

Bhutan's Roadmap for Embedding Inclusive Education in Teacher Education and Ongoing Support

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10 years Roadmap developed for Inclusive and Special Education



To ensure equitable
access

To ensure quality and
sustainable educational
services for persons with
disabilities.

O b j e c t i v e s

- **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, districts and School levels.**

- **Improving the coordination of all sectors working towards providing services for children with disabilities in Bhutan**

- **Ensure sustainability of programs and activities**

An illustration of a person in orange looking through a large orange telescope. The telescope is tilted upwards and to the right. The person is a simple orange silhouette. The background is white.

Shared Vision in the roadmap

The education of children with disabilities is most successful when everyone involved and works together.

Roadmap

Cross-Cutting

Early
Childhood
Care and
Development

School Years

After School

15 Goals

4 Goals

7 Goals

4 Goals

Cross-Cutting and Organizational goals

1. Establish an Inclusive and Special Education coordination committee to oversee the implementation of the roadmap and other initiatives.
2. Develop and maintain data collection systems and processes about children with disabilities.
3. Ensure all ministry and school level guidelines and policies are inclusive of children with disabilities.
4. Develop an inclusive and special education funding formula.
5. Build awareness on early identification, intervention and education for children with disabilities.

Cross-Cutting and Organizational goals

6. Improve the physical accessibility of educational institutions.
7. Ensure 100% access to education and special education support services for children with disabilities, through establishment of the district/municipal Inclusive and Special Education Resource Team.
8. Develop an assistive technology procurement and maintenance system.
9. Enhance the quality of inclusive and special education through working with the families of children with disabilities
10. Develop a system for regularizing the medical support within schools enrolling children with disabilities

Cross-Cutting and Organizational goals

11. Establish Muenselling Institute as a resource centre for education of children with vision impairments.
12. Establish Wangsel Institute as a resource centre for Deaf education, Bhutanese Sign Language, and Bhutanese Sign Language interpreting services.
13. Develop plans and programs for children who are deaf-blind.
14. Ensure children with disabilities in monastic institutions have their individual needs met
15. Develop and implement effective monitoring systems for the improvement of inclusive and special education

Early Childhood Care and Development Goals

16. Ensure early identification of disabilities across Bhutan with immediate early intervention supports.
17. Ensure all ECCD centres are equipped to enroll and support children with disabilities.
18. Establish an early intervention resource team and related programs for young children with vision impairments and their families.
19. Establish an early intervention resource team and related programs for young children who are deaf and their families

School Years Goals

20. Develop and implement a long-term strategy for special education teacher recruitment, capacity development and retention in schools enrolling children with disabilities.
21. Build the capacity of all teachers, support staff and school leaders in Bhutan to support the individual needs of children with disabilities.
22. Develop a long-term strategy for the inclusion of teacher assistants in schools in Bhutan.
23. Build necessary systems to implement the Guidelines on Assessment, Examination, Promotion and Transition for students with disabilities in Bhutan.

School Years Goals

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

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

26. Review and update the technological provisions of Wangsel Institute in order to provide appropriate education to students with deafness and hard of hearing

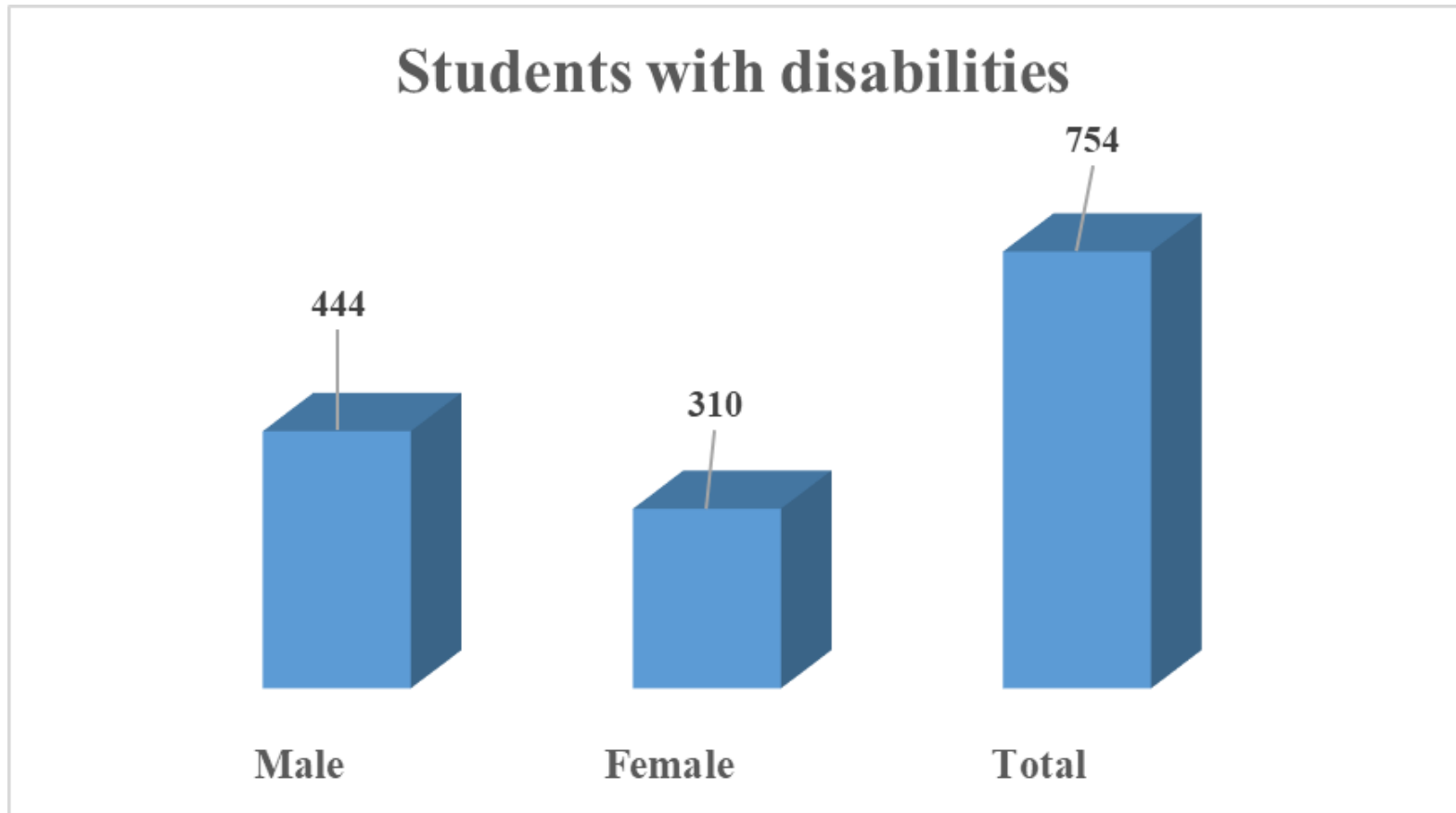
After School Goals

27. Develop necessary systems to enable equitable access to further education
28. Ensure further education is inclusive of students with disabilities
29. Review and improve non-formal education programs to ensure people with disabilities can participate
30. Develop a program for supporting students with disabilities to transition into workplaces.

Actions and interventions during Covid-19 pandemic

1. Developed Education In Emergency (EIE) action plan by all inclusive schools and special institutes.
2. Provided adapted Self-instructional Materials for learning for students with disabilities.
3. Conducted outreach/home based programmes by teachers.
4. Provided tablets to support online learning.
5. Follow up on safety, protection and security at home.
6. Developed Functional Curriculum for students with disabilities who cannot cope with general curriculum.

Current statistics

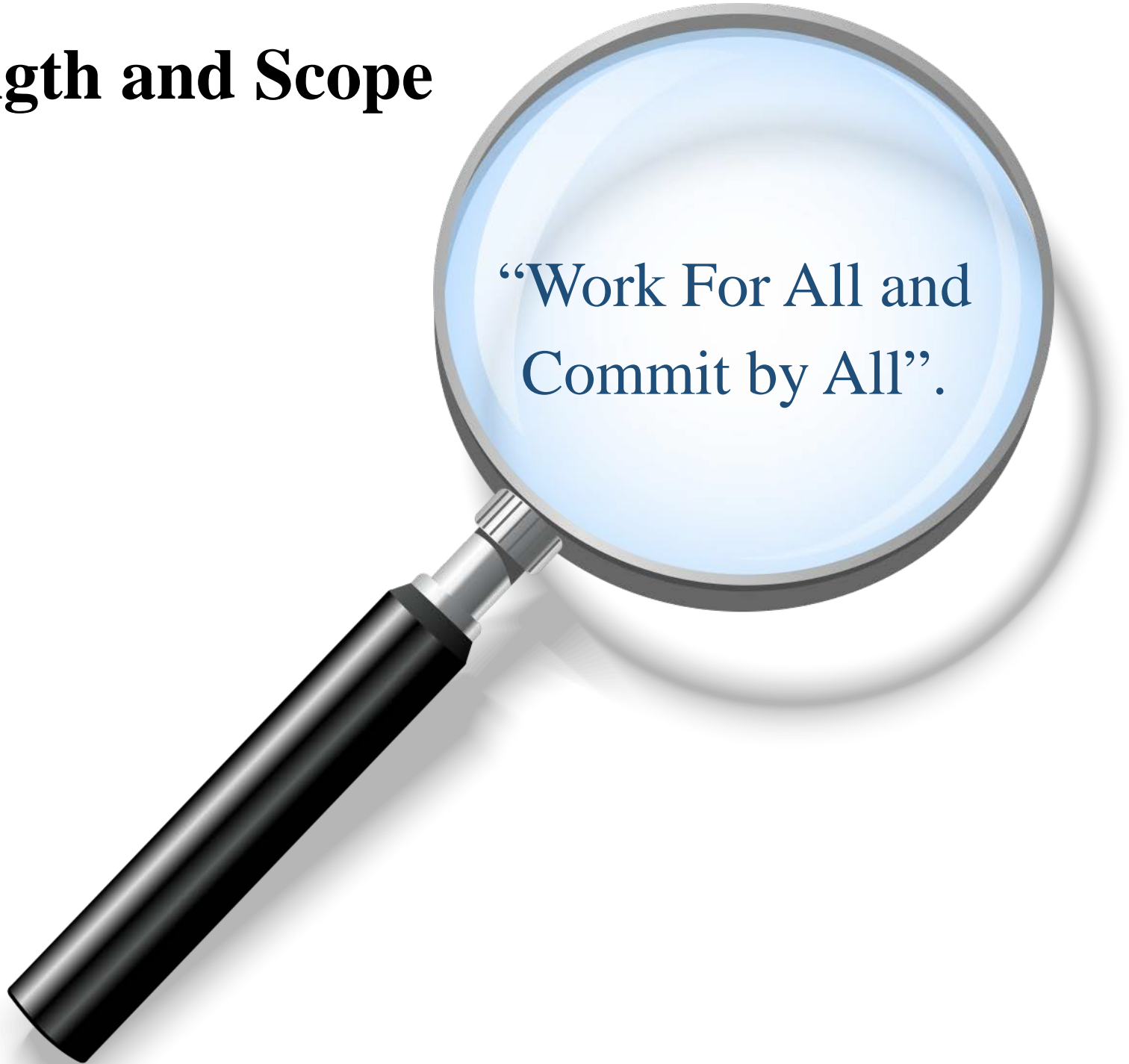


There are 754 students (444 males and 310 females) studying in 21 inclusive schools and 2 special institutes across the country.

Challenges

1. Inadequate resources (financial, human capacity and materials).
2. Lack of 3As assistive devices and technology.
3. Lack of proper connectivity.
4. Lack of accessible infrastructure and facilities.

Strength and Scope



“Work For All and
Commit by All”.

Thank
you