

別添資料

1. 教員資格
2. 教育局が計画する改築、新築学校数
3. 要請対象校リスト
4. 保健教育省組織図（現行組織）
5. 教育省組織図（2003 年昇格予定）
6. 2000-2012 年児童増加予測
7. 第 9 次五カ年計画（教育セクター部分の抜粋）
8. 要請対象校基礎データおよび写真（9 校分）

## 収集資料一覧表

1. 学校のBuilding Cost (サンプル) -教育省提供
2. 先生の資格一覧-教育省教育局発行
3. 11校のサイト図面-SPBC発行
4. 教科項目一覧
5. Bill of Quantities
6. Contact Agreement
7. 21世紀政策指針
8. worksの規定
9. 第9次五カ年計画(2002-2007)
10. Education Strategy & Vision(2020)
11. 9th Five year Plan(2002-2007)
12. 教育省組織図
13. HRD master Plan (2002-2012)
14. Bhutan At A Glance (各種統計)
15. 教科一覧表(例として)
16. 学生数構成表(Student Projection) 2012年までの推定表
17. 2002年児童学生就学状況リスト-2002年4月、教育省提供
18. 「ブ」国で作られている標準の校舎図面および付属施設。72例
19. 学校使用家具および器具の仕様リスト-2000年度版
20. 学校用家具および器具の標準見積もり基準-SPBD発行2000年度
21. マスタープランのサンプル-3校分、SPBD発行
22. 教育に関する統計-教育局、計画課発行-1999年度版
23. 教育省の予算編成項目-2003年度版
24. 各ドナーによる学校建設予定表リスト-教育局計画課作成-2003年2月
25. 日本へ要請している15校の最終リスト-2003年2月3日要請
26. 「ブ」国学校建設の登録コントラクターリスト-A級以上のみ、2003年
27. Bhutan Schedule of Rate-2001  
(政府で扱う労働者、材料、資材、機材および作業の標準価格リスト)
28. 公務員給料一覧表コピー-1999年7月-大臣より17級まで
29. Student Projection 2000-2012

## 1. 教員資格

### Teacher

#### 1. Qualification of teachers:

National teachers

Entry qualification: minimum Class X (current practice): two years PTTC Course in NIEs

From 2001 entry qualification became class XII: three years B.ed Course

Degree students who opt for teaching are required to under go one year PGCE

Expatriates teachers:

Only trained graduates are accepted to work as teachers in Bhutan

#### 2. Process of placement, transfer, dismissal of a teacher:

-Need based policy is followed to place teachers

-As per the qualification skills a teacher is placed in Primary, LSS, MSS, HSS and Institutes.

-Teachers are transferred as per recommendations from the Dzongkhags

-However, a teacher is required to serve in remote/rural schools for a minimum of three years in one school.

- Superannuation age is 56

#### 3. Salary structure:

Entry grade for PTTC teachers- Grade X

Salary structure-Nu.5800-140-8600

Teaching allowance 30%

Entry grade for B.ed and PGCE teachers-Grade VIII

Salary structure-7000-185-9775

Teaching allowance 30%

#### 4. Teacher student ratio:1:32

Teachers are expected to teach a minimum of 33 periods of 40 minutes each a week or an equivalent of 22 hours per week

#### 5. Further Educational programs:

In-service programs like NBIP,DBIP, CBIP,SBIP

Fellowships abroad

Distance Education Programs to improve the academic and professional qualifications of teachers

#### 6. Teachers Promotion and Transfer:

Promotions of teachers depend mainly on their performance and to some extent the number of years a teacher has served in the same position. Promotions and transfers are processed with the recommendations from the concerned head teachers and District Education Officers.

2. 教育局が計画する改築、新築学校数

(in Nu. Millions)

Central Execution							
A) Funding Agency: GOI							
	Dzongkhag	School	Level		Budget	Const. Bud	\$\$\$\$
1	Gasa	Bjishong	HSS	Boarding	74.815	71.470	1.489
2	Paro	Taju Ri (Khangkhu)	LSS	Boarding	33.829	32.384	0.675
3	Punakha	Tashidingkha	MSS	Boarding	56.201	53.846	1.122
4	S/Jongkhar	Deothang	MSS	Day	38.704	36.349	0.757
5	S/Jongkhar	Orong	MSS	Boarding	61.374	59.019	1.230
6	Samtse	Ghumauney	HSS	Boarding	56.197	52.852	1.101
7	Thimphu	Babesa	MSS	Boarding	37.319	34.964	0.728
8	Thimphu	Choden	LSS	Boarding	35.017	33.572	0.699
9	Tsirang	Mendrelgang	MSS	Day	47.424	45.069	0.939
10	Wangdue	Samtengang	MSS	Day	57.229	54.874	1.143
11	Trongsa	ILCS			226.500	226.500	4.719
12	Trashigang	Sherubtse College			76.600	76.600	1.596
13	Thimphu	Youth Centre			53.100	53.100	1.106
Total					854.310	830.600	17.304
Turn Key Execution							
B) JICA							
	Dzongkhag	School	Level		Budget	Const. Bud	\$\$\$\$
1	Chukha	Chukha	HSS	Boarding	41.321	34.333	0.715
2	Lhuentse	Autsho	MSS	Boarding	61.798	56.203	1.171
3	Lhuentse	Tangmachu	HSS	Boarding	36.751	31.812	0.663
4	Mongar	Gyelposhing	HSS	Boarding	56.658	50.591	1.054
5	Paro	Bithekha	LSS	Day	24.827	22.236	0.463
6	Paro	Lango	MSS	Day	35.121	30.008	0.625
7	Punakha	Kabjisa	LSS	Boarding	41.357	37.500	0.781
8	T/gang	Bartsham	MSS	Boarding	25.131	21.986	0.458
9	T/gang	Kanglung	HSS	Day	30.463	26.349	0.549
10	Thimphu	Genekha	LSS	Boarding	29.835	26.446	0.551
11	Trongsa	Tangsibji	MSS	Boarding	67.174	58.859	1.226
12	Tsirang	Tsirang	HSS	Boarding	64.204	54.783	1.141
13	Wangdue	Phobjikha	LSS	Boarding	57.292	50.473	1.052
14	Wangdue	Samtengang	LSS		11.410	10.475	0.218
15	Zhemgang	Buli	MSS	Boarding	64.293	55.862	1.164
Total					647.638	567.918	11.832
Turn Key Execution							
C) SDC							
	Dzongkhag	School	Level		Budget	Const. Bud	\$\$\$\$
1	Paro	NIE			240.000	240.000	5.000
2	Samtse	NIE			0.000		
					240.000	240.000	5.000

D) Funding Agency: German Bhutan Health Friends Association							
	Dzongkhag	School	Level		Budget	Const. Bud	\$\$\$\$
1	Paro	Drukgyel	LSS		22.585	21.650	0.451
2	T/Gang	NID			5.200	5.200	5.200
Total					22.585	21.650	0.451
Dzongkhag Execution							
E) Funding Agency: Austria Bhutan Friendship Society							
	Dzongkhag	School	Level		Budget	Const. Bud	\$\$\$\$
1	T/yangtse	Pang	LSS	Boarding	13.352	13.352	0.278
Total					13.352	13.352	0.278
Central Execution							
F) Funding Agency: SEP/IDA							
	Dzongkhag	School	Level		Budget	Const. Bud	\$\$\$\$
1	Thimphu	Changjiji	LSS		24.283	21.108	0.440
2	Dagana	Durjeygang	HSS		8.951	2.724	0.057
Total					33.234	23.832	0.497
G) Project: Pvt Firms in Pasakha will be approached for financing							
	Dzongkhag	School	Level		Budget	Const. Bud	\$\$\$\$
1	Chukha	Pasakha	MSS		19.872	16.200	0.338
Total					19.872	16.200	0.338
Central Execution							
H) Funding Agency: EDP (IDA)							
	Dzongkhag	School	Level		Budget	Const. Bud	\$\$\$\$
1	Chukha	P/ling	PS	Day	15.125	12.948	0.270
2	Chukha	P/ling (BOB)	MSS	Day	16.681	13.528	0.282
3	Chukha	Phuentsholing	HSS	Day	14.022	11.789	0.246
4	Dagana	Dagapela	MSS	Boarding	36.813	33.089	0.689
5	Lhuentse	Minjey	LSS	Boarding	28.635	26.308	0.548
6	Mongar	Dremetse	MSS	Boarding	27.891	22.826	0.476
7	Mongar	Kilikhar	LSS		27.469	25.235	0.526
8	Mongar	Mongar	HSS	Boarding	25.718	20.163	0.420
9	Mongar	Yadi	MSS	Boarding	55.458	50.150	1.045
10	P/gatshel	Gonpasingma	LSS	Boarding	35.712	32.590	0.679
11	Paro	Shari	HSS	Day	35.779	30.816	0.642
12	Haa	Tsaphel	LSS	Boarding	34.369	31.032	0.646
13	Thimphu	Lobesa	HSS		47.783	41.592	0.867
14	T/gang	Phongmey	LSS	Boarding	42.046	37.930	0.790
15	Samtse	Samtse	MSS		26.534	23.581	0.491
16	Samtse	Tendu	MSS		27.780	24.542	0.511
17	Sarpang	Gelephu	HSS		23.737	21.171	0.441
18	Sarpang	Norbuling	MSS	Boarding	41.138	36.814	0.767
19	Sarpang	Pelrithang	MSS		37.337	31.876	0.664
20	T/gang	Trashigang	MSS		34.296	30.791	0.641

21	T/gang	Wamrong	HSS	Boarding	19.433	16.404	0.342
22	T/yangtse	Bumdeling	MSS	Boarding	68.106	61.291	1.277
23	Thimphu	Changzamtog	LSS		24.794	21.388	0.446
24	Thimphu	Khasadrapchu	MSS		38.357	34.852	0.726
25	Thimphu	Kuschugchen	LSS		24.829	22.123	0.461
26	Thimphu	Lungtenzampa	MSS		24.697	21.444	0.447
27	Thimphu	Zilukha	LSS		25.647	22.593	0.471
28	Zhemgang	Gomphu	LSS	Boarding	26.704	23.484	0.489
29	Zhemgang	Yebilaptsa	MSS	Boarding	21.547	18.745	0.391
30	Thimphu	Ministry Complex			20.000	20.000	0.417
31	Chukha	Central Stores			18.000	18.000	0.375
32	T/Phu	University Sec.			10.000	10.000	0.208
Total					946.437	839.095	17.481

**Dzongkhag Execution**

**I) Funding Agency: DANIDA**

	Dzongkhag	School	Level		Budget	Const. Bud	\$\$\$\$
1	Bumthang	Jakar	HSS	Boarding	20.807	15.816	0.330
2	Chukha	Dala	MSS		11.168	8.422	0.175
3	Chukha	Kamji	LSS	Boarding	15.676	13.837	0.288
4	Chukha	Tsimalakha	LSS		15.083	12.753	0.266
5	Dagana	Gesarling	LSS		22.169	19.826	0.413
6	Haa	Katsho	LSS		14.159	10.888	0.227
7	Mongar	Chali	LSS		22.610	20.615	0.429
8	P/gatshel	Shumar	LSS		12.366	10.627	0.221
9	P/gatshel	Yurung	MSS	Boarding	40.030	35.670	0.743
10	Punakha	Jibjokha	LSS		13.087	11.348	0.236
11	Punakha	Shengana	LSS	Boarding	15.656	14.040	0.293
12	S/jongkhar	Minjiwoong	MSS	Boarding	22.975	18.957	0.395
13	S/jongkhar	S/jongkhar	PS		11.543	9.812	0.204
14	Samtse	Gomtu	MSS		13.801	11.181	0.233
15	Samtse	Peljorling	LSS		13.963	12.108	0.252
16	Sarpang	Sarpang	HSS		24.742	21.237	0.442
17	T/gang	Gongthung	LSS	Boarding	17.987	15.660	0.326
18	T/gang	Thungkhar	LSS		13.334	11.588	0.241
19	T/gang	Uzorong	LSS	Boarding	22.163	19.388	0.404
20	T/yangtse	Khamdang	LSS		12.021	10.254	0.214
21	T/yangtse	Tsenkharla	MSS		17.539	14.731	0.307
22	Thimphu	Changangkha	LSS		21.129	18.771	0.391
23	Thimphu	Thinleygang	MSS	Boarding	36.919	32.659	0.680
24	Trongsa	Samchoeling	LSS		18.950	16.322	0.340
Total					449.877	386.510	8.052

**Dzongkhag Execution**

**J) Funding Agency: RGOB**

	Dzongkhag	School	Level		Budget	Const. Bud	\$\$\$\$
1	Samtse	Dorokha	MSS	Boarding	50.428	45.614	0.950
2	S/jongkhar	Gomdar	LSS	Boarding	29.017	26.528	0.553
3	Mongar	Nagor	LSS	Boarding	24.757	22.458	0.468
4	P/gatshel	P/Gatshel	MSS		22.437	17.890	0.373
5	Lhuentse	Tangmachu	LSS		20.475	18.381	0.383

6	Chukha	Chungkha	LSS	Boarding	20.434	18.240	0.380
7	Lhuentse	Khoma	LSS	Boarding	20.352	18.158	0.378
8	S/jongkhar	Dechhenling	MSS	Boarding	20.512	16.782	0.350
9	Mongar	Chaskhar	LSS		19.106	17.255	0.359
10	Bumthang	Chhumme	MSS	Boarding	18.388	15.464	0.322
11	Dagana	Daga	LSS		17.500	15.533	0.324
12	Sarpang	Dekiling	LSS		17.462	15.231	0.317
13	Sarpang	Sarpang	LSS		17.462	15.231	0.317
14	Chukha	Dungna	LSS	Boarding	16.988	15.033	0.313
15	Tsirang	Tsirangdangra	LSS		16.804	14.798	0.308
16	T/gang	Bidung	LSS	Boarding	16.526	13.887	0.289
17	Chukha	Bongo	LSS	Boarding	16.175	14.220	0.296
18	Tsirang	Damphu	LSS		14.721	12.711	0.265
19	Trongsa	Trongsa	MSS		14.295	11.629	0.242
20	Bumthang	Tang	LSS	Boarding	13.773	12.018	0.250
21	Wangdue	Nobding	LSS		13.628	12.136	0.253
22	Paro	Shaba	LSS		13.391	11.381	0.237
23	Chukha	Lochina	LSS		13.258	11.751	0.245
24	Chukha	Sinchula	LSS		13.258	11.751	0.245
25	Thimphu	Dechenchholing	MSS		13.251	10.731	0.224
26	Samtse	Sengdhyen	LSS	Boarding	12.373	10.194	0.212
27	T/yangtse	Kheni	LSS	Boarding	12.351	10.400	0.217
28	Trongsa	Langthel	MSS		12.508	10.023	0.209
29	Chukha	Wanakha	LSS		12.256	10.865	0.226
30	T/gang	Wamrong	LSS		11.096	9.325	0.194
31	S/jongkhar	S/jongkhar	HSS		10.932	7.438	0.155
32	T/gang	Khaling	LSS		10.310	8.788	0.183
33	Zhemgang	Tingtibi	LSS		8.858	7.435	0.155
34	S/jongkhar	Daifam	LSS		7.825	6.198	0.129
35	Thimphu	Jigme Namgyel	LSS		7.513	3.550	0.074
36	Samtse	Denchukha	LSS		4.540	3.257	0.068
37	Sarpang	Gelephu	LSS		2.219	1.284	0.027
Total					587.180	503.569	10.491
Grand Total					3814.485	3442.726	71.723
Dzongkhag Execution							
K) Category 4							
	Dzongkhag	School	Level		Budget	Const. Bud	\$\$\$\$
1	Paro	Gattana	HSS	Boarding	65.491	56.078	1.168
2	P/gatshel	Tsebar	MSS	Boarding	46.766	40.010	0.834
3	Mongar	Khengkhar	LSS	Boarding	33.352	32.167	0.670
4	Lhuentse	Zhangkhar	LSS	Boarding	30.443	29.258	0.610
5	Trongsa	Takse**	HSS	Boarding	37.702	25.769	0.537
6	Zhemgang	Sonamthang	MSS	Boarding	29.236	23.428	0.488
7	Mongar	Mongar	MSS		26.373	22.578	0.470
8	Dagana	Daga	MSS		26.120	22.462	0.468
9	Chukha	Gedu	PS		22.695	22.380	0.466
10	Lhuentse	Gortsum	LSS		22.105	20.920	0.436
11	Lhuentse	Thimyong	LSS	Day	19.357	18.172	0.379
12	P/gatshel	Nangkhor	HSS	Boarding	22.406	17.669	0.368
13	Zhemgang	Zhemgang	HSS		19.994	16.895	0.352

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3. 要請対象校リスト

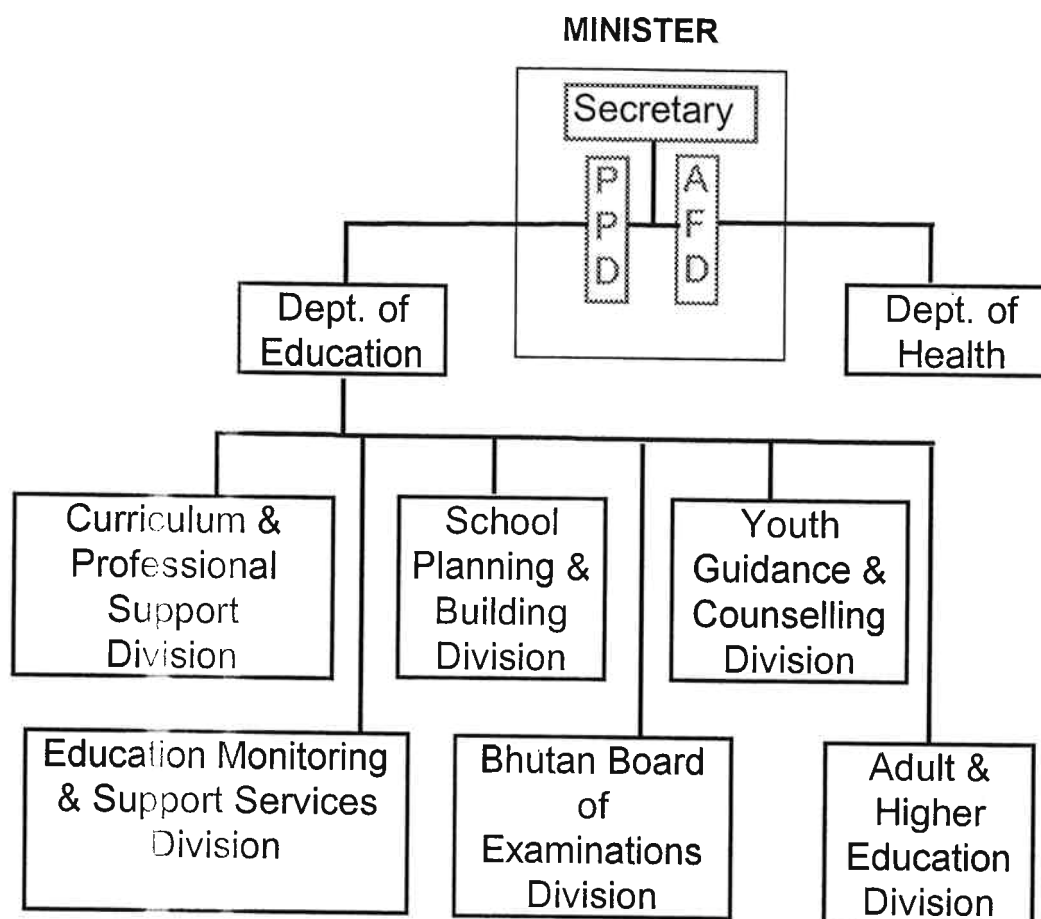
Original Schools proposed to JICA		Schools poposed to be changed		Final Schools proposed to JICA	
School	Dzongkhag	School	Dzongkhag	School	Dzongkhag
1 Phobjikha	Wangduephodrang			1 Phobjikha	Wangduephodrang
2 Changjiji	Thimphu	1 Genekha LSS	Thimphu	2 Genekha LSS	Thimphu
3 Khabisa	Punakha			3 Khabisa	Punakha
4 Betikha	Paro			4 Betikha	Paro
5 Samtengang	Wangduephodrang			5 Samtengang	Wangduephodrang
6 Tangsibi	Trongsa			6 Tangsibi LSS new	Trongsa
7 Bartsham	Trashigang			7 Bartsham	Trashigang
8 Lango	Paro			8 Lango	Paro
9 Kanglung	Trashigang			9 Kanglung	Trashigang
10 Tangmochhu	Lhuntse			10 Tangmochhu	Lhuntse
11 Buli	Zhemgang			11 Buli	Zhemgang
12 Tsirang	Tsirang			12 Tsirang	Tsirang
13 Chhukha HSS	Chhukha			13 Chhukha HSS	Chhukha
14 Gyalposing HSS	Mongar			14 Gyalposing HSS	Mongar
15 Peirithang LSS	Sarpang	2 Autsho LSS	Lhuntse	15 Autsho LSS	Lhuntse

※ 7 変更もある。

Final 3/2/2003

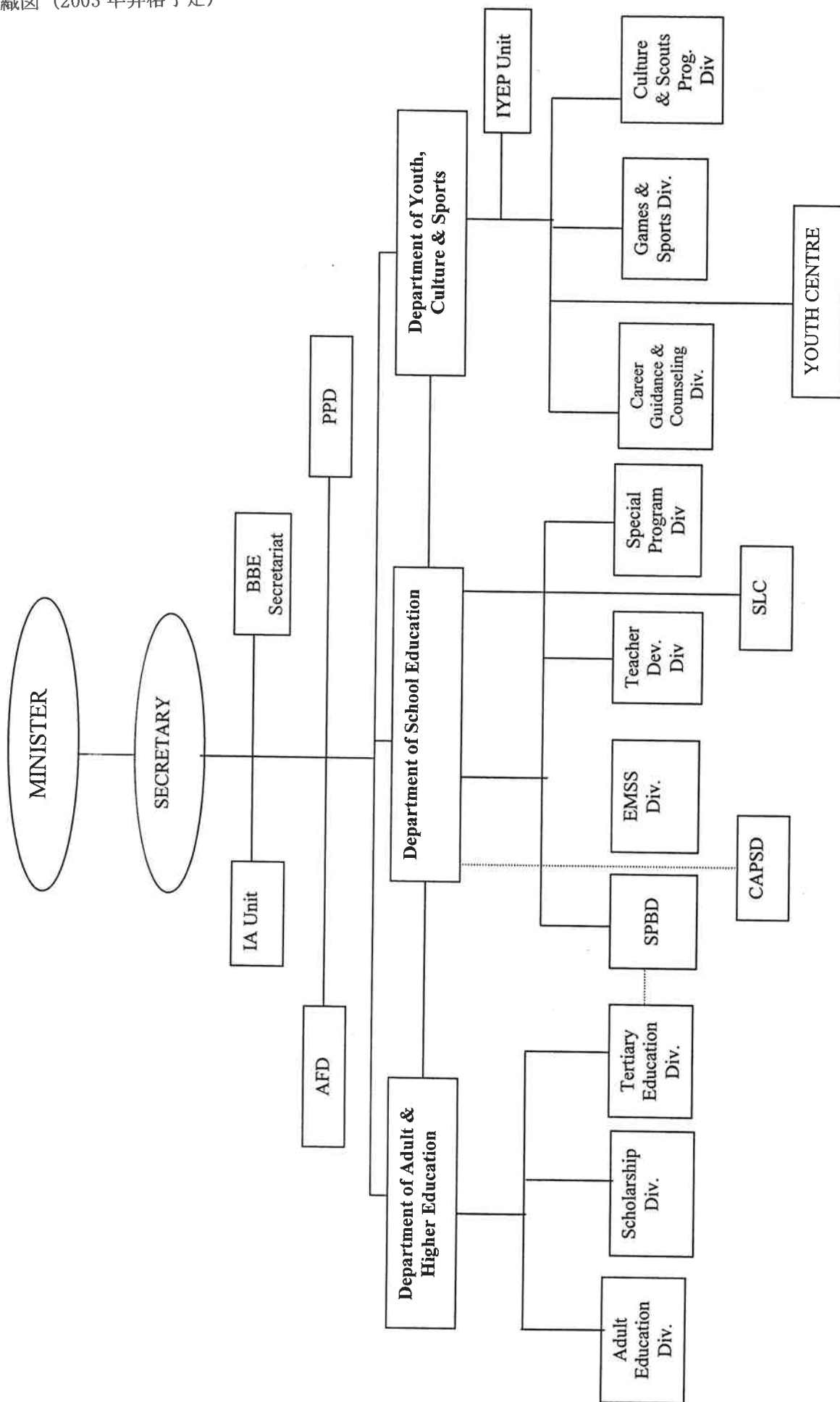
4. 保健教育省組織図 (現行組織)

Organogram of the Ministry of Health and Education



5. 教育省組織図 (2003 年昇格予定)

MINISTRY OF EDUCATION



Student Projection  
2000 - 2012.

Bhutan	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
6 years old	15548	16018	16513	17025	17554	18101	18667	19253	19840	20445	21069	21712	22375
Intake	13188	12870	14307	15973	16994	18242	20079	22001	21553	22213	22948	23656	24405
PP	15445	15167	16148	17914	18976	20156	21915	23789	23305	23704	24234	24733	25263
I	14244	15006	15016	15951	17645	18806	20004	21737	23622	23165	23510	24035	24540
II	13280	13846	14619	14786	15663	17304	18546	19785	21514	23438	23138	23481	23890
III	12220	12494	13051	13723	13975	14803	16383	17649	18918	20628	22571	22427	23073
IV	11377	12253	12579	13102	13798	14130	14942	16515	17852	19187	20943	22920	22746
V	9708	10255	11365	11770	12290	12990	13375	14177	15687	17051	18393	20158	22135
VI	8714	9171	9607	10591	11058	11585	12294	12713	13521	15061	16504	17974	19926
VII	7999	8401	9335	9889	10900	11607	11943	13105	13685	14482	15996	17422	18890
VIII	6430	6958	7530	8320	8993	9976	11078	11119	12210	12860	13704	15260	16722
IX	5506	5890	6480	7075	7899	8670	9673	10753	10807	11854	12553	13372	14858
X	3366	4618	5646	6197	6828	7738	8590	9670	10889	11084	12071	12824	13664
XI	1076	1631	1978	2395	2793	3284	3930	5362	6220	7149	7427	8273	8988
XII	685	1088	1459	1797	2327	2702	3178	3845	5286	6135	7069	7351	8176
	110050	116778	124813	133509	143145	153751	165852	180219	193516	205798	218113	230229	242872

# **NINTH PLAN MAIN DOCUMENT (2002 - 2007)**



**PLANNING COMMISSION  
ROYAL GOVERNMENT OF BHUTAN**

## **CHAPTER 12: THE NINTH PLAN**

### **Goals**

The Ninth Plan has five overall goals:

- Improving quality of life and income, especially of the poor;
- Ensuring good governance;
- Promoting private sector growth and employment generation;
- Preserving and promoting cultural heritage and environment conservation; and
- Achieving rapid economic growth and transformation.

The economy is projected to grow at an annual rate of 7-9 percent. To achieve this growth projection, efficient and reliable infrastructure services, sound macro-economic policies and a strong domestic revenue base will be required. The financial outlay of the Ninth Plan has made provisions to support these mutually reinforcing requirements.

### **Strategies**

#### **Infrastructure Expansion**

The plan accords high priority to improve and expand the road network, particularly feeder roads to improve rural access. Thus the road sector receives the largest share of the Ninth Plan financial outlay. The Road Sector Master Plan will offer opportunities to foster coordinated developments in other sectors such as agriculture and industry.

The plan outlay also provides for expansion of power transmission lines and national grid(s) to facilitate export of power and to promote growth and development of power intensive industries in the country. Provisions have been made to provide electricity to about 15,000 rural households during the Plan.

As telecommunication infrastructure and information technology are vital for economic growth and evolution of the country into a knowledge based society, the plan provides for nationwide expansion as well as improvement of quality of these services. This will include expansion of telecommunication facilities to all the Gewogs and invitation of private sector participation in this sector.

Urban infrastructure particularly housing has also been accorded high priority in the Ninth Plan. This has become necessary to accommodate urban growth and related demand for services.

#### **Sound Macro-economic Policy**

To maintain a steady and stable rate of economic growth, it is important that appropriate macro-economic policies are formulated. The size of the budget deficit on the current account has, therefore, been set at 2-3 percent of GDP to ensure a stable macro-economic environment. Inflation rate is expected to average at around 7-8 percent per annum. An expansion of bank lending to the private sector for domestic investment projects at competitive interest rates, without threatening the inflation rate target, will be a major monetary and fiscal policy goal in the Ninth Plan. The maintenance of a healthy level of foreign exchange reserves, and sustainable level of domestic and external debt will continue to be important macro-economic strategies.

The objective of meeting recurrent expenditures with domestic revenue has been met successfully during the past three fiscal years. The current expenditure growth has averaged 10 percent per annum and domestic revenue growth at 20 percent per annum during these three years. The Royal Government will continue to aim to meet the entire recurrent expenditures by domestic

revenue in the Ninth Plan, and progressively move towards recurrent budget surplus. Further efforts will be made to increase revenue yield through improved tax administration and introduction of new tax sources to broaden the revenue base.

### **Ensuring Good Governance**

The Ninth Plan represents yet another watershed in the political and administrative reforms that have been initiated by His Majesty the King in the past two decades. The process of decentralization will receive a new thrust with the introduction of the revised GYT and DYT *Chathrim*s concurrently with the launch of the Ninth Plan. The DYT and GYT will be granted autonomy to make plans, allocate resources as well as frame rules and regulations applicable within their respective jurisdictions. To enable financial decentralization, the plan allocates separate budget for activities, which will be directly formulated, approved and executed at the Gewog and Dzongkhag levels.

The most significant reform initiated by His Majesty the King thus far, will be the adoption of the constitution during the Ninth Plan, fully elaborating on the legislative, executive, and judicial powers as well as rights and responsibilities of individuals. Anticipating these changes, the plan foreshadows the requirement of new structures and processes to be introduced. In addition, the budget strategy accords substantial allocation to the agencies enforcing accountability and law, such as the administration of justice, law enforcement, public accounts and auditing, research and policy analysis, and other key agencies which bring catalytic interventions towards increasing the transparency, efficiency and effectiveness of the Royal Government.

These social and political reforms will help to further the people centered development approach as well as ensure that the cohesion security and the sovereignty of the country is protected.

### **Improving Access and Enhancing Social Services**

As majority of the Bhutanese people depend on agriculture and its allied activities for their livelihood, the Ninth Plan will place priority to improve rural road infrastructure combined with multi-sectoral plan for the modernization of agriculture. These interventions are aimed to enhance agricultural productivity as well as improve farmers' access to the markets. The plan also has provision to create opportunities for entrepreneurs in agro-business, horticulture, and small-scale handicraft industries.

Access to primary education, primary health care and safe water and sanitation has a major impact on the quality of peoples' lives. The plan supports these social sector programs and major emphasis will be given to improve the quality of services and consolidate the achievements in terms of physical expansion.

The consistently higher budget allocation to the social service sector is a reflection of the priority attached to human resource development and a continuation of the tradition of welfare entitlement.

### **Challenges to Development**

Profound political and economic changes combined with rapid technological advancements in the world over the last quarter of the 20th century have ushered in new challenges and opportunities and have compelled big and small nations alike to re-examine their development policies. Political strategies are giving way to economic imperatives and opportunities. Many still continue to struggle to establish a stable political environment which is critical for sustained economic growth. Population explosion, environmental degradation, growing poverty and economic disparities, asymmetrical economic development within and among nations, and their volatile consequences

pose formidable challenges to global sustainable development. The world is also seeing a surge in terrorism and conflicts along ethnic, cultural and religious lines, many of which have their roots in complex historical, social, political and economic causes. In an era of growing interdependence with the onset of globalization, socio-economic and political problems that were once geographically isolated are increasingly assuming a transnational nature.

As a small landlocked country, lacking in political, economic and military resources, the external challenges that Bhutan faces are indeed daunting and in some cases threaten its very existence. Of significance is the problem of United Liberation Front for Assam (ULFA) and National Democratic Front of Bodoland (NDFB) militants from the Indian state of Assam, who taking advantage of the porous border are using the thick forests along southeastern parts of the country as safe havens. The intrusion of militant cadres of ULFA and Bodo into these jungles, and the issues related to the people in the camp in eastern Nepal remain two major security threats to the country. The presence of militants along the border is not only a constraint to the country's development process but poses a serious threat to peace, security, and the territorial integrity of the country. The atrocities carried out against Bhutanese citizens traveling via Bhutan-Assam border in 2000 and 2001 illustrate the threat it poses. Measures to remove them from the country is high national priority. If the on-going efforts to resolve the problem peacefully fail, Royal Government will be compelled to exercise the military option, in which case the development process of the country will be critically affected.

For a country thinly populated, ecologically fragile, and with limited resources, the issue of large-scale illegal immigration through its porous borders is another serious challenge to the development process. This problem has already manifested itself in the past in the form of terrorist activities and violent demonstrations that eventually led to the problem of the people in the camps in eastern Nepal. The capitalization of the problem of illegal immigration into a political and human rights issue by dissidents with ulterior motives was a major set back in the country's development process and continues to be a matter of national concern.

### **Ninth Plan Outlay**

The Seventh Plan outlay was Nu. 15,590 million: Nu. 6,980 million was allocated for capital expenditure and Nu. 8,610 million for current expenditure. Since domestic revenue was insufficient, external assistance supported both recurrent and capital expenditures.

At around Nu. 40,000 million, the Eighth Plan expenditure represented a significant increase from the Seventh Plan. Domestic revenue could comfortably meet current expenditures, while external assistance played a very important role in financing the Plan.

The total Ninth Plan outlay is Nu. 70,000 million, of which Nu. 31,682 million is for current expenditures, Nu. 34,869 million is for capital investments and Nu. 3,449 million is earmarked for debt servicing. Major investment projects, such as the Tala, Mangdechhu and Punatsangchhu Hydroelectric Project and other major private investments has been kept outside the framework of the plan outlay.

While the Nu. 70,000 million plan outlay represents an increase of over 75 percent of the Eighth Plan expenditure, it is only about Nu. 54,000 million in real terms after allowing a projected 7 percent inflation rate over the Ninth Plan.

The estimated domestic revenue of about Nu. 32,000 million is expected to cover the current expenditure, while external assistance amounting to around Nu. 35,000 million would be necessary to meet the capital expenditure.

Bhutan received generous external assistance during the Eighth Plan with over 60 percent of plan expenditures financed by external aid. Continued good will and assistance of the development partners will be necessary to successfully implement the Ninth Plan. As and when resources are forthcoming, additional programs which are proposed in the sectoral plans but could not be included within the resource allocation of Nu. 70,000 million, would be taken up. Moreover, the ceiling necessary to be applied on the annual expenditure shall not be applied on donor-funded programs.

The Ninth Plan accords priority to infrastructure and social sectors. Development of infrastructure is accorded priority to create productive capacity both in the economy and the people. In the social sector, focus will be on consolidation and improvement of quality of services. Hence proposals for expansion in this sector will be considered judiciously.

**Table 4: Ninth Plan Outlay and Allocation**

(Nu. Million)

	ORGANIZATION	RECURRENT	CAPITAL	TOTAL	Percent
<b>1</b>	<b>Autonomous Agencies</b>	<b>4,649.248</b>	<b>4,972.517</b>	<b>9,621.765</b>	<b>13.7</b>
a	His Majesty's Secretariat	77.172	3.950	81.122	0.1
b	National Assembly Secretariat	83.058	6.720	89.778	0.1
c	Royal Advisory Council	52.183	1.300	53.483	0.1
d	Council for Ecclesiastical Affairs	719.926	77.657	797.583	1.1
e	National Commission for Cultural Affairs	193.974	215.831	409.805	0.6
f	Judiciary	364.164	125.966	490.13	0.7
g	Royal Audit Authority	190.578	24.500	215.078	0.3
h	Royal Civil Service Commission	64.075	3,000.000	3,064.075	4.4
i	Bhutan Olympic Committee	166.483	43.720	210.203	0.3
j	Dzongkha Development Commission	48.464	10.000	58.464	0.1
k	National Environment Commission	29.240	31.728	60.968	0.1
l	Cabinet Secretariat	16.277	1.300	17.577	0.0
m	Bhutan Broadcasting Service	0.000	348.000	348	0.5
n	Planning Commission Secretariat	63.955	45.000	108.955	0.2
o	Police, Jail and Fire Services	2,064.353	355.010	2,419.363	3.5
p	Royal Institute of Management	156.345	149.000	305.345	0.4
q	National Technical Training Authority	335.925	500.000	835.925	1.2
r	Office of the Legal Affairs	17.709	17.595	35.304	0.1
s	Centre for Bhutan Studies	5.367	15.240	20.607	0.0
<b>2</b>	<b>Ministry of Home Affairs</b>	<b>486.384</b>	<b>130.569</b>	<b>616.953</b>	<b>0.9</b>
a	Secretariat	230.469	30.661	261.13	0.4
b	Department of Survey and Land Records	183.647	22.845	206.492	0.3
c	Department of Registration	72.268	77.063	149.331	0.2
<b>3</b>	<b>Ministry of Finance</b>	<b>1,257.252</b>	<b>354.865</b>	<b>1,612.117</b>	<b>2.3</b>

a	Secretariat	675.892	27.500	703.392	1.0
b	Department of Budget and Accounts	44.263	17.800	62.063	0.1
c	Department of National Properties	150.992	25.330	176.322	0.3
d	Department of Revenue and Customs	357.346	257.535	614.881	0.9
e	Department of Aid and Debt Management	28.759	26.700	55.459	0.1
<b>4</b>	<b>Ministry of Foreign Affairs</b>	<b>1,278.692</b>	<b>176.209</b>	<b>1,454.901</b>	<b>2.1</b>
<b>5</b>	<b>Ministry of Health and Education</b>	<b>4,581.093</b>	<b>2,893.409</b>	<b>7,474.502</b>	<b>10.7</b>
a	Secretariat	129.076	0.000	129.076	0.2
b	Department of Health	2,802.426	1,703.409	4,505.835	6.4
c	Department of Education	1,598.485	998.476	2,596.961	3.7
d	Department of Employment and Labour	51.106	191.524	242.630	0.4
<b>6</b>	<b>Ministry of Agriculture</b>	<b>2,548.361</b>	<b>2,000.000</b>	<b>4,548.361</b>	<b>6.5</b>
a	Secretariat	435.063	-	435.063	0.6
b	RNR	2,113.298	2,000.000	4,113.298	5.9
<b>7</b>	<b>Ministry of Trade and Industry</b>	<b>2,210.434</b>	<b>6,351.081</b>	<b>8,561.515</b>	<b>12.2</b>
a	Secretariat	112.070	371.320	483.390	0.7
b	Department of Trade	73.129	384.252	457.381	0.7
c	Department of Industry	110.277	900.000	1,010.277	1.4
d	Department of Power	1,717.949	4,500.000	6,217.949	8.9
e	Department of Geology and Mines	138.846	70.000	208.846	0.3
f	Department of Tourism	58.163	125.509	183.672	0.3
<b>8</b>	<b>Ministry of Communication</b>	<b>1,710.618</b>	<b>8,672.516</b>	<b>10,383.134</b>	<b>14.8</b>
a	Secretariat	111.265	38.112	149.377	0.2
b	Department of Urban Development and Housing	187.379	2,400.000	2,587.379	3.7
c	Department of Roads	1,136.165	5,524.094	6,660.259	9.5
d	Department of Civil Aviation	127.206	403.920	531.126	0.8
e	Standard Quality and Control Division	21.491	45.100	66.591	0.1
f	Road Safety and Transport Authority	89.666	162.112	251.778	0.4
g	Bhutan Telecom Authority	17.646	21.050	38.696	0.1
h	Division of Information Technology	19.800	60.000	79.800	0.1
i	Construction Development Board	-	18.128	18.128	0.0
<b>9</b>	<b>Others</b>	<b>5,156.921</b>	<b>3,449.046</b>	<b>8,605.97</b>	<b>12.3</b>
a	Debt Servicing	393.240	3,449.046	3,842.286	5.5
b	Common Public Expenditure	2,009.804	0.000	2,009.804	2.9

c	Contingency for Remuneration	2,753.877	0.000	2,753.877	3.9
I	Total (Central,Autonomous and Others)	23,879.003	29,000.212	52,879.215	75.5
10	Dzongkhags	7,655.281	7,224.734	14,880.015	21.3
11	Gewogs	147.183	2,093.587	2,240.770	3.2
II	Total (Dzongkhags and Gewogs)	7,802.464	9,318.321	17,120.785	24.5
III	Total Plan Outlay ( I + II )	31,681.467	38,318.533	70,000.000	100.0

## CHAPTER 15: EDUCATION

### Current Situation

The tradition of entitlements and welfare in the country has emphasized free education even in the medieval period when the state supported free monastic education. Similarly, in modern Bhutan, education is accessible to everyone. Free tuition, textbooks, sports equipments, meals and boarding facilities where required, are important means of ensuring this. The Royal Government also provides free stationery to rural schools. This free provision is balanced by appropriate contributions from the parents to engender a sense of participation amongst the communities.

The gross primary enrolment ratio was estimated to be 72 percent in 2001, and enrolment is increasing annually at a rate of 6-7 percent. Girls now constitute 46 percent of enrolment. In 2000, there were 110,000 students being provided free education, spread over 382 schools and institutes. In addition, there were 5,000 students enrolled in the formal monastic order supported by the Royal Government while an estimated 10,000 were enrolled in village temples as private students. Another 3,000 students were enrolled within the vocational and other training institutions run by various government agencies.

Table 10: Summary of Student and Teachers Enrolment, as of August 2001

Sl.No.	Level of schools	Nos.	Enrolment				
			Boys	Girls	Total	Teachers	Total
1	Community Primary School	268	26,891	22,763	49,654	1,436	1,436
2	Junior High School	64	22,773	20,502	43,275	1,234	1,234
3	High School	31	11,816	9,628	21,444	807	807
4	Private School	12	1,534	1,393	2,927	163	163
	<b>Sub-Total</b>	<b>375</b>	<b>63,014</b>	<b>54,286</b>	<b>117,300</b>	<b>3,640</b>	<b>3,640</b>
Institutions directly administered by Education Department							
5	Sherubtse College	1	451	172	623	61	61
6	NIE (Paro and Samtse)	2	563	412	975	77	77
7	Inst. for Language and Cultural Studies	1	134	71	205	26	26
8	Nat. Inst. For the Disabled	1	25	12	37	8	
9	Sanskrit Patshala (Surey and Dhoban)	2	57	33	90	4	
	<b>Sub-Total</b>	<b>7</b>	<b>1,230</b>	<b>700</b>	<b>1,930</b>	<b>176</b>	<b>176</b>
	<b>Total</b>	<b>382</b>	<b>64,244</b>	<b>54,986</b>	<b>119,230</b>	<b>3,816</b>	<b>3,816</b>
	<b>Non-Formal Education Programs</b>	<b>195</b>	<b>2,210</b>	<b>5,278</b>	<b>7,488</b>	<b>156</b>	<b>156</b>

Source: Department of Education, Ministry of Health and Education

Furthermore, the adult literacy programs, initiated in 1993, continues to provide literary course to those who have not taken part in the system of formal education as well as early school drop-outs. About 10,000 adults attained literacy in Dzongkha, the national language, through this program.

However, retention of those who enroll is a major challenge. Currently, only 69 percent of those entering primary school complete the seven years of primary education. 54 percent complete class VIII and 39 percent reach class X. In addition, 12-13 percent students repeat grades every year. This stems in large measure from the inability of the system to provide adequate professional support including deployment of sufficient number of teachers.

Students all over the country are subject to national examinations at the end of grades VIII, X, and XII. At present, 85 percent of those that reach VIII continue to IX, 30 percent that reach X continue to XI and another 30 percent that reach XII continue to general academic degree programs. The education structure is a steep pyramid with students leaving the system at every stage. Less than 1 percent of total enrolment is in higher education (degree level in college and above).

The success of expanding primary education is now placing enormous pressures on the secondary and post-secondary levels with an ever-increasing number of students moving up the education ladder, in spite of raising admission standards every year. About 12 private schools have been established easing the pressure on the public schools. However, in the system as a whole, there is a critical shortage of secondary education facilities as well as the lack of an adequate number of qualified and competent teachers. The pressure is ultimately transmitted to a lower quality of education, which is a major concern. The difficult terrain and widely dispersed population have been the primary hurdles to achieving an economy of scale in educational and social services. It calls for new ways of organising education in order to take advantage of new technologies and research on best practices for improved learning.

Although those who leave schools are increasingly encouraged to enter vocational training, the present vocational education system is both inadequate and inefficient. It is also an unpopular option for most students perhaps due to poor working conditions, and social misperception of blue-collar jobs and working in the private sector.

Higher education is still in its infancy. But, the rapid expansion of the secondary level will, in a few years' time, manifest itself in a large number of students seeking higher education, placing further demands for the expansion of the higher education sector. Hence, a careful plan to cope with this is necessary.

Paying attention to early childhood development can enable children to grow with the opportunities for realising their intellectual, ethical, emotional and physical potential. Early childhood care and development have so far not been considered a priority given the strength of traditional practices of child rearing in the extended family system. But, with social transformation and added pressure on parents working in the formal sector, this has to be considered an important area for the future.

## **Objectives**

The following are the key goals and objectives set out for the Ninth Plan:

- Providing support mechanisms for early childhood care and development for children between 0-6 years on a pilot basis;

- Enhancing enrolment of children between 6-12 years of age in primary schools to 90-95 percent by 2007;
- Enhancing the quality of education comparable to international standards;
- Improving and expanding youth guidance and career counseling and values education for wholesome development of the youth;
- Increasing the basic level from class VIII to X;
- Increasing promotion proportion from class X to XI from 38 percent to 56 percent by 2007;
- Developing a higher education system under the umbrella of a National University;
- Enhancing the literacy rate from 54 percent to 80 percent and establish a system of continuing and life long education opportunities;
- Establishing a program of inclusive education for children who are physically and mentally challenged;
- Strengthening and improving the education management system with particular emphasis on the school level management; and
- Developing a more sustainable education system through the introduction of private participation and cost sharing measures.

#### Ninth Plan Outlay

(Nu. Million)

	Recurrent	Capital	Total
Centre	1,598,485	998,476	2,596,961
Dzongkhag	3,748,513	3,515,653	7,264,166
Gewog	4,410	343,867	348,277
<b>Total</b>	<b>5,351,408</b>	<b>4,857,996</b>	<b>10,209,404</b>

The total outlay for the education sector is Nu. 10,209,404 million of which, Nu. 2,596,961 million is for the central programs, Nu. 7,264,166 million for Dzongkhags, and Nu. 348,277 million for Gewogs.

## Strategies

### Early Childhood Care and Development (ECCD)

There is currently no policy framework for education-related early childhood care and development. However, there is an increasing understanding and acceptance of early childhood growth requirements and the importance of a positive and stimulating environment to enhance their intellectual, emotional and physical development. Focus of early childhood care and development will be placed on the family as the place and process for interventions in childhood development. Early childhood care and development will be seen primarily as the domain of parents, thus avoiding to the extent possible, the establishment of formal institutes or delivery systems that provide a poor substitute for parenting. Initially, the program will identify good childcare and development practices both in the country and in other countries, and share this with communities through multi-media public information programs including radio, television, the national newspaper and other emerging technologies. A unit will be established within the sector to spearhead the development of policy, programs and implementation of ECCD related activities.

To meet the special needs of urbanization and social transition, private initiatives to establish childcare centres and nurseries, either on profit or non-profit basis, will be encouraged, based on strict regulations on the quality of service. In particular, the right of children to play and enjoy will not be sacrificed under pressure to study to achieve head start in schools.

The primary teachers' training curriculum already includes some early childhood care content. This will be reviewed and strengthened to provide a better understanding of early childhood care and development principles and pedagogy. The Royal Government will provide training of specialized professionals as early childhood educators, who will form the professional base to spearhead development of early childhood care and development in the country.

A series of programs highlighting good child rearing practices will be developed and aired on the national TV as well as the radio. These programs will be targeted both at rural and urban parents and family members.

Another activity will be directed at strengthening early childhood care and development through non-formal education programs to create a critical mass of knowledgeable persons. A parallel program will be directed at teachers, health workers and agriculture extension staff who will become active participants in improving such practices as well as promoters of best practices within communities. A priority target group to be addressed by the early childhood care and development program will include those living in both rural and urban areas where changing lifestyles have disrupted traditional child-rearing and care practices.

### Primary Education

In order to address the issue of access to and high demand for primary schooling, approximately 120 more community primary schools will be built during the Ninth Plan. Universal primary education by 2007 can only be realized if the dropouts level is brought down to zero. Primary education will be expanded to provide access to children within one hour's walking distance of their homes. Additional classrooms will also be built in the existing schools to ensure that class sizes do not swell beyond 40 children, although the average should be 36. By 2007, primary schools will be staffed with National Institute of Education trained teachers at a 1:32 teacher-pupil ratio. Every primary school will be fully staffed by trained and qualified teachers, and no school will have less than two teachers to allow peer professional support and interaction.

Pre-service teacher training capacities in the country will be expanded from 600 to 980 at the National Institute of Education, Paro, and from 300 to 490 at National Institute of Education, Samtse. This will be achieved by adding new facilities, adopting flexible timings and adjusting teaching practice to allow the use of institute space for additional enrolment. Opportunities for teachers to upgrade their education and training will be provided through both in-service trainings and trainings abroad. Annually, at least 5 percent of teachers will benefit from external fellowships. In addition, a comprehensive in-service training program consisting of national, cluster and school level training shall be developed and implemented.

The Primary Teacher Training Certificate Course for class X teacher candidates will be discontinued and replaced by B.Ed. programs for class XII leavers by 2003. An external fellowship program will be implemented covering 5 percent of the teachers every year.

Existing curriculum across grades and subjects will be reviewed and revised to enhance mastery of literacy and numeracy, greater choice within the curriculum, computer literacy, values education, multi-grade instruction and continuous formative assessment. A key objective of primary education will be to instill values in children of the way of life based on the principle of achieving human happiness.

School-based methods for assessing quality and standards will be developed using continuous assessment and intervision. Apart from the existing learning resources in schools, every primary school will have access to additional resources in terms of learning materials, teaching aids and

professional guidance within the resource centres. All the schools in the country will be organised into defined geographical school clusters. A centrally located school within a cluster will be developed as resource centre for the cluster. To start with, 30 centres serving the most disadvantaged groups of schools will be developed.

**Table 11: Enrolment Projection for General Education**

Class/Level	2000	2002	2007
PP	15,451	17,695	24,112
I	14,263	15,004	22,600
II	13,323	14,642	21,093
III	12,240	12,946	18,822
IV	11,389	13,297	17,576
V	9,712	11,296	14,978
VI	8,714	9,495	12,624
<b>Primary</b>	<b>87,092</b>	<b>96,377</b>	<b>133,812</b>
VII	7,999	9,320	13,080
VIII	6,430	7,490	11,544
<i>Lower</i> <b>Junior Secondary</b>	<b>14,429</b>	<b>16,810</b>	<b>24,624</b>
IX	5,506	6,538	10,781
X	3,366	5,640	9,917
<b>Middle Secondary</b>	<b>8,872</b>	<b>12,178</b>	<b>20,698</b>
XI	1,226	1,920	4,799
XII	832	1,615	4,198
<b>Higher Secondary</b>	<b>2,058</b>	<b>3,535</b>	<b>8,997</b>
<b>Total</b>	<b>112,451</b>	<b>128,900</b>	<b>188,131</b>

New technologies, especially those related to computers and information technology, offer immense opportunities for expanding the horizons of learning, both for students and teachers. This also offers an opportunity to obviate distance and isolation of remote schools where teachers are often far from their peers and the benefit of professional support services. An increasing array of learning aids and materials will be available to students and teachers. Internet facilities will provide enrichment and additional learning resources as a supplement to school libraries. These would be developed so that full internet connectivity is attained by 2010.

## Secondary Education

General academic education till class X is free and forms the minimum basic education level and this shall be extended to class XII in a few years. Classes XI and XII will be split into academic and vocational training programs and the Royal Government scholarships for academic studies will be provided on merit basis to a progressively larger body of students each year.

It is projected that the number of students at the secondary level (classes VII-XII) will grow from 32,525 in 2002 to 54,319 by 2007, or almost four times. This means that secondary education facilities will have to be expanded based on a proper study of the catchments area to ensure

maximum population coverage while minimizing the need for boarding. Facilities equivalent to 26 lower secondary and 23 middle and higher secondary schools will have to be created to accommodate the projected demand for student places at the secondary level. Most of this will include upgrading of existing facilities to include the next level of educational programs. In addition, a few new schools will also be constructed. Special priority will be accorded to the development of secondary schools in the rural and more remote parts of the country to address the larger national policy of improving the quality of life in these places and stemming rural-urban migration.

The high costs of developing new infrastructure and comparatively higher unit costs of secondary education will require the use of more cost-effective building materials and designs without compromising either quality or durability. New school building designs based on economic construction methods and more efficient use of space will be established.

Donor involvement at the secondary level has been limited in comparison to the primary, technical and vocational education. However, the success of the past decade in increasing primary enrolment and greater completion rates bring enormous pressure for rapid expansion at secondary and tertiary levels. In order for the Royal Government to meet this demand, substantial donor support will be necessary.

To promote the establishment of private schools, a policy framework for their establishments will be formulated. It will include rules governing the acquisition and use of the government land for schools, the use of a prescribed curriculum, accreditation requirements including minimum standards for both physical facilities and the overall functioning of schools to ensure the smooth development of private schools.

A major shift in secondary schools will be to bring teaching and learning processes and the content of secondary education more in-line with the future demands of job market. This is an undertaking that will have to be carried out in stages over a number of years.

Development of core competencies to be achieved through secondary education as well as the forging of closer ties between schools, communities and the world of work will require systematic monitoring and response to labour market characteristics and demands. The education sector will have to institutionalize mechanisms to allow secondary schools to continuously adapt and change in line with the understanding of the labour market. Career guidance will become an integral part of secondary education service. In addition, every secondary school will have a qualified counsellor who will help provide for special counselling needs of adolescents in schools.

Secondary schools will also broaden their reach to include the continuing education programs to allow people who have left the system of formal education to resume their studies. This will require the expanded use of secondary school facilities as well as the increased use of teachers in an extended range of professional roles.

The promotion of value education is important at all levels of education. However, in light of the special challenges of adolescence, it is considered especially important for this age group in secondary schools. Therefore, value education will be integrated into school life through exemplary activities, participatory rules and organizational models in classrooms and schools.

### **Tertiary Education**

At present, approximately 1,000 students are enrolled in the degree programs. The institutes of higher learning, which award degrees, are Sherubtse College, the National Institutes of Education (Paro and Samtse), the National Institute of Traditional Medicine, and the Royal Institute of Health

Science. Sherubtse College awards Bachelor's degrees of the University of Delhi in Humanities, Science, Commerce and Computer Science. Royal Institute of Health Sciences offers nursing degree from the LaTrobe University, Australia. The Institute of Language and Culture Studies, the National Institute of Education (Paro and Samtse) and National Institute of Traditional Medicine, offer their own degrees and are not affiliated to any University. The Royal Bhutan Polytechnic offers diploma-level and degree courses. Likewise, the National Resource Training Institute offers diploma level training programs, but given the demand for higher qualified personnel in agriculture, there is a need to upgrade this to offer higher degrees.

- Higher education needs to be expanded based on the explicit demand of an increasing number of students graduating from secondary schools and aspiring to higher education and also in line with the needs of the economy and industry. Based on projected needs, facilities in Sherubtse will accordingly be expanded to enhance its enrolment from 600 at present to 1,000 by 2007. It will also introduce Masters level courses towards the end of the Ninth Plan.

The most important step in tertiary education will be establishing the National University of Bhutan. The National University will consist initially of eight institutions: Sherubtse College, two National Institutes of Education, Royal Institute of Health Sciences, National Institute of Traditional Medicine, Royal Bhutan Polytechnic, Institute of Language and Culture Studies and Natural Resources Training Institute. They will be united as a federation under the auspices of a Council for Higher Education and a University Secretariat. Relying on advanced information technologies, faculties and specialized schools, they will be linked for multi-media course delivery and administrative functioning. Mutually beneficial alliances with top-quality universities and institutions around the world will be established. Similarly, in order to establish logical pathways into the world of work, relationships will be established with private businesses and industries to share knowledge, provide apprenticeships and for financial support.

Although the foregoing structural framework for the National University is envisaged, the main task in the Ninth Plan is to develop a master plan for each of the institute identified to become member college of the National University. The master plan will ascertain the present status of prospective member colleges and prepare for their evolution into a federated University, with special reference to the development of infrastructure, curriculum and human resources.

### Adult Literacy and Continuing Education

Currently, the adult literacy rate is estimated at 54 percent with women's literacy as low as 20 percent. The adult illiterate population above 18 years is estimated to be about 150,000 to 180,000. It is the aim of the Royal Government to create learning opportunities for all people at any stage of life so that the entire population will be literate in the national language, *Dzongkha*, and numerate, by 2012. This will contribute to the establishment of a culture of reading and learning. Opportunities will be created for those outside the formal system of education to learn new skills and knowledge through a system of community-based continuous education. In light of the important development outcomes and effect on the overall well-being of the family, greater emphasis will be placed on the learning needs of women.

In August 2001, there were 7,488 (5,278 women) learners enrolled in the 12-month basic literacy course. In November 2000, there were 590 (510 women) in the 9-month post-literacy course. So far, 8,086 have successfully completed the course, accounting for 65 percent of the total enrolment.

Policies will be drawn up which address the structural and organizational framework in which a system of continuing education will co-exist with the systems of formal, non-formal and vocational education and training. For future development of post-literacy support at the community level,

national NGOs will be encouraged. These could be possibly organized by retired teachers, education personnel and the government officials interested in and capable of supporting learning in communities.

In the light of serious resource constraints, the use of existing government facilities and personnel to provide new education services will be emphasized. Basic literacy and post-literacy centres will be established in a phased manner to cover half of the illiterate population by the end of the Ninth Plan. Post-literacy activities will support the continued teaching of *Dzongkha* and the introduction of English. Libraries in primary schools will be upgraded to make them useful for non-formal education students. Where feasible, information technology will also be introduced to serve as a resource for non-formal education students.

### Special Education

At present, there is one facility, which addresses the needs of visually impaired children, the National Institute for the Disabled (NID). The NID provides instruction in reading and writing Braille so that children skilled in Braille can be integrated into regular schools toward the end of the primary cycle.

All children with disabilities and special needs - including those with physical, mental and other types of impairment - should, therefore, be able to access and benefit from education. This will include full access to the curriculum, participation in extra-curricular activities and access to cultural, artistic, recreational and leisure activities.

A small number of schools in each Dzongkhag will be equipped with appropriate resources for enabling children with disabilities to access education locally. This will have to be rationalized based on population and may be linked to resource centres. The National Institute for the Disabled will be developed as a resource center to support education for the visually impaired children and a Braille production unit will be set up at NIE Paro to ensure that all curriculum and other relevant materials are available in Braille for these children. A support center for the deaf will also be set up in one of the schools to support the hearing impaired children. A special education unit will be established within the Department of Special Education.

To ensure that disabled children receive good quality education within pilot centres and later in any school where they are enrolled, a process for identifying disabled children at pre-school age and for assessing their educational and health needs will be established. Cooperation of the parents of disabled children to send their children to school will be sought. This will require intensive advocacy work to develop positive attitudes toward disability among heads of schools and teachers, as well as within the general public, in order to gain commitment to the overall policy. Schools' physical infrastructure must be modified to allow access for disabled children, with suitable classroom equipment, and transport to allow disabled children to travel from home to school. A specific section of the curriculum, teaching and learning resources will reflect the needs of disabled children.

**SUMMARY OF EDUCATION STATISTICS**  
( As of August 2002)

**NUMBER OF SCHOOLS AND INSTITUTIONS**

1 Community Primary Schools	182
2 Primary Schools	97
3 Lower Secondary Schools*	65
4 Middle Secondary Schools**	27
5 Higher Secondary Schools***	12
6 Private Schools	14
7 Institutes****	11
Total	408 and 292 NFE Centres

**NUMBER OF STUDENTS**

1 Community Primary Schools	20,988
2 Primary Schools	28,879
3 Lower Secondary Schools	42,075
4 Middle Secondary Schools	19,194
5 Higher Secondary Schools	8,464
6 Private Schools	3,813
7 Institutes	3,096
8 Non Formal Education	9,798
Total	136,307

**NUMBER OF TEACHERS**

1 Community Primary Schools	531
2 Primary Schools	753
3 Lower Secondary Schools*	1,154
4 Middle Secondary Schools**	669
5 Higher Secondary Schools***	346
6 Private Schools	215
7 Institutes	282
8 Non Formal Education****	256
Total	4,206

\*Schools having classes upto VIII

\*\*Schools having classes upto X

\*\*\*Schools having classes upto XII

\*\*\*\*The 4 technical institutions of Royal Bhutan Polytechnic, Royal Technical Institute, National Institute for Zorig Chusum and Trashiyangtse Rigney Institute which are directly administered by the National Technical Training Authority (NTTA) are also included).

\*\*\*\*\*These are part-time instructors who are paid a consolidated pay of Nu. 3000-3500 per month depending on whether they have passed class X.

8. 要請対象校基礎データおよび写真 (9 校分)

Phobjikha LSS in Wangdue

1	背景	Relocationの最大理由は267羽の黒首鶴が冬場にチベットから飛来するのでその保護。 現在の建物が湿原地内で学童の健康に影響する PPからクラス8までを予定しているが現在に施設では収容できない規模であるので増設を含む。
2	位置	Wangdueから東60kmのポブジカの湿原地内。
3	土地状況	現在の建物が湿原地内で又、黒首鶴保護で改修増設は禁止されている。9700フィートの高地 新たに丘の斜面に新築を予定している。 機材運搬の為に道路の改修が必要。
4	面積	50エーカーを県で確保している。
5	職員数(増員)	現在15
6	先生数(増員)	現在15
7	生徒数(増員)	670名含む
8	寄宿舎有無	新設予定
9	寄宿生(増員)	120名予定
10	レイアウト	スクールサイトのみ有り
11	マスタープラン	無し
12	建築状況	老朽化激しく現在の施設の移転は無理。 新設予定地は起伏激しく整地の必要性有り 水、電気、電話引き込む予定はあるが具体化されていない
13	カリキュラム	教育省より配布される
14	教材	教育省より配布される
15	関係者見解	DOEから転地というより新設であることが強調された。
16	校長希望	不在で意見聞けなかった
17	新設の課題	土地だけが確保されている状態のため、建設のための諸準備が必要
18	問題点	道路整備。敷地整地。電気、水道、電話の付帯工事、黒首つとの共存。
19	今後の動き	現在の施設は改修等不可能であるとすればそのまま使用する可能性を模索、 新設分はその追加分とすることが出来るか検討を要する。
20	その他	ガンリスタンドは67km離れている 要請では寄宿生96名分。

備考

道へのアクセスはこのプロジェクトへの項目として要請しているが、県の予算で出せるか今後検討を要する。

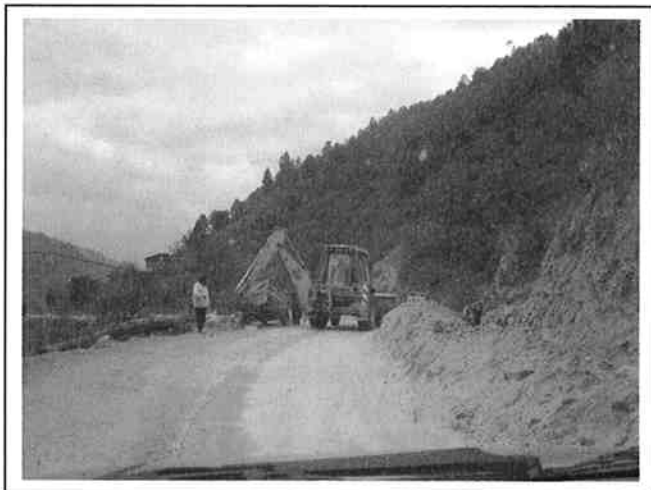


NO. 1

ポブジカ学校

現校舎側の湿現地

黒首鶴の保護で校舎移動

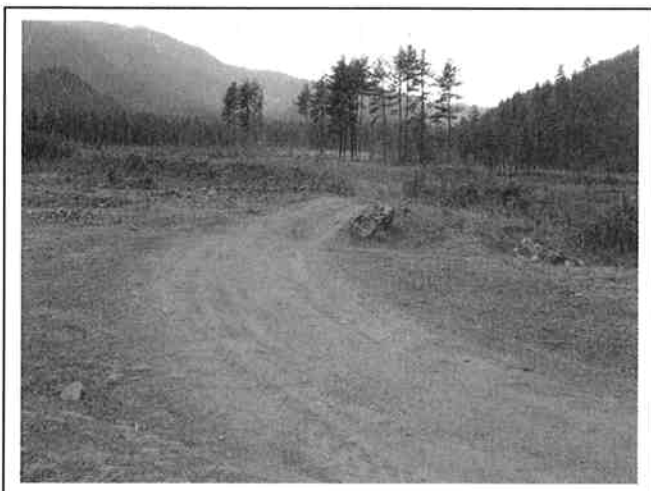


NO. 2

ポブジカ学校

道路拡張工事

学校建設現場近く

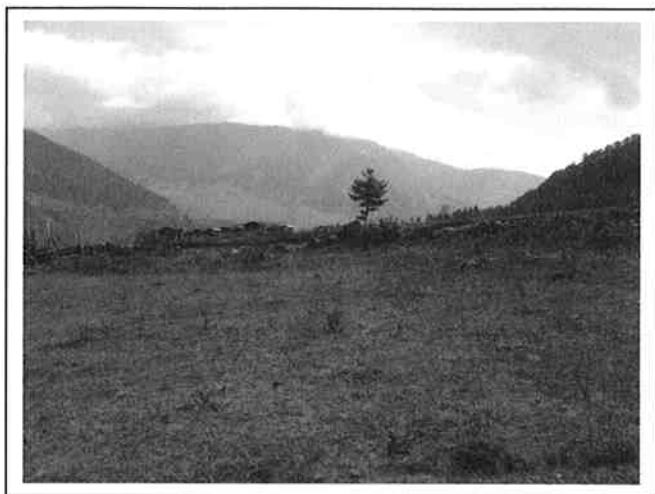


NO. 3

ポブジカ学校

アクセス道路

湿現地に近いが夏場もOK



NO. 4

ポブジカ学校

運動場予定地

向かい谷

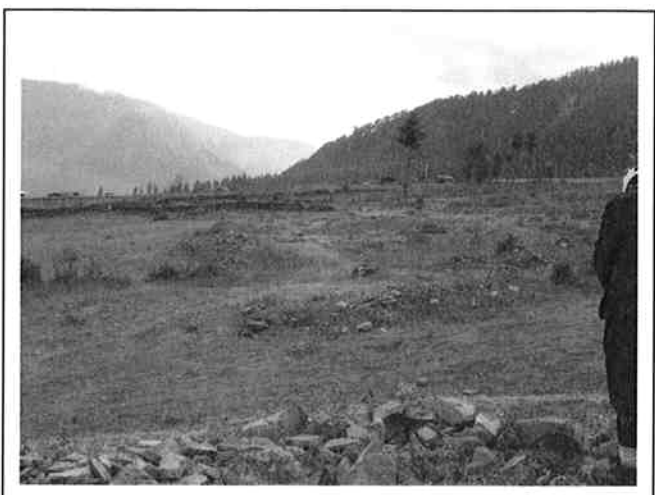


NO. 5

ポブジカ学校

校舎予定地

マスタープランは作成中

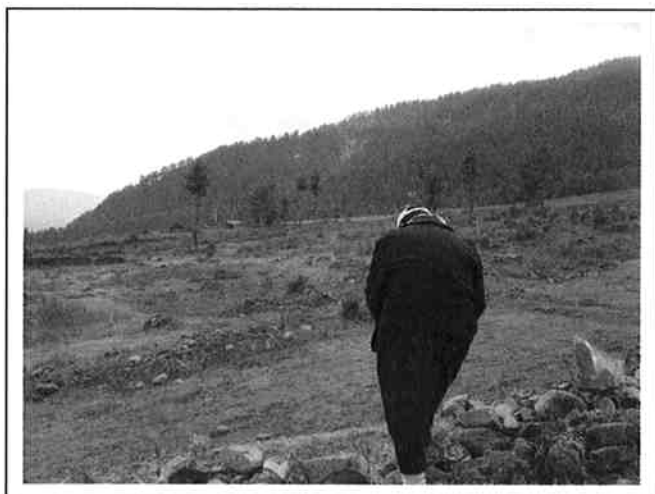


NO. 6

ポブジカ学校

校舎予定地

岩石多く斜面状

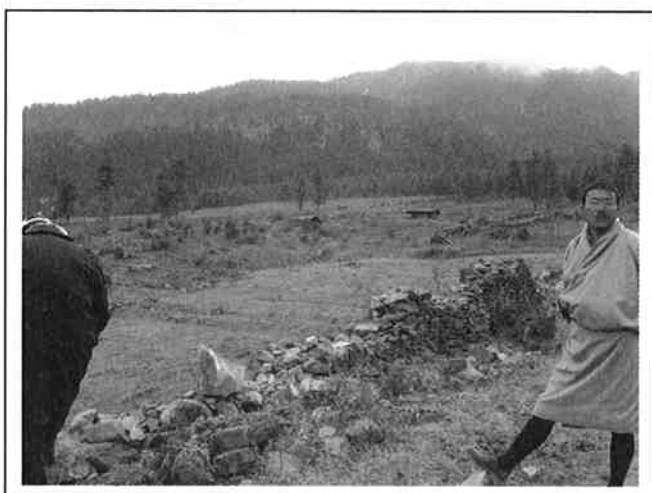


NO. 7

ポブジカ学校

アクセス道路

比較的幅は広いが起伏大

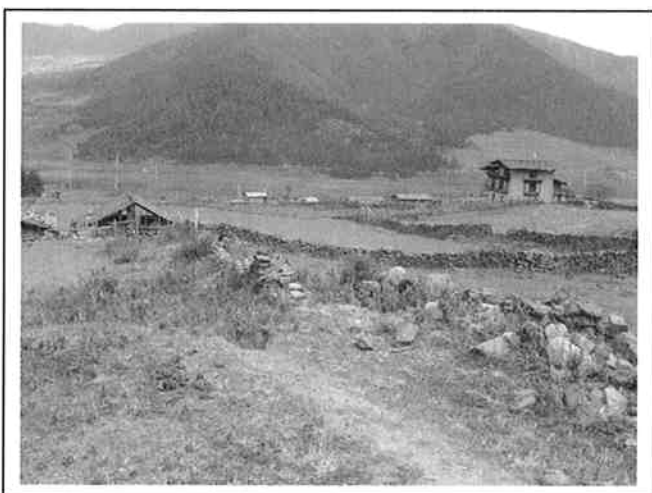


NO. 8

ポブジカ学校

校舎予定地

県教育委員長(次席)



NO. 9

ポブジカ学校

校舎予定地前傾

起伏激しく斜面がある

## Genekha LSS in Thimphu

1	背景	Changgi LSSをWBの資金で設立することになったのでその代替 ほぼ完了2棟に追加される8教室と管理事務棟の増設
2	位置	Thimphu南西28km、その後東へ7km2800mの高度 7kmを4輪駆動で40分費やした岩石の道路。
3	土地状況	改修工事がなされないとトラックでの学校資材運搬は無理と思われる 一部を除き土地の凹凸が激しい斜面。二棟はほぼ完了3月開校 エクスカベーター、ホイローダー等土地、道路整備の機材搬入が必要
4	面積	20エーカー
5	職員数(増員)	6(4名増員)
6	先生数(増員)	9(8名増員)
7	生徒数(増員)	150(増員150名予定)
8	寄宿舎有無	新設予定
9	寄宿生(増員)	70(新設の際)
10	レイアウト	なし。SPBDで用意する。
11	マスタープラン	なし。SPBDで用意する。
12	建築状況(将来)	2棟の教室棟が完成して3月の開校式に備えている。
13	カリキュラム	教育省より配布される
14	教材	教育省より配布される
15	関係者見解	スポーツ施設(バレー、バスケット、サッカー、テニス)の充実
16	校長希望	図書室の拡充
17	問題点	7kmの悪路への対応 付近140所帯のみで生徒が他から来れる状態ではない 松茸採集を行っている季節労働者が多い 整地、道路拡張および整備が前提条件となる。
18	協力課題	生徒の確保を確認。当初からの増設計画であったか再確認が必要。
19	今後の動き	レイアウト、マスタープランにより協力するべきか今後の検討が必要。
20	その他	電気はすぐに配線可能。電話、水道は敷く予定がない。 県担当教育委員からの要望が強い。

## 備考

教室の数から生徒数が少なすぎる(1クラス当たり20名弱)  
2800mの高台にあって、雨季には道路は閉鎖される可能性がある。



NO. 1  
ゲネカスクール

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主要道路より 5 k m

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路肩が無い

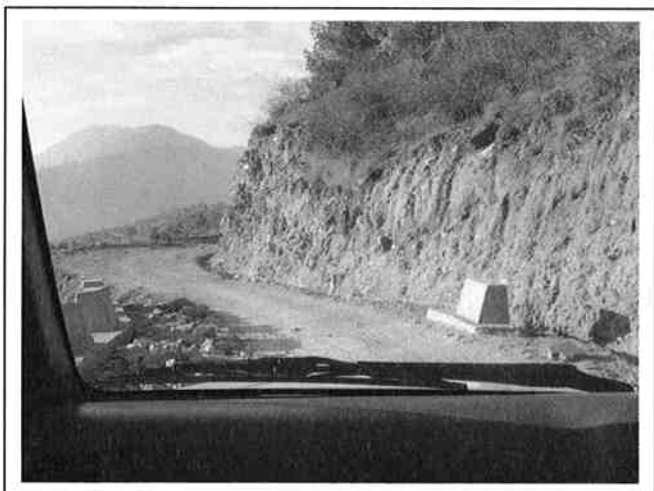
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道幅が極端に狭い

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トラック通過は不可能

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NO. 2  
ゲネカスクール

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急カーブの鋭角

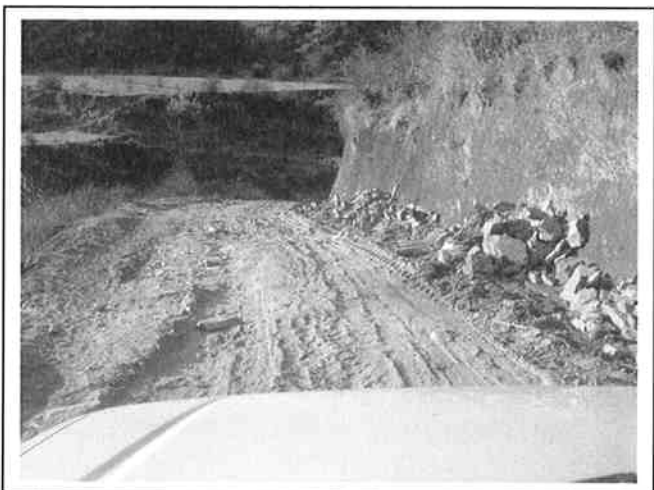
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左下は谷

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トラック通過は困難

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NO. 3

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ゲネカ学校

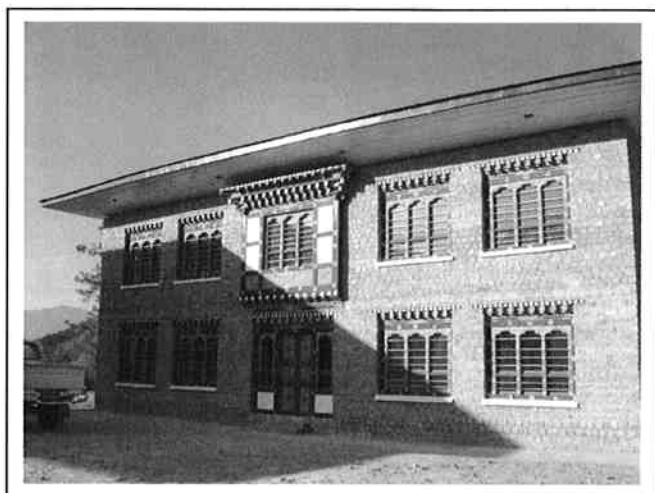
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道路

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対岸が見えるが 3 k m 先

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NO. 4

ゲネカ学校

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現在使用中 2 棟のうちのひとつ

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8 教室および小部屋

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石づくりの壁とスレート屋根

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NO. 5

ゲネカ学校

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校長、県教育委員長他

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昨年完成した教室

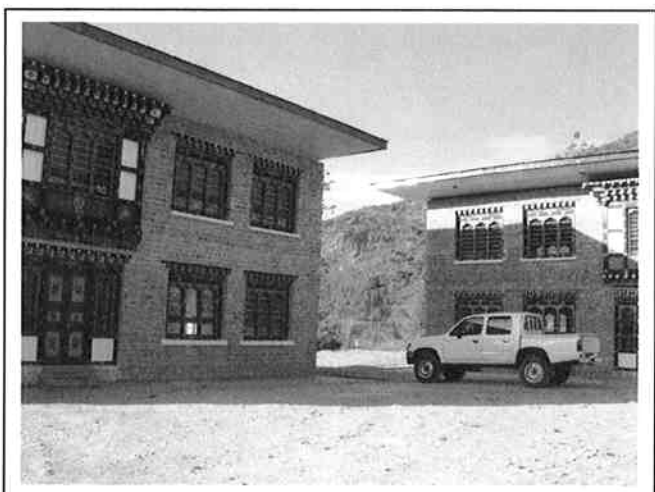
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NO. 6

ゲネカ学校

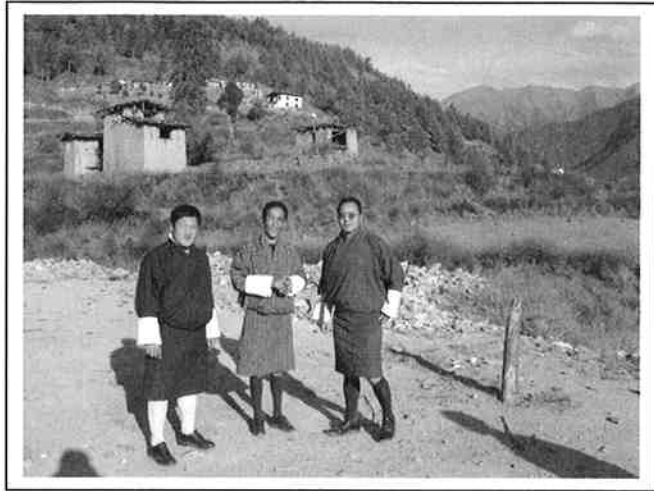
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事務棟と教室

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NO. 7

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ゲネカ学校

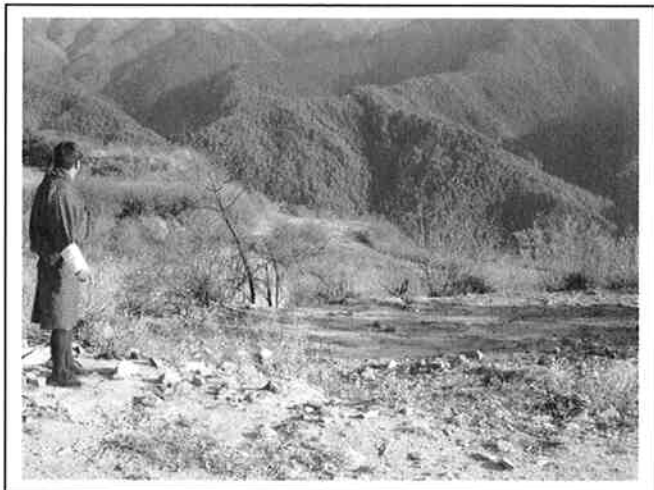
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教育省担当官、校長、教育委員

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背景は運動場予定地

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NO. 8

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ゲネカ学校

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背景は運動場予定地

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1	背景	現在はPPPからL7までであるがL8を2003年、L9を2004年に増設するため
2	位置	パロ飛行場より79kmに位置してハ県の県境に20km
3	土地状況	車道に面して交通のアクセスは良好、斜面が多く整地必要
4	面積	5.7エーカーを確保している。
5	職員数(増員)	12名(5名増員)
6	先生数(増員)	9名(4名増員)
7	生徒数(増員)	現在375名、L8が2004年に60名、L9が2004年に45名の増員予定
8	寄宿舎有無	現在無し。L8およびL9のため新設を検討
9	寄宿生有無	100名予定
10	レイアウト有無	スクールサイト有り
11	マスタープラン有無	要請中
12	建築状況	1963年に建てられた木造建築、老朽化はなほだし。8教室有り。 一部石セメント造り。ドナーへの希望は簡便、断熱材を使用した鉄骨構造。
13	カリキュラム	教育省より配布
14	教材	教育省より配布
15	関係者見解	AEDOは現在使用中の建物を取り壊すと事業に差し支えるので現在のサッカー場を代替地としたい。(転地)
16	校長希望	校長は研修のため不在、Nomady Dukupa氏対応。寄宿舎はぜひほしい。
17	新設の課題	完成時期の調整。予定を示されても日本はすぐに対応出来ない。
18	問題点	配電盤は設置されているが付近の住宅を含め現在は電気なし。 トイレが増設分2ユニットでは少ない。
19	今後の動き	校舎新築具体化されれば事前に送電されると説明有り 新築、改築、転地、もしくは増設の違いがはっきりしていない場合が多いのでUPGRADEの意味を具体化する必要有り。 6教室の要請に対して児童増加数が少ない。はつきりした裏づけが必要。
20	その他	スクールバスの希望 ガソリンスタンドは22km離れている 主道路に隣接しているので機材搬送には問題が少なくない。
		現存の校舎延べ床面積等問い合わせても適切な回答はなかった。

備考

AEDO: Assistant District Education Officer

ベテイカ学校



NO. 1

ベテイカ学校

教室外観

石壁作りの壁とトタン張りのコルゲート屋根



NO. 2

ベテイカ学校

学校の全容

左は校長執務室、教員室と事務室

配電盤をすでに備えているが電機はまだ来っていない。

久

ベテイカ学校



NO. 3

ベテイカ学校

教室前の広場：ここで朝礼が行われる。

右手は教室であるが木造である。木製の廊下は痛みが激しい。

カメラの後方(反対側)は校庭である。



NO. 4

ベテイカ学校

学校脇の自動車道路。舗装されている。右側に職員住宅、左に校庭

この学校から20km行くとハー県との県境。前方はパロ空港へと通じている。

Tangsibi MSS in Tongsa

1	背景	MSSのクラス8、9および10を対象とする新設校。現在は起伏のある原野のみ。予定地の一部は30mの高低のある谷間があり土地活用は限定される。
2	位置	トンサの町より23km南下
3	土地状況	新設用に県が土地を確保しているがまだ民間が農地として一部使用している。 サッカー、バスケットコート施設の予定があるが整地する必要有り。
4	面積	15エーカー
5	職員数(増員)	5名予定
6	先生数(増員)	12名予定
7	生徒数(増員)	新たに300名予定
8	寄宿舎有無	新設
9	寄宿生(増員)	280名
10	レイアウト	あり
11	マスタープラン	なし
12	建築状況	12クラスルーム(要請は16)、実験室、図書室、管理室、多目的ホール、寄宿舎(200名分:要請とは差がある)を予定。 起伏多く、校舎新設に際しては、整地の必要有り。
13	カリキュラム	教育省で用意
14	教材	教育省で用意
15	関係者見解	DEO:トンサからバス運行が必通学生の交通手段確保の為。
16	校長希望	まだ指名されていない
17	新設の課題	建築資材運搬には道路の整備が必要(約2.5km) 新設に際して起伏、岩、灌木に対する整地が必要 電気、水道、電話との確保はいつになるか未確認。(関係者は楽観的)
18	問題点	関係者がまだ計画詳細を理解していない 生徒の確保が具体的にない
19	今後の動き	ドナーを含めた関係者の入念な設立の為の準備が必要
20	その他	鉄筋コンクリート、もしくは木材を使用したプレハブ(現地調達を含めた)の希望があった。

備考  
現在は土地だけ確保されている状況  
電気、水道、電話等は2年後に設置予定



NO. 1

タンシビ学校

車道での看板

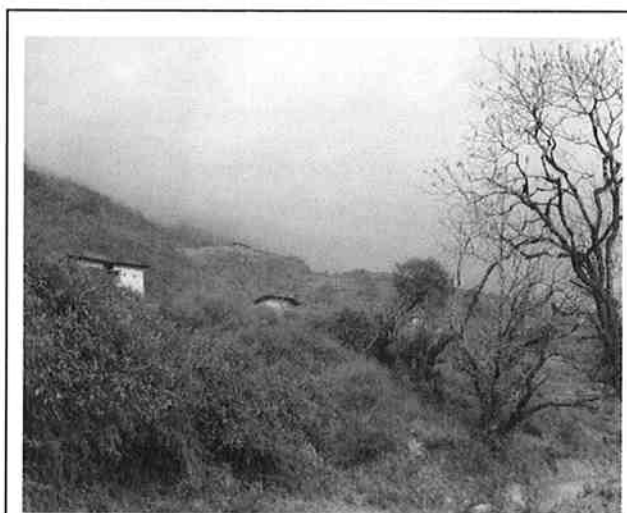
これより 5 k m 未舗装道路



NO. 2

タンシビ学校

機材搬送には道幅が狭い

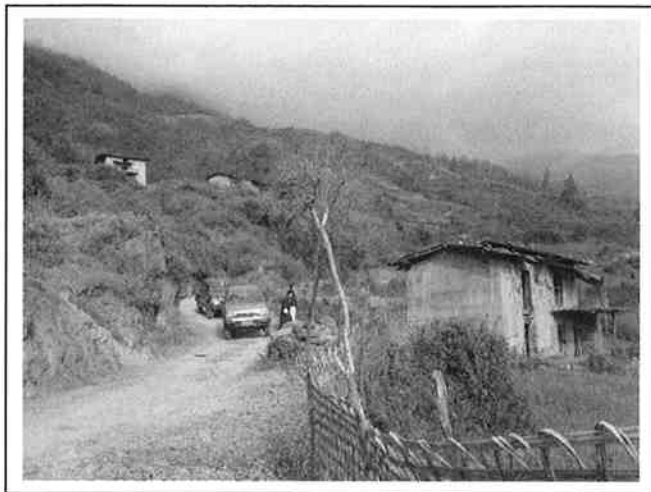


NO. 3

タンシビ学校

敷地予定地には民家が点在

起伏が多い



NO. 4

タンシビ学校

搬送用の道路

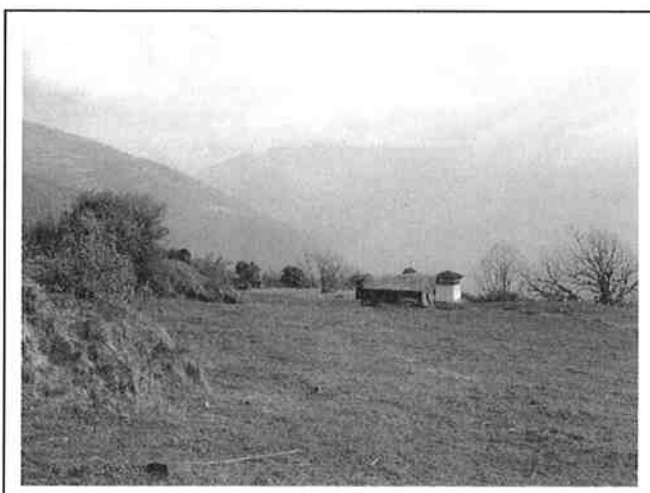
右側は民家



NO. 5

タンシビ学校

この民家は敷地予定地内

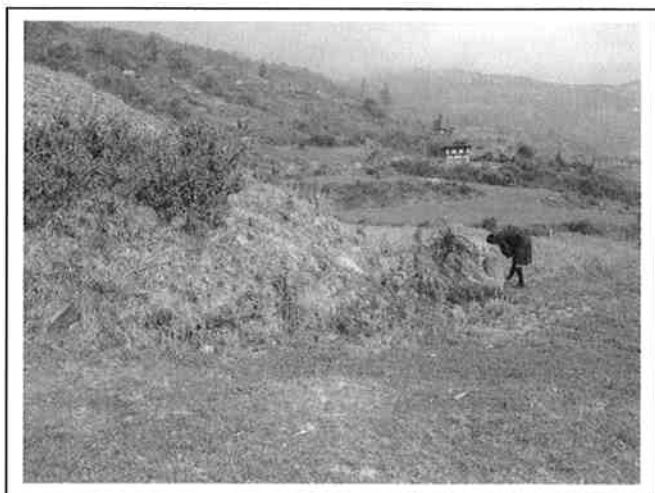


NO. 6

タンシビ学校

校舎予定地内

起伏が多い

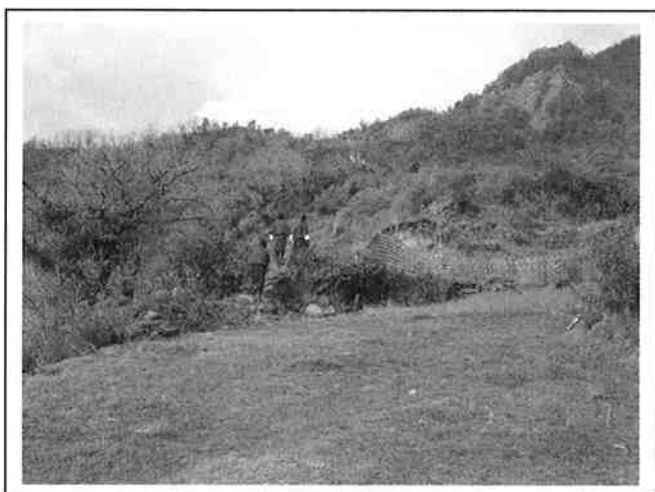


NO. 7

タンシビ学校

運動場予定地

整地が一部必要

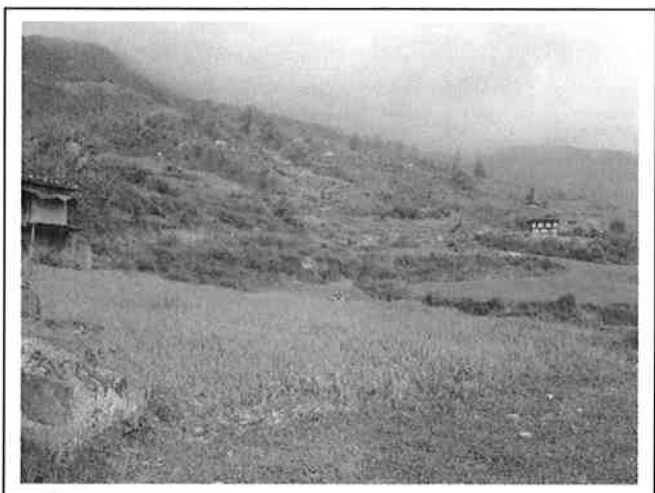


NO. 8

タンシビ学校

校舎予定地

谷間がある



NO. 9

タンシビ学校

校舎予定地

比較的なだらかな斜面

Lango LSS school in Paro

1	背景	最初の調査計画にはリストアップされていなかったが急遽調査を要請され調査日の最後に行われた。
		パロは市街と見なし、プータンの規則に従い寄宿舎は置かない。
2	位置	パロ空港から8km北西のパロ郊外の高台。
3	土地状況	主要道路から80mほど勾配を上った高台で現在の空き地の一部は整地の必要有り。
4	面積	現在12エーカーであるが3エーカー追加拡大される見通し。
5	職員数(増員)	5(更に5名の増員)
6	先生数(増員)	12名(さらに12名増員)
7	生徒数(増員)	800名(200-400名増員する)
8	寄宿舎有無	無し
9	寄宿生(増員)	考えていない
10	レイアウト	無し。SPBDより準備される。
11	マスタープラン	無し。SPBDにより準備される。
12	建築状況(将来)	現在の16教室を残してさらに最低30教室としたい。
		現在の泥壁(Lammed Mad)の行動を改修して室内球技兼用としたい。
		図書室の新設と官吏棟、校長室含むの新設。
		起伏激しい箇所があり岩石等も駆除する必要有り。
13	カリキュラム	省より配布される
14	教材	省より配布される
15	関係者見解	国会議員のKaka氏よりパロ県が敷地整備を責任もって行うとの発言有り。(調査に立ち会った際)
16	校長希望	日本式の校舎としてこの県のモデル校としたい。
17	問題点	ークラスへの収容がこちらの基準では32名。計画のクラス数では基準に満たない。 学生増員目標が不明確。
18	協力課題	マスタープラン等でのような配置になっているか検討する必要有り。
19	今後の動き	LSSとMSSの学年を収容する計画有り。
20	その他	機材運搬に関して問題が少ない道路環境である。

備考

国会議員のカカ氏が非常に熱心に当校の改築拡大に力を注いでいる。

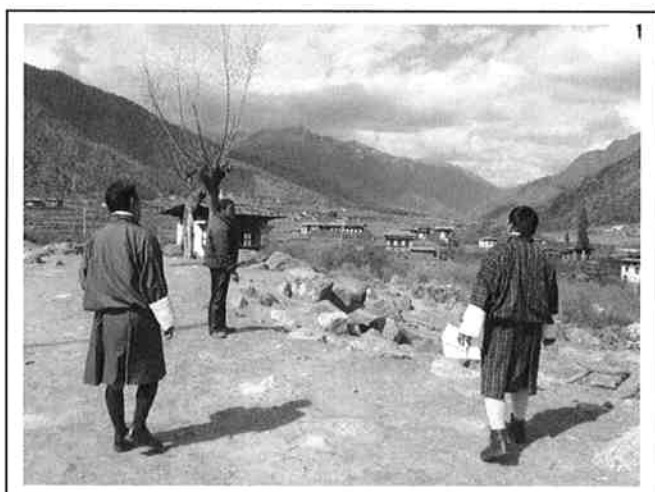


NO. 1

ランゴ学校

県教育委員長と国会議員

学校誘致に積極的

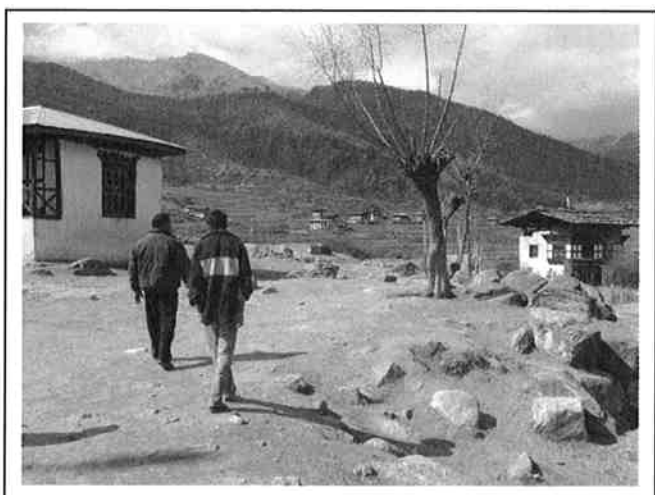


NO. 2

ランゴ学校

運動場予定地

起伏有り



NO. 3

ランゴ学校

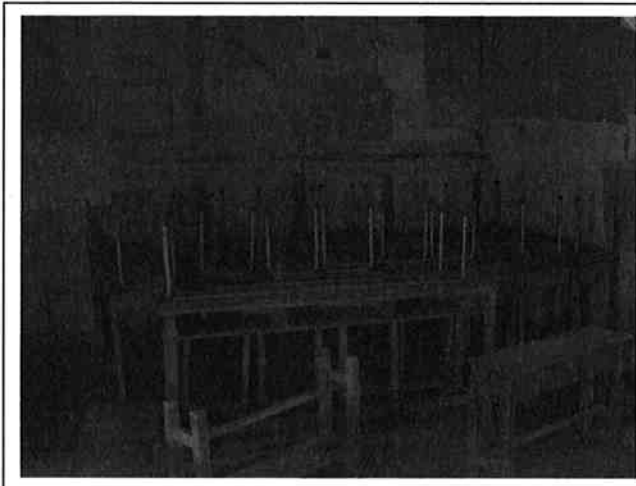
増築校舎予定地



NO. 4

ランゴ学校

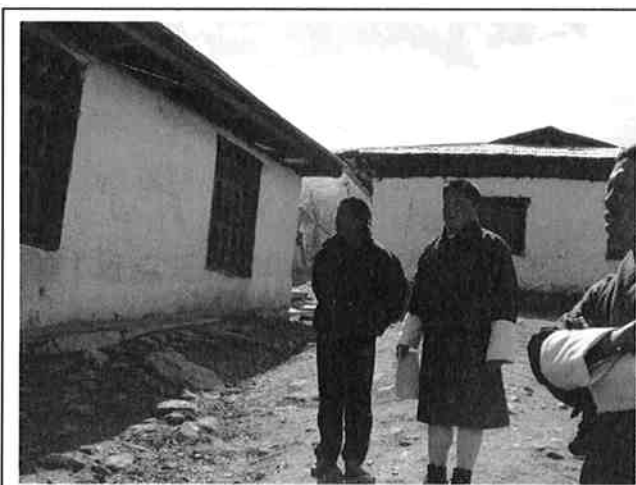
教室



NO. 5

ランゴ学校

教室内



NO. 6

ランゴ学校

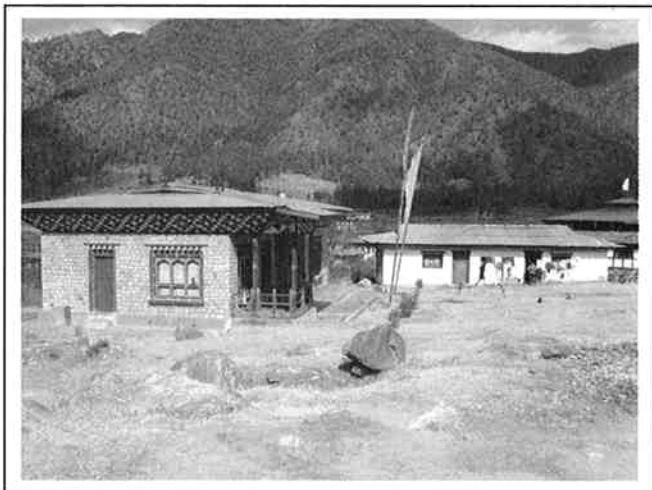
教室裏手



NO. 7

ランゴ学校

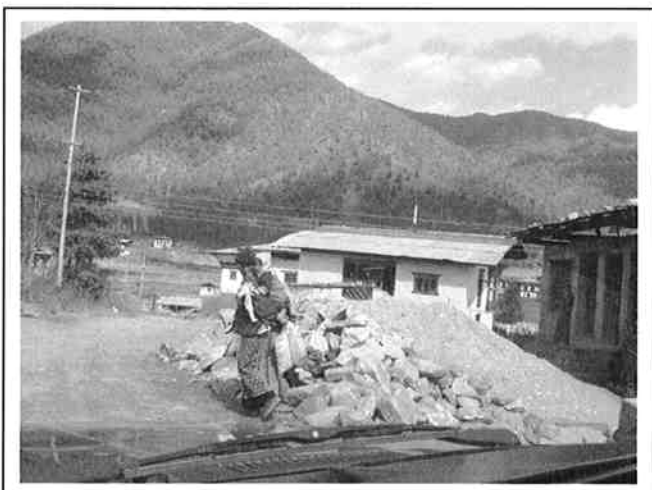
校舎第一棟全景



NO. 8

ランゴ学校

現象運動場



NO. 9

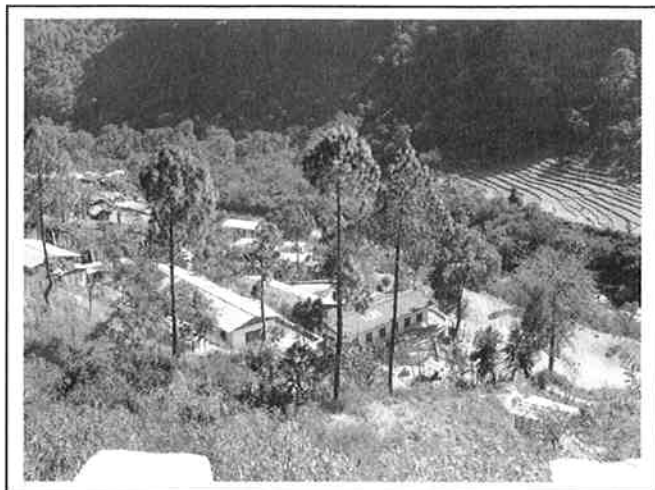
ランゴ学校

石造り用の石材

1	背景	タシガン県のクンランは大学の町である。教育の地方分散政策の最重要地点として選ばれた。急を要する案件で政府が200,000USD出資して現在6教室、事務室新設が民間業者により工事が始まっている。2003年7月に上記分完成予定。
2	位置	6教室、2ユニットのトイレット、多目的ホール、校長室、スタッフルーム、サッカー、バスケットボール場の要請が出ている。
3	土地状況	タシガンより22km南下した位置。更に西側860m谷間に下る。
4	面積	林、岩、あり起伏が激しい斜面。道路、校舎新設予定地共に整地が必要
5	職員数(増員)	面積33エーカーを県で学校用にすでに確保している。
6	先生数(増員)	新設であり現在は職員は居ない。
7	生徒数(増員)	現在は先生は居ない。
8	寄宿舎有無	現在は生徒は居ない(第一期で400名予定)
9	寄宿生(増員)	現在は寄宿舎なし。
10	レイアウト	現在は寄宿生は居ない。
11	マスタープラン	現在は寄宿生は居ない。
12	建築状況	サイトプラン共に有り 一部有り
13	カリキュラム	現在、Peldon Cost. Co.によって建設されている。クラス9の教3室、クラス10の3教室
14	教材	壁は石・セメント造り、屋根はコルゲート・トタン一部スレート。天井有り
15	関係者見解	本省より配布される予定
16	校長希望	本省より配布される予定
17	新設の課題	DEO不在で県の説明なし
18	問題点	任命されていない
19	今後の動き	現在7月をめぐに新設工事が行われている。要請分はその後の増設との位置づけとなる。
20	その他	スクールバスの要請があるがガソリンスタンドは22km離れている。 電気水道設置が含まれているがドナー国の責任が検討が必要。(この項15校に適用) 電気、水道、電話は7月の第一期工事完了までに使用できるようにする。 将来HSSの増設も考えている。

## 備考

県よりDEO、学校長が不在で減工事中の校舎との位置付けが明確でない。  
 現地コントラクターは建築1平米9000Nuで請け負っている。労賃30%、材料費70%となっている。  
 現在45名の作業員が、サイトエンジニアの元で働いている。  
 県からアシスタントサイトエンジニアが出向している。  
 日本側が手がけるとすれば、ブータンデザインの外枠が必要。(どの学校もそれが望ましいとの回答が教育省DGよりあった。



NO. 1

クンラン学校

予定地全景

80mのアクセス道路運搬困難



NO. 2

クンラン学校

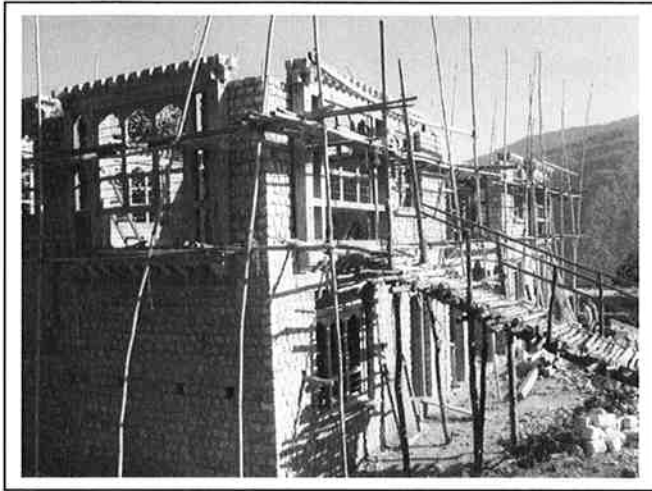
新築現場



NO. 3

クンラン学校

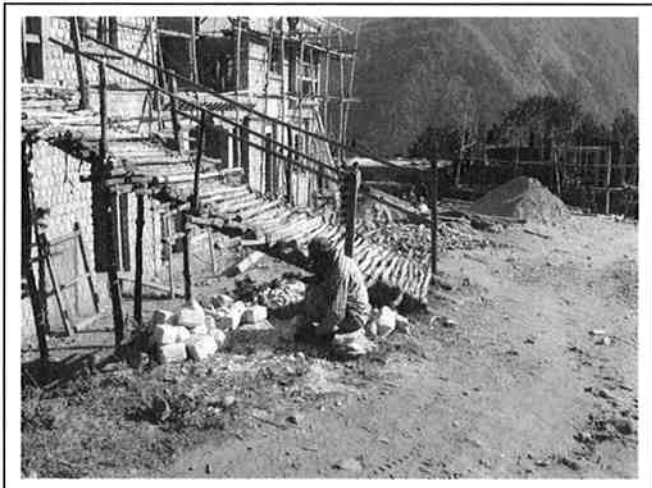
新築現場全景



NO. 4

クンラン学校

建築現場



NO. 5

クンラン学校

建築現場

原始的な壁石加工



NO. 6

クンラン学校

壁作り



NO. 7

クンラン学校

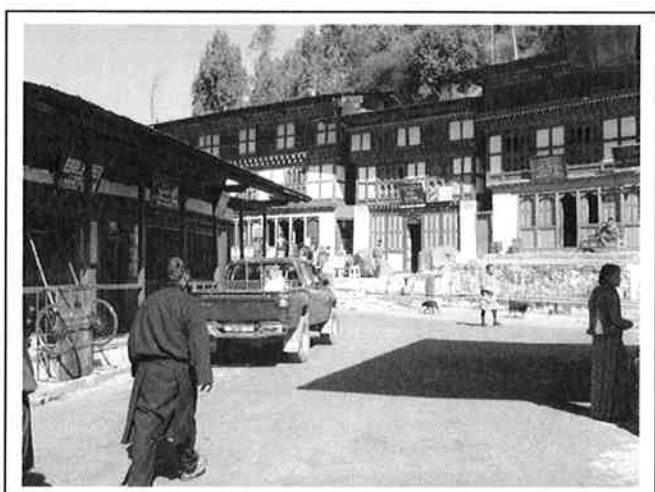
二階の建築



NO. 8

クンラン学校

現場監督者と屋根木枠



NO. 9

クンラン学校

タシガンの町風景

20kmの距離の東都

1 背景	現在のクラス9から12を対象とするも今後全県下のクラス11から12をも合わせるので増築、改築、新築対象
	現在のCommerce、Artsに加え Science課を増設
	将来他県(ハー、パロ)からの需要要請にも応える
2 位置	チュカ県
3 土地状況	現在水力発電所関係者宿舎として使用されている所を含む
	斜面、岩、灌木、凹凸激しく整地が必要
4 面積	現在18エーカー。将来33エーカーに拡大されるもよう。
5 職員数(増員)	13名(6名増員)
6 先生数(増員)	28名外国人(インド人)11名含む。(8名増員)
7 生徒数(増員)	624名
8 寄宿舎有無	男女有り。一室16名。ベッドのみ。
9 寄宿生(増員)	435名(増員はすべて寄宿生となるため1000名に増員)男子生徒234名。
10 レイアウト	SPBDにて保管
11 マスタープラン	無し。SPBDにて用意。
12 建築状況(将来)	水力発電所プロジェクト施設を徐々に譲り受けた建物。
13 カリキュラム	教育省に有り
14 教材	教育省に有り
15 関係者見解	電気、水道、電話完備、機材運搬の為の道路のアクセスに関して問題ない
16 校長希望	校舎の老朽化激しい(24年前)。生徒の増員に対応できない
17 問題点	完成時期が急がれているが具体的時期がドナーより示されない。 学校として設立されず、発電所施設を引き渡されたので学校として機能できない。 現在も学校に引き渡されず、プロジェクト職員住宅が使用されている場所が含まれている。 新築、改修、増設、転地のいずれかを関係者で決める必要がある。 日本が手がける場合、着手時期の調整、確認が前提となる。 韓国よりの協力でコンピュータラボ(20台)あり スクールバス1台あるも追加の要請している 将来カレッジへと昇格する計画有り
18 協力課題	
19 今後の動き	
20 その他	

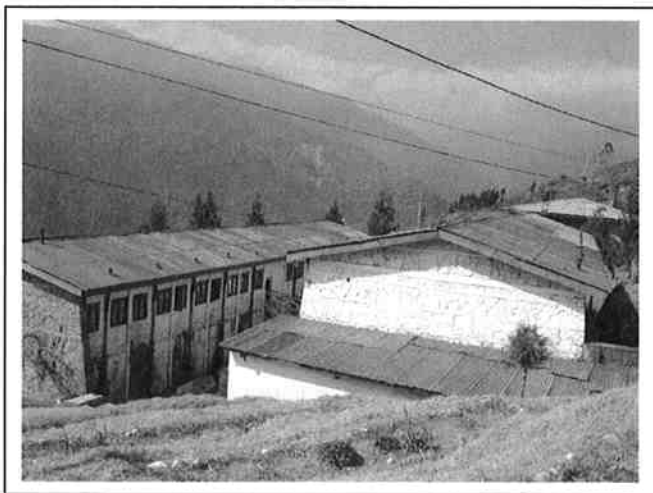


NO. 1

チュカ学校

事務棟

伝統的なブータンデザイン



NO. 2

チュカ学校

男子寄宿舍全貌

旧発電所職員宿舍



NO. 3

チュカ学校

校舎敷地予定地

真ん中に道路が走っている



NO. 4

チュカ学校

教室予定地

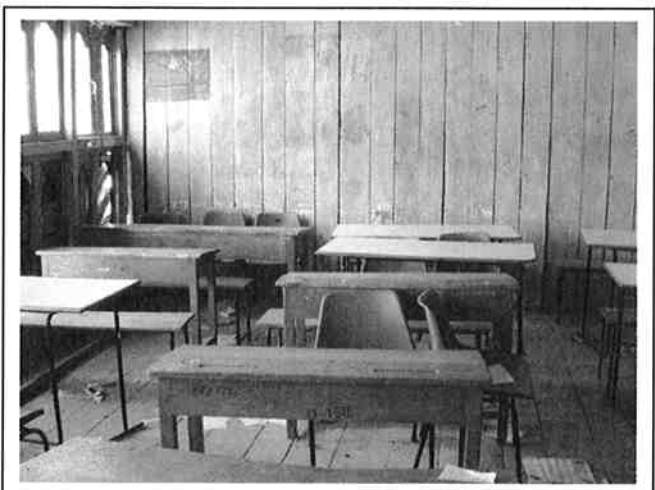
斜面で狭い



NO. 5

チュカ学校

校長先生と校長室



NO. 6

チュカ学校

高校用教室内部



NO. 7

チュカ学校

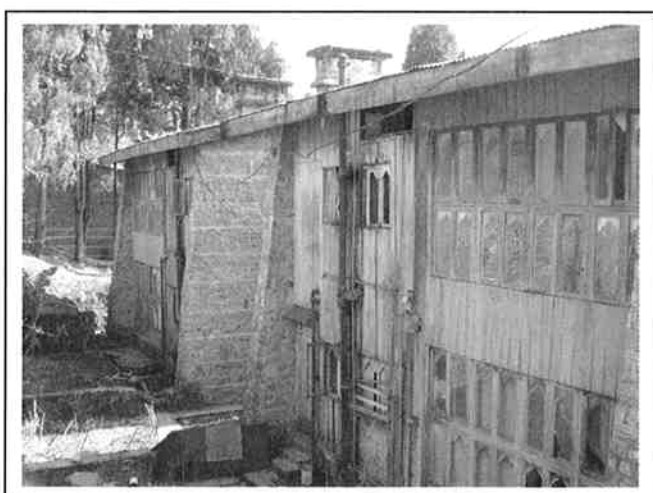
男子寮内部



NO. 8

チュカ学校

男子寮内部



NO. 9

チュカ学校

校舎

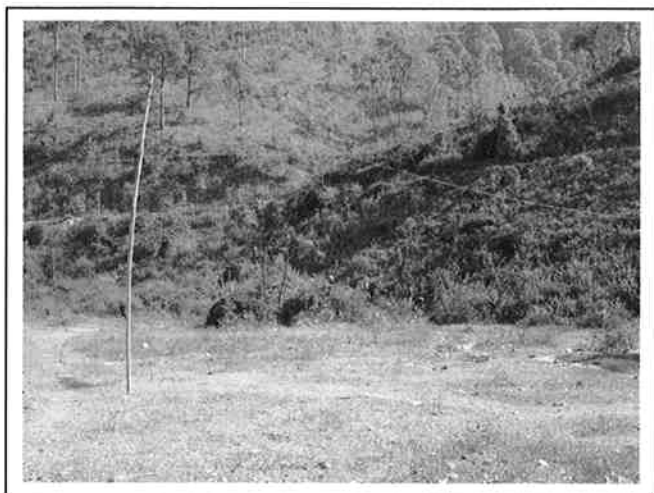
発電所事務所の改造校舎

Gyalposing HSS in Mongar

1	背景	モンガルはタシガン、チュカ県に匹敵する人口が多く生徒数が多い。 HSSクラス11と12の収容校が少なく今後も増加の傾向にあるので増設が必要 UPGRADEと要請されている意味は増設である。 モンガルの町より西下22km。水力発電所(60MKW)に隣接している。 既存の施設を中心に河に面した斜面。灌木、岩、起伏が多い。 増設の6教室分、事務室、多目的ホール、寄宿舎、校長宿舎、スタッフ宿舎、運動施設用の敷地は確保されている。 現在15エーカーを含めて県が確保しているのは51エーカー。 10(10名の増員) 現在22名(10名の増員) 650(1000名に増員) 有り。さらに6部屋の要請が出ている。増員350名分が必要 男女各280名、各部屋16名 マスターサイトプラン共あり 有り(2月17日以降)
12	建築状況	現在の施設に増設となる。電気。水道、電話等完備。新築に際してプレハブ工法当歓迎するも伝統的な飾りが必要。
13	カリキュラム	教育省の基準に従っている
14	教材	教育省の基準に従っている
15	関係者見解	新築分は拡張工事として理解している。運動施設関係は増設である。
16	校長希望	スタッフ用宿舎を考慮してほしい(要請にすでに入っている)
17	新設の課題	夏の暑さ対策(42, 3度となり蒸し暑い)が必要か? 現在冷房設備無し。
18	問題点	何名がクラス11および12に増員されるか具体的にない 寄宿生の数と予定ベッド新設数に差がある。 チュカを含めて今後HSSの充実が教育省から説明を受けた。 学校対抗の駅伝開催を考慮したいとの話が関係者から出た。
19	今後の動き	
20	その他	

備考

増築に際しては営繕修理班を設立要望  
インターネットの活用を慎重に行う  
現在のドロップアウトは640名中10名程度  
現在の留年人数は640名中6名  
現在は同学年における年齢のばらつきはなくなっている。



NO. 1

ギャルボシン学校

校舎予定地

岩石、起伏有り整地が必要

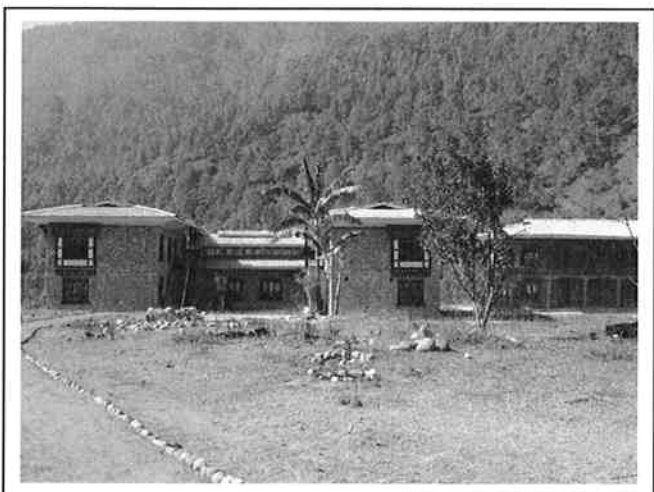


NO. 2

ギャルボシン学校

校長室および事務室

石造りの壁とスレート屋根



No. 3

校舎教室の一部

石壁作り

手前は校庭

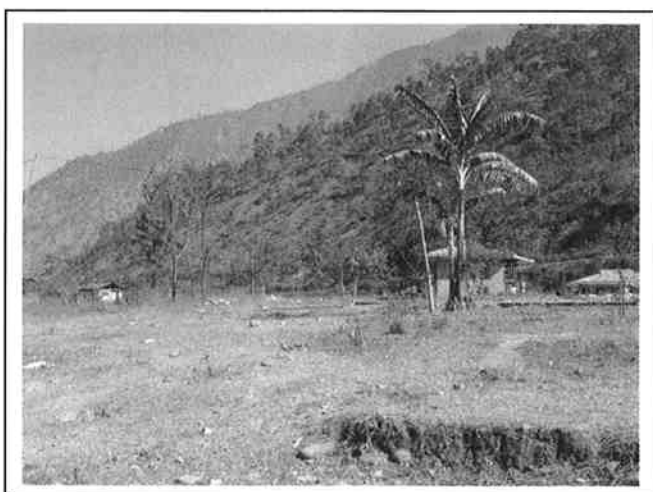


NO. 4

ギャルボシン学校

実験室

休み中の為整頓が悪い

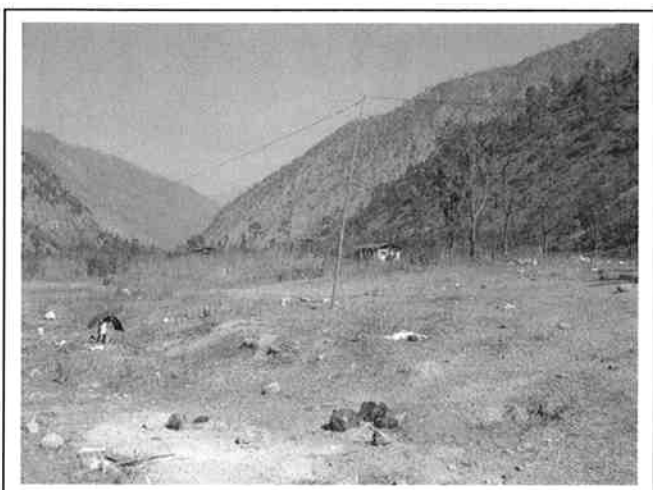


No. 5

ギャルボシン学校

運動施設予定地

整地必要



NO. 6

ギャルボシン学校

運動場予定地の反対側

整地必要




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No. 7

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ギャルボシン学校

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省の担当官、校長、教育委員

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ここの夏は 40 度を越える

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NO. 8

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ギャルボシン学校

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女子寮の一部

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男子寮は後方反対側

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NO. 9

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ギャルボシン学校

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校舎予定地

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冬は温暖な盆地

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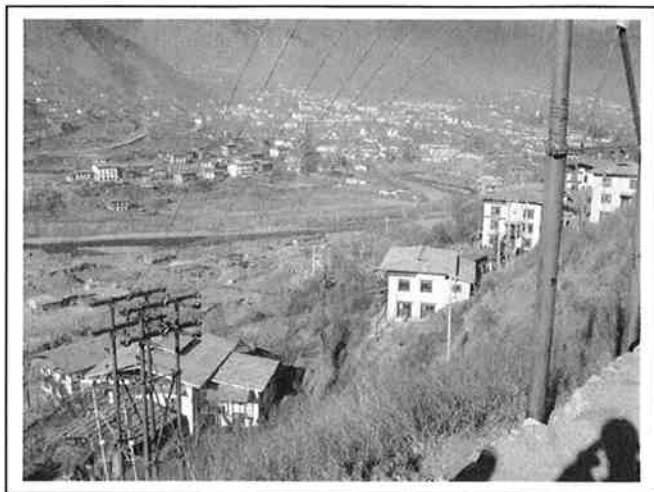
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1	背景	第9次計画の一環としてWBのローンに依る国立競技場(サッカー場兼)および民間住宅地と平行して開発が行われている。
2	位置	首都Thimphuより南西2kmに位置したWangchhu 河の沿岸
3	土地状況	県の所有地、現在、測量、土地整備が進行中
4	面積	学校としての利用面積は4エーカー、運動場を含む
5	職員数	新設校のため具体案なし
6	先生数	新設校の為具体案なし
7	生徒数	最低500名を確保する
8	寄宿舎有無	首都近郊は原則として通学のみ
9	寄宿生数	予定なし
10	レイアウト有無	スクールサイト有り、入手済み、
11	マスタープラン有無	要請中
12	建築状況	ドナーの建築工法を尊重、従来の石造りよりPC工法、鉄筋コンクリート工法を検討中
13	カリキュラム	教育省基準を活用
14	教材	教育省より配布される
15	関係者見解	教育省:WBが周辺を開発しており定期的にWBのローン使用が効果的
16	校長希望	まだ着任していない
17	問題点	日本の受諾および完成時期。通学通路等はこれから。生徒数確保は数値の裏づけなし
18	新設の課題	洪水対策、政府のWBローン使用意向強い、政府の早期実現意欲強い、
19	その他	日本援助のモデル校として紹介するには最適の場所
20	今後の動き	口頭で同じブンツェリンのゲネカLSS学校との変更が申し込まれている。
		当初の変更地タシヤンツェのブンデリンは地域状況(車道より徒歩3時間)の悪条件の為、検討後再変更した。

## 備考

WBローンにて建てられる学校リストを要請中  
併せてインド無償の学校リストを要請中  
教育省独自の建築予定の学校リストを要請中

教育省にて最終日での打ち合わせ後この学校をリストからはず改正リストを別添



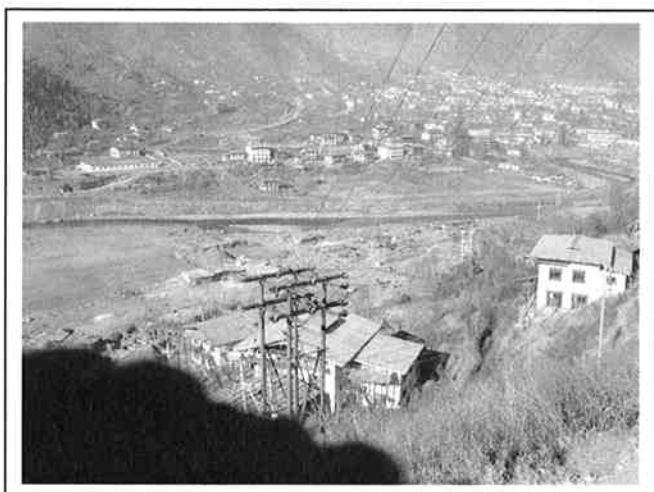
NO. 1

チャンジー学校

建設予定地全景

首都より 2 km の河原

世銀に変更となった



NO. 2

チャンジー学校

手前が敷地予定地

左側が国立サッカー場予定地