

**COMMITTEE ON THE
RIGHTS OF THE CHILD**

**WRITTEN REPLIES BY THE GOVERNMENT OF BHUTAN
CONCERNING THE LIST OF ISSUES**

(CRC/C/Q/BUT/1)

**RECEIVED BY THE COMMITTEE ON THE RIGHTS OF THE CHILD
RELATING TO THE CONSIDERATION OF THE INITIAL REPORT OF
BHUTAN**

(CRC/C/8/Add.60)

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CRC/C/Future...

**CONVENTION ON THE RIGHTS OF CHILD
ADDITIONAL INFORMATION TO THE BHUTAN INITIAL REPORT
(CRC/C8/ADD.60)**

PART I:

A. Data and statistics, if available.

1. Demographic data of the under -18 population, disaggregated by district, sex, ethnic and religious background.

The population data for 1998 published by the Central Statistical Organization (CSO) are presented. The projection is based on a growth rate of 3.1% indicated by the National Health Survey of 1994. The National Health Survey, 2000 indicates that population growth has come down to 2.1% in 2000. Copy of the Statistical Yearbook, November 1999 and the National Health Survey Report 2000 will be made available during the consideration of the Bhutan report in June.

POPULATION ESTIMATES BY AGE AND SEX, 1998

Age Group	Persons			Percent		
	Total	Male	Female	Total	Male	Female
0 - 4	98,539	49,379	49,160	15.5	7.7	7.7
5 - 9	92,377	45,869	46,508	14.5	7.2	7.3
10 - 14	77,276	39,136	38,140	12.1	6.1	6.0
15 - 19	57,345	29,087	28,258	9.0	4.6	4.4

Source :CSO Year Book, 1998, Planning Commission.

2. Please provide specific disaggregated data on national budgetary allocation and spending for social needs for the last three years, in percentages, in particular.
- a) education (including allocation for primary and secondary education , salaries, preservation of school buildings, etc.)
 - b) health (including allocations for primary health care, vaccinations, adolescent health care and other health care services for children;
 - c) child protection (for example institutional or foster care);
 - d) juvenile crime prevention, and rehabilitation; and
 - e) other social services.

According to the 'UNICEF Social Service Expenditure Survey', February 2001, between 1992 to 1998, it is estimated that the share of social expenditure within the total expenditure increased, even though the share of public expenditure in total GNP had declined to 32.4 % from 39.4% over the same period. The list of activities considered by

the report as part of basic social service is given as annex I. According to the study, the share of expenditure for the social services during the financial years 1997/98 and 1998/99 were as follows:

	1997/98	1998/99
i. Basic Social Service as % of GNP	5.7%	7.3%
ii. Social expdn. as % national expdn.	1/5	1/3
iii. Health	10.0%	15.7%
iv. Education	9.9%	14.9%
v. Water Supply & Sanitation	0.5%	0.5%
	20.4%	21.1%

The percentage of the Basic Social Service (BSS) against the overall Social Service sector (SSE) during the same years were found to be as follows:

i. Health	73.0%	74.9%
ii. Education	62.5%	68.4
iii. Water Supply & Sanitation	63.4%	92.3%
iv. BSS 20/20 Initiative ratio	14.5%	25.10%

The BSS Initiative ratio showed a dramatic increase largely due to the government's efforts towards pursuing the Education for All (EFA) goals. This resulted in substantial increase in expenditure on basic education.

In 1999, the first juvenile rehabilitation center in Bhutan was established. The center in 2001 has 9 residents. As the issue is relatively new, the major focus of government attention in this field so far has been on the formulation of a national policy and plan of action. The average operating expenditure for the last two years for the center has been around US.\$ 65,000 per year. Copy of the UNICEF Social Survey will be presented during the consideration of the Bhutan report in June 2001.

Table II provides a summary of comparative health indicators between 1984, 1994 and 2000 according to the just published National Health Survey Report 2000.

Table II: Summary Table of Key Indicators, National Health Surveys, 1984, 1994 & 2000

Indicators	Rates		
	1984	1999	2000
Population enumerated			
Male	27,747	30,440	33,489
Female	28,458	33,450	35,358
Total	56,205	63,890	68,847
Sex ratio, males per 100 females	97.5	91.0	94.7
Overall Dependency ratio (percent)	80.0	91.7	77.4
Sex ratio at birth (males per 100 females)	102.0	105.1	106.6
General Fertility Rate	169.6	172.7	142.7
Total Fertility Rate	N.A.	5.6	4.7
Crude Birth Rate (per 1000 population)	39.1	39.9	34.99
Crude Death Rate (per 1000 population)	13.4	9.0	8.64
Infant Mortality Rate (per 1000 live births)	102.8	70.7	84.0
U5MR (per 1000 live birth)	162.4	96.9	84.0
Maternal mortality ratio (per 1000 live birth)	7.7	3.8	2.55
Population growth rate (percent)	2.6	3.1	2.5
Trained birth attendance (percent)	NA	10.9	23.66
Contraceptive Prevalence rate (percent)	NA	18.9	30.7
Access to Safe Drinking water (percent)	NA	NA	77.8
Sanitation (Latrine) Coverage (percent)	NA	NA	88.0

Source: National Health Survey Report, 2000.

3. Please provide the following information about children deprived of a family environment, and separated from parents, disaggregated by sex and age for the last 3 years:

- a) number of children separated from their parents; and
- b) how many children are placed with relative, and welfare institutions.

It is not possible to provide such figures at the present as such data have not been compiled. However the government shall strive to obtain the information at the earliest opportunity.

4. Please specify for the last three years the enrollment and completion rates, disaggregated by sex, age, and district, in percentages, in

- a) kindergarten
- b) elementary
- c) intermediate;
- d) secondary; and
- e) vocational schools

In view of certain differences in nomenclature and due to lack of time, it has not been possible to provide the information in the exact manner asked. However the Department of Education has provided the following data.

Total Enrolment and Completion rates for last three years:

Enrolment									
Level	1998			1999			2000		
	Total	Girls	% of Girls	Total	Girls	% of Girls	Total	Girls	% of Girls
PP	14011	6423	46%	14632	6767	46%	15460	7164	46%
PP-VI	78007	35220	45%	81156	37056	46%	85097	39251	46%
VII-VIII	11939	5424	45%	13563	6210	46%	14429	6620	46%
IX-X	5435	2146	39%	6560	2675	41%	8872	3803	43%

Completion Rate Upto Various Levels starting from PP									
Level	1997			1998			1999		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PP to I	96.9%	95.9%	96.4%	98.6%	98.4%	98.5%	98.3%	98.8%	98.6%
VI	61.3%	68.1%	64.7%	64.3%	69.1%	66.7%	65.6%	73.5%	69.6%
VIII	47.2%	55.5%	51.4%	50.6%	55.0%	52.8%	51.2%	57.6%	54.4%
X	32.7%	33.8%	33.3%	33.9%	34.5%	34.2%	38.5%	41.2%	39.9%

5. Please specify the number of children with disabilities, by sex and age;

So far only a pilot study in one part of the country has been conducted. However the Ministry of Health and Education will be conducting a national disability survey with a view to enabling the government to formulate appropriate policies and programmes in this important area. As a starting activities, a workshop on disability was held in March this year.

- a) living with their families;

It will be reasonable to assume that most of the disabled children are living with their parents or relatives, since formal institutional arrangements catering specifically for the disabled have never been established in Bhutan.

- b) in institution

There are no specific formal institutions for disabled children to live in, besides the 41 at the National Institute for the Disabled (NID), a boarding school for the visually impaired. In extreme cases, some children have been in the hospitals.

- c) attending regular schools; and

Until now, there have been no special programmes towards inclusion of disabled children in regular school. As the curriculum of the NID is only up to the Primary school level, graduates of the NID join the regular schools for their higher education. The national college, Sherubtse which is located quite close to the NID in eastern Bhutan has had blind students in the list of its students. However beginning from 2001, one regular school in Thimphu, the capital has been selected as a pilot school to provide inclusive education for children with disabilities. Presently this school has around 4 disabled students. There are also plans for at least one school in each of the 20 districts of the country to be adequately resourced to enable children with disabilities to have access to education locally. A Parents Support Group for the disabled was also formed in 1999 in the capital.

- d) attending special schools.

41 visually impaired children attend the National Institute of the Disabled (NID). NID caters to the visually impaired children. The curriculum is the same as the regular primary school course. Braille is the main teaching medium. According to the policy document for special education, NID will be developed as a satellite resource center for children with disabilities. There is also a proposal to set up a National Disability Resource Unit and Braille Production unit.

6. Please provide the following statistical data of children (disaggregated by sex, age, type of crime, type of sanction) for the last three years:

a) number who were reported to the police for allegedly committing crimes;

The information received from the Police indicate the statistics of convicted juveniles for the last three years as follows:

	Offense	1998	1999	2000
1.	Theft	22	37	28
2.	Elopement	1		
3.	Assault	1	2	1
4.	Cheating	1	2	1
5.	Burglary/Robbery	5	8	5
6.	Impersonation/Forgery	1	1	
7.	Rape	2		1
8.	Pickpocketing		3	
9.	Poaching		1	
10.	Fire Accident		1	
11.	Drugs		1	5
12.	Vandalism		3	
	Total	32	57	41

b) number who were sentenced by Courts to sanctions, and the nature of the sanctions imposed (imprisonment; community services; other), and
 e) percentage of recidivism cases.

This information is not ready for b) and e) as it has to be collected from around three various courts around the country. However it is hoped to be ready by time of consideration of report.

c) number of suspended sentences;

Bhutan does not have a system of suspended sentence. However a system of surety and bond is practiced.

d) where the sanction is deprivation of liberty, please further specify the period of imprisonment; and

According to Bhutanese law, children receive half the sentence of an adult. Therefore the period of imprisonment may vary accordingly. Additional information and clarification can be provided during the consideration of the report in June.

B. General Measures of Implementation

1. The information indicates that the Planning Commission, the Ministry of Health and Education, and the Child Rights Task Force are entrusted to varying degrees with monitoring and coordinating efforts to implement the Convention.

- i) Please indicate what role each of these institutions plays with respect to:
 - a) intersectional coordination and cooperation of policies and programmes affecting children at and between central, and local levels of government;
 - b) monitoring the implementation of the Convention at Central and local levels;
 - c) receiving and addressing complaints of violations of child rights;
 - d) the collection and analysis of disaggregated data; and definition of the appropriate indicators in order to design policies and programmes affecting all persons under 18 years.
- ii) What, if any, overlap, or duplication exists in their functions?
- iii) Please specify their operating resources, including budget, and human resources.

Although concern and activities aimed towards improving the quality of children's life has always been central to Bhutan's way of life and development, tackling the challenges of children's welfare, happiness and protection from a rights based perspective is a new experience.

Though Bhutan became a State Party to the CRC in 1990, it was only towards the late 1990s that an concerted action for its implementation could be made. One of the most important steps in this regard was the launching of CRC promotional campaigns and submission of the Bhutan Initial Report (BIR) in 1998 to the Committee on Child Rights

The Ministry of Health and Education as already stated in the BIR was made the national focal point for CRC activities as education and health are two vital aspects of child rights. The Planning Commission was involved because it is responsible for the formulation of national socio-economic development policies and allocation of the national five year plan budgets for the various development sectors. Having the Planning Commission involved would ensure that activities (e.g. the National Plan of Action and Education for All, etc.) related to child development would receive due importance in the overall national development plans. The National CRC Task Force was initiated by the Minister for Health and Education as CRC activities are multi-sector in nature and requires close coordination and cooperation.

On the specific points raised by the Committee Chairman, it is submitted that at the time the CRC activities were initiated, it was understood that implementation of activities at sub-national level would be coordinated and monitored by the field offices of the Department of Education and Health, as education and health were considered as two key components of CRC activities. Both the agencies have district level officials who are responsible for the overall coordination and monitoring of their respective

activities. The Ministry of Health and Education until has been primarily responsible for monitoring and implementation of CRC activities at the central level. As regards receiving complaints about violation of child rights, no specific mechanism was established as since there already existed sectoral and other mechanisms for such purpose, such as through the courts, police, teachers, village headmen and local government officials, etc. Similarly, the collection and analysis of disaggregated data until now has been a general sectoral responsibility. Though definition of appropriate indicators is normally a central responsibility, it is usual to use internationally accepted socio-economic indicators in Bhutan.

The process of preparing the Bhutan Initial Report, the dialogue and cooperation with UNICEF and our own experience have enabled us to have a much better understanding of the progress achieved, the gap to be filled and the challenges ahead. Implementation of the CRC is a complex task, encompassing as it does a fresh look at social, cultural, economic, political and legal issues.

On the structural side, there is a clear consensus on the need to review and revamp the existing organizational roles and responsibilities towards CRC implementation. We are confident the lessons learnt can only lead to better content improvement and a more effective structural mechanism for implementation.

It has been realized that there is a need to involve more agencies and institutions in the implementation process, as well as establish an appropriate mechanism for coordination and monitoring purpose. At the same time, it is recognized that a single and specific body is required to take a lead role to monitor, coordinate and follow up on the CRC implementation by the various agencies and institutions. Therefore the role and varying responsibility entrusted to the Planning Commission, the Ministry of Health and Education, and the Child Rights Task Force towards monitoring and coordinating of CRC implementation are proposed to be reviewed as a part of the overall review of the CRC implementation structure. The Government has already directed that the national CRC Task Force be reviewed and its mandate strengthened so that it can provide the necessary coordination and monitoring of the implementation of CRC activities in Bhutan. Given the vital role that the social sector of Education and Health has in the fulfillment of the CRC and the fact that the Ministry of Education and Health is the national focal ministry, the Bhutan CRC Task Force will continue to be closely associated with the Ministry of Health and Education. The overall review will be taken up on completion of the consideration of the BIR.

During the course of the review, the important questions raised by the CRC Committee on the issue will be addressed as a part of the review of the CRC structure. Information on the revised structure and the mandate of the national Task Force will be submitted in the next periodic report of Bhutan.

Until now, no special budget was kept as cost related to implementation were absorbed by the line agencies. Of external agencies, so far UNICEF has been supporting the cost of a number of promotional activities undertaken by the government.

2. Please explain the measures taken and their effectiveness with respect to the States' public awareness-raising campaigns of the Convention, particularly with respect to professionals working for/and with children (e.g. of Government officials, legislators, community-based organizations, religious leaders, the mass media), and the public-at-large, including children themselves.

A number of measures have been taken by the government of Bhutan to raise the awareness of not only the professionals and government officials but of the general public, including the children themselves about the CRC. UNICEF has been an active partner in the implementation of a number of these promotional activities. The most important activities have been the dissemination of a CRC Resource guidebook, joint UNICEF and Government workshop on a rights based approach to the UNICEF country programme, translation of the CRC text into local language, the publication of a CRC pamphlet in the form of a traditional Bhutanese painting 'thangka' or a scroll. Sample copies of the promotional and educational materials will be provided during the Bhutan session in June in Geneva along with a complete list of promotional activities conducted.

3. Please describe any on-going human rights training and education activities for professionals, especially those working for and with children.

To date the main human rights training and education activity in Bhutan as already stated in para 66 of the BIR has been the implementation of a UN OHCHR technical cooperation project signed in 1996 called project 'Bhu/95/AH/20 - Strengthening National Human Rights Capacity'. The objective of the project was to strengthen the administration of justice in the area of human rights through activities involving judges, paralegals, law enforcement officials, and to support Bhutan's national capacity to meet reporting obligations of human rights instruments as well as improve its understanding of international human rights norms and obligations. Mr. Louis Joinet, from the French Supreme Court and engaged as an independent expert by the OHCHR has recently visited Bhutan (April 2001) for evaluating the project.

Under the project, the following human rights related trainings have been conducted. It is noted that the training course on treaty accession and reporting obligation had our commitments under the CRC and CEDAW specially in mind.

Complete report on the project activities will be available with OHCHR as soon as the evaluation report is completed.

I. Administration of Justice.

- Seminar for High Court Judges on Judicial structures (March 1997)
- Training for paralegals in Bhutanese criminal procedures and international human rights standards on the administration of justice (October 1997)
- Training course for police on human rights and law enforcement (October 1997)

- Training course for District judges on judicial structures (June 1998)
- 2 judges and 2 policewomen trained on administration of justice and human rights at the Human Rights Centre of Exxex University in the UK (1999 and 2000)

II. Treaty Accession and Reporting Obligations.

- 5 government officials trained on treaty reporting at the International Training Centre in Turin, Italy (1995 & 1996)
- Provision of documentations on human rights.

The trainings availed under the OHCHR supported project and the experience gained in implementing the project is expected to provide the foundation for the wider dissemination of information on human rights in the country.

The training and familiarisation of judges and law enforcement officials on human rights, we believe is the most critical first step, since it is the action of the judiciary and the law enforcement institutions that largely determine the quality of human rights that ordinary citizens including children exercise. This project was important as for the first time it provided a formal opportunity for the Bhutanese legal and law enforcement officers to be made aware of human rights issues and be trained in it. Such trainings can facilitate a more positive attitude of the legal and law enforcement community towards treating children's issue in their own right.

PART II

Please provide the Committee with copies of the text of the Convention on the Rights of the Child in all official languages of the State party as well as in other languages for or dialects spoken, when available. If possible, please submit these texts in electronic form.

Copy of CRC text in local language will be submitted in June during the consideration of the Bhutan report.

PART III

Under this section, States parties are invited, whenever appropriate, to briefly (3pages maximum) up-date the information provided in their report with regard to :

a. new bills or enacted legislation.

i. Criminal and Court Procedure.

The Court Procedure bill is expected to be submitted to the forthcoming National Assembly session in 2001. The bill when enacted will set forth for the first time a clear and uniform set of standard procedures for the due process of law. Until now, the court procedures were neither clear nor easily discernible since procedures had to be gleaned from various acts. The bill on Court Procedures is a major step towards improving the transparency of court procedures.

b. new institutions.

i. National Technical Training Authority.

The National Technical Training Authority (NTTA) was established in May 1999 to develop a technical and vocational education and training (TVET) system that matches the supply and demand of skilled workers in numbers, quality and expectations. This initiative addresses one of the biggest challenges facing Bhutan today which is the increasing number of youth graduating from the school system to a labour market that is no longer capable of providing traditionally attractive jobs to all of them.

The NTTA organises three types of training programmes. Formal training programmes are provided at the following NTTA's training institutes, namely;

- Royal Bhutan Polytechnic, Phunstholing, in southern Bhutan provides a 3-year diploma course in vocational studies for Class 10 students.
- Royal Technical Institute, Deothang, south eastern Bhutan provides a 3-year certificate course in vocational studies.
- National Drivers Training Institute, Phuntsholing, conducts drivers training courses.
- National Institute for Zorig Chusum, based in Thimphu, the capital provides training in the 13 traditional arts and crafts of Bhutan.
- Institute for Zorig Chusum, Trashiyantse, eastern Bhutan is a regional center for the training in traditional arts and crafts.

Informal programmes are provided through school based vocational training programmes and apprenticeship training programme through which school leavers are provided with enterprise-based on-the-job training. Non-formal training programmes include the

Village Skills Development Programme, Special Skills Development Programme and the Construction Training Programme.

ii. National Employment Board (NEB).

The National Employment Board (NEB) was established in 1999 as recommended by the Task Force on Government Restructuring to coordinate and facilitate employment, recruitment and job market research for employment as well as to regulate policies related to the conditions of employment. Most of the job-seekers are youth who have completed basic education but do not have employable skills. Unemployment of youth is one of the biggest challenges facing the country and it is towards addressing this challenge that a body such as the NEB has been established recently. The NEB is an autonomous government body directly under the Council of Ministers.

iii. Youth Development Fund (YDF)

Recognizing the need to encourage and facilitate the youth who comprise more than half of the total population of Bhutan to become productive citizens, His Majesty King established a Trust Fund for their benefit in 1999 with an endowment of US\$1,000,000 from the Government. The Youth Development Fund (YDF), as it is called, has since grown through fund-raising activities conducted by the Fund-raising Committee. This Committee is represented by members from the Government and society. The YDF is managed by a seven member Board of dynamic people from the Government and the private sector. The Management Board is chaired by the Minister of Health and Education. The YDF has recently been declared by the government as an autonomous and full fledged NGO.

The YDF provides a sustainable source of funding for youth development activities such as career guidance and counselling, sports, basic skills training, scouting and any activity that benefits youth. The beneficiaries are children and youth in schools and institutions, drop-outs and school leavers, the disabled, juvenile delinquents, etc.

The YDF, though still a fledging organization aims to facilitate organizations and individuals to carry out development activities for youth through the provision of financial support which seems to be one of the biggest constraints to expanding and promoting youth development activities. According to the Draft Charter of the Youth Development Fund, 'Youth' refers to children and young adults up to the age of 25.

iv. Health Trust Fund

The Bhutan Health Trust Fund (BHTF) was formally launched at WHO Headquarters in Geneva in May 1998 to address one of the biggest challenges in the Health sector, i.e., how to enhance the accessibility and quality of Primary Health Care Services against rising costs and competing needs. The Fund provides an alternative for financing the priority needs of vaccines, essential drugs and needles/syringes. This initiative of the

government will help to sustain the successful immunisation programme of the Department of Health.

v. Youth Development and Rehabilitation Centre (Juvenile Centre).

The YDRC at Tsimakothi was opened in June 1999 and is administered by the Royal Bhutan Police. The Centre provides reformatory and rehabilitative training for boys and girls under the age of sixteen at the time of their committal. Among others, the center provides basic education and vocational courses for the detainees. The director of the center has also reported that for those who have availed of the vocational training opportunities and been released, he has been assisting job placement by taking their case with the National Employment Board. Though the Juvenile center is still very new, it is already having an impact on the direction and manner in which young offenders are not just detained but also in introducing the concept of rehabilitation in Bhutan.

vi. Department of Legal Affairs.

A Department of Legal Affairs (DLA) was formally established on 14 April 2000 by the government. The department is charged with the responsibility of rendering legal services to the government and to act as the government prosecutors. It is hoped that the DLA which presently has only 6 young lawyers will eventually lead to the formation of a ministry of law and the setting up of an Attorney General's office in Bhutan. The establishment of the DLA is a very important step in consolidating the rule of law in Bhutan. In the absence of a legal affairs office within the government, the responsibility for drafting and processing of legislations, bills, or even amendments to existing laws was unclear. The establishment of the DLA is expected to reduce such hindrances. A fully functional DLA can facilitate the harmonization of the CRC with national laws and legislation

vii. Internet.

Internet service in Bhutan was formally inaugurated in June 1999 by the Department of Telecommunications who are the service providers. Availability of internet service provides a vital source of information and communication for the youth. Though the service is presently concentrated in the urban areas, the Ministry of Health and Education has drawn up an ambitious information technology plan to make IT accessible to children throughout the country. The local UNDP office in cooperation with the government has been supporting internet familiarization courses for school children in Thimphu.

viii. National Television and cable TV.

Along with internet, national television and international satellite based television through local cable networks were set up in 2000. While national TV is still basic with delivery of local news and public service being the primary service provided,

international TV delivered by the cable operators caters more to global forms of entertainment and international news with a very high commercial bias. The impact of the sudden exposure of the Bhutanese youth to these forms of electronic media is yet to be ascertained. However, it is already clear that the influence of international TV on the relatively agrarian youth of Bhutan will be profound.

c. new policies and programmes.

i. Strengthening decentralization and participatory development.

Until the 8th Five Year Plan (1997 – 2002), the national socio-economic development plans were made on a dzongkhag (province) basis. Since Bhutan is made up of 20 dzongkhags, there were 20 dzongkhag plans in the 8th Five Year Plan. The 20 dzongkhags of Bhutan are composed of 202 gewogs or village blocks. For the 9th Five Year Plan (2002 – 2007), the government has decided to literally make the village block, the basic unit of socio-economic plans. This is expected to lead to more direct participation of villagers in the decision making process and for their greater say in the selection of plan activities and its implementation and accountability. Undoubtedly, the concept of village based planning will have significant implications on primary health and education.

ii. Special education.

The Ministry of Health and Education during the year has introduced the concept of special education for the disabled and those with learning disabilities. Beginning from 2001, one regular school in Thimphu, the capital has been selected as a pilot school to provide inclusive education for children with disabilities. There is also a plan for at least one school in each of the 20 districts of the country to be adequately resourced to enable children with disabilities to have access to education locally. A Parents Support group for the disabled was also formed in 1999 in the capital. It is also planned to develop the existing National Institute for the Disabled (Blind School) as a satellite resource center for children with disabilities. Plans are also afoot to set up a National Disability Resource Units and a Braille Production unit.

iii. Comprehensive School Health Programme.

The Departments of Health and Education initiated this collaborative venture in 1999. Under this programme, various health issues particularly, those that affect the growth and development of young children are addressed. This is being done through 1) integrating health messages across the curricula as part of the teaching/learning programme in schools, 2) school based projects and 3) health clubs.

Two of the major activities under the CSHP have been the Adolescent Reproductive Health and Drug Prevention Programmes in schools. Under these two initiatives,

emphasis has been given toward developing relevant life skills in youth rather than transmit factual information itself.

iv. Student employment scheme.

The government since 1998 has arranged for local government authorities to employ needy students during their long holidays so that they themselves could generate their own pocket money as well as learn the responsibility and dignity of work. This scheme has proved popular especially among students from low-income families living. Many government agencies also time where feasible, their survey and enumeration activities to coincide with student holiday periods.

v. Merit scholarship by private schools.

From the current school year (2001), a system of scholarship has been introduced by the private schools in Bhutan in cooperation with the education department. These merit based scholarships are provided by the private schools to a limited number of deserving students who do not earn necessary grades to admission into government schools.

vi. Early Childhood Care and Development.

The Department of Education has taken initiatives to develop appropriate strategies for Early Childhood Care and Development (ECCD). It is recognised that the development of a policy and strategic framework on ECCD must be based on current child care and rearing practices. In order to do this, a study on current positive practices is underway in the country. Initial findings indicate that children are given "the utmost care, love and attention from birth till about two to three years".

Annex I

BASIC SOCIAL SERVICE IN BHUTAN

- A. Basic Health Service
- | | |
|----------------------------------|-------------------|
| 1. Disease Control Program | 4. Infrastructure |
| 2. Non_disease Programs | 5. Communication |
| 3. Management, Supply & Training | |
- B. Basic Education Service
- | | |
|----------------------------------|---|
| 1. Community and Primary Schools | 7. Free supply of text books and other supplies |
| 2. Junior and High Schools | 8. School construction |
| 3. Non-Formal Education | 9. Scouting and outdoor education |
| 4. Curriculum development | 10. Rigney School |
| 5. Teacher Training | 11. National Institute for the disabled. |
| 6. Board of Examination | 12. College and Vocational Education |
- C. Basic Water Supply and Sanitation activities.

