

Education For All

Draft National Action Plan

April 2001.



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ROYAL GOVERNMENT OF BHUTAN
MINISTRY OF HEALTH AND EDUCATION
THIMPHU : BHUTAN

1. Introduction

1.1 The National Action Plan for Bhutan is based on Bhutan's National Education Strategy Paper, Realizing vision 2020 which is presently being finalized. The plan also follows the guidelines agreed in the Dakar Framework of Action for EFA. The following sub-sectors are considered as being particularly relevant for meeting the EFA goals for Bhutan:

- i) Early Childhood Care and Development;
- ii) Expansion of Basic Education;
- iii) Improving quality of Basic Education;
- iv) Adult Literacy programme;
- v) Youth Development; and
- vi) Special Education.

1.3 The Action Plan is organized into 4 chapters. The first chapter lays the current situation for each of the above areas. The 2nd chapter summarizes the challenges associated to these sub-sectors. The 3rd chapter sets out the action plan to help realize the EFA goals and the final chapter provides an overview of the role of the various institutions in planning and managing the EFA programme.

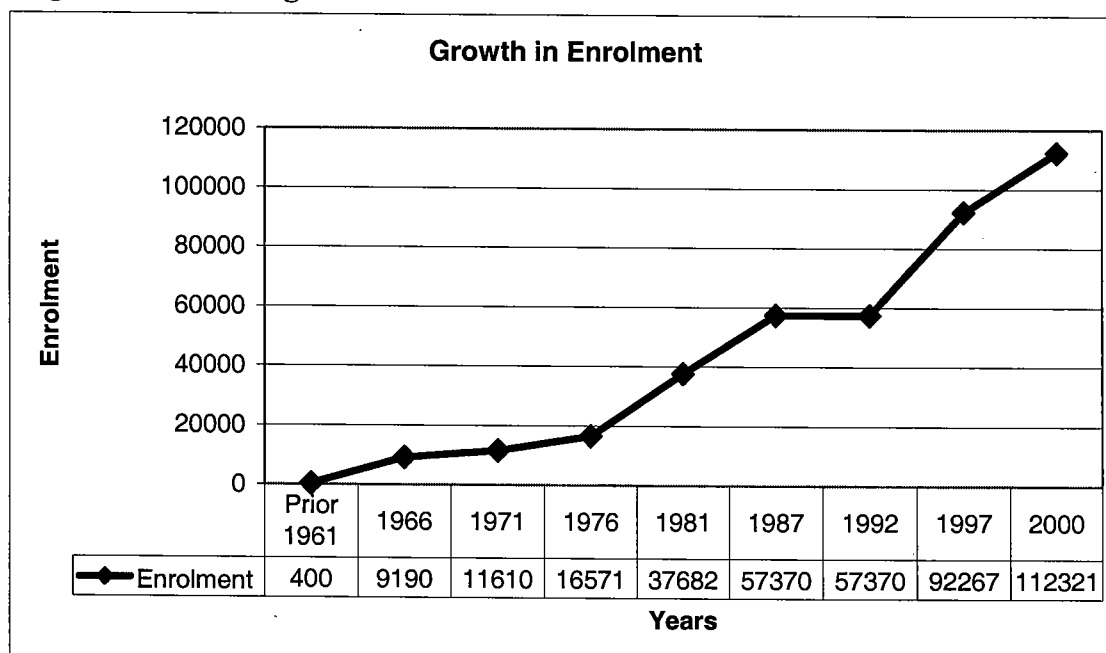
Early Childhood Care and Development

1.4 Early childhood care and development in the sense of organised stimulation and play centres have not hitherto been considered a priority given the strength of traditional practices of child rearing in the extended family system. However, with social transformation and added pressure on parents working in the formal sector, this has to be considered an important area for the future. It will require a co-ordinated approach involving the families, communities, health workers and educators. While a formal policy on ECD is being developed, some progress is made toward introducing ECD activities at the home and community levels. Benefiting from the important progress made in recent years in non-formal education (literacy and numeracy training, primarily targeting out-of-school adolescent girls and women), the Government is developing a series of post-literacy materials that highlight the theme of ECD which will be used in the NFE centres.

Basic Education Expansion

1.5 Before 1960, Bhutanese depended on the monastic system of education which provided basic literacy as well as instructions in traditional arts, philosophy and Buddhist teachings. Prior to the launching of the country's first socio economic development plan in 1961, there were only 11 modern schools with about 400 students in all of Bhutan. Recognising the critical role of modern education for socio-economic development, the Royal Government has since then, consistently allocated a major share of its resources to develop this sector even in the face of other emerging priorities and competing demands from other sectors. Education has continued to receive well over 10% of the Government budget since the beginning of the 1960s. This has enabled the country to develop an education system catering to a wide variety of levels and needs within a relatively short span of time. Total enrolment in the general education programme is now more than 100,000. The following figure shows the enrolment growth over the last four decades.

Figure: Enrolment growth



1.6 Despite these achievements, the gross primary enrolment rate is estimated at 72% while the net enrolment ratio is only 53%. Some of the progress made in enhancing education coverage is being offset by the population growth resulting, in part, from improved medical services. The difficult mountain terrain, climate, limited communication

links and a dispersed pattern of settlement have impeded access to primary education. However, compared to the difficulties of early years of the education system when children had to be literally forced into the schools, parents now not only demand schools but are willing to contribute much more for the education of their children. A system of community participation in the building and maintenance of primary schools has now been firmly established, reducing the burden on Government and making the target of UPE more within reach.

1.7 Bhutan aims to provide universal education to every citizen till the end of class X or 11 years of general education. Referred to as Basic Education level, it comprises of the whole range of primary grades and the first 4 years of the secondary education programme. At the end of basic education, students are expected to be competent to communicate fluently in Dzongkha and English, have good mathematical skills relevant to the age level and possess a broad range of skills and knowledge that will provide the base for further academic studies and vocational training. The students upon completion of the basic education level will be between the ages of 16-18.

1.8 The over arching intention of the government is that education has to be accessible to everyone. Free tuition, free provision of textbooks, sports items, meals and boarding facilities where required are important means of ensuring this. The Government also provides free stationery to its rural schools. This is balanced by appropriate contributions from the parents to make education services possible and also engender a sense of participation amongst the communities. Rural communities contribute to the building and maintenance of their schools, most of which cater to the lower primary grades. The Government is also encouraging the development of private schools to provide variety and choices to parents who are able and willing to pay for such education. At present (2001), there are 12 private schools out of which 8 cater to nursery and primary education and 4 cater to secondary education level (IX-XII). All, except one of these schools are currently located in Thimphu and Phuntsholing, the two biggest urban centres in the country.

Basic Education Quality

1.9 Education upto grade VIII is now fully adapted to Bhutan's needs and context in terms of curricular content and textbooks while partial progress has been made at classes IX and X. Agriculture education, health and nutrition as well as value education are important aspects of the new curriculum. A significant

landmark in the development of basic education in Bhutan has been a shift in the methodology used in classrooms from rote learning to activity- and enquiry- based approaches through the New Approach to Primary Education (NAPE) introduced in 1986 and expanded during the 1990s to end of class VI. This has had a significant impact on improving student attendance, reducing dropout and enhancing completion rates. Over 60% of children enrolled in Class I now complete the seven-year cycle of primary education, compared to only 35% in 1990. Nevertheless, quality of education continues to be a concern prompting the Education Department to continuously make efforts to improve curriculum and teaching methods. It is also realised that full enrolment targets can only be realised if dropouts are brought down to zero level.

1.10 In addition a basic skill component has been introduced in the general education stream on a pilot basis since 1999 starting with class VII students for selected schools. These programmes operate as vocational clubs for carpentry, house wiring, shoe repair and plumbing. Students are also encouraged to participate in the maintenance of schools during the winter vacation to practice their skills while earning pocket money. A programme of career guidance and general counselling has also been initiated both within the schools and outside in the Youth Centre.

1.11 A key objective of the Bhutanese education system is to provide a uniform standard of quality education across all schools in the country. This is reinforced by a uniform curriculum, centralised recruiting system for teachers, regular transfer of teachers between schools, a national pre and in-service training programme, a national school monitoring and support body, and national examinations at the end of the primary cycle (VI), junior high (VIII), and high (X).

1.12 While education up-to grade X constitute basic education and is intended to be universal, post-basic education is presently more restrictive and aligned to cater to the human resource requirements of the country. A number of training options are available at this level, including engineering, agricultural extension, health sciences, secretarial and teacher education. At the same time, significant effort has been made to bring technical education under a national framework to provide co-ordination, standards and relevance. A National Technical Training Authority (NTTA) has been established to undertake this task.

Adult Literacy Programme

1.13 Adult literacy is rising and is now estimated to be 54%. An Adult Literacy Program was started in 1992 targeting the early school dropouts and those who have not been in the formal education. From about 300 learners in 1992, currently the enrolment has increased over 8000 out of which 676 learners are attending the Post. About 60% of the literacy courses are held in the regular primary schools using their classrooms and teachers who are paid a fixed honorarium. The rest are held in community buildings using Non-Formal Education instructors recruited by the Government.

1.14 The basic literacy course comprises of nine-months programme leading to the ability to read and write in the national language. With an increasing number of people completing the nine-month basic literacy course, an additional six-month program for post-literacy support is underway. This program is aimed at supporting neo-literate in retaining literacy skills through access to reading materials and instructional support. Post-literacy activities will support the continued acquisition of Dzongkha and for those interested the learning of English language.

Youth Development

1.15 Recognizing the growing number of youths whose educational needs are not adequately addressed by existing institutions, the Government established a Youth Guidance and Counselling Division (YGCD) within the Department of the Education to cater to the all round development of youth. The primary objective of the YGCD is:

- (a) to help youth to recognize and realise their potentials,
- (b) to facilitate them in making informed decisions, and
- (c) to provide them with essential life skills/knowledge.

1.16 One of the significant initiatives of this Division is the Youth and Family Education Program which was established to address youth related issues such as reproductive health, HIV/STD, substance abuse, early marriage and teenage pregnancy. To create awareness and to combat these problems, the Health Co-ordinators who have been trained at the YGCD provide awareness programs on HIV/STD Aids, teenage pregnancy etc. to targeted youths in the schools and

outside.

1.17 Another important program is the Career Counselling program, which aims to establish career guidance and counselling services in all schools and institutes. The Division has conducted a number of training programmes for school teachers to institutionalize the programme in the schools and is currently conducting career research in several fields and hopes to create greater awareness of the role and responsibility of young people in the nation building process.

1.18 The YGCD has also established a Youth Center at the Capital, which is used as a venue for providing save and affordable lodging to youth who are traveling to the capital. It also provides a venue for youth meets and organizes basic skills programme such as computer courses, tailoring, etc. at very minimal rates.

1.19 Scouting has also been introduced in the schools as a way of helping the education system to reinforce development of character and strengthen values amongst children. Over 6,700 scouts have now been enrolled and 300 teachers trained to conduct scouts programs in the schools.

1.20 The establishment of the Youth Development Fund (YDF) in 1999 was an important milestone towards creating a sustainable mechanism for youth development activities. The YDF has already helped fund various youth development activities in the schools involving values education, enhancement of recreational facilities and sports events, career counselling, environment conservation and reproductive health, scholarships for the disadvantaged youth, support for participation in international events and activities that address the needs of dropouts and juvenile delinquents.

Special Education

1.21 Education for All by definition requires the provision of education opportunities and services to those who have various forms of disabilities requiring special care. At present only the visually impaired children are provided instruction in reading and writing in Braille in the *National Institute for the Disabled* (NID) with the objective that children skilled in Braille be integrated into regular schools toward the end of the primary cycle.

1.22 Both pre- and in-service teacher education programs do not, at present, include instructional components, which address the special skills required for teaching disabled children. None of the schools have any physical modifications for increasing access for disabled children, particularly those with physical impairments.

1.23 Responsibility for special education is understood as a joint effort between the Health Department and the Education Department since 1998. Some instruction of disabled children has also begun at the national hospital in Thimphu. This is aimed at providing education opportunities for children under in-patient care for extended periods of time. The Education Department is currently engaged in developing a planning framework for special education. It intends to work closely with the Health Department in establishing an inclusive system of education that will include children with disabilities in the regular schools.

2. Key Challenges

Early Childhood Care and Development

2.1 The first challenge is to be able to identify and build upon existing child rearing and socialisation practices, which contribute positively to the growth and development of young children in line with traditional home life. The next challenge is to recognise and understand what constitutes home life in Bhutan as life becomes increasingly diversified as more people settle in urban centres. Significant change has also taken place even in the rural areas with increasing numbers of young people attending school and joining the formal sector work force.

2.2 Another challenge will be in meeting the ECD needs within a finite resource package for the Education Sector. An ECCD programme is being initiated at a time when there are equally pressing demands from other sub-sectors within the education system. The challenge will be in structuring a programme that is pragmatic, uses resources optimally and is sustainable.

Basic Education

2.3 Progress made within the Primary Education Programme over the last decade to meet the Jomtein Education for All goals has stretched the limited resources of teachers, facilities and finance and severely tested the capacity of the system to deliver Bhutan's commitment to quality education. Recent Government initiatives to accelerate the intake of teachers through improvements in teacher remuneration and expansion of training capacities as well as appointment of temporary teachers have ameliorated the problem only to some extent.

2.4 The fundamental challenge for universalising basic education in Bhutan will be to enrol and retain children who, for various reasons, have been unable to enrol in school. These include those living in very remote parts of the country, children with disabilities, children facing learning difficulties, and those requiring other forms of special care and attention. An inclusive education strategy will need to incorporate special provisions for facilities, structure and curriculum to accommodate the learning needs of all children.

2.5 Another major challenge is to improve the internal efficiency of the education system. Currently, only 69% of those entering primary complete the 7 years of primary education, 54% complete class VIII and 39% reach class X. This stems largely from the failure of the system to deploy adequate number of teachers and inadequate professional support leading to poor performance of students, repetition and dropouts. Currently 12-13% students repeat their class ever year.

2.6 The success of expanding primary education is now placing enormous pressures on the secondary and post-secondary levels with an ever-increasing number of students moving up the education ladder. This has resulted in a critical shortage of secondary education places as well as the lack of adequate number of qualified, competent national teachers at this level of education. School graduates continue to seek the limited civil service employment. The slow development of the private sector is also making the absorption of school graduates more difficult.

2.7 Many of the present-day secondary schools started out as primary schools, (PP-VI) which grew over time into junior high schools (PP-VIII) and later, into high schools (PP-X) in a process of upgradation. While this has been and continues to be a pragmatic approach for a system that is expanding rapidly, it has also meant compromising on physical and other standards as more and more

schools are pressured to cater to programmes for which they have little preparation. Therefore, many schools are over-crowded, have inadequate labs, sport facilities and short of qualified teachers.

2.8 While there are some policy initiatives to encourage students to enter vocational training, the present vocational education system is both inadequate and inefficient. It is also an unpopular option for many students due to the low status and poor working conditions associated with blue-collar jobs. Career counselling, introduction of some basic skills element through a system of school clubs and career information system are being institutionalised to help address these problems.

2.9 The pace of development and urbanisation is also putting on considerable strain on the traditional family ties and the community-based social support system, putting at risk young children and the youth. These pressures are beginning to affect the serenity of Bhutanese life. Youth related problems such as juvenile delinquencies, drugs abuse and petty crime have started surfacing in the urban areas. While change is inevitable, the challenge is to strike a balance between progressive development and retaining the tested value system of a traditional society. Bhutanese educators have responded by strengthening values education in schools, the establishment of Youth Guidance and Counselling Division (YGCD) and the Youth Development Fund (YDF) focussing on the development of youth.

2.10 However, with rising class sizes and limited resources, this is proving to be difficult. The Education Department is also cognisant that the issue extends beyond the education system and must be addressed in concert with parents and other members of the civil society.

2.11 The difficult terrain and widely dispersed population have been the primary hurdles to extending social services and achieving an economy of scale. For the Education Sector, an added challenge is meeting and sustaining rising recurrent costs associated with an ever-expanding education system. Both hurdles call for new ways of organising education in order to take advantage of new technologies and research on best practices for improved learning.

Adult Literacy Programme

2.12 As a large proportion of the illiterate population resides in rural, often

remote areas of the country, service delivery for providing non-formal instruction poses significant challenges. Inadequate reading materials, teachers and lack of a mechanism in transferring adult learners into a formal system for continuous learning are some of the challenges faced by the system.

Special Education

2.13 Some of the key challenges facing special education will be the requirements of teachers for successfully integrating children with disabilities into regular classrooms and schools and establishing a broader basis of human resources within the country able to teach disability-specific skills such as sign language, Braille and motor skill development. At present, only five Bhutanese are trained in the instruction of Braille.

2.14 Another challenge is in addressing public attitudes toward people with disabilities. Traditionally, disabled people have remained at home in their villages, and very few attended schools of any kind. The challenge will be integrating the educated disabled population into the world of work beyond the realm of traditional household and farm work.

2.15 An added challenge in allocating additional resources for the educational requirements of a relatively small proportion of children.

3. Action Plan

Early Childhood Care and Development

3.1 Bhutan will focus on the family unit as the place and process for providing quality and sustainable early childhood programming for 0-5 age group. ECD will be seen primarily as the domain of parents, thus avoiding, to the greatest extent possible, the establishment of institutes that provide a poor substitute for parenting. Initially, the program will identify good ECD practices both in Bhutan and in other countries, and share this with communities through a broad based approach including the media and using current NFE channels.

3.2 The following are some of the main activities to be undertaken to realize these objectives.

- (i) A comprehensive study will be conducted on the child care and rearing practices in the country. This will set benchmarks through the base line data for comparison purposes in the future to gauge the impact of selected interventions. The development of a policy and strategic framework on ECD will be founded upon current good practices, rather than imposing inappropriate or unfamiliar ideas which lack sustainability if not linked to existing realities of home life.
- (ii) A unit with a trained child development specialist will be established within the Education Department to spearhead the development of policy, strategic programming, implementation and monitoring of the ECD programme.
- (iii) The ECD Program will be integrated into the Non- Formal Education Program and the Teacher Education. Media such as TV and the national newspaper will also be used to disseminate knowledge on best practices.

Basic Education Expansion

Enrolment Projection and teacher requirement for
Next 15 years to fulfill basic education targets

3.4 Basic Education comprises of the 11 years of education comprising primary level of PP-VI, junior high education of VII- VIII and high school education comprising of IX-X. Using the past trends as well as the policy to universalise basic education, the following have been set as the enrolment targets for these three levels comprising of the basic education programme.

Students	2000	2005	2010	2015
PP-VI	85,092	114,985	151,523	172,929
VII-VIII	14,429	22,890	35,207	46,306
IX-X	8,872	17,983	29,011	40,774
Total	108,393	155,858	215,741	260,009
Teachers Required				
PP-VI	2,300	3,593	4,735	5,404
VII-VIII	451	715	1,100	1,447
IX-X	277	562	907	1,274
Total	3,028	4,870	6,742	8,125

3.5 Following will be main activities to help realize these projected enrolment growth:

- (i) Additional enrolment in PP-VI will be accommodated mainly through the expansion of the community primary schools, which has already brought in shared responsibility and accountability between Government and the

people. While schools will be built and maintained with the help of communities using locally available materials, government will provide assistance for construction materials not available locally. During the course of the next 15 years (2001-2015) about 255 community primary schools will be established across the country to achieve universal enrolment for 6-12 age group.

- (ii) To accommodate additional enrolment in the VII-X range of classes, selected primary schools will be upgraded to junior and high schools, an approach that has proved to be pragmatic in the past. Upgrading the schools will include construction of additional classrooms, Science Labs, School Libraries, improved sanitation facilities, hostels and sports facilities. However where required, new schools will also be built. During the course of the next 15 years, about 68 junior high and 74 high schools will need to be constructed/upgraded. The expansion of these facilities will enable the government to meet the full enrolment target of basic education level by 2012. More than 50% of the above schools will be located in the remote areas. New school building designs using cheaper construction methods and more efficient use of space will be explored to sustain the ever- expanding schools.
- (iii) Boarding will continue to be a strategy used to extend education opportunity to isolated communities. However, the provision of boarding facilities in primary schools, which are expensive and difficult to manage, will be reduced by encouraging more small and single-teacher schools in remote communities through multi-grade teaching.
- (iv) The free supply of textbooks shall be continued in all schools until the time parents are in a position to pay for them. Free Stationery shall be supplied to only the rural-based schools. Schools shall also continue to be supplied with all necessary teaching and learning aids such as blackboards charts, play kits, science equipment, etc. Furthermore, the distribution of these items to schools will be rationalised and measures introduced to bring about cost effectiveness through judicious use and timely repairs and maintenance.
- (v) To accelerate access to basic education establishment of private schools shall continue to be encouraged of schools to share the cost of education amongst the population who can afford.

- (vi) Special efforts will be made to improve the participation rate of girls. Although no social bias exist against the enrolment of girls, historically, fewer girls have been able to attend school because of the distances involved in reaching the schools. However, with more schools being opened within the communities, the enrolment of girls is estimated at 45% currently. During the 9th Plan, all the Dzongkhags are to make an extra effort to enrol girls into their schools by building more community based schools and creating additional hostel facilities for girls where necessary. Increased awareness will be created on the value of education for girls through the local bodies and through guidance and counselling in the schools.

Teacher training

- (vii) Teacher training, both pre-service and in-service will form an important part of the action plan to help realise the Education for All goals. The capacities of both these institutes will have to be increased by over 50% in order to meet the projected demand during the next 15 years.
- (viii) Specifically, the enrolment in the National Institute of Paro will be increased from 470 at present to 850 by end of the 9th Plan. Enrolment in the NIE, Samtse will be increased from 300 to 400 by end of the 9th Plan. Along with physical expansion, works are under way to improve the curriculum and upgrade the courses to make it relevant to the new curriculum demands of basic education. For example, computer sciences and ECD components will be introduced into the pre-service teacher education programme. Also the Certificate course for class X leavers will be discontinued from 2002 and henceforth, the minimum qualification required for entry into teacher training will be class XII. They will be required to complete a B.Ed programme before qualifying for teaching.
- (ix) A comprehensive HRD-masterplan is currently (2001) being drawn which will help the Education Department to streamline its staff development and institute an effective system of updating the skills and knowledge of teachers. Fellowships, national workshops and school-based workshops will form the structure of this masterplan. The current distance education program will also be expanded to help upgrade the qualification of service teachers.
- (x) To ensure that good teachers are available in rural schools, schemes for providing suitable housing to teachers will be developed on a priority basis so that by 2007, at least 50% of teachers will have a standard, quality house to live in. This will be undertaken as part of the school expansion

program during the course of the 9th Plan. Furthermore, teachers in rural primary schools will also be provided with special incentives for accelerated career advancement and special consideration for academic upgrading.

Basic Education Quality

3.6 Concern over the Quality of education remains at the heart of every parent and educator in the country. A government directive has been received to make this the 9th Plan theme for education sector. This is also an important objective for the Education Sector Strategy. The following are the main activities to be taken up to help improve the quality of education.

- (i) At the school level, learning objectives in primary education will concentrate on re-emphasising the mastery of languages and mathematics and the acquisition of basic values relevant for every day life. Further, greater choices will be provided in the curriculum to meet the individual learning styles and special needs through the adoption of flexible and diverse ways of organising teaching/learning processes. The curriculum will continue to be reviewed and assessed for its relevance.
- (ii) Existing curricula across grades and subjects will be reviewed both in content and its implementation in the coming year. Revision of curriculum will accommodate greater choices, and reflect the vast array of new learning possibilities available through information technologies and values education. The initial phase for using information technologies in schools will be to train all teachers so that they are able to effectively impart basic computer and IT skills to their students. Thereafter, phase-wise equipping of schools will be implemented comprising an initial pilot phase with an evaluation. For this capital-intensive activity, donor funding will be sought. Similar endeavours in other small states will be carefully examined in order to integrate best practices and lessons learned.
- (iii) The pilot implementation of a values education curriculum will be examined prior to its full-scale use. To support values learning, greater emphasis will be placed on the positive contribution being made through activities such as scouts and charity-oriented school clubs.
- (iv) The curriculum alignment will also consider the strategy of integration of academic and vocational learning characterised by smooth movement

across subjects and learning streams. This is in recognition of the fact that modern work requires a mixture of many different skills which no longer fit easily into one learning stream or another. A basic skills component introduced in the general education stream on a pilot basis since 1999 will be evaluated and will be considered for expansion in the other schools at the basic education level and will be carried out in close co-ordination with the National Technical Training Authority (NTTA). Closer integration of academic and vocational skills will be a cornerstone of re-shaping of the curricula and teaching/learning practices and forging closer links to communities, the world of business and private enterprise, as well as other institutions to shape the learning which take place in schools and establish mutually beneficial relationships between them.

- (v) Every child will be provided with textbooks and school will be provided with learning resources and sharing of resources will be encouraged through the establishment of Resource Centres and cluster schools. Internet facilities will provide enrichment and additional learning resources as a supplement to school libraries. Administration and management of school will be taken up increasingly by the school and the local community.
- (vi) Mechanisms of assessing quality and standards shall be developed using continuous assessment and *interviews*. Apart from the learning resources in schools, every primary school will have access to additional resources in terms of additional materials and professional guidance in resource centres. An efficient system of distributing textbooks, stationery and other learning materials will be established involving the Central Stores, Regional Stores and Dzongkhag Education Offices.

Adult Literacy Programme

3.7 Currently, the adult literacy rate is estimated at 54% with women's literacy as low as 20%. The adult illiterate population above 18 years is estimated to be between 150,000-180,000. The National Plan of Action will target full adult literacy by 2012. To start with, emphasis will continue to be placed on the learning needs of females. The following table shows the enrolment targets (cumulative) for adult literacy programme in the next twelve years. The following are the

Table 5: Adult Literacy Enrolment Targets (Cumulative)

	2001	2005	2010	2012
Enrolment	10,000	66,000	145,000	180,000

activities envisaged to help realize these targets.

- (i) Basic Literacy Centers will be established in all the primary schools in the country.
- (ii) A national literacy survey will be conducted to determine the literacy level as well as the demand for literacy program in all the 20 Dzongkhags (districts).
- (iii) Basic Literacy Centers will be established in each major population centers (village and urban areas) in a phased manner to cover the total illiterate population by 2012.
- (iv) Post Literacy and Resource Centers will be established in all Community Primary, Junior High and High schools to make it accessible to the adult learners.
- (v) A minimum of hundred titles of Post Literacy Materials will be developed to provide a rich variety of materials to encourage the neo-literates to read and also upgrade their literacy skills.
- (vi) The current practice of using existing space and teachers in primary schools will be continued as the main strategy to expand the literacy programme. The communities will identify where the NFE Centres are to be established based on their needs.
- (vii) NFE concepts and adult learning will be included in the course curriculum of all pre-service institutions and in in-service programs. Libraries in primary schools will be upgraded to make them useful for NFE learners.
- (viii) The capability of the education offices in the country will be strengthened to provide better support in planning and administration of the EFA programmes. In particular, the DEOs will play a crucial role in ensuring that all programmes are carried out as planned in their Dzongkhags. They will also ensure community support to the schools, assure that every school is adequately staffed and equipped, and most important of all, guarantees that teaching and learning take place effectively in each school.

Youth Development

3.8 The Youth Development programme will be further strengthened to provide holistic development of Bhutanese youth. The following are the envisaged to be the main activities for this programme.

- (i) The Guidance and Counselling services will be strengthened through training of teachers in counselling services and of a cores group of specialists in the Headquarters.
- (ii) Career information booklets will be developed and disseminated to all schools.
- (iii) Increased awareness will be created on issues such as reproductive health, HIV/STD, substance abuse, early marriage and teenage pregnancy through Health Co-ordinators and the focal persons of the YGCD in every school.
- (iv) The scout programs decentralized to the Dzongkhags will be expanded to cover every school in the country.
- (v) Three Regional Youth Centers shall be developed and facilities created to provide both professional guidance and basic skills training to the youth.

Special Education

3.9 All children with any form of disability will be accommodated in the education system and will be provided with a meaningful programme to help her/him to lead a satisfying, useful dignified life. The following activities will be undertaken to realize this objective:

- (i) A survey to assess the extent of disabilities will be conducted and programmes and strategies will be developed during the 9th Plan to cater to the education of children with special needs who until now have not had access to education.
- (ii) A unit will be established within the Education Department to plan and manage the development of a special education programmes in the country.
- (iii) A small number of schools will be established in each Dzongkhag, which will be equipped with appropriate resources for enabling children with special needs to access education near their homes. This will have to be

rationalised based on the population and could be associated with current resource centres. Elements related to special education will be included in the pre- and in-service teacher-training curriculum. Where necessary, special sections of the school curriculum in primary and secondary education will be adapted to the needs of disabled children.

- (iv) The facilities at the National Institute of the Disabled (NID) will be upgraded as a resource centre for children with disabilities to support their integration into the local mainstream schools. The NID will continue to improve its capacity to assess children's educational needs, teach children to use Braille or low visual aids, provide mobility and orientation training, provide courses in daily living activities and support teachers in the mainstream schools. A small resource unit will be developed to teach total communication methods to children with hearing impairment.
- (v) A system shall be established for identifying children with disabilities at pre-school age to ensure their educational and health needs. A system shall also be established to help identify children in regular schools who require special educational needs.

4. Community Participation/Decentralisation

4.1 Community level planning and management of education is seen as a cornerstone to effective development of Education for All programme. To that end, the 9th Five Year Plan will have as its basis Gewog-level plans which will articulate development priorities as determined and to be implemented by communities themselves. The centre will only provide overall guidance and support to take up development activities that are beyond the scope of the Districts. This calls for enhanced capacity for planning and management at the community level currently being addressed under a national-level project.

4.2 In education, all schools are required to constitute school management boards with members from the communities and the school faculty. This body has over the years played a key role in helping plan school maintenance programme and mobilizing additional funds for the schools. In future, the board would be strengthened to carry out a wider range of functions including those that will help build up the quality of instructions in the schools.

4.3 The adult literacy programme has already been firmly established on

the premises of a demand driven approach. The communities come up with a proposal for any new centre, which is then put forth through the Geog Yargay Tshochug and the Dzongkhag Yargay Tshochug for approval. Once a centre has been approved and established, the communities manage the centre through the help of a NFE committee.

4.3 The Dzongkhag Education Office is also being strengthened to provide academic support to the schools and NFE centres. To complement this is the resource centres which are currently being piloted in 5 schools. A process is thus being established to meet educational objectives through a system of complementing and maximising the resources placed within the Central, the Dzongkhag, the Resource centres and the schools. This has to be placed within a framework of geographical reality, recognition of the limited pool of professional staff and the small state system where each individual may be required to take up more than one professional role. The use and potential benefits of IT to help managers is also being examined.

4.4 In a decentralised system, the schools will assume increasing responsibility not only for their pedagogic work but also for their evaluation, accountability and staff development. They will be targeted towards becoming learning organisations. To do this, the teamwork of teachers and the role of school heads as education leaders will be strengthened. There will be increased focus on training requirements for strengthened monitoring and management functions of head teachers. The management training will be institutionalised within the pre-service teacher training. Current in-service management training for head teachers will also be streamlined.

4.6 Participatory decision making has been recognized as a key toward establishing more relevant policies and programs as well as instilling accountability, transparency and responsibility within the system. The current practice of annual consultations at the schools, the Dzongkhags and the annual National Education Conference provides an opportunity for educators from all levels in the education sector in Bhutan to provide feedback on existing policies and recommend new ones. This practice will be continued. Education system will also create forums to facilitate the parents and the general public to provide feedback and contribute towards the development of education policies and programmes that respond to the country's needs and aspirations of its citizens.

Enrolment Projection for General Basic Education				
Class/level	2000	2005	2010	2015
PP	15451	19726	23740	26211
I	14263	18759	23270	25692
II	13323	17811	22808	25183
III	12240	16699	22318	24684
IV	11389	15276	21000	24196
V	9712	14026	19678	23717
VI	8714	12688	18709	23247
Sub-total of Primary	85092	114985	151523	172929
VII	7999	12064	18388	23718
VIII	6430	10826	16819	22588
Sub-total of Junior High	14429	22890	35207	46306
IX	5506	9466	14962	20746
X	3366	8517	14049	20028
Sub-total of High	8872	17983	29011	40774
XI	1226	3887	7684	13381
XII	832	3214	6832	12258
Sub-total of Jr. College	2058	7101	14516	25639
DEG 1	145	582	1131	1860
DEG 2	142	460	1007	1691
DEG 3	145	280	897	1537
Sub-total of Degree	432	1322	3035	5088
TOTAL	110883	164280	233292	290735

Pre-Service Teacher Trainee Enrolment projections				
Samtse	2000	2005	2010	2015
PTC- Year 1	0	0	0	0
PTC- Year 2	0	0	0	0
PTC- Year 2 (old)	38	0	0	0
Sub-total	38	0	0	0
B.Ed. Pry Year - 1	38	70	35	70
B.Ed. Pry Year - 2	34	35	70	70
B.Ed. Pry Year - 3	33	70	70	70
Sub-total	105	175	175	210
B.Ed. Sec Year - 1	41	35	35	35
B.Ed. Sec Year - 2	69	35	35	35
B.Ed. Sec Year - 3	31	35	35	35
Sub-total	141	105	105	105
PGCE	43	70	70	70
Total at Samtse	327	350	350	385
Paro				
PTC- Year 1	115	0	0	0
PTC- Year 1 (old)	0	0	0	0
PTC- Year 2	189	0	0	0
PTC- Year 2 (old)	124	0	0	0
Sub-total	428	0	0	0
ZTC- Year 1	35	0	0	0
ZTC- Year 1 (old)	0	0	0	0
ZTC- Year 2	44	0	0	0
ZTC- Year 2 (old)	21	0	0	0
Sub-total	100	0	0	0
B.Ed. Pry Year - 1	70	140	140	140
B.Ed. Pry Year - 2	49	140	140	140
B.Ed. Pry Year - 3	0	140	140	140
Sub-total	119	420	420	420
B.Ed. Sec Year - 1	0	70	70	70
B.Ed. Sec Year - 2	0	70	70	70
B.Ed. Sec Year - 3	0	70	70	70
Sub-total	0	210	210	210
B.Ed. Dz Year - 1	35	70	70	70
B.Ed. Dz Year - 2	15	70	70	70
B.Ed. Dz Year - 3	0	70	70	70
Sub-total	50	210	210	210
PGCE	0	35	35	35
Total at Paro	697	875	875	875
TOTAL TEACHER TRAINEE	1024	1225	1225	1260

	Projection of Schools under General Education Programme								
Number of schools	2000	2001	2002	2003	2004	2005	2006	2007	
Government									
Primary	261	273	288	304	322	343	367	392	
Junior High	59	60	64	68	73	78	84	90	
High	26	30	33	38	42	46	51	56	
New Schools (Government)									
Primary		12	15	16	18	21	24	25	
Junior High		1	4	4	5	5	6	6	
High		4	3	5	4	4	5	5	
Private Schools									
Primary	6	9	11	13	16	18	19	21	
Junior High	1	2	3	3	4	5	5	6	
High	1	2	3	5	6	7	9	10	
New Schools (Private)									
Primary		3	2	2	3	2	1	1	
Junior High		1	1	1	1	1	1	1	
High		1	1	1	1	1	1	2	

Total recurrent costs projections for PP-X education (NU in millions)																
Details	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Teacher Costs	274.451	282.037	321.166	361.210	408.905	462.965	525.822	583.064	644.127	707.315	770.720	833.451	895.194	956.010	1015.642	1075.143
Support staff costs	20.937	20.906	23.040	24.952	27.276	29.801	32.580	35.524	38.143	41.380	44.737	47.976	51.039	54.012	57.030	60.095
Textbooks costs	26.187	33.783	39.589	46.322	56.021	66.246	78.533	92.664	108.618	127.457	148.470	171.076	196.289	224.749	256.539	291.877
Stationery Costs	19.508	22.638	25.999	29.981	34.684	40.274	46.866	54.497	63.173	72.980	83.731	95.439	108.046	121.490	136.224	151.926
Sports	5.475	5.914	6.361	6.780	7.286	7.834	8.448	9.105	9.777	10.448	11.104	11.720	12.293	12.823	13.310	13.776
Materials	10.457	12.594	14.888	17.220	20.213	23.641	27.733	32.489	37.818	43.908	50.801	58.364	66.659	75.580	85.183	95.746
Utilities	10.457	12.594	14.888	17.220	20.213	23.641	27.733	32.489	37.818	43.908	50.801	58.364	66.659	75.580	85.183	95.746
Maintenance	10.457	12.594	14.888	17.220	20.213	23.641	27.733	32.489	37.818	43.908	50.801	58.364	66.659	75.580	85.183	95.746
Consumable	4.296	5.607	6.556	7.189	8.151	8.976	9.936	10.972	11.893	12.888	13.998	15.076	16.180	17.228	18.175	19.088
Enrichment programme	16.483	17.635	18.840	20.034	21.443	22.984	24.726	26.601	28.528	30.414	32.217	33.901	35.457	36.893	38.197	39.416
Food	35.159	41.662	48.134	52.716	58.394	64.254	70.298	76.234	80.775	88.178	96.996	105.523	113.401	121.694	132.112	143.459
Inservice training	11.137	11.740	13.188	14.763	16.642	18.813	21.369	23.731	26.290	28.961	31.705	34.502	37.346	40.245	43.183	46.207
Admin.	13.631	14.761	16.541	18.446	21.083	23.846	27.142	30.324	33.418	37.267	41.334	45.315	49.453	53.710	58.347	63.364
Total	458,634	494,465	564,076	634,052	720,523	816,916	928,919	1040,182	1158,197	1289,012	1427,414	1569,072	1714,675	1865,592	2024,308	2191,590