NON-FORMAL EDUCATION & ITS ACHIEVEMENT

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Literacy Achievement Milestones

- Around 1,60,000 citizens empowered with basic literacy course and numeracy skills course
- About 80% of the total NFE learners have acquired life skills education
- Around 20% of the NFE Learners are trained in vocational skills such as tailoring, weaving, carpentry and entrepreneurship
- NFE learners in 6 districts are trained on farming practices and basic farm economics
63 titles of Post Literacy Course materials have been developed, printed and supplied to the centres.

About 90% of the NFE Instructors have been trained on teaching methodology, adult dealings and life skills education programmes.

22 Community Learning Centres have been established in 18 districts.

Number of NFE centres has been increased from 5 to 953 in 23 years (1992-2012).
Literacy Achievement Milestones

- Of the 13,587 total learners pursuing the course, 10,545 are BLC while 2815 PL Course. Gender wise, 4083 males and 9491 females are the sum of the learners.

- 70% of the NFE Centres located in remote areas have been supplied with solar lanterns

- 80% of the Community Learning Centres are supplied with equipments and reading facilities (sewing machines, audio visual and library books and other essential items)
Community Corporate Group Scheme for fishery, poultry, kitchen gardening, piggery have been initiated in 6 districts with support from Education for Sustainable Development Project (ESD ACCU Japan)

Training of Trainers (ToT) have been conducted on regular basis based on emerging needs.

23 Continuing Education Centres have been established across the country with 1900 learners as of 2012
Literacy Achievement Milestones

- NFE Centres have been established at military campus to provide literacy programme to the illiterate military personnel and their spouses.
- NFE Centre have been also established in the prison across the country.
- Sustainable Land Management Programmes introduced in almost all the centres.
- Entire NFE Curriculum reviewed and revised with a development of curriculum framework.
Literacy Achievement Milestones

- Published NFE newsletter annually with contribution of articles by the learners and the instructors
- NFE (Bhutan) received bronze medal from UNESCO-Paris in 2009
- NFE (Bhutan) received silver medal as Confucius Literacy Prize-2012 from UNESCO -Paris
1990 National Women Association of Bhutan started 5 NFE Centres

1992 Dzongkha Development Commission took over from NWAB and strengthens the programme

1996 Ministry of Education took over NFE and further enhanced to Non-Formal & Continuing Education Division with structured Curriculum for the learners

2003 Nationwide Literacy Survey was carried out
Background

- 2005: Adult literacy rate was 53%.
- 2006: Continuing Education started in Private School (Kelki Higher Secondary School).
- 2008: An Impact Study on the NFE programme coverage was carried out.
- 2009: The BLC and PLC curriculum was reviewed and revised based on the recommendation of the Impact study.
2009  NFE-MIS project was launched
2009  NFCED won the Honorable Mention of Confucius Award for literacy from UNESCO, Paris.
2010  The NFE Stakeholders Meeting was instituted in the entire Districts and Strategic plan for further expansion of NFE programmes was drafted.
2010  Continuing Education Programmes started in Government Public Schools
2011  NFE-MIS Project completed as a pilot phase
2011  Functional English Curriculum was developed for Post literacy Learners
2011  Adult literacy rate 60% by the National Statistic Bureau
Target groups - People who have missed out primary education or dropped out due to other reasons

Class Timing - Classes are generally held in the mornings or evenings for two hours each day

Locations - Formal school buildings are used as classrooms but where there are no schools, the alternatives such as community buildings, health clinics or the village monasteries or hut constructed by the beneficiaries are used.
Background

- Qualification of NFEIs - X or XII passed with preference to XII passed
- Remuneration – Nu.6000 per month or Nu.72000 per annum
- Levels of programme – BLC, PLC & SLP or CLC
- Equivalency of course – BLC - VI Passed, PLC - VIII passed, CLC – Sustainable and quality life
Currently there are 953 NFE centres with 13,587 learners out of which 70% are women.

The programme has a bigger impact on women, particularly rural women, enabling them to participate in literary activities.
NFE Vision

- To create a system of lifelong learning opportunities for all people at any stage of life to build a skilled and knowledge-based society.
- This vision statement is also keeping in line with the Article 9 section 15 of the Constitution of the kingdom of Bhutan that
- “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.”
To provide access to lifelong learning opportunities for all sections of the population including those with special needs and circumstances who have missed out the formal education and;

To equip them with adequate knowledge on productive skill and life skills through relevant and quality learning programs, including literacy, and continuing education programs in accordance with their own situations and conditions to improve the quality of life.
NFE Goals

- To create a lifelong learning environment contributing towards fulfilling eradication of adult illiteracy and poverty through non-formal education programme supporting the realization of GNH goals
Policy Objectives

- To achieve 100% adult literacy by 2017
- To increase and diversify access to quality adult literacy programmes
- To build institutional capacity for effective planning, management, coordination, monitoring and evaluation of literacy activities.
- To provide Life-long learning opportunities for adults through continuing education programme.
Strategies and activities - Central initiative

- Align Curriculum development with learners’ changing need
- Continue developing PLC Materials on relevancy and need base
- Strengthen collaboration with relevant stakeholders
- Accelerate Awareness & Sensitization programme
- Streamline supply system for effective delivery
- Enhance capacity building at all levels
Strategies and activities-Central initiative

- Develop monitoring mechanism
- Initiate and Facilitate covering BLC in the uncovered & unreached area
- Enhance learning opportunities for BLC/PLC graduates
- Strengthen existing 22 Community Learning Centers
- Enhance Data on NFE program through NFE-MIS
Strengthening District Capacity

- Conducting NFE stakeholders meeting at District level to ensure participatory decision making process
- Have District level NFE programme expansion plan in place for every plan period.
- Have a separate budget head for NFE program
- Have Guidelines on Monitoring and feedback mechanism in place
- Have a reliable data on NFE coverage and literacy status in place (NFE-MIS)
- Provide Training /Study Tours (both ex-country and in-country)
Strengthening District Capacity

- Conduct Induction courses for NFEIs
- Conduct Refresher courses for NFEIs
- Conduct Training of Trainers for DEOs/ADEOs/Principals
- Provide Orientation on new materials
- Enhance and streamline supply system
- Enhance teaching learning materials (TLM)
Strengthen collaboration and partnership with stakeholders

- Develop better understanding and coordination of the programme among the communities gewogs, District and the NFCED
- Identify main stakeholders and develop strong communication channel
- Identify areas of mutual interest with the stakeholders and synergize to work towards a common goal
- Involve local leaders on literacy programme
Strengthen advocacy and awareness programme through various means of communication

- TV spots
  - Print media
  - Radio/TV programs
  - Brochures/pamphlets
  - Annual News letter
  - Meeting/Conference
Strengthen advocacy and awareness programme through various means of communication

TV spots
- Observing International Literacy Day
- Face to face interaction with people
- Using influential people to advocate on the literacy and its importance
- Using local leaders for convince people on the importance of literacy
Strengthen Monitoring and Evaluation Mechanism

- Develop monitoring tools on need base
  - Have an annual monitoring plan in place
  - Enhanced feedback and follow up action
  - Establish clear division of clusters
  - Delegated Program Officers with specific clusters for monitoring
  - Empower Dzongkhag Education officers and Principals to carry out Monitoring and evaluation
- Fix accountability along with responsibility.
Capacity Building and Training of NFE

- 10-12 days training conducted on teaching methodologies before placement to learning centers.
- Refresher courses provided as and when there is new curriculum is developed.
- Some Instructors are provided opportunities to visit ex-country through external support.
- DEOs or ADEOs conduct trainings at the district or regional or national level.
- The Non-formal Education and Continuing Education Division (NFCED) collaborate, coordinate and support the training programmes across the country.
Modes of Delivery NFE Programme

- Currently, 90% of the NFE programme is delivered through parental ship of schools.
- Communities, who do not have easy access to common public facilities builds shacks to house the NFE classes.
- The curriculum is delivered by trained NFE in Dzongkha (national language)
- Other languages has no written forms
- National language as one of the unifying force to preserve national identity
- Pilot phase English Programme is on test for PLC
Financing and Resource Mobilization

- NFE programme in Bhutan is mostly donor dependent.
- The Royal Government of Bhutan supports the salary of NFE Instructors,
- The development of curriculum, supply of teaching learning materials (TLM) and capacity building are mainly supported by UNICEF and UNESCO.
- Allocation of a separate budget with adequate funds from the government is critical for sustainability and rapid growth of NFE programme in the country.
The NFE impact assessment study conducted in 2008 has affirmed that ‘NFE graduates are empowered through achieving functional levels of literacy and increased knowledge and appropriate behaviors.’

However, it has also revealed many significant issues based on the genuine needs of learners with changing times that need to be addressed during the following years.
Achievement

- The NFE programme has significantly contributed in progressing towards realizing the 10th Five Year target of 70% adult literacy rate by 2013.
- Subsequently achieving the EFA goals by 2015.
- Between 1990 – 2010, the NFE programme has contributed with 37% of Bhutan’s literate adult population from which 70% are women.
Achievement

- This has been possible with government’s strong support in expanding NFE centres even in the remotest corners of the country.
- It was also due to social mobilization and awareness campaigns at the community level to attract more learners into the programme.
- And of course, commitment of the stakeholders at the implementation level and the learners themselves was unavoidable.
Challenges of NFE

- Because of the rugged terrains, scattered villages and households in the rural communities, access is one of the major challenges to reach out to the last person in the country.

- Nevertheless, the government’s unwavering support in expanding the learning centres in the most remote areas including communities which have few households has played a vital role in progressing towards the set goal.

- Regardless of all possible support from the government, reaching to the ‘hard to reach’ communities like the migrant communities remains a challenge.
Challenges of NFE

- While such communities are few, as His Majesty the Fifth King says, every single woman/man in Bhutan is important.
- Thus, strategies for reaching the ‘hard to reach’ communities will have to be developed.
Challenges of NFE

- A well defined policy and quality assurance strategies is essential to the enhancement of quality of the programmes. Since the process for NFE policy revision is underway, it is most apt to address the limitations and challenges discussed above.

- Although many things can be initiated and implemented even before the policy is in place, the quality of the programmes may not be as good without proper focus and direction.
Challenges of NFE

- A good policy will also ensure efficient and effective utilization of resources. Therefore, the first and foremost priority as discussed under the priority areas is the formulation of a well defined policy and strategies for equivalency and alternative certified learning programmes
Confucius Award

- Literacy is a fundamental human right and the foundation for lifelong learning. It is fully essential to social and human development in its ability to transform lives. It is an instrument of empowerment to improve one’s health, one’s income, and one’s relationship with the world.

- The Confucius prize was awarded to Bhutan for serving the learning and training needs of the rural community, and particularly those of women and girls through the provision of basic literacy and functional skills in over 950 centres.
Thanks (Khapun Khrap)

- Thank you for listening