

Country profile prepared for the
Education for All Global Monitoring Report 2007
Strong Foundations: Early Childhood Care and Education

Bhutan

Early Childhood Care and Education (ECCE) programmes

Compiled by:
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Geneva, (Switzerland)

2006

This profile was commissioned by the Education for All Global Monitoring Report as background information to assist in drafting the 2007 Report. It has not been edited by the team. Information included in the series of profiles has been compiled by the IBE. In several cases data have been revised and/or expanded thanks to the helpful support of Ministries of Education and UNICEF offices worldwide. The views and opinions expressed in the present document are not necessarily those of the EFA Global Monitoring Report or UNESCO. The profile can be cited as follows: "Country Profile commissioned for the EFA Global Monitoring Report 2007, Strong foundations: early childhood care and education". For further information, please contact: efareport@unesco.org

BHUTAN

Early Childhood Education and Care (ECCE) programs

A. GENERAL INFORMATION, STATISTICS AND INDICATORS

Starting age of compulsory education (if applicable):

According to the UNESCO Institute for Statistics (UIS) the compulsory education age range is 6-16 years.

1. ISCED 0 PROGRAMS (USUALLY, PRE-PRIMARY EDUCATION)

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programs:

Early Childhood Care and Development (ECCD)

1.2. Normative age group(s) covered by ISCED 0 programs:

3-5 years of age

1.3. ISCED 0 programs: statistics and indicators

1.3.1. Enrolment: Not available

	Percentage	Year
Gross enrolment ratio		
Net enrolment ratio		
Percentage of children entering primary education with previous preschool experience		

1.3.2. Enrolment ratio by age group (percentage, also including the first years of primary education when applicable): Not available

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7

1.3.3. Teachers: Not available

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)

1.3.4. Funding: Not available

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	...

1.3.5. Main source(s) of financing: Not available

2. OTHER ECCE PROGRAMS

(Generally preceding ISCED 0 programs)

2.1. National definition of other ECCE programs:

Nurseries and day-care centers (which should help optimizing growth and development of children aged 3–5 years through informal and formal settings, and also equip children with skills important for adjusting to their immediate environment.)

2.2. Normative age group(s) covered by other ECCE programs:

Not available

2.3. Estimate number of children covered by other ECCE programs:

Not available

B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMS (INCLUDING ISCED 0)

3.1. Legislation concerning ECCE:

Currently there is no legislation on ECCD. However, policy pertaining to this area is being developed to be endorsed by the government.

3.2. Official body/bodies in charge of supervision or coordination:

The ECCD section of the Ministry of Education (MOE), in close collaboration with the District Education Offices

3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):

Since it is a fairly new intervention, no other sectors are involved apart the government. However, private entrepreneurs are encouraged to operate day care centres, some of which have been established in the capital.

3.4. Type of personnel involved:

School teachers, non-formal education instructors, officials at the District Education Offices

3.5. Type of staff training (requirements):

Not available

3.6. Recent national policies and reforms:

At the beginning of the 1990s, the dimension of early childhood development was not viewed as a serious area of concern. Firstly, primary education incorporates one year of pre-primary education, which provides an opportunity for all children to prepare for the formal education programme. Secondly, it is generally accepted that the Bhutanese culture provides a high level of interaction between children, parents and other family members in the child's early formative years. In addition to this, the health sector has been promoting mother and child care in order to achieve a reduction

in infant and child mortality rates. Therefore, no specific targets or goals were set for this dimension. However, the government has addressed the issue through sectoral inputs in the areas of health, nutrition and education. Nurseries and day-care centres are now being established by the private sector in urban areas.

In order to provide essential care, realize optimum growth and development, and prepare children for school, the following activities are undertaken:

- child-care programmes are developed and implemented using the national radio, TV and other social forums;
- the subject of early childhood development is an integrated component of the non-formal education programme;
- the government has been encouraging private individuals and entrepreneurs to set up child-care centres and nurseries in areas where demand for such programmes exist (8 centers have been created in the capital);
- ECCD will be further promoted and diversified through a family-based approach;
- the government has to continue providing pre-primary education in all primary schools for children who have attained 6 years of age.

3.7. Efforts targeted at vulnerable or disadvantaged children:

Establishment of community schools in remote areas. Inclusive education is one of the innovations practised in order to address the educational needs of vulnerable and disadvantaged groups, in particular disabled children.

3.8. Special projects/programmes aiming at expanding or improving ECCE:

Not available

3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programs

3.9.1. Objectives and aims:

The ECCD curriculum mainly revolves around physical, mental and psychosocial development aspects. As far as possible, little or no formal teaching is encouraged, rather “learning through play” is emphasized. The main objectives are to promote the optimum growth and development of the children and facilitate the development of skills for the effective integration of children into the formal school setting.

3.9.2. Learning areas and teaching-learning methods:

Not available

3.9.3. *Average number of hours per week and average amount of weeks per year:*

On average, the children attend 3 to 4 hours per day at the day care centres. However, in the family-based structures this could vary to a great extent.

3.10. Any other relevant and pertinent information

Not available

C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)

Information not available

4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centres and child care centres		
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits		
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development		
As component of adolescent, livelihood or literacy programmes		
Media broadcast, such as <i>Sesame Street</i> , with media for and with children		
Other (please specify)		

Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).

4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?

4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?

[Information revised by the Ministry of Education, January 2006.]