



# NON-FORMAL EDUCATION EQUIVALENCY FRAMEWORK

**Non-Formal and Continuing Education Division**  
Department of Adult and Higher Education  
Ministry of Education  
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*“As I serve my country, I have a number of priorities. Number one on my list is education. Education is empowering - it’s a social equalizer and it facilitates self – discovery, which leads to realizing one’s full potential. Good education gives you confidence, good judgement, virtuous disposition, and the tools to achieve happiness successfully. A good school gives a child a fair shot at success and ensures that a person’s achievement in life will not be predetermined by his or her race, parentage and social connections.”*

**His Majesty The King-Jigme Khesar Namgyel  
Wangchuck, 2014**

## **Provisions in ‘The Constitution of The Kingdom of Bhutan’**

### **Article 9: Principles of State Policy**

15. *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.*

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



དབལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།  
**Royal Government of Bhutan**  
**Ministry of Education**



SECRETARY

*Rethinking Education*

MoE/DAHE/NFCED/(08)2018-2019/1569

22 March, 2019

## Foreword

Ever since Bhutan embraced modern education in 1961, a commendable progress has been made in the areas of creating access to education. It has enabled the state to provide its citizens with most appropriate knowledge, skills, values and attitudes to be socio-economically productive. It is education that has played a pivotal role in the pursuit of political, cultural, environmental and socio-economic development of the country. In recognition of this, efforts are being made to make education more relevant through numerous reforms and initiatives. One of such initiatives, amongst others is creating policies that are relevant and responsive to the rapidly changing socio-economic patterns and national needs.

NFE Programme, to this context has been an instrumental in enhancing literacy and life skills for those who have missed the formal education. In order to take this further, the ministry has developed NFE Equivalency Framework to create NFE attractive and enabling equivalency among formal, non-formal, and vocational education in learning and development of skills with recognition of the competencies. This is also in line with the draft National Education Policy which requires NFE Programme to enhance access to literacy, numeracy, and vocational skills through equivalency programme considering learners' economic circumstances, gender, disabilities, and/or educational needs. The framework is thus, aimed at not only enabling NFE programme to be more accessible, but also make attractive and credible that provides opportunities for lifelong learning and development. On the whole, the framework is expected to enhance quality of the NFE programme contributing to overall development and progress of the nation in its endeavor to achieve self-reliance and Gross National Happiness.

It is my fervent wish to see that our learners unleash their full potential while engaging themselves in a programme that is open to creativity and diverse learning experience. It must ensure that the knowledge and skills they acquire is comparable to formal learners in essence and enable them to cope up with rapidly changing times and challenges.

To the team who has worked tirelessly to put this framework in shape, I offer my sincere acknowledgement and gratitude. For now, this document shall serve as the ultimate point of reference in order to ensure quality NFE programme. I am hopeful that this reform contributes to achievement of Bhutan's commitment to education for all and its overarching goal of a knowledge based society.

Trashi Delek



(Karma Yeshey)

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We would like to extend special thanks and gratitude to UNICEF for not only providing financial support but also inviting Ms Margarate Sachs-Israel, Chief Programme Coordinator from UNESCO, Hamburg, Germany to assist us in providing international insight and perspectives on Equivalency Framework without which, the division would not have been able to complete the NFE Equivalency Framework.

We would also like to acknowledge the contribution of the different agencies and divisions such as Ministry of Labour and Human Resources, Royal Education Council, Bhutan Council for school Examinations and Assessment, Policy and Planning Division, MoE and Dzongkhag/Thromde Education Officers, principals and all other stakeholders who have taken key role in development of this document by providing us with professional inputs at various capacities.

Last but not the least, NFE Equivalency Framework would not have been possible without the hard-work and commitment of the Core Team members. Therefore, the Ministry of Education would like to thank the Core Team members for the commendable work they have delivered.

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## 1. BACKGROUND

Education has always been a top priority for Bhutan as it is recognized to be the single most transformative force to empower children, youth and adults with knowledge, skills and values to live with dignity and contribute to society as a responsible citizen. To realize this, Bhutan has a number of policies prioritizing education, including The Constitution of the Kingdom of Bhutan that guarantees access to free basic education to enhance knowledge, values and skills of the entire population.

The Bhutan Education Blueprint 2014–2024 and the draft National Education Policy (NEP) reconfirm the national goal of providing quality education and skills development to all Bhutanese underlining its key importance to achieving the full potential of the individual and to build a knowledge-based society.

With the adoption of the 2030 Sustainable Development Agenda and the Education Target Sustainable Development Goal (SDG) 4, Bhutan has committed to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, by 2030. This global commitment is incorporated in the national policies and operational programmes through comprehensive and holistic approach by integration of all forms of education for children, youth and adults.

In fulfilling the provision of education for all, the Non-Formal Education (NFE) plays a critical role to provide education to those children, youth and adults who missed the opportunity to participate and complete formal schooling or training. NFE programme thus helps to enhance the level of qualification of those who have no or low levels of literacy, numeracy, vocational, digital and life skills. It creates opportunities for those learners to acquire basic competencies, foster interpersonal skills and collaborative values and skills that respond to the country's aspiration of Gross National Happiness (GNH) while being responsive to the changing needs of the society.

Considering its importance, NFE programme was initiated in 1990 through the Royal Command during 53<sup>rd</sup> National Assembly. Since then, the programme has gained widespread popularity and proven its effectiveness. The programme evolved considerably in addressing

the demand of its learners. Further, the Post Literacy Course (PLC), the Community Learning Centre (CLC) and the Continuing Education (CE) programme were introduced in 1997, 2003 and 2006 respectively. In 2014, the functional English curriculum was incorporated in the PLC. A total of about 203,471 learners have benefitted from this programme from 1992 to 2017 of which 71% is female. NFE is targeting the 33.4% of the adult population who requires literacy and numeracy or skills development.

## **2. RATIONALE**

With the growing emphasis on the importance of education and skill development for personal growth and changing needs, the government has initiated to make NFE policies more relevant and responsive to the rapidly changing socio-economic patterns and national needs. The draft NEP mandates the NFE programme to enhance access to literacy, numeracy, and vocational skills through equivalency programmes considering learners' economic circumstances, gender, disabilities, and/or educational needs.

The NFE Equivalency Framework is thus developed to create flexible pathways and equivalency among formal, non-formal, and vocational education in learning and development of skills with recognition of the competencies. Further, it is aimed to improve the quality of NFE and make it accessible to advance into lifelong learning opportunities by making the programme attractive and credible. It also aligns with the UNESCO Guidelines for the Recognition, Validation and Accreditation (RVA)<sup>1</sup> of the Outcomes of Non-Formal and Informal Learning.

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1 Broadly it shall ensure the following; (i) Non-formal learners will receive recognized certification of their learning outcomes which is of equal value as certification of formal education; (ii) Out-of-school children and non- and low-literate youth and adults will have the possibility to pursue and complete at least basic education through equivalency programmes; (iii) Learners have the access and option to pursue higher levels of education through the formal or vocational education system upon fulfilling the entry requirements; (iv) Horizontal and vertical mobility through equivalency certification will be possible, thereby linking and bridging formal and non-formal education modalities.

### 3. SCOPE

The Equivalency Framework shall facilitate alternative pathways among formal, non-formal, and vocational education. It shall promote knowledge-based society through lifelong learning and recognition of NFE qualifications to maximize individual's potential to be socially useful and economically productive citizen.

### 4. OBJECTIVES

The objectives of NFE Equivalency Framework are to:

- 4.1 Establish flexible learning pathways and linkages among formal, non-formal and vocational education to allow multiple entry and re-entry at different levels of qualifications for lateral and vertical mobility;
- 4.2 Strengthen RVA of NFE qualification based on competencies comparable to formal and vocational education;
- 4.3 Provide educational access by creating opportunities for lifelong learning through various learning modalities;
- 4.4 Equip learners with relevant knowledge, skills and values to cope with the changing socio-economic developments.

### 5. TARGET POPULATION

NFE programme shall focus on youth and adults aged 15 years and above, who either missed schooling or dropped out from school. While targeting the 15 year plus population group, admission to NFE programmes shall be made flexible to accommodate learners who are below 15 years too. However, Out-of-School Children (OOSC) below 15 year of age shall be encouraged in mainstream formal education system.

### 6. DEFINATION OF NFE QUALIFICATION LEVELS

#### 6.1 NFE Level-I (Basic Literacy Course)

NFE level-I is the first qualification level for the NFE programme. The aim of the course is to provide functional literacy and numeracy in Dzongkha (National language) for learners who missed the opportunity to attend formal education or dropped out before completion of primary education. In addition to basic literacy skills in Dzongkha and numeracy, the programme provides learners with basic livelihood skills that are integrated in the curriculum.

NFE Level-I is designed for a total duration of minimum 600 contact hours within 12 months (one year) with a minimum of 15 instructional hours per week. Upon successful completion of the course, certificate and statement of marks shall be awarded to graduates.

## **6.2 NFE Level-II (Post Literacy Course)**

NFE level-II is the second qualification level for NFE programme. The content covers Dzongkha and Basic English. The aim of the course is to enhance competency in Dzongkha and English with numeracy embedded in the programme. It also provides life skills education that are integrated in the curriculum.

NFE Level-II is designed for a total duration of minimum 600 contact hours within 12 months (one year) with a minimum of 15 instructional hours of per week. Upon successful completion of the course, certificate and statement of marks shall be awarded to the graduates.

## **6.3 NFE Level-III Advanced Learning Course (ALC)**

NFE level-III (ALC) is the third qualification level for NFE programme and the course shall be named as Advanced Learning Course (ALC). It includes both General Education and Vocational skills training that shall be built on the existing vocational course that is currently offered in the Community Learning Centre (CLC).

The duration for ALC is designed for a total duration of minimum 900 contact hours within 18 months (one and half year) with a minimum of 15 instructional hours per week. Out of total 900 contact hours, a duration minimum of 300 contact hours shall be allocated for General Education and 600 contact hours for vocational skills training.

For vocational subject, the CLC will issue certificate of competency for completed modules, which shall be credited for further learning in TVET system or Recognition of Prior Learning (RPL).

## 7. EQUIVALENCY OF NFE QUALIFICATION LEVELS AND PATHWAYS

### 7.1 Equivalency of NFE qualification levels

NFE qualification levels are based on the competency for every level to make them comparable to formal education qualification levels acquired through thematic areas defined for NFE programme. The NFE qualification levels shall be equivalent to formal education qualification as follows:

*Table 1 : NFE qualification levels*

NFE Qualifications		Equivalency
Level	Course	
NFE Level-III	Advanced Learning Course (ALC)	Class VIII
NFE Level-II	Post Literacy Course (PLC)	Class VI
NFE Level-I	Basic Literacy Course (BLC)	Foundational

NFE Level-II is comparable to class VI and NFE Level-III to class VIII of formal education.

### 7.2 Pathways of NFE equivalency framework

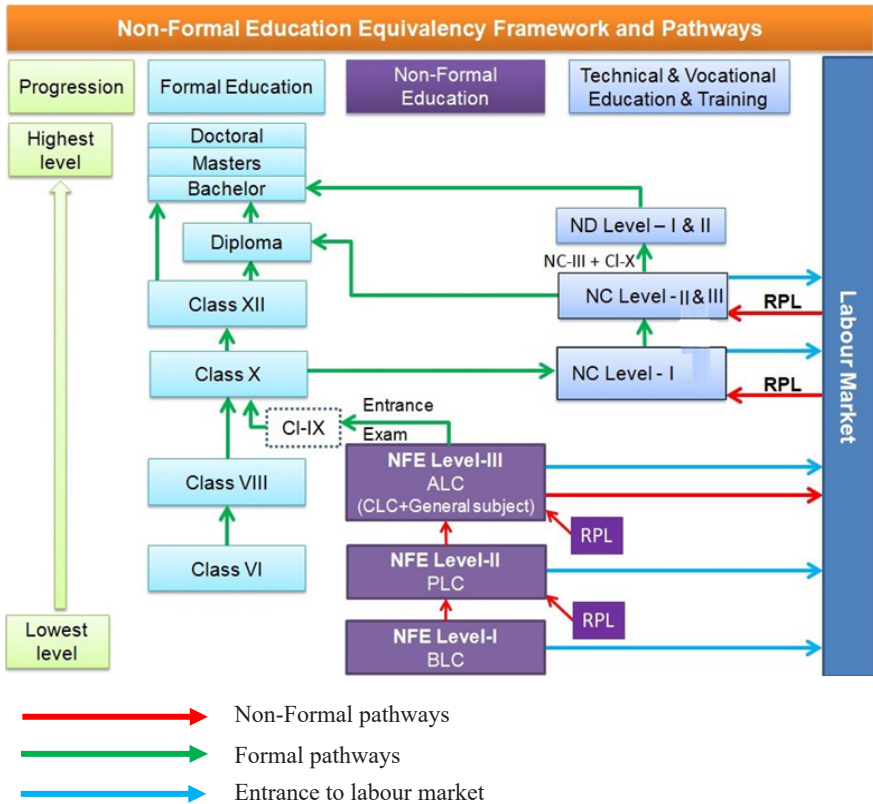
The NFE Equivalency Framework will enable vertical and horizontal mobility of learners between formal, non-formal, vocational education and the labour market based on the competencies they acquire. The pathways of the NFE Equivalency Framework shall be as follows:

**7.2.1 NFE Level-I (BLC):** The first entry to the NFE programme is NFE Level-I (BLC). The learners, after successfully completing the course have the option to progress to NFE Level II or enter the labour market.

**7.2.2 NFE Level-II (PLC):** The graduates from NFE Level-I can progress to NFE Level-II. The new entrants with prior learning experience can also enter directly in NFE Level-II through Recognition of Prior Learning (RPL) assessment. The graduates of NFE Level-II have the option to progress further to NFE Level-III or enter the labour market.

**7.2.3 NFE Level-III (ALC):** The graduates from NFE Level-II can progress to NFE Level-III. The new entrants with prior learning experience can also enter directly into NFE Level-III through RPL. Those aspiring ALC graduates shall progress further to maintain

Figure 1 :Pathways of NFE equivalency framework



education, TVET courses or labour market.

### 7.3 Exit pathways for NFE-Level III

The graduates of NFE Level-III shall have the following pathways:

#### 7.3.1 Formal pathway

- 7.3.1.1 Graduates of NFE Level-III can enter Class-IX of the formal education system through an entrance examination and continue higher studies in the mainstream education system; **(or)**
- 7.3.1.2 After completing class-X(BCSE/LCSC), graduates can enter formal TVET courses through lateral entry at National Certificate (NC) Level –I and continue NC level II & III; **(and)**
- 7.3.1.3 Graduates of NC Level-III with Class-X(BCSE/LCSC) certificate can further progress to National Diploma (ND-I&II) (Vocational diploma) of the vocational pathways and

pursue higher studies through lateral entry into the formal education system at Bachelors level; **(or)**

- 7.3.1.4 Graduates of NC Level III with Class-X (BCSE/LCSC) certificate can enter mainstream education pathways through lateral entry to Diploma (Tertiary diploma) and pursue higher studies.

### **7.3.2 Non-Formal pathway**

- 7.3.2.1 Graduates of NFE Level III can enter into the labour market. After entering labour market and gaining adequate competencies ascertained through credit transfer for the module(s) completed in NFE Level-III and RPL, they can acquire NC level-I, II & III certificates.
- 7.3.2.2 The certification through non-formal pathway can progress only up to NC level-III unless they have class X (BCSE/LCSC) qualifications as mandated by the MoLHR regulations.

## **8. RECOGNITION OF PRIOR LEARNING (RPL)**

RPL is a standardized assessment and certification of prior learning or competencies achieved through informal means such as work experience gained through the community or a related setting. It will be assessed and recognized by the relevant institutions to be worthy of credit contribution for certifications.

- 8.1 At NFE Level-II & III, RPL assessment shall enable learners to obtain recognition without necessarily transiting through all NFE levels as per NFE equivalency pathways. The CLC/ NFE centre and parent school shall administer the RPL assessment based on the guidelines for RPL assessment for NFE learners.
- 8.2 At NC Level-I, II & III, any skilled workers, including NFE Level-III graduates, shall be eligible for certification and entry, based on the demonstration of competencies as per the National Competency Standards. This is to facilitate recognition of technical and vocational competencies that skilled workers achieve through work experience or other modes. The Department of Occupational Standards, MoLHR, shall administer RPL to award National Certificates.

## **9. ENABLING CONDITIONS FOR IMPLEMENTATION OF EQUIVALENCY FRAMEWORK**

- 9.1 NFE Programme is developed as per competency-based curriculum that is comparable to formal and vocational education standards;
- 9.2 NFE Programme fulfils the national standards which are defined by the Bhutan Qualifications Framework (BQF);
- 9.3 Quality assurance is in place to ensure and demonstrate that national standards are fulfilled for assessment and certification;
- 9.4 Certification shall be done by competent authority based on learning outcomes and defined procedures.
- 9.5 The Equivalency Framework is underpinned by a lifelong learning approach which is learner-centred, equitable and inclusive;
- 9.6 Support mechanisms are put in place by all relevant stakeholders;
- 9.7 The Equivalency Framework uses an inter-sectoral approach, which requires collaboration among relevant agencies.
- 9.8 Institutional responsibilities for curriculum development, programme delivery, assessment, certification, monitoring and evaluation are defined;
- 9.9 Adequate and sustainable financing is secured and included in the overall Education Sector Plan.



## 10. MAPPING OF NFE QUALIFICATION LEVELS WITH BQF

NFE qualification levels are aligned with the BQF 2012.

**Table 2: Mapping of NFE qualification levels with BQF (Adapted from BQF)**

Level	Non-Formal Education	School Education	Vocational Education	University Education	Monastic Education
8				Doctoral	Khenpo
7				Masters	Gashey
6				Bachelor	Tenchoe
5			ND1 & ND2	Diploma	Madhyamik
4		BHSEC/ LCSC	NC2&NC3		
3		BCSE/ LCSC	NC1		Sheyrim
2	NFE Level-III	LSE			
1	NFE Level I & II	PE			

**(NOTE: PE=Primary Education; LSE= Lower Secondary Education; BCSE=Bhutan Certificate of Secondary Education; BHSEC=Bhutan Higher Secondary Education Certificate; NC= National Certificate; ND= National Diploma, LSCE=Language and Culture Studies Certificate)**

## 11. CURRICULUM

### 11.1 Curriculum structure

The NFE curriculum under the Equivalency Framework will take a competency-based approach, which emphasizes the outcomes of learning processes (i.e. knowledge, skills and attitudes) and the difficulty level of the tasks that learners are expected to perform ranging from simple to complex and higher order tasks. This approach requires the mapping of common agreeable framework of competency levels that spans across formal, non-formal and vocational education ranging from basic to advance levels.

It further requires development of NFE curriculum with the definition and description of competencies developed in each thematic learning area and NFE levels. NFE competencies need to be comparable to the competencies acquired through the formal and vocational education by thematic area and level. Equivalency shall be understood as comparable on competency levels and not on one-to-one content level.

## **11.2 Principles of NFE curriculum**

- 11.2.1 promote and strengthen national language;
- 11.2.2 enable the learners to achieve the general goals and objectives of the formal, non-formal and vocational education through equivalency;
- 11.2.3 focus on learning outcomes that are comparable to those required in formal and vocational education;
- 11.2.4 be integrated and holistic, covering:
  - i. basic literacy, numeracy, language and digital knowledge and skills;
  - ii. life skills and vocational skills;
  - iii. transversal and transferable skills and their application; and
  - iv. values and attitudes.
- 11.2.5 be flexible to enable contextualization to cater to the needs of the learner(s), community and the demand of skills;
- 11.2.6 be sensitive to culture, gender and special educational needs; and
- 11.2.7 take modular approach in allowing the learners to choose pathways depending on their needs and interests.

## **11.3 Curriculum content**

The curriculum structure and content of NFE Level-I and II shall draw on the existing curriculum structure for BLC and PLC respectively. The NFE level II curriculum shall be comparable to Class VI.

Learning outcomes of NFE level III shall be comparable to class VIII. The content of NFE level-III shall be combination of formal, general and vocational education areas that provide the socio-emotional, cognitive and technical skills required for learner(s) to either enter the labour market or continue further studies.

The objective is to empower learners to be productive and responsible citizens. The education provided shall be dynamic to be relevant to the existing socio-economic situation and to the changing needs of the Bhutanese society.

The curriculum at each level shall be progressive and comprise of

objectives, expected learning outcomes, content, and assessment. The contents of curriculum will cover core thematic learning areas in:

- 11.3.1 formal education, which could include language, mathematics, science and technology and socio-cultural topics;
- 11.3.2 vocational education, which should be adapted to the needs of the community and include crosscutting skills such as business, entrepreneurship, accounting skills, and
- 11.3.3 transformational and transversal skills which could include values, etiquettes and culture, creativity, critical thinking, communication, problem solving etc. to deal with real life situations, and prepare learners to become lifelong learners.

The curriculum shall be equivalent and comparable to formal and vocational education.

## 12. MEDIUM OF INSTRUCTION

The medium of instruction shall be Dzongkha and English. The primary objective to strengthen Dzongkha shall be continued. However, with the changing needs and for the purpose of equivalency, the curriculum will also gradually build competency in English language from NFE Level-II onwards.

## 13. DELIVERY MECHANISM

Delivery of NFE programme shall be based on the context of community. The current practice of the NFE system is through contact sessions with the instructor. While the NFE Equivalency Framework may be started along a similar approach, the mode of delivery could be adapted to best suit the demands of the learners with provision of appropriate support systems.

## 14. ASSESSMENT AND CERTIFICATION

The assessment will focus on measuring learning outcomes for each module, based on the outcomes of the course modules developed for each level. The assessment shall include both formative and summative modes. Curriculum shall include direction on the assessment approach for each module.

The assessment shall be carried out at the CLC/NFE centre under the supervision of parent school in collaboration with relevant agencies. The certification of NFE Levels shall ensure that the level of competency achieved through the programme is comparable to the standards of formal and vocational education.

The certification of NFE Level-I, II & III shall be endorsed and awarded by the parent school and Dzongkhag/Thromde based on the standard format of certificate and statements of marks. A set of quality assurance mechanisms for assessment shall be put in place in collaboration with the relevant authorities.

For those learners aspiring to pursue formal education in class IX from NFE Level-III, the CLC and parent school shall facilitate entrance examination as per the Operational Guidelines.

Recognition and certification of prior learning competencies achieved through informal mode shall be assessed through RPL at appropriate NFE and vocational levels.

## 15. IMPLEMENTATION PLAN AND PROCESS

The implementation of the Equivalency Framework will take an incremental approach and evolve over time, to respond to changing socio-economic and educational needs. In its initial phase, it will focus on:

- 15.1 Improvement and broadening of the existing NFE programmes;
- 15.2 Creation of flexible pathways and entry points among NFE, formal and vocational education;
- 15.3 Recognition of equivalence of non-formal learning outcomes with formal education for Class VI and VIII.

In order to implement the Framework, an Operational Guidelines and plan of action shall be developed.

## 16. MONITORING AND EVALUATION

Monitoring and Evaluation (M&E) shall systematically observe, collect, process and analyse NFE data. Based on the evaluation, it shall provide recommendations for improvement and learners' successful completion of the programme.

Further, M&E should:

- 16.1 ensure the fulfilment of the objectives of NFE Equivalency Framework;
- 16.2 support progress in terms of the national commitment to enhance literacy, numeracy and language skills development;
- 16.3 support progress in terms of meeting regional and international commitments such as SDGs;
- 16.4 identify resource gaps in the current NFE set-up and recommend strategies to strengthen NFE centres to facilitate implementation of the Framework;
- 16.5 facilitate review of programme depending on the socio-economic needs of the country; and
- 16.6 assess quality of programme to maintain set standards using appropriate tools.

## 17. GOVERNANCE

The NFE Board shall be the highest body that will look after the policy affairs of the programme with Non-Formal and Continuing Education Division (NFCED) as its secretariat. At the Dzongkhag/Thromde, NFE steering committee chaired by Dzongdag/Executive Secretary will function as the advisory body. The Dzongkhag/Thromde education sector in collaboration with schools shall look after the overall planning, monitoring and management of the centres. The governance structure and Terms of Reference shall be put in place.

## **18. RESOURCES**

The successful implementation of the Framework requires the support of institutional arrangements for provision of physical, financial, and human resources. In order to maximize the use of available resources, existing structures in schools, vocational institutes or common facilities in communities shall be identified and utilized based on accessibility and catchment area, wherever possible. While the programme could be initiated with the existing infrastructure, additional resources shall be required. For sustainability of the programme, the provision for both capital and current budget with dedicated budget codes at the Ministry, Dzongkhag/Thromde and Gewog level shall be ensured. The NFE and CLC needs to be adequately staffed with competent instructors with necessary support mechanisms.

## **19. AMENDMENT**

The NFE Board shall direct/recommend for review and amendment of the framework.

## 20. GLOSSARY

- Accreditation:** The process of self-study and external review for quality assurance, accountability and for quality improvement of Equivalency Framework offering NFE programmes. It is an assurance that a programme or institution meets established quality standards.
- Assessment:** Evaluation of a student's progress in learning and their achievements in performance. Assessment can be either formative or summative.
- Advanced Learning Course:** A course designed for Community Learning Centre with both general education and vocational skills delivered in 18 months that is equivalent to class VIII of the formal education.
- Basic Education:** An education level from Pre-primary up to class X provided and freely accessible to all school going age in Bhutan and an equivalent of non-formal education to non- and low-literate youth and adults.
- Basic Literacy Course:** A foundational course designed for Non-Formal Education for 12 months with curriculum delivered only in Dzongkha.
- Bhutan Certificate of Secondary Education (BCSE):** BCSE (Class X) is a two year course beyond Class VIII or its equivalence. Examinations in all subjects are written in the medium of English except for Dzongkha the national language and other foreign languages for foreign candidates.
- Bhutan Higher Secondary Education Certificate:** BHSEC (Class XII) is a two year course beyond the BCSE (Class X) examination or its equivalence. Examinations in all subjects are written in the medium of English except for Dzongkha the national language and other foreign languages for foreign candidates.
- Community Learning Centre (CLC):** A local educational institution outside the formal education system, that offers community based vocational oriented course along with literacy.
- Competencies:** A combination of knowledge, skills and values that learners develop and apply for successful learning, living

and working, it is the ability to perform.

**Continuing Education:** An instructional programme aimed at encouraging life-long learning and career enhancement for those who were not able to complete secondary education.

**Dzongkha:** The national Language of Bhutan.

**Equivalency framework:** A guideline document for setting up and running equivalency programme.

**Formal education:** Certified education programme provided through schools and institutions.

**Formal pathways:** Progression of NFE learners through mainstream education in formal setting after completing NFE level-III.

**Formative assessment:** A range of ongoing process of gathering and interpreting evidences through formal and informal procedures, conducted by teachers during teaching and learning process to monitor progress in student learning, which often guide teachers to modify teaching strategies, or learning activities to enhance students' learning and achievement. It may also be used to prepare students for summative assessment.

**Gross National Happiness:** The development philosophy of Bhutan based on holistic and sustainable approach to development, which balances material and non-material values.

**Labour market:** The sector where learners with certain competencies are absorbed to utilize their potential and gain experience.

**Language and Culture Studies Certificate(LCSC): LCSC-X** is a two-year course beyond Class-VIII or its equivalent. Examinations in all subjects are written in the medium of *Chhoekek* and Dzongkha except for English.

**LCSC-XII** is a two-year course beyond Class-X or its equivalent. Examinations in all subjects are written in the medium of *Chhoekek* and Dzongkha except for English.

**Non-formal pathways:** Progression of NFE learners through informal settings and certified through RPL.

**National Certificate:** Qualifications awarded at level 1-3(NC1-



NC3) of the Bhutan Vocational Qualifications Framework.

**National Diploma:** Qualifications awarded at level 4-5(ND1-ND2) of the Bhutan Vocational Qualifications Framework.

**Out-of-school children (OOSC):** The section of children in school age range who are not enrolled in either primary or secondary school.

**Post Literacy Course (PLC):** A course designed for Non-Formal Education system that is equivalent to class-VI of the formal education.

**Programme:** Provision of several related projects, activities or services designed to support educational goal, to educate, to promote, and build skills for learners.

**Qualification:** Qualification refers to what an individual is qualified to do. Within the framework of a RPL process, a qualification is an official record (certificate, diploma, degree) of learning achievement, which recognizes the results of all forms of learning.

**Recognition of Prior Learning (RPL):** Assessment and certification of prior learning or competencies achieved through informal means.

**Recognition, validation and accreditation (RVA):** RVA of all forms of learning outcomes is a practice that makes visible and values the full range of competences (knowledge, skills and attitudes) that individuals have obtained in various contexts and through various means in different phases of their lives.

**Summative assessment:** It is a scheme of assessment that measures student's achievement at the end of a period of learning. It is used to communicate information on student achievement to students, teachers, parents and guardians, and others.

**Vocational Skills:** Skills needed for an occupation, trade, or a profession acquired either through orientation or practical or first-hand skills to prepare learners to work in various jobs such as in trade, craft, or in technical areas.

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## 22. ANNEXURES

### Annexure 1: NFE Equivalency Framework Development stages

Stages	Activities	Date	Venue
<b>Stage-I</b>	Developed concept note at division	March, 2017	NFCED
<b>Stage-II</b>	1st consultation workshop and developed 1st draft	5th to 8th April, 2017	Bajo, Wangduephodrang
<b>Stage-III</b>	Presented 1st draft to DAHE	19th Jan, 2018	DAHE, MoE
<b>Stage-IV</b>	2nd consultation workshop and developed 2nd draft	12th to 16th March, 2018	Phuentsholing, Chukha
<b>Stage-V</b>	Presented 2nd draft to DAHE	10th April, 2018	DAHE, MoE
<b>Stage-VI</b>	Finalization workshops and developed final draft	30th May to 1st June, 2018	Paro
<b>Stage-VII</b>	Presented final draft to DAHE		DAHE, MoE
<b>Stage-VIII</b>	Presented to 25 <sup>th</sup> NFE Board (approved in principle)	13th June, 2018	MoE, Thimphu
<b>Stage-IX</b>	Reviewed with technical expert from UNESCO, Hamburg, Germany	September 2018	NFCED, DAHE
<b>Stage -X</b>	Review on the document	November 14 - 18	
<b>Stage-XI</b>	Presented to DAHE	December 12, 2018	
<b>Stage-XII</b>	Presented in 19 <sup>th</sup> National Education Conference	December 27, 2018	Phuentsholing, Chukha

### Annexure 2: Consultative Working Group

1. Mr. Geewanath Sharma, CD, Royal Education Council
2. Ms. Mr. Chainga, Sr. Planning Officer, PPD, MoE
3. Mr. Dorji Gyalpo, Dy. Chief TEO, Samdrup Jongkhar Thromde
4. Mr. Akal Kumar Aley, Principal, Lingmethang LSS, Mongar
5. Mr. Tashi Tenzin, Principal, Phuntshothang MSS, Samdrup Jongkhar
6. Mr. Tshering Penjor, Dy. CPO, SPCD, DSE, MoE
7. Mr. Baburam Sherpa, Chief Programme Officer, SSSD, DAHE, MoE
8. Ms. Rinzin Wangmo, Chief Programme Officer, HEPD, DAHE, MoE
9. Mr. Yesh Bdr. Ghaley, Principal, YHSS, Thimphu

10. Mr. Sonam Tshering, Dy. Chief TEO, Thimthrom
11. Mr. Gyembo Dorji, HRO, HRD, DoS, MoE
12. Ms. Sangye Choden, Dy. CPO, QAAD, DAHE, MoE
13. Ms Margaarte, Sachs-Israel, Chief Programme Coordinator, UNESCO, Hamburg Germany

### **Annexure 3: Calendar of Consultation workshops**

#### ***1<sup>st</sup> Consultation workshop, April 2017***

1. Mr. Wangchu Rabten, Curriculum Specialist, Royal Education Council.
2. Ms. Kezang Deki Tshering, Subject Specialist, Bhutan Council for School Examinations and Assessment.
3. Mr. Karma Dorji, Sr. Programme Officer, TPSD, Department of Technical Education, MoLHR
4. Mr. N.B Raika, Chief Programme Officer, QAAD, Department of Adult and Higher Education, MoE
5. Mr. Rinzin Jamtsho, Dy. Chief Programme Officer, HEPD, DAHE, MoE
6. Mr. Norbu Gyeltshen, Chief Programme Officer, NFCED, DAHE, MoE
7. Ms. Ugyen Tshomo, Dy. Chief Programme Officer, NFCED, DAHE, MoE
8. Mr. Tenzin Rabgyel, Dy. Chief Programme Officer, NFCED, DAHE, MoE
9. Ms. Pelden, Sr. Programme Officer, NFCED, DAHE, MoE

#### ***2<sup>nd</sup> Consultation workshop, March 2018***

1. Mr Tshering Tenzing, Executive Specialist, BCSEA
2. Mr. Dochu, Offtg. Chief Planning Officer, PPD, MoE
3. Mr. Tashi Namgyel, Chief DEO, Dzongkhag Administration, Thimphu
4. Mr. Kinzang Dhendup, Chief DEO, Dzongkhag Administration, Trashiyangtse
5. Mr. Dorji Gyalpo, Dy. Chief TEO, Samdrup Jongkhar Thromde
6. Mr. Rinchen Gyeltshen, Chief DEO, Dzongkhag Administration, Samdrup Jongkhar
7. Mr. Akal Kumar Aley, Principal, Lingmethang LSS, Mongar
8. Mr. Geewanath Sharma, CD, REC, Paro
9. Mr. Tashi Tenzin, Principal, Phuntshothang MSS, Samdrup Jongkhar
10. Mr Gyembo Dorji, HRO, HRD, DoS, MoE
11. Mr Tshering Penjor, Dy CPO, SPCD, DSE, MoE
12. Mr. Norbu Gyeltshen, Chief Programme Officer, NFCED, DAHE, MoE
13. Mr. Tenzin Rabgyel, Dy. Chief Programme Officer, NFCED, DAHE, MoE
14. Ms. Pelden, Sr. Programme Officer, NFCED, DAHE, MoE

## **Annexure 4: Refinement and finalisation workshop**

### **1st Finalisation workshop, June 2018**

1. Mr. Karma Loday, Chief Programme Officer, SQD, Department of Occupational Standard, MoLHR
2. Mr. Norbu Gyeltshen, Chief Programme Officer, NFCED, DAHE, MoE
3. Mr. Dochu, Offtg. Chief Planning Officer, Policy & Planning Division, MoE
4. Mr. Chainga, Sr. Programme Officer, HEPD, Department of Adult & Higher Education, MoE
5. Mr. Karma Dorji, Sr. Programme Officer, TPSD, Department of Technical Education, MoLHR
6. Ms. Pelden, Sr. Programme Officer, NFCED, Department of Adult & Higher Education, MoE

### **2<sup>nd</sup> Finalisation workshop, September 2018**

1. Mr. Karma Loday, Chief Programme Officer, SQD, Department of Occupational Standard, MoLHR.
2. Mr. Norbu Gyeltshen, Chief Programme Officer, NFCED, DAHE, MoE
3. Mr. Dochu, Offtg. Chief Planning Officer, Policy & Planning Division, MoE
4. Mr. Karma Dorji, Sr. Programme Officer, TPSD, Department of Technical Education, MoLHR
5. Mr. Tashi Namgyal, Chief DEO, Thimphu Dzongkhag
6. Mr. Kinzang Dendup, Chief DEO, Trashi Yangtse Dzongkhag
7. Mr. Rinchen Gyeltshen, Chief DEO, Samdrup Jongkhar Dzongkhag
8. Mr. Geewanath Sharma, CD, REC, Paro
9. Ms Sangye Choden, Dy. CPO, QAAD, DAHE, MoE
10. Mr. Jamyang Dorji, Sr. Programme Officer, DSE, MoE
11. Mr. Yangka, Dy. CPO, NFCED, DAHE, MoE
12. Ms. Pelden, Sr. Programme Officer, NFCED, DAHE, MoE

### **3<sup>rd</sup> Finalisation workshop, November 2018**

1. Mr. Norbu Gyeltshen, Chief Programme Officer, NFCED, DAHE, MoE
2. Mr. Dochu, Chief Planning Officer, Policy & Planning Division, MoE
3. Mr. Chainga, Sr. Planning Officer, PPD, MoE
4. Mr. Karma Dorji, Sr. Programme Officer, TPSD, Department of Technical Education, MoLHR
5. Mr. Tashi Namgyal, Chief DEO, Thimphu Dzongkhag
6. Mr. Kinzang Dendup, Chief DEO, Trashi Yangtse Dzongkhag
7. Mr. Rinchen Gyeltshen, Chief DEO, Samdrup Jongkhar Dzongkhag
8. Ms Sangye Choden, Dy. CPO, QAAD, DAHE, MoE
9. Mr. Tenzin Rabgyel, Dy. CPO, NFCED, DAHE, MoE
10. Ms. Pelden, Sr. Programme Officer, NFCED, DAHE, MoE.