary, primary, lower secondary and in some of the middle secondary schools.

Lower secondary schooling (Classes VII and VIII) is provided in the lower, middle and some higher secondary schools while classes IX-X are provided in the middle and higher secondary schools. Access to post-basic education (class XI) in government administered schools is based on the students' performance in the national examinations at the end of Class X. After completion of general education up to Class X, students then chose from the three streams of study for the higher secondary level – arts, commerce and science, which determines what profession they pursue thereafter. Those who do not qualify for higher secondary education repeat or seek admission into vocational training institutes. Others, who can afford the fees, go outside the country for Class XI or join the 7 private higher secondary schools that offer Class XI.

After completion of high school (Class XII), students that qualify receive government scholarship to continue their education at the tertiary level with the Royal University of Bhutan. A limited number of students are selected for government scholarships for pursuing professional studies abroad, while others who can afford it fund tertiary education both at home and abroad. Others normally enter the job market or join vocational institutes for training in different trades.

Figure 2 below gives the schematic overview of the general education structure in Bhutan⁹.

Figure 2: General Education Structure of Bhutan



1.4.2 Non-Formal and Continuing Education Structure

The non-formal education system provides literacy and numeracy skills in Dzongkha to Bhutanese who had not received any form of education. Centers are set up as per the local needs of the community. The Basic Literacy Course (BLC) and Post Literacy Course (PLC) consist of 12 months and 9 months respectively of two hours of classes in the evening and at the end of these courses the reading and writing skills are equivalent to a Class VIII student. Learners are mostly adults in rural areas who have full time day jobs. The BLC focuses on developing literacy skills such as reading, writing and speaking Dzongkha so that they

The National Women’s Association of Bhutan [NWAB] was established on 9th April 1981 by the 33rd Resolution passed by the 53rd Session of the National Assembly. Functioning as an NGO to promote the socio economic conditions of women of Bhutan in line with the strategies for advancement of women adopted at the UN Conference in Nairobi in 1985 and the Convention on the Elimination of all forms of Discrimination Against Women [CEDAW], NWAB started the non-formal education program in 1990 to empower Bhutanese women. The Ministry of Education took over the program in 1994.

⁹ Royal Government of Bhutan. Policy and Planning Division, Ministry of Education. General Statistics, 2007. Thimphu: Policy and Planning Division, Ministry of Education, 2008.

become functionally literate, while the PLC helps the learners to strengthen their literacy skills and at the same time imparts life skills and livelihood skills in them so that they are able to overcome the challenges of their day to day life in a more comfortable manner. Some significant issues that are addressed through Life Skills approach are in the areas of HIV/AIDS, Reproductive Health, Gender Based Violence, Substance Use and Abuse, etc. Livelihood skills in areas like weaving, tailoring, agriculture, health care, early childhood care, etc. are also taught through life skills approach using literacy building strategies. Post Literacy Course is availed by those who have completed Basic Literacy Course and those who have dropped out of school. Teaching is conducted by people, appointed on temporary basis, who have completed Class X or Class XII. The NFE Instructors are inducted in NFE policies and adult teaching methodologies through conducting 12 days training program before they are posted to the learning centers. They are also provided refresher courses whenever there are new developments in the curriculum and learning materials.

Continuing education was started on a pilot basis in 2006 in one of the private schools in the capital city of Thimphu. Since then this program has been expanded to three private schools, covering two more towns. Classes are conducted in the evenings and on weekends so that the employed can study without having to give up their jobs. The program currently covers only from Class IX to XII, but is expected to include tertiary education with university colleges. While there is an annual fee to pay, text books are provided free by the government. This program has greatly benefitted those who need to be employed and yet wish to upgrade their level of education.

1.4.3 Monastic Schools

Buddhism arrived in Bhutan in the 8th century and has since then played a vital role in shaping the social, political, economic and cultural evolution of the country. Until the modest beginning of modern education in the 1950s the only education available in Bhutan was in monastic schools, and over the centuries various Lamas and local nobility have established their own separate domains throughout the country. When the country was unified in the 17th century by Zhabdrung Ngawang Namgyal (1594-1652), he introduced a dual system of governance, where the temporal and religious authority were separated and vested in the Druk Desi and Je Khenpo respectively. His Holiness the Je Khenpo continues to be the religious head and is the Chairman of the Dratshang Lhentshög and administers the monastic institutions that are supported by the Royal Government.

There are two types of monastic schools, the government supported ones that come under the Je Khenpo and private monastic schools that are established and managed by other religious leaders. Shedras, the monastic colleges teach Buddhist studies and philosophy, astrology, language [Choekay, Dzongkha and Sanskrit], religious practice, etc. and award certificates that are equivalent to Bachelors and Masters. Completion of studies in Shedras generally takes up to nine years. Graduates of Shedras are able to serve as national language teachers in schools and increasingly find employment in the government. Other religious institutes teach monks in reading and writing, religious practices, meditation, etc. so that they are able to fulfill the

religious requirements and functions of the society. The religious institutes under the government receive annual budgets from the government whereas the private ones depend on donations from the supporters of individual Lamas. Education is provided free in monastic schools.

1.4.4 Private Institutes

Since 1987, the Royal Government has allowed private educational institutes as a means to share the burden of education and to improve the quality of education. Even while the constitution guarantees free education to the children of Bhutan up to tenth standard, private schools even at primary levels have found space in the education system. The private schools follow the national curriculum and the government regulates the business in terms of minimum facilities, fees, etc.

Besides the formal schools, there are private training institutes that provide training in languages, information technology, management, accounting, etc. The Royal Government has also licensed a private college which will start operating from middle of 2009. The private institutes depend on fees collected from their clients. The fees for primary and higher secondary schools range from Nu. 18,000.00 to Nu. 24,000.00 per academic year for non boarding schools and higher secondary schools with boarding facilities charge Nu. 35,000.00 – Nu. 48,000.00 per academic year. Learners of continuing education pay Nu. 8,500.00 to Nu. 10,000.00 per year. The other private institutes charge fees of varying degrees depending on the length and type of courses offered.

All private businesses, even those in education, need to obtain a trade license from the Department of Trade, Ministry of Economic Affairs. While the private school and tertiary institutes are regulated by the Ministry of Education, training institutes are regulated by Ministry of Labor and Human Resources.

Private monastic schools supported by prominent religious leaders and organizations also provide education in ecclesiastical affairs. These religious institutes provide free education.

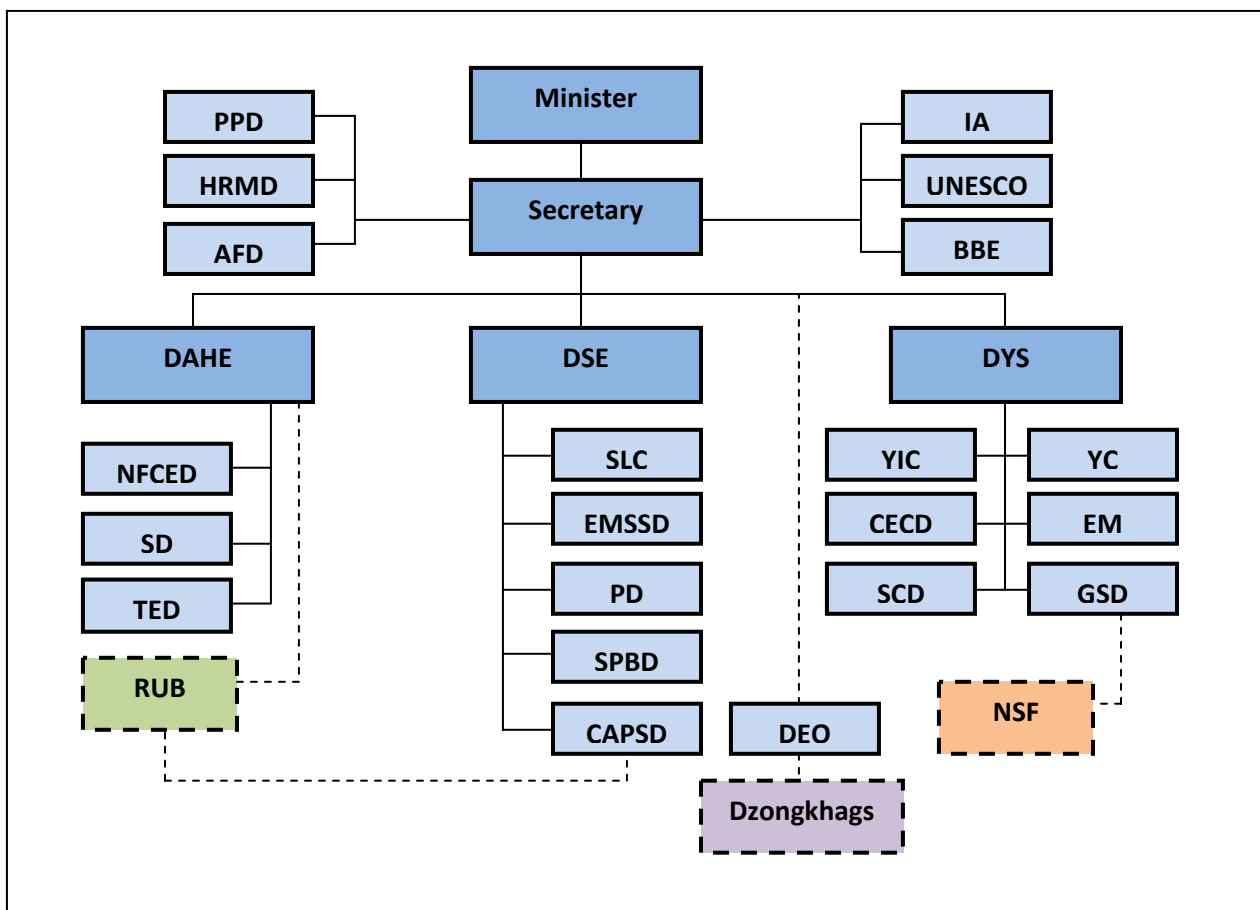
1.5 Education Administration

The Royal Government, after the introduction of parliamentary democracy in 2008 is headed by the Prime Minister who is supported by a cabinet comprising of ten ministers; and is the executive branch of the government. The responsibility for administration of education and training in Bhutan falls on several organizations like the Ministry of Education, Ministry of Labor and Human Resources and Royal Civil Service Commission under the executive; independent institutes like the Royal University of Bhutan, the Monastic Body and private institutes.

1.5.1 Ministry of Education

The Ministry of Education is responsible for formulating policy, planning and administration of basic, secondary and tertiary education. The Minister, an elected member of the National Assembly, is supported by the Secretariat of the Ministry, which is headed by a Secretary. The Secretariat is organized into the Policy and Planning Division, Administrative and Finance Division and Human Resource Division; each headed by a Chief. The Bhutan Board of Examinations (BBE), Education Media (previously known as the Audio Visual Unit), Internal Audit Unit and the National Commission for UNESCO are also a part of the Secretariat, and are directly accountable to the Secretary.

Figure 3: Organization Structure of the Ministry of Education



There are three Departments under the Ministry of Education; the Department of School Education (DSE), the Department of Adult and Higher Education (DAHE), and the Department of Youth and Sports (DYS). Each Department is headed by a Director, who is responsible for the implementation of the plans and policies of the department. Directors are supported by Chiefs of various divisions under the department.

The Department of School Education is organized into 4 Divisions as follows: Curriculum and Professional Services Division (CAPSD), Education Monitoring & Support Service Division (EMSSD), Programs Division (PD) and School Planning and Building Division (SPBD). The Programs Division administers the following programs: School Information Technology (IT), Special Education (SE), Early Childhood and Care Development (ECCD), School Agriculture, School Nutrition and Feeding and Private Schools development. A School Liaison and Coordination Unit also support the Department. This department also regulates the private schools.

While the Ministry of Education is responsible for overall national education policy of the country, the significant need to institute the Department of Adult & Higher education (DAHE) was felt during the 9th Plan which would plan and execute the activities pertaining to adult and higher education in the country. DAHE was formally established in 2003 in accordance with the 9th Plan restructuring of the Government. The Department constitutes of three Divisions: Scholarship Division (SD), Tertiary Education Division (TED) and Non-formal & Continuing Education Division (NFCED) whose roles are collectively geared towards facilitating efficient delivery of post-secondary education, tertiary and adult education in the country.

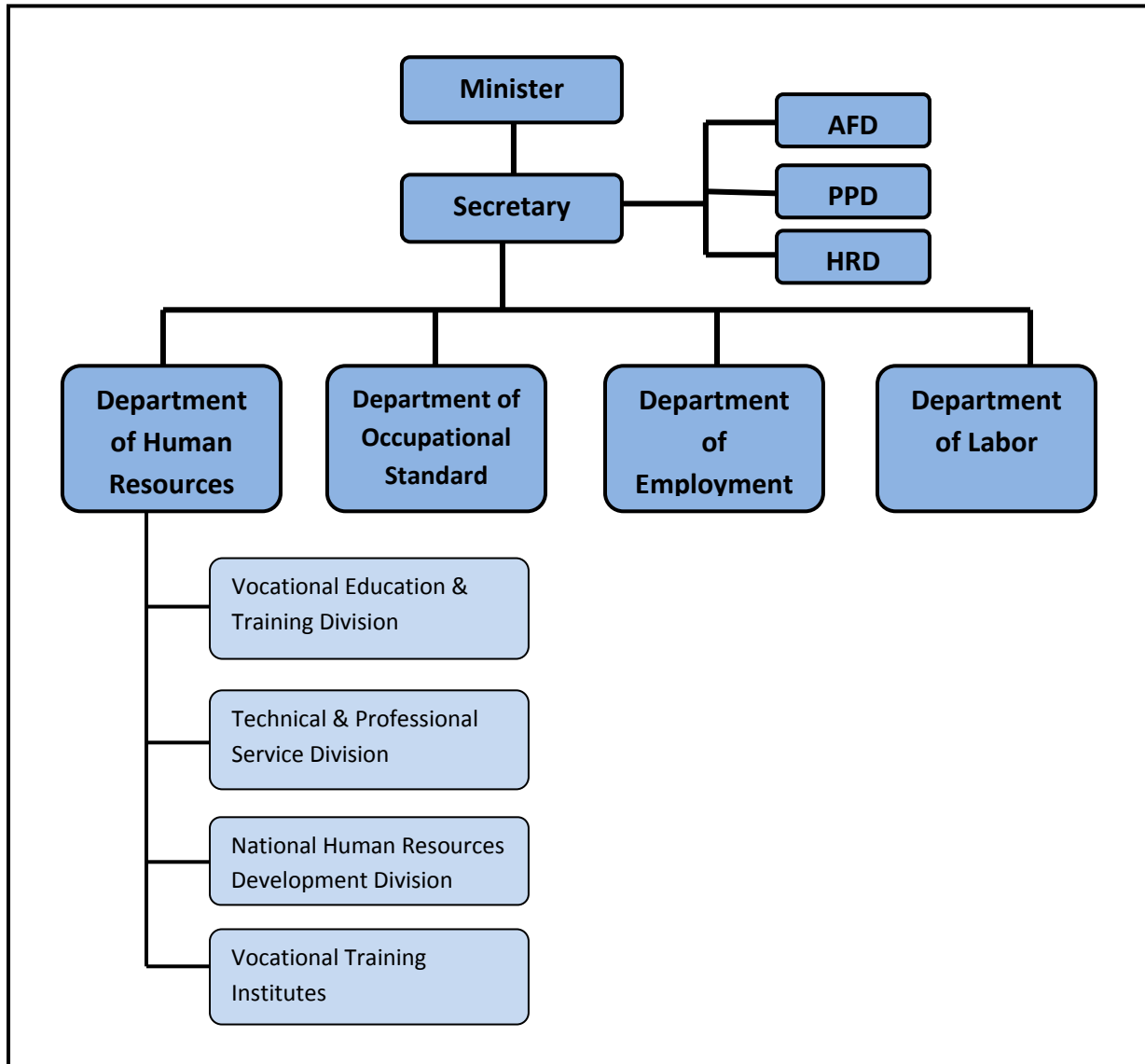
The Department of Youth, Culture and Sports (DYCS) is organized into the Career Education and Counseling Division (CECD), Games and Sports Division (GSD) and Scouts and Culture Division (SCD). The Games and Sports Division also has the support of the National Sports Federations. The Department is further supported by Comprehensive School Health Program and the Youth Information Centre for advocacy of information related to youth and the Youth Centre for organizing youth programs.

The education management at the Dzongkhag level is headed by a District Education Officer, who is under the administrative control of the Dzongdag but has functional relations with the Ministry of Education. The heads of schools in a particular Dzongkhag are responsible to their respective District Education Officers for administration of the schools.

1.5.2 Ministry of Labor and Human Resources

The Ministry of Labor and Human Resources was established in 2003 when the government was expanded from seven to ten ministries. The Ministry has four departments headed by Director Generals or Directors. The organization structure of the Ministry is given as below, with the divisions of only the Department of Human Resources defined;

Figure 4: Organization Chart of the Ministry of Labor & Human Resources



The function of Department of Human Resources is to plan, develop and coordinate all human resource development activities for the country that relates directly to employment opportunities, other than the civil service and armed forces. The department's function includes;

- i. Develop, coordinate and implement Vocational Education and Training (VET) Programs, promote and implement VET programs through partnership with private sector and other VET providers.
- ii. To professionalize and improve the quality of technical education and training system through curriculum development, instructional materials and trainers' training activities.

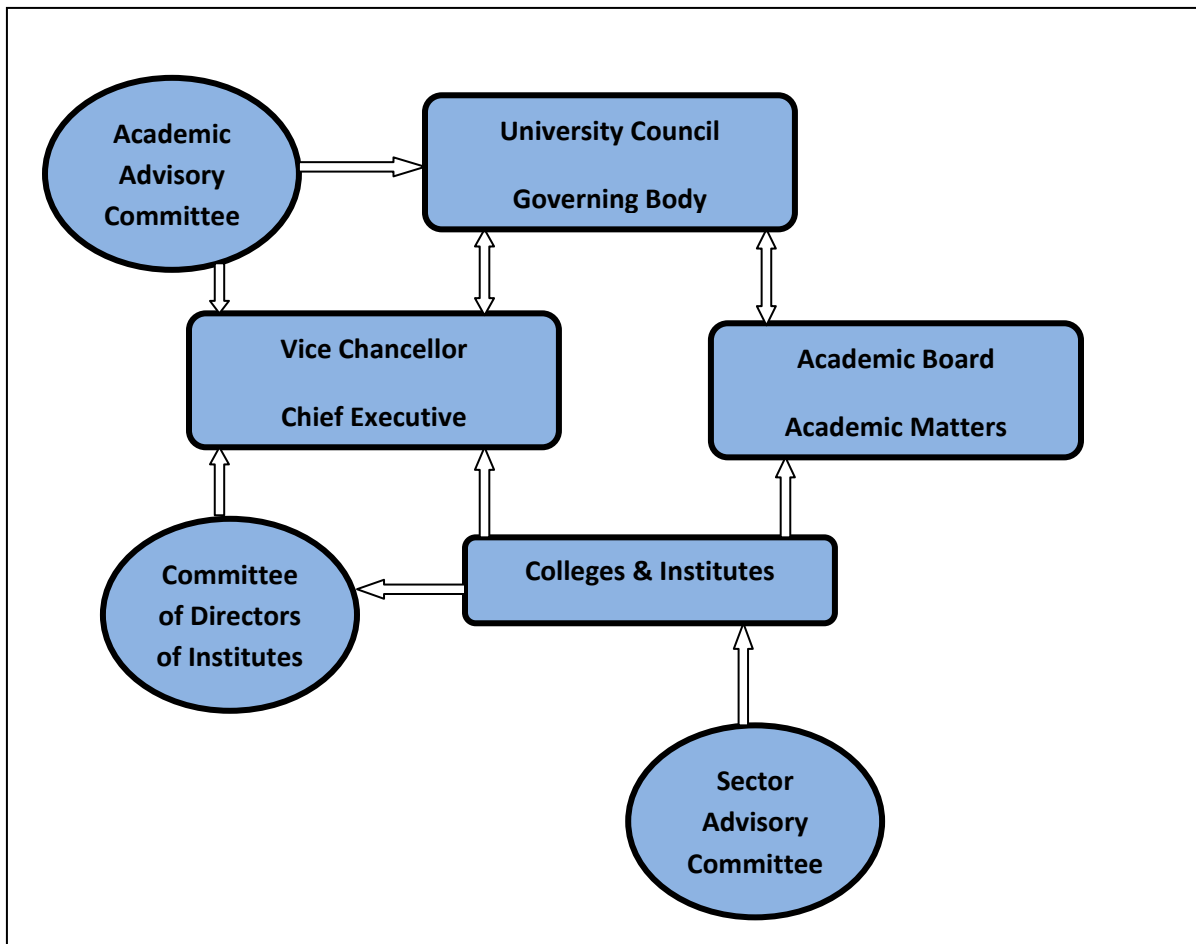
- iii. Coordinates and implements the fellowship and human resource development programs for the private and corporate sectors and provide direction services on human resource development in line with National HRD Policy.

The department delivers vocational training for Class X and above school leavers through its formal training institutes and also through other training programs such as Special Skills Development Program and the Village Skills Development Program.

1.5.3 Royal University of Bhutan

The Royal University of Bhutan was established on June 2, 2003 under a Royal Charter issued on 18th April 2003. The University has since then taken over the tertiary education institutes in the country. The organization structure of the University is provided in the Figure 5 below;

Figure 5: Organization Structure of the Royal University of Bhutan



The University Council is the supreme governing body of the University. The Council consists of 19 members with four representatives from the government, seven representatives from the public, private, secondary and technical schools, five from the University including the Vice Chancellor, and two others chosen by the Council who are neither employees nor students of the University. The Chairman is appointed by the Royal Government and shall not be an employee or student of the University. The Education Minister is the current Chairman. The Registrar of the University serves as the Secretary of the Council.

The Vice-Chancellor, appointed by the Royal Government on the nomination of the Council is the Executive Head of the University, responsible for the organization, management and discipline of the University. The Registrar, appointed by the University Council is responsible for the day-to-day administrative work of the University, for the academic records of the University, and is accountable for these functions to the Vice-Chancellor.

The Office of the Vice-Chancellor is supported by five departments headed by Directors, except for the Department of Registry, which is headed by the Registrar. The departments are;

- i. Department of Registry
- ii. Department of Planning and Resources
- iii. Department of Academic Affairs
- iv. Department of Research
- v. Department of Public Relations and Communications

The colleges and institutes under the university are headed by Directors and report to the heads of departments for issues related to those departments. The colleges and institutes under the university and the programs offered by them are as indicated in Table 4.

Table 4: Colleges and Institutes under RUB

Sl. No.	Institute	Programs Offered
1.	College of Natural Resources	Diploma in Agriculture Diploma in Animal Husbandry Diploma in Forestry
2.	College of Science & Technology	Bachelors in Civil Engineering Bachelors in Electrical Engineering
3.	Institute of Language & Culture	Bachelor of Arts in Dzongkha Certificate in Dzongkha
4.	Jigme Namgyel Polytechnic	Diploma in Civil Engineering Diploma in Electrical Engineering Diploma in Mechanical Engineering
5.	National Institute of Traditional Medicine	Bachelor of Science in Traditional Medicine Diploma in Traditional Medicine
6.	Paro College of Education	Post Graduate Certificate in Education (Dzongkha) Bachelor of Education (Primary)

		<p>Bachelor of Education (Secondary) Bachelor of Education (Dzongkha)</p> <p><u>Part Time</u> Diploma in Leadership & Management Master of Education Bachelor of Education (Dzongkha)</p>
7.	Samtse College of Education	<p>Post Graduate Certificate in Education Bachelor of Education in Primary Arts Bachelor of Education in Primary Science Bachelor of Education in Secondary Arts Bachelor of Education in Secondary Science</p> <p><u>Part Time</u> Diploma in Education (last batch) Bachelor of Education in Primary Education Certificate in Primary Maths Certificate in Primary English</p>
8.	Royal Institute of Health Science	<p>Diploma in General Nursing & Midwifery Certificate in Community Health Certificate Courses for Lab, Physiotherapy, Pharmacy, X-Ray, Operation Theater, Dental, Eye, Ortho, ENT Technicians and Dental Hygienist</p> <p><u>Part Time</u> Bachelor of Science in Nursing Diploma in Health Management Diploma in Clinical Management</p>
9.	Royal Institute of Management	<p>Post Graduate Diploma in National Law Post Graduate Diploma in Public Administration Post Graduate Diploma in Financial Management Diploma in Information Management System Diploma Course in Financial Management Diploma in Administration in Management Advanced Induction Course for Customs and Tax Inspectors</p>
10.	Sherubtse College	<p>Bachelor of Arts in Geography with Economics, English with Geography, English with Dzongkha, Environmental Science with Economics, Environmental Studies with English, Geography with Dzongkha, English Honors, Dzongkha Honors, Geography Honors, Economic Honors Bachelor of Science in Physical Science, Life Science, Biological, Computer Science</p>

		<u>Part Time</u> Post Graduate Diploma in English Studies Post Graduate Certificate in Teaching of Information System
11.	Gaedugg College of Business	Bachelor in Business Administration Bachelor of Commerce (Hons)

A private college is under construction and will be in operation from July 2009. The Ministry of Education and the Royal University will regulate the functions of this college.

1.5.4 Monastic Body

The Monastic Body is headed by His Holiness the Je Khenpo, who is equivalent to His Majesty the King in protocol. His Holiness is the Chairman of Dratshang Lhentshog, an institution enshrined in the national Constitution, which manages the affairs of the Monastic Body. His Holiness is supported by five Lopens, who are equivalent to Ministers in protocol. The Tshugla Lopen is the head of colleges and schools of the Monk Body.

1.5.5 Private Institutes

The day to day administration of the private schools is managed by the proprietors and their managers. However, the curriculum is regulated by the respective organs of the Royal Government. The schools are regulated by the Department of School Education under the Ministry of Education, including the level of fees levied. The examinations at the Class X and XII levels are conducted by the Bhutan Board of Examinations. The schools are mandated to have School Management Board comprising of elected members from the parents.

The private tertiary institutions, though independent and autonomous, are regulated by the Ministry of Education.

The other training institutes are regulated by the Ministry of Labor and Human Resources.

2. Policy, Legislation and Financing

2.1 Legislative and policy frameworks of ALE

The constitution of the nation, an initiative from the throne, signed on July 18, 2008 guarantees free education to all children of Bhutan of school going age up to tenth standard. Section 16 of Article 9: Principles of State Policy states

“The State shall provide free education to all children of school going age up to tenth standard and ensure that technical and professional education shall be made generally available and that higher education shall be equally accessible to all on the basis of merit.”

Section 15 of the same article provides

“The State shall endeavour to provide education for the purpose of improving and increasing knowledge, values and skills of the entire population with education being directed towards the full development of the human personality.”

While section 16 guarantees free education to children, section 15 covers all sections of the population and is an important responsibility of the state in terms of imparting education to the citizens of Bhutan. The country has no formal education act and educational issues are decided by the parliament, cabinet and ministries within the frame of development plans.

In May 1999, the Planning Commission of the Royal Government issued a development strategy document entitled Bhutan 2020: A Vision for Peace, Prosperity and Happiness. This document, a statement of vision for different sectors of governance, provides the strategies to reach Bhutan to a defined state in the year 2020. While this document is not a law, it has continued to serve as a guide to our legislators and bureaucrats in the formulation of policies. In the education sector, the document stipulates;

- Achieving full high school enrolment by 2012
- Achieving full adult literacy by 2017
- Adoption of new technologies and innovation in education
- Initiation and expansion of distance and continuing education programs
- Increasing private participation in education to offer choices to those who can afford
- Providing appropriate incentives and training to teachers
- Preparing the young for work; inculcating dignity of labor
- Improving applied and practical studies in the curriculum of vocational institutes
- Preparation of Education Master Plan
- Establishment of a University

Some of the visions have already been realized, some in progress and yet those to be fulfilled serve as milestones to be reached.

The Royal University of Bhutan was established under a Royal Charter issued on 18th April 2003. The charter defines the objectives and constitution of the University. Subject to the Royal Charter, the statutes of the University was issued on 25th April 2003 by the Chairman of the Cabinet. The statutes define the roles, functions and powers of the University and its office holders.

The Vocational Education and Training (VET) Policy issued by the Ministry of Labor & Human Resources serves as the guide for plans and programs related to VET in the country. This policy enables providing increasing choice of VET programs, specifically in labor intensive growth sectors such as service, construction, manufacturing and agro-processing sectors; array of

special training programs in rural areas to support village based artisans and crafts; more on the job training and apprenticeships; more entrepreneurial programs to help learners to start own businesses; promotion of training in 13 traditional Bhutanese arts and crafts; career guidance, counseling and job information; provide certificates of occupational competence.

The Ministry of Labor & Human Resources has issued “HRD Guideline for Private and Corporate Sector” in 2007 to

- i. Fulfill the requirement for educated and skilled human resource of the country towards attaining the national goal of self reliance;
- ii. Enhance the efficiency, capability and quality of existing personnel of the private and corporate sector through appropriate training.

Some of the strategies to be adopted to support the policy consist of developing a HRD Master Plan for the private and corporate sector employees for a period of five years with regular annual review, monitor the performance of the candidates undergoing training and ensuring that trained human resource is properly assigned and effectively utilized.

2.2 Financing of ALE

Bhutan provides free education from primary to tertiary level. The constitution, vide section 16 of Article 9 guarantees free education to all Bhutanese children up to Class X. In all government administered schools and institutes, education is still provided free even though access beyond Class X is governed by the limit in capacity: students are admitted based on their academic performance. Students are not only given free tuition but also provided with many other free facilities, like stationary, textbooks, sports items, boarding facilities and food based on need even in day schools. In view of the increasing costs and the ability of certain sections of society having acquired the capacity to finance the education of their children, policy trend is towards cost sharing.

Ever since the advent of modern development program in Bhutan by the launch of the 1st Five Year Plan in 1961, the social sectors of education and health has received highest priority from the Royal Government. Even now, these two important sectors continue to receive the highest budgetary support year after year. The spending on the education sector since 1961 is provided in Table 5 below¹⁰.

¹⁰Royal Government of Bhutan. Policy and Planning Division, Ministry of Education. *Education for All, Mid-Decade Assessment Report, Year (2000 – 2006)*. Thimphu: Policy and Planning Division, Ministry of Education, 2008 for figures till the 9th Pla.

Table 5: Education Sector Outlay of the 1st to 10th Five Year Plans in million Ngultrums

Five Year Plan Period ¹¹	Total Government Budget	Education Budget	% of Total Budget
1 st (19961 – 1966) (actual)	107.1	9.4	8.8
2 nd (1966 – 1971) (actual)	202.2	35.7	17.7
3 rd (1971 – 1976) (actual)	475.2	90.0	18.9
4 th (1976 – 1981) (actual)	1,106.2	134.6	12.2
5 th (1981 – 1987) (actual)	4,648.3	519.1	11.2
6 th (1987 – 1992) (actual)	9,559.2	778.8	8.1
7 th (1992 – 1997) (outlay)	15,590.7	1,738.0	11.1
8 th (1997 – 2002) (outlay)	34,981.7	3,292.7	9.4
9 th (2002 – 2008) (outlay) ¹²	70,000.0	10,209.4	14.5
10 th (2008 – 2013) (draft) ¹³	141,692.2	33,453.5 ¹⁴	23.6

The budget of Nu.10,209.4 million for the education sector in the 9th FYP was further distributed between the centre, Dzongkhag and Geog administrations. Of the total outlay for education, 48% was earmarked for capital works as provided in Table 6 below.

Table 6: Budget Outlay for the Education Sector in the 9th FYP (Nu. Millions)

	Recurrent	Capital	Total
Central Agency	1,598.485	998.476	2,596.961
Dzongkhags (districts)	3,748.513	3,515.653	7,264.166
Geogs (Blocks)	4.410	343.867	348.277
Total	5,351.408	4,857.996	10,209.404

With the increase in capacity and competency of the local administrations, the Royal Government has been accordingly delegating more authority and responsibility to the local administrations for execution of development works. With the implementation of the Local Government Act, more and more development programs and works will be passed down to the Geog level for planning and implementation. The budget distribution of the education sector for the 9th FYP is shown by Figure 6 below.

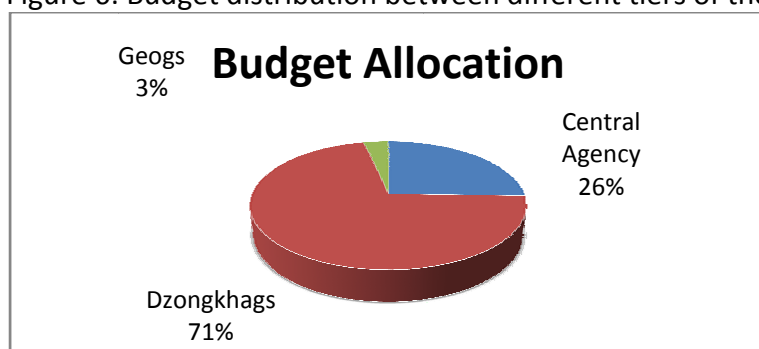
¹¹ The financial year of the Royal Government starts from 1st July and ends on 30th June of the succeeding year.

¹² The 9th Plan was extended by one year so that the start of the 10th Plan would coincide with the introduction of the first democratically elected government.

¹³ The draft 10th FYP prepared by the previous government is now under review by the first democratically elected government and the Parliament will take it up for approval in the November 2008 session

¹⁴ Provision for the social sector of health and education ministries.

Figure 6: Budget distribution between different tiers of the Education System during the 9th FYP



The annual budgets for the different educational agencies and institutes over the last three financial years¹⁵ are as indicated in Table 7, indicating a growing trend of increased investment.

Table 7: Annual Budget (Nu. Millions)

Sl. No.	Category/Level of institutes/Service	2004-05	2005-06	2006-07
Ministry of Education				
1.	National direction and educational services	731.995	702.257	982.32
2.	National Institute of Disabled	3.706	3.936	3.94
3.	Non Formal Education Centers	10.826	25.624	31.59
4.	Community Primary and Primary Schools	428.857	486.741	554.56
5.	Lower, Middle & Higher Secondary Schools	855.775	1,055.824	1,322.43
6.	School procurement services	905.765	89.224	125.44
7.	Dzongkhag Development Services	19.835	4.37	4.97
8.	Resource Centre Services	-	-	2.60
9.	Geog Education Services	-	-	45.00
Sub-Total		2,956.759	2,367.976	3,072.85
Royal University of Bhutan				
1.	Institute of Language & Culture	9.645	10.986	16.83
2.	College of Education, Paro	31.717	62.039	58.74
3.	College of Education, Samtse	27.773	43.785	55.94
4.	College of Natural Resources	20.628	22.515	32.53
5.	College of Science &	32.552	46.276	60.19

¹⁵ Financial Year of the Royal Government of Bhutan is from 1st July to 30th June of the next year. Incorporated companies follow the calendar year.

	Technology			
6.	Jigme Namgyel Polytechnic ¹⁶	-	-	35.14
7.	Sherubtse College	46.965	105.339	105.61
8.	Royal Institute of Management	50.039	46.970	58.313
9.	Royal Institute of Health Sciences	15.769	15.580	21.630
	Sub-Total	235.088	353.490	444.923
	Ministry of Labor & Human Resources			
1.	Institute of Zorig Chusum, Trashiyangtse	4.900	10.500	8.184
2.	National Institute of Zorig Chusum	14.968	21.763	32.576
3.	Vocational Training Institute, Khuruthang	6.670	8.193	13.281
4.	Vocational Training Institute, Samthang	6.407	8.117	8.693
5.	Vocational Training Institute, Sarpang	-	-	4.09
6.	Vocational Training Institute, Chumey	-	-	2.62
7.	Vocational Training Institute, Rangjung	6.383	7.762	9.450
8.	Construction Training Center	10.975	12.965	27.814
	Sub-Total	50.303	69.300	99.998

The phenomenal success in the education sector, like in other sectors, could not have been achieved without the generous and sustained support, both technical and financial, of Bhutan's development partners. Even with the major transformation of the economy with growing linkages and integration with regional and global markets, the domestic resource mobilization is able to meet only the recurrent cost of the government machinery. For the success in the education sector to be continued, the support of the development partners will continue to be required for many more years. As an indication of the level of support received from the development partners, the support provided to the Ministry of Education in the 9th Plan period is provided in Table 8.

¹⁶ The Diploma Engineering courses were also taught at the College of Science and Technology campus until the Jigme Namgyel Polytechnic opened in its own campus.

Table 8: Financial Support to the Ministry of Education in the 9th Plan¹⁷

Donor	US \$ (million)	Equivalent Nu. (million)	Remarks
IDA (World Bank) ¹⁸	31.00	1,271.00	Education Development Project (EDP)
Government of India	19.60	862.40	Does not include allocation for ILCS, Sherubtse College, scholarships for undergraduate students
World Food Program	17.50	770.00	In kind contribution (food, stoves, construction of kitchens, stores, hostels)
DANIDA (Denmark)	12.81	563.50	Education Sector Program Support (EdSPS)
UNICEF	4.70	206.80	For the period 2002-2006
SDC (Swiss)	3.48	153.00	Support to Teacher Education Program (STEP)
Save the Children (USA)	2.20	96.83	Primary Education and Adolescent Development Programs
Canada/Others	5.00	220.00	Strengthening Support to Education in Bhutan (SSEB)
Total	109.89	4,742.08	

With the budget outlay for the education sector of Nu. 10,209.40 million in the 9th Plan, the assistance from the donors, not all inclusive, is more than 46%, indicating the importance of the development partners in the success of the education sector.

Ever since Bhutan became a member of UNESCO on 13th April 1982, Bhutan has received generous support from the agency for its development programs. UNESCO has also contributed to adult education in Bhutan and the number of Bhutanese who have received training or attended seminars and conferences through the support of the agency and the associated financial support from 2001 to 2007 is provided below.

Year	Assistance (US \$)	No. of Trainees
2001	570,670	49
2002	652,670	26
2003	844,620	34
2004-05	912,843	73
2006-07	318,472	46
Total	3,299,275	228

Source: Annual Reports 2001, 2002, 2003, 2004-2005, 2006-07: Bhutan National Commission for UNESCO

¹⁷ Source – PPD, Ministry of Education

¹⁸ Loan.

3. Quality of Adult Learning and Education: Participation and Achievement

3.1 Participation in Adult Learning and Education

Prior to the introduction of the first modern schools in the 1950s, the only education available for the Bhutanese was monastic education. The modern education has grown in leaps and bounds, both in terms of number of schools and institutes and in enrollment, especially since the introduction of modern planned development in 1961. Figure 7¹⁹ clearly indicates the success of the government's effort and commitment in expanding the modern education system from 11 schools prior to the first Five Year Plan in 1961 to 1,304 formal schools and institutes in 2007, spanning from community primary schools to tertiary institutes; with the schools and institutes spread across the country to bring education to the door steps of the people.

Before 1983, Bhutanese had to travel outside the country, mostly to India, to obtain their tertiary education. The bachelors program in arts, commerce and science was started in Sherubtse College and in education at the then Teachers' Training College [now College of Education] at Samtse. Sherubtse College was affiliated to Delhi University till the establishment of the Royal University of Bhutan. The Royal University of Bhutan has now 11 colleges and institutes under its management providing adult education in arts, commerce and business, science, engineering, finance, education, agriculture, forestry, livestock, health services, information technology.

The big jump in the number of schools and institutes in 2002 from 1997 is because of the inclusion of the non-formal education centers in the figures and the jump in 2007 is because of the inclusion of monastic schools in the data of Figure 7. Table 9 below shows the number of schools and institutes in 2007. The table does not include the private training institutes.

¹⁹ Royal Government of Bhutan, Ministry of Education website www.education.gov.bt for figures up to 2004. Royal Government of Bhutan, Ministry of Education: General Statistics 2005, 2006 and 2007.

Figure 7: Growth in the Number of Schools and Institutes²⁰

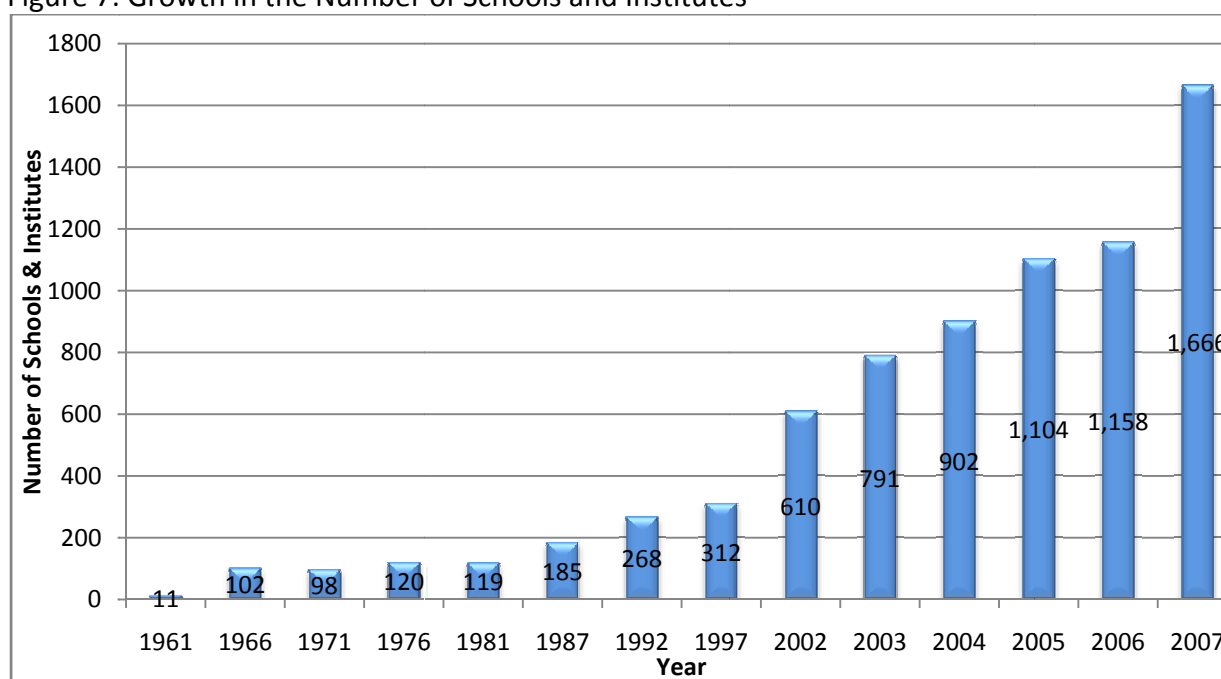


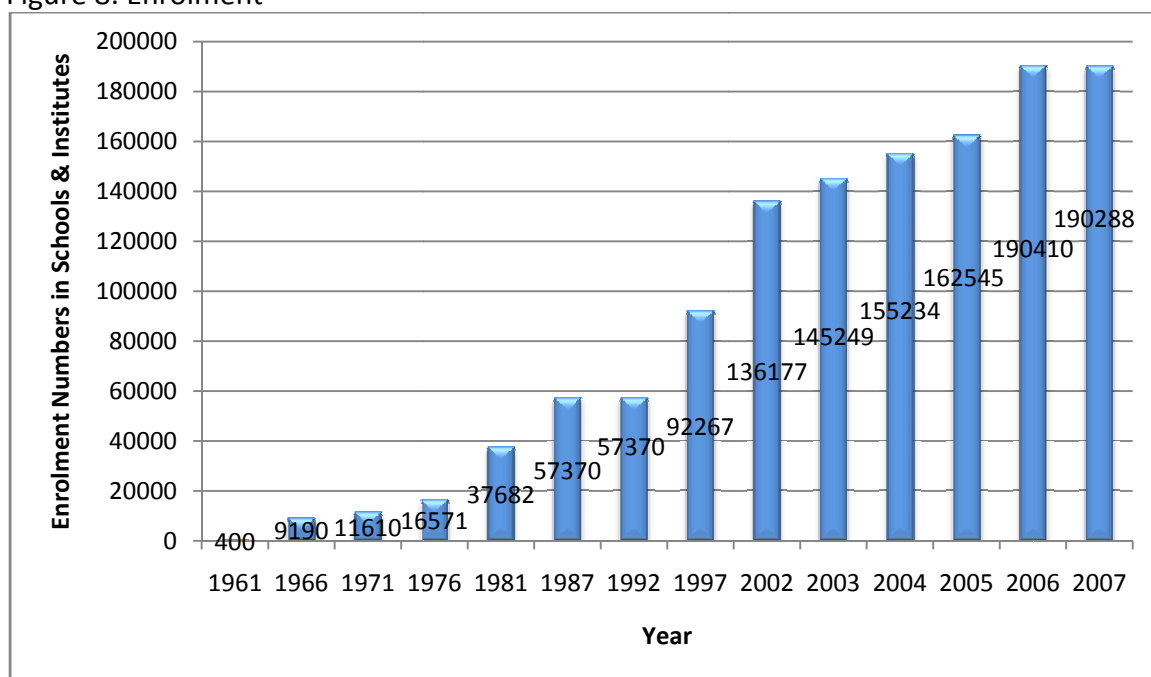
Table 9: Schools and Institutes in 2007

	Public	Private	Total
A Early Childhood Development			
1 Day Care Centres	-	6	6
B School Education			
1 Community Primary Schools	249	-	249
2 Primary Schools	83	16	99
3 Lower Secondary Schools	87	1	88
4 Middle Secondary Schools	37	-	37
5 Higher Secondary Schools	22	7	29
Sub-Total (B)	478	24	502
C Special Institutes	3	-	3
D Tertiary Education	10	-	10
E Vocational Institutes	6	-	6
Total (A+B+C+D+E)	497	30	527
F Non-Formal Centers	777	-	777
G Monastic Education	362	-	362
Grand Total	1,636	-	1,666

²⁰ Non-formal education centers included from 2002 and monastic schools added from 2007. While private schools are included, private training institutes are not included.

The expansion of education system has been accompanied by a correspondingly rapid growth in the enrolment of students as a result of the government’s sustained commitment to education. From about 400 students in the early 60’s, total enrolment has increased in all levels of formal education and non-formal education systems to 190,288 in 2007. Fig. 8 shows the progressive increase in enrolment in schools and institutes since the 1st Five Year Plan.

Figure 8: Enrolment²¹



The leap in figures in 2002 is the inclusion of non-formal education learners in the data and the increase in 2006 is because of the inclusions of learners in the monastic schools in the figures.

The Royal Civil Service Commission manages the human resource development of the Civil Service and hundreds of its cadres are provided training every year, both ex and in country. With modern education in Bhutan having started only in the late 1950s, capacity building in human resources continues to be a priority area of the Royal Government. Accordingly, the Five Year Plans provide substantial budget for human resource development. The number of persons to be trained and outlays for the last three Five Year Plans are as provided in Table 10.

²¹ Non-formal education learners included from 2002 and monastic schools learners included from 2006. While learners in private schools are included, learners in private training institutes do not figure in the data.

Table 10: Training Slots in the Five Year Plans

8 th Plan (1997-2002)		9 th Plan (2002-2008) ²²		10 th Plan (2008-2013) ²³	
Slots	Outlay (Nu. Millions)	Slots	Outlay (Nu. Millions)	Slots	Outlay (Nu. Millions)
7,633	1,484.18	20,197 (72,661 man months)	3,064.07	3,331 ²⁴	4,541.62

For the 8th Plan provision, 3,937 slots were for the civil service, 1,669 for corporations and 2,207 for the private sector. Against the plan, 11,110 training slots were implemented: 6,563 ex-country and 4,547 in-country. In the 9th Plan, only 17,965 training slots could be implemented at Nu. 2.8 billion: with 61% in country and 39% ex country. The provision in the table for the 10th Plan is purely for civil servants.

Considering adult learning to be from high school, even though there would be some students older than 15 years of age in the middle secondary schools, the figures for adult learners in 2006 and 2007, gender wise is as provided in Table 13. Since age break up for monastic schools learners are not available, the monastic schools learners have not been included in Table 11. The table also does not include employed Bhutanese, other than the non-formal learners, who are undertaking both short and long term training, and those in the private training institutes.

Table 11: Adult Learners²⁵

Year	Sex	High School ²⁶	Tertiary ²⁷	Vocational	Students Abroad ²⁸	Non-Formal	Total
2006	M	12,841	2,316	517	1,585	5,444	22,703
	F	10,976	1,237	296	1,066	13,106	26,681
	Total	23,817	3,553	813	2,651	18,550	49,384
2007	M	13,584	2,533	543	2,354	4,692	23,706
	F	12,039	1,287	267	1,656	10,002	25,251
	Total	25,623	3,820	810	4,010	14,694	48,957

Adult learners, as qualified in the preceding paragraph, as a percentage of population is provided in Table 12:

²² 9th Plan extended by one year so that the 10th Plan coincided with the first term of the first democratically elected government.

²³ 10th Plan is still in the draft stage. With the first democratically elected government in place from March 2008, the 10th Plan to be approved by the Parliament in November 2008, some changes are expected.

²⁴ This figure is for long term [more than six months] training of civil servants. For the provision of Nu. 1,684.045 million for short term training, no slots have been estimated for this. In service training, through government budget, for the private and corporate sector has been provided at Nu. 12.95 million under the Ministry of Labor & Human Resources.

²⁵ From the Annual General Statistics issued by the Policy & Planning Division of the Ministry of Education. Modified as per notes against each category.

²⁶ Learners in schools from Classes IX to XII.

²⁷ Students of NID and Sanskrit Patshala deducted.

²⁸ Students at all level. However, almost all will be adult learners.

Table 12: Adult Learners as a % of Population

Year	Adult Learners	Population ²⁹	% of Adult Learners
2006	49,384	646,851	7.6
2007	48,597	671,083	7.2

The following tables provide detailed information on the enrolment scenario of education in 2007, including adult education in Bhutan.

Table 13: Number of Students, Learners, Trainees and Novitiates in 2007³⁰

	Public		Private		Total		
	Male	Female	Male	Female	Male	Female	Total
A Early Childhood Development							
1 Day Care Centre	-	-	107	108	107	108	215
B(i) School Education							
1 Community Primary Schools	14,978	13,975	-	-	14,978	13,975	28,953
2 Primary Schools	12,100	11,485	1,142	1,033	13,242	12,518	25,760
3 Lower Secondary Schools	24,473	24,243	135	115	24,608	24,358	48,966
4 Middle Secondary Schools	15,335	14,494	-	-	15,335	14,494	29,829
5 Higher Secondary Schools	7,861	7,102	1,887	1,836	9,748	8,938	18,686
Sub-Total (B)	74,747	71,299	3,164	2,984	77,911	74,283	152,194
B(ii) Bhutanese students in India & abroad	-	-	546	483	546	483	1,029
Sub-Total (B(i)+(ii))	74,747	71,299	3,710	3,467	78,457	74,766	153,223
C Special Institutes³¹	92	17	-	-	92	17	109
D Tertiary Education							
1 Tertiary Institutes	2,533	1,287	-	-	2,533	1,287	3,820
2 Tertiary students abroad	365	86	1,443	1,087	1,808	1,173	2,981
Sub-Total (D)	2,898	1,373	1,443	1,087	4,341	2,460	6,801
E Vocational Institutes	543	267	-	-	543	267	810
Total (A+B+C+D+E)	78,280	72,956	5,260	4,662	83,540	77,618	161,158
F Non-formal Centers	4,692	10,002	-	-	4,692	10,002	14,694
G Monastic Education	9,199	88	-	5,149	14,348	88	14,436
Grand Total	92,171	83,046	10,409	4,662	102,580	87,708	190,288

Continuing Education Program, started on a pilot basis in 2006 to provide opportunity to those already in the labor market to enhance their level of education has proved to be both popular and successful. The program has now been extended to three towns. With a private college starting from 2009 in the capital city of Thimphu where more than 12% of the Bhutanese live, the opportunity for employed people to continue their education on their own at the tertiary level will soon be available. Such opportunities will also be available in the public tertiary institutes in the near future. Table 14 provides the enrolment figures for continuing education since its inception.

²⁹ Projected figures provided in Statistical Yearbook of Bhutan 2007

³⁰ Continuing Education students and Trainees undergoing training in language, management, accounting, etc. in private institutes not included.

³¹ National Institute for the Disabled (blind) and Sanskrit Patshalas

Table 14: Enrolment in Continuing Education Program

Level	2006			2007			2008		
	M	F	Total	M	F	Total	M	F	Total
Class IX	14	17	31	7	20	27	24	12	36
Class X	-	-	-	9	12	21	6	14	20
Class XI	64	53	117	104	141	245	150	183	333
Class XII	-	-	-	57	43	100	102	108	210
Total	78	70	148	120	173	293	282	317	599

Private providers are increasingly offering education that is either not provided by the government agencies, or supplementing the government run programs. As the Bhutanese population and economy grows, private institutions are expected to play a bigger role in adult education. Table 15 indicates the contribution private training institutes have made in adult education

Table 15: Number of Adults trained by Private Institutes

Institute	Learners			Remarks
	Male	Female	Total	
Computer & Management Institute, Phuentsholing	289	1,189	1,429	Established in 1999. Provides Diploma in Commercial Accounting, Diploma in Information Technology, Certificate in IT & Office Management, Certificate in Commercial Accounting
Rigsum Institute of Information Technology & Management, Thimphu	2,073	2,096	4,169	Established in 1998. Provides Diploma & Certificate in IT, and training in Commercial Accounting, Office Management, Dzongkha Unicode, Programming, Web Design, Graphic & Animation, Microsoft Office, etc.
Dzongkha Language Institute, Thimphu	318	113	431	Established in 2005. Offers courses in Dzongkha Unicode and Linux ³² , Dzongkha language and grammar, Dzongkha Continuing Education
ST IT Institute, Damphu	83	111	194	Established in 2006. Offers training in Office Management, Commercial Accounting and Basic Computer Courses
Druk Info Tech Institute, Mongar	17	32	49	Established in 2006. Offers training in Commercial Accounting, Basic & Advanced Computer Courses
BK One Bhutan Centre of Excellence, Thimphu	39	48	87	Established in 2007. Corporate training institute providing training mainly in Management Development, Behavioral, Sales and for ITes-BPO industry.

³² Dzongkha Unicode and Linux are software for the language.

3.2 Monitoring and evaluating programs and assessing learning outcomes

Learning is evaluated through formative and summative modes of assessment. Continuous assessment which is formative in nature focuses on immediate feedback on students' learning with follow-up remediation. It is carried out as an ongoing assessment throughout the program of study. The summative assessment is carried out through conducting the examinations at the end of each term/semester. Two major exams are held by the schools and tertiary institutes in a year and promotion to the next level entails minimum level of performance in these evaluations.

At certain levels of learning in the schools, evaluation is conducted at the national level by conducting nationwide examinations by the Bhutan Board of Examinations - for Class X and Class XII. Continuation of learning beyond these levels depends on the performance of the students in the examinations. The colleges and institutes under the Royal University of Bhutan and Ministry of Labor and Human Resources also conduct regular evaluations of learning and major examinations are held twice a year. Graduation from the different programs requires a minimum level of achievement in the examinations.

The Education Monitoring and Support Services Division under the Department of School Education monitors the overall functioning of schools including private schools and also provides support services to the schools to achieve their mission of providing quality education.

The colleges and institutes under the Royal University follow monitoring and evaluation techniques that are generally adopted in other universities.

While the Non-formal and Continuing Education Division (NFCED) at the Ministry of Education is responsible for monitoring and evaluating the overall NFE program of the country, the Dzongkhag Education Officers (DEOs) are responsible for monitoring the program in their respective Dzongkhags and are accountable to the NFCED/MoE. The responsibility is further decentralized to the geog level where a parent school is identified to manage and monitor the program in the NFE centres. The parent school principal is responsible for at least 3 NFE centers and s/he reports to the DEO. The NFE Instructor reports to the Principal of the parent school and at the instructor's level, s/he evaluates the learning outcomes of the learners on a continuous basis by providing class work, home work, conducting regular simple tests. Monitoring of the program takes place on a regular basis at all levels. The tools and mechanisms used in monitoring the program include field visit/reports, focus group discussions, questionnaires, forms, etc.

The monastic educational institutes also have regular tests and examinations to assess the progress of learning of their students.

3.3 Adult educators/facilitators' status and training

Teachers occupy a traditionally respected position in Bhutanese society: and indeed is considered a noble profession – more so in the tradition bound monastic education system. The employees of the schools and training institutes under the Royal Government are part of the civil service and comprise a substantial part of the civil servants. However, the non-formal education instructors are employed on a temporary basis.

Realizing the importance of the role of teachers in its development program, one of the first training institutes started in the country was for training teachers. The present College of Education, Samtse started as a Teacher Training Institute in 1968 and the College of Education, Paro had its beginning in 1975 as Teacher Training Centre: more commonly known as the TTI and TTC. Since then, these two centers for developing educators have produced legions of teachers; such that Bhutan has grown from almost no Bhutanese teachers at the start of its modern development initiatives in 1961 to almost self-sufficiency in educators. Bachelors in Education program was started in 1983 at Samtse campus and both the institutes have now been upgraded to colleges. Graduates of these institutes are deployed throughout the education system in Bhutan. The enrolment figures at these institutes since 1998 are provided in Table 16.

Table 16: Enrolment in the Colleges of Education 1998-2007³³

Year	Samtse			Paro			Total		
	M	F	Total	M	F	Total	M	F	Total
1998	91	116	207	122	158	280	213	274	487
1999	155	112	267	217	229	446	372	341	713
2000	177	101	278	323	271	594	500	372	872
2001	195	99	294	244	218	462	439	317	756
2002	263	118	381	330	303	633	593	421	1,014
2003	224	120	344	337	319	656	561	439	1,000
2004	327	162	489	355	282	637	682	444	1,126
2005	321	166	487	462	317	779	783	483	1,266
2006	320	163	483	419	325	744	739	488	1,227
2007	359	187	546	428	275	703	787	462	1,249

Educators in Bhutan, regardless of the organizations that they are with, are regularly updated on new developments in their field, curriculum, policies, etc. through in service training and workshops organized at many levels within the country. Some are also sent abroad to keep abreast with new developments in their profession. Table below shows the number of in service workshops organized and the participants at the national level from 1991-2006. Most of the workshops and trainings are organized during the vacation breaks in the academic session.

³³Royal Government of Bhutan. Policy & Planning Division, Ministry of Education. General Statistic, 2007. Thimphu: Policy and Planning Division, Ministry of Education., 2008.

Table 17: Number of workshops and participants – 1991-2006³⁴

Year	National Level		Dzongkhag Level		Total	
	Courses	Participants	Courses	Participants	Courses	Participants
1991	15	1,357	0	0	15	1,357
1992	12	1,153	0	0	12	1,153
1993	9	547	2	480	11	1,027
1994	11	1,009	3	660	14	1,669
1995	17	1,045	0	0	17	1,045
1996	23	1,446	0	0	23	1,446
1997	20	1,326	0	0	20	1,326
1998	23	1,504	0	0	23	1,504
1999	27	1,404	0	0	27	1,404
2002	31	2,033	0	0	31	2,033
2003	27	1,358	0	0	27	1,358
2004	22	851	0	0	22	851
2005	10	560	0	0	10	560
2006	20	2,345	0	0	20	2,345
Total	267	17,938	5	1,140	272	19,078

Besides these, educators are provided the opportunity to upgrade their level of education. College of Education, Samtse introduced distance learning in 1995 to enable teachers to obtain diploma and bachelor's degrees in education. College of Education, Paro is administering distance education at postgraduate level in Leadership and Management since 2003 and a diploma level since January 2004. For these courses, on campus classes are held for the teacher learners during vacations. Selected teachers are provided scholarship to pursue higher education abroad.

The administration of the non-formal education is quite different. The instructors are Class X or XII passed students. They are employed on temporary basis and inducted into the program by an induction workshop. Thereafter, training is provided as and when new teaching materials are developed and refresher's course for the senior instructors.

To encourage more Bhutanese to take up the profession of teaching and in a bid to improve the quality of education, teachers in the government education system were at one time provided 30 – 45% higher salary than other equivalent civil servants. While this incentive has been currently removed, upon introduction of "position classification system" in the civil service, some rationalization in pay packages is expected soon.

The monthly pay structure of the civil servants with effect from 1st July 2006 is given in Table 18. With the first Pay Commission constituted as per the requirement of the recently adopted

³⁴ Royal Government of Bhutan. Policy & Planning Division, Ministry of Education. General Statistics, 2007. Thimphu. Policy and Planning Division, Ministry of Education, 2008. Figures not available for 2000 and 2001.

Constitution, a revision in pay is expected soon. All educators with qualification of a bachelor's degree enter service at P-5; P implying professional. Currently the teachers under the government ministries and the Royal University are covered by this same salary structure. The government also provides some special allowances: high altitude allowance at Nu. 1,000.00 per month for those posted at altitudes above 12,000 ft; difficulty allowance at Nu. 800.00 per month for those who are posted at places which are one day walk from motorable road, with Nu. 200.00 for every additional day of walk subject to a maximum of Nu. 1,600.00 per month; free accommodation to heads of schools and institutes where government housing is available. The shaded portion of the pay structure in the Table 18 is where most of the educators in Bhutan would be placed in terms of income. The temporary instructors for non-formal education centers are paid only a consolidated sum of Nu. 4,500.00 per month without any post terminal benefits.

In Bhutan, health care is provided free by the government and education of children, even up to tertiary level if the child qualifies is also provided free. All educators on regular employment are covered under the pension scheme of the nation. Promotion for teachers to the next higher position classification is generally, on the average, after every four years and assignment for managerial posts is on competitive basis.

Table 18: Monthly Pay Scale for Civil Servants from 1st July 2006

Grade	PCS (Position) ³⁵	Pay Scale in Ngultrums per month (Since 2006)		
		Minimum	Annual Increment	Maximum
1	EX/ES-1	33,970	680	44,170
2	EX/ES-2	28,500	570	37,050
3	EX/ES-3	24,090	480	31,290
4	P-1	18,970	380	24,670
5	P-2	16,755	335	21,780
6	P-3	14,690	295	19,115
7	P-4	13,080	260	16,980
8	P-5	10,710	215	13,395
9	S-1	9,855	200	12,855
10	S-2	8,930	180	11,630
11	S-3	8,160	165	10,635
12	S-4	7,240	145	9,415
13	S-5	6,700	135	8,725
More scales till Grade 17 and for GSC-I and GSC-II				

The educators of monastic schools, whether government managed or private, receive only nominal pay for subsistence.

³⁵ Position Classification System – Secretary to a Ministry is at EX-1, Heads of departments generally at EX-3. ES denote Experts/Specialists for subject specialists with no executive authority.

Table 19 provides the numbers of teachers in Bhutan in 2007 at various levels of the education network.

Table 19: Number of Teachers, Lecturers, Instructors, Trainers, Lopens and Caregivers in 2007³⁶

	Public		Private		Total		
	Male	Female	Male	Female	Male	Female	Total
A Early Childhood Development							
1 Day Care Centers	-	-	1	18	1	18	19
B School Education							
1 Community Primary Schools	703	193	-	-	703	193	896
2 Primary Schools	416	335	46	107	462	442	904
3 Lower Secondary Schools	860	744	12	11	872	755	1,627
4 Middle Secondary Schools	622	471	-	-	622	471	1,093
5 Higher Secondary Schools	467	216	131	38	598	254	852
Sub-Total (B)	3,068	1,959	189	156	3,257	2,115	5,372
C Special Institute	11	3	-	-	11	3	14
D Tertiary Education	290	64	-	-	290	64	354
E Vocational Institutes	82	7	-	-	82	7	89
Total (A+B+C+D+E)	3,451	2,033	190	174	3,641	2,207	5,848
F Non-Formal Centers	339	423	-	-	339	423	762
Grand Total	3,790	2,456	190	174	3,980	2,630	6,610

4. Research, Innovation and Good Practices

4.1 Research studies in the field of adult learning

While not much research is conducted in adult learning at the moment, impact assessments and tracer studies of some programs are conducted, to know the effectiveness of the investment made and to learn about the impact of new or revised curriculum. The results of these studies are used for improvements of the programs.

4.2 Innovations and examples of good practice

A lot of new programs have been initiated and implemented in the teaching profession during the last couple of years in the efforts to improve the quality of education. The following comprises of some of the programs that have contributed in improving the education system in Bhutan.

The Teacher Training Institute (TTI) and the Teacher Training Centre (TTC) produced teachers with only certificates in teaching until their up gradation to colleges. The graduates of TTI and TTC served their role in expansion of primary education and with the expansion of schools with higher classes the education level of the experienced teachers also had to be up graded. The

³⁶ Number of trainers in private institutes that provide training in language, management, accounting, etc. not included. However, teachers in private schools are included.

Ministry of Education started distance education in 1995 to provide opportunities to in service teachers to obtain diplomas and bachelor's degrees in education. The "student teachers" attended on campus classes during their winter vacation months and attended to assignments and self study while at their respective schools. Since the introduction of these programs, many of the teachers in the schools have upgraded their qualification.

Upon the success of the diploma and bachelor's program, the distance education program has been extended to the post graduate level. For the principals who were teaching in high schools and have a bachelor's degree, a master's degree in education leadership and management was introduced in 2003 at the Paro College of Education. This provided opportunities for the Bhutanese principals for professional growth and collaborative learning. The Paro College of Education , then National Institute of Education in Paro under the Ministry of Education, in collaboration with the St. Francis Xavier (St. FX) University in Canada, offered mixed mode distance education in Master of Education (M. Ed) from January 2003 until January 2006. The classes were offered jointly by professors from the St. Francis Xavier University, Canada, and the Bhutanese tutors. Under this arrangement 5 cohorts of students have been enrolled. The first cohort graduated in 2006 and the last cohort will graduate in 2012. The program comprises of four years part-time with 4 weeks of residential school each winter at Paro College of Education and 4 weeks of summer residential school in the first year at St. Francis Xavier University in Canada. So far, first three cohorts of 57 school administrators have successfully completed the program.

Similarly, a diploma program in leadership and management was introduced by the same college for principals of community primary and primary schools. The diploma program comprises of 3 years part-time with 4 weeks residential school each winter. A total of 84 principals have completed the program. These programs have imbibed positive leadership qualities in the principals of schools.

One of the Ministry of Education's continuous efforts in improving the quality of education is through providing quality teachers. While the efforts are being made to provide quality pre-service teachers, the enhancement of the quality of in-service teachers was equally important. To this effect, the following lead teachers programs were instituted by the Ministry of Education to enable to further specialize and develop teachers in particular areas of specialization.

Table 20: Graduates of Distance Education Programs

Name of Program	Year of Introduction	Program duration	College Responsible	Number of graduates as of 2007
Certificate in Teaching Primary English	2005	3 years	Samtse College of Education	24
Certificate in Teaching Primary Maths	2005	3 years	Samtse College of Education	25
PG Diploma in Teaching Secondary English	2004	3 years	Sherubtse College	22 graduated and 23 are expected to graduate in September 2008
PG Diploma in Teaching Information System	2000-2001	3 years	Sherubtse College	121
Diploma in Counseling	2005	5 years	Samtse College of Education	33 enrolled
Distance B. Ed Dzongka for class XII graduates	2003	3 years	Paro College of Education	140
Distance B. Ed Dzongkha for class X graduates		5 years		
Post Graduate Diploma in Education for in-service Dzongkha Language Teachers	2007	1 year	Paro College of Education	15
Distance B. Ed for Primary Teachers with PTTC	1995	3 – 5 years	Samtse College of Education	213

The introduction of the continuing education program in 2006 has been a boon to those who need to remain employed but wish to continue their education to open more avenues of opportunities in life. While such a program is not a “discovery”, this has been a novelty in Bhutan. This program is expected to grow and benefit a lot more Bhutanese.

The Post Literacy Course (PLC) in the non-formal education program was introduced in 1996 in an effort to help the neo-literates to retain and enhance their literacy skills while at the same time enhancing their knowledge in broad areas like health, agriculture, animal husbandry, environment, forests and value education. While many learning materials related to promoting the quality of life of the learners have been developed in the PLC, the most recent and significant development has been the development of Instructor’s Guide using Life Skills (LS) approach and Literacy Building Strategies (LBS) for the first time, and the development of 8 life skills based reading materials in the areas of HIV/AIDS, Reproductive Health, Gender Based Violence and Substance Use and Abuse. Since the earlier PLC texts contained a lot of knowledge

in livelihood skills, the incorporation of life skills approach in the PLC materials provides a right mixture of the essentials of facing the challenges of one's day to day life in a more comfortable manner.

The Department of Human Resource under the Ministry of Labor and Human Resources has instituted the training of technical Instructors in teaching methodologies from 2006 through developing a core team of Master Trainers by using the expertise of Technical Instructors Training Institute in Nepal. It was initiated to ensure quality teaching and learning.

5. Adult Literacy

A literate person in Bhutan is defined as someone who can read, write and speak in any language or in his/her own mother tongue. The Report on the Workshop held at the CONFINTEA V Mid-term Review Conference, Bangkok, Thailand, September 2003 defines literacy as "Literacy is the ability to write and read, with understanding, a short, simple statement related to one's daily life".

Taking into consideration the adult population as 15 years of age and above, the adult literacy rate was 52.8% (224,473) in 2005, with the challenge of more than 200,550 of adult population to become literate by 2015. As is shown in Table 21³⁷ below, the literacy rate of urban adults is much higher (71.5%) than that of the rural adults (44%), while the ratio of women literacy in the urban (37.5%) and rural (31.5%) are correspondingly much lower than the males.

Table 21: Literacy Rate of Adult Population

Adult population (15+ years)	Urban			Rural			Grand Total	Literate adults by gender	Adult literacy by %
	Literate	Illiterate	Total	Literate	Illiterate	Total			
Male	60,581	14,776	75,357	87,618	64,856	152,474	227,831	148,199	66%
Female	36,193	23,772	59,965	40,081	97,146	137,227	197,192	76,274	34%
Total	96,774	38,548	135,322	127,699	162,002	289,701	425,023	224,473	Overall adult literacy 52.8%
%	71.5	28.5	100	44.0	56.0	100			

While being literate contributes to improving the quality of life, the level of education has more impact on the socio-economic development and wellbeing of the nation. Table 22³⁸ depicts the education level of adult population by gender and residence.

³⁷ Considered 15+ years old from table 6.4 (PHCB – 2005).

³⁸ Included all from 'attended past' and from middle secondary level & above from 'attending now' from table 6.10; and considered 15+ years old from table 6.12 of PHCB – 2005.

Table 22: Qualification Level of Literate Population

Qualification level	Urban			Rural			Total	%
	Male	Female	Total	Male	Female	Total		
Degree & above	4761	1943	6704	2083	522	2605	9,309	4.2
Undergraduate	1473	942	2415	1177	472	1649	4,064	1.8
Diploma	1943	700	2643	1541	323	1864	4,507	2.1
Higher secondary	5833	4025	9858	3984	1429	5413	15,271	6.8
Middle secondary	12159	9403	21,562	9743	4802	14545	36,107	16.1
Lower secondary	6742	3818	10,560	6417	2326	8743	19,303	8.6
Primary	15451	6807	22,258	26,718	10,721	37,439	59,697	26.6
NFE/Traditional/ Self learning	6986	4448	11,434	27,380	13,706	41,086	52,520	23.4
No Grade/Others	5233	4107	9,340	8575	5780	14,355	23,695	10.5
Total	60,581	36,193	96,774	87,618	40,081	127,699	224,473	100

According to the data shown in the Table 22, 26.6% of adult population (59,697) has received only primary education (Class VI). Only 31% of adult population has successfully acquired at least basic education level (Class X) until 2005. The non-formal education, traditional/monastic education and self learning programs have significantly contributed in improving the literacy level of adult population by about 23%, and that too mostly in the rural areas.

The non-formal education in Bhutan was conceived as an alternative educational channel to help people acquire literacy skills. Early school dropouts, illiterate young men and women, and particularly women are the target groups of the program.

6. Expectations of CONFINTEA VI and Future Perspectives of ALE

6.1 Future Perspective of ALE

The Ministry of Education will be expanding the middle and secondary education schools to increase enrolment from Classes IX to XII. More private schools are also expected to be in operation to enable more intakes of learners in these classes.

The Ministry of Education will also expand both the scope and scale of the non-formal and continuing education programs. The non-formal education program will be geared to ensure full adult literacy by 2015. Learners will be encouraged to progress to the PLC program to develop life and livelihood skills to improve the quality of their lives. As envisaged in the 9th Five Year Plan– “Post literacy activities will support the continued teaching of Dzongkha and the introduction of English”, learning of English will be introduced in the non-formal education program. An impact assessment study of the non-formal education program will be conducted

during 2008 and the results of this study will be utilized to improve the program. Also, to ensure efficient monitoring and information system, a computerized NFE Management and Information System (MIS) will be instituted.

The continuing education program will be expanded to other parts of the country to provide equal opportunities to all Bhutanese. In the capital, the continuing education program is expected to be offered at the degree level by the private college. In the near future, public training institutes are also expected to be privatized. The possibilities of diversifying curriculum and different ways of providing continuing education services will be explored. An approach to introducing equivalency program for out of school youths and adults will be studied.

The Royal University of Bhutan intends to increase students intake from 3,920 in 2006 to 9,000 in 2012 by expanding the existing colleges and institutes, and by establishing new colleges. The Royal Government has decided to establish a medical college during the 10th Five Year Plan to cater to the growing need for doctors in the country. The University will strengthen the research capabilities of its colleges and institutes; amongst others, by developing relations with industries. In line with this, the University plans to set up several centers of research like Center for University Learning and Teaching, Center for Buddhist Studies, Center for Population and Development Studies, etc.

The Ministry of Labor & Human Resources will be establishing 8 more Vocational Training Institutes with capacity of 250 students each and two Institutes of Zorig Chusum with 200 students each during the next five years to equip the young adults of Bhutan for the job market.

The Hotel and Tourism Management Training Institute is under construction and will be in operation from 2009 to provide international level training to meet the manpower requirement of the hotel and hospitality industry.

The Monastic Body will be expanding the Tango Thorim Shedra to increase the student monks from the current 200 to 500 for education in Buddhist study and philosophy. A similar college in Buddhism will be established in the eastern district of Mongar, called the Nangzor Anim Shedra, to cater to women who decide to be nuns. A Dharma Centre to conduct research in Buddhism is also planned to be established.

6.2 Expectations of CONFINTEA VI

While we expect to learn from the experience of other nations in improving adult education and learning in Bhutan, we also hope to become better informed and more educated in addressing the following specific areas out of CONFINTEA VI.

- Strategies to expand the NFE literacy program to achieve 100% adult literacy by 2015.
- Strategies to encourage/retain NFE Instructors in the system.
- Approaches to enhance and sustain knowledge and skills acquired by NFE learners.
- Ways to include NFE learners in the mainstream education program.
- Ways to share teaching and learning resources among the partners in the region.
- Enhance support from global partners in adult learning and education in Bhutan.

Acronyms

AFD	Administration & Finance Division
ALE	Adult Learning & Education
BBE	Bhutan Board of Examination
BLC	Basic Literacy Course
BLSS	Bhutan Living Standard Survey
BPO	Business Process Outsourced
CAPSD	Curriculum and Professional Support Division
CECD	Career Education & Counseling Division
DAHE	Department of Adult & Higher Education
DSE	Department of School Education
DYS	Department of Youth & Sports
EM	Education Media
EMSSD	Education Monitoring & Support Service Division
FYP	Five Year Plan
GSD	Games & Sports Division
HRD	Human Resource Development
HRMD	Human Resource Management Division
IA	Internal Auditor
IT	Information Technology
ITes	Information Technology enabled Services
NFCED	Non-Formal & Continuing Education Division
NFE	Non Formal Education
NSF	National Sports Federations
NWAB	National Women's Association of Bhutan
PCS	Position Classification System
PD	Program Division
PHCB	Population and Housing Census of Bhutan
PHCB	Population and Housing Census of Bhutan
PLC	Post Literacy Course
PPD	Policy & Planning Division
RGoB	Royal Government of Bhutan
RUB	Royal University of Bhutan
SCD	Scouts Division
SD	Scholarship Division
SLCU	School Liaison & Coordination Unit
SPBD	School Planning & Building Division
TED	Tertiary Education Division
VET	Vocational Education and Training
YC	Youth Centre
YIC	Youth Information Centre

Glossary

Anim	Buddhist Nun
Choekay	Tibetan script
Dratshang Lhentshog	Council of Monastic Body
Druk Desi	Temporal head
Druk Gyalpo	His Majesty the King of Bhutan
Drukpa	Northern Bhutanese
Dzongdag	Administrative head of district
Dzongkha	The national language
Dzongkhag	District
Geogs	Administrative block made up of several villages
Je Khenpo	Chief Abbot
Lamas	Buddhist leaders/teachers
Lhotsams	Bhutanese of Nepali origin
Lopens	Assistants to Je Khenpo, equivalent to Ministers or Teacher
Ngalops	Original inhabitants of western Bhutan who speak Dzongkha
Ngultrum	Bhutan's national currency (at par with Indian rupee)
Shar chop	Original inhabitants of eastern Bhutan
Shedra	Buddhist College
Zorig Chusum	Thirteen traditional arts and crafts

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