



# Ten-Year Roadmap for Inclusive and Special Education in Bhutan

2019

**ECCD & SEN DIVISION**

**DEPARTMENT OF SCHOOL EDUCATION**

**MINISTRY OF EDUCATION**



**Save the  
Children®**





SECRETARY

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Royal Government of Bhutan  
Ministry of Education

*Rethinking Education*



### Foreword



Inclusive and special education is about ensuring that every child can participate in education and receive the support they need to reach their full potential. As such, inclusive and special education is one of the priorities for Ministry of Education. In a country governed by the concept of Gross National Happiness, we value inclusion in every aspect of our society and the best way to ensure an inclusive society for our future is to have inclusive schools and an inclusive education system.

Education for children with disabilities has come a long way and currently there are 18 schools with Special Education programmes including two specialised institutes across the country. With the development of inclusive National Education Policy and a number of new programmes and guidelines

considering the needs of children with disabilities, the education system is also changing both at policy and programme levels.

The **Ten-Year Roadmap for Inclusive and Special Education in Bhutan 2019** comes at the right time, when we are ready to expand inclusive education to all corners of the country, and move towards 100% enrolment in schools. This roadmap is expected to provide us with guidance and direction to help us move towards the inclusive education system we envision.

I would like to acknowledge the hard work and dedication of the ECCD & SEN Division, including Charlie Cristi, Inclusive Education Advisor to the Ministry of Education. I would also like to thank Save the Children, Bhutan, for their support in financing the development of the roadmap. My appreciation is also extended to the participants of the consultation workshops for their participation and invaluable inputs.

I look forward for the successful implementation of the roadmap and the Ministry is committed to achieve the goals within to bring better changes in the lives of children with disabilities.

The roadmap allows us to have big dreams and a strong shared vision for the education of children with disabilities in Bhutan but to achieve this it is essential that all stakeholders are enabled to work together. So in conclusion, I urge and encourage everyone to come together for the implementation of this roadmap, and for the future of our children.

With best wishes.

Karma Yeshey  
(Secretary, Ministry of Education)



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## Introduction

Inclusive and special education is a priority area for the Ministry of Education in Bhutan, and as such, has seen rapid growth and expansion since its conception. Bhutan currently has two specialised Institutes, one for providing Deaf education and another for educating children with vision impairments, along with 18 general schools with Special Educational Needs (SEN) Programmes, which aim to provide specialised support to children with disabilities in inclusive settings.

Inclusive and special education are the emerging programme in Bhutan. While the continued expansion of SEN Programmes throughout the country is an important step forward, it is necessary to take stock of current progress and understand the existing gaps and challenges in order to prepare us for meeting the Sustainable Development Goals.

Recent studies of inclusive and special education in Bhutan have indicated a necessity to improve the collaboration and coordination of various stakeholders working in the disability sector<sup>1</sup>. A lack of clear goals for development makes it difficult for stakeholders to work towards a common agenda, resulting in ad hoc programmes development<sup>2</sup>. While there are a number of key documents within the Ministry of Education mentioning inclusive and special education<sup>3456</sup>, these highlight the need to improve but provide little direction on how to progress. It has become clear that a long-term plan is needed to provide direction and guidance for Bhutan to take inclusive and special education to the next level.

This Roadmap has therefore been conceptualised, and designed to understand and bridge the current gaps identified in the service delivery of inclusive and special education. The gaps identified are categorised into four main areas – *cross-cutting or organisational gaps, gaps specifically in the provision of early interventions, school based education and the transition into post-school life for children with disabilities*. Within each of these areas is the necessity to build awareness, improve the human capacity, infrastructure and systems for enabling high quality inclusive education. The roadmap outlines and details 30 goals which will guide the progress of inclusive and special education in Bhutan over the next ten years.

There have been a number of achievements towards improving inclusive and special education in Bhutan recently which have influenced the direction of this roadmap. The Standards for Inclusive Education<sup>7</sup> provide schools with guidelines on how to improve the inclusive culture, policy and practices at school level, while the Guidelines on Assessment, Examination, Promotion and Transition for Children with Disabilities<sup>8</sup> has strengthened the education system's ability to support the individual needs of students. The reviewed Teachers' Handbook for Disaster Risk Management and Planning<sup>9</sup> demonstrates the awareness of the Ministry of Education that children with disabilities must be considered in all aspects of school life. The Roadmap will add to the considerable efforts of the Ministry of Education to ensure the inclusion of children with disabilities throughout the education system.

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<sup>1</sup> Ministry of Education, RGoB & UNICEF. (2017). Knowledge, Attitudes and Practices (KAP) Study on Children with Disabilities. *Thimphu: UNICEF*

<sup>2</sup> UNICEF. (2014). Meeting the educational needs of children with disabilities in South Asia: A gap analysis. *Kathmandu: UNICEF Regional Office of South Asia (ROSA)*.

<sup>3</sup> Ministry of Education. (2014a). Bhutan education blueprint 2014–2024: Rethinking education. *Thimphu: Ministry of Education, Royal Government of Bhutan*.

<sup>4</sup> GNH Commission. (2013). *Eleventh five year plan document (2013–2018) – Volume 2*. Thimphu: Gross National Happiness Commission, Royal Government of Bhutan.

<sup>5</sup> GNH Commission. (2018). *Twelfth five year plan document (2018–2023) (draft)*. Thimphu: Gross National Happiness Commission, Royal Government of Bhutan.

<sup>6</sup> Ministry of Education. (2018). *National education policy (draft)*. Thimphu: Ministry of Education, Royal Government of Bhutan.

<sup>7</sup> Ministry of Education. (2017). Standards for Inclusive Education 2017. *Thimphu: Ministry of Education, Royal Government of Bhutan*.

<sup>8</sup> Ministry of Education. (2017). Guidelines on Assessment, Examination, Promotion and Transition for children with disabilities. *Thimphu: Ministry of Education, Royal Government of Bhutan*.

<sup>9</sup> Ministry of Education. (2018). Teachers' Handbook for School Disaster Risk Management and Planning: Towards Safe and Resilient Schools: 2<sup>nd</sup> edition. *Thimphu: Ministry of Education, Royal Government of Bhutan*.

## Objectives

The ten-year roadmap aims to provide direction to the Ministry of Education for the development of inclusive and special education through the following objectives:

- Improve access to inclusive education for children with disabilities in Bhutan
- Enhance the quality of inclusive education for children with disabilities in Bhutan
- Improve the systems in place for supporting students with disabilities at Ministry, Dzongkhag and School levels
- Improve the coordination of all sectors working towards providing services for children with disabilities in Bhutan
- Ensure sustainability of programmes and activities

## Shared Vision

The education of children with disabilities is most successful when everyone involved works together towards a common vision. The vision defined in the roadmap was developed through wider stakeholder consultation working towards inclusive and special education in Bhutan, from parents to teachers to Civil Service Organisations to the Ministry of Education. The shared vision will not only help everyone to work together but will also ensure that all are benefited from the successes achieved.

### The Shared Vision

An inclusive education system that enables full participation and supports every child to meet their potential.

#### This means:

- Access to school for every child,
- Access to special educational needs services for every child who needs it,
- Well-resourced and well-trained teachers who can support the diverse needs of every child in their classroom,
- Curriculum, assessment, teaching and learning materials and pedagogy that enable every child to learn,
- Early intervention to give children the best start in education,
- Post-school preparation, opportunities and transition, and
- Systems to ensure no child is left behind.

## Strengths and Opportunities

Bhutan has a number of strengths that provide opportunities for positive development. One of the most prominent strengths is the society itself. Steeped in the values of religion and managed through the lens of Gross National Happiness, Bhutanese society is a deeply compassionate one, demonstrating a sense of altruism, cohesiveness and harmony. Beliefs about Karma helps its people to remain close knit, with strong family ties and a keenness to support and advocate for each other. This is in no small way, guided by the leadership of His Majesty the King, who has continued to emphasize on the importance of education in Bhutan.

Free health care and basic education in the country has improved the ability of all children to access the services they need to succeed, and both of these have progressed significantly over the last few decades in terms of the support they provide to children with disabilities.

Special Education teachers are dedicated and committed to their jobs. The inclusive and special education programmes have number of people with disabilities working at different levels, which builds the strength of the programmes bringing lived experience and specialised skills to their jobs. Over the last decades, the Special Education programmes has broadened its reach across the country to over half of the Dzongkhags and Thromdes, and has plans to expand. The programme has had strong dedicated support from within the Ministry of Education through the ECCD & SEN Division.

The work in the schools is being supported through government's commitment to inclusive education by ratification of the United Nations Convention on the Rights of Children (UNCRC) and being a signatory to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). To this end, Bhutan has also developed a number of inclusive policies including the National Education Policy (draft) and the National Policy for Persons with Disabilities (draft). The Ministry of Education has also endorsed the Standards for Inclusive Education and the Guidelines on Assessment, Examination, Promotion and Transition of Students with Disabilities. There has been a substantial improvement in the collaboration between stakeholders in a multi-sectoral-approach to the provision of services for children with disabilities, including the presence of Civil Society Organisations (CSOs).

Finally, Bhutan has several supporters including international development partners, Non-Governmental Organisations (NGOs), and educational institutions to provide technical support and advice.

## Goals and Strategies

The following goals and the action points are divided into four categories – cross-cutting goals, goals for early childhood and ECCD, goals for the school years and goals for after school. There are 30 goals in total and it is necessary to ensure all aspects of inclusive and special education are captured.

<b>Cross-cutting and Organisational Goals</b>		<ul style="list-style-type: none"> <li>• Inclusive and special education coordination committee</li> <li>• Data collection system</li> <li>• Guidelines and Policies</li> <li>• Funding</li> <li>• Awareness</li> <li>• 100% access</li> <li>• Assistive devices and technology</li> <li>• Working with families</li> <li>• Medical support in schools</li> <li>• Muenselling resource centre</li> <li>• Wangsel resource centre</li> <li>• Children who are deaf/blind</li> <li>• Working with monastic institutions</li> <li>• Monitoring systems</li> </ul>
<b>Early Childhood and ECCD Goals</b>		<ul style="list-style-type: none"> <li>• Early identification and intervention</li> <li>• Inclusive ECCD centres</li> <li>• Early intervention for vision impairment</li> <li>• Early intervention for hearing impairment</li> </ul>
<b>The School Years Goals</b>		<ul style="list-style-type: none"> <li>• Special Education Teacher recruitment and capacity development</li> <li>• Capacity building for all teachers</li> <li>• Teacher assistants</li> <li>• Examination, promotion and transition</li> <li>• Curriculum</li> <li>• Technology for Muenselling</li> <li>• Technology for Wangsel</li> </ul>
<b>After School Goals</b>		<ul style="list-style-type: none"> <li>• Equitable access to further education</li> <li>• Inclusive further education</li> <li>• Non-formal education</li> <li>• Transition into workplace</li> </ul>
<b>Shared Vision</b>		<p><b>An inclusive education system that enables full participation and supports every child to meet their potential.</b></p>

## Cross-Cutting and Organisational Goals

### *1. Establish an Inclusive and Special Education Coordination Committee who will oversee the implementation of this roadmap and other initiatives.*

The success of the inclusive and special education roadmap relies on the co-ordination and collaboration of a number of agencies within the Royal Government of Bhutan (RGoB), as well as CSOs working with children with disabilities and Disabled People's Organisations (DPOs). The co-ordination committee will be responsible for overseeing education initiatives from a disability and inclusion perspective, and for managing the implementation and monitoring of this roadmap. Participants in the committee should be dedicated and should be in the position to make decisions on behalf of the organisations they represent. The co-ordination committee will collaborate with the overall lead agency for disability (as proposed in the National Policy for Persons with Disabilities Draft) once established.

#### **Action Points**

##### Inclusive and special education coordination committee

- The Ministry of Education will establish an inclusive and special education coordination committee with senior level participants from across the Ministry of Education, other relevant Ministries including GNHC, a representative of Deaf education and education for children with vision impairments, REC, BCSEA and RUB, CSOs and DPOs working with children with disabilities and their families, and people with disabilities including a Deaf adult and BSL interpreters, and a person with vision impairment, under the leadership of the ECCD & SEN Division, Department of School Education.
- The co-ordination committee will develop operational guidelines including purpose, roles and responsibilities of the co-ordination committee and specific members, and directives about regularity of meetings.
- The co-ordination committee will develop guidelines for engaging financial, technical and in-kind support from external agencies regarding inclusive and special education that ensure support aligns with the roadmap for inclusive and special education and the vision of the Ministry of Education.
- The co-ordination committee will develop standards for working with children with disabilities for all organisations including CSOs and private organisations in regards to the education of children with disabilities, to ensure that children with disabilities have access to the highest quality inclusive education.
- The co-ordination committee will support the development of funding proposals and manage resources for implementing the roadmap during each phase.
- The co-ordination committee will conduct reviews and report on the progress of the roadmap after each phase.
- The co-ordination committee will plan for successive long-term plans.
- The education officials of the co-ordination committee will ensure regular sensitisation of the co-ordination committee and other stakeholders on the roadmap.

## ***2. Develop and maintain data collection systems and processes about children with disabilities.***

Data collection about children with disabilities is necessary to ensure that all children are being reached; the Dzongkhag, Thromdes and schools are able to plan effectively, and the targeted awareness campaigns can have the most effect.

### ***Action Points***

#### Data from birth or time of diagnosis

- The ECCD & SEN Division and the Ministry of Health will develop guidelines on the ethical collection, storage, sharing and use of the data collected and will train health officials and local government officials to ensure thorough data collection, and may engage external support to help guide the ethical element of the guidelines and training to ensure it meets international standards – making the data useful for future research.
- The ECCD & SEN Division will collaborate with the Ministry of Health to develop a data collection system based on the Washington Group Questions to collect data on children with disabilities from birth or diagnosis, which can correlate with the Education Management Information System (EMIS).

#### School based data

- The ECCD & SEN Division with the ICT Division in the Ministry of Education will review and update the EMIS to collect specific data on children with disabilities in schools, and information about schools' accessibility and inclusive practices, using the Washington Group Questions as a starting point.
- The ECCD & SEN Division will develop criteria for generating reports from the EMIS data that enables the capture and analysis of data to support programme development and service delivery.
- The ECCD & SEN Division and ICT Division will develop a training package for schools to ensure effective input of data and will pilot the updated EMIS to schools with Special Education programme initially, then roll out to all schools.

#### Using data

- The Ministry of Education will mandate the regular update of data through schools, ECCD centres, Dzongkhags/Thromdes and local government, and the Ministry of Health will mandate the regular update of data through health services.
- The ECCD & SEN Division will receive training on how to analyse and use data to develop targeted education programmes and advocacy campaigns.

### ***3. Ensure all ministry and school level guidelines and policies are inclusive of children with disabilities.***

Ensuring high quality inclusive education depends on inclusive policy, guideline and programme development that explicitly considers the needs of children with disabilities, including private schools and ECCD programmes.

#### ***Action Points***

##### Policy, guidelines and programme review

- The co-ordination committee will develop guidelines on how to ensure policies, guidelines, standards and programmes in the Ministry of Education are inclusive of children with disabilities, including direction on who should be included or consulted, and at what points in the process.
- The ECCD & SEN Division will engage external support to review educational plans, guidelines, standards and programmes to ensure they are inclusive of children with disabilities.
- The ECCD & SEN Division will work with the Policy and Planning Division on the development of a child protection framework for the Ministry of Education to ensure it is inclusive, with an understanding of the differing gender needs of students with disabilities.
- The ECCD & SEN Division will work with the Policy and Planning Division to develop a training package for schools enrolling children with disabilities on how to implement the framework in an inclusive manner, in line with the existing child protection act and policies.
- The ECCD & SEN Division will develop and implement a training package to schools enrolling children with disabilities on ensuring disaster preparedness plans, procedures and practices are inclusive of the needs of children with disabilities.

### ***4. Develop an inclusive and special education funding formula.***

A funding formula would enable equitable distribution of funds to DEO/TEOs, schools, individuals and families so that they can manage the additional educational costs associated with disabilities and inclusion.

#### ***Action Points***

##### Dzongkhag/Thromde

- The ECCD & SEN Division will develop a funding formula for managing inclusive and special education services across the Dzongkhag/Thromde based on the number of schools in the Dzongkhag/Thromde, average distance between schools with Special Education programmes and other schools, data and estimated numbers of children with disabilities in the Dzongkhag/Thromde, and guidelines for fund use.

##### School funding

- The ECCD & SEN Division will develop a funding formula for schools based on the number of children with disabilities and the severity of their needs, and planned activities of the schools for inclusive and special education.
- The ECCD & SEN Division will develop criteria and application processes and systems for accessing the funding.

##### Individual/family funding

- The ECCD & SEN Division will develop criteria for individual education funding support based on the social model of overcoming barriers to education experienced due to disability and the education system (for example travel costs to Wangsel Institute or Muenselling Institute as there are no local school options for the child, visits to Thimphu for audiological hearing assessment for application to Wangsel Institute), and will develop an application process and system for accessing this funding.

## **5. Build awareness on early identification, intervention and education for children with disabilities.**

Access to inclusive and special education services depends on family and community awareness of services available and the rights of their children. It also depends on the advocacy to schools, DEO/TEOs, the Ministry of Education, policy makers and the wider community on the responsibility to provide the highest quality inclusive education.

### **Action Points**

#### Awareness on disability and rights

- The ECCD & SEN Division will develop a Communication for Development (C4D) strategy based on existing research into the current knowledge, attitudes and practices of Bhutanese society regarding children with disabilities. This will include an implementation action plan.

#### Information sharing on inclusive and special education services

- The ECCD & SEN Division will develop and maintain a webpage connected to the Ministry of Education website that holds information about schools with Special Education programmes, how to access educational supports in ECCD, school and after school, and copies of standards, guidelines and policies relating to inclusive and special education in Bhutan.
- The ECCD & SEN Division will orient all Dzongkhag and Thromde Education Officers and school principals on inclusive and special education and their roles and responsibilities in supporting children with disabilities.
- The Ministry of Education will distribute “A quick guide to inclusive language” to all schools, DEO/TEOs offices, ministry staff, other ministries and the media and ensure the use of inclusive language in all documentation and media.
- The ECCD & SEN Division will continue to produce an annual report and distribute it widely to advocate on the activities and progress of inclusive and special education in Bhutan.
- The ECCD & SEN Division will develop a social media and broader media plan for building awareness through international disability awareness days and innovative programmes.
- The ECCD & SEN Division will work with DEO/TEOs and schools to build awareness in the local communities of schools with Special Education programmes.

#### Targeted awareness and advocacy

- The ECCD & SEN Division will work with Wangsel Institute to develop awareness campaigns about early intervention for young children who are deaf, Deaf education, Bhutanese Sign language and the Deaf community of Bhutan.
- The ECCD & SEN Division will work with Muenselling Institute to develop awareness campaigns about early intervention and education for children with vision impairments.
- The ECCD & SEN Division will develop a plan for targeted awareness and advocacy plans based on data, with specific messages and audiences.
- The ECCD & SEN Division will facilitate national, regional or international conferences on inclusive education that build the awareness and understanding of key issues at least every two years, in collaboration with other stakeholders.

## **6. Improve the physical accessibility of educational institutions.**

Physical accessibility is an essential elements of enabling inclusive education. When planning for physical accessibility, the Ministry of Education needs to consider retrofitting existing buildings and school grounds, as well as ensuring that the master designs for new construction enable accessibility, for all educational buildings including hostels, WASH facilities and ECCD centres. The Ministry needs to consider safety features for students with disabilities by planning for disaster. The Ministry will also need to plan for accessible transportation.

### **Action Points**

#### Building designs

- The School Planning and Building Division (SPBD) may apply for external support to build the capacity of the SPBD in developing accessible designs. Support could be from an architect or an engineer who has a background in accessibility.
- SPBD will review and improve guidelines for school buildings to include details on how to create accessibility including for disaster, evacuation and safety, and building construction that ensure necessary monitoring of construction.
- SPBD will review current designs for all school buildings, hostels, WASH and ECCD facilities to ensure they are accessible.
- SPBD will develop a training package for DEO/TEOs and principals on how to monitor and ensure accessible features are implemented in future school construction including hostels and WASH facilities.

#### Retrofitting of existing structures

- The ECCD & SEN Division with SPBD, PPD and SPCD will review the accessibility needs of current schools with Special Education programmes and develop a plan to ensure all are retrofitted to meet minimum standards as in the “Standards for Inclusive Education”.
- The DEO/TEOs will develop plans for funding and constructing accessible features in newly identified schools within three years of being identified.
- The ECCD & SEN Division will develop an application form with clear instructions for schools and ECCD centres requiring retrofitting for accessibility and DEO/TEOs will allocate a yearly budget to manage this.
- The ECCD & SEN Division will train DEO/TEOs on how to monitor data through the EMIS and the early childhood disability data, to prepare for the transition of children to school and students between school, ensuring that physical accessibility is prepared for their transition.

#### Transportation

- The ECCD & SEN Division will develop a proposal to the RGoB and development partners for the procurement of an accessible bus for each school with a Special Education programme, and will establish an on going relationship with the donor to ensure every school identified within the 12<sup>th</sup> and 13<sup>th</sup> five year plans will receive an accessible bus.
- The DEO/TEOs will work with local communities to improve the accessibility of the communities of schools with Special Education programmes.

**7. Ensure 100% access to education and SEN support services for children with disabilities, through the establishment of the Dzongkhag/Thromde Inclusive and Special Education Resource Team.**

As Bhutan aims towards 100% enrolment in education, inclusive and special education programmes need to widen their reach across the country. The decentralisation system provides an opportunity to expand access to education and SEN services. The Ministry of Education will increase the number of schools with Special Education programmes progressively however, there will always be children with disabilities in general schools across the country, so the DEO/TEOs will be trained and enabled to help those schools access the supports provided through existing Special Education programmes.

**Action Points**

Development of Dzongkhag/Thromde Inclusive and Special Education Resource Team

- The ECCD & SEN Division will develop a Dzongkhag/Thromde Special Education Resource Team handbook outlining the roles, responsibilities and processes of the Dzongkhag/Thromde resource team. The resource team shall comprise of Dzongkhag/Thromde education officers and the Principals and Special Education team members from schools with Special Education programmes.
- The ECCD & SEN Division will orient and train the DEO/TEOs and principals of schools with Special Education programmes on their roles, responsibilities and processes, including orienting schools on the Standards for Inclusive Education.
- The DEO/TEOs will plan and orient on the standards for inclusive education to every school in their Dzongkhag/Thromde over the 12<sup>th</sup> five-year plan.
- The Dzongkhag/Thromde Education offices will ensure that SEN services are provided to all children with disabilities in their Dzongkhag/Thromde with technical support from the schools with Special Education programmes as per the resource team handbook.
- The ECCD & SEN Division will collaborate with the Teacher Professional Support Division (TPSD) to review how the Dzongkhag/Thromde resource team can align with the teacher resource centres.

100% access to school

- The Ministry of Education will conduct a study into out-of-school children with disabilities in Bhutan, focusing on where they are and what barriers they face to entering school, and will provide recommendations for overcoming those barriers.
- The Ministry of Education and DEO/TEOs will use the study and data to develop targeted plans for enrolling children with disabilities to school.

Access to SEN services

- The ECCD & SEN Division will develop guidelines for identifying new schools to have Special Education programmes.
- The DEO/TEOs will use the guidelines to identify one school in every Dzongkhag and Thromde, and one additional school in Thimphu Thromde, by the end of the 12<sup>th</sup> five-year plan.
- The DEO/TEOs will identify an additional school in every Dzongkhag and Thromde (based on need) by the end of the 13<sup>th</sup> five-year plan.
- The ECCD & SEN Division will develop guidelines for supporting decisions about which school children with disabilities should attend so that they receive the appropriate support in the most inclusive setting, and DEO/TEOs will manage this process.

## ***8. Develop assistive devices and technology procurement and maintenance system.***

Assistive devices and technology is a right for children with disabilities and can help to overcome barriers to education and inclusion. Assistive device and technology can be both medical and educational and as such requires a collaborative system. It is important that systems for assistive device and technology considers the quality, affordability, availability, ability to be maintained and the appropriateness to the child and their environment.

### **Action Points**

#### Assistive device and technology system

- The Ministry of Education and the Ministry of Health will develop a procurement and maintenance system for assistive devices and technology, which will enable procurement and timely maintenance of assistive devices and technology both locally and regionally, in accordance with minimum standards in the “Standards for Inclusive Education”.
- The Ministry of Education and Ministry of Health will develop a funding modality for assistive devices and technology that includes application processes and criteria.
- The Ministry of Education will develop funding proposals to the RGoB and development partners, and will work with GNHC and relevant agencies towards the exemption of taxes for the import of assistive devices and technology.
- The Ministry of Education and Ministry of Health will develop an online system that will allow schools and families to identify appropriate assistive devices and technology for their students/children, and place applications.
- The ECCD & SEN Division will develop a training package for teachers and parents on how to choose appropriate assistive devices and technology for their students/children, and how to support the child to use and maintain the assistive devices and technology.

## ***9. Enhance the quality of inclusive and special education through working with the families of children with disabilities.***

Family support is key to successful inclusive and special education of children with disabilities. The Ministry of Education needs to recognise families as the first teachers of children with disabilities and needs to provide them with the tools and strategies to ensure the best start to their education.

### **Action Points**

#### Family education

- The ECCD & SEN Division will build awareness of the importance of the collaboration between schools and families in the success of educating children with disabilities.
- The ECCD & SEN Division will develop family training packages and resources for families of children with disabilities, aimed at different ages, which will include specific supports for children, as well as information on how to work with the schools and the education system to enhance the quality of their child’s education experience.
- The ECCD & SEN Division will work with CSOs and DPOs to enhance support networks through access to educational information
- The ECCD & SEN Division will develop guidelines for family members supporting students with disabilities in classrooms as an interim measure until Teacher Assistants are introduced, or as an additional support to Teacher Assistants, with a focus on ensuring full inclusion. This will include a training programme for schools to deliver to families.

***10. Develop a system for regularising the medical support within schools enrolling children with disabilities.***

Children with disabilities have the right to access necessary health services without impacting on their right to education. The Ministry of Education and Ministry of Health need to develop an on-going support system to schools enrolling students with disabilities so that children can receive appropriate services in their school setting.

***Action Points***

Develop a medical support system for schools

- The Ministry of Education and Ministry of Health will collaborate to develop a system and funding agreement for medical services to be provided regularly in schools with Special Education programmes, based on individual student's needs. This will include regularisation of visits to the school from physiotherapists, speech therapists and occupational therapists where available.
- The Ministry of Education and Ministry of Health will develop a programme for training school's "health in charge" and Special Education team members, along with parents wherever possible, on how to support individual students medical and therapy needs when required.
- Wangsel Institute, Ministry of Education and Ministry of Health will regularise a programme for audiology visits to the school to review hearing, assess for, supply and maintain hearing aids, and provide additional medical support as necessary.
- Muenselling Institute, Ministry of Education and Ministry of Health will regularise a programme for ophthalmology visits to review students' conditions, assess for, supply and maintain eye-wear and provide additional medical support as necessary.
- The ECCD & SEN Division will work with the Ministry of Health to build the capacity of the mobile health services in working with children with disabilities, including identifying and referring to appropriate educational services.

## ***11. Establish Muenselling Institute as a resource centre for education of children with vision impairments.***

Muenselling Institute, with a long history in educating children with vision impairments, is in a strong position to lead the future of education for children with vision impairments. As a resource centre, it would build on the skills and experience of current staffs, including the staff with vision impairments to extend access to education for children with vision impairments throughout Bhutan. It will also allow more schools to provide quality education in inclusive local setting as well as developing access to appropriate early intervention services.

### ***Action Points***

#### **Establishment of Muenselling Institute as a resource centre**

- The Ministry of Education will increase the autonomy of Muenselling Institute as a resource centre with its own funding models and human resource allocation.
- Muenselling Institute will manage early intervention programmes for children with vision impairments in Bhutan (see ECCD goals below).
- Muenselling Institute will develop guidelines on determining whether the child needs to be enrolled in Muenselling Institute or in the local school or in a school with Special Education programme.
- Muenselling Institute will develop resources for other schools providing education to children with vision impairments.
- Muenselling Institute will collaborate with TPSD and the colleges of education to develop and provide training programmes for schools enrolling students with vision impairments.
- Muenselling Institute will provide remote support to other schools enrolling students with vision impairments.
- Muenselling Institute will review and improve the orientation and mobility course and develop methods for sharing this course with other schools, institutions and organisations.
- Muenselling Institute will initiate and manage research on the education of children with vision impairment in collaboration with the Colleges of Education and other stakeholders.
- Muenselling Institute will propose and develop TVET programmes within the institute to provide specialised instruction to students with vision impairment who are unable to access learning in other vocational institutes.

## ***12. Establish Wangsel Institute as a resource centre for Deaf education, Bhutanese Sign Language, and Bhutanese Sign Language interpreting services.***

Wangsel Institute, the first school for the Deaf in Bhutan, is in a strong position to lead the future of Deaf Education and Deaf services. Wangsel Institute is already home to academic and vocational education programmes for the Deaf and the research team for Bhutanese Sign Language (BSL). In order to build the capacity of the Deaf community in Bhutan, there is a need for further access to BSL, early intervention services, and BSL interpreting services.

### ***Action Points***

#### Establishment of Wangsel Institute as a resource centre

- Ministry of Education will increase the autonomy of Wangsel Institute as a resource centre, with its own funding models and human resource allocation.
- Wangsel Institute will manage early intervention programmes for young children who are deaf and their families in Bhutan (see ECCD goals below).
- Wangsel Institute will develop guidelines on determining whether a child needs to be enrolled in Wangsel Institute or in the local school or a school with Special Education programme.
- Wangsel Institute will initiate and conduct research about Deaf Education in collaboration with the Colleges of Education and other stakeholders.
- Wangsel Institute will facilitate the inclusion of BSL and captioning of English and Dzongkha in mass media and communications to enable further access to information for the Deaf community.

#### Formalise roles for Deaf adults

- The Ministry of Education in collaboration with RCSC will formalise the role of Deaf teacher assistant at Wangsel Institute, and develop clear roles and responsibilities.
- The Ministry of Education in collaboration with RCSC will formalise the role of Bhutanese Sign Language Instructors, who will be Deaf adults.
- The Ministry of Education in collaboration with RCSC will formalise the role of Deaf adults as vocational instructors for Wangsel Institute.
- The Ministry of Education in collaboration with RCSC will formalise the role of Deaf early intervention service providers.
- Wangsel Institute and the MoE will determine selection criteria and processes for the above roles.

#### BSL research team

- The Ministry of Education in collaboration with RCSC will formalise the role of BSL researcher and will develop operational guidelines for the research team.
- The Ministry of Education will explore specific training opportunities for BSL research team in sign language linguistics.
- The research team will develop a long-term plan for BSL research and documentation with financial support from the Dzongkhag and Ministry.
- The research team will develop an online dictionary for BSL along with resources for sharing BSL with the public.
- The research team will collaborate with REC to develop a BSL curriculum.
- The research team will develop BSL training programmes for teachers of the Deaf, vocational instructors and others as required.

#### Interpreters

- The Ministry of Education in collaboration with RCSC will formalise the role of BSL interpreters.

- The BSL research team will engage external support to develop training programmes for BSL interpreters, covering BSL, ethical considerations of interpreting, and specific interpreting skills and processes.
- Wangsel Institute resource centre and the Ministry of Education will develop interpreter guidelines that detail how and when interpreters can be availed through government funding and how they can be privately hired.
- The Ministry of Education will support the technological infrastructure necessary to enable BSL interpreting relay services (remote interpreting services).

### ***13. Develop plans and programmes for children who are deaf-blind.***

Currently, the Ministry has limited educational support services for children who are deaf-blind as there are very few children with such disability. However with the goal of 'leaving no one behind' as stated in SDG, the Ministry endeavours towards the development of plans and programmes for such diverse needs.

#### ***Action Points***

##### Plans and programmes for children who are Deaf-blind

- Wangsel Institute and Muenselling Institute will be the schooling options for children who are deaf-blind.
- The ECCD & SEN Division will engage external support (if necessary) to develop guidelines on the education of children who are deaf-blind, including guidelines on determining the most appropriate educational setting for them.
- The ECCD & SEN Division will use data to trace the age and location of children who are Deaf-blind to facilitate enrolment into the appropriate institute and services.
- The ECCD & SEN Division will engage external support (if necessary) to work with Wangsel and Muenselling Institute to develop early intervention programmes and supports on an individual basis for children who are deaf-blind and their families.
- Key members of the identified institute will receive training and support immediately prior to the children coming to school, so that the service becomes more efficient.

### ***14. Ensure children with disabilities in monastic institutions have their individual needs met.***

The monastic institutions in Bhutan provide education to a large proportion of children including children with disabilities. There are number number of children with disabilities in monastic institutions however, due to lack of adequate data and information, the plans and programmes to support individual needs of the children have been a challenge.

#### ***Action Points***

##### Monastic education

- The Ministry of Education in collaboration with Zhung Dratshang and Dratshang Lhentshog Secretariat will identify children with disabilities within their institutions and to develop data collection and sharing system.
- The Ministry of Education will work with Zhung Dratshang and Dratshang Lhentshog Secretariat to develop programmes for training teachers and instructors on inclusive education and supporting the individual needs of children with disabilities, which can be delivered to all institutions over time through the training of trainers.
- The Ministry of Education will support Zhung Dratshang and Dratshang Lhentshog Secretariat to develop guidelines for monastic institutions to ensure that their educational programmes are accessible and equitable.
- The Ministry of Education will support monastic institutions in the provision of specialised teaching and learning materials and assistive technology for students with disabilities.
- The Ministry of Education and DEO/TEOs will provide further support to monastic institutions in their Dzongkhag/Thromde as necessary through developing relationships between institutes enrolling children with disabilities and schools with Special Education programmes.

**15. Develop and implement effective monitoring systems for the improvement of inclusive and special education.**

Monitoring is essential for understanding and developing the health of the education system, in particular the programmes designed for children with disabilities. The Ministry needs to ensure monitoring of the education of children with disabilities enables development without putting undue stress or burden on schools and teachers. Monitoring of SEN programmes should not impact negatively on the ranking of schools, but rather provide productive feedback to aid the improvement of inclusive practices.

**Action Points**

Student level monitoring

- The ECCD & SEN Division will work with EMD to review the SPMS in regard to the information collected about children with disabilities, and how it is reported.
- The Ministry in collaboration with REC and BCSEA will work together to develop training programmes for teachers on how to report on progress of children studying from alternative pathways.
- BCSEA will develop systems for collecting disaggregated data on students with disabilities taking national examinations.

School level monitoring

- The ECCD & SEN Division will work with EMD to develop monitoring tools for DEO/TEOs to ensure schools are improving their inclusive culture, policy and practice, and will build these elements into the SPMS.

Programme level monitoring

- The ECCD & SEN Division will request external reviews (if necessary) of inclusive and special education programmes in order to assess quality and find opportunities for improvements.

## Early Childhood and ECCD Goals

### *16. Ensure early identification of disabilities across Bhutan with immediate early intervention supports.*

Early identification along with early intervention gives children the best opportunity to develop physically, educationally, socially and emotionally. Early identification depends on families, health professionals and educational professionals having the tools and skills to recognise when a child is experiencing some form of difficulty. Ethically, it is essential that early intervention services are developed in line with early identification so that families are provided with immediate ways to support their child.

#### **Action Points**

##### Early Identification

- The Ministry of Education will work with the Ministry of Health to develop and distribute parent-friendly information on developmental milestones, starting with the Early Learning Development Standards (ELDS), which will include information on where to seek support and what can be done at home to support children who are not meeting milestones.
- The Ministry of Health will train relevant health workers in reviewing milestones and identifying developmental concerns including processes for appropriate referral and home-based supports.
- The Ministry of Health will determine processes for identification and diagnosis and will share these processes with schools, ECCD centres and relevant health service providers.
- The Ministry of Health will provide specific training to health professionals on detecting hearing difficulties and vision difficulties with clear guidelines for referral.

##### Early Intervention

- The ECCD & SEN Division will explore for external support to develop early intervention and related services.
- The ECCD & SEN Division, with external support, and the Ministry of Health will develop guidelines to ensure that all diagnoses are accompanied by immediate access to support and early intervention, with specific services for young children who are deaf or young children with vision impairments and their families.
- The ECCD & SEN Division will work with DEO/TEOs and schools with SEN programmes, ECCD centres and CSOs to develop and enhance access to early intervention services.
- The ECCD & SEN Division, with external support, will develop parenting programmes for children with different disabilities so that parents can provide home-based early intervention with support from medical and educational experts.
- The ECCD & SEN Division, with external support, will work with the Ministry of Health to develop Early Childhood Intervention programmes for families from pregnancy to three years old to reduce risk and impact of disability.

##### Family Support

- The ECCD & SEN Division and the Ministry of Health will establish a parent/family network for information sharing about early intervention, which will allow parents to seek specific support about their child, and allow for parents to meet other parents who can share experiences. It will be monitored by Ministry of Education and Ministry of Health to ensure best practices are being shared.

## **17. Ensure all ECCD centres are equipped to enrol and support children with disabilities.**

ECCD is being developed and expanded across the country, and provides a great foundation for children in preparation for starting school. The ECCD & SEN Division will ensure that every child will be able to access their local ECCD Centre, and the appropriate support will be provided. Play-based learning will benefit all children, and for most children with disabilities, only minor adjustments will need to be made to enable full inclusion, however some may require more highly trained facilitators.

### **Action Points**

#### Policy, guidelines and standards

- The ECCD & SEN Division will review all ECCD (including crèche) policies, guidelines and standards to ensure they are inclusive of children with disabilities.
- The ECCD & SEN Division will develop specific guidelines on inclusion and supporting young children with vision impairments or young children who are deaf in ECCD centres.
- Policy, standards and guidelines will be reviewed from a child protection perspective to ensure sufficient human resource and safety measures are in place in all ECCD centres to meet the additional needs of children with disabilities.

#### Capacity building

- The ECCD & SEN Division will explore for external support (if necessary) to support the development of inclusive ECCD programmes.
- The ECCD & SEN Division will work with Paro College of Education to establish a model inclusive ECCD centre, which can be used for exposure visits and for training facilitators on how to support children with disabilities in their centres, and will plan a second model centre once the first is well established.
- The ECCD & SEN Division will establish an early intervention team who will be based in the model inclusive ECCD centre, whose role will be to build the capacity of parents, ECCD facilitators and others in supporting children with disabilities around Bhutan.
- The Ministry of Education will work with RUB to review the ECCD diploma programme to ensure it includes how to provide basic individualised support to children with disabilities through play.
- The ECCD & SEN Division will review the Basic Training for ECCD facilitators to include how to support children with disabilities through play.
- Specific facilitator training packages will be developed for including children with vision impairments in ECCD centres, focusing on additional early interventions around orientation and mobility (O&M), daily living, and multisensory learning, through the early intervention team at the Muenselling Institute resource centre, to be provided on a needs basis.
- Specific training packages will be developed for including young children who are deaf in ECCD centres, focusing on accessing BSL, and visual learning, through the early intervention team at the Wangsel Institute resource centre, to be provided on a needs basis.
- The early intervention team, based in the model inclusive ECCD centre, will provide training programmes for ECCD facilitators the year prior to young children with vision impairments or young children who are deaf joining their centre, based on data and existing children in early intervention programmes.

***18. Establish an early intervention resource team and related programmes for young children with vision impairments and their families.***

Children with vision impairments require specific interventions from birth or time of diagnosis. In order to access the appropriate support, a vision impairment early intervention resource team will be established in Muenselling Institute, who will provide support to families of young children with vision impairments, through a variety of systems that allow the child to live in their local community with their family.

***Action Points***

Early intervention resource team for young children with vision impairments

- The ECCD & SEN Division will explore for long-term external support to provide technical assistance to the development of early intervention programmes for children with vision impairments and their families.
- The ECCD & SEN Division will establish an early intervention team based at Muenselling Institute resource centre, and will establish a training/capacity building programme for them.
- The Ministry of Education will formalise the roles of the early intervention team under the ECCD and SEN programmes.
- The early intervention team will develop a case management system for how to access and administer early intervention services to families, ensuring that the resource team will be the first point of contact for families after diagnosis.
- The early intervention team will develop a variety of early intervention services that can be delivered through various modes, including home visits, via technology, and through early intervention camps at Muenselling Institute and other locations.
- The early intervention team, along with external assistance will develop specific teaching and learning materials and information booklets on how to use them for home-based early intervention programmes.
- The ECCD & SEN Division, along with the early intervention team, will establish and monitor an online family network for families of young children with vision impairments.

**19. Establish an early intervention resource team and related programmes for young children who are deaf and their families.**

Access to BSL from birth or time of diagnosis is essential to language and cognitive development in young children who are deaf. The ECCD & SEN Division will establish an early intervention resource team for young children who are deaf based at Wangsel Institute. The team will comprise trained early intervention providers who are fluent in BSL, and the Deaf adults who work as BSL instructors and role models. The team will provide early intervention through a variety of programmes that will enable young children who are deaf to live with their family and their community, and will enable the acquisition of BSL within their home and community settings.

**Action Points**

Early intervention resource team for young children who are deaf

- The ECCD & SEN Division will explore for long-term external support to provide technical assistance to the development of early intervention programmes for young children who are deaf and their families.
- The ECCD & SEN Division will establish an early intervention team based at Wangsel Institute resource centre, which will involve Deaf adults to provide access to BSL and act as role models.
- The ECCD & SEN Division will establish a training/capacity building programmes for the resource team with external support.
- The Ministry of Education will formalise the roles of the early intervention team under the ECCD and SEN programmes.
- The early intervention team will develop a case management system for how to access and administer early intervention services to families, ensuring that the resource team will be the first point of contact for families after diagnosis.
- The early intervention team will develop a variety of early intervention services that can be delivered through various modes, including through home visits, via technology, and through early intervention camps at Wangsel Institute and other locations.
- The early intervention team, along with external assistance will develop specific teaching and learning materials and information booklets on how to use them for home based early intervention programmes
- The ECCD & SEN Division, along with the early intervention team, will establish and monitor an online family network for families of young children who are deaf.

## The School Years Goals

### *20. Develop and implement a long-term strategy for Special Education teacher recruitment, capacity development and retention in schools enrolling children with disabilities.*

Special Education (SE) teacher is one of the most critical professions in the education system. It requires high quality, trained, passionate and dedicated teachers as they teach students with the most complicated learning needs. As inclusive education will continue to expand, the Ministry of Education must develop a strategy to manage human resources using appropriate data and determining future needs. The development of a specific training scheme for Special Education teachers will ensure that, over time, the overall human capacity of the teachers will be able to provide high quality inclusive education to all.

#### **Action Points**

##### Recruitment and Deployment

- The Ministry of Education will develop a recruitment and deployment system ensuring that teachers trained in inclusive, special or disability education will be placed in schools with SEN programmes or schools enrolling children with disabilities.
- The Ministry of Education will develop guidelines for deployment of teachers/other professionals considering the needs of schools with Special Education programmes. This will enable reduce workload of Special Education Co-ordinators (SENCos) to provide required SEN services across all classes. The guidelines will also ensure that the SEN teams have enough human capacity to function completely both within the school and as the Dzongkhag/Thromde resource team. The guidelines will prioritise transfer of SE teachers to schools with SE programmes.
- The Dzongkhag/Thromde will have a focal DEO/TEO for inclusive and special education.

##### Training

- The ECCD & SEN Division will develop a training schemes for Special Education Co-ordinators, Special Education teachers such as orientation, NBIP trainings, exchange programmes, study/exposure visits and specific trainings as per the needs of the schools.
- The Ministry of Education with RCSC will prioritise scholarships for international Masters in inclusive, special or disability education for teachers currently working in schools with Special Education programmes, with the conditions of retention in a schools with Special Education programmes upon return.
- The Ministry of Education will plan for at least 20 teachers to join the Masters in Inclusive Education at RUB each year, including provision of replacement teachers in the schools for the duration of their study leave, with specific focus on ensuring newly identified schools have qualified teachers within their first years of operation.
- Ministry of Education will work with RUB to review the course content, based on a study of graduates working in schools with Special Education programmes.
- The Ministry of Education and RCSC will formalise the role of Special Education teachers who have undergone formal post-graduate training in inclusive, special or disability education.
- The ECCD & SEN Division will work with newly identified schools with Special Education programmes to explore for long term international technical assistants with a professional background in inclusive and special education to assist in the establishment of their Special Education programme, and other volunteers to support at different stages in all schools with Special Education programmes.

##### Retention

- The Ministry of Education will plan and propose incentives for committed Special Education teachers who remain in schools with Special Education programmes for longer periods.

- The Ministry of Education will ensure that the responsibilities and work of Special Education teachers are recognised adequately through annual performance evaluation systems.
- The Ministry of Education will recognise the work of Special Education teachers as part of the Dzongkhag/Thromde resource team as additional work credit beyond their school roles, within annual performance evaluation systems.

#### Wangsel Institute

- The ECCD & SEN Division will explore and develop opportunities for Masters in Deaf Education and related areas in international institutions.
- The RGoB will support six teachers over the period of ten-years to study internationally to enhance the capacity, collaboration and institutional linkages for Wangsel Institute. These teachers will be selected based on their passion and commitment, and will take on leadership roles in the Wangsel Institute resource centre upon their return.
- The ECCD & SEN Division will develop a remote support system and training programme, for Wangsel Institute with international institutions for continued capacity development of teachers at Wangsel Institute.
- Wangsel Institute and the ECCD & SEN division will explore for a long term international technical assistants with expertise in Deaf education to provide technical support for Wangsel Institute to build the capacity of the teachers and the programmes.

#### Muenselling Institute

- The ECCD & SEN Division will explore opportunities for Masters in teaching children with vision impairments in international institutions.
- The RGoB will support six teachers over the period of ten-years to study internationally to enhance the capacity, collaboration and institutional linkages for Muenselling Institute. These teachers will be selected based on their passion and commitment, and will take on leadership roles in the Muenselling Institute resource centre upon their return.
- The ECCD & SEN Division will develop a remote support system, and training programme, for Muenselling Institute with international institutions for continued capacity development of teachers at Muenselling Institute.
- Muenselling Institute and the ECCD & SEN division will explore for a long term international technical assistants with expertise in education of children with vision impairments to provide technical support for Muenselling Institute to build the capacity of the teachers and the programmes.

## ***21. Build the capacity of all teachers, support staff and school leaders in Bhutan to support the individual needs of children with disabilities.***

Children with disabilities can be found in every school, and potentially within every class. As Bhutan develops its inclusive education system, it will be necessary to move towards a whole school approach to inclusion. This involves well informed and dedicated school leadership along with all general teachers having basic skills and strategies for meeting individual needs in the classrooms.

### ***Action Points***

#### Principals

- The ECCD & SEN Division will develop a series of training programmes for principals on leadership in inclusive education based on the Standards for Inclusive Education 2017.
- The DEO/TEOs will facilitate the training to all school leaders in their Dzongkhag/Thromde, for example during annual principals' conferences or in other relevant forums.

#### General teachers

- Schools with Special Education programmes will develop and provide orientation programme for new teachers each year that will focus on inclusive education, the specific processes of the school, and basic supports that can be provided to students in general classes.
- Ministry of Education will work with RUB to review both pre-service and in-service training programmes to include a comprehensive programme on supporting children with disabilities in inclusive classrooms focusing on practical strategies.
- Ministry of Education will work with RUB to develop an elective that provides under-graduate student-teachers with a more detailed introduction to inclusive and special education with practical experience in schools with Special Education programmes. Students who successfully completes this course will be eligible for entering schools with Special Education programmes after graduation.
- The ECCD & SEN Division with Teacher Professional Support Division (TPSD) will develop national PD programmes on inclusive and special education. The PD programmes may include early literacy skills, phonological awareness and phonetics, and on identifying and supporting children with difficulties in reading and writing.
- The TPSD will include the ECCD & SEN Division in the planning of all national teacher professional development programmes to ensure that inclusive education is infused in all programmes as appropriate.

#### Support staff

- The ECCD & SEN Division will work with HR to develop a staffing pattern for support staff in schools with Special Education programmes and other schools enrolling children with disabilities. This will include additional caregivers, councilors, wardens and matrons, based on the support requirements of the school.
- The ECCD & SEN Division will develop training programmes for support staff to be delivered by schools or DEO/TEOs focusing on how to support the full inclusion of children with disabilities ensuring safety and care with particular focus on child protection.

## **22. Develop a long-term strategy for the inclusion of teacher assistants in schools in Bhutan.**

Teacher assistants (TA) are essential in enabling student with disabilities to access inclusive education. Trained teacher assistants enable classroom teachers to provide the additional support necessary for a child with a disability by supervising group work, preparing lesson materials, and helping to manage behavior. They are also able to support the individual student with disabilities in particular non-academic needs, such as toileting, which lessens the workload of the teacher. It is important that a teacher assistant programme be carefully designed and implemented to ensure the highest impact for inclusion.

### ***Action Points***

#### Teacher Assistants

- The Ministry of Education will develop and formalise the role of Teacher Assistant with the RCSC.
- The ECCD & SEN Division will explore for external support (if necessary) to support the development of the TA programme.
- The Ministry will develop guidelines for recruitment of TA including educational qualification, roles and responsibilities.
- The Ministry will develop relevant training programme for Teacher Assistant recruits in collaboration with colleges of education and other institutes.
- The Ministry will develop a training package for schools with Special Education programmes orienting them on working modalities of Teacher Assistants to ensure inclusive practices are upheld.
- The ECCD & SEN Division will review Teacher Assistant programmes periodically to ensure quality.

### ***23. Build necessary mechanisms to implement the Guidelines on Assessment, Examination, Promotion and Transition for students with disabilities in Bhutan.***

The Guidelines on Assessment, Examination, Promotion and Transition for Students with Disabilities (GAEPT) was endorsed in 2018, however implementation requires number of mechanisms to be established in order to be effective. The guidelines will ensure children with disabilities have the best opportunities for appropriate learning, for demonstrating their learning and for implementing it through transition.

#### ***Action Points***

##### Alternative Pathways

- The ECCD & SEN Division will work with BCSEA to develop mechanisms for managing students studying through the extended pathway programmes, including reporting mechanisms.
- The Ministry will develop system for certifying students who have completed class X and XII through the Selective and Functional Learning programmes.
- The Ministry will ensure schools with Special Education programmes are considered as priority schools to have TVET programmes.
- The ECCD & SEN Division will work with SPCD to develop training for schools with TVET programmes to support students with disabilities.

##### Examination

- Ministry will work with BCSEA to upgrade the online examination registration system to enable requests for examination accommodations and share data with ECCD & SEN Division.
- Ministry and BCSEA will develop criteria and form a committee for assessing applications for examination accommodations.
- The ECCD & SEN Division and BCSEA will develop training programmes for teachers on selecting appropriate accommodations and for applying effectively during examination processes.
- The ECCD & SEN Division will create awareness of available accommodations and processes in all schools and develop broader media programmes advocating on the equity and necessity of accommodations.

##### Promotion

- The ECCD & SEN Division will develop orientation programmes to create awareness on how to manage promotion for children with disabilities.

##### Transition

- The ECCD & SEN Division will develop clear transition guidelines and related training programmes for Special Education teachers.

## **24. Ensure curriculum is appropriate and accessible for all students.**

Appropriate curriculum is key to enabling all students to learn. The general curriculum must be flexible and adaptable so that most students can access it. A functional learning programme must be also developed for children with severe intellectual difficulties who will not be able to access general curriculum. Curriculum needs to have choices to enable students to learn according to their strengths. Specific curriculum adaptations are necessary for students who are Deaf due to language differences.

### **Action Points**

#### General Curriculum

- The Ministry and REC will engage external support (if necessary) to review all general curriculum and associated teaching and learning materials to ensure it is inclusive, accessible and flexible.
- The Ministry will work with REC to develop guidelines on how schools can adapt teaching and learning throughout the curriculum to support students' individual needs in their classrooms.
- The Ministry will work with REC and BCSEA to ensure assessment suits the curriculum and is not compromised by school level adaptations.

#### Functional Learning Programme

- The Ministry will work with REC to develop a functional learning programme for students who cannot access the general curriculum, which will focus on independent skills, daily living skills, functional literacy and numeracy, and transition to adult life including employment options.
- The Ministry will work with REC and BCSEA to develop assessment systems and guidelines for students taking functional learning programme.
- The Ministry will work with REC to develop a training programme for teachers to ensure that the curriculum and assessment are used consistently and effectively.
- The Ministry will work with REC to ensure that the functional learning programme is endorsed by Curriculum and Technical Advisory Board (CTAB).

#### Muenselling Institute

- The Ministry will work with REC and Muenselling Institute to engage external support (if necessary) to review current teaching practices and how the curriculum is used.
- Muenselling Institute will develop and/or procure appropriate teaching and learning materials (TLM).
- The Ministry will work with REC to ensure timely access to accessible textbooks and other TLM in soft copy, Braille and other accessible formats.

#### Wangsel Institute

- The Ministry will work with REC to review and develop curriculum to meet the specific needs of students who are Deaf. This will include curriculum on BSL and Deaf studies.
- The Ministry will work with REC, BCSEA and Ministry of Labour and Human Resource (MoLHR) to develop an accreditation system for class X and XII certificate for students of Wangsel Institute through the adapted curriculum.
- The Ministry, REC and MoLHR will develop the vocational pathways for students who are not able to follow the academic pathways, which will include pre-vocational programmes at Wangsel Institute and collaborate with external institutes to strengthen TVET courses.
- The Ministry and REC will develop plans for enhancing access to class XI and XII for students who are Deaf.

***25. Review and upgrade the technological provisions of Muenselling Institute in order to provide appropriate education to students with vision impairments.***

Braille is the main medium of teaching students with vision impairments in Muenselling Institute, however with the development of technology like screen readers, the use of Braille is becoming less common. It is essential that our education system prepares the students with the use of appropriate technology and alternatives to become more competent in the society. Therefore, it is necessary to review the current practices and update accordingly.

***Action Points***

Technology in Muenselling Institute

- The Ministry and REC will review the technological teaching and learning materials that are required and propose during the review of curriculum for Muenselling Institute.
- The Ministry will engage external support (if necessary) to review the current practices regarding the use of ICT as a method of instruction and explore the gaps and possible solutions including the possibility of providing a laptop per student.
- Muenselling Institute will research the options of screen reading technology currently available, and will test a number of options. They will then propose for an on-going license for the most appropriate technology for the institute. The institute must consider the cost implications for students to continue to use this software after leaving the education system.
- The Ministry will work with MoLHR will ensure Muenselling Institute has the necessary technology to conduct the vocational training programmes.

**26. Review and update the technological provisions of Wangsel Institute in order to provide appropriate education to students who are Deaf.**

Deaf education relies heavily on visual teaching strategies. Technology such as projectors can enable the use of high quality visual resources developed specifically to support teaching the curriculum to students who are Deaf. Resources such as BSL videos with English and Dzongkha captions will enable quality control, as the language being used can be checked and verified. It is also important that other people can communicate with them. Technology can provide opportunities for regular communication with families and communities, so that BSL can be reached further than the Institute itself.

**Action Points**

Technology at Wangsel Institute

- The Ministry and REC will review the technological teaching and learning materials that are required and propose during the review of curriculum for Wangsel Institute.
- Wangsel Institute and the ECCD & SEN Division will review the current technological needs of the Institute both as a school and as a resource centre.
- The Ministry will support Wangsel Institute to install a computer and a projector in every classroom.
- The Ministry will support Wangsel Institute to install emergency lighting in hostels, along with appropriate emergency warning systems.
- The Ministry will upgrade the internet connectivity at Wangsel Institute to support the use of video conferencing for early intervention, BSL research, interpreting services and family communication at Wangsel Institute, and will provide the necessary technological infrastructure.
- The Ministry and MoLHR will ensure Wangsel Institute has the necessary technology to conduct the vocational training programmes.

## After School Goals

### *27. Develop necessary systems to enable equitable access to further education.*

Access to further education including tertiary education and vocational education will be made equitable, based on merit, meaning that considerations need to be made for students with disabilities, ensuring that their disability, or gaps in the education system do not become barriers to further education.

#### ***Action Points***

##### Special Education Access Scheme

- The Ministry will develop clear criteria and application process for applying for Special Education Access Scheme.
- The Ministry will form a committee for managing applications including members from BCSEA, MoLHR and Department of Adult and Higher Education (DAHE).
- The Ministry will create awareness on the scheme and provide orientation to schools.

##### Scholarships

- The Ministry will review all scholarship programmes to ensure that they are equitably accessible for people with disabilities.
- The Ministry will work with relevant agencies to develop guidelines on how to support people with disabilities sitting for competency tests such as International English Language Testing System (IELTS), Test of English as a Foreign Language (TOEFL), etc.
- Support systems will be developed for people with disabilities applying for international scholarships.

## ***28. Ensure further education is inclusive of students with disabilities***

Further education institutes including tertiary education and vocational education must ensure that students with disabilities enrolled in the programmes are provided with the necessary and appropriate supports to allow the students to learn and progress along with their peers. This includes ensuring infrastructure, human capacity and teaching and learning practices and teaching and learning materials are all inclusive of the needs of students with disabilities.

### ***Action Points***

#### **Technical and Vocational Education Training (TVET)**

- The Ministry will work with MoLHR to develop training programmes for vocational training institutes and instructors on how to include students with disabilities.
- The ECCD & SEN Division will develop plans for expanding school-based vocational training programmes to schools with Special Education programmes and will build the capacity of current school-based vocational training programmes to include children with disabilities.
- The Ministry will work with MoLHR to ensure boarding facilities are accessible for children with disabilities and that sufficient support and child protection practices are in place.
- The Ministry will work with MoLHR including Zorig Chusum and others, to develop vocational training programmes for students who are Deaf. This must also include provision of vocational training programmes in Wangsel Institute and access to interpreters and training on Deaf education for instructors in centres.
- The Ministry will work with MoLHR to establish a disability support service in each Institute and provide orientation and training.

#### **Tertiary Education**

- The Ministry will advocate and support tertiary Institutes in the country to review policies and practices to ensure that they are inclusive of students with disabilities.
- The Ministry will advocate and support admission of students who are Deaf into tertiary education courses.
- The Ministry will also collaborate with RUB to adapt and modify courses to meet the learning needs of students who are Deaf.
- The Ministry will support the establishment of SEN support service so that students will have access to resources and supports necessary to participate in tertiary education.
- Tertiary Institutes will ensure safe and accessible boarding facilities with necessary supports for students with disabilities.
- The Ministry will develop specific plans for the introduction of students who are Deaf into tertiary education through the use of interpreters, other human capacity and assistive technology.

**29. Review and improve non-formal education programmes to ensure people with disabilities to participate.**

Non-Formal Education (NFE) programmes provide opportunities for those who missed formal education to learn the basic literacy and numeracy. There are people with disabilities who have missed the formal education in the past, and therefore it is important to ensure that they have the same opportunities as others, through an inclusive NFE programme.

**Action Points**

Non-Formal Education Programmes

- The ECCD & SEN Division will work with the Non-Formal and Continuing Education Division (NFCED) to review curriculum and instructor training to ensure that people with disabilities are included in non-formal education programmes including adults with vision impairment through appropriate resource adaptations.
- Wangsel Institute resource centre will work with the NFCED to develop specific NFE programmes for Deaf adults, which will focus on the acquisition of BSL along with functional literacy and numeracy.
- Muenselling Institute resource centre will work with the NFCED to develop specific NFE programmes for adults with vision impairment tailored to the needs of the individual.

**30. Develop programmes for supporting students with disabilities to transition into workplaces.**

The Ministry will work with DPOs, CSOs, MoLHR and Bhutan Chamber of Commerce and Industry (BCCI) to develop relationships with various businesses and organisations who will provide work experience and transition into employment for students with disabilities.

**Action Points**

Workplace Transition

- The ECCD & SEN Division will identify a focal person to support the transition of students from school to workplace.
- The focal person will collaborate with CSOs, NGOs, DPOs and local businesses, MoLHR and BCCI to identify opportunities for work experience and post-school work opportunities. The focal person will also work with schools to match students to appropriate opportunities.
- The ECCD & SEN Division will support development of orientation package on how to support the individual needs of people with disabilities in the workplaces.

## Timeline

While the following timeline is flexible, it is strongly recommended to aim to follow it to ensure the continued progression of inclusive and special education. Each goal includes a summary of the actions necessary over time, but should be read along with the detailed actions in the section above.

## Cross-cutting and Organisational Goals Timeline

Goal	Action	Phase 1 (2019-2021)	Phase 2 (2022-2025)	Phase 3 (2026-2028)
1. Establish an Inclusive and Special Education coordination committee who will oversee the implementation of this roadmap and other initiatives.	Inclusive and special education co-ordination committee	<ul style="list-style-type: none"> <li>Establish inclusive and special education coordination committee.</li> <li>Develop operational guidelines for coordination committee</li> <li>Develop guidelines for engaging support from external agencies</li> <li>Develop mandates for organisations working with children with disabilities</li> <li>Review progress of roadmap and report towards the end of phase 1</li> </ul>	<ul style="list-style-type: none"> <li>Review progress of roadmap and report towards the end of phase 2</li> </ul>	<ul style="list-style-type: none"> <li>Review progress of roadmap and report towards the end of phase 3</li> <li>Develop successive long term plans</li> </ul>
2. Develop and maintain data collection systems and processes about children with disabilities	Data from birth or time of diagnosis  School based data  Using data	<ul style="list-style-type: none"> <li>Engage external support to develop guidelines on ethical collection, storage and use of data</li> <li>Develop data collection system with MoH</li> <li>Review and update EMIS</li> <li>Develop criteria for generating reports from EMIS</li> <li>Develop training package on disability data collection in the EMIS</li> <li>Roll out training to all schools with SEN programmes</li> <li>MoE mandate the regular update of data through schools, ECCD centres, Dzongkhags/Thromdes and local government</li> <li>MoH mandate regular update of data through all health services</li> </ul>	<ul style="list-style-type: none"> <li>Roll out training to all DEO/TEOs</li> <li>DEO/TEOs roll out training to every school in their Dzongkhag/Thromde</li> </ul>	<ul style="list-style-type: none"> <li>Train ECCD &amp; SEN Division on using data</li> <li>Develop plans for data use including comprehensive new study on prevalence of children with disabilities</li> </ul>

<p>3. Ensure all ministry and school level guidelines and policies are inclusive of children with disabilities.</p>	<p>Policy, guidelines and programme review</p>	<ul style="list-style-type: none"> <li>• Develop guidelines on inclusive policy, guidelines and programmes</li> <li>• Ensure inclusive child protection policy and frameworks</li> <li>• Develop training package on inclusive child protection</li> <li>• Roll out inclusive child protection training to all schools with SEN programmes</li> <li>• Develop and roll out training on inclusive disaster management for all schools with SEN programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Engage external support to review current policies, guidelines and programmes across the MoE</li> <li>• Roll out training on inclusive child protection to all DEO/TEOs and initiate training in all schools</li> <li>• Roll out training on inclusive disaster management to all DEO/TEOs and initiate training in all schools</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct review of inclusive policies including impact, and make plans for further changes</li> </ul>
<p>4. Develop an inclusive and special education fund allocation formula</p>	<p>DEO/TEO funding  School Funding  Individual/family funding</p>	<ul style="list-style-type: none"> <li>• Develop fund allocation formula for Dzongkhag/Thromdes</li> <li>• Develop fund use guidelines for DEO/TEOs</li> <li>• Develop fund allocation formula for schools</li> <li>• Develop criteria and application processes and systems for school funding</li> <li>• Develop criteria for individual education funding</li> <li>• Develop application processes and systems for individual education funding</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure funding for 13<sup>th</sup> five year plan</li> <li>• Use data to predict and ensure funding for 13<sup>th</sup> five year plan</li> <li>• Use data to predict and ensure funding for 13<sup>th</sup> five year plan</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure funding for 14<sup>th</sup> five year plan</li> <li>• Use data to predict and ensure funding for 14<sup>th</sup> five year plan</li> <li>• Use data to predict and ensure funding for 14<sup>th</sup> five year plan</li> </ul>

5. Build awareness on early identification, intervention and education for children with disabilities	Awareness on disability and rights	<ul style="list-style-type: none"> <li>• Develop C4D strategy</li> <li>• Initiate implementation for C4D strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Implement C4D strategy</li> <li>• Evaluate impact of C4D</li> </ul>	<ul style="list-style-type: none"> <li>• Review need for further study or new strategy</li> </ul>
	Information sharing about inclusive and special and inclusive education	<ul style="list-style-type: none"> <li>• Develop webpage connected to MoE website</li> <li>• Orient all DEO/TEOs on their responsibilities for inclusive education</li> <li>• Launch and distribute “A quick guide to inclusive language”</li> <li>• Produce annual report</li> <li>• Develop social and broader media plan for five years</li> </ul>	<ul style="list-style-type: none"> <li>• Produce annual report</li> <li>• Review and develop social and broader media plan for next five years</li> </ul>	<ul style="list-style-type: none"> <li>• Produce annual report</li> <li>• Review and develop social and broader media plan for next five years</li> </ul>
	Targeted awareness and advocacy	<ul style="list-style-type: none"> <li>• Develop targeted awareness campaigns on Deaf education including early identification and intervention</li> <li>• Develop targeted awareness campaigns on education of children with vision impairments including early identification and intervention</li> <li>• Review data and develop targeted awareness campaigns</li> <li>• Facilitate two national, regional or international conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Increase awareness of Deaf early intervention based on data</li> <li>• Review data and develop targeted awareness campaigns</li> <li>• Facilitate two national, regional or international conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Develop continued awareness campaigns</li> <li>• Review data and develop targeted awareness campaigns</li> <li>• Facilitate one national, regional or international conference and plan for future conferences</li> </ul>

6. Improve the physical accessibility of educational institutions	Building Designs	<ul style="list-style-type: none"> <li>Engage external support to review and develop accessible school building designs</li> <li>Review guidelines for school building designs to include accessibility instructions</li> <li>Develop and roll out training package for DEO/TEOs on monitoring construction of accessible features</li> </ul>	<ul style="list-style-type: none"> <li>Engage external support to review and develop accessible school building designs</li> <li>Review guidelines for school building designs to include accessibility instructions</li> <li>Develop and roll out training package for DEO/TEOs on monitoring construction of accessible features</li> </ul>	<ul style="list-style-type: none"> <li>Construct retrofitting features in newly identified schools</li> <li>Ensure every school with a SEN programme has accessible WASH facilities</li> </ul>
7. Ensure 100% access to education and SEN support services for children with disabilities, through the establishment of the Dzongkhag/Thromde Inclusive and Special Education Resource Team.	<p>Retrofitting of existing structures</p> <p>Transportation</p> <p>Development of Dzongkhag/Thromde Special and Inclusive Education Resource Team</p> <p>100% access to school</p> <p>Access to SEN services</p>	<ul style="list-style-type: none"> <li>Conduct review of existing structures in schools with SEN programmes</li> <li>Develop plan for retrofitting schools with accessible features</li> <li>Develop data monitoring systems to ensure schools are prepared with temporary accessible features for children joining the school</li> <li>Procure an accessible bus for ten schools with SEN programmes with the most urgent need</li> </ul>	<ul style="list-style-type: none"> <li>Implement retrofitting plan</li> <li>Ensure every school with a SEN programme has accessible WASH facilities</li> <li>Construct retrofitting features in newly identified schools</li> <li>Procure an accessible bus for all remaining schools with SEN programmes</li> </ul>	<ul style="list-style-type: none"> <li>Procure an accessible bus for all newly identified schools with SEN programmes</li> </ul>
		<ul style="list-style-type: none"> <li>Develop Dzongkhag/Thromde resource team guidelines</li> <li>Orient DEO/TEOs and principals from schools with SEN programmes</li> <li>DEO/TEO roll out Standards for Inclusive Education orientation to all schools in Dzongkhag</li> <li>Conduct survey on out-of-school children with disabilities</li> <li>Develop guidelines for identifying new schools and train DEO/TEOs</li> <li>Identify one school in every remaining Dzongkhag and Thromde and one additional school in Thimphu</li> </ul>	<ul style="list-style-type: none"> <li>Roll out resource teams in all Dzongkhags/Thromdes</li> <li>Implement recommendations of study</li> <li>Identify one additional school in the 15 Dzongkhags/Thromdes with the highest population</li> </ul>	<ul style="list-style-type: none"> <li>Conduct follow up study of out-of-school children</li> <li>Identify one additional school in the remaining 9 Dzongkhags/Thromdes</li> </ul>

8. Develop an assistive technology procurement and maintenance system	Assistive technology system	<ul style="list-style-type: none"> <li>Develop procurement and maintenance systems for assistive technology</li> <li>Develop funding modality including application processes and criteria</li> <li>Develop online system</li> <li>Develop training package for teachers and parents</li> </ul>	<ul style="list-style-type: none"> <li>Use data to predict funding needs for 13<sup>th</sup> five year plan</li> </ul>	<ul style="list-style-type: none"> <li>Use data to predict funding needs for 14<sup>th</sup> five year plan</li> </ul>
9. Enhance the quality of inclusive and special education through working with the families of children with disabilities	Family Education	<ul style="list-style-type: none"> <li>Develop awareness campaigns on importance of collaboration between schools and families</li> <li>Enhance support networks</li> <li>Develop guidelines for using family members in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Develop family training packages</li> </ul>	
10. Develop a system for regularising the medical support within schools enrolling children with disabilities.	Develop a medical support system for schools	<ul style="list-style-type: none"> <li>Develop a funding agreement with MoH for medical visits to schools</li> <li>Develop programme for training charge and SEN team members</li> <li>Develop a regularised programme for visits to Wangsel Institute</li> <li>Develop a regularised programme for visits to Muenselling Institute</li> </ul>		
11. Establish Muenselling Institute as a resource centre for the education of children with vision impairments.	Establishment of Muenselling Institute as a resource centre	<ul style="list-style-type: none"> <li>Increase autonomy of Muenselling Institute with separate funding models and human resource allocation</li> <li>Develop guidelines to support decisions about admitting children to Muenselling Institute</li> <li>Instigate research into current situation of education of children with vision impairments in Bhutan</li> </ul>	<ul style="list-style-type: none"> <li>Develop resources for other schools with students with vision impairments</li> <li>Develop and run training programmes for other schools</li> <li>Develop system for providing remote support to other schools</li> <li>Propose and develop TVET programmes within Institute</li> </ul>	<ul style="list-style-type: none"> <li>Review and improve orientation and mobility course</li> <li>Conduct follow up research into progress of education for children with vision impairment</li> </ul>

<p>12. Establish Wangsel Institute as a resource centre for Deaf education, Bhutanese Sign Language, and interpretation services.</p>	<p>Establishment of Wangsel Institute as a resource centre</p>	<ul style="list-style-type: none"> <li>• Increase autonomy of Wangsel Institute with separate funding models and human resource allocation</li> <li>• Develop guidelines to support decisions about admitting children to Wangsel Institute</li> <li>• Conduct research into current situation of Deaf education in Bhutan</li> </ul>	<ul style="list-style-type: none"> <li>• Propose and conduct a series of research projects into different aspects of Deaf education in Bhutan</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct follow up research into the progress of Deaf education in Bhutan</li> </ul>
<p>Formalise role of Deaf adults</p>	<ul style="list-style-type: none"> <li>• Formalise the role of Bhutanese Sign Language Instructor</li> <li>• Develop selection criteria for roles</li> </ul>	<ul style="list-style-type: none"> <li>• Formalise the role of Deaf teacher assistant</li> <li>• Formalise the role of Deaf adults as vocational instructors</li> <li>• Formalise the role of Deaf early intervention programme provider</li> <li>• Develop selection criteria for roles</li> </ul>		
<p>BSL Research Team</p>	<ul style="list-style-type: none"> <li>• Formalise the role of BSL researcher</li> <li>• Develop operational guidelines for the research team</li> <li>• Develop BSL training programme for teachers of the Deaf</li> <li>• Develop BSL curriculum for Wangsel Institute</li> </ul>	<ul style="list-style-type: none"> <li>• Develop online dictionary and accompanying BSL resources</li> <li>• BSL research team members study sign language linguistics abroad</li> </ul>		
<p>Interpreters</p>	<ul style="list-style-type: none"> <li>• Formalise the role of BSL interpreter</li> <li>• Develop BSL training for interpreters</li> <li>• Engage external support to develop training programmes for interpreters</li> <li>• Develop interpreter guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Procure the technological requirements to support remote interpreting services</li> </ul>		<ul style="list-style-type: none"> <li>• Develop plans for how to use interpreters for inclusion in general school settings</li> </ul>

<p>13. Develop plans and programmes for children who are deaf-blind</p>	<p>Deaf-blind plans and programmes</p>	<ul style="list-style-type: none"> <li>• Research where children who are deaf-blind are and how old they are</li> <li>• Develop system for capturing information about these children from birth</li> <li>• Engage external support to develop guidelines on the education of children who are deaf-blind, including guidelines on determining the most appropriate educational setting for them</li> <li>• Monitor data for finding children who are deaf-blind</li> <li>• Engage external support for developing early intervention plans and programmes</li> <li>• Send teachers for specific training prior to children who are deaf-blind joining the school, as per the need</li> </ul>	<ul style="list-style-type: none"> <li>• Send teachers for specific training prior to children who are deaf-blind joining the school, as per the need</li> <li>• Engage long term international volunteers with expertise in education of children who are deaf-blind to support Wangsel Institute to transition the children to the school, as per the need</li> </ul>	<ul style="list-style-type: none"> <li>• Send teachers for specific training prior to children who are deaf-blind joining the school, as per the need</li> <li>• Engage long term international volunteers with expertise in education of children who are deaf-blind to support Wangsel Institute to transition the children to the school, as per the need</li> </ul>
<p>14. Ensure children with disabilities in monastic institutions have their individual needs met</p>	<p>Monastic education</p>	<ul style="list-style-type: none"> <li>• Develop data collection systems for children with disabilities in monastic institutions</li> <li>• Train monastic institutions to identify children with disabilities using the Washington Group Questions and other relevant tools</li> <li>• Develop training programmes for children with disabilities in monastic institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Training of trainers on supporting children with disabilities and roll out to all institutions</li> <li>• Develop guidelines for monastic institutions</li> <li>• Develop plans for providing teaching and learning materials and assistive technology to children in monastic institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Establish relationships between monastic institutes and schools with SEN programmes</li> <li>• Review data of children with disabilities in monastic institutions and consider the need for further support</li> </ul>

15. Develop and implement effective monitoring systems for the improvement of inclusive and special education.	Student level monitoring	<ul style="list-style-type: none"> <li>Review SEN and disability education in the PMS and how it is reported to the ECCD &amp; SEN Division</li> <li>Develop training programme on reporting on student progress for alternative pathways</li> <li>Develop disaggregated data collection system through BCSEA</li> </ul>		
	School level monitoring	<ul style="list-style-type: none"> <li>Develop monitoring tools for DEO/TEOs</li> </ul>	<ul style="list-style-type: none"> <li>Implement monitoring tools to conduct research on current situation and progress of SEN programmes and inclusive education</li> </ul>	<ul style="list-style-type: none"> <li>Review monitoring tools to capture new developments in SEN programmes and inclusive education</li> </ul>
	programme level monitoring		<ul style="list-style-type: none"> <li>Engage external reviews of SEN programmes and inclusive education</li> </ul>	

## Early Childhood and ECCD Goals Timeline

		Phase 1 (2019-2021)			Phase 2 (2022-2025)			Phase 3 (2026-2028)		
Goal	Action	Phase 1 (2019-2021)			Phase 2 (2022-2025)			Phase 3 (2026-2028)		
16. Ensure early identification of disabilities across Bhutan with immediate intervention supports.	Early identification	<ul style="list-style-type: none"> <li>Develop and distribute parent friendly information on development milestones</li> <li>Train health workers on using milestones to identify concerns and make referrals</li> <li>Inform schools of diagnosis processes</li> </ul>	<ul style="list-style-type: none"> <li>Develop specific training for identifying hearing and vision difficulties</li> </ul>							
	Early intervention	<ul style="list-style-type: none"> <li>Engage external support for developing early intervention services</li> <li>Develop guidelines on diagnosis and intervention systems</li> <li>Develop Early Childhood Intervention programmes</li> <li>Implement Early Childhood Intervention programmes</li> </ul>	<ul style="list-style-type: none"> <li>Develop parenting programmes for home based early intervention for children with disabilities</li> <li>Work with CSOs to enhance early intervention programmes</li> </ul>	<ul style="list-style-type: none"> <li>Review early intervention systems and make plans for increasing access and quality</li> </ul>						
17. Ensure all ECCD centres are equipped to enroll and support children with disabilities	Family support	<ul style="list-style-type: none"> <li>Establish parent/family network for information sharing about early intervention</li> </ul>	<ul style="list-style-type: none"> <li>Establish Dzongkhag/Thromde based networks</li> </ul>							
	Policy, guidelines and standards	<ul style="list-style-type: none"> <li>Review all existing ECCD policy, guidelines and programmes to ensure they are inclusive</li> <li>Review policy, standards and guidelines from child protection perspective</li> </ul>	<ul style="list-style-type: none"> <li>Develop specific guidelines on including and supporting children with vision impairments or children who are deaf in ECCD centres</li> </ul>	<ul style="list-style-type: none"> <li>Further review all policies, guidelines and standards</li> </ul>						
	Capacity Building	<ul style="list-style-type: none"> <li>Engage external support to develop inclusive ECCD programmes</li> <li>Establish model inclusive ECCD centre</li> <li>Establish early intervention team</li> <li>Develop specific training packages for facilitators with children with vision impairment and children who are deaf</li> </ul>	<ul style="list-style-type: none"> <li>Review RUB ECCD diploma</li> <li>Review Basic Training for ECCD Facilitators</li> <li>Run training programmes ECCD facilitators at the model inclusive ECCD centre, and Deaf and vision impairment programmes</li> </ul>	<ul style="list-style-type: none"> <li>Review inclusive ECCD programmes and make plans for increasing access and quality</li> <li>Establish second model inclusive ECCD centre</li> </ul>						

<p>18. Establish an early intervention resource team and related programmes for young children with vision impairments and their families.</p>	<p>Early intervention resource team for young children with vision impairments</p>	<ul style="list-style-type: none"> <li>Engage long term external support to develop early intervention programmes for children with vision impairments</li> <li>Establish an early intervention team at Mueselling Institute</li> <li>Formalise the early intervention team roles</li> <li>Provide initial training for the early intervention team</li> <li>Develop a variety of early intervention programmes</li> <li>Develop specific teaching and learning materials and information booklets</li> <li>Establish and monitor online family network for families of young children with vision impairments</li> </ul>	<ul style="list-style-type: none"> <li>Send two members of the early intervention team on exchange/exposure visit</li> <li>Develop additional early intervention programmes</li> <li>Develop additional specific teaching and learning materials and information booklets</li> </ul>	<ul style="list-style-type: none"> <li>Develop additional specific teaching and learning materials and information booklets</li> <li>Review impact of early intervention programmes and plan for increasing access and quality</li> </ul>
<p>19. Establish an early intervention resource team and related programmes for young deaf children and their families.</p>	<p>Early intervention resource team for young deaf children</p>	<ul style="list-style-type: none"> <li>Engage long term external support to develop early intervention programmes for children who are deaf</li> <li>Establish an early intervention team at Wangsel Institute</li> <li>Formalise the early intervention team roles</li> <li>Provide initial training for the early intervention team</li> <li>Develop a variety of early intervention programmes</li> <li>Develop specific teaching and learning materials and information booklets</li> <li>Develop specific BSL resources for families and communities of young children who are deaf</li> <li>Establish and monitor online family network for families of young children who are deaf</li> </ul>	<ul style="list-style-type: none"> <li>Send two members of the early intervention team on exchange/exposure visit</li> <li>Develop additional early intervention programmes</li> <li>Develop additional specific teaching and learning materials and information booklets</li> <li>Enable one early intervention team member to study a formal qualification in early childhood education and Deaf education.</li> </ul>	<ul style="list-style-type: none"> <li>Develop additional specific teaching and learning materials and information booklets</li> <li>Review impact of early intervention programmes and plan for increasing access and quality</li> </ul>

## The School Years Goals Timeline

Goal		Phase 1 (2019-2021)	Phase 2 (2022-2025)	Phase 3 (2026-2028)
20. Develop and implement a long-term strategy for SEN teacher recruitment, capacity development and retention in schools enrolling children with disabilities.	Recruitment	<ul style="list-style-type: none"> <li>Develop recruitment system for trained teachers, including transfer of SEN teachers</li> <li>Develop guidelines for deployment</li> <li>Identify focal DEO/TEO in each Dzongkhag/Thromde</li> </ul>		
	Training	<ul style="list-style-type: none"> <li>Develop training scheme</li> <li>Review scholarship opportunities and prioritise scholarships for qualifications in SEN and Inclusive education</li> <li>Plan for at least 20 teachers to join the Masters in Inclusive Education each year</li> <li>Develop clear guidelines for engaging long term international volunteers with expertise in inclusive and special education in newly identified schools and existing schools with SEN programmes</li> </ul>	<ul style="list-style-type: none"> <li>Implement training scheme</li> <li>Plan for at least 20 teachers to join the Masters in Inclusive Education each year</li> <li>Review the Masters in Inclusive Education course content</li> </ul>	<ul style="list-style-type: none"> <li>Implement and review training scheme</li> <li>Review the need and plan for the appropriate amount of teachers to join the Masters in Inclusive Education each year</li> <li>Review impact of Masters in Inclusive Education</li> </ul>
	Retention	<ul style="list-style-type: none"> <li>Plan and propose incentives for SEN teachers</li> <li>Ensure responsibilities of SEN teachers are prioritised through annual performance agreements</li> <li>Recognise additional work of SEN teachers in Dzongkhag/Thromde teams as additional work credit</li> </ul>	<ul style="list-style-type: none"> <li>Implement SEN teacher incentive programmes</li> </ul>	

	Wangsel Institute	<ul style="list-style-type: none"> <li>• Explore opportunities for Masters in Deaf education</li> <li>• Send 2 teachers for Masters in Deaf education</li> <li>• Continue to engage long term international volunteers with expertise in Deaf education to train teachers in Deaf education</li> </ul>	<ul style="list-style-type: none"> <li>• Send 2 teachers for Masters in Deaf education</li> <li>• Develop a remote support system and training programme about Deaf education with international institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Send 2 teachers for Masters in Deaf education</li> </ul>
	Muenselling Institute	<ul style="list-style-type: none"> <li>• Research opportunities for Masters in education of children with vision impairment</li> <li>• Send 2 teachers for Masters in education of children with vision impairment</li> <li>• Engage long term international volunteers with expertise in education of children with vision impairments to train teachers in education of children with vision impairments</li> </ul>	<ul style="list-style-type: none"> <li>• Send 2 teachers for Masters in education of children with vision impairment</li> <li>• Develop a remote support system and training programme about vision impairment education with international institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Send 2 teachers for Masters in education of children with vision impairment</li> </ul>
21. Build the capacity of all teachers, support staff and school leaders in Bhutan to support the individual needs of children with disabilities.	Principals	<ul style="list-style-type: none"> <li>• Develop plan for series of training programmes for leading Inclusive Education</li> <li>• Develop and deliver two training to all school principals</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and deliver three training programmes to all school principals</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and deliver two training programmes to all school principals</li> </ul>
	General teachers	<ul style="list-style-type: none"> <li>• Develop orientation programmes for teachers in schools with SEN programmes</li> <li>• Review undergraduate teacher training courses at RUB to cover inclusion and SEN supports</li> <li>• Develop and deliver national training programme on early literacy strategies including phonological awareness and phonetics</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an elective on inclusive education for undergraduate students</li> <li>• Develop and deliver national training programme on identifying and supporting students with difficulty in reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Review need for further training programme based on gaps identified in the schools</li> </ul>
	Support staff	<ul style="list-style-type: none"> <li>• Develop staffing pattern for support staff</li> <li>• Develop and deliver a training package for support staff in schools with SEN programme</li> </ul>	<ul style="list-style-type: none"> <li>• Roll out training for support staff to all schools via the DEO/TEOs and principals</li> </ul>	

22. Develop a long-term strategy for the inclusion of teacher assistants in schools in Bhutan.	Teacher Assistants	<ul style="list-style-type: none"> <li>• Develop training programmes for teacher assistants</li> <li>• Develop training package for schools with SEN programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Formalise the role of teacher assistants</li> <li>• Train first batch of teacher assistants – at least 2 per school with SEN programme</li> <li>• Introduce teacher assistants to all schools with SEN programmes</li> <li>• Plan further training of teacher assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and implement plans for deploying teacher assistants to all schools enrolling students with disabilities based on 48 prioritizing students with higher needs.</li> <li>• Conduct a review of teacher assistants programme</li> </ul>
23. Build necessary systems to implement the Guidelines on Assessment, Examination, Promotion and Transition for students with disabilities in Bhutan.	Alternative pathways	<ul style="list-style-type: none"> <li>• Develop systems for managing students on extended pathways programme</li> <li>• Develop system for certifying students who have completed class 10 through selective and functional learning programme</li> <li>• Develop and deliver training for existing schools with TVET programmes to support children with disabilities</li> </ul>		
	Examination	<ul style="list-style-type: none"> <li>• Upgrade online examination registration system</li> <li>• Develop criteria and committee for assessing accommodation applications</li> <li>• Develop and deliver training package to all schools for applying for accommodations</li> <li>• Build awareness on available accommodations and processes</li> </ul>	<ul style="list-style-type: none"> <li>• Collect data from applications for accommodations and analyse effectiveness of programme</li> </ul>	
	Promotion	<ul style="list-style-type: none"> <li>• Develop orientation programmes to awareness on managing promotion of children with disabilities</li> </ul>		
	Transition	<ul style="list-style-type: none"> <li>• Develop clear transition guidelines</li> <li>• Develop training programme on transition</li> </ul>		

24. Ensure that curriculum is appropriate and accessible for all students.	General	<ul style="list-style-type: none"> <li>Engage external support to ensure curriculum frameworks and development and associated teaching and learning materials are inclusive, accessible and flexible</li> <li>Develop guidelines for adapting curriculum in classrooms</li> <li>Review assessment of curriculum in regards to adaptation guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Review use of curriculum and adaptation guidelines for students with disabilities, and make necessary improvements</li> </ul>	
	Functional	<ul style="list-style-type: none"> <li>Develop functional curriculum for Bhutan</li> <li>Develop assessment systems and guidelines for functional curriculum</li> <li>Endorse functional curriculum</li> <li>Develop and training programme on functional curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Start longitudinal study into effectiveness of functional curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Continue longitudinal study into effectiveness of functional curriculum and implement study recommendations</li> </ul>
	Muenselling Institute	<ul style="list-style-type: none"> <li>Engage external support to review teaching practices</li> <li>Develop teaching and learning guidelines for students with vision impairments</li> <li>Develop and procure necessary teaching and learning materials</li> <li>Plan for timely access to accessible textbooks and other TLM</li> </ul>	<ul style="list-style-type: none"> <li>Review teaching and learning materials and develop new ones</li> <li>Share guidelines and teaching and learning materials with other schools</li> </ul>	
	Wangsel Institute	<ul style="list-style-type: none"> <li>Engage external support to review and develop curriculum to meet specific needs of Deaf students</li> <li>Develop accreditation system and class 10 certification for Deaf student</li> <li>Develop vocational training courses for three vocations</li> <li>Develop plans for increasing academic curriculum for class 11 and 12 for Deaf students</li> </ul>	<ul style="list-style-type: none"> <li>Develop vocational training courses for three more vocations</li> </ul>	<ul style="list-style-type: none"> <li>Develop vocational training courses for three more vocations</li> </ul>

<p>25. Review and upgrade the technological provisions of Muenselling Institute in order to provide appropriate education to students with vision impairments.</p>	<p>Technology in Muenselling</p>	<ul style="list-style-type: none"> <li>• Review technological needs of Muenselling Institute for implementing the curriculum guidelines and develop procurement proposals</li> <li>• Engage external support to review current ICT use</li> <li>• Propose for a laptop per student</li> <li>• Research screen reading options and develop plan for procurement</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for technological needs for TVET programmes proposed at Muenselling Institute</li> </ul>	
<p>26. Review and update the technological provisions of Wangsel Institute in order to provide appropriate education to Deaf students.</p>	<p>Technology at Wangsel</p>	<ul style="list-style-type: none"> <li>• Review technological needs of Wangsel Institute for implementing the curriculum guidelines and develop procurement proposals</li> <li>• Conduct review of current technological needs at Wangsel Institute as a school and a resource centre</li> <li>• Ensure emergency warning systems and lighting are installed in the school and hostel</li> <li>• Install a computer and projector in every classroom</li> <li>• Plan for technological needs for TVET programmes proposed at Wangsel Institute</li> </ul>	<ul style="list-style-type: none"> <li>• Upgrade the internet connectivity at Wangsel Institute to enable video quality conferencing</li> <li>• Ensure the appropriate technological infrastructure for remote service provision</li> <li>• Plan for technological needs for TVET programmes newly proposed at Wangsel Institute</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for technological needs for TVET programmes newly proposed at Wangsel Institute</li> </ul>

## After School Goals Timeline

Goal	Action	Phase 1 (2019-2021)	Phase 2 (2022-2025)	Phase 3 (2026-2028)
27. Develop necessary systems to enable equitable access to further education	Special Education Access Scheme	<ul style="list-style-type: none"> <li>Develop criteria and application process for special education access scheme</li> <li>Establish committee for managing applications</li> <li>Develop and implement awareness programme</li> </ul>		
	Scholarships	<ul style="list-style-type: none"> <li>Review scholarship application programmes to ensure equity</li> <li>Develop guidelines for supporting people with disabilities in IELTS</li> </ul>	<ul style="list-style-type: none"> <li>Develop support systems for people with disabilities applying for international scholarships</li> </ul>	
28. Ensure further education is inclusive of students with disabilities	TVET	<ul style="list-style-type: none"> <li>Develop training programmes for training institutions for including students with disabilities</li> <li>Plan TVET programmes in 10 schools SEN programmes</li> <li>Ensure boarding facilities are accessible and that inclusive child protection practices are in place</li> <li>Develop specific TVET programmes Wangsel Institute and Zorig Chusum</li> <li>Establish a SEN support service in each Institute and orient</li> </ul>	<ul style="list-style-type: none"> <li>Plan TVET programmes in more schools with SEN programmes</li> <li>Expand access to vocational training Institutes for Deaf students</li> <li>Increase training to SEN support services in Institutes</li> </ul>	<ul style="list-style-type: none"> <li>Plan TVET 10 more schools with SEN programmes</li> </ul>
	Tertiary Education	<ul style="list-style-type: none"> <li>Review policies and practices to ensure inclusiveness</li> <li>Establish a SEN support service in each Institute and orient</li> <li>Ensure safe and accessible boarding facilities</li> </ul>	<ul style="list-style-type: none"> <li>Increase training to SEN support services in Institutes</li> </ul>	<ul style="list-style-type: none"> <li>Develop specific plans for introduction of Deaf students into tertiary education</li> </ul>

<p>29. Review and improve non-formal education programmes to ensure people with disabilities can participate</p>	<p>Non-formal education</p>	<ul style="list-style-type: none"> <li>• Review curriculum and instructor training for NFE programmes to enable inclusion of people with disabilities</li> <li>• Develop specific NFE for Deaf adults through Wangsel Institute</li> <li>• Develop specific short courses for adults with vision impairments through Muenselling Institute</li> </ul>	<ul style="list-style-type: none"> <li>• Review opportunities for people with disabilities who have previously been excluded from school</li> </ul>	
<p>30. Develop a programme for supporting students with disabilities to transition into workplaces</p>	<p>Workplace transition</p>	<ul style="list-style-type: none"> <li>• Identify focal person in ECCD &amp; SEN Division to support post school transition</li> <li>• Meet with stakeholders to identify opportunities</li> <li>• Develop system for matching students with opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver orientation package for workplaces on supporting individual needs in workplaces</li> <li>• Develop system for following up with workplace placements</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a follow up study of people with disabilities who have received support through this system and make necessary improvements</li> </ul>

## Implementation, Monitoring and Evaluation process of roadmap

### Implementation

Stakeholders are encouraged to develop an individual ten-year plan to ensure that they will capture all their necessary actions, which will help with the yearly planning. This will simply be extracting information relevant to them from the roadmap goals, actions and timeline. The relevant goals for each stakeholder can be found in the table below.

All stakeholders must make individual yearly action plans based on the actions and timelines within this roadmap, which they will submit to the Inclusive and Special Education Coordination Committee within the first two months of each year. They will use the template below. Stakeholders will be responsible for collaborating where necessary for planning and implementing.

### Stakeholders and the goals relevant to them

Stakeholder		Goals
Department of School Education (as the co-ordination committee)		DSE will oversee all goals as the co-ordination committee, however will also have specific tasks within the following goals: 1,3, 14, 18, 19, 20, 22
ECCD and SEN Division	SEN	1-30
	ECCD	2, 6, 11, 12, 16, 17, 18, 19
GNHC		1, 8
REC		1, 11, 12, 15, 24, 25, 26
BCSEA		1, 15, 23, 24, 27
RUB		1, 11, 12, 17, 20, 21, 22, 27, 28
PPD		3, 7
ICT		2
SPCD		3, 6, 23
SPBD		6
HRD		11, 12, 20, 21, 22
EMD		15
TPSD		11, 12, 21
SHND		
AFD		4
NFE		29
DoHE		1, 23, 24, 27, 28
Zhung Dratshang		1, 14
Wangsel Institute		1, 5, 12, 13, 17, 19, 20, 24, 26, 28, 29
Muenselling Institute		1, 5, 11, 13, 17, 18, 20, 24, 25, 29
MoH		1, 2, 8, 10, 16, 18, 19
MoLHR		1, 11, 12, 25, 26, 28, 30

### Local Government

Local government will play a major role in implementing most of the goals within this roadmap alongside the ECCD & SEN Division. Their support will be critical to the success of this plan.

## Preparing for the Five Year Plans

The following template is designed to help different stakeholders prepare for their five-year plans. It is the responsibility of the Coordination Committee to support all stakeholders in reviewing this roadmap to determine measures necessary in the five-year plans, and to monitor their progress over time.

<b>Stakeholder name:</b>		<b>Planning period:</b>	
<b>Goal</b>	<b>Action</b>	<b>Plan</b> (how and when the action will be implemented, who to work with)	<b>Record of progress</b>
<b>Monitoring</b> (Describe the progress and challenges, and the plans to overcome challenges in the next planning period)			

### Monitoring and Evaluation

The Coordination Committee will convene towards the end of 2021, 2025 and 2028 to discuss and review the progress of activities indicated in each phase. They will use the reporting format below to review progress and identify challenges. The Coordination Committee will be responsible for overcoming challenges and providing guidance to the implementing stakeholders.

At the end of the Roadmap, in 2028, the Coordination Committee will consider the need for a new long-term plan, and will coordinate as necessary.

<b>Date and location of Inclusive and Special Education Coordination Committee meeting:</b>			
<b>Inclusive and Special Education Coordination Committee members present:</b>			<b>Signature</b>
<b>Goal</b>	<b>Action</b>	<b>Progress (Description)</b>	<b>Necessary actions</b>
1. Establish an Inclusive and Special Education coordination committee who will oversee the implementation of this roadmap and other initiatives.	Inclusive and special education co-ordination committee		
2. Ensure all ministry and school level guidelines and policies are inclusive of children with disabilities.	Policy, guidelines and programme review		
3. Develop an inclusive and special education fund allocation formula	DEO/TEO funding		
	School Funding		
	Individual/family funding		

## Acknowledgements

The Ten-Year Roadmap for Inclusive and Special Education in Bhutan was made possible through Ministry of Education initiative and Save the Children funding. The overall development of the Roadmap was facilitated by Charlie Cristi, Inclusive Education Advisor to the ECCD & SEN Division through the Australian Volunteer programme.

The development of the roadmap was managed through a series of broad consultations with stakeholders working in inclusive and special education. All participants from consultation meetings were provided the opportunity to review the draft roadmap and provide feedback. The ECCD & SEN Division also consulted development partners for their support.

The ECCD & SEN Division presented the roadmap to the Ministry of Education in November 2018 and it was endorsed on 8<sup>th</sup> February, 2019.

We thank the participants for their feedback and comments during series of consultation meetings as follows:

### Consultation workshops

The two day workshop Institute of Management Studies Limited (IMSL) Thimphu on 11<sup>th</sup> & 12<sup>th</sup> October 2018, engaged support from Special Education Coordinators from all schools with Special Education programmes, a number of Special Education teachers and principals, representatives from the Ministry of Education, the Ministry of Labour and Human Resources, the Colleges of Education, Royal Education Council, as well as representatives from CSOs working with children with disabilities and parents of children with disabilities, and development partners.

<b>Name</b>	<b>Designation</b>	<b>Organisation</b>
Pema Choden	Teacher	Changangkha MSS
Khandu Wangmo	Teacher	Phuntsholing MSS
Ms. Nidup	Teacher	Wangsel Institute
Kashi Maya Rai	Teacher	Drukgyel LSS
Dorji Dema	Teacher	Tshangkha CS
Chunku	Teacher	Gesarling CS
Yeshey Choeki	Teacher	Mongar LSS
Sonam Wangdi	Teacher	Yangchengatshel MSS
Kunzang Wangmo	Teacher	Khaling LSS
Karma Phuntsho	Principal	Tsenkharla CS
Sangay Lhamo	Teacher	Zhemgang LSS
Keazang Wangchen	Teacher	Tendruk CS
Lobzang Dorji	Teacher	Tendruk CS
Rinchen Dorji	Teacher	Tsenkharla CS
Ugyen Dorji	Teacher	Gonpasingma LSS
Dechen Tshering	Principal	Wangsel Institute
Bishnu Maya Gurung	Vice Principal	Gelephu LSS
Lok Bdr. Basnet	Teacher	Gelephu LSS
Kelzang Dorji	Teacher	Muenselling Institute, Khaling
Nyendo	Principal	Changangkha MSS
Gayleg Dendup	Teacher	Kamji CS
Tshering Lhamo	Chief Programme Officer	TVET, MOLHR
Phurba	Planning Officer	PPD, MoE
Tamiki Nakashima	Director	Bussi-en
Dawa Tshering	Programme Officer	Bussi-en
Karma Lhamo	Lecturer	Paro College of Education

Pema Yangzom	Asst. Lecturer	Paro College of Education
Sangay Tshering	Lecturer	Samtse College of Education
Koji Yamada	CR	JICA
Tshering Palden	Programme Officer	JICA
Karchung	Curriculum Developer	Royal Education Council
Dorji Tshewang	Curriculum Developer	Royal Education Council
Rinchen Phuntsho	Parent	ABS
Zangmo	Parent	ABS
Sonam Kelzang	Parents	ABS
Bishnu Gurung	Social Worker	ABS
Ugyen Wangchuk	Executive Director	ABS
Deki Zam	Executive Director	Draktsho Vocational Training Centre
Thinley Rinzin	Finance Officer	Draktsho Vocational Training Centre
Sonam Chokey	Chief Planning Officer	GNHC
Chencho Wangdi	Dy. Chief Programme Officer	ECCD & SEN
Sherab Phuntshok	Chief Programme Officer	ECCD & SEN
Pema Chhogyel	Dy. Chief Programme Officer	ECCD & SEN
Karma Norbu	Programme Officer	ECCD & SEN
Charlie Cristi	Inclusive Education Advisor	ECCD & SEN
Pema Norbu	Programme Officer	ECCD & SEN

The second and third consultation meetings at Muenselling Institute on 5<sup>th</sup> November, 2019 and Wangsel Institute on 12<sup>th</sup> November, 2019 respectively.

<b>Name</b>	<b>Designation</b>	<b>Organisation</b>
Dorji Wangdrup	Principal	Muenselling Institute, Khaling
Tashi K	Vice Principal	Muenselling Institute, Khaling
Kuenga Chhoegyel	Sr. Teacher I	Muenselling Institute, Khaling
Karma Norbu	Sr. Teacher II	Muenselling Institute, Khaling
Kelzang Dorji	Teacher I	Muenselling Institute, Khaling
Tandin Zangmo	Teacher I	Muenselling Institute, Khaling
Wangchuk	Teacher I	Muenselling Institute, Khaling
Kencho Wangmo	Teacher II	Muenselling Institute, Khaling
Ugyen Tshering	Teacher III	Muenselling Institute, Khaling
Kinzang Dorji	RNCT	Muenselling Institute, Khaling
Tshering Phuntsho	Teacher II	Muenselling Institute, Khaling
Tshering Dorji	Sr. Adm.	Muenselling Institute, Khaling
Tshering Wangchuk	Lib. Asst.	Muenselling Institute, Khaling
Jigme Choden	Adm. Asst.	Muenselling Institute, Khaling
Sonam Yangjay	Store Asst	Muenselling Institute, Khaling
Ugyen Wangchuk	Teacher	Jigmesherubling HSS
Dechen Wangchuk	Teacher	Jigmesherubling HSS
Kunzang Wangmo	Teacher	Khaling LSS
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K.B Mongar	Teacher	Wangsel Institute
Chencho Om	Teacher	Wangsel Institute
Dechen	Teacher	Wangsel Institute
Chimi Zangmo	Teacher	Wangsel Institute
Karma Tenzin	Teacher	Wangsel Institute

Sushila Gurung	Teacher	Wangsel Institute
Thinley Dema	Teacher	Wangsel Institute
Tshering Wangmo	Teacher	Wangsel Institute
Pelden Wangchuk	Teacher	Wangsel Institute
Thuji Wangmo	Teacher	Wangsel Institute
Chojay Tshering	Teacher	Wangsel Institute
Loday Gyeltshen	Teacher	Wangsel Institute
Ms. Nidup	Teacher	Wangsel Institute
Pem	Teacher	Wangsel Institute
Sonam Choden	Teacher	Wangsel Institute
Yeshe Gyeltshen	Teacher	Wangsel Institute
Suk Kumari Monger	Teacher	Wangsel Institute
Choki	Teacher	Wangsel Institute
Dessang Dorji	Teacher	Wangsel Institute
Sonam Dorji	Instructor	Wangsel Institute
Suksiri Danthananch	Sign Language Linguist	Wangsel Institute
Deki Om	Sr. Lab Asst. IT	Wangsel Institute
Tenzin Dralha	Deaf Instructor	Wangsel Institute
Khandu Wangmo	Jr. Instructor	Wangsel Institute
Yeshe Wangdi	Deaf Instructor	Wangsel Institute
Rachel Brindal	AVP	Wangsel Institute
Ugyen Wangdi	Deaf Instructor	Wangsel Institute
Tshering Pem	Deaf Instructor	Wangsel Institute
Dorji Zangmo	Deaf Instructor	Wangsel Institute
Sonam Tashi	Painter	Wangsel Institute
Namgay Zam	Tailoring Instructor	Wangsel Institute
Namgay Wangchuk	Deaf Instructor	Wangsel Institute
Hiroko Masada	JICA Volunteer	Wangsel Institute
Pema Choden	Sr. Programme Officer	ECCD & SEN
Karchung	Curriculum Developer	Royal Education Council
Charlie Cristi	Inclusive Education Advisor	ECCD & SEN
Pema Norbu	Programme Officer	ECCD & SEN

High Level meeting on Roadmap to Ministry of Education on 11<sup>th</sup> December, 2018.

<b>Name</b>	<b>Designation</b>	<b>Organisation</b>
Karma Yeshey	Hon'ble Secretary	MoE
Karma Tshering	Director General	DSE, MoE
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Binod Sunwar	Dy. Chief Planning Officer	PPD
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Final Consultation meeting held at Jambayang Resort on 8<sup>th</sup> February, 2019.

<b>Name</b>	<b>Designation</b>	<b>Organisation</b>
Karma Yeshey	Hon'ble Secretary	MoE

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Karma Tshering	Director General	DSE, MoE
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Ugyen Zangmo	Sr. Research Officer	RED, GNHC
Sonam Choki	Asst. Project Coordinator	RED, GNHC
Tashi Dorji	Dy. Chief Research Officer	RED, GNHC
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Tshering Lhamo	Chief Programme Officer	TVET, DTE, MOLHR
Tshewang Dem		Dept. of National Budget, MoF
Tshewang Peldon	Principal	National Institute of Zorig Chusum, Thimphu
Nar Chettri	MEAL Coordinator	Save the Children, Bhutan
Bishal Rai	Programme Development Coordinator	Save the Children, Bhutan
Sonam Choetsho	Programme Officer	Ability Bhutan Society
Tashi Tshering Drukpa	Director	Bhutan Foundation
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Tashi Namgay	Chief District Education Officer	Thimphu Dzongkhag
Kencho Wangdi	Dy. Chief District Education Officer	Wangduephodrang Dzongkhag
Munesh Sharma	Chief Finance Officer	DoS, MoE
Karma Gayleg	Dy. Chief Programme Officer	ECCD & SEN
Chencho Wangdi	Dy. Chief Programme Officer	ECCD & SEN
Pema Chhogyel	Dy. Chief Programme Officer	ECCD & SEN
Sherab Phuntshok	Chief Programme Officer	ECCD & SEN
Pema Choden	Sr. Programme Officer	ECCD & SEN
Karma Norbu	Programme Officer	ECCD & SEN
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Pema Norbu	Programme Officer	ECCD & SEN

Bilateral Consultation meeting with Dratshang Lhentshog Secretariat, Zhung Dratshang and Department of Public Health on 8<sup>th</sup> March, 2019.

<b>Name</b>	<b>Designation</b>	<b>Organisation</b>
Karma Tsering Namgyal	Hon'ble Secretary	Dratshang Lhentshog Secretariat
Passang	Secretary General	Zhung Dratshang
Dr. Karma Lhazeen	Director	Dept. of Public Health, MoH
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Pema Choden	Sr. Programme Officer	ECCD & SEN
Pema Norbu	Programme Officer	ECCD & SEN

## Glossary

<b>BCSEA</b>	Bhutan Council for School Examinations and Assessment
<b>BSL</b>	Bhutanese Sign Language
<b>CSO</b>	Civil Society Organization
<b>CTAB</b>	Curriculum and Technical Advisory Board
<b>DAHE</b>	Department of Adult and Higher Education
<b>DEO</b>	Dzongkhag Education Officer
<b>DPO</b>	Disable People's Organization
<b>DSE</b>	Department of School Education
<b>ECDD</b>	Early Childhood Care and Development
<b>ELDS</b>	Early Learning Development Standards
<b>EMD</b>	Education Monitoring Division
<b>EMIS</b>	Education Management Information System
<b>GAEPT</b>	Guidelines on Assessment, Examinations, Promotion and Transition for children with disabilities
<b>GNHC</b>	Gross National Happiness Commission
<b>HR</b>	Human Resource
<b>ICT</b>	Information and Communications Technology
<b>MoE</b>	Ministry of Education
<b>MoLHR</b>	Ministry of Labour and Human Resource
<b>NBIP</b>	Nation Based In-service Programme
<b>NFCED</b>	Non-Formal and Continuing Education Division
<b>PD</b>	Professional Development
<b>PPD</b>	Policy and Planning Division
<b>RCSC</b>	Royal Civil Service Commission
<b>REC</b>	Royal Education Council
<b>RGoB</b>	Royal Government of Bhutan
<b>RUB</b>	Royal University of Bhutan
<b>SE</b>	Special Education
<b>SEN</b>	Special Education Needs
<b>SENC</b>	Special Education Needs Coordinator
<b>SPBD</b>	School Planning and Building Division
<b>SPCD</b>	School Planning and Coordination Division
<b>SPMS</b>	School Performance Management System
<b>TA</b>	Teacher Assistant
<b>TEO</b>	Thromde Education Officer
<b>TLM</b>	Teaching Learning Materials
<b>TPSD</b>	Teacher Professional Support Division
<b>TVET</b>	Technical and Vocational Education Training
<b>WASH</b>	Water Sanitation and Hygiene