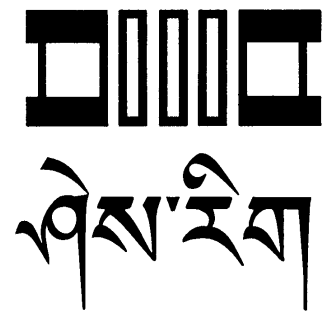




10th Five Year Plan (2008-2013) Education Sector



Policy and Planning Division
Ministry of Education
Royal Government of Bhutan

Policy objectives and targets for the 10th Plan

The 10th Plan objectives and targets for the Education Sector are generally in line with the policy directions set out in the 'Education Sector Strategy Document-Realizing Vision 2020'. Meant to serve as a long-term roadmap, which details out the vision, current status, challenges, and strategies for the education sector, the 10th Plan is based on an analysis of the current situation, and in consideration of the future challenges including the Millennium Development Goals (MDGs), SAARC Development Goals (SDGs) and the requirement of our draft constitution to provide universal basic education (up to end of Class X). Recognizing the achievements in the Education Sector during the previous plans, the main theme of the Sector during the 10th Plan will be increasing access and improving the quality of education. Specifically, the 10th Plan will seek to achieve the following Sector objectives:

1. Provide support mechanisms to promote good practices for early childhood care and development for children between 0 – 6 years of age.
2. Enhance Primary Net Enrolment ratio (enrolment of children aged 6-12 in classes PP-VI) to near 100% by 2013.
3. Enhance Basic Net Enrolment ratio (enrolment of children aged 6-16 in classes PP-X) to near 90% by 2013.
4. Provide opportunity for approximately 40% of class X graduates to enroll in class XI in government schools.
5. Establish a programme of inclusive education to enable all children to participate in and benefit from the education process.
6. Develop a more sustainable education system through private participation and cost sharing measures.
7. Enhance the quality of education to achieve competency in languages (Dzongkha and English) and ICT, as well as Mathematics and Science, comparable to international standards.
8. Strengthen public examination system to monitor the quality of education at Classes X and XII.
9. Establish a programme of the National Education Assessment to monitor the quality of education at the various levels of schooling and across subjects.
10. Towards wholesome development of children and youth, consolidate personal development and value education programs, including development of multi-skills in preparation for different job markets, and to this end, improve and expand the school health, youth guidance and career counseling programs.
11. Strengthen and improve both the pre-service and in-service teacher education to meet the challenges of a rapidly growing education system and fulfilling the need for teachers to be perpetual learners, encouraging in-service teachers to further specialize in specific subject areas and grade levels such as for early childhood and elementary grade levels.
12. Enhance equitable distribution of experienced and qualified teachers across all schools in the country.
13. Strengthen and improve the education management system at all levels, with particular emphasis on the school level management.

14. Review and reform the monitoring and professional support services system making it more efficient and effective, inter alia, towards improving the quality of education.
15. Guide and facilitate the development of higher education in order to offer diverse opportunities to higher learning both within and outside Bhutan.
16. Ensure steady supply of sound and qualified manpower to support and sustain socio-economic development of the country.
17. Enhance enrolment of girls in tertiary education to at least 80 girls for every 100 boys.
18. Enhance adult literacy rate to 70% with special focus on empowerment of girls and women especially in the rural areas.
19. Expand and strengthen the system of continuing and life long education opportunities towards creating a learning society;

Strategies

To address the Sector objectives of the 10th Plan, the following strategies have been identified:

1. Enhance early childhood care and development support mechanisms through non-formal education and advocacy through media, and encouraging private promoters to establish day care centres in urban areas.
2. Support the Dzongkhags and Gewogs to establish community primary/primary schools and extended classrooms.
3. Upgrade selected community primary and primary schools to secondary schools and establish new secondary schools to meet the demand for space at this level.
4. Towards developing a more sustainable education system, enhance the establishment of a greater number and variety of private schools. Payment for boarding where parents opt to send their wards to government boarding schools will also be institutionalized.
5. Enhance the education of the disabled through inclusive education, and in continuation of the initiative taken in the 9th Plan, create support facilities in selected schools to allow these children to access general education in regular schools. The strategy for support mechanisms will be based on a study of various disabilities.
6. Enhance the management system with special emphasis on monitoring quality education through provision of adequate personnel, training opportunities and use of IT.
7. The present EMSSD, resource centers, and school clusters and role of DEOs will be reviewed and harmonized to ensure greater monitoring and professional support. This would emphasize training of DEOs, ADEOs, principals, EMOs, senior and master teachers in each of the school clusters for performance management and leadership.
8. Complete the curriculum reform in the three tool subjects of Dzongkha, English and Mathematics that was initiated in the 9th FYP and have it institutionalized

including a system of decentralized support mechanism within the schools themselves and through the establishment of school clusters.

9. To support the new English curriculum which provide for a systematic reading program a budget of Nu 10,000 per school plus Nu. 200-300 per student per year will be provided under the school enrichment program budget head.
10. Towards enhancing the achievement of competency in languages, communication skills and mathematics comparable to international standards, a system of testing for competency in English for all teachers and remedial measures to improve themselves would be institutionalized.
11. Make a strategic plan that would include the revision and reform of the Environmental Studies, Science and Social Science curriculum as well as consideration of including wider curricular options particularly at the Middle Secondary and Higher Secondary levels. Carry out a total review of the whole school curriculum from PP – XII and identify curriculum reform needs beyond the three tool subjects following recommendations of the Education Sector review.
12. Enhance health and physical education program and provide for more organized games and sports, in each of the schools, to cover all students, and to encourage more exercise and engagement.
13. Enhance science education at all levels of our education system to meet the science related manpower shortage as well as to address the growing unemployment amongst the educated youth.
14. Introduce IT literacy in all schools as a tool subject.
15. Improve the teaching learning resources in the schools through better and timely provision of facilities in a more co-coordinated manner. The use of IT to enhance learning resources in more remote schools will be given priority.
16. Towards monitoring the quality of education, conduct National Education Assessment (NEA) at Classes VI and X.
17. Strengthen and expand those areas of the curriculum related to personal development, including value education, scouts programme, career guidance and orientation to vocational skills, physical education, and games and sports at all levels in all middle and higher secondary schools. At the Middle and Higher Secondary levels, special emphasis will be placed on Career Guidance and orientation to Vocational Skills. Choeshe will be institutionalized as a regular program in all middle and higher secondary schools.
18. Strengthen the school health programme and make schools ‘health promoting’ through sound school health policies, better coordination with related agencies like the Ministry of Health, adequate advocacy, resource mobilization and allocation, capacity building and operations research.
19. Promote art and culture and literary activities through the introduction of more formalized clubs in each of the schools. Teachers who have special skills and interest in these areas will be further promoted and developed through the existing programs of the Department of School Education (CAPSD) and the Department of Youth and Sports (SCED).
20. Enhance the initial teacher education program to four years to give adequate stress to mastery of the subject that they teach to standards equivalent to specialized

undergraduate subject studies in addition to the professional studies. All those who are selected for teacher training should pass specific English proficiency tests as well as an aptitude test for teaching.

21. Enhance the quality and professionalism of in service teachers through opportunities for collaboration and dialogue through the formal national based and cluster based workshops and seminars driven by formal curriculum change, and less formal dialogues and professional exchanges in schools or school clusters.
22. Establish a system of distributing qualified and experienced teachers through an enhanced system of human resource development and placement of senior and master teachers.
23. By the end of the 10th plan all schools will be staffed with a minimum teacher pupil ratio of 1:24 with class size of 30-36 students in regular schools and 1:20 in smaller schools with multi grade teaching. All schools will have at least two teachers.
24. Promote the professionalism and dedication of teachers by providing improved working conditions in the form of suitable workspace and staff rooms including provisioning of staff quarters, scarcity allowance and difficulty allowance particularly to teachers posted in rural and remote schools.
25. Address the shortage of teachers through the recruitment of expatriate teachers and volunteers both from the region and overseas.
26. Provide five to ten ex-country undergraduate scholarships to attract quality candidates in subject areas such as Mathematics, Sciences and English to build a critical mass of educational leaders in these subjects.
27. Provide 20 scholarships in Sherubtse College for Mathematics and Physics students at the rate of Nu.1500 (to cover additional cost) in addition to free tuition and boarding which is otherwise provided, to encourage students in these subjects to take up teaching.
28. Strengthen counseling and career guidance programme in schools through specialized training of counseling and career guidance teachers, and development of appropriate curriculum and support materials.
29. Institute a system of pastoral care and personal counseling including monitoring academic progress for all students to provide timely and appropriate interventions.
30. Expand the programme of Technical and Vocation Education clubs in schools to provide orientation to technical and vocational education.
31. Enhance tertiary education provision to meet the increasing learning needs in terms of numbers as well as in diversity.
32. Provide for continuous learning needs of adults (in service or otherwise) through flexible modes of provision as distance and on line learning, part-time and mixed mode learning or through full time study leave provisions.
33. Draw up a comprehensive policy for tertiary education including the provision of private tertiary education.
34. Expand NFE programme by strengthening decentralized policy for establishment and management of NFE programme in the Dzongkhags and Gewogs. The supply of textbooks and recruitment of NFE Instructors will also be decentralized to

ensure adequate supply and proper management. The present practice of using schools and existing community building will be continued.

35. Continue to provide under graduate scholarships to address shortages in areas which are not provided in the country or for reasons of cross fertilization and promoting excellence.
36. Develop comprehensive data base or information for tertiary/higher education including those studying outside Bhutan.
37. Establish a comprehensive and reliable quality assurance and accreditation system for higher education provided not only in-country but also for those who study overseas.
38. The use of class XII passed students to work as part time NFE instructors will be continued. Their participation in community leadership roles will also be encouraged to create a critical mass of effective community leaders. Develop and provide relevant training programs for NFE instructors to enhance their content knowledge and teaching skills.
39. Establish data base information on NFE to facilitate strategic planning for expansion of NFE programme to realize the goal for full adult literacy by 2015
40. Strengthen collaboration with other Ministries and agencies in improving the relevance and quality of the NFE curriculum and providing relevant life skills training.
41. Explore and learn from the experience of other countries the different modes of continuing education programme to suit the needs and situation of the learners in different parts of the country.
42. Advocate, motivate and encourage private sector to provide Continuing Education programs in different parts of the country.

Agency: Secretariat Administration and Direction Services

1. The Secretariat comprises of the office of the Minister and the Secretary as well as other divisions that support the overall administration and functioning of the Ministry of Education. These divisions include Policy and Planning Division, Administration and Finance Division, Bhutan Board of Examinations, Internal Audit Unit, Human Resources Division, and the UNESCO National Commission.

Program 1: Policy and Planning Services

1.1 PPD is responsible for planning, policy making, and monitoring and evaluation of programs/projects. As in the 9th Plan, the Sector objectives in the 10th Plan have been guided by the Vision 2020' and the international commitments such as the Millennium Development Goals and SAARC Development Goals. The agency responsible for monitoring and documenting progress towards these goals is also PPD. To enable PPD to carry out these functions effectively, capacity will be built through various staff development programs. This includes 5 short-term trainings, 2 Master's Programs in the areas of education planning and policy, and advanced education planning courses offered by the International Institute for Education Planning (Delhi/Paris) on a cost-sharing basis. As part of capacity development, staffing in the PPD will also be increased.

1.2 A Legal Unit is proposed to be established within PPD during the 10th Plan. The Unit will be responsible for initiating and coordinating formulation of regulation and legislation, as well as providing legal advice to the Ministry. Initially, the Unit will be managed by a Legal Officer, and if required, it will be strengthened through the appointment of additional staff during the Plan period. Provision is kept for a short-term training for capacity development of the Unit.

1.3 With the policy of enrolling each and every child of school going age in school, the Ministry of Education has achieved gender parity in primary education, meaning there is equal number of boys and girls enrolled in primary schools. However, there still remains concern over relatively low participation of girls in higher secondary education. It is important to examine why the girls are lagging behind at this level and what measures could be taken so that the girls catch up with the boys. In view of this, it is proposed that a study on girls' enrolment in higher education be carried out during the 10th Plan. Essentially, the proposed study will look at the nature and extent of female participation in higher secondary education and suggest practical recommendations for improving the enrolment.

1.4 In order to ensure that all children of school-going age are enrolled into school, the Ministry of Education has implemented numerous interventions to provide education services across the length and breadth of the country. Some of the interventions have been through the establishment of community primary and primary schools wherever feasible, and the provision of boarding facilities especially in places where there is no school within walking distance. While these policies have had positive outcomes bringing the net enrolment ratio (NER) at the primary level to 88% today, it is now felt that a review of the existing policies and strategies needs to be undertaken especially since the NER has been increasing at a decreasing rate over the past few years. Moreover, it is necessary to reflect whether the current policy of building Community Schools within an hour's walking distance may have been saturated to the point where it is no longer feasible since some communities may not

have sufficient numbers of children to warrant the establishment of a full fledged school. In addition, it is now time to track where the unreached populations are and what kind of needs they may have. In view of the above, it is proposed to carry out a review of the current enrolment and retention strategies and come up with recommendations as to how these can be enhanced in order to achieve the target for universal primary education of the Ministry of Education, MDGs and EFA.

1.5 The IT Section currently placed under the PPD will be strengthened to support the ICT needs of the Education Ministry. To this end, the Section will be provided with equipment, including computers and furniture. Staffing will also be strengthened with the appointment of four additional IT professionals. Further, the Plan will support 1 Master's program and 2 short term training for the staff in the IT Section.

Program 2: Administration and Finance Services

2.1 One of the objectives of this program is to develop and institute a reliable and state of the art budgeting and accounting mechanism in the Ministry of Education. This will be carried out through the reorganization of the Finance Division under the AFD into Budget Unit and Accounts Unit. Both the units will be staffed by the existing accounts personnel and headed by an officer each who in turn will have overall responsibility for their respective units, including liaising with the Ministry of Finance. Main inputs into this include purchase of a server and supporting software as well as upgrading capacities of the staff through short-term training in the areas of administration and financial management. It is also proposed that school resourcing program will be developed and capacity built within the Ministry and the field in order to improve the supplies and inventory system.

2.2 In keeping with the decentralization policy of the government, the Ministry of Education has initiated decentralization of procurement school supplies to the Dzongkhags and schools. Dzongkhags and schools will now be responsible for placing orders and taking delivery from the three Regional Education Stores as per need. This system will be expanded and institutionalized in all Dzongkhags/schools during the Plan period. Essentially, this will include a review of the present decentralized procurement system to identify any potential gaps and suggest measures for remedy. The storage space and distribution system will be expanded through the establishment of a regional central store in Pelrithang (Gelephu), in addition to the two regional stores are Garbawoong (Samdrup Jongkhar) and P/ling. To upgrade procurement capacity within the Ministry of Education, the plan will also support short-term trainings for the procurement staff.

2.3 Although the Department of Education was upgraded to the status of the Ministry of Education in July 2003, the offices of the Ministry are still housed in different locations, adversely affecting the coordination and efficiency of the administration. During the 10th Plan, the administration and management system of the Ministry will be made more efficient by constructing a new secretariat building to accommodate the offices of the Minister, Secretary, PPD, and AFD as well as the Department of School Education and the Department of Adult and Higher Education. This will free up space in the existing secretariat for the other offices that operate from different locations at present. All the offices in the new Secretariat building shall be provided with appropriate office equipment, including computers, copiers and communication

equipment. Other inputs include general renovation of the present secretariat building and replacement of the fleet of old vehicles in the Ministry.

Program 3: Internal Audit Services

3.1 The Internal Audit Unit's mandate is to provide independent, objective quality assurance and consulting services designed to add value and improve the organization's operations. It supports the organization to accomplish its objectives by bringing a systematic, disciplined approach towards evaluating and improving the effectiveness of risk management, control and governance processes. Therefore, the main task of the unit is to review compliance with rules and regulations and ensure economy, efficiency, and accountability of various operations within the Ministry. To carry out these functions with greater efficiency, the Internal Audit Unit will be strengthened and upgraded to a section with the appointment of additional staff. The Plan will support 3 short term trainings and purchase of additional computers and office equipment.

Program 4: Human Resources Services

4.1 The Human Resource Division is responsible for developing and managing human resources in the Education Ministry. It comprises of the Human Resource Development Section (HRD) and the Human Resource Management Section (HRM).

4.2 The HRD Section is responsible for developing a team of highly motivated and specialized personnel in the Education Ministry. In addition, it has the responsibility to plan both pre-service and the in-service teacher education with the Royal University of Bhutan to develop an adequate and dynamic teaching force. Priority will be given to teachers to upgrade their qualification and professional competencies through accredited courses in the two colleges of education as well as fellowships abroad. Over 90% of the HRD budget under the plan is allocated for professional development of teachers. The underlying principle is to build a network of senior and master teachers in various curriculum areas as well as at different levels to support the work of teachers and their development. Further, a comprehensive in-service training programs consisting of national, cluster and school level training will be developed and implemented.

4.3 As part of the initiative to improve the quality of teachers, the Ministry of Education will continue to review and reform the pre-service teacher education in collaboration with the Royal University of Bhutan. In the 10th Plan, the B. Ed program will be consolidated into a four-year degree program with the possibility to include specialization in early childhood and lower primary teaching. The M. Ed leadership program at the Paro College of Education shall be diversified to incorporate specialization in other subjects such as M. Ed in English, M. Ed in Science, M. Ed in Counseling, etc. The underlying objective is to develop a critical mass of academic/professional leaders in the system.

4.4 The HRM Section oversees initial recruitment and deployment of trained personnel in the Ministry. It is also responsible for the management of transfer, promotion and resignation of personnel who are already in the system. In the 10th plan, a more efficient system of deployment of trained personnel will be put in place to ensure smooth and efficient functioning of the Ministry. This will include a review of the present system of selection, deployment and transfer of the personnel to make it

more systematic and transparent. Training and promotion will be reviewed and streamlined to identify potential and capable people in the system for recognition and fast-tracking.

4.6 To improve the capacity of the HRD of the Ministry to effectively implement the human resource policies and ensure appropriate performance management, in-house capacity of HR personnel and field staff including DEOs will be built up through various targeted programs. This includes in-country workshops as well as 5 short-term trainings and 3 Master's courses in the areas of human resource development/management. For enhanced performance, the HRD will be strengthened through the appointment of additional staff. The Plan will also support purchase of equipment and furniture, including study visits to further explore and expand institutional linkages with the universities and institutes in the region and abroad.

4.7 To increase the effectiveness of the HRD, it is proposed that a comprehensive OD of the HR Division be carried out. Essentially this will look at the day to day operations of the HR Division and suggest measures for practical day to day improvements. The proposed study will be carried out using local consultants.

Program 5: Bhutan Board of Examinations

5.1 Testing and assessment are important components of any education system. They help to maintain uniformity of standards across the system and over time besides checking the relevance and quality of the curriculum. During the 9th Plan, National Education Assessment (NEA) in Class VI and Class X for English, Dzongkha and Mathematics has been completed and a bench mark of standards at these levels established. In the 10th Plan, the NEA for Class VI and Class X in English, Mathematics and Dzongkha will be repeated to gauge improvement against these standards. In future, the NEA will be conducted at regular intervals (usually 3 to 5 years) to gauge standard of education and provide useful feedback towards improving the quality of education.

5.2 The Bhutan Board of Examination (BBE) has taken over the conduct of Class X examination in 2001 and Class XII examinations in 2006. Since both are high stake examinations, there is a need to further improve the conduct and evaluation of these examinations. In the 10th Plan, capacity of the BBE shall be upgraded through the appointment of more qualified persons and through 4 specialized short-term trainings in the areas of test development and evaluation, examination management and proficiency testing.

5.3 As part of the RPS, a Computerized Registration System (CRS) has been developed. The CRS managers have been identified and trained in each school. The CRS installed in each school as an examination centre will facilitate data collection on student registration, teaching staff and school infrastructure. To this end, a BBE website will be developed and launched during the Plan period.

5.4 BBE maintains considerable amount of confidential examination data. The existing office space is inadequate in terms of space for result processing, question paper development, moderation, evaluation and maintaining confidentiality and high security. To address this problem, a secretariat building for BBE is proposed to be built during the 10th Plan.

Program 6: UNESCO National Commission

6.1 The main task of the UNESCO National Commission is to enable government agencies and other organization to access UNESCO's expertise and resources and help them participate meaningfully in UNESCO's programs. During the 10th Plan, capacity of the UNESCO office will be strengthened through the purchase of additional office equipment/computers and furniture. In addition, budgetary provision will be made to support the participation of teachers and personnel of the Ministry in the workshops and seminars organized by the UNESCO from time to time.

Agency: Department of School Education

Program 1: Child-friendly School Services

1.1 Schools are places where children come to learn and enhance themselves intellectually, physically and emotionally. In order for the schools to attract children and make learning more interesting and stimulating, it is essential to provide a child-friendly and positive teaching-learning environment in every school. The Ministry of Education has piloted the concept of child-friendly schools in five selected schools in the 9th Plan. In the 10th Plan, it will be expanded and institutionalized in all schools. All other programs will be geared towards strengthening child-friendly learning and teaching environment in every school. Main inputs include developing a plan of action for the implementation of the child-friendly school concept and a review of the program towards the end of the plan period. The results of the review will be used to guide further development and expansion of the program. To strengthen capacity for the provision of child-friendly school services, 8 short-term trainings will be supported during the Plan period.

Program 2: Primary Education Services

2.1 To achieve a Net Primary Enrolment Ratio (NPER) of near 100% by 2013, and to ensure that the primary education services are provided within 1 hour walking distance from the communities, the Ministry will continue to support construction of community primary and primary schools during the 10th Plan. It is proposed that 60 new community primary and primary schools will be built across the country. Out of these, 45 will be community primary schools in rural and remote parts of the country, and 15 will be primary schools in urban and semi-urban areas. In view of the increasing burden felt by the community, all CPS will be financed entirely by the government during the 10th Plan. The existing community primary schools and primary level schools will also be renovated and expanded based on their physical condition.

2.2. Where it is not feasible to build CPS/PS, extended classrooms (ECRs) will be established to ensure that education is made accessible to even the smallest catchment areas in the remotes and most scattered settlements at sustainable costs. It is proposed that 90 ECRs will be established across the country. To ensure sustainability, as far as possible, all ECRs will be housed in lhakhangs, outreach clinics, NFE centres, community learning centres and rented structures. Each ECR will be affiliated to the nearest CPS/PS for support with regard to teachers and resources. As the class sizes will be small, all ECRs will be multi-grade under the supervision of 1-2 teachers who are trained in multi-grade teaching.

2.3 In many boarding CPS/PS including secondary schools, there is still a shortage of wardens and matrons, and it is not surprising that in most of these schools, teachers have to take on responsibilities of wardens and matrons in addition to regular teaching. For this reason, and at the same time, to provide better care and services in the boarding schools, it is proposed to recruit and train three hundred caregivers during the 10th Plan.

2.4 Owing to poverty and low income, some of the parents in rural areas find it difficult to send their children to school. Although the situation is improving, many families still find it difficult to provide for the education of their children. To ensure

that education is made accessible to the children from these poor families, support will need to be provided in terms of stipend, free school uniforms, mattresses, pillows, etc. As a part of the on-going effort to improve enrolment and attendance, the Plan will also support mid-day meal program especially in rural and remote schools where children are unable to attend regularly due to hunger. This will be further supported by advocacy and awareness campaigns especially in the dzongkhags where enrolment is low to make the parents aware of the importance of enrolling children in school at the right age (6 yrs old). This is especially urgent in view of the commitment of the Ministry to achieve near 100 per cent net primary enrolment ratio by the end of the 10th Plan.

2.5 The values education, which has been initiated as a distinct curriculum area will be consolidated in the 10th Plan. In addition to the basic Bhutanese values, the ten life skills will now be taught as part of this subject. Together they will constitute the core curriculum towards the development of the whole person. A curriculum framework, teachers' guide and students' texts will be developed and the teaching of this subject formalized as central to the whole process of education. This will be preceded by a review of values education curriculum from Classes PP-VI to identify any potential gaps and suggest measures for improvement. The new curriculum will be supported through 2 short-term trainings on value education, training of trainers (ToTs), teacher orientation workshops, and cluster level seminars and workshops resourced by lead teachers.

2.6 The new English curriculum for Classes V and VI introduced in 2007 and for Classes PP-IV in 2008 will be consolidated and institutionalized in the 10th Plan. A core group of educators consisting of more able teachers, the EMOs and the curriculum officers for English will be formed in schools and school clusters to monitor and support the program. Selected teachers from amongst these groups of teachers will be sent for post graduate studies to assume senior and master teacher roles in various schools and school clusters. The new curriculum would be supported through enhanced professional interaction amongst the English teachers through school and cluster level workshops and seminars. A review of the new curriculum is envisaged during the plan period to identify any potential gaps and suggest measures for improvement.

2.7 As part of the new English curriculum, school library development, supplementary reading and study skills program shall be consolidated and institutionalized. Every school will be encouraged to institute a proper reading program for students and stock the school libraries with a minimum of 5,000 books in smaller schools and 15,000 to 20,000 in larger schools. A major input into this program includes a regular annual grant of Nu. 10,000 per school plus Nu.200-300 per student per year for the supply of reading materials, which will be over and above the initial stock of library books the Ministry of Education provide at the time of establishing a new or upgrading a school. Other inputs include annual workshop for library assistants, development of English and Dzongkha Readers and an impact study of the program on reading habits and the quality of education. The results of the study will guide further development and expansion of the program in the 10th Plan.

2.8 There is a general perception that standard of English among our school graduates has declined over the years, leading to decline in other subjects as well. To improve the quality of English in our schools, the Plan will support intensive in-service training over short periods of time on a pilot basis using professional resource persons from abroad. If this strategy is seen to be successful, the programme could be continued or scaled up across the country. At the same time, in order to support English teachers and expose our students to proper usage of the English language in terms of both diction and grammar, native English speaking teachers will be placed in remote and rural community primary schools.

2.9 **The new Mathematics curriculum developed in the 9th Plan for Classes PP-IV will be introduced in 2007 and for Classes V-VI in 2008.** Appropriate support mechanisms to consolidate and institutionalize the new curriculum will be put in place. A core group of educators consisting of more able teachers, the EMOs and the curriculum officers for Mathematics shall be formed in schools and school clusters to monitor and support the program. Selected teachers from amongst these groups of teachers will be sent for post graduate studies to assume senior and master teacher roles in various schools and school clusters. The new curriculum would also be supported through enhanced professional interaction amongst the Mathematics teachers through school and cluster level workshops and seminars. A review of the new curriculum is envisaged during the plan period to identify any potential gaps and suggest measures for improvement.

2.10 The new Dzongkha curriculum for Classes PP-IV will be introduced in 2007 and for Classes V and VI in 2008. Appropriate support mechanisms will be put in place to institutionalize the new curriculum. A core group of educators consisting of more able teachers, the EMOs and the curriculum officers for Dzongkha shall be established in schools and school clusters to monitor and support the program. Selected teachers from amongst these groups of teachers will be trained to take senior and master teacher roles in various schools and school clusters. The new curriculum would be supported through enhanced professional interaction amongst the Dzongkha teachers at school and cluster level workshops and seminars. A review of the new curriculum is envisaged during the plan period to identify any potential gaps and suggest further measures for improvement.

2.11 The general perception of the Bhutanese population is that the Science curriculum for schools does not cater to producing enough qualified school graduates to take up science related professional courses at the tertiary level. Therefore, the Science curriculum from PP-VI will be reviewed and reformed in the 10th Plan. Along with this, the Science curriculum framework and syllabus for PP-VI and textbooks as well as teacher guides for Classes IV-VI will be developed. To monitor and support the implementation of the new curriculum, a core group of educators consisting of more able teachers, the EMOs and the curriculum officers for Science shall be established. Selected teachers from the group will be provided with in-service training on the new curriculum. Science laboratory chemicals and equipment will be provided as one time supply to 200 schools during the plan period

2.12 A comprehensive review of the Environmental Studies curriculum for Classes PP-III and Social Studies curriculum for Classes IV-VI will be carried out. Based on the review, the curriculum at these levels will be revised and refined. The implementation of the new curriculum will be supported by a network of more able teachers who will be sent for post graduate studies to take senior and master teacher

roles in various schools and school clusters. The program will be further supported through enhanced professional interaction amongst the teachers in these subject areas at the school level and cluster level workshops and seminars. A review of the new curriculum is envisaged during the plan period to identify any potential gaps and suggest further measures for improvement.

2.13 The revised Health and Physical Education (HPE) for Classes PP-VI to be introduced in 2007 will be consolidated in the 10th Plan. To support the program, teachers will be provided orientation and in-service training on the new curriculum through a system of training of trainers.

2.14 Art education is deemed very important to foster creativity and develop visual communication skills of the learners. An Art curriculum framework for PP-VI will be developed in the 10th Plan. Along with this, teacher guides and textbooks shall be developed through writers workshops. To support the implementation of the new curriculum, teachers will be provided orientation and in-service training through a system of TOT. The Ministry of Education shall seek to ensure that pre-service teacher education program at the two colleges of education provide Art Education modules as part of their B. Ed program.

2.15 Curriculum reforms in English, Dzongkha and Mathematics implemented during the 9th Plan have incorporated continuous assessment as part of good teaching and learning program. Efforts will be made during the 10th Plan to incorporate continuous assessment in each of the curriculum areas where reform will be undertaken during the period. Teacher orientation as well as monitoring and supporting the implementation of this aspect of the curriculum will be an integral part of the package for all curriculum reforms. The Ministry of Education will seek to ensure that pre-service teacher education at the two colleges of education has continuous assessment principles and practices as a mandatory component in their curriculum.

2.16 As it is difficult to equip all the schools with adequate teaching learning resources and staff with competent teachers, rural primary schools will be organized into geographical clusters and one central school in each cluster developed as resource centres. The resource centres will be equipped with copiers and computers as well as supplied with additional resource materials and reference books. Apart from providing access to a richer array of teaching learning resources, these centres will coordinate and promote professional interaction amongst the teachers based on demands from the schools, with a view to enriching the professional experience of the teachers through teamwork and sharing of resources including local expertise. Between the 8th and the 9th Plan, a total of 35 Resource Centres were established. During the 10th Plan, 41 additional centres shall be established. This will include 6 RCs, which will be developed as model RCs to be replicated to all the RCs across the country. The input into the resource centres includes support to the construction of rooms where they are not available, furnishing, equipment and provision of resource materials and reference books. Further, the plan will provide allowances to carry out workshops and seminars in the RCs on themes to be determined by the schools in the cluster. The guidelines for the operation of the RC will be updated and distributed to the RCs. A study to assess the effectiveness of the Resource Centres is also programmed midway through the 10th Plan.

2.17 As the education services move closer to the communities, the size of the schools and the classes are getting progressively smaller. The standard 1 teacher 1 class approach is no longer a viable teaching learning strategy, and many schools have been

compelled to try multi-grade teaching approach since the 7th Plan (1992-1997). A select group of teachers have been trained in these skills both through in-country training and attachments in similar schools in Australia. The demand for such skills is rapidly increasing as the education provision extends to remote and smaller communities. The 10th plan will support 24 short-term attachments in primary and elementary multi-grade teaching. Further, 120 teachers will be selected for diploma program by distance education mode in multi-grade teaching at the two colleges of education. These teachers will acquire advance skills in multi-grade teaching and provide leadership to pass these skills to other teachers through the school and cluster level training programs, and school attachments.

2.18 During the 9th Plan, the main stream primary curricula have been realigned with international technical assistance following which materials for multi-grade teaching have been developed and tried out in all multi-grade schools. During the 10th Plan, existing materials will be reviewed and revised and additional materials developed, printed and supplied to schools.

2.19 The inclusive education program initiated during the 9th FYP will be further strengthened and nationalized in the 10th Plan. Five schools will be identified as models schools for inclusive education and disseminated to nearby schools as a strategy to expand nationwide. To be able to implement the program on a larger scale a total of 80 training of trainers will be trained at dzongkhag and cluster level workshops resourced by senior and master teachers. Materials for raising awareness amongst teachers, parents and other stakeholders as well as for providing support materials for use in the classrooms will be developed, printed, and supplied.

2.20 To improve the overall quality of primary education, there is a need to develop synergy between different programs and initiatives introduced into the system to impact quality. A National Commission appointed by the government will review the education sector and propose comprehensive strategy to enhance the quality of primary education. The commission will be assisted in its work by external technical assistance if required.

2.21 With the launch of the position classification system, there is a need to enhance teacher qualifications. In the 10th Plan, the current system of providing opportunities for PTC and ZTC teachers to upgrade their qualifications to B. Ed will be continued. A total of 750 PTCs, 300 general PTCs and 150 ZTCs are planned to be upgraded to B. Ed during the plan period. To enhance the professional competencies of teachers, the plan will also support Masters and diploma/certificate courses by distance mode in various subjects at the two colleges of education. The B. Ed distance education program will be reviewed and further upgraded reflecting the needs of the in-service teachers. The possibility of specializing in early childhood and elementary school teaching as well as multi-grade teaching and counseling will be built into the program.

2.22 In order to improve teaching environment and enhance the work of teachers, schools will be provided with suitable staff rooms and work spaces. Staff quarters will also be provided in rural and remote schools where private accommodation is not available. Further, to facilitate balanced distribution of teachers across the country and make rural posting more attractive, incentive package such as scarcity allowance and difficulty allowance shall be provided to teachers posted in rural and remote schools.

Program 3: Secondary education services

3.1 With the basic education level raised from class VIII to class X, the objective of the secondary education development program is to enhance net enrolment at basic education level to near 90% and maintain the proportion of students continuing to class XI in government schools to approximately 40%. Secondary education program shall also be made more relevant by realigning curriculum to meet the emerging needs of the new Bhutanese economy. These objectives will be pursued through expansion and development of secondary schools, curriculum reform and improvement, and improved learning and support programs.

3.2 The plan for secondary schools expansion is based on the enrolment in the primary education system, the physical condition of the existing secondary schools, the student transition rates in the different grades and settlement patterns around the school. Out of the 16 new secondary schools that will be built in the 10th plan, 1 will be lower secondary school, 11 middle secondary schools and 4 higher secondary schools. 18 CPS/PS will be upgraded to lower secondary schools and 8 CPS/PS to middle secondary schools. 22 lower secondary schools will be upgraded to middle secondary schools and 1 to higher secondary schools, and 12 middle secondary schools to higher secondary schools. The existing secondary schools will also be developed and expanded based on their physical condition and future admission pressures. Possibility of bussing service to transport children to nearby schools especially in the urban centres having good road networks will also be explored during the 10th Plan.

3.3 The School Planning and Building Division under the Department of School Education will provide support to the Dzongkhags in terms of providing designs and master plan of schools, and monitoring of construction works to ensure standards and quality. In order to strengthen the monitoring and support system of school construction undertaken by dzongkhags, the plan envisages to further upgrade engineering capacity within the SPBD through 2 Masters degree in structural engineering and 13 short-term trainings in the areas of construction management, productivity and benchmarking and LGSF (light gauge steel frame). Additional office furniture and equipment will be provided.

3.4 Values and life skills education will be consolidated during the 10th Plan. To this end, a curriculum framework, teacher guides and student texts for Classes VII-XII will be developed and key teachers oriented and trained through cluster levels seminars and workshops resourced by lead teachers. This will be preceded by a review of values education curriculum from Classes VII-XII to identify any potential gaps and suggest measures for improvement. While the central concepts and skills will be discussed and explored in the values and life skills education classes, it will be reinforced through infusion of basic values and life skills in all other subjects as well as other activities such as career education, choeshed, scouts and games and sports. Counseling service will be integral to the development of the whole person.

3.5 The new English curriculum for classes VII-XII will be consolidated and institutionalized in the 10th Plan. Appropriate support mechanisms will be put in place to institutionalize the new curriculum. A team of lead teachers consisting of senior and master teachers will be established in schools and school clusters to monitor and support the program. The plan will provide for professional interaction amongst the English teachers at school and cluster level workshops and seminars to

enhance the capacity of these teachers to deliver the new curriculum in the schools. The program will be reviewed and revised during the plan period.

3.6 As part of the new English curriculum, school library development, supplementary reading and study skills program shall be consolidated and institutionalized. Every school will be encouraged to institute a proper reading program for students and stock the school libraries with a minimum of 5,000 books in smaller schools and 15,000 to 20,000 in larger schools. A major input into this program includes a regular annual grant of Nu. 10,000 per school, plus Nu. 200-300 per student per year for library development in all schools, which will be over and above the initial stock of library books the Ministry of Education will make available at the time of establishing a new or upgrading a school. Other inputs include annual workshop for library assistants and a review of school libraries with special focus on reading and study skills. The results of the study will guide further development and expansion of the program in the 10th Plan.

3.7 The new Mathematics curriculum developed for Classes VII- XII during the 9th Plan will be consolidated and institutionalized during the 10th Plan. A team of lead teachers consisting of senior and master teachers will be established in schools and school clusters to monitor and support the program. The plan will provide for professional interaction amongst the Mathematics teachers at school and cluster level workshops and seminars to enhance the capacity of these teachers to deliver the new curriculum in the schools. The program will be reviewed and revised during the plan period.

3.8 The new Dzongkha curriculum developed for Classes VII to XII during the 9th Plan will be consolidated and institutionalized during the 10th Plan. A team of lead teachers consisting of senior teachers and master teachers will be established in schools and school clusters to monitor and support the new programme. The plan will provide for professional interaction amongst the Dzongkha teachers at school and cluster level workshops and seminars to enhance the capacity of these teachers to deliver the new curriculum in the schools. Further, *Rigzhung* – a Dzongkha elective course for classes XI and XII will be reviewed and revised and appropriate teacher guides developed. A review of the new curriculum is also envisaged during the plan period.

3.9 Science education for Classes VII-XII will be reviewed and reformed during the plan period. Accordingly, science curriculum framework as well as textbooks and teacher guides for Classes VII to XII will be developed. To monitor and support the implementation of the new curriculum, a team of lead teachers consisting of senior and master teachers shall be established in schools and school clusters. The plan will also finance writers' workshops and in-service training to enhance the capacity of teachers to deliver the new curriculum in the schools. Science laboratory, chemicals and equipment for teaching subject shall be provided as one time supply to all the newly established /upgraded secondary schools.

3.10 To cater to diverse needs and capabilities of students, school curriculum from Classes IX-XII will be further diversified to incorporate design and technology, agriculture, hospitality, home science, art and music, accounts and book keeping, etc. A study will be conducted to establish the priorities if these are not adequately covered by the Education Sector Review. This will be followed by the development of curriculum framework, textbooks and teacher guides for grades IX-XII. The new

curricula will be supported and implemented through teacher orientation at every phase of development. Equipment and technologies, including ICT technologies, will be made available to schools to introduce the subject. The course will also be introduced in the pre-service teacher education as electives like any other elective subjects.

3.11 Currently schools are required by policy to teach Bhutan History in Dzongkha in Classes 7 and 8. However, schools have expressed difficulties to implement the policy due to issues such as shortage Dzongkha teachers, incompetence of history teachers to teach in Dzongkha, and examination related concerns. In view of this, it is proposed that an in-depth study be carried out to assess the impact of teaching of Bhutan History in Dzongkha and to suggest the way forward. The proposed study will be conducted using local consultants.

3.12 To strengthen capacity for curriculum development, the 10th Plan will support the provision of 5 short term trainings for the staff in CAPSD.

3.13 ICT literacy curriculum is being implemented in higher secondary and middle secondary schools. The curriculum contains only broad guidelines with expected outcomes to allow schools the flexibility to adjust the scope and depth of content, and delivery modes according to their own specific needs and situations. The IT literacy program is being managed by trained IT focal teachers who have undergone in-service IT training. The program is mainly targeted at students in terminal classes (Classes 10 and 12) to provide them with basic knowledge and skills in the use of IT. General teachers will also be trained in the use of IT through cluster based and school based workshops and seminars to be resourced by IT lead teachers with certification at the end of the training.

3.14 The use of CDs and e-learning materials shall be piloted for a range of subjects during the plan period. Orientation workshops for teachers on using multimedia CDs and e-learning materials will be conducted at different schools by a mobile training team.

3.15 Buying readily available educational CD titles off the shelf will provide, at the most, short-term benefits. Creating our own multimedia titles would be a way to forge ahead to develop context-relevant and need-based CD titles. In order to develop need-based learning materials which are contextually relevant, there is a need to build in-house capacity of multimedia developers. In this regard, an in-house multimedia team will be formed at CAPSD as it has to work in close collaboration with various subject experts. The formation of this team is expected to save cost and create a sustainable system of developing IT-enabled learning materials to enhance various learning areas in schools. Provision is kept for 2 short-term trainings on authoring tools and for the procurement of audio-video equipment, high-end computers, and licensed software tools (animation, web development, courseware authoring, audio and video editing) in the initial stage.

3.16 To reap the benefits of ICT as an “enabling” tool, basic minimum infrastructure such as computers, LCD projectors, software and Internet connectivity must be in place first. Based on the school population, the long term target is to meet the computer-student ratio of 1:10 in HSS and MSS by 2012, and 1:20 in LSS and PS by 2020. However, in the first phase of the program, all HSS and MSS will be provided with a total of 35 computers and accessories, which will be used to run computer

classes (computer lab), provide library services (library), manage office administration (office) and support teachers (staff room). The target for lower secondary schools and community primary and primary schools is to provide 5-10 computers and accessories to support teachers and school administration and introduce students to the use of computers through the organization of computer classes.

3.17 The existing IT teachers have heavy teaching loads and need support in terms of computer technicians to carry out regular maintenance and repairs of computers as well as to assist in the conduct of IT literacy classes. Therefore, in the 10th Plan, it is proposed to appoint a computer lab technician in all HSS and MSS. Further, in order to develop local capacity in the area of networking, website development and maintenance, server management and internet connections, network administrators shall be appointed in all HSS and MSS and their competency shall be upgraded through relevant trainings.

Program 4: Special Education Services

4.1 Special education is one of the areas, which will receive targeted interventions towards achievement of universal primary and basic education. Programs to address the needs of the children with disabilities and learning difficulties will be implemented in selected schools across the country. This will involve consolidation of existing centres and establishment of special education services in selected schools particularly in urban centres and capacity building to develop national expertise on special education.

4.2 The 10th Plan will support development of additional physical facilities in the National Institute of Disabled, Khaling and the Deaf Education Centre in Drukgyal to cope with the increasing enrolment pressure for the special education services. Further, 5 more Changangkha type centres shall be established to allow children with a wide range of disabilities and learning difficulties to access general education in the regular schools. In order for the special education centres to provide better services, the Plan supports capacity building of caregivers through relevant trainings.

4.3 In order to develop national capacity and expertise, the plan envisages 15 long term trainings (5 for secondary and 10 for primary schools) and 4 short term trainings on special needs education, including 2 short term trainings on Braille transcribing. Provision is also kept for the orientation of school heads and teachers on special education. Teaching-learning materials as well as computers and equipment will be provided to strengthen the special education services in the existing and new centres.

Program 5: Early Childhood Care and Development Services

5.1 The long-term objective of this sub-program is to establish and promote sound parenting and care practices for young children to enhance their intellectual, emotional and physical development. The immediate objective within the 10th Plan frame is to continue to establish expertise within the Ministry of Education by identifying good ECCD practices both within the country and internationally, and develop expertise through training a core group of people in ECCD. This objective will be pursued through:

- family-based approaches to enhance and promote sound parenting and care practices for young children in the home environment, especially in rural areas.
- The use of day care centres focusing primarily on early learning and activity centres for young children in urban areas using private providers.

5.2 The ECCD unit has been strengthened within the Ministry of Education with the appointment of a program officer as a key person or two to work full time on ECCD. National expertise on ECCD will be developed through short-term trainings on ECCD for 15 teachers and through long term trainings on child psychology/development for 18 teachers who will be placed in various schools across the country. Besides developing ECCD practices in elementary grades in the regular schools, they would also support and guide the day care centres.

5.3 As in the 9th Plan, the Ministry will continue to produce programs and disseminate ECCD practices over radio and TV. This will be complemented by producing ECCD materials to be used in the non-formal education program and training selected NFE instructors in ECCD practices. A review of the ECCD program with the support of TA is envisaged to suggest measures for further development and expansion of the ECCD program.

5.4 The Ministry of Education will continue to promote good child care practices and early learning in urban centres by encouraging the establishment of day care centres using private providers. Guidelines and policy mechanisms shall be put in place to guide and support good practices in day care centres. In addition, selected caregivers from day care centres will be sent for ECCD training through the private sector HRD program.

Sub-program 6: Private Schools Development Services

6.1 One of the strategies towards developing a more sustainable education system is to support the establishment of private schools. The establishment of private schools will be encouraged to offer greater choices for education to the population as well as to provide an avenue for those children who cannot qualify for admission in government schools. Currently, there are 24 private schools in the country.

6.2 To guide and support the development of international schools, guidelines and policies shall be developed by the Private School Unit, which will be established within the Programs Division. It will be headed by a coordinator who will have responsibility for coordination, follow-up and effective supervision and monitoring. The unit will be provided with office equipment as well as furniture and computers.

Sub-program 7: Education monitoring and support Services

7.1 The EMSSD will continue to build on the extensive work undertaken over the previous years to establish professionalism and accountability amongst teachers and school administrators. A system of the central EMOs monitoring the dzongkhags, the dzongkhags (DEOs and ADEOs) monitoring schools and the schools monitoring the work of teachers will be established during the Plan period. Further, a system of school/cluster level support led by senior and master teachers will also be put in place. This would help identify professional deficiencies and draw on resources within the schools themselves and the wider education system to address the weaknesses.

7.2 Main inputs during the 10th Plan include sensitization and training at school and cluster level workshops and seminars. Staffing within the central EMSSD shall be increased with the appointment of 6 additional EMOs. The EMOs in turn will be drawn from amongst the pool of teachers and principals to serve a term of 3 to 4 years after which they will go back to serve as senior and master teachers in schools. The plan will also support 6 short-term trainings on education monitoring for the staff, including the purchase of furniture and equipment/computers for the Division. Further, to enhance capacity within the Department of School Education, the plan will provide for 5 short-term trainings in the areas of agriculture/environment education, education quality management and differentiated teaching-learning institutional attachment..

Agency: Department of Adult and Higher Education

Program 1: Tertiary Education Services

1.1 The Tertiary Education Division was established under the Department of Adult and Higher Education for the development and provision of policy guidelines and support for tertiary/higher education in the country. In the 10th Plan, a comprehensive policy on higher will be put in place and opportunities for tertiary education enhanced and diversified by guiding and facilitating the establishment of private colleges and institutes using private providers. The policy will be developed by the national task force on tertiary education with the support of international consultants.

1.2 To help the Tertiary Education Division implement higher education policy as well as coordinate and monitor the expansion of tertiary education provision, there is a need to further improve the staffing within the Division. In the 10th Plan, the Division will be strengthened with the appointment of a Chief Program Officer and a Program Officer. The plan will also support one long-term training on tertiary/higher education as well as study visits to colleges and institutes to further establish and expand institutional linkages.

1.3 To provide enhanced choices for higher education within the country, the establishment of private colleges and institutes using private operators will be encouraged. The Tertiary Division will have the overall responsibility to monitor and facilitate the development of these colleges and institutes.

Program 2: Scholarship Services

2.1 The undergraduate scholarship program (UGP) is being implemented by the Scholarship Division under the Department of Adult and Higher Education. In the 10th Plan, the main objective of this program is to address the shortage of human resources in the areas of critical needs through effective management of undergraduate scholarships in the region and abroad.

2.2 Based on a review and reprioritization exercise on the human resource needs of the various ministries/agencies and stakeholders, 600 scholars will be placed for various fields of study during the plan period. However, the main focus of the scholarships offered would be in the professional fields where the shortage of qualified human resource is critical.

2.3 The Scholarship Division shall continue to establish and expand linkages with key institutions/universities in the regions to improve the placement of scholars as well as monitor the quality and standards of programs offered in these institutions. Other than securing placements and finding relevant courses, benefits of such linkages can include the possibility of cost-sharing and exchange programs.

2.4 With the increasing demands for the services provided by the Department of Adult and Higher Education, there is a need to strengthen the Scholarship Division. The 10th Plan will support 1 long-term and 2 short term trainings on human resource development/management for the staff members to upgrade their qualification and professional competencies. Staffing within the Division shall also be increased.

Program 3: Non-formal and continuing education services

3.1 This programme comprises of non-formal education services and continuing education services. The focus of non-formal education programme is to enhance adult literacy rate to 70% with special focus on empowerment of girls and women especially in the rural areas. Basic literacy and post-literacy centres will be established in a phased manner. Post-literacy activities will support the continued acquisition of Dzongkha and life-skills. Regular teachers as well as school leavers from the locality shall be employed to deliver the NFE program. The latter shall be encouraged to become future community leaders in the villages. In view of sustainability, as far as possible, the adult literacy program will be provided using resources within the formal education program.

3.2 Given the MDG goal of achieving full adult literacy by 2015 and the national objective of achieving at least 70% literacy by 2013, the Non Formal Education program has a big role to play in increasing the literacy rate to these levels. To this end, an in-depth study of the NFE program will be conducted early in the 10th Plan. The result of the study will be used to guide further development and expansion of the program in the 10th Plan. There is a need to establish at least 500 additional basic literacy centres to reach the literacy program to about 35,000 illiterates. While most of the centres will be established within existing centres, they will need to be housed in lhakhangs and temporary sheds where there are no schools.

3.3 NFE curriculum materials will continue to be developed for both the basic and post literacy programs. Specifically, the plan will support the development and printing of new literacy materials and training manuals for vocational skills including reprinting basic literacy and post literacy materials.

3.4 In order to ensure the quality of the literacy program, the capacity of the NFE instructors will be further upgraded through the implementation of both in-country and ex-country trainings. Main financial inputs into this will be for the induction courses for the new NFE instructors, in-service trainings and workshops for NFE focal persons (ADEOs and head teachers) and exchange programs including Dzongkha certificate courses and vocational skills training for a core group of NFE instructors. Provision is also kept to strengthen the NFE Division through relevant short-term trainings in adult literacy and education.

3.5 In order to support neo-literates in retaining literacy skills, ready access to materials and instructional support is necessary. Availability of such facilities will also provide post-literacy opportunities for continuous/lifelong learning and acquiring functional literacy. Therefore, community learning centres (CLCs) will be established and strengthened in schools and NFE centres through the provision of basic furniture and equipment including computers and teaching aids.

3.6 Availability of accurate and timely information is vital for any program to be managed and monitored effectively. In the 10th Plan, an appropriate database will be developed at both at the Dzongkhag and the Ministry levels to improve planning, implementation and monitoring of the NFE programs.

3.7 Based on the recommendations of the review of the NFE program envisaged during the plan period, the NFE Division will devise and implement innovative ways to promote non-formal education. Apart from conducting awareness campaigns over radio and TV, it will increasingly organize inter-dzongkhag and intra-gewog competition to raise literacy level awareness and interest.

3.8 The Ministry of Education has piloted continuing education during the 9th Plan. The program will be further expanded and strengthened during the 10th Plan through enhanced private sector participation to provide opportunities towards creating a learning society.

3.9 A long term strategy shall be developed to guide further development and expansion of the CE program. Towards this end, a situational analysis of the program will be undertaken in the plan period. The study will be used to determine the relevance of the existing CE program and suggesting measures for further improvement as well as for future areas of continuing education.

3.10 In the 10th Plan, the CE program will be expanded from Thimphu to other Dzongkhags. To this end, a total of 10 CE centres will be established across the country. As in the 9th Plan, the focus will be on providing opportunities to complete basic and higher secondary education, using the resources and facilities in private schools. The possibility of diversifying curriculum options and different ways of providing Continuing Education will be studied.

3.11 To monitor and support the implementation of the CE program, a CE unit will be established within the Non-formal and Continuing Education Division. The unit will be headed by a coordinator who will be provided with relevant training and exposure in continuing education. Given that CE focuses on adults, and teaching CE is different from teaching adolescents, there is a need to train the CE tutors and managers. The plan will support in-country workshops for 25 CE tutors and managers with the involvement of adult learning experts.

Agency: Department of Youth and Sports

Program 1: Career Education and Counseling Services

1.1 The guidance and counseling program was initiated in 1996 and since then, it has grown and diversified into 4 programs, namely Career Education Program, Counseling Program, School Based Education and Awareness Program for Parents on Youth and Adolescent Issues (SPEA), and School Based Vocational Education Program (SBVE). These programs will be further consolidated and strengthened in the 10th Plan.

1.2 The agency responsible for planning and implementing career and counseling programs is the Career Education and Counseling Division (CECD). During the 10th Plan, CECD will be strengthened by financing 6 short-term trainings in career education and 7 Masters Degree in specialized counseling. Out of the 7 Master's programs, 6 are for the secondary schools. Staffing within the Division will also be strengthened with the appointment of additional staff.

1.3 The career education program will be strengthened by appointing career education focal persons with basic level counseling in all secondary schools. This will be complemented by enhanced professional interaction amongst career focal teachers through cluster level workshops led by senior and master teachers. Other activities under this program include establishment of career education resource corners in school libraries through the provision of information/reference materials and consolidation of Looking Ahead Magazine to be published as a Career Digest twice a year.

1.4, CECD regularly upgrades the competency of teacher counselors through workshops and trainings resourced by a team from DYS. Often because of the timeframe of the school academic session, the team has to conduct ad hoc program for a select group of teachers. Some of the major costs incurred during these workshops include the cost of hiring of venue and logistics and TA/DA for the teachers, trainers and coordinators. It is felt that in order to make the program more cost effective while at the same time offer structured courses and training, it is essential to establish a counseling institute. Essentially this will involve provision of equipment, furniture, and reading materials, including the development and distribution of resource materials in counseling. Technical assistance will be sought to design the curriculum and train the trainers to sustain the implementation of the new curriculum. An Association for Counselors shall be established to provide a platform for a national level consultation and coordination. The Association will be responsible for developing policy guidelines and strategies for counseling in Bhutan.

1.5 The counseling program shall be strengthened with the placement of counselors with school level counselor training in all secondary schools. CECD will seek to ensure that there is at least 1 male and female trained counselor in each secondary school. A system of referral in counseling services will be piloted. The input for this includes purchase of adequate resources in terms of equipment and reference materials and provision of a platform for enhanced professional exchange through cluster level workshops and seminars led by master or referral counselors. The Plan will also support Peer Youth Counselors' Program in all secondary schools and substance abuse prevention programs focusing mainly on communication and advocacy in schools.

1.6 School Based Parenting Education and Awareness program (SPEA) will be expanded during the Plan period. A clear policy guideline will be put in place to guide further development of the program. Capacities within school clusters and Dzongkhags will be strengthened through training of trainers and orientation of teachers and parents on school based parenting education. To increase awareness on SPEA program, relevant audio/video and print materials will be developed and disseminated through the media and other means.

1.7 School Based Vocational Education program has a major role to play in encouraging the youth to take up skilled and semi-skilled occupations as well as self-employment. During the 10th Plan, the program will be consolidated and strengthened to orient the youth to vocational and technical education.

1.8 A review of the school based vocational education program is envisaged during the plan period. Based on the recommendations of the review, vocational clubs will be expanded in middle secondary and higher secondary schools.

1.9 In order to make the program relevant and useful, handbooks and manuals for various vocational skills will be developed in line with the Bhutan Vocational Qualification Authority (BVQA). Vocational teachers and instructors will be provided with in-country trainings to upgrade their skills leading to certification by BVQA. Students who demonstrate aptitude in any skills will be encouraged to take skills tests and will be certified accordingly. They will be encouraged to take vocational jobs by tying up with employment agencies and industries to further develop their vocational skills.

1.10 The School Vocational Unit under the Department of Youth and Sports is responsible for coordinating the school based vocational orientation program. The unit will be upgraded to a section, and the staffing shall be increased accordingly. The staff of the Section and vocational club coordinators shall be upgraded through relevant short-term trainings.

Programme 2: Comprehensive School Health Services

2.1 The main objective of comprehensive school health program is to address health-related needs of youth in schools. It aims to contribute to enrolment and attendance by improving the health status of school children through a safe and healthy learning environment in schools. In the 10th Plan, the program will be further strengthened and expanded to provide more effective health services to the school children.

2.2 School health program is implemented by the Comprehensive School Health Program (CSHP) under the Department of Youth and Sports (DYS). To help CSHP implement and monitor school health programs more effectively, it will be upgraded to a Division and the staffing increased accordingly. The Plan will support one long term course on school health management for the staff.

2.3 To guide and support the development of the program, as well as to make it more sustainable over time, a policy and strategy document for school health will be developed during the Plan period. Main inputs into this include hiring of technical assistance to develop policy guidelines and strategies, as well as printing and distribution of guidelines to schools and relevant stakeholders.

2.4 School health program will be strengthened in the 10th Plan by appointing a minimum of two trained school health coordinators in schools. The Plan will provide

for capacity building of school health coordinators through in-country training. The Plan will also support the development of a core group of instructors, including the establishment of an institute in Thimphu to provide quality training to school health coordinators. Competency of the selected teachers from amongst the core group will be further upgraded through short-term training/seminars/conferences in health-related areas of youth and adolescents. Provision is also kept for funding annual coordination and review meetings, including orientation on hygiene and sanitation, adolescent reproductive health, substance abuse, HIV AIDS, etc. for school health coordinators.

2.5 Hygiene and sanitation facilities in most of the schools are poor. The situation is likely to get worse if timely interventions are not taken. The 10th Plan will address this issue by supporting construction of adequate number of sanitary toilets and provision of safe water supply in schools. Existing toilets in schools will be repaired based on their physical condition and expanded, where necessary.

2.6 Given the fact that the majority of our population is in the schools, it is crucial for the Ministry to provide skills based health education in the school system. The Comprehensive School Health Program will coordinate and facilitate various activities to increase their awareness amongst students on emerging health concerns, such as ARH, hygiene and sanitation, HIV/AIDS, nutrition, mental health, and substance abuse. Essentially this will involve conducting youth forums and organizing awareness campaign on important occasions such as World Water Day, World HIV AIDS Day, No Tobacco Day, International Youth Day, etc. In addition to these activities, the School Health Program will produce and distribute relevant supplementary materials (print and visual) on hygiene /sanitation, ARH, nutrition, mental health, substance abuse and HIV AIDs to the schools. During the Plan period, the Ministry of Education will also look at the possibilities of incorporating skills based health education into the school curriculum. The School Health Program will take the lead in organizing consultative meetings with various stakeholders to identify needs and priorities, and based on the feedback and advice, it will draw up an action plan or road map for the implementation of skills based health education in the schools.

2.7 A mechanism will be put in place for early detection of health problems in schools. This will essentially involve providing a through check-up to students and recording other health services they receive, such as vision, dental and ear check-ups and iron supplementation. The main input into this during the Plan period includes printing and distributing health cards to all students to record their information till they graduate out of the school system. This record will also serve to establish a link between educational attainment and health status of the children.

Program 3: Scouts Services

3.1 The main objective of the program is to promote wholesome education for the Bhutanese youth through scouting and cultural education. To facilitate the wholesome development of our young people, it is necessary to provide attractive and challenging value based programs for the youth. A variety of programs such as jamborees, life skills education, youth forum, etc. will be supported during the Plan period to supplement regular programs in the schools.

3.2 To broaden the thinking of our youth, there is a need to provide opportunities for the youth to exchange their ideas and experience. The Ministry receives many invitations from the National Scout Organizations (NSOs) and Regional Headquarters some of which are regular programs where our youth participate on an annual basis. Given the benefits to our young people in terms of understanding the people and cultures of other countries, participation of Bhutanese youth in such programs will be encouraged and supported in the 10th Plan.

3.3 To reach out to a greater number of youth, the Ministry will expand the membership of the Bhutan Scout Association to 55,000 scouts by the end of 10th Five Year Plan. The new members will be recruited through training and commitment ceremonies every year. Since Bhutan Scout Association (BSA) is a member of the World Organization for Scouting Movement (WOSM), the Plan will continue to support the annual membership and participation of BSA in the WOSM.

3.4 The success of scouting programme depends to a large extent on scout masters. For this reason, it is essential to upgrade the capacity of scout masters both in terms of number and competency. In the 10th Plan, the number of scout masters will be expanded to 1000, and 9 short-term trainings will be implemented to enhance their competencies. Furthermore, to strengthen capacity in SCED, the Plan will support 1 Master's Course and 6 short-term trainings on scout management.

3.5 Since scouting is an outdoor educational program, it is essential that schools are adequately equipped and resourced to run the program. The 10th Plan will support supply of training and camping equipment, including development of hand books and advancement manuals.

3.6 Scouting is a highly disciplined program. Both the scoutmasters and scouts have to undergo various advancement courses, which require testing and certification. While the scouting program has grown rapidly over the years, the quality of the program has been affected by the lack of a training centre in the country. In the 10th Plan, a Scouts Training Centre will be established in Paro with basic support facilities.

3.7 A review of the scouts program will be undertaken during the 10th Plan. The results of the review will be used to guide further development and expansion of the program. The review will also include revision of scouts advancement and life skills education manuals to reflect recent developments and changes in this field.

3.8 Given the rising popularity of scouts program amongst teachers and youth, it is essential that registration for membership is made easier and proper records of members are maintained through a well-managed information system. To this end, a database for Bhutan Scout Association will be developed during the 10th Plan. This will also facilitate planning and monitoring of the program. To ensure wider coverage and greater efficiency, the data base will be linked to the internet, and a website for the Bhutanese Students Association (BSA) will be developed.

3.9 The scouts program is responsible for the promotion of values and cultural education in schools. It involves organizing choeshed and cultural programs, training of choeshed focal teachers, purchase of music sets and sound systems, etc. The 10th Plan provides necessary funding in support of these activities. This is intended to enrich school curriculum through exposure to the customs, traditions and culture of our country.

Programme 4: Games and Sports Services

4.1 Since its establishment in 2000, the Games and Sports Division (GSD) has been actively promoting sports as an integral part of the school program. The underlying objective is to contribute to wholesome education of the youth through games and sports. It is also intended to promote a sense of appreciation for sports and build a sporting culture amongst the youth. In the 10th Plan, the Games and Sports Division will focus in the following areas:

- a) Facilities development
- b) Capacity building of schools
- c) Policy development for school sports
- d) Sports promotion activities for mass participation
- e) Capacity building of GSD

4.2 Games and sports in schools continue to be impeded by acute shortage of sports personnel. As an interim measure, a small sports training centre will be established to provide short courses for the new recruits and refresher courses for the in-service people. The centre will initially run from the Youth Centre, Thimphu, and later moved to the proposed National Institute for Physical Education and Sports at Wangchuktaba. The centre, which will be facilitated by the GSD sports professionals, will be directly placed under DYS and may possibly be affiliated with any of the renowned Physical Education and Sports Institutes outside Bhutan.

4.3 It is essential to build sporting facilities to engage the youth meaningfully in recreational activities. These facilities will be provided in the youth centres, which are proposed to be established especially in the urban areas having sizeable youth population during the 10th Plan. .

4.4 As part of the national effort towards the promotion and development of physical education and sports in the country, a national physical and sports institute is being planned at Wangchutaba. Once established, the institute will provide certificate and diploma courses, as well as conduct some regional/international sporting events. Main input during the Plan period consists of hiring of technical assistance to develop a master plan of the institute. Provision of physical facilities and sports equipments will be contingent on the availability of funds during the Plan period. The total estimated cost for the establishment of the institute is Nu 800 million.

4.5 Owing to the dearth of trained sports personnel in schools, capacity needs to be developed both in terms of number and competency of the sports personnel. GSD in consultation with the Ministry and the RCSC will recruit annually 50 full-time sports coaches/coordinators on contract in schools. They will be trained in various fields such as sports event management, planning, leadership, coaching, etc. through Training of Trainers on an annual basis. The Plan will also support 1 Master's Program in sports management to further upgrade competency of the existing sports personnel. In addition, refresher courses for the field staff will be funded during the Plan period. Preference will be given to the sports personnel from primary and community primary schools.

4.6 DYS/GSD receives invitations for participation in some sports events/forum on a regular basis. It is essential for the youth to participate in such programs to update

themselves on the latest developments in sports and strengthen collaboration with the international organizations. In the light of these reasons, participation of the young people in these events will be encouraged and supported in the 10th Plan.

4.7 In order to promote sports in a strategic and coherent manner within the overall objective of wholesome education, a comprehensive national policy for school sports will be developed. A review of the program is also envisaged during the plan. The recommendations of the review will be used for further development and expansion of the program.

4.8 To encourage maximum participation of youth in sports, the plan will continue to support different sporting activities at the Dzongkhag and national levels. Interesting and inexpensive sports will also be explored and introduced during the Plan period. Provision is kept for the purchase of sports equipment and purchase of audio and visual materials for schools.

4.9 The Games and Sports Division will be strengthened with the appointment of 5 coaches in the Technical Unit, which will be established within the Division. The unit will be responsible for producing appropriate coaching manuals and rule books besides facilitating national level workshops and sports meets around the country. Six Diplomas in Sports Management will be supported to enhance professional competency of the GSD staff and sports personnel in schools.

Programme 5: Education Media Services

5.1 Although the Education Media Unit is currently placed under the Department of Youth and Sports, it provides services to all the other Departments and Divisions in the Ministry. To help Education Media produce and disseminate audio visual educational programs of the Departments and Divisions more effectively, the unit will be upgraded to a division and its capacity enhanced both in terms of equipment and human resources. The Plan envisages appointment of additional staff, procurement of additional equipment and development of studio as well as editing and recording room. Competency of the staff shall be upgraded through relevant short term trainings.

5.2 Provision is kept for the production of educational TV programs and procurement of raw stock for program production. In addition, the unit will continue to produce weekly/monthly newsletters/magazines to supplement youth related programs and other related issues. To enrich teaching-learning materials, Education Media will work with CAPSD in developing teaching aids and materials in audio-visual format.

5.3 Reducing youth unemployment is a major challenge in the country. Therefore, there is a need to generate employment opportunities for the youth by providing them with relevant skills and knowledge. In the 10th Plan, Education Media will initiate an apprenticeship program for school leavers and job seekers on the basic techniques of film making and productions, such as camera handling, light and sound, filming, editing, marketing, etc. The underlying objective is to encourage those who demonstrate aptitude in any of these skills to take up film making and acting as an alternative career.

Programme 6: Youth Centre Services

6.1 With the youth constituting 45 percent of Bhutanese population, youth related problems are emerging as a major concern. To address these problems, the Youth Centres have an important role to play in terms of engaging the Bhutanese youth, particularly out-of-school youth, in meaningful and productive educational, social and cultural programs. This objective will be pursued through providing access to a range of useful, professional and youth-friendly programs and services for the young people.

6.2 As per the resolution of the 10th Annual Education Conference, youth services will be expanded in the 10th Plan by establishing 15 Youth Centres in districts with sizeable youth population. For cost-effectiveness, as far as possible these youth centres will be housed in government apartments. Where such apartments are not available, provision is kept for renting the structures. Budget is also allocated for the supply of reading materials, computers and audio-visual equipment.

6.3 At present, the Youth Centres have no resources of their own and depend largely on the government and donor support for funding to meet the cost of their services and their operation. To make the Youth Centres self-sustaining, it is felt that there is a need to develop a long term strategic plan for the Youth Centres. Among others, the plan will look at all aspects of Youth Centres from initial set up, infrastructure facilities, type and quality of services to alternatives on the operation/management of Youth Centres while promoting self-sustainability. Therefore, it is proposed to hire an external consultant to come up with a comprehensive long-term strategic plan for the development and management of Youth Centres. This is urgent especially in view of the Ministry's proposal to establish 15 more Youth Centres during the 10th Plan.

6.4 To provide more effective youth services for the young people, capacity of the youth centres would need to be strengthened. To this end, it is proposed to appoint a full-time counselor and support staff in each of the youth centres during the Plan period. As a part of the professional development program, the Plan will support 1 long-term training on youth information management and counseling, 2 short-term trainings on youth information/library management, 10 short-term trainings on youth program management, and 1 PG Diploma in ICT for the IT staff in the Youth Centre, Thimphu.

6.5 One of the services provided by the Youth Centre in Thimphu is a certificate course in Basic Computer Applications at a nominal fee, especially for out-of-school youth. In view of the increasing interest among youth to acquire and develop basic computer skills, the Youth Centre will continue to provide this service in the 10th Plan. The Centre will also provide one-window access to youth related information, and conduct youth related workshop and exchange programs during the Plan period. The Plan will also support provision of library books and recreational facilities in the Youth Centre.

6.6 Since the youth account for 45 percent of Bhutanese population, there is a need to draw up a youth policy defining the place and role of youth in society, and the responsibility of society towards the youth. It will also look at the problems of youth and promote establishment of appropriate structures and institutions to meet the needs and aspirations of the young people and encourage them to participate actively at all

levels of national life. In view of this, a provision has been kept for policy development and printing of policy document during the Plan period.

6.7 The Youth Center in Thimphu is the first of its kind in Bhutan, and it is the objective of the Ministry to develop it into a vibrant place with numerous activities being conducted for and by youth themselves. In the 10th Plan, provision has been kept to support youth related activities, including youth festivals to be organized on an annual basis.

6.8 To provide ready access for youth to information and services offered in the youth centres, it is important to develop a data base that is linked to the internet. This will also help youth centres in planning and monitoring of youth related programs. To this end, the 10th Plan will support the development of a web-based data base in the Youth Centre at Doebum Lam.