Child Protection and Well Being Indicators

National Commission for Women and Children (NCWC)

Child Protection and Well Being Indicators

National Commission for Women and Children (NCWC)

Contents

List of Acronyms

12 FYP	12th Five Year Plan
AES	Annual Education Statistics
AIDS	Acquired immunodeficiency syndrome
BCSEA	Bhutan Council for School Examinations and Assessment
BLSS	Bhutan Living Standards Survey
BMIS	Bhutan Multiple Indicator Survey
CAA	Child Adoption Act of Bhutan, 2011
CBA	Competency Based Assessment
CBS	Centre for Bhutan Studies
CCPA	Child Care and Protection Act, 2011
CRC	The Convention on the Rights of the Child
DSM-5	Diagnostic and Statistical Manual of Mental Disorder (5th Edition)
ECCD	Early Childhood Care and Development
ENAP	Every New-born Action Plan
GNH	Gross National Happiness
HDI	Healthy Diet Indicator
HIV	Human Immunodeficiency Virus
HMIS	Health Monitoring Information System
HSS	Higher Secondary School
IDG	Internet Gaming Disorder
IQ	Intelligence Quotient
JDWNRH	Jigme Dorji Wangchuck National Referral Hospital
JMP	Joint Monitoring Programme
KPI	Key Performance Indicator
MoE	Ministry of Education
MoH	Ministry of Health

MSS	Middle Secondary School
NA	Data Not Available
NCWC	National Commission for Women and Children
NHS	National Health Survey
NNS	National Nutrition Survey
NKRA	National Key Results Area
NSB	National Statistics Bureau
PAR	Poverty Analysis Report
PHCB	Population and Housing Census of Bhutan.
PISA	Program of International Student Assessment
PPR	Pupil Performance Report
PS	Primary School
RBP	Royal Bhutan Police
RGoB	Royal Government of Bhutan
SDG	Sustainable Development Goals
SYB	Statistical Year Book
UHC	Universal Health Coverage
UK	United Kingdom
UNDP	United Nations Development Programme
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
VAC	Violence Against Children
WHA	World Health Assembly
WHO	World Health Organization

Introduction

"A nation's future will mirror the quality of her youth – a nation cannot fool herself into thinking of a bright future when she has not invested wisely in her children."

> His Majesty the Fifth Druk Gyalpo's command at the 3rd Convocation of the Royal University of Bhutan, Feb 17, 2009.

"...children are our treasures. They hold the promise of the future and therefore, it is only right that they should be given every opportunity to develop their physical, mental and spiritual potential to the fullest extent in an environment free of want and free of fear..."

> His Majesty the Fourth Druk Gyalpo, during the International Year of the Child, July 28, 1979.

Bhutan's commitment to child protection and well-being is not limited to the provisions enshrined in the Constitution and ratification of numerous regional and international conventions, but a noble vision envisaged and commanded by the Golden Throne. Bhutan's visionary monarchs have always set children and their development at the centre of the country's development agenda and emphasized on the importance of children as the future custodians of the country. The Royal Government of Bhutan (RGoB) has always been cognizant of the fact that children are the nation's most valuable asset. Therefore, an adequate legal framework has been put in place for ensuring the rights of women and children. In its commitment towards furthering the rights of children, the RGoB ratified the Convention on the Rights of the Child (CRC) in 1990 and thereafter the two Optional Protocols to the CRC on the Involvement of Children in Armed Conflict and the Sale of Children; Child Prostitution and Child Pornography in 2009. In addition, the Child Care and Protection Act of Bhutan 2011 (CCPA) and the Child Adoption Act of Bhutan 2012 (CAA) were enacted and the rules and regulations for both these legislations came into effect on January 1, 2015.

Keeping in line with the command and the commitments, the Royal Government of Bhutan established the National Commission for Women and Children (NCWC) in 2004. NCWC as an apex and nodal government agency is tasked to uphold and synchronize children's concerns with the national developmental goals as well as Sustainable Development Goals. According to UNICEF (n.d.) child protection and well-being is a relatively new area of work and the ongoing efforts to strengthen the same is a priority in Bhutan. NCWC and UNICEF (2016) reports that almost 6 out of 10 children have experienced some sort of physical violence, child labour although seasonal is reported to be prevalent, and substance abuse among children and adolescents remain a critical concern for the country.

Despite having the legal framework in place and the government and non-government agencies providing a wide range of services to our children in need of care and protection, there still exists scope to strengthen efforts in establishing an effective and sustainable child wellbeing and protection system in the country. While child protection systems involve legislative and administrative provisions, children's well-being is a multi-dimensional construct.

Child Protection

The Convention on the Rights of the Child (1989) lays the foundation of the fundamental rights of children, including the right to be protected from economic exploitation and harmful work, from all forms of sexual exploitation and abuse, and from physical or mental violence, as well as ensuring that children will not be separated from their family against their will. These rights are further refined by two optional protocols, one on the sale of children, child prostitution and child pornography, and the other on the involvement of children in armed conflict. Subsequently, UNICEF (2006) defined 'child protection' as preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage. UNICEF's child protection programmes also target children who are uniquely vulnerable to these abuses, such as when living without parental care, in conflict with the law and in armed conflict.

The SDG aims to improve the lives of children and young people through a number of clear goals and targets. Six goals of the SDG are directly relevant to children. They address poverty reduction (Goal 1), health (Goal 3), education (Goal 4), gender equality (Goal 5), clean water and sanitation (Goal 6) violence against children (Goal 16.2), as well as a number of other areas that impact children's lives such as Decent work and economic growth. Bhutan's 12 Five Year Plan (12FYP) is based on 16 National Key Results Areas (NKRAs) which further consists of a number of Key Performance Indicators (KPIs). Eleven of the 16 NKRA appear to be relevant to children. The eleven NKRAs are as follows;

NKRA 3: Poverty Eradicated and Inequality reduced.

NKRA 5: Healthy Ecosystem Services Maintained.

NKRA 6: Carbon Neutral, Climate and Disaster Resilient Development Enhanced.

NKRA 7: Quality of Education and Skills Improved.

NKRA 8: Water, Food and Nutrition Security Ensured.

NKRA 10: Gender Equality

NKRA 11: Productive & Gainful Employment Created.

NKRA 13: Democracy & Decentralization Strengthened.

NKRA 14: Healthy & Caring Society Enhanced.

NKRA 15: Livability, Safety and Sustainability of Human Settlements Improved.

A Rights-Based approach to Child protection

A rights-based approach to the design and implementation of children's services requires that human rights standards are used to inform all phases of programme development, including

the identification of goals and objectives (UNICEF/ UNESCO, 2007). The CRC is uniquely placed to do this as its coverage and scope 'in recognising the rights of children and young people, and setting out how they are to be promoted and protected is unrivalled in terms of their comprehensive nature, national and international standing and relevance' (Kilkelly & Lundy, 2006). It is a 'touchstone' for children's rights throughout the world (Fortin, 2003, p. 49), providing benchmarks and standards across most aspects of children's lives that are widely supported, relevant and easily understood. For these reasons, leading voluntary organisations have a long history of using the CRC both in programme development and in advocacy work with government and state agencies are increasingly looking at ways in which they can adopt the standards in the service design process (McTernan and Godfrey, 2006).

Bhutan's Draft National Child Policy (NCWC, 2020) follows a rights-based approach towards the four principles of Right to Survival, Health and Nutrition, Right to Education and Development, Right to Protection and Right to Participation. The indicators included in the document are developed based on the four principles.

Children Well-being

Defining and measuring children's wellbeing cannot be done by examining the welfare of the child alone. It must also include an analysis of the child's family and relationships, surrounding community, and context, including macro-level policies and systems. Many existing definitions and frameworks acknowledge this by referencing Bronfenbrenner's Ecological Model and dividing wellbeing into individual, family, community, and context-level domains (Lippman, et al. 2009; Psychosocial Working Group 2003; Tisdall 2015; Jones, et al. 2015; UNHCR 2018). Lippman, et al. (2009) highlighted the importance of separating these domains to allow for targeted conclusions and policy response at each of the different levels.

From the ecological perspective, children well-being is defined as a dynamic, subjective and objective state of physical, cognitive, emotional, spiritual and social health in which children:
- are safe from abuse, neglect, exploitation and violence;
- meet their basic needs, including survival and development;
- are connected to and cared for by primary caregivers;
- have the opportunity for supportive relationships with relatives, peers, teachers, community
- members and society at large; and
- have the opportunity and elements required to exercise their agency based on their emerging capacities.

This definition aims to reflect the ecological perspective by identifying the individual, family, other relational, and contextual factors that affect children's well-being. Further the proponents of children well-being argue that the constructs be measured using both subjective and objective indicators. Objective indicators include, for example, child mortality rates, poverty rates, net enrolment rates, etc… However, academics and practitioners have acknowledged a gap in this

approach: the child's voice. The majority of objective measures do not involve child respondents or ask for children's own perspectives on their wellbeing. Acknowledging the conceptual and ethical problems with such an approach, subjective wellbeing elements have been added to a number of child wellbeing definitions and frameworks (Waters 2014, Rosen 2014, UNICEF 2013). Subjective wellbeing is "how people evaluate their lives and includes people's emotional reactions to events, their moods and the judgments they form about life satisfaction" (Kosher and Ben-Arieh 2017). Subjective wellbeing is measured by "life satisfaction measures", which assess how happy people are with their lives. Ben-Arieh, et al. (2014) also recommend getting children's perspective on their wellbeing in specific domains, including family and social relationships, education, safety, and their own psychosocial wellbeing.

1. Right to Survival, Health and Nutrition

Right to survival, health and nutrition should be understood that every child has the inherent right to life, enjoy the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health, and to the standard of living and nutrition adequate for the child's physical, mental, spiritual, moral and social development.

Rights based indicators Domain; Survival

1.1. Childbirth

Indicator 1.1.1:	Births attended by skilled health professional
Indicator Name:	Births attended by skilled health professional
Definition:	Percentage of live births attended by a skilled health professional during a specified time period.
Numerator:	Number of births attended by skilled health professional (doctors, nurses, or midwives)
Denominator:	Total number of live births during the same time period.
Disaggregation:	Age; marital status; mother's educational level; mother's employment status; household wealth index; rural/ urban residency status; place of residence and Dzongkhag.
Measurement Frequency:	
	Annual through Annual Health Bulletin published by MoH.
Data source/ Baseline data:	
	64.5%. BMIS 2010, NSB
	96.4% BLSS, 2017, Annual Health Bulletin, 2018.
	96.3% in 2018, HMIS, Annual Health Bulletin, 2019.
	96.3% in 2019, Annual Health Bulletin, 2020.
Purpose:	
	This indicator serves as a proxy for access to health services and maternal care.
	The indicator gives the percentage of live births attended by skilled health personnel in a given period. A skilled birth attendant is an accredited health professional—such as a midwife, doctor or nurse or Health Assistants—who has been educated and trained to proficiency in the skills needed to manage normal (uncomplicated) pregnancies, childbirth and the immediate postnatal period, and in the identification, management and referral of women and newborns for complications.

Traditional birth attendants, whether trained or not, are excluded from the category of 'skilled attendant at delivery'.

https://www.measureevaluation.org/rbf/indicator-collections/service-use-and-coverage-indicators/births-attended-by-skilled-health-personnel#:~:text=Number%20of%20births%20attended%20by,and%20to%20care%20for%20newborns.

Relevant Targets:

SDG   3.1 - By 2030 reduce the global maternal mortality ratio to less than 70 per 100,000 live births

Primary Goal the indicator applies to

3 - Ensure healthy lives and promote well-being for all at all ages.

3.1.2 Deliveries attended by skilled health worker (%)

Indicator 1.1.2:	Institutional Delivery
Indicator Name:	The proportion of births in all health facilities in the area, or institutional births or institutional deliveries.
Definition:	The proportion of births in all health facilities.
Numerator:	Number of births registered in health facilities.
Denominator:	Total number of live births during the specified time period.
Disaggregation:	Age; marital status; mother's educational level; mother's employment status; household wealth index; rural/ urban residency status; place of residence and Dzongkhag.

Measurement Frequency:

Annual through the Annual Health Bulletin.

Data source/ Baseline data:

93.4% in 2017, PHCB.

94.5 % in 2019, Annual Health Bulletin, 2020.

Indicator 1.1.3:	Miscarriages
Rationale:	The ministry of health is planning on the implementation of Mother and Child Tracking system. The tracking system will enable health

professionals to keep track of pregnant women, should they make the first ANC visit. The indicator may not be measured now, but once the tracking system is in place.

Indicator Name:	Percentage of miscarriages.
Definition:	Percentage of miscarriages.
Numerator:	Total number of miscarriages in a 12-month period.
Denominator:	Total number of births in a 12-month period tracked through Mother and Child Tracking system.
Disaggregation:	Age; marital status; mother's educational level; mother's employment status; household wealth index; rural/ urban residency status; place of residence and Dzongkhag; reason for miscarriage (if possible)

Measurement Frequency:

Annual through Mother and Child Tracking System (once implemented).

Data source/ Baseline data:

NA.

Indicator 1.1.4:	Abortions
Indicator Name:	Prevalence of abortion
Definition:	Abortion rate is the number of induced abortions occurring in a specified reference period per 1,000 women of reproductive age (15-49 years).
Numerator:	Number of abortions multiplied by 1000.
Denominator:	Total population of women aged 15 to 49 years.
Disaggregation:	Age; marital status of the mother; mother's educational level; mother's employment status; household wealth index; rural/ urban residency status; place of residence and Dzongkhag; reason for abortion.

Measurement Frequency:

Annual through Mother and Child Tracking System (once implemented).

Data source/ Baseline data:

NA.

Indicator 1.1.5:	Prevalence of stillbirths
Rationale:	Missing in the Sustainable Development Goals, stillbirths remain a neglected issue, invisible in policies and programmes, underfinanced and in urgent need of attention (WHO, n.d. https://www.who.int/reproductivehealth/topics/maternal_perinatal/stillbirth/en/)
Indicator Name:	Stillbirth rate (per 1000 total births)
Definition:	Number of stillbirths per 1000 live births (live and stillbirths). Stillbirths are defined as third tri-semester foetal deaths (under 1000 g or under 28 weeks).
Numerator:	Number of stillbirths
Denominator:	Number of births (dead or alive) during the specified time period.
Disaggregation:	Fresh/ Macerated.
Measurement Frequency:	
	Annual through Annual Health Bulletin published by MoH.

Data source/ Baseline data:

16 per 1000 live births in 2015. Bhutan Every Newborn Action Plan, 2017. UNICEF, WHO, Ministry of Health

Foetal death and Stillbirth 28 (2014), 43 (2015), 54 (2016), 68 (2017), 59 (2018, Annual Health Bulletin, 2019, p. 55. The figures are absolute numbers and not expressed per 1000 live births.

| Purpose: | According to WHO, almost half of stillbirths happen when the woman is in labour. The majority of stillbirths are preventable, evidenced by the regional variation across the world. The rates correlate with access to maternal healthcare. The every newborn action plan (ENAP) to end preventable deaths has a set stillbirth target of 12 per 1000 births or less by 2030. Global Annual Rate of Reduction needs to more than double the present ARR of 2% to accomplish this target for reduction in stillbirth.

https://www.who.int/maternal_child_adolescent/epidemiology/stillbirth/en/ |

Indicator 1.1.6:	Children born with birth defects
Indicator Name:	Children born with birth defects
Definition:	Number of children born with birth defects.

According to the US Centre for Disease Control, birth defects are structural changes present at birth that can affect almost any part or parts of the body (e.g., heart, brain, foot). They may affect how the body looks, works, or both. There are 15 major birth defects, some of which are visible at birth (example, cleft lip and cleft palate (lips), anophthalmia and microphthalmia (eyes), anotia and microtia (ears), craniosynostosis (skull), upper and lower limb reduction defects, etc) while the others are not visible instantly (Congenital Heart Defects, down syndrome, muscular dystrophy, etc). For the complete list of birth defects, please see CDC website, https://www.cdc.gov/ncbddd/birthdefects/types.html

Disaggregation:	Age of the mother, type of birth defect, pre-term birth status, place of birth, Dzongkhag.

Measurement Frequency:

Annual through Mother and Child Tracking System (once implemented.)

Data source/ Baseline data:

NA.

Indicator 1.1.7:	Neonatal mortality rate
Indicator Name:	Neonatal mortality rate (per 1000 live births)
Definition:	Probability that a child born in a specified period will die during the first 28 days of life if subject to age specific mortality rates of that period, expressed per 1000 live births.

Neonatal deaths may be subdivided into early neonatal deaths (during the first 7 days of life) and late neonatal deaths (occurring after 7 days but before 28 completed days of life).

Numerator:	Number of children who died during the first 28 days of life.
Denominator:	Number of live births (years of exposure)
Disaggregation:	Age in days/ weeks; birth weight; sex; mother's educational level; mother's employment status; household wealth index; marital status of the mother; sex, rural/ urban residency status; place of residence and Dzongkhag.

Measurement Frequency:

Annual through Annual Health Bulletin published by MoH.

21 per 1000 in 2012, National Health Survey;

18 per 1000 in 2018, UN-Inter-agency Group for Child Mortality Estimation. Cited in Bhutan Every Newborn Action Plan, 2017. UNICEF, WHO, Ministry of Health.

71 (2013), 62 (2014), 17 (2015), 13 (2016), 72 (2017) according to Bhutan Health Bulletin, 2018. The data is in absolute number and not expressed in per 1000 live births.

Relevant Targets

SDG
3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births

Primary goal indicator applies to:

Goal 03. Ensure healthy lives and promote well-being for all at all ages

NKRA 14
Healthy and Caring Society enhanced.

KPI 14.5
Under-five mortality rate

Indicator 1.1.8:	Low birth weights among new-borns
Rationale:	These babies were more likely to die during their first month of life and those who survived face lifelong consequences including a higher risk of stunted growth, lower IQ, and adult-onset chronic conditions such as obesity and diabetes. To grow a healthy baby, mothers need good nutrition and rest, adequate antenatal care, and a clean environment. Together, these ingredients for a healthy pregnancy can help to prevent, identify and treat the conditions that cause low birthweight and thus foster achievement of the World Health Assembly (WHA) nutrition target to reduce low birthweight by 30 per cent between 2012 and 2025.
Indicator Name:	Incidences of low birth weights among new-borns.
Definition:	Percentage of live births that weighs less than 2500 g at birth.
Numerator:	Number of live-born neonates with weights less than 2500 g at birth.
Denominator:	Number of live births.

Disaggregation: Age of mother; mother's educational level; mother's employment status; household wealth index; pre-terms status; rural/ urban residency status; place of residence and Dzongkhag.

Measurement Frequency:

Annual through Annual Health Bulletin published by MoH.

9.9 %. *BMIS, 2010. NSB*

https://data.unicef.org/topic/nutrition/low-birthweight/

Mortality due to Low birthweight of children under 1 year of age was equal to 505 (254 Male, and 251 Female) in 2018. Annual Health Bulletin, 2019, although not expressed in percentages.

Relevant Targets

WHO Global Nutritional Target 3:   30% reduction in low birth weight

Indicator 1.1.9:	Prevalence of pre-term births

Rationale: Globally, prematurity is the leading cause of death in children under the age of 5 years. Many survivors face a lifetime of disability, including learning disabilities and visual and hearing problems.

Indicator Name: Prevalence of pre-term births

Definition: Percentage of children born before the completion of 37 weeks of pregnancy.

Numerator: Number of pre-term births

Denominator: Total number of births during the specified time period.

Disaggregation: Mother's age; mother's educational level; mother's employment status; household wealth index; marital status; rural/urban place of residency; place and Dzongkhag and mother's disability status.

Measurement Frequency:

Annual.

6.4% at JDWNRH in 2017. Pradhan, Nishizawa, & Chhetri (2019). Prevalence and Outcome of Preterm Births in the National Referral Hospital in Bhutan: An Observational Study. *Journal of Tropical Pediatrics, 2019, 0, 1-8.* doi: 10.1093/tropej/fmz046. Available at

https://www.researchgate.net/publication/334441820_Prevalence_and_Out come_of_Preterm_Births_in_the_National_Referral_Hospital_in_Bhutan_ An_Observational_Study

10% according to Ministry of Health Facebook Page.

"From a total of about 13,000 live births, over 1300 babies are estimated to be preterm. This means, we have 10 percent of these population that are born too soon." https://www.facebook.com/MoHBhutan/posts/world-prematurity-day-the-world-prematurity-day-is-observed-on-17th-of-november-/2732603800134552/

Relevant Targets:

SDG: **3.2** By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1000 live births and under-5 mortality to at least as low as 25 per 1000 live births.

3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.

Primary goal the indicate relate to;

Goal 3.0 "Ensure healthy lives and promote wellbeing for all at all ages"

Indicator 1.1.10:	Early initiation to breastfeeding
Rationale:	Early initiation of breastfeeding, within one hour of birth, protects the newborn from acquiring infection and reduces newborn mortality. It facilitates emotional bonding of the mother and the baby and has a positive impact on duration of exclusive breastfeeding. When a mother initiates breastfeeding within one hour after birth, production of breast milk is stimulated. The yellow or golden first milk produced in the first days, also called colostrum, is an important source of nutrition and immune protection for the newborn (WHO, n.d. https://www.who.int/data/gho/indicator-metadata-registry/imr-details/337)
Indicator Name:	Proportion of children initiated early into breastfeeding.
Definition:	Percent of women with a live birth who put the new-born infant to the breast within 1 hour of birth.
Numerator:	Number of children who were initiated early into breastfeeding.
Denominator:	Total number of live births.

Disaggregation: Mother's age; educational level; employment status; wealth index; place of delivery; previous number of live births; rural/ urban residency status; place of residence and Dzongkhag.

Measurement Frequency:

Annual.

59.0%. *BMIS, 2010. NSB*

National	77.9
Urban	74.8
Rural	74.9

NNS, MoH, 2015.

Relevant Target:

SDG: 2.1 by 2030 end hunger and ensure access by all people, in particular the poor and people in vulnerable situations including infants, to safe, nutritious and sufficient food all year round

 2.2 by 2030 end all forms of malnutrition, including achieving by 2025 the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women, and older persons

3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births

Primary goal indicator applies to:

Goal 02. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

Other goal(s) indicator applies to:

Goal 03. Ensure healthy lives and promote well-being for all at all ages.

Indicator 1.1.11:	**Infant mortality rate**

Indicator Name: Infant mortality rate (probability of dying between birth and age of 1 year expressed per 1000 live births.

Definition:	The probability that a child born in a specific year or period will die before reaching the age of 1 year, if subject to age-specific mortality rates of that period, expressed per 1000 live births.
	The infant mortality rate is not a rate but a probability.
Numerator:	Number of children who die before their first birthday (0 to 11 months)
Denominator:	Number of live births (years or exposure)
Disaggregation:	Age; rural/ urban residency status; place of residency and Dzongkhag; mother's educational level; employment status; household wealth index; child's disability status.

Measurement Frequency:

Annual.

47 Per thousand. *BMIS, 2010. NSB*

15.1 per 1000 live births. (PHCB, 2017)

15.1 per 1000 live births (AHB, MoH, 2020)

Relevant Targets

3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births

Primary goal indicator applies to:

Goal 03. Ensure healthy lives and promote well-being for all at all ages.

https://indicators.report/indicators/i-18/

Indicator 1.1.12:	**Exclusive breastfeeding till 6 months of age**
Indicator Name:	Proportion of children exclusively breastfed until 6 months of age.
Definition:	Percent of infants aged 0-5 months who were exclusively breastfed. Exclusive breastfeeding refers to the condition where the baby has not yet received any other fluids (not even water) or foods, with the exception of oral rehydration solution, drops and syrups (vitamins, minerals, medicines).
	0 to 5 months should be inclusive of 0 to 5 months and 29 days.

Numerator:	Number of children aged 0-5 months exclusively breastfed.
Denominator:	Total number of live births during the specified time period.
Disaggregation:	Age of mother and child; mothers' occupation segregated by private, government, corporate, state-owned enterprises if employed; mother's educational level; marital status; child's disability status and type; household wealth index; rural/ urban residency status; place of residence and Dzongkhag.

Measurement Frequency:

Annual.

48.7%. *Bhutan Multiple Indicator Survey, 2010. NSB*

	National	51.4
	Urban	51.1
	Rural	52
Mother's education	None	51.1
	Primary Level	21.9
	Secondary Level	57.7

NNS, MoH, 2015

Relevant Targets

2.1 by 2030 end hunger and ensure access by all people, in particular the poor and people in vulnerable situations including infants, to safe, nutritious and sufficient food all year round

2.2 by 2030 end all forms of malnutrition, including achieving by 2025 the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women, and older persons

3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births

Primary goal indicator applies to:

Goal 02. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

Other goal(s) indicator applies to:

Goal 03. Ensure healthy lives and promote well-being for all at all ages.

https://indicators.report/indicators/i-11/

Indicator 1.1.13:	Child Survival Rate
Indicator Name:	Child survival rate

Definition: Number of children surviving expressed as a percentage of the number of children ever born to women aged 15-49 years

Numerator: Number of surviving children born to women aged 15 to 49 years.

Denominator: Total number of live births to women aged 15 to 49 years for the specified time period.

Disaggregation: Mother's age; mother's educational level; employment status; household wealth index; place of delivery; previous number of live births; child's disability status and its type.

.

Measurement Frequency:

Annual.

93%. BLSS, NSB 2017

Relevant Targets

3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births

Primary goal indicator applies to:

Goal 03. Ensure healthy lives and promote well-being for all at all ages.

Indicator 1.1.14:	Teenage Fertility Rate/ Adolescent Birth rate
Rationale:	Reducing adolescent fertility and addressing the multiple factors underlying it are essential for improving sexual and reproductive health and the social and economic well-being of adolescents. There is substantial agreement in the literature that women who become pregnant and give birth very early in their reproductive lives are subject to higher risks of complications or even death during pregnancy and birth and their children

are also more vulnerable. Therefore, preventing births very early in a woman's life is an important measure to improve maternal health and reduce infant mortality. Furthermore, women having children at an early age experience a curtailment of their opportunities for socio-economic improvement, particularly because young mothers are unlikely to keep on studying and, if they need to work, may find it especially difficult to combine family and work responsibilities. The adolescent birth rate also provides indirect evidence on access to pertinent health services since young people, and in particular unmarried adolescent women, often experience difficulties in access to sexual and reproductive health services. https://sdg.tracking-progress.org/indicator/3-7-2-adolescent-birth-rate/

Indicator Name: Teenage fertility rate/ Adolescent Birth Rate

Definition: Proportion of women aged 15–19 years who gave birth in the past 12 months

Numerator: Number of women aged 15 to 19 years who gave birth in the past 12 months.

Denominator: Total population of women aged 15 to 19 years for the specified time period.

Disaggregation: Mother's age; marital status; mother's employment status; mothers educational level; household wealth index; rural/ urban residency status; place of residence and Dzongkhag; child's disability status and its type.

Measurement Frequency:

                         Annual.

                         0.8% of women aged 15-19 years gave birth in 2017. BLSS, NSB, 2017

                         61.7 in 2000 and 28.4 in 2012. NHS 2012.

Relevant Target:

                         Target 3.7: By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes

Primary Goal the indicator relates to;

                         Goal 3: Ensure healthy lives and promote well-being for all at all ages

17

1.2 Early childhood (0-59 months)	
Indicator 1.2.1:	**Continued breastfeeding**

Indicator Name:	Proportion of children aged 6-23 months receiving continued breastfeeding.
Definition:	Percent of children aged 6-23 months receiving breast milk. This definition entails children who are 23 month and 29 days old, who have not yet turned 24 months.
Numerator:	Number of children aged 6-23 months receiving continuous breast milk.
Denominator:	Total number of children born during the specified period of time.
Disaggregation:	Age of mother and child; mothers' employment status segregated by private, government, corporation, state-owned enterprise if employed; mother's educational level; marital status; household wealth index; rural/ urban residency status; place of residence and Dzongkhag; child's disability status and its type.

Measurement Frequency:

Every three years. NHS.

Data source/ Baseline data:

65.7%. *Bhutan Multiple Indicator Survey, 2010. NSB*

	1 yr (%)	2 yrs (%)
National	92	60
Urban	95	49.8
Rural	89.1	69.3

Continued breastfeeding at 1 year and 2 years, NNS, MoH, 2015.

Relevant Targets

2.1 by 2030 end hunger and ensure access by all people, in particular the poor and people in vulnerable situations including infants, to safe, nutritious and sufficient food all year round

2.2 by 2030 end all forms of malnutrition, including achieving by 2025 the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women, and older persons

3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at

least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births

Primary goal indicator applies to:

Goal 02. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

Other goal(s) indicator applies to:

Goal 03. Ensure healthy lives and promote well-being for all at all ages.

Indicator 1.2.2:	Immunization Coverage rate by vaccine

Indicator Name: Immunization coverage rate of children according to the national immunization schedule.

Definition: Percent of the target population that has received the last recommended dose for each vaccine recommended in the national schedule by the vaccine.

Table 1: National Immunization Schedule

Vaccines	Number of doses	Schedule and age for vaccination	Minimum interval between doses	Dosage	Baseline data as of 2019 (*AHB, MoH, 2020).*
BCG (Bacille Calmette Guerin)	1	At birth or at first contact	NA	0.05ML	100%
Hepatitis B (Pediatric)	1	Hep. B t birth (Within 24 hours as "Zero" dose)		0.5 ML	
DTP-Hep,B-Hib	3	DTP-Hep.B-Hib 1 at 6 Weeks DTP-Hep.B-Hib 2 at 10 Weeks DTP-Hep.B- Hib 3 at 14 Weeks	4 Weeks	0.5 ML	99.6% 99.1% 98.7%
Inactivated Polio Vaccine (IPV)	1	At 14 weeks	5 months	0.5 ML	

Oral Polio Vaccine (bOPV)	4	OPV 0 at birth (Within 0-14 days as " Zero dose)	4 weeks	2 drops	96.3%
		OPV 1 at 6 Weeks			99.2%
		OPV 2 at 10 Weeks			99%
		OPV 3 at 14 Weeks			97.4%
Pneumococcal conjugate Vaccine (PCV)	3	PCV 1 at 6 Weeks	4 Weeks	0.5 ML	90.5%
		PCV 2 at 10 Weeks			
		PCV 3 at 9 months			
Measles, Mumps and Rubella (MMR)	2	MMR 1 at 9 Months	15 months	0.5 ML	97.2%
		MMR 2 at 24 Months			
Diphtheria, Tetanus & Pertussis (DTP)	1	DTP booster AT 24 Months	NA	0.5 ML	
Tetanus diphtheria (Td)	2	Td 1 at PP Class student		0.5 ML	
		Td 2 at Class Six students			
		Out of school 6 years and 12 years old			
Human Papilloma Virus (HPV) vaccine	2 doses girls and below 15 year of age	● Class six girls ● Out of school girls at 12 years of age	● 6 Months ● 0, 2 and 6 months	0.5 ML	

Numerator: The number of individuals in the target group for each vaccine that has received the last recommended dose in the series. For vaccines in the infant immunization schedule, this would be the number of children aged 12–23 months who have received the specified vaccinations before their first birthday.

Denominator: The total number of individuals in the target group for each vaccine. For vaccines in the infant immunization schedule, this would be the total number of infants surviving to age one.

Disaggregation: Child's age; sex; delivery station (medical facilities/ home); mothers'
                       employment status segregated by private, government, corporation, state-
                       owned enterprise if employed; mother's educational level; household
                       wealth index; rural/ urban residency status; place of residence and
                       Dzongkhag; child's disability status and its type.

Measurement Frequency:

                       Annual.

                       The data in the immunization schedule was obtained from Annual
                       Health Bulletin, MoH, 2020

Purpose:

                       Child immunization is one of the most cost-effective public health
                       interventions for reducing child morbidity and mortality. The ultimate goal
                       of immunization programs is to reduce the incidence of vaccine-
                       preventable diseases in children by attaining high levels of coverage with
                       potent vaccines administered at the appropriate ages (and recommended
                       intervals between doses for multiple-dose vaccines).

                       Estimates of vaccination coverage among children are used to monitor
                       vaccination services, to guide disease eradication and elimination
                       programs and as indicators of health system performance.

Relevant Targets

                       3.2 By 2030, end preventable deaths of newborns and children under 5
                       years of age, with all countries aiming to reduce neonatal mortality to at
                       least as low as 12 per 1,000 live births and under-5 mortality to at least as
                       low as 25 per 1,000 live births

                       3.3 by 2030 end the epidemics of AIDS, tuberculosis, malaria, and
                       neglected tropical diseases and combat hepatitis, water-borne diseases,
                       and other communicable diseases

                       3.8 achieve universal health coverage (UHC), including financial risk
                       protection, access to quality essential health care services, and access to
                       safe, effective, quality, and affordable essential medicines and vaccines
                       for all

Primary goal indicator applies to:

                       Goal 03. Ensure healthy lives and promote well-being for all at all ages

Indicator 1.2.3:	Prevalence of stunting

Indicator Name: Prevalence of stunting in children under five years of age.

Definition: Percentage of stunted (moderate and severe) children aged 0-59 months (moderate = height-for-age is 2 standard deviations from the WHO Child Growth Standards median; Severe = height-for-age is 3 standard deviations from the WHO Child Growth Standards median)

Numerator: Number of children aged 0 – 59 months who are stunted.

Denominator: Total number of children aged 0 -59 months measured.

Disaggregation: Mothers' employment status segregated by private, government, corporation, state-owned enterprise if employed; mother's educational level; household wealth index; rural/ urban residency status; place of residence and Dzongkhag; mother's and child's disability status.

Measurement Frequency:

Annual.

Data source/ Baseline data:

Moderate and Severe (- 2 Standard Deviation) = 33.5%

Severe (-3 Standard Deviation) = 13.3%.

Bhutan Multiple Indicator Survey 2010, NSB & National Nutritional Survey, 2015

Wealth Quintile	Moderate %	Severe %	Total %
Least (Q1)	23.3	11.8	35.1
Lower (Q2)	16.6	5	21.6
Middle (Q3)	17.4	3.8	21.2
Upper (Q4)	11.7	6.8	18.5
Wealthiest (Q5)	3.8	1.9	5.7

Prevalence of stunting at the National Level was 21.2%. NNS, MoH, 2015

Relevant Targets

SDG: 2.1 by 2030 end hunger and ensure access by all people, in particular the poor and people in vulnerable situations including infants, to safe, nutritious and sufficient food all year round

2.2 by 2030 end all forms of malnutrition, including achieving by 2025 the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women, and older persons

Primary goal indicator applies to:

Goal 02. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.

Other goal(s) indicator applies to:

Goal 01. End poverty in all its forms everywhere

Goal 03. Ensure healthy lives and promote well-being for all at all ages

https://indicators.report/indicators/i-10/

NKRA 8: Water, Food and Nutrition Security Enhanced

KPI 8.5 Percentage of children under 5 years that do not meet the height for age growth standards.

Indicator 1.2.4:	Underweight children
Indicator Name:	Prevalence of underweight children under the age of 5 years.
Definition:	Percentage of children under 5 years of age whose weight for age is less than 2 (moderate) and 3 (severe) standard deviations of the WHO standard.
Numerator:	Number of children under 5 years of age whose weight for age is less than 2 or 3 standard deviations of the WHO standard.
Denominator:	Total number of children under age 5 who were weighed.
Disaggregation:	Mother's martial status (married, neve married, divorced, etc…); household wealth index; rural/ urban residency status; place of residence and Dzongkhag; Child's preterm status; mother's educational level, mothers' employment status segregated by private, government, corporation, state-owned enterprise if employed; child's disability status and its type.

Measurement Frequency:

Annual.

Moderate and Severe combined = 12.7%.

Severe = 3.2%. Bhutan Multiple Indicator Survey 2010, NSB

Wealth Quintile	Moderate %	Severe %	Total %
Least (Q1)	9.8	5.1	14.9
Lower (Q2)	5.6	3	8.6
Middle (Q3)	5.1	2.1	7.2
Upper (Q4)	3.5	4.7	8.2
Wealthiest (Q5)	1.3	4.4	5.6

Prevalence of underweight children at the National level was 9.0%. NNS, MoH, 2015

Relevant Targets

SDG   2.1 by 2030 end hunger and ensure access by all people, in particular the poor and people in vulnerable situations including infants, to safe, nutritious and sufficient food all year round

2.2 by 2030 end all forms of malnutrition, including achieving by 2025 the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women, and older persons

Primary goal indicator applies to:

Goal 02. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

Other goal(s) indicator applies to:

Goal 01. End poverty in all its forms everywhere

Goal 03. Ensure healthy lives and promote well-being for all at all ages

Indicator 1.2.5:	**Wasting (low weight for height) in children**
Indicator Name:	Children under 5 years who are wasted (moderate and severe).
Definition:	Percentage of wasted (moderate and severe) children aged 0–59 months (moderate = weight-for-height is below -2 standard deviations of the WHO Child Growth Standards median; severe = weight-for-height is below -3 standard deviations of the WHO Child Growth Standards median).

According to the WHO, wasting is defined as low weight-for-height. It often indicates recent and severe weight loss, although it can also persist for a long time. It usually occurs when a person has not had food of adequate quality and quantity and/or they have had frequent or prolonged illnesses.

Numerator: Number of children aged 0–59 months who are wasted.

Denominator: Total number of children aged 0–59 months weighed and height measured.

Disaggregation: Child's preterm status; mothers' employment status segregated by private, government, corporation, state-owned enterprise if employed; mother's educational level; household wealth index; rural/ urban residency status; place of residence and Dzongkhag; child's disability status.

Measurement Frequency:

Annual.

Moderate and severe combined = 5.9%

Severe = 2.0%. Bhutan Multiple Indicator Survey 2010, NSB

Wealth Quintile	Moderate %	Severe %	Total %
Least (Q1)	2.7	4.3	7
Lower (Q2)	1.8	1.8	3.6
Middle (Q3)	1.7	1.2	2.9
Upper (Q4)	3.3	2.6	5.9
Wealthiest (Q5)	1	0.8	1.7

Prevalence of wasting at the National level was 4.3%. NNS, MoH, 2015

Relevant Targets

2.1 by 2030 end hunger and ensure access by all people, in particular the poor and people in vulnerable situations including infants, to safe, nutritious and sufficient food all year round

2.2 by 2030 end all forms of malnutrition, including achieving by 2025 the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women, and older persons

Primary goal indicator applies to:

Goal 02. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

Other goal(s) indicator applies to:

Goal 01. End poverty in all its forms everywhere

Goal 03. Ensure healthy lives and promote well-being for all at all ages

Indicator 1.2.6:	Proportion of children whose household income fall below the national poverty line.
Indicator Name:	Children living in poverty
Definition:	Percentage of children whose household income is below the national poverty line.
Numerator:	Number of children living in households whose income is less than the national poverty line (as defined by the NSB periodically)
Denominator:	Total number of children surveyed during the specified time period.
Disaggregation:	Age; sex; household's monthly income; rural/ urban residency status; place of residence and Dzongkhag; parent's/ caregiver's occupation; child's disability status.

Measurement Frequency:

Once every three years is recommended, since interventions can be conducted to the vulnerable group of children.

Data source/ Baseline data:

12 % of the population in 2012. However, the figure is inclusive of all ages. Data needs to be disaggregated specifically for children. Poverty Analysis Report, NSB, 2012.

Relevant Targets

SDG: 1.2 by 2030, reduce at least by half the proportion of men, women, and children of all ages living in poverty in all its dimensions according to national definitions

Primary goal indicator applies to:

Goal 01. End poverty in all its forms everywhere

Other goal(s) indicator applies to:

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable.

NKRA 3: **Poverty Eradicated and Inequality Reduced**

KPI 3.1: **National Poverty rate.**

Indicator 1.2.7:	Proportion of children born in household that fall below the Multi indicator Poverty Index

Indicator Name: Children living below the Multidimensional poverty index.

Definition: Percentage of children living below the multidimensional poverty index.

Multidimensional poverty assessments aim to measure the non-income-based dimensions of poverty, to provide a more comprehensive assessment of the extent of poverty and deprivation. The Multidimensional Poverty Index (MPI) tracks deprivation across three dimensions and 13 indicators: health (child mortality, Food Security), education (years of schooling, school attendance), and living standards (water, sanitation, electricity, cooking fuel, road access, housing, land, assets, and livestock).

Numerator: Number of children living below the multidimensional poverty line.

Denominator: Total number of children surveyed.

Disaggregation: Age, gender, rural/urban residency status, child's disability status.

Measurement Frequency:

Every five years through BLSS although reduction in the number of years between the intervals would be better. Once every two years recommended.

Data source/ Baseline data:

12.7 in 2012 (population, BMPI, 2012, NSB).

33.9% in 2010 with a cut-off of 26% (CHILD POVERTY IN BHUTAN: Insights from Multidimensional Child Poverty Index and Qualitative Interviews with Poor Children, NSB, 2016),

Relevant Targets

1.1 by 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than $1.25 a day

1.2 by 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions

Primary goal indicator applies to:

Goal 01. End poverty in all its forms everywhere

Other goal(s) indicator applies to:

Goal 02. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

Goal 03. Ensure healthy lives and promote well-being for all at all ages

Goal 04. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

Goal 08. Promote Sustained, Inclusive and Sustainable Economic Growth, Full and Productive Employment and Decent Work for All

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

Indicator 1.2.8:	Secure parental/caregiver employment
Rationale:	Secure parental employment defined as fulltime, year-round employment, is a major contributor to financial stability and well-being for families. For low income families, it is not a guarantee of escape from poverty, but it is associated with higher family income. Higher income, in turn, is associated with many positive child outcomes including better health, behaviour, academic achievement, and financial well-being. On the contrary, a deep, persistent, and early poverty are related to poorer child development. (Child Trends, https://www.childtrends.org/wp-content/uploads/2016/03/indicator_1457197335.909.pdf)
Indicator Name:	Proportion of children whose parents/caregiver have secure employment.
Definition:	Percentage of children aged 0-17 years living with at least one parent /caregiver employed year-round, full time.
Numerator:	Number of children whose father or mother/caregiver is employed year-round on a full-time basis.
Denominator:	Total number of children during the specified period of time.
Disaggregation:	Age; sex; caregiver/parent's employment status (full time, casual, part-time, daily wage); caregiver/parent's educational level; household wealth

index; child's disability status; rural/ urban residency status; place of residence and Dzongkhag.

Measurement Frequency:

Every five years, BLSS although reduction in the number of years between the intervals would be better. Once every three years is highly recommended.

NA.

1.3. Early childhood (0 -59 months) Education and Development

Relevant Targets

SDG: 4.2 by 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

Indicator 4.2.2: Participation rate in organized learning (one year before the official primary entry age), by sex.

4.5 by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations

Primary goal indicator applies to:

Goal 04. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all.

Indicator 1.3.1:	Early childhood care and development program
Indicator Name:	Proportion of children aged 4 who are enrolled in ECCD programs (both private and Public funded)
Definition:	Percent of children aged 4 registered in Early Childhood Care and Development Programme.
Numerator:	Number of children aged 4 who are enrolled in ECCD programs.
Denominator:	Total number of children aged 4 during the specified period of time.

Disaggregation: Age; gender; parents'/ caregiver's employment status; household wealth index; rural/ urban residency status; place of residence and Dzongkhag; facilities walking distance in hours, child's disability status and type.

Measurement Frequency:

Annual.

The Net Enrolment Rate (NER) for ECCD or the proportion of children aged 3-5 years old in the country attending ECCD is 23.71%. The Gross Enrolment Ratio (GER) or the proportion of children attending ECCD irrespective of their age is 24.2%. *AES, MOE, 2020*.

Indicator 1.3.2:	Enrolment in day-care centres

Indicator Name: Proportion of children enrolled in day-care centres.

Definition: Percent of children below 4 years of age registered in day-care centres.

Numerator: Number of children below 4 years of age who are enrolled in day-care centres.

Denominator: Total population of children below 4 years of age during the specified period of time.

Disaggregation: Age; gender; child's disability status and type; parents'/ caregiver's employment status; household wealth index; rural/ urban residency status; place of residence and Dzongkhag.

Measurement Frequency:

Annual.

The Net Enrolment Rate (NER) for ECCD or the proportion of children aged 3-5 years old in the country attending ECCD is 23.71%. The Gross Enrolment Ratio (GER) or the proportion of children attending ECCD irrespective of their age is 24.2%. *AES, MOE, 2020*.

Indicator 1.3.3:	Early childhood care and development program (differently abled)

Indicator Name: Proportion of children with disability aged 4 who are enrolled in ECCD programs (both private and Public funded).

Definition:	Percent of children with disability aged 4 registered in Early Childhood Care and Development Programme.
Numerator:	Number of children with disability aged 4 who are enrolled in ECCD programs.
Denominator:	Total number of children with disability aged 4 during the specified period of time.
Disaggregation:	Age; gender; type of disability; parents' educational levels, household wealth index; rural/ urban residency status; place of residence and Dzongkhag; facilities walking distance in hours.

Measurement Frequency:

Annual.

NA.

Indicator 1.3.4:	ECCD facilitator to student ratio
Indicator Name:	Ratio of ECCD trained facilitators to students.
Definition:	Ratio of children enrolled in ECCD programs facilitated by trained professional
Numerator:	Number of students enrolled in a centre
Denominator:	Total number of trained ECCD facilitator in a centre.
Disaggregation:	Funding (public/ private), location (rural/ urban), facilitators (trained/ untrained)
Measurement:	Measurement is suggested to be conducted by finding the actual ratio instead of the national mean.

Measurement Frequency:

Annual.

The statistics mentioned is Children-Facilitator ratio.

Type of ECCD	2019	2020
Government	12:1	9:1
Corporation	11:1	12:1
NGO	12:1	11:1
Private	6:1	4:1

The ratio for 2019 and 2020 were extracted from AES, MoE 2019 and 2020 respectively.

Relevant Targets

4.2 by 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.5 by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations

Primary goal indicator applies to:

Goal 04. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

Indicator 1.3.5:	Motor skills (school readiness)
Indicator Name:	Proportion of children under 5 who demonstrate fine motor skills.
Definition:	Percentage of children under 5 who exhibit fine motor skills (eg. Holding a pencil correctly, using a pair of scissors, ability to draw basic shapes, etc…)
Numerator:	Number of children under 5 who demonstrate fine motor skills.
Denominator:	Total number of children under 5 during the specified time period.
Disaggregation:	Age; children's disability status and type; gender; caregivers/parents' educational levels; household wealth index; rural/ urban residency status; place of residence and Dzongkhag.

Measurement Frequency:

Annual.

Data source/ Baseline data:

NA. *School readiness questionnaire (potential). See Annexure A*

Baseline data is available from the Bhutan Multiple Indicator Survey, which reports that school readiness as 1.4%, measured retroactively through the survey of children enrolled in pre-primary. NSB, 2010.

Indicator 1.3.6:	Healthy eating habits
Indicator Name:	Proportion of children aged 0-17 (less than 18 years of age which includes 17 years and 364 days) years reporting healthy eating habits.
Definition:	Percentage of children aged 0-17 years who are reported to eat healthy food.
Measurement:	Healthy Diet Indicator, 2015. WHO
Disaggregation:	Age; sex; child's disability status; enrolment in formal institutions (ECCD programs, school, religious establishments, etc…); household wealth index; rural/ urban residency status; place of residence and Dzongkhag.

Measurement Frequency:

Once every three years.

Data NA. HDI-2015 should be administered to primary care givers (potential).

https://www.who.int/publications/m/item/healthy-diet-factsheet394

Indicator 1.3.7:	Micronutrient deficiency
Indicator Name:	Proportion of children aged 0-17 (less than 18 years of age which includes 17 years and 364 days) years with adequate levels of micronutrients.
Definition:	Percentage of children aged 0-17 years with adequate levels of micronutrients.
Numerator:	Number of children aged 0-17 years whose tests results indicate adequate levels of micronutrients.
Denominator:	Total number of children tested during the specified time period.
Disaggregation:	Age, sex, enrolment (formal school, religious institutions), rural/urban residency status, family wealth quintile, child's disability status.

Measurement Frequency:

Once every two years through NHS.

NA.

Indicator 1.3.8:	Sleeping habits
Rationale:	Children who get enough sleep have a healthier immune system, and better school performance, behaviour, memory, and mental health. On the contrary, sleep deprivation leads to difficult behaviour and health problems, such as irritability, difficulty concentrating, hypertension, obesity, headaches, and depression.
Indicator Name:	Proportion of children who sleeps for the recommended hours a day.
	Recommended hours of sleep disaggregated by age including naps. https://www.healthychildren.org/English/healthy-living/sleep/Pages/Healthy-Sleep-Habits-How-Many-Hours-Does-Your-Child-Need.aspx
	Infants (4 to 12 months) – 12 to 16 hours
	Toddlers (1 to 2 years) – 11 to 14 hours
	Preschool (3 to 5 years) – 10 to 13 hours
	Primary school (6 to 12 years) – 9 to 12 hours
	Teens (13 to 18 years) – 8 to 10 hours.
Definition:	Percentage of children who are reported to sleep for the recommended hours a day.
Numerator:	Number of children who sleeps a minimum of the recommended hours per day.
Denominator:	Total number of age specific children during the particular period surveyed.
Disaggregation:	Age, Sex, household wealth index; rural/ urban residency status; place of residence and Dzongkhag. household wealth index; enrolment (Formal schools, religious institutions, other institutions), child's disability status, rural/ urban/ boarding residency status.

Measurement Frequency:

Once every two years through NHS.

Data source/ Baseline data:

Data NA for children specifically.

Bhutanese sleeps an average time of 528 minutes (8.8 hours) with a standard deviation of 115 minutes in 2015. ***GNH survey, CBS, 2015.***

2.   Right to Education and Development

The Constitution of the Kingdom of Bhutan stipulates children's right to education and Bhutan being a state party to the provisions of the CRC adheres to children's rights to education and development.

Relevant Targets:

SDG: 04. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

Target 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

The five other SDGs with direct reference to education

Health and well-being (SDG 3 target 3.7). By 2030, ensure universal access to sexual and reproductive healthcare services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes

Gender equality (SDG 5 target 5.6). Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education

Decent work and sustainable growth (SDG 8 target 8.6). By 2020 substantially reduce the proportion of youth not in employment, education or training

Responsible consumption & production (SDG 12 target 12.8). By 2030 ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

Climate change mitigation (SDG 13 target 13.3). Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning.

NKRA 7:   Quality of Education & Skills Improved

KPI 7.4:   Students performance in BCSE Examinations.

KPI 7.5:   Students performance in BHSEC Examinations

KPI 7.6:   Mean score in the core subjects in PISA (Program of International Student Assessment) participation.

2.1. Children enrolment, teacher/ instructor training, ratios, and ICT

Indicator 2.1.1:	**Student net enrolment in Primary School**
Indicator Name:	Proportion of children aged 5 to 11 enrolled in formal school
Definition:	Percentage of children aged 5 to 11 enrolled in Primary Level School.
	Net enrolment refers only to pupils of official primary school age, whereas gross enrolment includes pupils of any age. Net enrolment rates below 100 per cent provide a measure of the proportion of primary school age children who are not enrolled in primary school.
Numerator:	Number of children aged 5 to 11 enrolled in primary school.
Denominator:	Total number of children aged 5 to 11during the specified time period.
Disaggregation:	Age; sex; rural/urban place of residence.
Measurement Frequency:	
	Annual.

Data source/ Baseline data:

94.3% female, 91.6% male, 92.9% total. AES, MoE, 2020.

Indicator 2.1.2:	Student enrolment in Special Education Needs (SEN) schools

Indicator Name: Proportion of children enrolled in SEN schools.

Definition: Number of children enrolled in SEN Schools.

Disaggregation: Age; sex; child's disability status and type.

Measurement Frequency:

Annual.

Data source/ Baseline data:

403 female, 594 male, total 997 students in 26 schools with SEN programs, AES, MoE, 2020.

Indicator 2.1.3:	Trained SEN teacher

Indicator Name: Proportion of teachers of SEN schools who are trained to teach SEN.

Definition: Percentage of teachers in service who have received long-term training to teach students with special educational needs.

For the purpose of this research, training is defined as long-term (more than 6 months) to teach the respective SEN curriculum.

Numerator: Number of teachers trained to teach SEN curriculum.

Denominator: Total number of teachers in SEN schools.

Disaggregation: Type of SEN schools.

Measurement Frequency:

Annual.

Data source/ Baseline data:

NA.

Indicator 2.1.4:	Student enrolment in religious establishment/ institutions

Indicator Name: Number of children below 18 years of age enrolled in religious/institutions establishment.

Definition:	Number of children below 18 years of age enrolled in Zhirim (primary), Dingrim (secondary) and Thorim (college).
	The upper age limit of 17 years should be inclusive of children who has not yet turned 18.
Numerator:	Number of children aged 5 to 17 enrolled in religious establishments.
Disaggregation:	Age, sex, family wealth index, enrolment in public or private funded religious establishment.

Measurement Frequency:

Annual.

7390 novices attending monastic institutes under 18 Rabdeys, AES, MoE, 2020. However, data is not segregated according to the disaggregation suggested.

Indicator 2.1.5:	Student teacher ratio
Indicator Name:	Student teacher ratio
Definition:	The actual student teacher ratio (Measurement is suggested to be conducted by finding the actual ratio instead of the national mean).
Numerator:	Total number of students in a class.
Denominator:	Total number of teachers in the class (including the Teacher Assistant)
Disaggregation:	School funding (public/ private), rural/ urban location, class level.

Measurement Frequency:

Annual.

The national average Student-Teacher Ratio (STR) for 2018 stands at 17:1. The STR ranges from 2 to 63; which means that some schools have ratios as less as 2 while others have as high as 63. AES, MoE 2018.

The statistics provided in the table should be read as Student-Teacher ratio.

School Level	Public	Private
Extended classroom	13:1	No ECRs
Primary	16:1	10:1
Lower Secondary	17:1	8:1
Middle Secondary	18:1	13:1

Higher Secondary	18:1	17:1
Total	17:1	15:1

AES, MoE, 2020.

Indicator 2.1.6:	School absenteeism

Indicator Name: Prevalence of school absenteeism.

Definition: Percentage of children who were absent from school in the previous year.

Numerator: Number of children who were absent in the preceding academic year.

Denominator: Total number of children enrolled in school.

Disaggregation: Age, sex, rural/ urban residency status, child's disability status; reason for being absent (bad grades, bullying further segregated by type if possible, illness, caring for another family member or livestock, mental or emotional health issues, difficulties with housing or food, etc…)

Measurement Frequency:

Annual. Schools can be tasked to send the details to determine the national statistics.

Data source/ Baseline data:

NA.

Indicator 2.1.7:	Student-Computer ratio

SGD Target: Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

Indicator 4.4.1: Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill.

Indicator Name: Student-computer ratio.

Definition: The actual student computer ratio (Measurement is suggested to be conducted by finding the actual ratio instead of the national mean).

Numerator: Total number of students in the school (segregated by public and private funded formal school, SEN school, monastic institution).

Denominator: Total number of computers in the School.

Disaggregation: Institution (public and private funded formal school, SEN school, monastic institution), rural/ urban location, school classification (PS, LSS, MSS, HSS); SEN schools should be classified according to children's disability type).

Measurement Frequency:

Annual. Schools can be tasked to send the details to determine the national statistics.

NA.

Indicator 2.1.8:	Specialized teachers to teach ICT in schools/ institutions
Indicator Name:	Percentage of teachers/ instructors who are trained to teach ICT in schools/ institutions.
Definition:	Percentage of teachers who have availed long-term training to teach ICT curriculum. The Royal Civil Service Commission define long-term training as training whose duration is more than 6 months.
Numerator:	Total number of certified ICT teachers/ instructors in schools/ institutions.
Denominator:	Total number ICT teachers/ instructors in institutions.
Disaggregation:	Institution (public and private funded formal school, SEN school, monastic institution), rural/ urban location, school classification (PS, LSS, MSS, HSS); SEN schools should be classified according to children's disability type).
Measurement Frequency:	

Annual. Schools and institutions can be tasked to send the details to determine the national statistics.

NA.

Indicator 2.1.9.	Schools with adequate facilities
SDG Targets:	Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

Indicator 4.a.1: Proportion of schools offering basic services, by type of service.

Indicator Name:	Proportion of schools offering basic services, by type of facilities.

Definition: Percentage of schools by level of education (primary, lower secondary and upper secondary education) with access to the following facilities:

(a) Electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities.

Description: *Electricity* means regularly and readily available sources of power (e.g. grid/mains connection, wind, water, solar and fuel-powered generator, etc.) that enable the adequate and sustainable use of ICT infrastructure for educational purposes.

Internet access for pedagogical purposes refers to the use of the Internet to deliver instructional materials on a computer or through other devices, in accordance with learners' pedagogical needs. Access implies that the Internet is available for enhancing teaching and learning and is accessible by pupils. Internet is defined as a worldwide interconnected computer network, which provides pupils access to a number of communication services including the World Wide Web and carries e-mail, news, entertainment and data files, irrespective of the device used (i.e. not assumed to be only via a computer and thus can also be accessed by mobile telephone, tablet, PDA, games machine, digital TV etc.). Access can be via a fixed narrowband, fixed broadband, or via mobile network.

Computers for pedagogical purposes implies the use of computers to support course delivery or independent teaching and learning needs. This may include activities using computers to meet information needs for research purposes, develop presentations, perform hands-on exercises and experiments, share information, and participate in online discussion forums for educational purposes. It includes a desktop computer, a laptop computer and a tablet.

Adapted infrastructure is defined as any built environment related to education facilities that are accessible to all users, including those with different types of disability, to be able to gain access to use and exit from them. Accessibility includes ease of independent approach, entry, evacuation and/or use of a building and its services and facilities (such as water and sanitation), by all the building's potential users with an

assurance of individual health, safety and welfare during the course of those activities.

Adapted materials include learning materials and assistive products that enable students and teachers with disabilities/functioning limitations to access learning and to participate fully in the school environment.

Accessible learning materials include textbooks, instructional materials, assessments and other materials that are available and provided in appropriate formats such as audio, braille, sign language and simplified formats that can be used by students and teachers with disabilities/functioning limitations.

Basic drinking water is defined as a functional drinking water source (MDG 'improved' categories) on or near the premises and water points accessible to all users during school hours.

Single-sex basic sanitation facilities are defined as functional sanitation facilities (MDG 'improved' categories) separated for males and females on or near the premises.

Basic handwashing facilities are defined as functional handwashing facilities, with soap and water available to all girls and boys.

Numerator:	Number of schools at level of education with access to facility in specified time period.
Denominator:	The total number of schools at the level of education in reference year.
Disaggregation:	Institution (public and private funded formal school, SEN school, monastic institution), rural/ urban location, school classification (PS, LSS, MSS, HSS); SEN schools should be classified according to children's disability type); type of facility; enrolment in the institution.

Measurement Frequency:

Annual. Schools and institutions can be tasked to send the details to determine the national statistics.

<mark>Data source/ Baseline data:</mark>

NA.

Indicator Name:	Proportion of children with ICT skills, by type of skills.
Definition:	Percentage of children that have undertaken certain computer-related activities in a given time period.

Computer-related activities to measure ICT skills include:

- Copying or moving a file or folder.
- Using copy and paste tools to duplicate or move information within a document.
- Sending e-mails with attached files (e.g. document, picture, and video).
- Using basic arithmetic formulae in a spreadsheet.
- Connecting and installing new devices (e.g. modem, camera, printer).
- Finding, downloading, installing and configuring software.
- Creating electronic presentations with presentation software (including text, images, sound, video or charts).
- Transferring files between a computer and other devices.
- Writing a computer program using a specialised programming language.

Numerator:	Number of children in a age group who have particular ICT skills in a specified time period.
Denominator:	Total number of children in the age group in the specified time period.
Disaggregation:	Data should be highly segregated by age; sex; class; type of ICT skills; child's disability status and type; Institution (formal school/ SEN schools/ monastic institution); place of the institution and Dzongkhag.
Measurement:	The indicator is calculated as the percentage of people in a given population who have responded 'yes' to the type of ICT skills.

Measurement Frequency:

Annually. Schools can be asked to collect the data.

Data source/ Baseline data:

NA.

2.2. Children's Educational Attainment (formal schools)

Indicator 2.2.1:	Proportion of class 3 children who have attained the basic Competencies for English reading.
Rationale:	This indicator is designed to measure the proportion of children who are proficient in reading and comprehending text in their primary language of instruction and those that are able to, at the very least, count and understand core mathematical operations and concepts, as a proportion of total children at the end of the primary schooling cycle in the country. Proficiency will need to be defined at the national level, but should cover the ability to read, decode, comprehend and analyse text in their primary language of instruction.
Indicator Name:	Percentage of class 3 children meeting the minimum standards in English reading.
Definition:	Percentage of class 3 students meeting the minimum proficiency in English Reading Literacy.
Numerator:	Number of class 3 children meeting the minimum proficiency in English Reading Literacy.
Denominator:	Total number of class 3 children sitting for the National Education Assessment Examinations.
Disaggregation:	Age, sex, family wealth index, rural/ urban schools, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data source/ Baseline data:

Data NA.

Indicator 2.2.2:	Proportion of Class 3 children who has attained the basic competencies for English writing
Indicator Name:	Percentage of class 3 children meeting the minimum standards in English writing.
Definition:	Percentage of class 3 students meeting the minimum proficiency in English Writing Literacy.

Numerator:	Number of class 3 children meeting the minimum proficiency in English Writing Literacy.
Denominator:	Total number of class 3 children sitting for the National Education Assessment Examinations.
Disaggregation:	Age, sex, family wealth index, rural/ urban schools, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data NA.

Indicator 2.2.3:	**Proportion of class 3 children who have attained the basic competencies for Mathematical Literacy**
Indicator Name:	Percentage of class 3 children meeting the minimum standards in Mathematical literacy
Definition:	Percentage of class 3 students meeting the minimum proficiency in Mathematical Literacy.
Numerator:	Number of class 3 children meeting the minimum proficiency in Mathematical Literacy.
Denominator:	Total number of class 3 children sitting for the National Education Assessment Examinations.
Disaggregation:	Age, sex, family wealth index, rural/ urban schools, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data NA.

Indicator 2.2.4:	Proportion of class 3 children who have attained the basic competencies for Dzongkha Reading Literacy
Indicator Name:	Percentage of class 3 children meeting the minimum standards in Dzongkha Reading literacy
Definition:	Percentage of class 3 students meeting the minimum proficiency in Dzongkha Reading Literacy.
Numerator:	Number of class 3 children meeting the minimum proficiency in Dzongkha Reading Literacy.
Denominator:	Total number of class 3 children sitting for the National Education Assessment Examinations.
Disaggregation:	Age, sex, family wealth index, rural/ urban schools, disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data source/ Baseline data:

Data NA.

Indicator 2.2.5:	Proportion of class 3 children who have attained the basic competencies for Dzongkha Writing Literacy
Indicator Name:	Percentage of class 3 children meeting the minimum standards in Dzongkha Writing literacy
Definition:	Percentage of class 3 students meeting the minimum proficiency in Dzongkha Writing Literacy.
Numerator:	Number of class 3 children meeting the minimum proficiency in Dzongkha Writing Literacy.
Denominator:	Total number of class 3 children sitting for the National Education Assessment Examinations.
Disaggregation:	Age, sex, family wealth index, rural/ urban schools, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data NA.

Indicator 2.2.6:	Proportion of Class 6 children who has attained the basic competences for Mathematical Literacy
Indicator Name:	Percentage of class 6 children meeting the minimum standards in Mathematical literacy
Definition:	Percentage of class 6 students meeting the minimum proficiency in Mathematical Literacy.
Numerator:	Number of class 6 children meeting the minimum proficiency in Mathematical Literacy.
Denominator:	Total number of class 6 children sitting for the National Education Assessment Examinations.
Disaggregation:	Age, sex, family wealth index, rural/ urban schools, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data source/ Baseline data:

Data NA.

The national average was 41.27 with a standard deviation of 15.31 in 2017, according to BCSEA's CBA Report.
https://www.bcsea.bt/publications/CBA%20Report%202017%20Final%20UPDATED.pdf

Indicator 2.2.7:	Proportion of class 6 children who has attained the basic competences for English Reading Literacy
Indicator Name:	Percentage of class 6 children meeting the minimum standards in English reading.
Definition:	Percentage of class 6 students meeting the minimum proficiency in English Reading Literacy.

Numerator:	Number of class 6 children meeting the minimum proficiency in English Reading Literacy.
Denominator:	Total number of class 6 children sitting for the National Education Assessment Examinations.
Disaggregation:	Age, sex, family wealth index, rural/ urban schools, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data NA.

BCSEA conducts Competency Based Assessment for class VI students. Based on the CBA report, 2017, the national mean for English was 47.72 with a standard deviation of 14.62. https://www.bcsea.bt/publications/CBA%20Report%202017%20Final%20UPDATED.pdf

Indicator 2.2.8:	**Proportion of Class 6 children who has attained the basic competencies for English writing**
Indicator Name:	Percentage of class 6 children meeting the minimum standards in English writing.
Definition:	Percentage of class 6 students meeting the minimum proficiency in English Writing Literacy.
Numerator:	Number of class 6 children meeting the minimum proficiency in English Writing Literacy.
Denominator:	Total number of class 6 children sitting for the National Education Assessment Examinations.
Disaggregation:	Age, sex, family wealth index, rural/ urban schools, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data NA.

Indicator 2.2.9:	Proportion of class 6 children who has attained the basic competencies for Scientific Literacy
Indicator Name:	Percentage of class 6 children meeting the minimum Competencies in Scientific Literacy.
Definition:	Percentage of class 6 students meeting the minimum proficiency in Scientific Literacy.
Numerator:	Number of class 6 children meeting the minimum proficiency in Scientific Literacy.
Denominator:	Total number of class 6 children sitting for the National Education Assessment Examinations.
Disaggregation:	Age, sex, family wealth index, rural/ urban schools, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data NA.

The overall mean in Science was 54.01 with standard deviation of 18.26. CBA Report, BCSEA 2017.
https://www.bcsea.bt/publications/CBA%20Report%202017%20Final%20UPDATED.pdf

Indicator 2.2.10:	Proportion of class 6 children who have attained the basic competencies for Dzongkha Reading Literacy
Indicator Name:	Percentage of class 6 children meeting the minimum standards in Dzongkha Reading literacy
Definition:	Percentage of class 6 students meeting the minimum proficiency in Dzongkha Reading Literacy.
Numerator:	Number of class 6 children meeting the minimum proficiency in Dzongkha Reading Literacy.

Denominator:	Total number of class 6 children sitting for the National Education Assessment Examinations.
Disaggregation:	Age, sex, family wealth index, rural/ urban schools, disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data NA.

Indicator 2.2.11:	**Proportion of class 6 children who have attained the basic competencies for Dzongkha Writing Literacy**
Indicator Name:	Percentage of class 6 children meeting the minimum standards in Dzongkha Writing literacy
Definition:	Percentage of class 6 students meeting the minimum proficiency in Dzongkha Writing Literacy.
Numerator:	Number of class 6 children meeting the minimum proficiency in Dzongkha Writing Literacy.
Denominator:	Total number of class 6 children sitting for the National Education Assessment Examinations.
Disaggregation:	Age, sex, family wealth index, rural/ urban schools, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data NA.

Indicator 2.2.12:	Percentage of children in class 9 who has attained the minimum competency in English Reading Literacy
Indicator Name:	Percentage of class 9 children meeting the minimum Competencies in English Reading Literacy.
Definition:	Percentage of class 9 students meeting the minimum Competencies in English Reading Literacy.
Numerator:	Number of class 9 children meeting the minimum Competencies in English Reading Literacy.
Denominator:	Total number of class 9 children sitting for the National Education Assessment Examinations.
Disaggregation:	Age, sex, family wealth index, rural/ urban schools, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data NA.

Indicator 2.2.13:	Percentage of children in class 9 who has attained the minimum competency in English Writing Literacy
Indicator Name:	Percentage of class 9 children meeting the minimum Competencies in English Writing Literacy.
Definition:	Percentage of class 9 students meeting the minimum Competencies in English Writing Literacy.
Numerator:	Number of class 9 children meeting the minimum Competencies in English Writing Literacy.
Denominator:	Total number of class 9 children sitting for the National Education Assessment Examinations.
Disaggregation:	Age, sex, family wealth index, rural/ urban schools, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data NA.

Indicator 2.2.14:	Percentage of children in class 9 who has attained the minimum competency in Mathematical Literacy
Indicator Name:	Percentage of class 9 children meeting the minimum Competencies in Mathematical Literacy.
Definition:	Percentage of class 9 students meeting the minimum Competencies in Mathematical Literacy.
Numerator:	Number of class 9 children meeting the minimum Competencies in Mathematical Literacy.
Denominator:	Total number of class 9 children sitting for the National Education Assessment Examinations.
Disaggregation:	Age, sex, family wealth index, rural/ urban schools, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data source/ Baseline data:

Data NA.

Indicator 2.2.15:	Percentage of children in class 9 who has attained the minimum competency in Scientific Literacy
Indicator Name:	Percentage of class 9 children meeting the minimum Competencies in Scientific Literacy.
Definition:	Percentage of class 9 students meeting the minimum Competencies in Scientific Literacy.
Numerator:	Number of class 9 children meeting the minimum Competencies in Scientific Literacy.
Denominator:	Total number of class 9 children sitting for the National Education Assessment Examinations.

Disaggregation: Age, sex, family wealth index; rural/ urban schools, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data NA.

Indicator 2.2.16:	Proportion of class 9 children who have attained the basic competencies for Dzongkha Reading Literacy
Indicator Name:	Percentage of class 3 children meeting the minimum standards in Dzongkha Reading literacy
Definition:	Percentage of class 9 students meeting the minimum proficiency in Dzongkha Reading Literacy.
Numerator:	Number of class 9 children meeting the minimum proficiency in Dzongkha Reading Literacy.
Denominator:	Total number of class 9 children sitting for the National Education Assessment Examinations.
Disaggregation:	Age; sex; family wealth index; rural/ urban schools, disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data NA.

Indicator 2.2.17:	Proportion of class 9 children who have attained the basic competencies for Dzongkha Writing Literacy
Indicator Name:	Percentage of class 9 children meeting the minimum standards in Dzongkha Writing literacy

Definition:	Percentage of class 9 students meeting the minimum proficiency in Dzongkha Writing Literacy.
Numerator:	Number of class 9 children meeting the minimum proficiency in Dzongkha Writing Literacy.
Denominator:	Total number of class 9 children sitting for the National Education Assessment Examinations.
Disaggregation:	Age, sex, family wealth index, rural/ urban schools, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data NA.

Indicator 2.2.18:	Student performance in BCSE Examinations
Indicator Name:	Student performance in BCSE examinations
Definition:	The percentage of students who score at least 60% each in English, Mathematics, Science, and Dzongkha
Numerator:	Number of students scoring more than 60% each in each of the subjects mentioned.
Denominator:	Total number of students who sit for the examinations in the specified time period.
Disaggregation:	Age, Gender, Family wealth index, rural/ urban school, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data is available, but not in the disaggregation suggested.

Subject	60% and above	Remarks
Dzongkha I	77.05	Data is not segregated by age, gender, disability status, and rural and urban schools.
Dzongkha II	72.69	
English I	94.65	
English II	37.92	
Mathematics	29.41	
Environmental Science	40.34	
Biology	29.73	
Chemistry	16.55	
Physics	24.64	

PPR, 2020. BCSEA. https://www.bcsea.bt/publications/PPR-2020.pdf page 20.

Indicator 2.2.19:	Student performance in BHSEC Examinations

Indicator Name: Student performance in BHSCE examinations

Definition: The percentage of students who score at least 60% each in English, Mathematics, and Dzongkha

Numerator: Number of students scoring more than 60% each in each of the subjects mentioned.

Denominator: Total number of students who sit for the examinations in the specified time period.

Disaggregation: Age (to classify children below 18 and early adults), Gender, rural/ urban school, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

    Annual.

<mark>Data source/ Baseline data:</mark>

    Data is available, but not in the format suggested.

Subject	N	Mean	Standard Deviation	Remarks
Dzongkha I	11050	58.90	12.51	*Caution must be exercised while using the statistics since the figures represent the actual mean marks of the subjects and not the*
Dzongkha II	11050	58.27	9.13	
English I	11061	60.73	8.44	
English II	11061	52.18	10.63	
Mathematics	1493	53.77	17.60	

Business Mathematics	4789	57.86	20.64		*percentage of children who scored 60% or more.*

PPR 2020, BCSEA.

Indicator 2.2.20:	Mean score in PISA D English Literacy

Indicator Name: Mean score in PISA D

Definition: The mean scores out of 100 in the core subjects in PISA.

Numerator: The mean scores out of 100 in the core subjects in PISA.

Denominator: Total number of 15-year olds who attempted the PISA.

Disaggregation: Gender, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

   Annual.

Indicator 2.2.21:	Mean score in PISA D Mathematical Literacy

Indicator Name: Mean score in PISA D in Mathematical Literacy

Definition: The mean scores out of 100 in PISA.

Numerator: The mean scores out of 100 in PISA.

Denominator: Total number of 15-year olds who attempted the PISA.

Disaggregation: Gender, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

   Annual.

38.84. *PISA D.* **http://www.education.gov.bt/wp-content/downloads/publications/other/Bhutan-PISA-D-National-Report.pdf**

Indicator 2.2.22:	Mean score in PISA D Scientific Literacy
Indicator Name:	Mean score in PISA D in scientific literacy
Definition:	The mean scores out of 100.
Numerator:	The mean scores out of 100 in scientific literacy.
Denominator:	Total number of 15-year olds who attempted the PISA.
Disaggregation:	Gender, child's disability status and type; Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

45.10. *PISA-D.* **http://www.education.gov.bt/wp-content/downloads/publications/other/Bhutan-PISA-D-National-Report.pdf**

2.3. Children's Educational Attainment (SEN schools)

Indicator 2.3.1.	Secondary education enrolment rate
Indicator Name:	Secondary education enrolment rate of children with disabilities.
Definition:	The proportion of children with disabilities enrolled in secondary schools (i.e., LSS, MSS, and HSS).
Numerator:	Number of children with disabilities enrolled in secondary schools in a specified time period.
Denominator:	The number of children with disabilities of secondary school age, i.e. between 12 and 18.

Disaggregation: Age; Gender; child's disability status and type; family wealth index; SEN school type (Wangsel, Muensel, Draktsho, etc…); Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

NA.

Indicator 2.3.2.	English literacy
Indicator Name:	Proportion of children with disabilities achieving at least a minimum proficiency level in English.
Definition:	The proportion of children with disabilities achieving minimum proficiency level in English.
Description:	Minimum proficiency level corresponds to the minimum set of skills or knowledge required for a given subject. Learning assessments are designed to measure a range of skill levels which are defined during the design of the assessment. However, in the context of SEN education in Bhutan, the minimum proficiency levels have not been set.
Numerator:	Number of children with disabilities achieving proficiency level in English.
Denominator:	The number of children with disabilities enrolled in English class.
Disaggregation:	Age; gender; class; child's disability status and type; family wealth index; SEN school type (Wangsel, Muensel, Draktsho, etc…); Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

NA.

Indicator 2.3.3.	Dzongkha literacy
Indicator Name:	Proportion of children with disabilities achieving at least a minimum proficiency level in Dzongkha.
Definition:	The proportion of children with disabilities achieving minimum proficiency level in Dzongkha.
Description:	Minimum proficiency level corresponds to the minimum set of skills or knowledge required for a given subject. Learning assessments are designed to measure a range of skill levels which are defined during the design of the assessment. However, in the context of SEN education in Bhutan, the minimum proficiency levels have not been set.
Numerator:	Number of children with disabilities achieving proficiency level in Dzongkha.
Denominator:	The number of children with disabilities enrolled in Dzongkha class.
Disaggregation:	Age; gender; class; child's disability status and type; family wealth index; SEN school type (Wangsel, Muensel, Draktsho, etc…); Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

NA.

Indicator 2.3.4.	Scientific literacy
Indicator Name:	Proportion of children with disabilities achieving at least a minimum proficiency level in scientific literacy.
Definition:	The proportion of children with disabilities achieving minimum proficiency level in scientific literacy.
Description:	Minimum proficiency level corresponds to the minimum set of skills or knowledge required for a given subject. Learning assessments are designed to measure a range of skill levels which are defined during the design of the assessment. However, in the context of SEN education in Bhutan, the minimum proficiency levels have not been set.
Numerator:	Number of children with disabilities achieving proficiency level in scientific literacy.

Denominator:	The number of children with disabilities enrolled in Science class.
Disaggregation:	Age; gender; class; child's disability status and type; family wealth index; SEN school type (Wangsel, Muensel, Draktsho, etc…); Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

NA.

Indicator 2.3.5.	Mathematical literacy
Indicator Name:	Proportion of children with disabilities achieving at least a minimum proficiency level in mathematical literacy.
Definition:	The proportion of children with disabilities achieving minimum proficiency level in mathematical literacy.
Description:	Minimum proficiency level corresponds to the minimum set of skills or knowledge required for a given subject. Learning assessments are designed to measure a range of skill levels which are defined during the design of the assessment. However, in the context of SEN education in Bhutan, the minimum proficiency levels have not been set.
Numerator:	Number of children with disabilities achieving proficiency level in mathematical literacy.
Denominator:	The number of children with disabilities enrolled in mathematics class.
Disaggregation:	Age; gender; class; child's disability status and type; family wealth index; SEN school type (Wangsel, Muensel, Draktsho, etc…); Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

NA.

Indicator 2.3.6.	Individualized Education Plan (IEP)
Indicator Name:	Proportion of children with disabilities covered through IEP.
Definition:	The proportion of children with disabilities covered through IEP.
Description:	An IEP is a written statement that describes the adjustments, goals and strategies to meet a student's individual educational needs so they can reach their full potential. An IEP is essential as it helps you plan and monitor a student's unique learning needs.
Numerator:	Number of children with disabilities covered through IEP.
Denominator:	The number of children with disabilities enrolled in the institution.
Disaggregation:	Age; gender; class; child's disability status and type; family wealth index; SEN school type (Wangsel, Muensel, Draktsho, etc…); Scholarship beneficiaries (HM's Kidu, Private school scholarships, NGO/CSO scholarships, etc...).

Measurement Frequency:

Annual.

Data source/ Baseline data:

NA.

2.4. Children's Educational Attainment (Monastic institution)

Indicator 2.4.1.	English literacy
Indicator Name:	Proportion of children in monastic institutions achieving at least a minimum proficiency level in English.
Definition:	The proportion of children in monastic institutions achieving minimum proficiency level in English.
Description:	Minimum proficiency level corresponds to the minimum set of skills or knowledge required for a given subject. Learning assessments are designed to measure a range of skill levels which are defined during the design of the assessment. However, in the context of monastic education in Bhutan, the minimum proficiency levels have not been set. Therefore, the indicator can only be used, once the Dratshang Lhentshog define the proficiency levels.

Numerator:	Number of children in monastic institutions achieving proficiency level in English.
Denominator:	The number of children enrolled in English Class in monastic institution.
Disaggregation:	Age; gender; class (zindra); monastic institution type (Government or Private funded); location and Dzongkhag.

Measurement Frequency:

Annual.

NA.

Indicator 2.4.2.	**Mathematical literacy**
Indicator Name:	Proportion of children in monastic institutions achieving at least a minimum proficiency level in Mathematical literacy.
Definition:	The proportion of children in monastic institutions achieving minimum proficiency level in Mathematical literacy.
Description:	Minimum proficiency level corresponds to the minimum set of skills or knowledge required for a given subject. Learning assessments are designed to measure a range of skill levels which are defined during the design of the assessment. However, in the context of monastic education in Bhutan, the minimum proficiency levels have not been set. Therefore, the indicator can only be used, once the Dratshang Lhentshog define the proficiency levels.
Numerator:	Number of children in monastic institutions achieving proficiency level in Mathematics.
Denominator:	The number of children enrolled in mathematics in monastic institution.
Disaggregation:	Age; gender; class (zindra); monastic institution type (Government or Private funded); location and Dzongkhag.

Measurement Frequency:

Annual.

NA.

Indicator 2.4.3.	Proficiency in Choekey
Indicator Name:	Proportion of children in monastic institutions achieving at least a minimum proficiency level in Choekey.
Definition:	The proportion of children in monastic institutions achieving minimum proficiency level in Choekey.
Description:	Choekey is the medium of instruction in Monastic Education. Minimum proficiency level corresponds to the minimum set of skills or knowledge required for a given subject. Learning assessments are designed to measure a range of skill levels which are defined during the design of the assessment. However, in the context of monastic education in Bhutan, the minimum proficiency levels have not been set. Therefore, the indicator can only be used, once the Dratshang Lhentshog define the proficiency levels.
Numerator:	Number of children in monastic institutions achieving minimum proficiency level in Choekey.
Denominator:	The number of children enrolled in monastic institution.
Disaggregation:	Age; gender; class (zindra); monastic institution type (Government or Private funded); location and Dzongkhag.

Measurement Frequency:

Annual.

<mark>Data source/ Baseline data:</mark>

NA.

Indicator 2.4.4.	Dzongkha literacy
Indicator Name:	Proportion of children in Monastic Education achieving at least a minimum proficiency level in Dzongkha.
Definition:	The proportion of children achieving minimum proficiency level in Dzongkha.
Description:	Minimum proficiency level corresponds to the minimum set of skills or knowledge required for a given subject. Learning assessments are designed to measure a range of skill levels which are defined during the design of the assessment. However, in the context of Monastic education

in Bhutan, the minimum proficiency levels have not been set. Therefore, this indicator can only be used, once the proficiency levels are defined by the Dratshang Lhentshog.

Numerator: Number of children achieving proficiency level in Dzongkha.

Denominator: The number of children enrolled in Dzongkha class.

Disaggregation: Age; gender; class (zindra); monastic institution type (Government or Private funded); location and Dzongkhag.

Measurement Frequency:

Annual.

NA.

Indicator 2.4.5.	Vocational skills

Indicator Name: Proportion of children in Monastic Education achieving proficiency in vocational skills.

Definition: The proportion of children achieving minimum proficiency level in vocational skills.

Description: Minimum proficiency level corresponds to the minimum set of skills or knowledge required for a given subject. Learning assessments are designed to measure a range of skill levels which are defined during the design of the assessment. The vocational skills taught in monastic education are as follows:

1. painting,
2. sculpting,
3. tailoring
4. carpentry
5. creating Mandalas,
6. astrology,
7. masked dance,
8. embroidery,
9. the use of ritual instruments.

However, in the context of Monastic education in Bhutan, the minimum proficiency levels have not been set. Therefore, this indicator can only be used, once the proficiency levels are defined by the Dratshang Lhentshog.

Numerator:	Number of children achieving proficiency level in vocational skills.
Denominator:	The number of children enrolled in vocational skills.
Disaggregation:	Age; gender; class (zindra); monastic institution type (Government or Private funded); location and Dzongkhag.

Measurement Frequency:

Annual.

NA.

2.5. Completion, drop-out, and repetition/ completion rate

2.5.a General/ Formal Education

Indicator 2.5.a1:	Primary Completion Rate
Indicator Name:	Percentage of children completing primary school.
Definition:	Primary completion rate is defined as the total number of new entrants in the last grade of primary education, regardless of age, expressed as percentage of the total population of the theoretical entrance age to the last grade of primary (i.e. class VI in Bhutanese context). This indicator is also known as "gross intake rate to the last grade of primary", AES, MoE, 2020.
Numerator:	Number of new entrants (enrolment minus repeaters) in the last grade of primary education, regardless of age.
Denominator:	Population at the entrance age for the last grade of primary education.
Disaggregation:	Age; Sex; child's disability status and type; rural/ urban school, school name and Dzongkhag; family wealth index.

Measurement Frequency:

Annual.

97.4% Male, 101.9% Female, 99.7% Total. AES, MoE, 2018.

For 2019, the completion rates for primary education and basic education are 93.5% and 87.5% respectively (p. 53). AES, MoE, 2020.

Indicator 2.5.a2:	Dropout rate
Indicator Name:	School dropout rate.
Definition:	Percentage of children who drop out of school.
Numerator:	Number of children who drop out of school at a particular key stage.
Denominator:	Total number of children in the corresponding key stage in the preceding year.
Disaggregation:	Age; Sex; child's disability status and type; rural/ urban school, school name and Dzongkhag; family wealth index; reasons for dropping out.
Measurement Frequency:	
	Annual.

Primary drop out (Key Stage 1 and 2): 0.30% female, 2.40 male, total 1.40%. AES, MoE, 2020.

Data is NA for Key Stage 3 (Class 7 to 8), Key Stage 4 (Class 9 and 10), and Key Stage 5 (Class 11 and 12).

Indicator 2.5.a3:	Repetition rate
Indicator Name:	Repetition rate
Definition:	Percentage of School going children repeating in the same class according to Key Stages.
Numerator:	Number of pupils enrolled in the same class for a second (or further) year.
Denominator:	Total number of pupils enrolled in the particular key stage during the specified time period.
Disaggregation:	Age, Sex, disability status and type, rural/ urban school location
Measurement Frequency:	
	Annual.

Primary =6.30 female, 9.20 male, total 7.80.

Data NA for Key Stage 3,4, and 5. AES, MoE, 2020.

Indicator 2.5.a4:	Student transition rate
Indicator Name:	Student transition rate
Definition:	The number of students admitted to the first grade of a higher level of education, in a given year, expressed as a percentage of the number of students enrolled in the final grade of the lower level of education in the previous year.
Numerator:	Number of school students enrolling in the next level of schooling for the upcoming year.
Denominator:	Total number of school students who completed the previous level of schooling during the preceding year.
Disaggregation:	Age, Sex, class level (PP to 12), disability status and type, rural/ urban school location.
Measurement Frequency:	
	Annual.

Transition rate:	*PS to LSS = 106.18% female, 106.10 male, 106.14 total.*
	LSS to MSS = 99.99% female, 98.15 male, 99.11 total.
	MSS to HSS = 88.91% female, 90.19% male, 89.49% total. AES, MoE, 2020.

Indicator 2.5.a5:	School to university transition rate (children)
Indicator Name:	Student transition rate from school to university
Definition:	Percentage of school students enrolling in the next level of schooling for the upcoming academic year in the universities. OR

The number of students admitted to the first grade of a higher level of university education, in a given year, expressed as a percentage of the number of students enrolled in the final grade of the lower level of education in the previous year.

Numerator:	Number of school students enrolling in the next level university education for the upcoming year.
Denominator:	Total number of school students who appeared for BHSEC examinations in the preceding year.
Disaggregation:	Age, Sex, disability status and type, rural/ urban school location.

Measurement Frequency:

Annual.

NA.

2.5.b. Monastic Institution

Indicator 2.5.b1:   Completion Rate in the Monastic Institutions

Indicator Name: Completion Rate.

Definition: The number of monks admitted to the first grade of a higher level of education, in a given year, expressed as a percentage of the number of monks enrolled in the final grade of the lower level of education in the previous year.

In Zhirim, the curriculum begins with the alphabet, spelling, and reading, and proceeds to the memorisation of prayers and chants accompanied by observing daily monastic rules and regulations. The memorisation of texts is essential and consumes quite a number of hours daily. The students also learn various vocational skills in arts and crafts such as painting, sculpting, tailoring and carpentry. As they proceed to higher classes, in addition to grammar and philosophy, they may specialise in artistic skills such as painting and creating Mandalas, astrology, masked dance, embroidery, or the use of ritual instruments. Many monks become professionals in these arts and crafts (Dorji, G. (n.d.) Zhung Dratshang: The Central Monk Body of Bhutan. Available at http://drukjournal.bt/zhung-dratshang-the-central-monk-body-of-bhutan/).

Numerator:	Number of monks enrolling in the next level of monastic schooling for the upcoming year.
Denominator:	Total number of monks who completed the previous level of schooling during the preceding year.
Disaggregation:	Age; Sex,;level of schooling (Zhirim, Dingrim, and Thorim); disability status and type; Government or Private Monastic Institution).

Measurement Frequency:

Once every three years.

NA.

Indicator 2.5.b2:	**Dropout rate in the Monastic institution**
Indicator Name:	Dropout rate in the Monastic institution.
Definition:	Percentage of monks dropping out of schooling in monastic institution.
Numerator:	Number of monks who drop out of school.
Denominator:	Total number of monks in the corresponding class in the preceding year.
Disaggregation:	Age, sex, level of schooling, reasons for dropping out.

Measurement Frequency:

Annual.

NA.

2.5.c. Special Education Needs Schools

Indicator 2.5.c1:	**Completion Rate in SEN schools**
Indicator Name:	Completion Rate.
Definition:	The number of SEN students admitted to the first grade of a higher level of education, in a given year, expressed as a percentage of the number of students enrolled in the final grade of the lower level of education in the previous year.
Numerator:	Number of monks enrolling in the next level of monastic schooling for the upcoming year.

Denominator:	Total number of monks who completed the previous level of schooling during the preceding year.
Disaggregation:	Age; Sex; Key stage; disability status and type.
Measurement Frequency:	
	Once every three years.

NA.

Indicator 2.5.c2:	**Dropout rate in SEN**
Indicator Name:	Dropout rate in SEN schools.
Definition:	Percentage of children dropping out of schooling in SEN schools.
Numerator:	Number of students who drop out of school.
Denominator:	Total number of students in the corresponding class in the preceding year.
Disaggregation:	Age; sex; key stage; reasons for dropping out; disability status and type.
Measurement Frequency:	
	Annual.

NA.

2.6. Water, Sanitation, and Hygiene

Relevant Targets

SDG:	6.1 by 2030, achieve universal and equitable access to safe and affordable drinking water for all
	9.1 develop quality, reliable, sustainable, and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all
	11.1 by 2030, ensure access for all to adequate, safe, and affordable housing and basic services, and upgrade slums

Primary goal indicator applies to:

Goal 06. Ensure availability and sustainable management of water and sanitation for all

Other goal(s) indicator applies to:

Goal 01. End poverty in all its forms everywhere

Goal 02. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

Goal 03. Ensure healthy lives and promote well-being for all at all ages

Goal 09. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

NKRA 8:   **Water, Food and Nutrition Security Enhanced.**

KPI 8.7.   **Household with access to 24 hours supply of piped drinking water (rural and urban).**

Indicator 2.6.1:	**Proportion of children who has access to improved sanitation facilities at home.**
Rationale:	Access to adequate excreta disposal facilities is fundamental to decrease the faecal risk and the frequency of associated diseases. The use of basic sanitation facilities reduces diarrhoea-related morbidity in young children and also helps accelerate economic and social development in countries where poor sanitation is a major cause for missed work and school days because of illness. Its association with other socioeconomic characteristics (education, income) and its contribution to general hygiene and quality of life also make it a good universal indicator of human development.
Indicator Name:	Improved sanitation facilities
Definition:	Percentage of children who has access to improved sanitation facilities, either at home.

WHO/UNICEF JMP defines improved sanitation facility as one that hygienically separates human excreta from human, animal, and insect contact: flush to piped sewer system, flush to septic tank (with or without soak pit), flush to pit (latrine), ventilated improved pit latrine, compositing toilet, and pit latrine with slab. |
| Numerator: | Number of children who has access to improved sanitation facilities. |
| Denominator: | Total number of age-specific children for species period of time. |

Disaggregation: Age, sex, rural/ urban school and place of residence, and number of children in the household.

Measurement Frequency:

Annual.

96% in Urban areas and 74% in Rural Areas, BLSS (NSB). The statistics is based on the number of households and not segregated by children.

Indicator 2.6.2:	Proportion of children who has access to safe drinking water
Rationale:	Households are considered to have access to safely managed drinking water service when they use water from a basic source on premises. The term 'safely managed' is proposed to describe a higher threshold of service; for water, this includes measures for protecting supplies and ensuring water is safe to drink.
Indicator Name:	Access to improved drinking water source. Main source of drinking water is classified into two major categories:(i) improved water source (piped in dwelling, pipe in compound, neighbours' pipe, public outdoor tap, protected well, protected spring, and rainwater collection); and (ii) unimproved water sources (unprotected well, unprotected spring, tanker truck, cart with small tank/drum, surface water and other sources). An improved source of water is one that is likely to be protected from outside contamination, particularly fecal matters. (BLSS 2017)
Definition:	Percentage of children who has access to safe drinking water, either at home or at school.
Numerator:	Number of children who has access to safe drinking water.
Denominator:	Total number of age-specific children for species period of time.
Disaggregation:	Age, sex, family wealth index, rural/ urban school and place of residence.
Measurement Frequency:	
	Annual.

96.1 % of the households in Bhutan have access to improved drinking water sources. 55.8% of the households have access to treated water. BMIS, 2010, NSB.

2.7. Violence against Children

SDG 16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
	16.2. End abuse, exploitation, trafficking and all forms of violence against and torture of children.

2.7.a. Safety

SDG 16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
	16.2. End abuse, exploitation, trafficking and all forms of violence against and torture of children.

Indicator 2.7.a1:   Bullying

Indicator Name:	Prevalence of bullying
Definition:	Percentage of children who self-reported being bullied.
Numerator:	Number of children who self-reported being bullied.
Denominator:	Total number of children surveyed.
Disaggregation:	Types of bullying (Physical/ verbal/ social/ cyber), age and sex of the victim, location (school/ monastic institutions/ community/ playground) for physical and verbal bullying, child's disability status.

Measurement Frequency:

Annual. Schools can be tasked to conduct the survey to determine the national statistics on bullying.

NA at the Country Level. Nidup, Y. (2017). Exploring bullying among students of Gesarling Middle Secondary School, Bhutan. *Bhutan Journal of Research and Development,* Autumn 2017. Available at https://www.rub.edu.bt/images/rub/research/publications/journals/I-Autumn-2017.pdf

Indicator 2.7.a2:	Safety at home
Indicator Name:	Proportion of children who feel safe at home.
Definition:	Percentage of children who feel safe at home. Safety at home, in this context is defined as the absence of physical, sexual, and emotional abuse in home environments.
Numerator:	Number of children who feel safe at home.
Denominator:	Total number of children surveyed.
Disaggregation:	Age, sex, rural/ urban residency status; place and Dzongkhag, monastic institution, child's disability status, forms of abuse (physical, sexual, and emotional).
Measurement Frequency:	
	Annual. Schools can be tasked to conduct the survey to determine the national statistics.

NA.

Indicator 2.7.a3:	Safety in school
Indicator Name:	Proportion of children who feel safe at school.
Definition:	Percentage of children who feel safe at school.
Numerator:	Number of children who feel safe at school.
Denominator:	Total number of children surveyed.
Disaggregation:	Age, sex, boarding/day school, rural/ urban school, monastic institution, child's disability status.
Measurement Frequency:	
	Annual. Schools can be tasked to conduct the survey to determine the national statistics.

NA.

Indicator 2.7.a4:	Safety at their neighbourhood
Indicator Name:	Proportion of children who feel safe in their neighbourhoods.
Definition:	Percentage of children who feel safe in their neighbourhood.
Numerator:	Number of children who feel safe.
Denominator:	Total number of children surveyed.
Disaggregation:	Age; sex; rural/ urban residency status; child's disability status.

Measurement Frequency:

Annual. Schools can be tasked to conduct the survey to determine the national statistics.

NA.

Indicator 2.7.a5:	Neglected children
Indicator Name:	Proportion of children who are neglected.
Definition:	Percentage of children who are neglected.
	Neglect is the failure to provide a child with the basic necessities of life such as food, clothing, shelter, medical attention or supervision, to the extent that the child's health and development is, or is likely to be, significantly harmed.
Numerator:	Number of children who are neglected.
Denominator:	Total number of children surveyed in the specified time period.
Disaggregation:	Age, sex, rural/ urban residency status; place and Dzongkhag, monastic institution, child's disability status, forms of abuse (physical, sexual, and emotional).

Measurement Frequency:

Annual. Schools can be tasked to conduct the survey to determine the national statistics.

Data source/ Baseline data:

NA.

Indicator 2.7.a6:	Number of children who skipped school due to violence
Indicator Name:	Number of children who skipped school due to physical, emotional, and sexual violence.
Definition:	Number of children who skipped school because they felt afraid/ unsafe to go to school due to violence in the past 12 months.
Disaggregation:	Age; Sex; Class; type of violence; relation to perpetrator; child's disability status; monastic institutions.

Measurement Frequency:

Annual. Schools can be tasked to conduct the survey to determine the national statistics.

<mark>Data source/ Baseline data:</mark>

Data NA.

2.7.b Violence against Children

Indicator 2.7.b1:	Physical violence against children
Indicator Name:	Prevalence of physical violence against children.
Definition:	Number of children who reported physical violence during a 12-month period.
Description:	Physical acts of violence are intended to inflict bodily harm and include the use of physical force, the use of weapons and the forcing of children to withstand extraneous and excessive physical endurance.

Such acts include:

- Using physical force to cause harm: being slapped, punched, having ear pulled or twisted, having hair pulled, being kicked or having a knuckle rapped on the forehead.
- Hit with an object: having the back, head or bottom hit with a belt, stick, wire, rope, whip or other similar object.
- Made to stand for a long time, carry stones, forced to do heavy work.
- Stabbed or cut: being stabbed or cut with a knife or sharp object.
  (NCWC, 2016. Research on Violence against Children in Bhutan)

Disaggregation:	Age and Gender of the child, age and gender of the perpetrator, relation to the child (parents, teachers, school mates, caregiver at home, etc), rural/

urban residency status or school environment), injury status (grievous and non-grievous injury).

Measurement Frequency:

Annual.

Administrative, VAC, NCWC, 2016

64% of children aged 13–17 years have experienced at least one incident of physical violence in their lifetime. (VAC, NCWC, 2016).

7 reported cases of child battery in 2018. Statistical Year Book, Royal Bhutan Police.

Indicator 2.7.b2:	Physical violence against children

Indicator Name: Prevalence of physical violence against children.

Definition: Percentage of children who reported physical violence during a 12-month period.

Numerator: Number of children who reported being victims of physical violence.

Denominator: Total number of children surveyed.

Description: Physical acts of violence are intended to inflict bodily harm and include the use of physical force, the use of weapons and the forcing of children to withstand extraneous and excessive physical endurance.

Such acts include:

✔ Using physical force to cause harm: being slapped, punched, having ear pulled or twisted, having hair pulled, being kicked or having a knuckle rapped on the forehead.
✔ Hit with an object: having the back, head or bottom hit with a belt, stick, wire, rope, whip or other similar object.
✔ Made to stand for a long time, carry stones, forced to do heavy work.
✔ Stabbed or cut: being stabbed or cut with a knife or sharp object.
   (NCWC, 2016. Research on Violence against Children in Bhutan)

Disaggregation: Age and Gender of the child, age and gender of the perpetrator, children's disability status, relation to the child (parents, teachers, school mates, caregiver at home, etc…), rural/ urban residency status or school environment.

Measurement Frequency:

Annual.

Administrative, VAC, NCWC.

64% of children aged 13–17 years have experienced at least one incident of physical violence in their lifetime. (VAC, NCWC, 2016).

Indicator 2.7.b3:	Reported cases of physical violence against children
Indicator Name:	Reported cases of physical violence against children.

Definition: Number of children who reported physical violence during a 12-month period.

Description: Physical acts of violence are intended to inflict bodily harm and include the use of physical force, the use of weapons and the forcing of children to withstand extraneous and excessive physical endurance.

Such acts include:

✔ Using physical force to cause harm: being slapped, punched, having ear pulled or twisted, having hair pulled, being kicked or having a knuckle rapped on the forehead.
✔ Hit with an object: having the back, head or bottom hit with a belt, stick, wire, rope, whip or other similar object.
✔ Made to stand for a long time, carry stones, forced to do heavy work.
✔ Stabbed or cut: being stabbed or cut with a knife or sharp object.
  (NCWC, 2016. Research on Violence against Children in Bhutan)

Disaggregation: Age and Gender of the child, age and gender of the perpetrator, children's disability status, relation to the child (parents, teachers, school mates, caregiver at home, etc…), rural/ urban residency status or school environment.

Measurement Frequency:

Annual.

7 reported cases of child battery in 2018. Statistical Year Book, Royal Bhutan Police.

Indicator 2.7.b4:	**Emotional violence against children**

Indicator Name: Emotional violence against children.

Definition: Percentage of children who reported emotional violence.

Description: Emotional violence includes being called bad names, being made to feel unloved or being threatened with abandonment. Specifically, the research sought to understand more about the following types of emotional violence children experience:

✔ Humiliation or public shaming: being made to feel stupid, embarrassed, and/or ashamed.

✔ Intimidation or threats: being made to feel frightened, afraid or very worried.

✔ Lack of love: being told that you are not loved or feel that your feelings are not understood. **(VAC, NCWC, 2016)**

Numerator: Number of children who reported emotional and psychological violence.

Denominator: Total number of children surveyed.

Disaggregation: Age and Gender of the child, age and gender of the adult, relation to the child (parents, teachers, school mates, caregiver at home, etc…), rural/ urban residency status or school environment, children's disability status.

Measurement Frequency:

Annual.

Administrative, VAC, NCWC

47.4% of children aged 13 to 17 reported being victims of emotional violence, with prevalence rates higher for girls (52.3%) than for boys (40.9%). (VAC, NCWC, 2016).

Indicator 2.7.b5:	**Reported cases of emotional violence against children**

Indicator Name: Reported cases of emotional violence against children.

Definition: Number of reported cases of children reporting emotional violence.

Description: Emotional violence includes being called bad names, being made to feel unloved or being threatened with abandonment. Specifically, the research sought to understand more about the following types of emotional violence children experience:

- ✔ Humiliation or public shaming: being made to feel stupid, embarrassed, and/or ashamed.
- ✔ Intimidation or threats: being made to feel frightened, afraid or very worried.
- ✔ Lack of love: being told that you are not loved or feel that your feelings are not understood. **(VAC, NCWC, 2016)**

Disaggregation: Age and Gender of the child, age and gender of the adult, relation to the child (parents, teachers, school mates, caregiver at home, etc…), rural/ urban residency status or school environment, children's disability status.

Measurement Frequency:

Annual.

Administrative, VAC, NCWC

47.4% of children aged 13 to 17 reported being victims of emotional violence, with prevalence rates higher for girls (52.3%) than for boys (40.9%). (VAC, NCWC, 2016).

Indicator 2.7.b6:	Rape of children
Indicator Name:	Reported case of rape of children.

Definition: Number of children who were victims of rape in a 12-month period.

Description: A child is forced to have sexual intercourse against his or her will. For this study, this form of sexual violence also includes attempted forced sexual intercourse, whereby the forced act was not completed. In this scenario, the victim of non-consensual sexual intercourse may have been either (i) physically forced or (ii) pressured through harassment, threats or tricks (NCWC, 2016).

The Penal Code of Bhutan (2004) states that "A defendant shall be guilty of the offence of statutory rape, if the defendant engages in sexual intercourse with a child below twelve years, or an incompetent person, either with or without knowledge of the other person being a child or incompetent person.". Accordingly, "The offence of statutory rape shall be a felony of the second degree."

Also, the Penal Code of Bhutan (2004) states the "A defendant shall be guilty of the offence of rape of a child above the age of twelve years, if the defendant has sexual intercourse with a child between the age of twelve to

eighteen years". Accordingly, "The offence of rape of a child above the age of twelve years shall be a felony of the third degree."

| Disaggregation: | Age and Gender of the child, age and gender of the adult, relation to the child (parents, teachers, school mates, a caregiver at home, etc), family wealth index, rural/ urban residency status, or school environment). |

Measurement Frequency:

Annual.

Indicator 2.7.b7:	Attempted rape of children
Indicator Name:	Reported case of attempted rape of children
Definition:	Number of children who were victims of attempted rape in a 12-month period.
Description:	A child is forced to have sexual intercourse against his or her will. For this study, this form of sexual violence also includes attempted forced sexual intercourse, whereby the forced act was not completed. In this scenario, the victim of non-consensual sexual intercourse may have been either (i) physically forced or (ii) pressured through harassment, threats or tricks (NCWC, 2016).
Disaggregation:	Age and Gender of the child, age and gender of the adult, relation to the child (parents, teachers, school mates, a caregiver at home, etc…), rural/ urban residency status, or school environment, disability status.

Measurement Frequency:

Annual.

Data source/ Baseline data:

Administrative, VAC, NCWC

In 2018, 30 children above the age of 12 were raped. SYB, Royal Bhutan Police, 2019. Data is not segregated as per the disaggregation suggested for the indicator. In the same year, 2 cases of attempted rape of children above the age of 12 were reported.

2% of girls and 0.6% of boys aged 13-17 reported forced sexual intercourse. VAC, NCWC, 2016.

Indicator 2.7.b8:	Sexual touching

Indicator Name:	Prevalence of sexual touching.
Description:	A child is touched in a sexual way against his or her will, including unwanted kissing, grabbing or fondling, but the perpetrator did not try to force the child to have sexual intercourse. This category also includes cases of children and young people who are forced or coerced to touch themselves or to watch another person touch himself or herself. (VAC, NCWC 2016).
Definition:	Number or percentage of children who were victims of sexual touching in a 12-month period.
Numerator:	Number of children who report experiencing sexual touching in the past 12-month period.
Denominator:	Total number of children asked about sexual touching in the survey.
Disaggregation:	Age and Gender of the child, age and gender of the adult, relation to the child (parents, teachers, school mates, caregiver at home, etc…), family wealth index, rural/ urban residency status or school environment).
Measurement Frequency:	
	Annual.

11.5% of boys and 13.1% of girls aged 13 to 17 reported sexual touching violence. VAC, NCWC, 2016.

The Royal Bhutan Police recorded 15 cases of child molestation in 2018. Statistical Yearbook 2018.

Indicator 2.7.b9:	Verbal Sexual Harassment

Indicator Name:	Prevalence of verbal sexual harassment
Definition:	Percentage of children who were victims of verbal sexual harassment in a 12-month period.
Description:	A person uses sexualized language about another person or other type of abusive or dirty language of a rude, sexual nature.
Numerator:	The number of female and male adolescents who report being victims of verbal sexual harassment during the past 12 months

Denominator:	Total number of female and male adolescents surveyed.

Disaggregation: Age and Gender of the child, disability status of the child, age and gender of the perpetrator, relation to the child (parents, teachers, school mates, caregiver at home), family wealth index, rural/ urban residency status or school environment).

Measurement Frequency:

Annual.

Data available but not in the format suggested. Children aged 13 to 17 reported experiencing verbal sexual harassment most often in school (19.2%), but the exact percentage of children who had experienced verbal sexual harassment has not been reported. VAC, NCWC 2016.

Indicator 2.7.b10:	Pornography

Indicator Name: Exposure to pornography.

Definition: Percentage of children below 18 years of age exposed to pornography in all forms.

Numerator: Number of children aged 13 to 17 exposed to pornography.

Denominator: Total number of children aged 13 to 17 surveyed.

Disaggregation: Age; Gender; mode used to access sites; location (home or other places)

Measurement Frequency:

Once every three years.

20% in 2016. VAC, NCWC, 2016.

2.8. Children's subjective well-being indicators

Indicator 2.8.1:	Satisfaction with school life/ monastic institution life/other institutions

Indicator Name: Proportion of children who are satisfied with school life/ monastic/ institution life.

Definition: Percentage of children who reported satisfaction with school life/ monastic institution life.

Numerator: Number of children who reported they were satisfied with school life/ monastic/ institution life.

Denominator: Number of children surveyed/ Number of monks, who are legally children, surveyed.

Disaggregation: Age, Sex, class level, rural/ urban school (Government or Private monastic institution/ formal schools/ SEN schools, TVET institutes etc…), the child's disability status and type.

Measurement Frequency:

Once every three years.

NA. Student Life Satisfaction Survey (Potential) Annexure B.

Indicator 2.8.2:	Express themselves with confidence and participate actively in class discussions.
Indicator Name:	Children able to express themselves with confidence and participate actively in class discussion.
Definition:	Percentage of children who are able to express themselves with confidence and participate actively in class discussion.
Numerator:	Number of children who can express themselves with confidence and participate actively in class discussions.
Denominator:	Number of children surveyed.
Disaggregation:	Age, Sex, class level, rural/ urban school, child's disability status and type.

Measurement Frequency:

Once every three years.

NA. Life skills observation tool (potential)

Indicator 2.8.3:	Love for learning (Affective)

Indicator Name: Proportion of children reporting love for learning.

Definition: The mean total score of liking for learning.

Disaggregation: Age, sex, class, child's disability status and type, family wealth quintile.

Measurement Frequency:

     Once every three years.

NA. Student engagement in School Questionnaire. Annexure D.

Indicator 2.8.4:	Liking for school (Affective)

Indicator Name: Proportion of children reporting liking going to school.

Definition: The percentage of children whose mean total score of liking for School is above the mean score of the scale.

Disaggregation: Age, sex, class, child's disability status and type, family wealth quintile.

Measurement Frequency:

     Once every three years.

NA. Student engagement in School Questionnaire.

Indicator 2.8.5:	Effort and persistence (Behaviour)

Indicator Name: Proportion of children reporting liking going to school.

Definition: The mean total score of effort and persistence.

Disaggregation: Age, sex, class, child's disability status and type, family wealth quintile.

Measurement Frequency:

     Once every three years.

NA. Student engagement in School Questionnaire.

Indicator 2.8.6:	Extracurricular (Behaviour)

Indicator Name: Proportion of children who reported participating in extracurricular activities.

Definition: The mean total score of extracurricular activities.

Disaggregation: Age, sex, class, child's disability status and type.

Measurement Frequency:

Annual

NA. Student engagement in School Questionnaire.

Indicator 2.8.7:	Cognitive

Indicator Name: Proportion of children who reported cognitive development.

Definition: The mean total score of cognitive development scale.

Disaggregation: Age, sex, class, family wealth index.

Measurement Frequency:

Once every three years.

NA. Student engagement in School Questionnaire.

Indicator 2.8.8:	Self-esteem

Indicator Name: Proportion of children who reported adequate self-esteem.

Definition: The percentage of children who reported their mean to be above the mean total score of Rosenberg's Self Esteem scale.

Disaggregation: Age, sex, class, child's disability status and type, family wealth quintile (if possible).

Measurement Frequency:

Once every three years.

NA. Rosenberg's Self-Esteem Scale. Annexure E.

Indicator 2.8.9:	Adolescent Autonomy (Altitudinal)

Indicator Name: Proportion of children who reported adequate attitudinal autonomy.

Definition:	The percentage of children who reported their mean to be above the mean total score of attitudinal autonomy scale.
Disaggregation:	Age: sex: class: child's disability status and type: family wealth quintile (if possible): adolescence stage (early, middle, or late).

Measurement Frequency:

Once every three years.

NA. Adolescent Autonomy Scale. Annexure F.

Indicator 2.8.10:	Adolescent Autonomy (Emotional)
Indicator Name:	Proportion of children who reported adequate emotional autonomy.
Definition:	The percentage of children who reported their mean to be above the mean total score of attitudinal autonomy scale.
Disaggregation:	Age: sex: class: child's disability status and type; family wealth quintile (if possible): Adolescence stage (early: middle: or late).

Measurement Frequency:

Once every three years.

NA. Adolescent Autonomy Scale.

Indicator 2.8.11:	Adolescent Autonomy (Functional)
Indicator Name:	Proportion of children who reported adequate Functional autonomy.
Definition:	The percentage of children who reported their mean to be above the mean total score of attitudinal autonomy scale.
Disaggregation:	Age: sex: class: child's disability status and type; family wealth quintile (if possible): Adolescence stage (early: middle: or late).

Measurement Frequency:

Once every three years.

NA. Adolescent Autonomy Scale.

Indicator 2.8.12:	Empathy
Indicator Name:	Proportion of children who are able to empathize with less fortunate ones.
Definition:	The percentage of children who reported their mean scores to be above the mean score of Empathy scale.
Disaggregation:	Age: sex: class; child's disability status and type; family wealth quintile.
Measurement Frequency:	
	Once every three years.

NA. Empathy Scale. Annexure G.

Indicator 2.8.13:	Healthy relationship with parents/ caregivers
Indicator Name:	Proportion of children who reported having a healthy relationship with their parents/caregivers.
Definition:	The percentage of children who reported their mean scores to be above the mean score of the Parent/caregiver Child questionnaire.
Disaggregation:	Age: sex: class: child's disability status and type; family wealth quintile.
Measurement Frequency:	
	Once every three years.

NA. Parent Child questionnaire. Annexure H.

2.9. Risk factors

Indicator 2.9.1:	Alcohol consumption (Risk factor)
Indicator Name:	Proportion of children who consumes alcohol
Definition:	Percentage of children below 18 years of aged years who consumes alcohol.
Numerator:	Number of children aged below 18 years of age who reported consuming alcohol.
Denominator:	Number of children surveyed.

Disaggregation:	Age: sex: class; child's disability status and type; family wealth quintile, single parent, have both parents; dzongkhags.

Measurement Frequency:

Once every three years.

24.2%, Global Bhutan School-based student health Survey, MoH, 2016

Ever got heavily drunk, 23.3%. Global Bhutan School-based student health Survey, MoH, 2016

Risk Behaviour Patterns and Thriving indicators (Trichotomous)- potential alternative. Annexure C

Indicator 2.9.2:	Smoking (Risk factor)
Indicator Name:	Proportion of children who smokes a cigarette a day.
Definition:	Percentage of children aged below 18 years who smokes a cigarette a day.
Numerator:	Number of children below 18 years of age who reported smoking a cigarette a day.
Denominator:	Number of children surveyed.
Disaggregation:	Age: sex: class; child's disability status and type; family wealth quintile; place and Dzongkhag.

Measurement Frequency:

Once every three years.

24.7%, Global Bhutan School-based student health Survey, MoH, 2016.

Risk Behaviour Patterns and Thriving indicators (Trichotomous) - potential alternative

Indicator 2.9.3:	Exposure to second-hand Smoke (Risk factor)
Indicator Name:	Proportion of children who are exposed to second-hand smoke (passive smoking).
Definition:	Percentage of children aged below 18 years who are exposed to second-hand smoke.

Numerator:	Number of children below 18 years of age who reported exposure to second-hand smoke.
Denominator:	Number of children surveyed.
Disaggregation:	Age: sex: class; child's disability status and type; family wealth quintile; place and Dzongkhag.

Measurement Frequency:

Once every three years.

NA.

Indicator 2.9.4:	**Tobacco (Risk factor)**
Indicator Name:	Proportion of children who uses tobacco.
Definition:	Percentage of children below 18 years of age who uses tobacco.
Numerator:	Number of children below 18 years of age who reported using tobacco.
Denominator:	Number of children surveyed.
Disaggregation:	Age: sex: class; child's disability status and type; family wealth quintile.

Measurement Frequency:

Once every three years.

29.4%. Global Bhutan School-based student health Survey, MoH, 2016

Risk Behaviour Patterns and Thriving indicators (Trichotomous)- potential alternative

Indicator 2.9.5:	**Illicit drugs (Risk factor)**
Indicator Name:	Proportion of children who used illicit drugs for 3 or more than 3 times in the past year.
Definition:	Percentage of children below 18 years of age who used illicit drugs in the past year.
Numerator:	Number of children aged below 18 years of age who reported using illicit drugs in the past year.

Denominator: Number of children surveyed.

Disaggregation: Age: sex: child's disability status and type; family wealth quintile.

Measurement Frequency:

        Once every three years.

N10, SP, RP, or dendrite (dendrite is an adhesive) – 7.2%. Marijuana – 12%, Global Bhutan School-based student health Survey, MoH, 2016.

Risk Behaviour Patterns and Thriving indicators (Trichotomous)

Indicator 2.9.6:	Risky sexual behaviour (Risk factor)
Indicator Name:	Proportion of children has had risky sexual behaviour in the past year.
Definition:	Percentage of children who has had risky sexual behaviour in the past year.
	The operational definition for risky sexual behaviour is when an individual practices at least one of the following, multiple sexual partners (having more than one sexual partner), early initiation of sex (sexual debut age), inconsistent use of condom (inconsistent/fail to use condom at least ones during sexual intercourse), Sex with commercial sex workers at least once).
Numerator:	Number of children aged 13 to 17 years who exhibited risky behaviour in the past year.
Denominator:	Number of children surveyed.
Disaggregation:	Age; sex; child's disability status and type; family wealth quintile; participation or not in sexual education programs.

Measurement Frequency:

        Once every three years.

Had ever had sexual intercourse – 15.1%

Initiated sexual activities at > 14 years of age – 49.4%

Had multiple sexual partners – 5.5%

Used condom during last sexual intercourse – 59.3%. Global Bhutan School-based student health Survey, MoH, 2016

Risk Behaviour Patterns and Thriving indicators (Trichotomous)

Indicator 2.9.7:	Online Gaming addiction

Indicator Name: Prevalence of device-based gaming addiction among children.

Definition: Percentage of children who exhibit signs of Internet or Internet Gaming Disorder.

Internet gaming disorder (IGD) was introduced in the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5; American Psychiatric Association: 2013) as a condition warranting more clinical research and experience before it might be considered for inclusion as a formal disorder. The DSM-5 suggests that IGD may refer to the persistent and recurrent use of Internet games associated with distress or impairment in a minimum 12-month period.

Measurement: The percentage of children who reported their mean to be above the mean total score of Game Addiction Scale.

Disaggregation: Age: Sex: Rural/Urban Residency status: device used to access: home/school environment; child's disability status and type; family wealth quintile.

Measurement Frequency:

Once every three years.

Data source/ Baseline data:

Data: NA. Gaming Addiction Scale (Potential) Annexure I

Indicator 2.9.8:	Smart Phone addiction

Indicator Name: Smart Phone Addiction among children

Definition: Percentage of children showing signs of smart phone addiction.

Mobile phones and smartphones are both mobile personal devices: but the main differentiating feature between them is that a smartphone has permanent access to the Internet and consequently all of the Internet's appealing and problematic content. Smartphones provide numerous gratifications: such as sociability: entertainment: information finding: time

management: coping strategies: and social identity maintenance. The smartphone has become an essential part of daily life and research has shown that certain people become so attached to their device that they experience separation anxiety when it is not with them

Measurement: The percentage of children who reported their mean to be above the mean total score of Smartphone Addiction Scale.

Disaggregation: Age: Sex: Rural/Urban Residency status: device used to access: home/school environment; child's disability status and type; family wealth quintile.

Measurement Frequency:

Once every three years.

Data NA. Smartphone Addiction Scale (potential). Annexure J.

Indicator 2.9.9:	Social media addiction

Indicator Name: Social media Addiction among children.

Definition: Percentage of children showing signs of social media addiction.

With the advent of Web 2.0: people all around the world are not simply consuming the internet content: but actively generating content and uploading them into the net. Examples of it could be uploading a picture or a status update on Facebook: WeChat: Telegram: Youtube: etc. Social media addiction can be viewed as one form of Internet addiction: where individuals exhibit a compulsion to use social media to excess. Individuals with social media addiction are often overly concerned about social media and are driven by an uncontrollable urge to log on to and use social media. Studies have shown that the symptoms of social media addiction can be manifested in mood: cognition: physical and emotional reactions: and interpersonal and psychological problems

Measurement: The percentage of children who reported their mean to be above the mean total score of Social media Addiction Scale.

Disaggregation: Age: Sex: Rural/Urban Residency status: device used to access: home/school environment; child's disability status and type; family wealth quintile.

Measurement Frequency:

Once every three years.

Data NA. Bergen Social Media Addiction Scale (potential). Annexure K.

3. Right to Protection

Children's right to protection is not only enshrined in the Constitution of the Kingdom of Bhutan: but the Royal Government of Bhutan's commitment to numerous international and regional treaties stand testament to child protections.

3.1. Registration and children at Risk

Indicator 3.1.1:	Civil registration
Rationale:	Free birth registration is the key starting point for the recognition and protection of every person's right to identity and existence. Failure to register births either due to insufficient administrative systems: discrimination: or isolation is a key cause of social exclusion. By ensuring registration of all births: countries will increase their population's opportunities to access services and opportunities and their ability to track health statistics (infant mortality rates: vaccination coverage: etc.).
Indicator Name:	Civil registration coverage of births (%).
Definition:	Proportion of children under 5 years of age whose births are registered.
Numerator:	Number of children under 5 years of age who are registered.
Denominator:	Total number of children under 5 years of age during the specified time period.
Disaggregation:	Age: sex: rural/urban residency status; place and Dzongkhag; marital status of parents (married, separated; never married; parents' citizenship status and nationality.

Measurement Frequency:

Annual

Data source/ Baseline data:

99.9% Bhutan Multiple Indicator Survey 2010: NSB

Relevant Targets

SDG: 16.9 by 2030 provide legal identity for all including free birth registrations

Primary goal indicator applies to:

Goal 16. Promote peaceful and inclusive societies for sustainable development: provide access to justice for all and build effective: accountable and inclusive institutions at all levels

Other goal(s) indicator applies to:

Goal 03. Ensure healthy lives and promote well-being for all at all ages

Goal 05. Achieve gender equality and empower all women and girls

Goal 10. Reduce inequality within and among countries

Indicator 3.1.2:	Child labour

Indicator Name: Percent of children who need to work to supplement the family income.

Definition: Percentage of children who need to work to supplement the family income.

Numerator: Number of children who works to supplement the family income

Denominator: Total number of children for the specified time period.

Disaggregation: Mode of employment (full-time/ winter holidays): age: sex: rural/ urban residency status: family wealth index.

Measurement Frequency:

Annual

Data source/ Baseline data:

18.4%: Bhutan Multiple Indicator Survey: NSB: 2010

Relevant Targets

SDG   8.7 Take immediate and effective measures to eradicate forced labour: end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour: including recruitment and use of child soldiers: and by 2025 end child labour in all its forms.

Primary Goal the Target Relates to;

Goal 8: Decent Work and Economic Growth.

Other Goal the target relates to:

16.2 End abuse: exploitation: trafficking and all forms of violence and torture against children.

Indicator 3.1.3:	Proportion of children living with a single parent.

Indicator Name: Children living with a single parent

Definition: Percentage of children aged 0-17 years living with a single parent.

Numerator: Number of children living with a single parent.

Denominator: Total number of age-specific children for a specific period of time.

Disaggregation: Age and sex of the child: sex of the parent: rural/ urban school and place of residence.

Measurement Frequency:

            Annual.

5.4% in 2010. BMIS.

Indicator 3.1.4:	Number of children in streets

Indicator Name: Number of children in streets.

Definition: Number of children working and living in the streets (homeless)

Disaggregation: Age: Sex: location

Measurement Frequency:

            Annual

Data NA.

Indicator 3.1.5:	Alternative care (Administrative data)

Rationale: Section 48 of the Child Care and Protection Act of Bhutan states that "Children in difficult circumstances shall be placed in child homes only after exhausting all other possible alternate care options": p. 14.

Indicator Name: Children in alternate care.

Definition: Number of children in alternate care.

Disaggregation: Age: Gender: Nature of Alternate/Alternative Care options (informal or formal care).

(i)   Informal care: any private arrangement provided in a family environment: whereby the child is looked after on an ongoing or indefinite basis by relatives or friends (informal kinship care) or by others in their individual capacity: at the initiative of the child: his/her parents or other person without this arrangement having been ordered by an administrative or judicial authority or a duly accredited body;

(ii)   Formal care: all care provided in a family environment which has been ordered by a competent administrative body or judicial

98

authority: and all care provided in a residential environment: including in private facilities: whether or not as a result of administrative or judicial measures: p.7. 64/142. Guidelines for the Alternative Care of Children (UN). Available at https://resourcecentre.savethechildren.net/node/5416/pdf/5416.pdf

Measurement Frequency:

Annual.

2: NCWC case reports. Cited in Mapping and Assessment Report & National Plan of Action for Child Protection.

Indicator 3.1.6:	Number of children living AIDS

Indicator Name: Children living with AIDS

Definition: Number of children living with AIDS

Disaggregation: Age: Sex: mode of infection.

Measurement Frequency:

Annual

30 children under the age of 15. 10 were male and 20 female. *National AIDS Control Programme: Ministry of Health: Country Progress Report on the HIV Response in Bhutan-2015.*

Indicator 3.1.7:	Number of children orphaned by AIDS

Indicator Name: Children orphaned by AIDS

Definition: Number of children orphaned by AIDS

Disaggregation: Age: Sex: alternate care status.

Measurement Frequency:

Annual

Data NA.

Indicator 3.1.8: **Number of children orphaned by other causes**

Indicator Name: Orphans

Definition: Number of orphans in the country

Disaggregation: Age: sex: alternate care status: enrolled in school: recipient or not of His Majesty's Kidu Relief Program.

Measurement Frequency:

 Annual

Data source/ Baseline data:

 Data NA.

Indicator 3.1.9: **Number of children on the streets**

Indicator Name: Children working on streets.

Definition: Number of children on the streets.

Disaggregation: Age: Sex: Location (Dzongkhag/Thromde): parents' occupation status.

Measurement Frequency:

 Annual

Data source/ Baseline data:

 Data NA.

3.2. Child Marriages

Relevant Targets

SDG: SDG: 5.3 eliminate all harmful practices: such as child: early and forced marriage and female genital mutilations

Primary goal indicator applies to:

 Goal 05. Achieve gender equality and empower all women and girls

Other goal(s) indicator applies to:

 Goal 03. Ensure healthy lives and promote well-being for all at all ages.

Indicator 3.2.1:	Child marriage before 15
Indicator Name:	Prevalence of Child Marriage
Definition:	Percentage of women and men aged 20 to 24 years who were first married or in union before age 15
Numerator:	Number of women married before the age of 15 years.
Denominator:	Population of women aged 15 to 49 years.
Disaggregation:	Sex, family wealth quintile; rural/urban residency; reason for early marriage (poverty, pregnant out of wedlock, tradition and custom, etc)

Every three years.

Data source/ Baseline data:

6.7%. Bhutan Multiple Indicator Survey: 2010: NSB

This indicator tracks the prevalence of child marriage: as defined by UNICEF. Child marriage is a violation of basic rights and may cause lifelong harm. Evidence shows that most girls who marry early abandon formal education and many have early and often high-risk pregnancies. Child brides are also at higher risk of abuse: exploitation: and separation from family and friends: which can all have major consequences on health and wellbeing.

Indicator 3.2.2:	Child Marriage before 18
Indicator Name:	Prevalence of Child Marriage
Definition:	Percentage of women and percentage of men aged 20 to 24 years who were first married or in union before age 18
Numerator:	Number of women married before the age of 18 years.
Denominator:	Population of women aged 15 to 49 years.
Disaggregation:	Sex, family wealth quintile: Rural/urban residency; reason for early marriage (poverty, pregnant out of wedlock, tradition and custom, etc…)

Measurement Frequency:

Every three years.

Data source/ Baseline data:

30.8%. Bhutan Multiple Indicator Survey: 2010: NSB

Indicator 3.2.3:	Reported cases of Child Marriage before 15 or 18
Indicator Name:	Reported cases of child marriage

Definition: Number of reported cases of women and men aged 20 to 24 years who were first married or in union before age 18.

Disaggregation: Sex, family wealth quintile: Rural/urban residency status; place and Dzongkhag; reason for early marriage (poverty, pregnant out of wedlock, tradition and custom, etc…)

Measurement Frequency:

  Every three years.

Data source/ Baseline data:

30.8%. Bhutan Multiple Indicator Survey: 2010: NSB

3.3. Child Justice System

SDG 16:   **Promote peaceful and inclusive societies for sustainable development: provide access to justice for all and build effective: accountable and inclusive institutions at all levels.**

Targets: 16.2 End abuse: exploitation: trafficking and all forms of violence against and torture of children.

  16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all.

  16.6 Develop effective: accountable and transparent institutions at all levels.

Indicator 3.3.1:	Ratio of Children related agencies to children population.
Indicator Name:	Social worker to children ratio.

Definition: Ratio of social workers with responsibilities for child protection (service delivery personnel) per head of child population

Numerator: Children population in a specified time period

Denominator: Number of social workers whose job responsibilities include child protection.

Measurement Frequency:

Annually though administrative data.

NA. Administrative.

Indicator 3.3.2:	Professional training.

Indicator Name: Prevalence of professional training for professionals working in child protection and well-being services.

Definition: Professional training for personnel working in Child protection service delivery.

Education and continued development system contain:

- A university degree programme in social work whose curriculum includes courses on social services: developmental issues: protective and preventive topics: and therapeutic interventions;

- A vocational qualification programme in social work or child development whose curriculum is approved by relevant authorities;

- A system of accreditation of social work skills which is based on competency tests within relevant training programmes;

- Training for education workers (such as teachers): health professionals and/or other professionals on abuse: violence and exploitation;

Measurement:

A. Education system includes all of the items in the benchmark criteria;

B. Education system includes at least three of the items in the benchmark criteria;

C. Education system includes one or two of the items in the benchmark criteria;

D. Education system includes none of the items in the benchmark criteria.

Measurement Frequency:

Annually though administrative data.

103

NA. Administrative data.

Indicator 3.3.3:	Child arrests

Indicator Name: Children arrested

Definition: Number of children arrested during a 12-month period.

Disaggregation: Gender: Age at time of arrest: Category of offence.

Measurement Frequency:

Annually though administrative data (RBP, Royal Court of Justice, Family and Child Bench of the Royal Court of Justice).

218 in 2018. (Administrative data). *Statistical Yearbook: 2018. Royal Bhutan Police:* https://www.rbp.gov.bt/Forms/SYB2018.pdf

The data is not segregated by the category of offense: particularly for the age group.

Indicator 3.3.4:	Children in detention

Indicator Name: Children in detention

Definition: Number of children in detention

Disaggregation: Age: Sex: residency status (rural/urban): nature of the offense: detained pre-sentencing or post-sentencing: detention facility (police station/ juvenile detention centres)

Measurement Frequency:

Annually though administrative data (RBP, Royal Court of Justice, Juvenile Bench of the Royal Court of Justice).

Data NA.

Indicator 3.3.5:	Children in pre-trial detention

Indicator Name: Children in pre-sentence detention

Definition: Number of children in pre-sentencing detention

Disaggregation: Age: Sex: child's disability status, residency status (rural/urban): nature of the offense: detained pre-sentencing or post-sentencing: detention facility (police station/ juvenile detention centres)

Measurement Frequency:

Annually though administrative data (RBP, Royal Court of Justice, Juvenile Bench of the Royal Court of Justice).

Data NA.

Indicator 3.3.6:	Pre-trial diversion

Indicator Name: Children receiving pre-sentence diversion

Definition: Percentage of children diverted or sentenced who enter a pre-sentence diversion scheme.

Disaggregation: Age: Sex: child's disability status, residency status (rural/urban): nature of the offense: detained pre-sentencing or post-sentencing: detention facility (police station/ juvenile detention centres)

Measurement Frequency:

Annually though administrative data (RBP, Royal Court of Justice, OAG, Juvenile Bench of the Royal Court of Justice).

9 children were diverted from the criminal justice system in 2017: Working Group on Arbitrary Detention: Preliminary Findings from its visit to Bhutan (14 to 24 January 2019). https://www.ohchr.org/en/NewsEvents/Pages/DisplayNews.aspx?NewsID=24108&LangID=E

25 cases were dealt by the Family and Child Bench of the Royal Court of Justice in 2019. Annual Report 2019 of the Royal Court of Justice.

3.4 Internet related risks and protection issues

According to UK Council for child internet safety (2016): online risk can be classified in three ways:

- Content risk: children receiving mass-distributed content. This may expose them to age-inappropriate material such as pornography: extreme violence: or content involving hate speech and radicalisation.

- Conduct risk: children participating in an interactive situation. This includes bullying: sexting: harassing: being aggressive or stalking; or promoting harmful behaviour such as self-harm: suicide: pro-anorexia: bulimia: illegal drug use or imitating dangerous behaviour. A child's own conduct online can also make them vulnerable - for example: by over-sharing their personal information or by harassing or bullying themselves.

- Contact risk: children being victims of interactive situations. This includes being bullied: harassed or stalked; meeting strangers; threats to privacy: identity and reputation (for example: through embarrassing photos shared without permission: a house location being identified: someone impersonating a user: users sharing information with strangers); and violence: threats and abuse directly aimed at individual users and/or groups of users (pp 7 – 8). Available at https://iapp.org/media/pdf/resource_center/ukccis_guide-final.pdf

Indicator 3.4.1:	Percentage of children exposed to content risks
Indicator Name:	Percentage of children who are exposed to risks classified as content risks online.
Definition:	Percentage of children who are exposed to risks classified as content risks online.
Description:	Children who are familiarized on age-inappropriate online content or child abuse material (CAM) such as extreme violence: hate speech or radicalization.
Numerator:	Number of children who has seen materials classified as content risk via the internet.
Denominator:	Total number of children surveyed.
Disaggregation:	Age: sex: child's disability status; rural/ urban residency status: type of content risks.
Measurement Frequency:	
	Annual
Data source/ Baseline data:	
	NA.

Indicator 3.4.2:	Conduct risk
Indicator Name:	Children exposed to online conduct risk in the past 12-months.

Definition:	Percentage of children who are influenced via the internet to conduct the following behaviours; bullying: sexting: harassing: being aggressive or stalking; or promoting harmful behaviour such as self-harm: suicide: pro-anorexia: bulimia: illegal drug use or imitating dangerous behaviour.
Numerator:	Number of children who has exhibited the behaviours influenced by the internet content in the past 12-month period.
Denominator:	Number of children surveyed
Disaggregation:	Age: sex: child's disability status; rural/ urban residency status: type of conduct risks.

Measurement Frequency:

Annual.

NA

Indicator 3.4.3:	**Contact risks**
Indicator Name:	Percentage of children who reported being victims of contact risks in the past 12-month period.
Definition:	Percentage of children who were victims of conduct risks in the past 12-month period.
Description:	This includes being bullied, harassed or stalked, meeting strangers, threats to privacy, identity and reputation (for example, through embarrassing photos shared without permission, a house location being identified, someone impersonating a user, users sharing information with strangers), and violence, threats and abuse directly aimed at individual users and/or groups of users.
Numerator:	Number of children who were victims of the above risks in the past 12-month period.
Denominator:	Number of children surveyed in the specified 12-month period.
Disaggregation:	Age, sex, child's disability status; rural/ urban residency status, type of contact risks.

Measurement Frequency:

Annual.

NA. Woman and Child Helpline

3.5 Child Trafficking

Indicator 3.5.1:   Number of children trafficked for exploitation

Indicator Name: Children trafficked

Definition: Number of children trafficked in the past 12-month period.

Disaggregation: Age; Sex; child's disability status; relation to trafficker; reason for trafficking (domestic servitude, child marriage, criminal activity, organ sale, etc).

Measurement Frequency:

   Annually though administrative data (RBP, Immigration; Royal Court of Justice, Juvenile Bench of the Royal Court of Justice).

Data source/ Baseline data:

Indicator 3.5.2:   Number of children trafficked to other countries for sexual exploitation

Indicator Name: Trafficked to other countries for sexual exploitation

Definition: Number of children trafficked to other countries for sexual exploitation in the past 12-month period.

Disaggregation: Age: Sex: child's disability status, relation to trafficker: country trafficked to.

Measurement Frequency:

   Annually though administrative data (RBP, Immigration; Royal Court of Justice, Juvenile Bench of the Royal Court of Justice).

Data source/ Baseline data:

1 in 2018. Statistical Year Book 2018: Royal Bhutan Police. However: caution to the exercised while using the data: since the data does not specify if the child was trafficked for sexual exploitation.

Indicator 3.5.3:	Number of children trafficked to the country for sexual exploitation

Indicator Name: Trafficked to the country for sexual exploitation.

Definition: Number of children trafficked to the country for sexual exploitation in the past 12-month period.

Disaggregation: Age: sex: child's disability status; relation to trafficker: country trafficked from.

Measurement Frequency:

Annually though administrative data (RBP, Immigration; Royal Court of Justice, Family and Child Bench of the Royal Court of Justice).

<mark>Data source/ Baseline data:</mark>

Data NA.

Indicator 3.5.4:	Number of children trafficked within the country for sexual exploitation

Indicator Name: Children trafficked within the country for sexual exploitation.

Definition: Number of children trafficked within the country for sexual exploitation in the past 12-month period.

Disaggregation: Age: sex: socio-economic status of the child; child's disability status; relation to trafficker: Dzongkhag trafficked from and to.

Measurement Frequency:

Annually though administrative data (RBP, Immigration; Royal Court of Justice, Juvenile Bench of the Royal Court of Justice).

<mark>Data source/ Baseline data:</mark>

Data NA.

Indicator 3.5.5:	Number of children trafficked to other countries for labour exploitation
Indicator Name:	Children trafficked to other country(ies) for labour exploitation.
Definition:	Number of children trafficked to other country(ies) for labour exploitation.
Disaggregation:	Age: Sex: child's disability status; relation to trafficker: country(ies) trafficked to.
Measurement Frequency:	
	Annually though administrative data (RBP, Immigration; Royal Court of Justice, Juvenile Bench of the Royal Court of Justice).

Data NA.

Indicator 3.5.6:	Number of children trafficked to the country for labour exploitation
Indicator Name:	Children trafficked to the country for labour exploitation.
Definition:	Number of children trafficked to the country for labour exploitation in the past 12-month period.
Disaggregation:	Age: Sex: child's disability status; country trafficked from: relation to the trafficker.
Measurement Frequency:	
	Annually though administrative data (RBP, Immigration; Royal Court of Justice, Juvenile Bench of the Royal Court of Justice).

Data NA.

Indicator 3.5.7:	Number of children trafficked within the country for labour exploitation
Indicator Name:	Children trafficked within the country for labour exploitation.
Definition:	Number of children trafficked within the country for labour exploitation in the past 12-month period.

Disaggregation: Age: Sex: child's disability status; relation to the trafficker: dzongkhag trafficked from and to.

Measurement Frequency:

Annually though administrative data (RBP, Immigration; Royal Court of Justice, Juvenile Bench of the Royal Court of Justice).

<mark>Data source/ Baseline data:</mark>

Data NA.

4.   Right to Participation

From a right to participation perspective and according to the recent literature regarding child protection and well-being: it is suggested that data for policy formulation be collected from children themselves: unless a child is not able to read and write. In the latter cases: it is recommended that a proxy respondent be used while collecting data.

Indicator 4.1:	Children's Parliament
Indicator Name:	Children's Parliament
Definition:	The number of issues facing children discussed and resolutions passed.
Disaggregation:	Age; sex; class; rural/urban residency status; place and dzongkhag; monastic institution representative; SEN students' representatives.

Data source/ Baseline data:

 Children's parliament resolutions. http://bcp.ecb.bt/index.php/bcp-resolutions-2/

Indicator 4.2:	Children's Participation in Scout initiatives
Indicator Name:	Scout programs
Definition:	The number of children participating in scout programs.
Disaggregation:	Age; sex; class; rural/urban residency status; place and dzongkhag; SEN students' representatives; level of scouting.

Measurement frequency:

Every year through administrative data.

Data source/ Baseline data:

NA.

Indicator 4.3:	Children's Participation in Police-Youth Partnership Programmes
Indicator Name:	Police-Youth Partnership
Definition:	The number of children participating in Police-Youth Partnership.

Disaggregation:	Age; sex; class; rural/urban residency status; place and dzongkhag; SEN students' representatives.

Measurement frequency:

Every year through administrative data.

NA.

Indicator 4.4:	**Democratic election of School Office Bearers**
Indicator Name:	Democratic election of school office bearers.
Definition:	Number of schools following democratic election of office bearers.
Disaggregation:	Level of school (PS, MSS, HSS); SEN students' representatives; Monastic institutions.

Measurement Frequency:

Annual.

Data NA.

Indicator 4.5:	**School Clubs**
Indicator Name:	School Clubs
Definition:	Percentage of students participating in the school clubs of their choice.
Numerator:	Number of students enrolled in the school clubs of their choice.
Denominator:	Total number of students enrolled in school clubs.
Disaggregation:	Level of school (PS, MSS, HSS); disability status and type; place and Dzongkhag; Monastic institution if applicable.

Measurement Frequency:

Annual.

Data NA.

Indicator 4.6:	School decision making body participation
Indicator Name:	Decision making participation.
Definition:	Percentage of schools with student representatives in the decision-making body.
Numerator:	Number of schools with student representatives in the decision-making body.
Denominator:	Total number of schools.
Disaggregation:	Level of School (PS, MSS, HSS); disability status and type; place and Dzongkhag; Monastic institution if applicable.

Measurement Frequency:

Annual.

Data NA.

Indicator 4.7:	Children's participation in national level surveys.
Indicator Name:	Children's participation in National Level Surveys.
Definition:	Percentage of national or household surveys where children's are involved in providing data.
Numerator:	Number of household surveys where children participate directly to contribute data.
Denominator:	Total number of household surveys conducted in a specified time period.
Measurement:	A. Equivalence scales always used;
	B. Used in 50% or more surveys
	C. Used in less than 50% surveys
	D. Not used in any survey

Measurement Frequency:

Not applicable.

Data NA.

Early Childhood Development Index 2030

I would like to ask you about certain things (*name*) is currently able to do. Please keep in mind that children can develop and learn at a different pace. For example: some start talking earlier than others: or they might already say some words but not yet form sentences. So: it is fine if your child is not able to do all the things I am going to ask you about. You can let me know if you have any doubts about what answer to give.		
ECD1. Can (*name*) walk on an uneven surface: for example: a bumpy or steep road: without falling?	YES	1
	NO	2
	DK	8
ECD2. Can (*name*) jump up with both feet leaving the ground?	YES	1
	NO	2
	DK	8
ECD3. Can (*name*) dress (*him/herself*): that is: put on pants and a shirt: without help?	YES	1
	NO	2
	DK	8
ECD4. Can (*name*) fasten and unfasten buttons without help?	YES	1
	NO	2
	DK	8
ECD5. Can (*name*) say 10 or more words: like 'mama' or 'ball'?	YES	1
	NO	2
	DK	8
ECD6. Can (*name*) speak using sentences of 3 or more words that go together: for example: "I want water" or "The house is big"?	YES	1
	NO	2
	DK	8
ECD7. Can (*name*) speak using sentences of 5 or more words that go together: for example: "The house is very big"?	YES	1
	NO	2
	DK	8
ECD8. Can (*name*) correctly use any of the words 'I:' 'you:' 'she:' or 'he:' for example:	YES	1

115

| "I want water" or "He eats rice"? | NO | 2 |
| | DK | 8 |

Annexure B

Student Life Satisfaction Survey

Sl. No	Statements
1	My life is going well
2	My life is just right
3	I would like to change many things in my life (R)
4	I wish I had a different kind of life (R)
5	I have a good life
6	I have what I want in life
7	My life is better than most kids

Strongly disagree: moderately disagree: mildly disagree: Mildly agree: moderately agree: strongly agree.

(R)Items are reverse-scored.

Annexure C

Risk Behaviour and thriving indicators

Sl. No	Risk Behaviour	Indicators	Yes	No	
1	Alcohol	Has had alcohol more than three or more times in the past month or got drunk once or more in the past two weeks	Yes	No	
		Has a close friend who consumes alcohol more than three times in the past month of got drunk once or more in the past two weeks.	Yes	No	Don't know
2	Smoking	Smokes one or more cigarette every day.	Yes	No	
		Has a best friend who smoke.	Yes	No	Don't know
3	Illicit drugs	Used drugs three or more times in the past year.	Yes	No	
		Has a friend who used drugs three or more times in the past year.	Yes	No	Don't know
4	Sexual activity	Has had risky sexual intercourse three or more times in the past year.	Yes	No	
5	Depression	Is frequently depressed	Yes	No	
		Has a friend who is frequently depressed	Yes	No	Don't know
6	Suicide	Has attempted suicide	Yes	No	
		Knows a friend who attempted suicide	Yes	No	Don't know
7	Violence	Has engaged in three or more acts of fighting in the past year.	Yes	No	

		Knows a friend who fought three or more times in the past year.	Yes	No	Don't know
		Has engaged in carrying or using a weapon in the past year.	Yes	No	
		Knows a friend who carried or used a weapon in the past year.	Yes	No	Don't know
		Has injured a person in the past year.	Yes	No	
		Knows a friend who injured a person in the past year.	Yes	No	Don't know
8	School Problems	Has bunked from school two or more days in the past month.	Yes	No	
		Has a friend who bunked from school two or more days in the past month.	Yes	No	Don't know

Annexure D

Student engagement in school questionnaire.

Sl. No	Domain	Statement
1	a1	I am very interested in learning.
2	Affective: Liking for learning	I think what we are learning in school is interesting.
3		I like what I am learning in school.
4		I enjoy learning new things in class.
5		I think learning is boring. (R)
6	Affective: Liking for School	I like my school.
7		I am proud to be at this school.
8		Most mornings: I am eager to go to school.
9		I am happy to be at this school.
10	Behaviour: Effort and Persistent	I try hard to do well at school.
11		In class: I work as hard as I can.
12		When I am in class: I participate in class activities.
13		I pay attention in class.
14		When I am in class: I just act like I am working. (R)
15		In School: I do just enough to get by. (R)
16		When I am in class: I am mostly daydreaming. (R)
17		If I have trouble understanding a problem: I go over at it again until I understand.
18		When I face a difficult homework problem: I keep working at it until I think I have solved it.
19	Behaviour: Extracurricular	I am an active participant of school activities such as sport day and school picnic.
20		I volunteer to help with school activities such as sport day: cleaning campaigns: SUPWs: etc...
21		I take an active role in extracurricular activities in my school.
22	Cognitive	When I study: I try to understand the material better by relating it to things I already know.
23		When I study: I figure out how the information might be useful in the real world.

24	When learning new information: I try to put the ideas in my own words.
25	When I study: I try to connect what I am learning with my own experiences.
26	I make up my own examples to help me understand the important concepts I learn from school.
27	When learning things for school: I try to see how they fit together with other things I already know.
28	When learning things for school: I often try to associate them with what I learnt in other classes about the same or similar things
29	I try to see the similarities and differences between things I am learning for school and things I know already
30	I try to understand how the things I learn in school fit together with each other.
31	I try to match what I already know with things I am trying to learn for school.
32	I try to think through topics and decide what I'm supposed to learn from them: rather than studying topics by just reading them over.
33	When studying: I try to combine different pieces of information from course material in new ways.

Items with (R) should be reverse scored.

Annexure E

Rosenberg's Self Esteem scale

Sl. No	Statement
1	On the whole: I am satisfied with myself.
2	At times I think I am no good at all.
3	I feel that I have a number of good qualities.
4	I am able to do things as well as most other people.
5	I feel I do not have much to be proud of.
6	I certainly feel useless at times.
7	I feel that I'm a person of worth: at least on an equal plane with others.
8	I wish I could have more respect for myself.
9	All in all: I am inclined to feel that I am a failure.
10	I take a positive attitude toward myself.
	Items 2: 5: 6: 8: 9 are reverse scored. Give "Strongly Disagree" 1 point: "Disagree" 2 points: "Agree" 3 points: and "Strongly Agree" 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

Annexure F

Adolescent Autonomy Scale

		Attitudinal autonomy
	1	I find it difficult to decide what I want. (r)
	2	I can make a choice easily.
	3	I often don't know what to think. (r)
	4	When people ask me what I want: I immediately know the answer.
	5	I often hesitate about what to do. (r)
		Emotional autonomy
	1	When I act against the will of others: I usually get nervous. (r)
	2	I have a strong tendency to comply with the wishes of others. (r)
	3	When I disagree with others: I tell them.
	4	I often agree with others: even if I'm not sure. (r)
	5	I often change my mind after listening to others. (r)
		Functional autonomy
	1	I go straight for my goal.
	2	I find it difficult to start a new activity on my own. (r)
	3	I can easily begin with new undertakings on my own.
	4	I am an adventurous person.
	5	I quickly feel at ease in a new situation.

5-point Likert Scale. Response options ranges from "A very bad description of me" to "A very good description of me"

Items with (r) are reverse coded.

Annexure G

Empathy Scale

Sl. No	Statements
1	When I see someone being taken advantage of: I feel kind of protective towards them. (r)
2	When I see someone being treated unfairly: I sometimes don't feel very much pity for them.
3	I often have tender: concerned feelings for people less fortunate than I. (r)
4	I would describe myself as a pretty soft-hearted person.
5	Sometimes I don't feel very sorry for other people when they are having problems.
6	Other people's misfortunes do not usually disturb me a great deal.
7	I am often quite touched by things that I see happen.
	1 = does not describe me well to 5 = describes me very well.

	Relevant items were reverse-coded so that high scores represent high perspective taking. From Davis: 1996.

Annexure H.

Inventory of Parent Attachment

	Inventory of Parent Attachment
Sl No	**Statement**
1	My mother respects my feeling.
2	I feel my mother does a good job as my mother.
3	I wish I had a different mother.
4	My mother accepts me as I am.
5	I like to get my mother's point of view on things I'm concerned about.
6	I feel it's no use letting my feelings show around my mother.
7	My mother can tell when I'm upset about something.
8	Talking over my problems with my mother makes me feel ashamed or foolish.
9	My mother expects too much from me.
10	I get upset easily around my mother.
11	I get upset a lot more than my mother knows about.
12	When we discuss things: my mother cares about my point of view.
13	My mother trusts my judgment.
14	My mother has her own problems: so I don't bother her with mine.
15	My mother helps me to understand myself better.
16	I tell my mother about my problems and troubles.
17	I feel angry with my mother.
18	I don't get much attention from my mother.
19	My mother helps me to talk about my difficulties
20	My mother understands me.
21	When I am angry about something my mother tries to be understanding.
22	I trust my mother.
23	My mother doesn't understand what I'm going through these days.
24	I can count on my mother when I need to get something off my chest.
25	If my mother knows something is bothering me: she asks me about it.

5-point Likert Scale – "Almost Never or Never True" to "Almost Always or Always True".

Constructs	Direct-scored items	Reverse-scored items
Parent Trust	1: 2: 4: 12: 13: 20: 21: 22	3: 9
Parent Communication	5: 7: 15: 16: 19: 24: 25	6 14
Parent Alienation	8: 10: 11: 17: 18: 23	

Annexure I
Gaming Addiction Scale
How often during the last six months...

1. did you think about playing a game all day long?
2. did you spend increasing amounts of time on games?
3. did you play games to forget about real life?
4. have others unsuccessfully tried to reduce your game use?
5. have you felt bad when you were unable to play?
6. did you have fights with others (e.g.: family: friends) over your time spent on games?
7. have you neglected other important activities (e.g.: school: work: sports) to play games?

(1) very rarely: (2) rarely: (3) sometimes: (4) often: or (5) very often.

If the mean score 4 or higher: you would be considered a game playing addict.

Annexure J
Smart-phone addiction scale
Based on your current situation: to what extent do you agree with the following statements?

1. Missing planned work due to smartphone use.
2. Having a hard time concentrating in class: while doing assignments: or while working due to smartphone use.
3. Feeling pain in the wrists or at the back of the neck while using a smartphone.
4. Won't be able to stand not having a smartphone.
5. Feeling impatient and fretful when I am not holding my smartphone.
6. Having my smartphone in my mind even when I am not using it.
7. I will never give up using my smartphone even when my daily life is already greatly affected by it.
8. Constantly checking my smartphone so as not to miss conversations between other people on WhatsApp: Facebook: or WeChat.
9. Using my smartphone longer than I had intended.
10. The people around me tell me that I use my smartphone too much.

Each item scores on a scale of 1 (strongly disagree) to 6 (strongly agree)

Appendix K

Social Media Addiction Scale
Social Media Addiction Scale

1. Spent a lot of time thinking about Social media or planned use of Social media?

2. Felt an urge to use Social media more and more?

3. Used Social media in order to forget about personal problems?

4. Tried to cut down on the use of Social media without success?

5. Become restless or troubled if you have been prohibited from using Social media?

6. Used Social media so much that it has had a negative impact on your studies?

1: Very rarely: 2: Rarely: 3: Sometimes: 4: Often: 5: Very often.

Higher scores indicate addiction.