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TEN-YEAR ROADMAP FOR INCLUSIVE AND SPECIAL EDUCATION IN BHUTAN

2019

ECCD & SEN Division
Department of School Education
Ministry of Education
Royal Government of Bhutan

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Ten-Year Roadmap for Inclusive and Special Education in Bhutan

2019

ECCD & SEN DIVISION

DEPARTMENT OF SCHOOL EDUCATION

MINISTRY OF EDUCATION





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Royal Government of Bhutan
Ministry of Education

Cultivating the Grace of Mind



SECRETARY

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, and as such, inclusive and special education is a priority of the 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 now.

Education for children with disabilities has already come a long way in Bhutan, and the Ministry of Education is proud to say that there are currently 18 schools with SEN programmes including two specialised institutes providing special educational services to children across the country. Our system is also changing at policy and programme level, with the development of the inclusive National Education Policy and a number of new programmes and guidelines considering the needs of children with disabilities.

The Ten-year Roadmap for Inclusive and Special Education in Bhutan comes at the perfect time, when we are now ready to expand to reach all corners of our country, and move towards 100% enrolment in school, but to do this we need clear plans and actions. The roadmap provides us with guidance and direction and will help us to move towards the inclusive education system we envision. Over the next ten years we expect to see improvements to the whole education system as a result of this roadmap.

I would like to acknowledge the hard work and dedication of the ECCD & SEN Division, with particular mention to Charlie Cristi, Inclusive Education Advisor to the Ministry, through the Australian Volunteer Programme, towards the development of this roadmap. I would also like to thank Save The Children, Bhutan, for their support in financing the development and publication of the roadmap. My gratitude also goes to all the participants of the consultation workshops who provided key insights into the needs and possibilities for the next ten years.

The roadmap was endorsed in February, 2019, and I look forward to its implementation over the next ten years. The Ministry of Education is committed to the successful implementation of this roadmap and the goals within.

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.

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 boasts 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) Programs, which aim to provide specialised support to children with disabilities in inclusive settings.

Inclusive and special education in Bhutan is at a turning point. While the continued expansion of SEN Programs 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 sector¹. A lack of clear goals for development makes it difficult for stakeholders to work towards a common agenda, resulting in ad hoc program development². While there are a number of key documents within the Ministry of Education mentioning inclusive and special education³⁴⁵⁶, these highlight the need to improve but provide little direction on how. 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, and 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 already recently been a number of achievements towards improving inclusive and special education in Bhutan, which have influenced the direction of this roadmap. The Standards for Inclusive Education⁷ 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 Disabilities⁸ has strengthened the education system's ability to support the individual needs of students. The reviewed Teachers' Handbook for Disaster Risk Management and Planning⁹ 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.

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

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

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

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

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

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

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

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

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

Objectives

This ten-year roadmap aims to provide direction to the Ministry of Education for the development of inclusive and special education over the next ten years by:

- Improving access to inclusive education for children with disabilities in Bhutan
- Improving the quality of inclusive education for children with disabilities in Bhutan
- Improving the systems in place for supporting students with disabilities at Ministry, Dzongkhag and School level
- Improving the coordination of all sectors working towards providing services for children with disabilities in Bhutan
- Ensure sustainability of programs 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 this ten-year roadmap was developed through wide consultation with many people 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 ensure we all benefit 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 help this small population to remain close knit, with strong family ties and a keenness to support and advocate for each other. This is in no small way, maintained by the leadership of His Majesty the King, who has continued to advocate for education in Bhutan.

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

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

The work in the schools is now being supported through a political commitment to inclusive education, with Bhutan ratifying 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 marked improvement in the collaboration between stakeholders in a multi-sectorial approach to the provision of services for children with disabilities, including a strengthened civil services organisation presence.

Finally, Bhutan has a number of strong supporters internationally, including international development partners and NGOs, as well as strong relationships with a number of educational institutions who provide technical support and advice.

These strengths will become opportunities during the implementation of the roadmap, and were drawn upon throughout the development of the roadmap to ensure we have the strongest possible chance of achieving the goals.

Goals and strategies

The following goals and the action points necessary to achieve them have been 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, which is necessary to ensure all aspects of inclusive and special education are captured.

Cross-cutting and organisational goals		<ul style="list-style-type: none"> • Inclusive and Special Education coordination committee • Data collection systems • Guidelines and Policies • Funding • Awareness • Physical Accessibility • 100% access • Assistive technology • Working with families • Medical support in schools • Muenselling resource centre • Wangsel resource centre • Children who are deaf-blind • Working with monastic institutions • Monitoring systems
Early Childhood and ECCD goals		<ul style="list-style-type: none"> • Early identification and intervention • Inclusive ECCD centres • Early intervention for vision impairment • Early intervention for hearing impairment
The School Years Goals		<ul style="list-style-type: none"> • SEN teacher recruitment and capacity development • Capacity building for all teachers • Teacher assistants • Examination, promotion and transition • Curriculum • Technology for Muenselling • Technology for Wangsel
After school goals		<ul style="list-style-type: none"> • Equitable access to further education • inclusive further education • Non-formal education • Transition into workplaces
Shared Vision		<p>An inclusive education system that enables full participation and supports every child to meet their potential.</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 Civil Service Organisations (CSOs) working with children with disabilities and Disabled Person'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 amalgamate 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, within the existing official systems.
- 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, that Dzongkhags, Thromdes and schools are able to plan effectively, and that 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 Monitoring Information System.

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 program 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 SEN programs 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 programs 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 program development that explicitly considers the needs of children with disabilities, including private schools and ECCD programs.

Action Points

Policy, guidelines and program review

- The co-ordination committee will develop guidelines on how to ensure policies, guidelines, standards and programs 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 programs 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 SEN programs and other schools, data and estimated numbers of children with disabilities in the Dzongkhag, 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 the SEN and inclusive education activities the school plans
- 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, as well as 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 about 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 SEN Programs, 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/TEO 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 programs.
- The ECCD & SEN Division will work with DEO/TEOs and schools to build awareness in the local communities of schools with SEN Programs.

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 element 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 facilities 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 SEN programs 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 SEN Program, and will establish an on going relationship with the donor to ensure every school identified within the 12th and 13th 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 SEN Programs.

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 programs need to widen their reach across the country. The existing DEO/TEO system and the move towards decentralisation provides an opportunity to expand access to education and SEN services. The Ministry of Education will increase the number of schools with SEN programs however there will always be children with disabilities in general schools in all corners of the country, so the DEO/TEOs will be trained and enabled to help those schools access the supports provided through existing SEN Programs.

Action Points

Development of Dzongkhag/Thromde Inclusive and Special Education Resource Team

- The ECCD & SEN Division will develop a Dzongkhag/Thromde SEN Resource Team handbook outlining the roles, responsibilities and processes of the Dzongkhag/Thromde resource team, including Dzongkhag/Thromde education officers and the Principals and SEN team members from schools with SEN Programs.
- The ECCD & SEN Division will orient and train the DEO/TEOs and principals of schools with SEN Programs on their roles, responsibilities and processes, including orienting schools on the Standards for Inclusive Education.
- The DEO/TEOs will plan and deliver orientation to the standards for inclusive education to every school in their Dzongkhag/Thromde over the 12th five-year plan.
- The DEO/TEO system will ensure that SEN services are provided to all children with disabilities in their Dzongkhag/Thromde via the technical support in the schools with SEN programs as per the resource team handbook.
- The ECCD & SEN Division will work with the Teacher Professional Support Division 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 bringing children with disabilities to school.

Access to SEN services

- The ECCD & SEN Division will develop guidelines for identifying new schools to have SEN programs.
- 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 12th five-year plan.
- The DEO/TEOs will identify an additional school in every Dzongkhag (and Thromde based on need) by the end of the 13th 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 an assistive technology procurement and maintenance system.

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

Action Points

Assistive technology system

- The Ministry of Education and the Ministry of Health will develop a procurement and maintenance system for assistive technology, which will enable procurement and timely maintenance of assistive 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 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 technology.
- The Ministry of Education and Ministry of Health will develop an online system that will allow schools and families to identify appropriate assistive 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 technology for their students/children, and how to support the child to use and maintain the assistive 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 program 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 SEN Programs, where needed 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 program for training school's "health in charge" and SEN team members, along with parents where possible, on how to support individual students medical and therapy needs where appropriate.
- Wangsel Institute, Ministry of Education and Ministry of Health will regularise a program 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 program 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 staff, including a number of staff with vision impairments themselves, to extend access to education to children with vision impairments throughout Bhutan, allowing more schools to provide quality education in inclusive local settings, 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 programs for children with vision impairments in Bhutan (see ECCD goals below)
- Muenselling Institute will develop guidelines on determining whether a child needs to access Muenselling Institute or can receive their education in their local school or school with a SEN program.
- Muenselling Institute will develop resources for schools providing education to children with vision impairments in other schools in Bhutan.
- Muenselling Institute will work with TPSD and the colleges of education to develop and run training programs for schools enrolling students with vision impairments, in particular leading up to the child joining the school.
- 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 in Bhutan.
- Muenselling Institute will instigate and manage research about the education of children with vision impairment in Bhutan in collaboration with the Colleges of Education and other stakeholders.
- Muenselling Institute will propose and develop TVET programs 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 programs 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 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 programs 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 access Wangsel Institute or can receive their education in their local school or school with a SEN program.
- Wangsel Institute will instigate and conduct research about Deaf Education in Bhutan in collaboration with the Colleges of Education and other stakeholders.
- Wangsel Institute will advocate for the inclusion of BSL and English captions in media and communications to enable further access to information for the Deaf community.

Formalise roles for Deaf adults

- The Ministry of Education will work with RCSC to formalise the role of Deaf teacher assistant at Wangsel Institute, and will develop clear roles and responsibilities.
- The Ministry of Education will work with RCSC to formalise the role of Bhutanese Sign Language Instructor, which will be taken by Deaf adults.
- The Ministry of Education will work with RCSC to formalise the role of Deaf adults as vocational instructors for Wangsel Institute.
- The Ministry of Education will work with RCSC to 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 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 BLS research team in sign language linguistics.
- The research team will develop a long-term plan for BSL research and documentation, which the Ministry of Education will support financially.
- The research team will develop an online dictionary for BSL and will develop accompanying resources for sharing BSL with the public
- The research team will work with REC and Wangsel Institute teachers to develop a BSL curriculum for Wangsel Institute
- The research team will develop a BSL training program for teacher of the Deaf and vocational instructors.

Interpreters

- The Ministry of Education will work with RCSC to formalise the role of BSL interpreter.

- The BSL research team will engage external support to develop a training program 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 programs for children who are deaf-blind.

The education of children who are deaf-blind is currently not systematically planned for, as there are very few children in this category, however in the interests of no child left behind, it is time to develop these plans and programs. Such children need to be found and assessed in order to determine which educational program is appropriate for them, and the Ministry of Education needs to be prepared to support their education.

Action Points

Deaf-blind plans and programs

- Wangsel Institute and Muenselling Institute will become the schooling options for children who are deaf-blind.
- The ECCD & SEN Division will 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.
- The ECCD & SEN Division will use data to find out where children are and how old they are, and will connect them with the appropriate institute.
- The ECCD & SEN Division will engage external support to work with Wangsel and Muenselling Institute to develop early intervention programs 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 training remains current.

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 Bhutan's children, including many children with disabilities. There may even be a higher percentage of children with disabilities in monastic institutions due to the limited access to government schools. This information is very limited however, making it difficult to plan for supporting individual needs.

Action Points

Monastic education

- The Ministry of Education will work with Zhung Dratshang and Dratshang Lhentshog Secretariat to identify children with disabilities within their institutions and to develop data collection and sharing systems.
- The Ministry of Education will work with Zhung Dratshang and Dratshang Lhentshog Secretariat to develop programs 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 system.
- The Ministry of Education will support Zhung Dratshang and Dratshang Lhentshog Secretariat to develop guidelines for monastic institutions to ensure that their educational programs are accessible and equitable.
- The Ministry of Education will plan for the inclusion of monastic institutions in the provision of specialised teaching and learning materials and assistive technology for students with disabilities.
- The Ministry of Education and the DEO/TEO will monitor and provide further support to monastic institutions in their Dzongkhag/Thromde as necessary through developing relationships between institutes enrolling children with disabilities and schools with SEN Programs.

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 programs designed for children with disabilities. The MoE 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 programs and the progress of children with disabilities should not negatively impact 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 PMS in regard to the information collected about children with disabilities, and how it is reported to the ECCD & SEN Division.
- The ECCD & SEN Division and REC will work together to develop training programs 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 PMS.

Program level monitoring

- The ECCD & SEN Division will request external reviews of their programs in order to assess quality and find opportunities for improvements.

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 succeed 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, 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 all 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 all health service providers.
- Specific training will be provided to health professionals on detecting hearing difficulties and vision difficulties with clear guidelines for referral.

Early intervention

- The ECCD & SEN Division will apply for external support to develop early intervention 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 programs, ECCD centres and CSOs to develop and enhance access to early intervention services.
- The ECCD & SEN Division, with external support, will develop parenting programs 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 Programs 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 Bhutan, 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 including 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 apply for external support to support the development of inclusive ECCD programs.
- 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 program 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, 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 Bhutanese Sign Language, 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 run training programs 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 programs.

18. Establish an early intervention resource team and related programs 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 through 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 apply for long-term external support to provide technical assistance to the development of early intervention programs 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 program for them.
- The Ministry of Education will formalise the roles of the early intervention team under the ECCD program.
- 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 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 programs
- 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 programs for young children who are deaf and their families.

Access to Bhutanese Sign Language 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 a number of Deaf adults who will work as BSL instructors and role models. The team will provide early intervention through a variety of programs 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 apply for long-term external support to provide technical assistance to the development of early intervention programs 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 include Deaf adults to provide authentic access to BSL and act as role models.
- The ECCD & SEN Division will establish a training/capacity building program for the resource team with external support.
- The Ministry of Education will formalise the roles of the early intervention team under the ECCD program.
- 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 programs
- 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 SEN teacher recruitment, capacity development and retention in schools enrolling children with disabilities.

Working as a SEN teacher is one of the most demanding roles in an education system. It requires high quality, trained, passionate and dedicated teachers, as these are the teachers teaching to the most complicated learning needs. As SEN support will continuously expand, the Ministry of Education must develop a strategy for human resources based on using data to determine future needs. The development of a specific training scheme for SEN teachers will ensure that, over time, the overall human capacity of the Bhutanese teacher force 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 with training and support in special, inclusive or disability education through government scholarship programs or study leave, will be placed in schools with SEN Programs or schools enrolling children with disabilities and will be expected to provide support to the team or the student.
- The Ministry of Education will develop guidelines for deployment that consider the individual needs of schools with SEN programs and enables SENCos to be removed from subject teaching responsibilities and other responsibilities so that they can manage the SEN program and provide SEN services. The guidelines will ensure that the SEN teams have enough human capacity to function completely both within the school and as the Dzongkhag resource team. The guidelines will prioritise transfer requests from SEN teachers when requesting to move to schools with SEN programs.
- The Dzongkhag/Thromde will have a focal DEO/TEO for inclusive and special education.

Training

- The ECCD & SEN Division will develop a training scheme for SEN teachers that will ensure all SEN teachers experience orientation, basic NBIP training, exchange programs, exposure visits and specific training as per the needs of their school with a specific program for SENCos.
- The Ministry of Education with RCSC will prioritise scholarships for international Masters in special or inclusive education for teachers currently working in SEN programs, with conditions of retention in their school 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 providing 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 operating.
- Ministry of Education will work with RUB to review the course content, based on a study of graduates working in schools with SEN Programs.
- The Ministry of Education and RCSC will formalise the role of SEN teacher for teachers having undergone formal post-graduate training in inclusive, special or disability education.
- The ECCD & SEN Division will work with newly identified schools with SEN Programs to apply for long term international volunteers with a professional background in inclusive and special education to assist in the establishment of their SEN program, and other volunteers to support at different stages in all schools with SEN Programs.

Retention

- The Ministry of Education will plan and propose incentives for SEN teachers who remain in schools with SEN programs for long periods of time.

- The Ministry of Education will ensure that the responsibilities and work of SEN teachers are recognised through annual performance evaluation as equal to other subject teachers.
- The Ministry of Education will recognise the work of SEN teachers as part of the Dzonghkag/Thromde resource team as additional work credit beyond their school roles, within annual performance evaluation.

Wangsel Institute

- The ECCD & SEN Division will explore and develop opportunities for Masters in Deaf Education in international institutions.
- The RGoB will support six teachers over the ten-year roadmap to study internationally in pairs to ensure that they are able to collaborate to bring their learning back to 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 when they return.
- The ECCD & SEN Division will develop a remote support system, and training program, for Wangsel Institute with international institutions for the ongoing capacity development of teachers at Wangsel Institute.
- Wangsel Institute and the ECCD & SEN division will apply for a long term international volunteers with expertise in Deaf education to provide on the ground technical support for Wangsel Institute to build the capacity of the teachers and the program

Muenselling Institute

- The ECCD & SEN Division will explore and develop opportunities for Masters in Education for children with vision impairments in international institutions
- The RGoB will support six teachers over the ten-year plan to study internationally in pairs to ensure that they are able to collaborate to bring their learning back to 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 when they return.
- The ECCD & SEN Division will develop a remote support system, and training program, for Muenselling Institute with international institutions for the ongoing capacity development of teachers at Muenselling Institute.
- Muenselling Institute and the ECCD & SEN division will apply for a long term international volunteers with expertise in education of children with vision impairments to provide on the ground technical support for Muenselling Institute to build the capacity of the teachers and the program.

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 become necessary to move towards a whole school approach to SEN and inclusion. This involves dedicated and informed school leadership along with all general teachers having basic skills and strategies for meeting individual needs in their classrooms.

Action Points

Principals

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

General teachers

- Schools with SEN programs will develop and deliver an orientation program for new teachers each year that will focus on inclusive education, the specific processes of the school, and basic supports that can be offered to students in general classes.
- Ministry of Education will work with RUB to review under-graduate teaching programs to include a comprehensive program on supporting children with disabilities in inclusive classrooms, focusing on practical strategies. It will also introduce pre-service teachers to relevant policies, standards and guidelines.
- 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 SEN Programs, and students who successfully complete this course will be eligible for entering schools with SEN programs after graduation.
- The ECCD & SEN Division, with the Teacher Professional Support Division, will develop two national PD program on inclusive and special education to be implemented within the ten years of this roadmap, focusing on early literacy skills including phonological awareness and phonetics, and on identifying and supporting children with difficulties in reading and writing.
- The Teacher Professional Development Division will include the ECCD & SEN Division in the planning of all national teacher professional development programs to ensure that special education is infused in all programs as appropriate.

Support staff

- The ECCD & SEN Division will work with HR to develop a staffing pattern for support staff in schools with SEN programs 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 programs for support staff to be delivered by schools or DEO/TEOs, focusing on how to support the full inclusion of children with disabilities, while ensuring their safety and care, with a particular focus on child protection.

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

Teacher assistants are essential in enabling a student with a disability to experience 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 program 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 apply for external support to support the development of the TA program.
- The ECCD & SEN Division will develop conditions of employment including educational criteria, characteristics and experience, and will develop guidelines including the roles and responsibilities of both Teacher Assistants and the schools employing them.
- The ECCD & SEN Division will develop a month long training program for Teacher Assistant recruits to be run every year through the teacher training college. The program will include exposure visits to schools with SEN programs.
- The ECCD & SEN Division will develop a training package for schools with SEN programs orienting them on how to use Teacher Assistants to ensure inclusive practices are upheld.
- The ECCD & SEN Division will conduct a review of the Teacher Assistant program after 5 years to ensure quality.

23. Build necessary systems 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 (AEPT Guidelines) was endorsed in 2018, however implementation requires a number of systems 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 systems for managing students studying through the extended pathway program, including reporting systems.
- The Ministry of Education will develop a system for certifying students who have completed class 10 through the selective and functional learning program.
- The Ministry of Education will ensure schools with SEN programs are considered as priority schools to have TVE programs.
- The ECCD & SEN Division will work with SPCD to develop training for schools with TVE programs to support students with disabilities.

Examination

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

Promotion

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

Transition

- The ECCD & SEN Division will develop clear transition guidelines and training programs for teachers.

24. Ensure that curriculum is appropriate and accessible for all students.

Appropriate curriculum is key to enabling all children to learn. The general curriculum must be flexible and adaptable so that most students can access it, while there is a need for functional curriculum for those with severe intellectual disabilities who will not be able to access an academic curriculum. Curriculum needs to have choice built in to enable students to study to their strengths. Specific curriculum adaptations are necessary for Deaf students due to language differences.

Action Points

General

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

Functional

- The Ministry of Education will work with REC to develop a functional curriculum for students who cannot access the general curriculum, which will focus on independence skills, daily living skills, functional literacy and numeracy, and transition into adult life, including employment options.
- The Ministry of Education will work with REC to develop assessment systems and guidelines for students and teachers using the functional curriculum.
- The Ministry of Education will work with REC to develop a training program for teachers to ensure that the curriculum and assessment are used consistently and effectively.
- The Ministry of Education will work with REC to ensure CTAB endorsement of the functional curriculum

Muenselling Institute

- The Ministry of Education will work with REC and Muenselling Institute to engage external support to review current teaching practices and how the curriculum is used and adapted at Muenselling Institute to ensure students are receiving full access to the curriculum, and will develop teaching and learning guidelines for teaching students with vision impairment that can be used in other schools as well.
- Muenselling Institute will develop and procure teaching and learning materials required to teach the curriculum.
- The Ministry of Education will work with REC to ensure timely access to accessible textbooks and other TLM, in soft copy and Braille.

Wangsel Institute

- The Ministry of Education will work with REC, Wangsel Institute and external support to review and develop curriculum to meet the specific needs of Deaf students. This will include curriculum on Bhutanese Sign Language and Deaf studies.
- The Ministry of Education will work with REC to develop an accreditation system and class 10 certificate for students of Wangsel Institute through the adapted curriculum.
- SPCD, Wangsel Institute and TVET Division, MoLHR will develop the vocational training pathway for students who are not able to follow the academic pathway, which will include pre-vocational programs at Wangsel Institute and collaboration with external Institutes for completion of nationally recognised vocational courses.
- REC and Wangsel Institute will develop plans for increasing access to class 11 and 12 for Deaf students in Bhutan.

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 method of teaching students with vision impairments in Muenselling Institute, however with the development of technology like screen readers, Braille is becoming less common in the work world. It is essential that an education system sets its students up to participate and succeed in society after school, so a review of current practices surrounding technology is necessary for Muenselling Institute.

Action Points

Technology in Muenselling

- During the review of curriculum for Muenselling Institute, the school, REC and the MOE will review the technological teaching and learning materials that are required and develop proposals for procuring them.
- Muenselling Institute will engage external support 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 licence for the most appropriate technology for the school. They must consider the cost implications for students to continue to use this software after leaving the education system.
- The ECCD & SEN Division will work with TVET Division, Ministry of Labour and Human Resources to ensure Muenselling Institute has the necessary technology to conduct the vocational training programs that they are offering.

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

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 Deaf students. 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 in students' lives 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

- During the review of curriculum for Wangsel Institute, the school and the ECCD & SEN Division will review the technological teaching and learning materials that are required and develop proposals for making and procuring them.
- Wangsel Institute and the ECCD & SEN Division will conduct a review of the current technological needs of the Institute both as a school and as a resource centre.
- The Ministry of Education will support Wangsel Institute to install a computer and a projector in every classroom.
- The Ministry of Education will support Wangsel Institute to install emergency lighting in hostels, along with appropriate emergency warning systems.
- The Ministry of Education 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 ECCD & SEN Division will work with TVET Division, Ministry of Labour and Human Resources to ensure Wangsel Institute has the necessary technology to conduct the vocational training programs that they are offering.

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 ECCD & SEN Division will develop clear criteria for applying for the Special Education Access Scheme and for awarding point quantities, including an application system.
- The ECCD & SEN Division will establish a committee for managing applications including members from BCSEA, TVET and Department of Higher Education.
- The ECCD & SEN Division will build awareness of this scheme across the country to ensure acceptance and understanding of purpose and need for this scheme, and an orientation on how to use the scheme.

Scholarships

- The ECCD & SEN Division will review all scholarship programs to ensure they are equitably accessible for people with disabilities.
- The ECCD & SEN Division will work with RCSC to develop guidelines on how to support people with disabilities sitting the IELTS.
- 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 their programs are provided with the necessary and appropriate supports to allow the students to learn and succeed 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

TVET

- The ECCD & SEN Division will work with the TVET Division in Ministry of Labour and Human Resources to develop training programs 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 programs to schools with SEN Programs and will build the capacity of current school based vocational training programs to include children with disabilities.
- The Ministry of Education will work with the Ministry of Labour and Human Resources to ensure boarding facilities are accessible for children with disabilities and that sufficient support and child protection practices are in place.
- The Ministry of Education and Wangsel Institute will work with the TVET Division, Ministry of Labour and Human Resources, including Zorig Chusum and others, to develop vocational training programs for Deaf students, which will include provision of vocational training programs in Wangsel Institute and access to interpreters and training on Deaf education for instructors in centres.
- The Ministry of Education will work with the TVET Division to establish a disability support service in each Institute and provide orientation and training.

Tertiary Education

- The Ministry of Education will advocate to and support tertiary Institutes in Bhutan to review policies and practices to ensure that they are inclusive of students with disabilities.
- The Ministry of Education will support the establishment of a 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 of Education will develop specific plans for the introduction of Deaf students into tertiary education through the use of interpreters, other human capacity and assistive technology

29. Review and improve non-formal education programs to ensure people with disabilities can participate

Non-formal education (NFE) provides opportunities for those who missed formal education to learn the basic literacy and numeracy. Many adults who have missed formal education in the past have disabilities, and therefore it is important to ensure that they have the same opportunities as others, through an inclusive NFE program.

Action Points

Non-formal education

- The ECCD & SEN Division will work with the NFCE Division to review curriculum and instructor training to ensure that people with disabilities can be included on non-formal education programs, including adults with vision impairment through appropriate resource adaptation.
- The Wangsel Institute resource centre will work with the NFCE Division to develop a specific NFE program for Deaf adults, which will focus on the acquisition of BSL along with functional written literacy and numeracy.
- The Muenselling Institute resource centre will work with the NFCE Division to develop specific short NFE Programs for adults with vision impairment, which can be tailored to the needs of the individual.

30. Develop a program for supporting students with disabilities to transition into workplaces

The MoE will work with DPOs and CSOs, as well as the Ministry of Labour and Human Resources and Bhutan Chamber of Commerce and Industry, to develop relationships with a variety of businesses and organisations who will provide work experience and transition into the workforce 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 high school.
- The focal person will collaborate with CSOs, NGOs, DPOs and local businesses, as well as the Ministry of Labour and Human Resources and Bhutan Chamber of Commerce and Industry to identify opportunities for work experience and post-school work opportunities, and will work with schools to match students to appropriate opportunities.
- The ECCD & SEN Division will develop an orientation package for workplaces on how to support the individual needs of people with disabilities in 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"> Establish inclusive and special education coordination committee Develop operational guidelines for coordination committee Develop guidelines for engaging support from external agencies Develop mandates for organisations working with children with disabilities Review progress of roadmap and report towards the end of phase 1 	<ul style="list-style-type: none"> Review progress of roadmap and report towards the end of phase 2 	<ul style="list-style-type: none"> Review progress of roadmap and report towards the end of phase 3 Develop successive long term plans
2. Develop and maintain data collection systems and processes about children with disabilities	Data from birth or time of diagnosis	<ul style="list-style-type: none"> Engage external support to develop guidelines on ethical collection, storage and use of data Develop data collection system with MoH 		
	School based data	<ul style="list-style-type: none"> Review and update EMIS Develop criteria for generating reports from EMIS Develop training package on disability data collection in the EMIS Roll out training to all schools with SEN programs 	<ul style="list-style-type: none"> Roll out training to all DEO/TEOs DEO/TEOs roll out training to every school in their Dzongkhag/Thromde 	
	Using data	<ul style="list-style-type: none"> MoE mandate the regular update of data through schools, ECCD centres, Dzongkhags/Thromdes and local government MoH mandate regular update of data through all health services 	<ul style="list-style-type: none"> Train ECCD & SEN Division on using data Develop plans for data use including comprehensive new study on prevalence of children with disabilities 	

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

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

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

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

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

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

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

Early Childhood and ECCD Goals Timeline

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

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

The School Years Goals Timeline

Goal	Action	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"> Develop recruitment system for trained teachers, including transfer of SEN teachers Develop guidelines for deployment Identify focal DEO/TEO in each Dzongkhag/Thromde 		
	Training	<ul style="list-style-type: none"> Develop training scheme Review scholarship opportunities and prioritise scholarships for qualifications in SEN and Inclusive education Plan for at least 20 teachers to join the Masters in Inclusive Education each year 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 Programs 	<ul style="list-style-type: none"> Implement training scheme Plan for at least 20 teachers to join the Masters in Inclusive Education each year Review the Masters in Inclusive Education course content 	<ul style="list-style-type: none"> Implement and review training scheme Review the need and plan for the appropriate amount of teachers to join the Masters in Inclusive Education each year Review impact of Masters in Inclusive Education
	Retention	<ul style="list-style-type: none"> Plan and propose incentives for SEN teachers Ensure responsibilities of SEN teachers are prioritised through annual performance agreements Recognise additional work of SEN teachers in Dzongkhag/Thromde teams as additional work credit 	<ul style="list-style-type: none"> Implement SEN teacher incentive programs 	

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

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

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

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

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"> Develop criteria and application process for special education access scheme Establish committee for managing applications Develop and implement awareness program 		
	Scholarships	<ul style="list-style-type: none"> Review scholarship application programs to ensure equity Develop guidelines for supporting people with disabilities in IELTS 	<ul style="list-style-type: none"> Develop support systems for people with disabilities applying for international scholarships 	
28. Ensure further education is inclusive of students with disabilities	TVET	<ul style="list-style-type: none"> Develop training programs for vocational training institutions for including students with disabilities Plan TVET programs in 10 schools with SEN programs Ensure boarding facilities are accessible and that inclusive child protection practices are in place Develop specific TVET Programs between Wangsel Institute and Zorig Chusum Establish a SEN support service in each Institute and orient 	<ul style="list-style-type: none"> Plan TVET programs in 10 more schools with SEN programs Expand access to vocational training Institutes for Deaf students Increase training to SEN support services in Institutes 	<ul style="list-style-type: none"> Plan TVET programs in 10 more schools with SEN programs
	Tertiary Education	<ul style="list-style-type: none"> Review policies and practices to ensure inclusiveness Establish a SEN support service in each Institute and orient Ensure safe and accessible boarding facilities 	<ul style="list-style-type: none"> Increase training to SEN support services in Institutes 	<ul style="list-style-type: none"> Develop specific plans for introduction of Deaf students into tertiary education

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

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.

Stakeholder name:		Planning period:	
Goal	Action	Plan (how and when the action will be implemented, who to work with)	Record of progress
Monitoring (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.

Date and location of Inclusive and Special Education Coordination Committee meeting:			
Inclusive and Special Education Coordination Committee members present:			Signature
Goal	Action	Progress (Description)	Necessary actions
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 program 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 Program.

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 8th 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 11th & 12th October 2018, engaged support from SEN Coordinators from all schools with SEN Programs, a number of SEN 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.

Name	Designation	Organisation
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 Program Officer	TVET, MOLHR
Phurba	Planning Officer	PPD, MoE
Tamiki Nakashima	Director	Bussi-en
Dawa Tshering	Program 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	Program 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 Program Officer	ECCD & SEN
Sherab Phuntshok	Chief Program Officer	ECCD & SEN
Pema Chhogyel	Dy. Chief Program Officer	ECCD & SEN
Karma Norbu	Program 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 5th November, 2019 and Wangsel Institute on 12th November, 2019 respectively.

Name	Designation	Organisation
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	Jigmeshrubling HSS
Dechen Wangchuk	Teacher	Jigmeshrubling HSS
Kunzang Wangmo	Teacher	Khaling LSS
Dechen Tshering	Principal	Wangsel Institute
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
Yeshi 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 Danthananich	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
Yeshi 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. Program Officer	ECCD & SEN
Karchung	Curriculum Developer	Royal Education Council
Charlie Cristi	Inclusive Education Advisor	ECCD & SEN
Pema Norbu	Program Officer	ECCD & SEN

High Level meeting on Roadmap to Ministry of Education on 11th December, 2018.

Name	Designation	Organisation
Karma Yeshey	Hon'ble Secretary	MoE
Karma Tshering	Director General	DSE, MoE
Kinley Gyeltshen	Chief Program Officer	SPCD, DSE
Binod Sunwar	Dy. Chief Planning Officer	PPD
Tshering L Dorji	Chief Internal Audit	DoS, MoE
Lalit Gurung	Chief Engineer	SPBD
Sherab Phuntshok	Chief Program Officer	ECCD & SEN
Pema Choden	Sr. Program Officer	ECCD & SEN
Karma Norbu	Program Officer	ECCD & SEN
Charlie Cristi	Inclusive Education Advisor	ECCD & SEN
Pema Norbu	Program Officer	ECCD & SEN

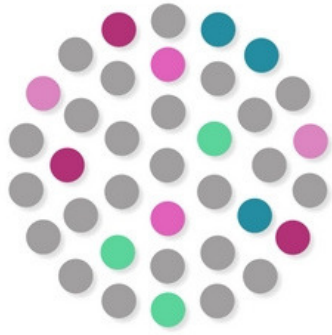
Final Consultation meeting held at Jambayang Resort on 8th February, 2019.

Name	Designation	Organisation
Karma Yeshey	Hon'ble Secretary	MoE

Karma Tshering	Director General	DSE, MoE
Kinley Gyeltshen	Director	DoS, MoE
Khenpo Karma Lhendrup	Tsukla Drungchen	Zhung Dratshang
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Sonam Choki	Asst. Project Coordinator	RED, GNHC
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Tashi Lhamo	Chief Program Officer	TPSD, MoE
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Bishal Rai	Program Development Coordinator	Save the Children, Bhutan
Sonam Choetsho	Program Officer	Ability Bhutan Society
Tashi Tshering Drukpa	Director	Bhutan Foundation
Tshering Yangzom		Bhutan Foundation
Sonam Yangden	Program Officer	Bhutan Foundation
B.B Mishra	Education Officer	UNICEF
Dochu	Chief Planning Officer	PPD, MoE
Lalit Gurung	Chief Engineer	SPBD
Phuntsho Lham	Chief EMO	EMD, MoE
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Kinley Gyeltshen	Chief District Education Officer	Chhukha Dzongkhag
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 Program Officer	ECCD & SEN
Chencho Wangdi	Dy. Chief Program Officer	ECCD & SEN
Pema Chhogyel	Dy. Chief Program Officer	ECCD & SEN
Sherab Phuntshok	Chief Program Officer	ECCD & SEN
Pema Choden	Sr. Program Officer	ECCD & SEN
Karma Norbu	Program Officer	ECCD & SEN
Charlie Cristi	Inclusive Education Advisor	ECCD & SEN
Pema Norbu	Program Officer	ECCD & SEN

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

Name	Designation	Organisation
Karma Tsering Namgyal	Hon'ble Secretary	Dratshang Lhentshog Secretariat
Passang	Secretary General	Zhung Dratshang
Dr. Karma Lhazeen	Director	Dept. of Public Health, MoH
Sherab Phuntshok	Chief Program Officer	ECCD & SEN
Pema Choden	Sr. Program Officer	ECCD & SEN
Pema Norbu	Program Officer	ECCD & SEN



INCLUSIVE EDUCATION

BHUTAN

The Ten-year Roadmap on Inclusive and Special Education in Bhutan will guide the development of the SEN Programme and the Ministry of Education to ensure that all children with disabilities can access education and benefit from appropriate and timely special support in inclusive settings along with their peers.

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