# Follow-up of CONFINTEA VI:

## Reporting template for National progress reports in preparation of the
### *Global Report on Adult Learning and Education (GRALE)*
### and the end of the
### United Nations Literacy Decade (UNLD)

## National progress report submitted by
## the Government of Bhutan

This report is submitted on behalf of the Government of Bhutan in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)[1] as laid down in the *Belém Framework for Action*[2], specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes[3], which are meant to provide further clarification.

| | |
|---|---|
| Institution responsible for submitting this report | Ministry of Education, Thimphu , Bhutan. |
| Submission date | 16th June 2012 |

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[1] For more information about CONFINTEA VI see: http://www.unesco.org/en/confinteavi/

[2] Available in nine languages at http://www.unesco.org/en/confinteavi/belem-framework-for-action/

[3] The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

## Report elaboration process

| Which institutions and stakeholders provided input to this report? | *Mark all that apply* |
|---|---|

Government Ministries

| | |
|---:|:---:|
| Agriculture | ☐ |
| Defence | ☐ |
| Education | ☒ |
| Foreign Affairs | ☐ |
| Health | ☐ |
| Interior/Home affairs | ☐ |
| Labour | ☐ |
| Others *(please mark and specify below)* | ☐ |

| | |
|---:|:---:|
| Civil society organisations | ☐ |
| National non-governmental organisations | ☒ |
| International non-governmental organisations | ☐ |
| Educational or research institutions/Universities | ☐ |
| Private sector companies | ☐ |
| United Nations agencies | ☐ |
| Non-UN bilateral or multilateral organisations | ☐ |
| Others *(please mark and specify below)* | ☐ |

*Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.*

This report has been drafted by Non-Formal & Continuing Education Division under the Department of Adult & Higher Education and sent around to major stakeholders in the Ministry of Education for additonal Comments and Content. Contribution were made by the Policy and Planning Division and Quality Assurance and Accretidation Division from the Eucation Secretary.

## 1. Definitions and data collection on adult learning and education

| | Yes | No |
|---|---|---|
| 1.1 Does your country have an official definition of **adult education**? <br> *If Yes, please provide it in the space below:* | ☐ | ☒ |
|     1.1.1 Are other definitions used in practice? <br> *If Yes, please provide them in the space below:* | ☐ | ☒ |
| 1.2 Has your country adopted or developed an official definition of **literacy**? <br> *If Yes, please provide it in the space below:* | ☐ | ☒ |
|     1.2.1 Are other definitions used in practice? <br> *If Yes, please provide them in the space below:* | ☐ | ☒ |

| 1.3 How is literacy data obtained in your country? |
|---|
| *Please select the option(s) below* |
| National census ☐ |
| School administrative data (years of schooling completed/primary certificate) ☒ |
| Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) ☐ |
| Household surveys ☒ |
| Other methodology (*please describe below*): ☐ |

| | Yes | No |
|---|---|---|
| 1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006? | ☐ | ☒ |

| *If Yes, please select the option(s) below that best describe the change(s)* | |
|---|---|
| New conceptual definition on literacy in place (for policy) | ☐ |
| New conceptual definition on literacy in place (for data collection only) | ☐ |
| New assessment of youth and/or adults' literacy skills | ☐ |
| Increase in the periodicity without significant conceptual changes | ☐ |
| Other changes (*please provide details below*): | ☐ |

| | Yes | No |
|---|---|---|
| 1.5 Has your country faced challenges in collecting literacy data? <br><br> *If Yes, please describe them briefly in the space below:* <br> Due to Resource contraints and lack of capacity it is very difficult to collect any sort of data in regard to literacy. | ☒ | ☐ |

| 1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. |
|---|
| <br> We use UNESCO definiton for both literacy and Adult Education |

## 2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

| | Yes | No | If Yes: name of legal/policy instrument and references (add as many lines as needed) | Year |
|---|---|---|---|---|
| Lifelong learning | ☒ | ☐ | Guidelines on Continuing Education | 2010 |
| Adult education | ☒ | ☐ | Constitution of Bhutan 2005 | 2005 |
| | | | Constitution of Bhutan and policy directives on Non- | 2005,1996 |
| Adult literacy | ☒ | ☐ | Formal & Continuing Education | 2007 |

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

| | Specific target groups, including age range (add as many lines as needed) | Total number of individuals in the group |
|---|---|---|
| Adult education | Out of School , School drop outs & employees | 2000 |
| Adult literacy | 15years and above adult both male and female | 13587 |

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

| | Yes | No | Specify goal | Specify timeframe |
|---|---|---|---|---|
| Adult education | ☐ | ☐ | | |
| Adult literacy | ☒ | ☐ | 70% by 2013 | 2008-2013 |

| 2.4 Does your country have a policy on the language of instruction in adult education? | Yes | No |
|---|---|---|
| | ☒ | ☐ |

If Yes, please provide a brief explanation and references in the space below including when it was put in place:
Basic Literacy Course : National Langauge
Post Literacy Course : National Langauge and English

| 2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning? | *Yes* | *No* |
|---|---|---|
| | ☒ | ☐ |

*If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:*
We have the Bhutan Qulaification Framework to cater to this which is just developed

| 2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level? | *Yes* | *No* |
|---|---|---|
| **Adult education** | ☐ | ☒ |

*If Yes, please provide a brief explanation and references:*

| | **Adult literacy** | ☒ | ☐ |
|---|---|---|---|

*If Yes, please provide a brief explanation and references:*
Reviewed & Revised entire NFE curriculum

| 2.7 Have adult education and adult literacy been included in other national plans/strategies? | | | |
|---|---|---|---|
| **Adult education:** | *Mark all that apply* | *Timeframe* | *References* |
| National Development Plan | ☒ | 2008-2013 | 10[th f] Five  Year Plan |
| Poverty Reduction Strategy Paper | ☒ | | |
| Education strategy | ☒ | 2008-2013 | |
| Skills development (including vocational education and training) strategy | ☒ | 2005 | Youth Development Fund of Bhutan |
| Education For All Fast Track Initiative (EFA FTI) Education Sector Plan | ☒ | 2002 -2015 | Vision 2020 |
| Sustainable development strategy | ☒ | 2002–2007 | National Sustainable Development of Bhutan |
| Other (specify in the space below) Educating  for Gross Natioanl Happiness | ☒ | 2010 | |
| **Adult literacy:** | *Mark all that apply* | *Timeframe* | *References* |
| National Development Plan | ☒ | 5years | 2008-2013 |
| Poverty Reduction Strategy Paper | ☒ | | |
| Education strategy | ☒ | 2008-2013 | |
| Skills development (including vocational education and training) strategy | ☒ | 2005 | Youth Devlopment Fund of Bhutan |

| | | | |
|---|---|---|---|
| Education For All Fast Track Initiative (EFA FTI) Education Sector Plan | ☒ | 2015 | Education Sector Strategy |
| Sustainable development strategy | ☐ | | |
| *Other (specify in the space below)* | ☒ | 2010 | |
| Educating for Gross National Happiness | | | |

**2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?**

| | *Yes* | *No* | *Specify policy/plan (add as many lines as needed)* | *References* |
|---|---|---|---|---|
| Adult education | ☐ | ☒ | | |
| Adult literacy | ☐ | ☒ | | |
| *If Yes, please elaborate how they have been involved.* | | | | |

**2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.**

| |
|---|
| |

## 3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

*Governmental:*

| Institution (add as many lines as needed) | Geographical scope (mark all that apply) | | Is it involved in the implementation of programmes/courses? (mark all that apply) | |
|---|---|---|---|---|
| | *National* | *Sub-national* | *On adult education* | *On adult literacy* |
| Ministry of health | ☒ | ☐ | ☒ | ☐ |
| Ministry of Agriculture | ☒ | ☐ | ☒ | ☐ |
| NGOs | ☒ | ☐ | ☒ | ☐ |
| District | ☐ | ☒ | ☒ | ☒ |
| Ministry of Education | ☒ | ☒ | ☒ | ☒ |
| Private Providers | ☒ | ☒ | ☒ | ☒ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |

*Non-Governmental:*

| Institution (add as many lines as needed) | Geographical scope (mark all that apply) | | Is it involved in the implementation of programmes/courses? (mark all that apply) | |
|---|---|---|---|---|
| | *National* | *Sub-national* | *On adult education* | *On adult literacy* |
| Youth Development Fund | ☒ | ☐ | ☒ | ☐ |
| Private Companies | ☒ | ☒ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |
| | ☐ | ☐ | ☐ | ☐ |

| 3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities? | *Yes* | *No* |
|---|---|---|
| **Adult education** | ☒ | ☐ |

*If Yes, please provide name and contact details:*
Non-Formal & Continuing Education Division Ministry of Education

| | Adult literacy | ☒ | ☐ |
| --- | --- | --- | --- |
| *If Yes, please provide name and contact details:*<br>Non-Formal and Continuing Education | | | |

| 3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in... | *Yes* | *No* |
|---|---|---|
| **...adult education?** | ☒ | ☐ |

*If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:*
NFE- MIS Project funded by UNICEF & UNESCO
Non-Formal Education Board members from all revelvant stakeholders e.g:Secretary Ministry of Education, Secretary Bhutan Counscil for Secondary  Examination ,Director General , Department of School Education, Director, Department of Youth and Sports,Director, College of Education, Paro ,Chief Programme Officer, School Monitoring and Support Division , Ministry  of Education, Research officer , Dzongkha Developemnt Commission.

| **...adult literacy?** | ☒ | ☐ |
|---|---|---|

*If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:*
National stratagy  on Non-formal Education

| 3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in… | *Yes* | *No* |
|---|---|---|
| **...adult education?** | ☐ | ☒ |

*If Yes, please indicate what activities are undertaken and provide references:*
Biennial stakeholders conference in all 20 Districts  .

| **...adult literacy?** | ☒ | ☐ |
|---|---|---|

*If Yes, please indicate what activities are undertaken and provide references:*
Biennial stakeholders conference in all 20 Districts  .

| 3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ... | *Yes* | *No* |
|---|---|---|
| **...adult education?** | ☒ | ☐ |
| **...adult literacy?** | ☒ | ☐ |

| 3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. |
|---|
| The  implementation of Non- Formal Education has been  fully decentralised to the districts from 2005 |

## 4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.
Please indicate which data are reported:

| *Actual expenditure* | *Budget allocation* |
|---|---|
| ☒ | ☐ |

4.2 Please indicate the name of the currency used for reporting:

Ngultrum

4.3 Please indicate the monetary unit used in the following tables:

| *Units* | *Hundreds* | *Thousands* | *Millions* |
|---|---|---|---|
| | ☐ | ☐ | ☒ |

4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?[4]

| | *Amount (2009)* | *Amount (2010)* | *Source* |
|---|---|---|---|
| *National government* | USD 403918.00 | USD 290,949.00 | UNICEF/UNESCO |
| *Sub-national governments[5]* | | | |
| *Total* | | | |

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

| | *Amount (2009)* | *Amount (2010)* | *Not available* |
|---|---|---|---|
| *National government* | | | ☐ |
| *Sub-national governments[5]* | | | ☐ |
| *Civil society organisations* | | | ☐ |
| *Donors/international aid (not loans)* | | | ☐ |
| *Private companies* | | | ☐ |
| *Learners/households* | | | ☐ |

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

| | *Amount (2009)* | *Amount (2010)* | *Not available* |
|---|---|---|---|
| *National government* | | | ☐ |
| *Sub-national governments[5]* | 54.4M | 51.4M | ☐ |
| *Civil society organisations* | | | ☐ |
| *Donors/international aid (not loans)* | | | ☐ |
| *Private companies* | | | ☐ |

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[4] Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

[5] Control for the potential double-counting effect of transfers across different government levels.

| | | | |
|---|---|---|---|
| *Learners/households* | | | ☐ |

| 4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)? | *Yes* | *No* |
|---|---|---|
| | ☒ | ☐ |
| *If Yes, please provide a brief description:*<br>There is separate allocation of fund  from Royal Government of Bhutan on annual basis. | | |

| 4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. |
|---|
| There is fundng contraints due to cost escating because of the rugged terrain and scattered settlements. |

## 5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

| **Public sector organisations** | *Mark all that apply* | *Target group(s)* | *Use of ICT* |
|---|---|---|---|
| *Literacy (reading, writing, numeracy)* | ☒ | adult 15 years and above | ☐ |
| *Vocational (technical, income-generation-related)* | ☒ | 15 year and above adult | ☐ |
| *Life skills and/or health issues* | ☒ | 15 years and above adult | ☐ |
| *Use of information and communication technologies* | ☐ | | ☐ |
| *Official/local languages* | ☒ | 15 years and above | ☐ |
| *Foreign languages* | ☒ | | ☐ |
| *Human rights/civic education* | ☐ | | ☐ |
| *Liberal education/personal growth (i.e. artistic, cultural)* | ☐ | | ☐ |
| *Other (please provide a brief description below:)* | ☐ | | ☐ |

| **Private companies** | *Mark all that apply* | *Target group(s)* | *Use of ICT* |
|---|---|---|---|
| *Literacy (reading, writing, numeracy)* | ☒ | Out of school youth & the of civil servants who want to up grade | ☐ |
| *Vocational (technical, income-generation-related)* | ☒ | Youth | ☐ |
| *Life skills and/or health issues* | ☒ | Out of school youth | ☐ |
| *Use of information and communication technologies* | ☐ | | ☐ |
| *Official/local languages* | ☐ | | ☐ |
| *Foreign languages* | ☐ | | ☐ |
| *Human rights/civic education* | ☐ | | ☐ |
| *Liberal education/personal growth (i.e. artistic, cultural)* | ☐ | | ☐ |
| *Other (please provide a brief description below:)* | ☐ | | ☐ |

| **Civil society or non-governmental organisations** | *Mark all that apply* | *Target group(s)* | *Use of ICT* |
|---|---|---|---|
| *Literacy (reading, writing, numeracy)* | ☒ | Out of school youth | ☐ |
| *Vocational (technical, income-generation-related)* | ☒ | Youth | ☐ |
| *Life skills and/or health issues* | ☒ | out of school Youth | ☐ |
| *Use of information and communication* | ☐ | | ☐ |

| | | | |
|---|---|---|---|
| *technologies* | | | |
| *Official/local languages* | ☐ | | ☐ |
| *Foreign languages* | ☐ | | ☐ |
| *Human rights/civic education* | ☐ | | ☐ |
| *Liberal education/personal growth (i.e. artistic, cultural)* | ☐ | | ☐ |
| *Other (please provide a brief description below:)* | ☐ | | ☐ |

| 5.2 Are there surveys on provision and demand? | | |
|---|---|---|
| | Provision | Demand |
| **On adult education** | ☐ | ☒ |
| **On adult literacy** | ☐ | ☐ |
| *Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).* | | |

| 5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language. | |
|---|---|
| *(add as many lines as needed)* | *Mark if language of learning materials* |
| Dzongkha | ☒ |
| English | ☒ |
| | ☐ |
| | ☐ |
| | ☐ |
| | ☐ |

| 5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s). |
|---|
| Literacy is offered only in national langauge and English  in Bhutan |

| 5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006? | *Yes* | *No* |
|---|---|---|
| | ☒ | ☐ |
| *If Yes, please provide a brief description and references:* English is introduced in addition to  the National Langauge | | |

| 5.6 At what administrative levels are literacy learning materials developed and who is involved in the process? | | | |
|---|---|---|---|
| | *Mark all that apply* | *Are local communities involved?* | |
| | | *Yes* | *No* |
| *National level* | ☒ | ☒ | ☐ |
| *Sub-national level* | ☒ | ☒ | ☐ |

*Please provide references or attach documents on local community participation:*

| 5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups. |
| --- |
| NFE Centers are opened even in the far flunged areas with minimun of 6 number of learners in some cases. |

| 5.8 Does the government collect information on the following items...? | *Mark all that apply* |
| --- | --- |
| Enrolment in adult education programmes (other than literacy programmes) | ☒ |
| Attendance in adult education programmes (other than literacy programmes) | ☒ |
| Completion of adult education programmes (other than literacy programmes) | ☒ |
| Enrolment in literacy programmes | ☒ |
| Attendance in literacy programmes | ☐ |
| Completion of literacy programmes | ☒ |
| *If this information is available please attach the corresponding figures and documentation, or provide the references:* <br> Annual Education Statistics | |

5.9 Does the government measure the learning outcomes of the following programmes...?
(mark all that apply)

| | Only by teachers/ facilitators | Standardised tests for statistical purposes | Standardised tests for certification purposes | Other |
| --- | --- | --- | --- | --- |
| **Adult education** programmes (other than literacy) | ☐ | ☐ | ☒ | ☐ |
| **Adult literacy** programmes | ☒ | ☐ | ☐ | ☐ |

*If this information is available please attach the corresponding figures and documentation, or provide the references:*
Basic literacy learners : 10545 ( Female 7541 & male 3004)
Post literacy learners: 28 1 5 ( Female 1937& male 878)        Total number of learners  13587 It is from the annual statistics that is collected annually.

| 5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes? | *Mark all that apply* | |
| --- | --- | --- |
| | *Yes* | *No* |
| **Adult education** | ☐ | ☐ |
| **Adult literacy** | ☒ | ☐ |
| *If yes:* Who participates more? | Adult education | Adult literacy |
| Women | ☐ | ☒ |
| Men | ☐ | ☐ |

| *If there are differences:* Have measures have been undertaken to address these differences in adult education/adult literacy programmes? | *Yes* | *No* |
|---|---|---|
| **Adult education** | ☐ | ☐ |
| **Adult literacy** | ☒ | ☐ |

*If measures have been undertaken please provide a brief description and references:*
Advocay and awareness on the importance of  literacy in all the districts

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5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

NFE programme has more than  70 % female learners .  However , we have very high drop out rate of about 20 % in Basic literacy course  and more than 50% do not attend post literacy course.

## 6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

**Adult education**

| Area | *Mark when quality criteria are in place* | *Indicate year when quality criteria were introduced* | *Specify quality criteria in place* |
|---|---|---|---|
| Curricula | ☒ | 2006 | Continuing Education programme follow the formal curricula |
| Learning materials | ☒ | 2006 | |
| Facilitators' training | ☒ | | 4 years Teacher training and 1 year Post Graduate |
| Teaching/ learning methods | ☒ | 2006 | 4 years Teacher training and 1 year Post Graduate |
| Assessment of learning outcomes | ☒ | 2008 | National Assessment by Bhutan Council for Secondary Examinations |

**Adult literacy**

| Area | *Mark when quality criteria are in place* | *Indicate year when quality criteria were introduced* | *Specify quality criteria in place* |
|---|---|---|---|
| Curricula | ☒ | 1996 | Developem |
| Learning materials | ☒ | 2009 | revised the NFE curriculum |
| Facilitators' training | ☒ | 2001 | Cluster based Inservice programme |
| Teaching/ learning methods | ☒ | 2001 | |
| Assessment of learning outcomes | ☐ | | |

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

**Adult education**

| Provider | Pre-service | | In-service | |
|---|---|---|---|---|
| | *Mark if yes* | Typical duration (months) | *Mark if yes* | Typical duration (months) |
| Governmental institution | ⊠ | 1-4 years | ⊠ | |
| University | | 1-4 years | | |
| Private company | ⊠ | 6months to 1 year | ⊠ | |
| Non-governmental organisation | ⊠ | 1 year | ⊠ | |

**Adult literacy**

| Provider | Pre-service | | In-service | |
|---|---|---|---|---|
| | *Mark if yes* | Typical duration (months) | *Mark if yes* | Typical duration (months) |
| Governmental institution | ⊠ | | ⊠ | |
| University | ☐ | | ☐ | |
| Private company | ⊠ | | ⊠ | |
| Non-governmental organisation | ⊠ | | ⊠ | |

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/ facilitator in the following programmes? *(academic year ending in 2010)*

| Programme | Monthly average remuneration if available | *Remarks/source* |
|---|---|---|
| **Adult education** (excluding literacy programmes) | Nu.30000 | Carried out by trained Educators |
| **Adult literacy** | Nu.6000 | Contract |

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

| | *Mark all that apply* |
|---|---|
| **Adult education** | ⊠ |
| **Adult literacy** | ⊠ |

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? *(If yes, mark all that apply)*

| | Monitoring | Evaluation |
|---|---|---|
| **Adult education** | ⊠ | ☐ |
| **Adult literacy** | ⊠ | ☐ |

*Please provide a brief description and references:*
Regular monitoring and support rendered by the Parent Principals of schools  and District Education Officers

| 6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009? | |
|---|---|
| | *Mark all that apply* |
| **Lifelong learning** | ☒ |
| **Adult education** | ☒ |
| **Adult literacy** | ☒ |
| *If one or more of the boxes is marked, please provide a brief description and references:*<br>Technical Review on adult literacy  in  November 2011. | |

| 6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. |
|---|
| NFE Intructors are  given 10 days Orientation after their recruitment and Refresher course of 7 days or less  offered every year to help them delivery more efficiently . But their  appointement being  very much temporary in nature there is  high rate of Instructor going out of NFE .<br>Royal Government of Bhutan pay monthly renumeration  of Nu.600 per month to the Instrucotrs |

## 7. CONFINTEA VI follow-up: additional activities

| 7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action.* | |
|---|---|
| | *Mark if taken place* |
| Advocacy events (conference, forum, etc.) | ☒ |
| Media campaigns | ☒ |
| Publications (booklets, leaflets, posters, etc.) | ☒ |
| Creation of committees to streamline adult education and adult literacy | ☐ |
| Adult Learners Week/Learning festivals | ☒ |
| Creation of learners' networks and/or fora | ☐ |
| Translation of the *Belém Framework for Action* into the national language | ☐ |
| Presenting the *Belém Framework for Action* to parliament | ☐ |
| Elaboration of a funding plan | ☐ |
| Development of a national roadmap for the implementation of the *Belém Framework for Action* | ☐ |
| Other (*please specify below*) | ☐ |

| 7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references. |
|---|
| Development of NFE Functional English curriculumfor post literacy learners  which is also self learning materials that is equalivent to Class VI |

| 7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section. |
|---|
| In order to attract more learners into NFE Programme  advocay materails have been developed. Biennally, NFE stakeholder meetings are held in 20 district. Bhutan observe and Celebrate International Literacy Day on 8th September every year in all 20 Districts. |

## 8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

| | Frequency | | | | Results | | | |
|---|---|---|---|---|---|---|---|---|
| | very frequent | often | hardly | never | excellent | good | modest | no results |
| Advocacy events (conference, forum, etc.) | ☐ | ☒ | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ |
| Media campaigns | ☐ | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Publications (booklets, leaflets, posters, etc.) | ☐ | ☒ | ☐ | ☐ | ☐ | ☐ | ☒ | ☐ |
| Other (please specify below) Biennial NFE stakeholder meetings | ☐ | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

8.2 Have there been specific initiatives/ activities in support of...?

| | *Yes* | *No* |
|---|---|---|
| ... women and girls? | ☒ | ☐ |

*If yes, please provide a brief description and references:*
To encourage women's participation our programme is very flexible

| | *Yes* | *No* |
|---|---|---|
| ... other excluded/ under-represented/underprivileged groups? | ☒ | ☐ |

*If yes, please provide a brief description and reference:*
we offer literacy progrramme to the adults who have not had the privilege to attend formal school both in urban and rural areas

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

| It has been extremely helpful ☒ | It has helped a lot ☐ | It has helped a little ☐ | It has not helped ☐ |
|---|---|---|---|

*If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:*

| 8.4 Have literacy policies changed in your country in the last five years? | *Yes* | *No* |
|---|---|---|
| | ☐ | ☒ |
| *If yes, please specify how they have changed below and provide evidence.* | | |

| 8.5 Have your literacy targets changed over the last five years? | *Yes* | *No* |
|---|---|---|
| | ☐ | ☒ |
| *If yes, please provide below a brief explanation:* | | |

| 8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them? |
|---|
| Capacity Development  of Instuctors and community participatiion : sharing responsibilty for the commom cause  are few  of the major challenges .   In other words the huge challenges  faced currently are resources  both human and financial. |

| 8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation? |
|---|
| Monitoring and evaluation have been the biggest challenge as there was no proper tools therefore no proper support mechanism was in place although some kind of support is rendered by the Parent Principals and District Education Officers . As mentioned above the major challenge has  always been not having adequate resouces  both human and financial.  Morever , due to scattered nature of population and rugged terrain make the cost of servcice delivery very high. |

8.8 Are there other obstacles or major challenges in increasing efforts in literacy? Which of these areas, or other areas, requires further research?

For NFCED, the Division has a very few number of research-based documents assisting decision-making, done by outsiders, often on consultancy basis.The Impact assessment of 2008,and the NFE-MIS just to mention two researches done. There is need for NFCED to develop institutional capacities to do research on NFE. This is particularly needed to have a research-based advocacy materials to use in the forthcoming Literacy Advocacy Campaign and is therefore required. Successful NFE learners, the impact of literacy and continuing education case studies would be some of the best evidence of successful quality implementation of NFE in Bhutan

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

It is desired to have the Literacy mapping done and open more Non-Formal Education Centers to reach full literacy of by 2015..