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**31ST EDUCATION POLICY GUIDELINES AND INSTRUCTIONS (EPGI)
2013 TO 2017**

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FOREWORD

Since the beginning of modern education in 1960s, considerable progress has been made in terms of creating access and improving the quality of education. As of 2017, the enrolment from Pre-primary (PP) through to Class XII within the country is 168,092 with a total of 9,415 teachers. The Adjusted Net Primary Enrolment Rate (ANER) is estimated at 98.8% for 2017 indicating that Bhutan is close to achieving the goal of Universal Primary Education. Similarly, the Gross Enrolment Ratio at the secondary education (Class VII -XII) is estimated at 95.7% as of 2017.

At the tertiary level, the enrolment has also shown an improvement over the past years. The total enrolment in in-country tertiary institutes increased from 6,245 in 2012 to 11,476 in 2017 with expansion of tertiary institutes from 11 to 18 within the same period.

Much of these progress can be attributed to the numerous initiatives undertaken by the Ministry in recent times. Despite these achievements, the quality of education continues to remain as a challenge. In response to this, in line with the aspirations of the Bhutan Education Blueprint (2014-2024) developed in 2014 and the objectives of the 11th Five Year Plan (2013-2018), the Ministry has initiated the following major reforms to enhance the quality of education mainly focusing on three pillars of education i.e. school, curriculum, and teacher. Some of the major milestones since the last Education Policy Guidelines and Instructions (EPGI) 2012 are:

In 2013:

- Celebrated 100 years of modern education in Bhutan;

In 2014:

- Launched the National Reading Year to commemorate the 60th Birth Anniversary of His Majesty The Fourth Druk Gyalpo;
- Centralised procurement and supply of school feeding;
- Released Bhutan Education Blueprint 2014-2024;
- Launched Teacher Human Resource Policy, and ICT master plan (iSherig);
- Merged Department of Curriculum and Research Development with the erstwhile Royal Education Council to form Royal Education Council; and,
- Introduced the Student Loan Scheme for Tertiary Education.

In 2015:

- The First National Scouts Day was observed on 21st February, 2015 to pay tribute to our Monarchs for their Royal vision for education, and their patronage.
- Implemented the school reform programme with the commencement of autonomous schools and central schools;

In 2016:

- Conducted the first National School Curriculum Conference to make curriculum more relevant to the current national and global context;
- Developed the Standards for Inclusive Education;
- Declared Year 2016 as 'Teacher Professional Development Year', which included training of all teachers in Transformative Pedagogy; and,
- Launched Sherig 21st Century Endowment Fund;

In 2017:

- Started the academic session with the celebration of the first Birth Anniversary of His Royal Highness Gyalsey Jigme Namgyel Wangchuck on 5th February;
- Chundu Central School, Haa became the first Armed Force School in the country;
- Rolled out professional development programme on English for Effective Communication for Teachers; and,
- Developed the Tertiary Education Roadmap;

The Ministry is also currently in the process of formulating the 12th Five Year Plan, developing the National Education Policy, and scaling up the professional development of our teachers.

All these achievements were possible largely with continued support from the schools, dzongkhags, thromdes, development partners, and other stakeholders.

Amidst the above achievements and events, significant changes also occurred in the Ministry. The Ministry is fortunate to have Lyonpo Norbu Wangchuk as the new Sherig Lyonpo, who took over from former Sherig Lyonpo Mingbo Dukpa in April, 2016. The Ministry also had the privilege to work under the dynamic leadership of Aum Sangay Zam, who served from July, 2007 to June, 2016 as the Secretary of Education. During her tenure she has initiated numerous reforms related to policy, management, and administration.

In the recent times, our experienced and competent Director Generals namely Mr. Tshewang Tandin, Mr. Chencho Dorji, Ms. Pintsho Choeden, and some senior chief of divisions have been transferred to other organizations to assume greater roles and responsibilities. On the other hand, we are also joined by three new departmental heads, namely Mr. Gholing Tshering as the Director General of the Department of Youth and Sports, Mr. Karma Tshering as the Director General of the Department of School Education, and Ms. Kezang Choden Dorji as the Director of the Department of Adult and Higher Education. Similarly, vacant positions in the various Divisions have been filled with new Chiefs. A recent development in the Ministry is the creation of the Directorate of Services. with Mr. Kinley Gyeltshen, the former Chief Human Resource Officer, MoE, as its Director.

In view of the recent reforms, organizational restructuring, changes in management and leadership within the Ministry, the EPGI has been revived to provide a single point of reference on education policy guidelines and instructions for schools, dzongkhags, thromdes, ministry, and other stakeholders. This is also to ensure that there are no gaps

between education policies and implementation.

This publication includes key policy guidelines and instructions issued by the Ministry from 2013 to June 2017. It contains policy matters related to school admission, revision of school academic session, child safety, health and wellbeing, boarding policy, central and autonomous schools, school curriculum, scholarships and undergraduate matters, youth and sports, scouts and culture education, human resource matters, teachers' workload, among others. Where possible this publication also provides some of the major achievements and initiatives under each section.

While the EPGI is intended primarily for use by dzongkhags/thromdes and schools, it may also be of interest to other professionals within the education system, our development partners, and the general public.

Finally, on behalf of the Ministry, I would like to convey our sincere appreciation to all our colleagues in the field for their continued hard work and dedication. I wish schools every success in your continuous endeavours towards provision of quality education for our children.

Thanking you.

Yours sincerely,

(Karma Yeshey)
Secretary

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EDUCATION POLICY GUIDELINES AND INSTRUCTIONS

1. Early Childhood Care and Development & Special Education Needs

Early Childhood Care and Development (ECCD) is an emerging programme that is pursued as a long term strategy for enhancing the quality of education, which contributes towards enhancing children’s school readiness and preparedness for effective learning in school. ECCD coverage has significantly improved from 165 ECCD Centres with 3,835 children in 2013 to 307 ECCD centres with 7,250 children in 2017. The Ministry plans to enrol at least 50% of children aged 3 to 5 years in ECCD Centres by 2024.

Concerted efforts have also been made to cater to children with special educational needs. To this end, the Ministry, in collaboration with relevant stakeholders, has established 14 general schools and two specialized institutes with Special Education Needs (SEN) programme and two specialized institutes catering to 647 children with special educational needs as of 2017.

1.1 Guidelines and procedures for establishment of ECCD Centres

ECCD and SEN Division under the Department of School Education has developed procedures for the establishment of community based and private ECCD centres to ensure that all centres meet the standards of the ECCD. For details refer *Annexure 1: Procedure for the establishment of ECCD centres*.

1.2 Standards for Inclusive Education

The Standards for Inclusive Education has been developed in 2016 to provide guidance to schools for reflection, planning and actions towards inclusion focusing on three dimensions – Inclusive Culture, Inclusive Policy and Inclusive Practice. All three dimensions combine interdependently to create inclusive schools. Therefore, all dzongkhags/thromdes and stakeholders are expected to follow and implement the Standards for Inclusive Education.

2. School Education

School Education provides opportunities for the students to realize their full potential by ensuring access to equitable quality education for all children. As of 2017, the Adjusted Net Primary Enrolment Rate (ANER) is estimated at 98.8% indicating that Bhutan is close to achieving the goal of Universal Primary Education. Similarly, the Gross Enrolment Ratio at the secondary education (Class VII - XII) is estimated at 95.7% for 2017.

While we have made great strides in terms of access within over five decades, quality continues to remain as a challenge. To address this, numerous school education reforms have been initiated in recent times. The school reform programme began with the commencement of 24 Central Schools in 2015. By the end of 11th FYP, the Ministry plans to establish a total of 62 Central Schools.

Additionally, there are also 22 Autonomous Non Central Schools and one Armed Forces School to provide more flexibility in management and governance of the school. The Ministry is also in the process of developing a concept of Premier Schools to focus more on their specialized field to cater to students with potential in their respective fields.

2.1 School Admission Policy

The School Admission Policy was revised and circulated through the 30th EPGI in 2012. However, the Ministry has observed that compliance of this policy has not been maintained and frequent requests for school admission and student transfers have been referred to the Ministry. To reduce the movement of parents and students seeking admission and transfer during the start of every academic year, the Ministry has decentralized the admission of students of classes PP-X, who require change in schools and clusters to the Dzongkhags and Thromde Education Offices from 2015 academic session. Therefore, all Dzongkhag and Thromde Education Offices are instructed to strictly comply with the School Admission Policy. For details refer :

- i. Annexure 2: School Admission Policy dated October 10, 2014;
- ii. Annexure 3: Admission Policy dated December 8, 2016;
- iii. Annexure 4: Advisory Note for Students Admission.

2.2 Second chance for classes X and XII students

Students who have failed in class X and XII are allowed to repeat once in the same government school from 2014 academic session. This initiative is expected to benefit students who fail in Class X and XII owing to economic and other reasons. For further details refer *Annexure 5: Second Chance for classes X and XII students*.

2.3 Revision of School Academic Session

The school academic sessions were revised at the 18th National Education Conference held in January 2017. This is to encourage students to engage in youth programmes, help their parents in farm works during summer season, have quality time with parents and family, and to give opportunity for the schools to celebrate the Birth Anniversary of His Royal Highness the Gyalsey on 5th February. The revised academic sessions are as follows:

- i) School Opening after winter break:
 - a. Teachers report on 1st February
 - b. Students report on 3rd February
- ii) Summer break:
 - a. From 1st July to 30th July
 - b. Teachers and students report to school on 31st July for term II (after summer break)

iii) Winter break:

a. From 18th December to 31st January

Academic year for schools such as Laya, Lunana, Lingshi, Merak and Sakteng, which are located in the higher altitude, would remain unchanged, and class XI reporting time to be maintained status quo for 2017. For details, refer *Annexure 6: Revision of School Academic Session*.

For those schools located in colder regions, the dzongkhags/thromdes/schools are encouraged to come up with appropriate and innovative measures to ensure the comfort of teachers and students.

2.4 Values Orientation Week

From 2017 academic year, all schools shall observe values orientation week at the start of the academic session every year. The main objective of the week is to strengthen values and life skills education in schools, and inculcate the essence of Bhutanese etiquette. Therefore, all schools are reminded to refer to the guidelines for conducting the value orientation week at the start of the academic session. For details, refer *Annexure 7: Values Orientation Week*.

2.5 Precautionary Note during Monsoon Season

The safety of our students is of paramount importance to the individual, family, and the nation. The dangers of the monsoon season such as flash floods, swollen streams and rivers, landslides, and many others are of great concern. In view of this, the Ministry requests all Dzongkhags/Thromdes to instruct schools on precautionary and safety measures during the monsoon season. For details, refer

- i) *Annexures 8: Precautionary note during Monsoon Season; and;*
- ii) *Annexure 9: Precautionary note during Monsoon Season.*

2.6 Earthquake Mock Drill Day

In light of major earthquakes in the recent times it is essential that all schools are prepared and be able to respond in the event of another earthquake. Therefore the Ministry would like to remind all Dzongkhags/Thromdes to instruct all schools to observe "Earthquake Mock Drill Day" and conduct mock earthquake drills every year on 21st September.

Further, schools are encouraged to engage parents and local communities during such drills to create awareness on disaster management and preparedness. For details, refer

- i) *Annexures 10: Observation of 21st September as the Earthquake Mock Drill Day; and;*
- ii) *Annexure 11: Reminder for Observation of 21st September as the Earthquake Mock Drill Day.*

2.7. Establishment and Operation of Boarding facilities

The boarding policy of 1995 has been revoked to allow schools in urban areas, public and private, to have boarding facilities with effect from the 2017 academic year vide the Executive Order MoE/EO/2016/361 dated 20/7/2016. However, to ensure students' physical, emotional and psychological safety, proper care and full engagement of the students in hostels, schools and private hostel operators wishing to offer boarding facilities need to fulfil the criteria listed in the Executive Order. For details, refer *Annexure 12: Executive Order on the establishment of boarding facilities*.

2.8 Operational Guidelines for Central Schools

The Ministry has developed the *Operational Guidelines for Central Schools* in 2016 to guide and standardize the governance and management of central school and allow autonomy to Central Schools to bring about the desired improvement in the delivery of quality educational services. While the guidelines may be specific to Central Schools, since most of the contents are generic, they are also applicable to other autonomous schools and non-central schools.

The Guidelines include the Delivery and Performance Agreement, human resource management, financial guidelines and budget proposal format for autonomous schools.

For details refer the *Operational Guidelines for Central School 2016*, which can be accessed from the education website www.education.gov.bt. Additionally refer:

- i) *Annexure 13*: Autonomous School Budget Proposal format;
- ii) *Annexure 14*: Use of the utility vans provided to the Central School;
- iii) *Annexure 15*: Issuance of Central School Facilities;
- iv) *Annexure 16*: Standard Ration Scale and Revised Standard Menu.

3. School Health and Nutrition

To enhance access to education and improve the health and nutritional status of school going children in boarding schools and remote areas, daily meals are provided through school feeding programme. The Centralized School Feeding Programme has been instituted from July, 2014 for the RGoB supported schools to improve the quality and supply of essential non-perishable food commodities such as: rice, cooking oil, soya chunk, chickpeas, pulses, salt, milk powder, sugar and tea leaf.

From the beginning of academic year 2017, schools with WFP feeding programmes are supplied with fortified rice with essential micronutrients (Vitamin A, B1, B3, B6, B12, Folic acid, Iron, and Zinc) to address the incidents of micro-nutrient deficiencies among school children in day feeding and boarding schools. The rest of the schools with feeding programmes will be supplied with fortified rice beginning from September/October 2017.

To ensure timely delivery and effective management of the school feeding programme in schools, and also to prevent outbreaks of diseases in schools, following guidelines have been circulated to all dzongkhags and schools by the School Health and Nutrition Division of the Department of School Education.

3.1 RGoB food procurement and distribution schedule

Schools are instructed to follow the schedule for procurement and distribution of food commodities by the Food Cooperation of Bhutan Limited for timely procurement and delivery. For details, refer to *Annexure 17: RGoB food procurement and distribution*.

3.2 School Feeding Monitoring and Reporting

Since there are three levels of monitoring and reporting related to school feeding, principals and mess in-charge of schools with feeding programmes, and DEOs are instructed to follow the monitoring and reporting schedule. For details, refer *Annexure 18: School Feeding Monitoring and Reporting*.

3.3 Advisory note on Health & Sanitation

As a result of the Hand, Mouth and Foot disease (HFMD) outbreaks in March 2016, schools are advised to take preventive measures to avoid such outbreaks. Dzongkhags/Thromdes are also requested to inform the same to the schools and accordingly initiate an awareness programme on such diseases with support from the Dzongkhag Health Officials. For details, refer *Annexure 19: Preparedness for possible foot hand and mouth outbreak in schools*.

4. Curriculum & Assessment:

Since curriculum is one of the pillars of quality education, major reforms in the areas of curriculum have also been initiated such as, the merger of the erstwhile Department of Curriculum Research and Development under the Ministry with Royal Education Council (REC) in 2015, and the First National School Curriculum Conference of Education held in 2016. In addition, there are also other curriculum related initiatives such as the reintroduction of Shakespeare in the secondary classes, first National Drama Festival, and the first National STEM Olympiad.

The Ministry also declared 2015 as the National Reading Year to encourage a strong reading culture among students for their personal growth and intellectual development.

To benchmark the standards of quality of education within the country, a sample of 15 year old students across the country from classes VII to IX will sit for the Programme for International Student Assessment for Deveopment (PISA-D) test at the end of 2017.

Following are some of the recent policy changes and guidelines related to curriculum:

4.1 Compulsory passing in Dzongkha

As one of the strategies to promote Dzongkha in schools, the 18th National Education

Conference (NEC) endorsed that starting 2017 academic session, Dzongkha should be taught from class PP-XII by Dzongkha Teachers, and all students must compulsorily pass in Dzongkha to be promoted to the next higher grade. For details, refer *Annexure 20: Compulsory passing in Dzongkha*.

4.2 Infusion of EVS

In accordance with the resolutions of the 18th NEC, the Royal Education Council (REC) will be developing Environmental studies infused language curricula for implementation from 2018 academic year. Further REC would also develop standards and guidelines as to how the existing EVS should be taught by Dzongkha teachers. Schools are requested to continue with the teaching of Dzongkha curriculum until the standards and guidelines developed by REC are put in place. For details, refer to *Annexure 21: Infusion of EVS in English and Dzongkha*.

4.3 New Science textbooks and manual for Classes X to XII

The Royal Education Council has developed new Science textbooks for classes IX & XI implemented from the 2016 academic year. New Science textbooks and manuals for Classes X & XII have been implemented from the 2017 academic year. The new textbooks include Physics, Chemistry and Biology for classes X & XII. The manuals are for Physics, Chemistry and Biology for classes XI & XII. For further details, refer *Annexure 22: New Science textbooks and manual for classes IX and X & Annexure 23: Introduction of new textbooks in 2017*.

4.4 Environmental Science as optional subject for class IX and X

Environmental Science was introduced as an optional subject from the 2015 academic year to commemorate the 60th Birth Anniversary of the Fourth Druk Gyalpo. The initiative is to equip interested young people with knowledge, skills, values and the ability to preserve our natural heritage, promote sustainable and equitable use of natural resources and prevent all forms of environmental degradation. For details, refer:

- i) *Annexure 24: Environmental Science as optional subject for class IX in 2015; and,*
- ii) *Annexure 25: Environmental Science as optional subject for class X in 2016.*

5. Teachers:

Teachers play a central role in delivery of the quality of education. Therefore, many reforms have been initiated to raise the standards of teachers. Some of the notable initiatives are the launch of *Teacher Human Resource Policy 2014*, National Order of Merit from His Majesty the King for teachers and other educators, declaration of 2016 as the 'Teacher Professional Development Year', amongst others.

In an effort to ensure that the schools are adequately staffed with adequate and competent teachers through efficient teacher management, the Ministry reviewed and revised the following guidelines related to HR functions and teacher management:

5.1 Decentralization of HR Functions

In order to strengthen the policy of decentralization and in line with the Bhutan Civil Service Rules, 2012, the following Human Resource functions were decentralized to dzongkhag/thromdes from 15th August 2015.

- i) Superannuation of Education Staff (P1 and below);
- ii) Voluntary Resignation;
- iii) Extraordinary Leave; and
- iv) Short term training without any financial implication to Royal Government of Bhutan.

For more details, refer *Annexure 26: Decentralization of HR Function*.

5.2 Requirement for Specialist (ES) level

The criteria for the promotion of principals from P1 to Specialist (ES) level has been revised and approved by the Royal Civil Service Commission. For promotion from P1 to ES level, the earlier requirement of 'minimum of one publication excluding (Master's Degree thesis) in the relevant field' has been replaced by the following alternative requirements.

- i) Consistent school performance as per the PMS
- ii) Ability to lead and mentor other principals
- iii) Record of professional development programme
- iv) Recipients of national award (for leadership) if any.

For details, refer *Annexure 27: Requirement for Specialist (ES) level promotion for Principals from P1*.

5.3 Substitute for Teachers on maternity leave

RCSC approved the recruitment of substitute teachers for teachers on maternity leave in July 2016. The 'Guidelines to Recruit Contract Teachers for Teachers on Maternity Leave provide clear procedures for carrying out the recruitment process and assessing the need for a substitute teacher prior to the recruitment. Further, dzongkhags/thromdes are fully responsible for the recruitment of substitute teachers on contract. For details, refer:

Annexure 28: Recruitment of substitute teachers for teachers on maternity leave.

5.4 Compulsory Subject and Contact Teaching Hours

For effective and efficient deployment of teachers, the Ministry will be using compulsory subject of teachers as the basis for the calculation of teacher requirement. In addition, assessing teacher requirement will be exclusively based on teaching hours allocated for various academic subjects by the Royal Education Council. For

details, refer *Annexure 29: Compulsory Subject and contact hour for teachers*.

6. Youth Development

Since 2012, numerous important programmes to engage, develop and empower youth have been implemented. These include the revitalization of the scouting programme, school sports program, establishment of youth centers, institutionalization of school guidance and counselling system, and promotion of games and sports in schools.

6.1 Scouts and Culture Education

Towards rejuvenating the scouting program in schools, the Department of Youth and Sports has come up with a new scouting framework which aims to attract and unite youth with a unique identity and develop their social service, volunteerism, spirituality as well as adventure and fun. Therefore, all schools are advised to implement the new scout framework and also implement & abide by the resolutions of the First Annual Scout Conference. For details, refer *Annexure 30: Framework for the scout programme in Secondary schools*.

6.2 School Sports Program

For effective implementation of sports and physical activities, schools are required to have a well-defined sports policy and annual calendar of sports activities. Further, schools should not assign any additional roles and responsibilities for School Sports Instructors (SSIs) other than their prescribed SSI roles and responsibilities. For further details, refer *Annexure 31: School Sports Program*.

7. Adult and Higher Education

Efforts have also been made to enhance access to and quality of tertiary education and strengthen non-formal and continuing education programme. Some of the new initiatives undertaken by the Ministry are; the development of a 10 year *Tertiary Education Roadmap for Bhutan* in 2015, introduction of the Student Loan Scheme for Tertiary Education in 2014, up-gradation of three public schools to colleges at Mongar, Trashigang and Trashiyangtse, and review of Non-Formal Education (NFE) programme in 2015.

7.1 Admission Criteria for Continuing Education Programme

The admission criteria for the Continuing Education (CE) Programme has been revised to control the increasing trend towards using CE as an alternative pathway than for the purposes intended. Therefore, all schools offering CE programmes are asked to strictly adhere to the revised admission criteria while admitting candidates for the CE Programme. For details, refer *Annexure 32: Admission Criteria for Continuing Education Programme*.

7.2 Advisory note on Undergraduate Admission

In recent times, there have been reported cases of students being admitted to or graduating from universities/institutions not recognized in the host countries. Students usually get themselves enrolled through their parents, seniors, education consultancy and placement firms, government agencies, direct admission during education fairs organized in the country and/or representatives of the institutions visiting the country.

Therefore, the Ministry cautions students and parents to be extra careful while choosing and applying for undergraduate admissions. The status of universities and institutions can be confirmed in the official links of bodies such as the Indian Professional Council and the University Grants Commission. Further, students are advised to seek the services of reliable Education Consultancy and Placement Firms for admission outside Bhutan. Their contact details are available on the education website www.education.gov.bt or www.dahe.gov.bt. For details, refer:

- i) *Annexure 33: Advisory note on Undergraduate Admission and;*
- ii) *Annexure 34: Advisory note on Undergraduate Admission 2016*

7.3 Establishment of EducationUSA Reference Centre

The EducationUSA Reference Centre has been established at the Department of Adult and Higher Education to facilitate Bhutanese students interested in pursuing higher education in the United States of America (USA). The centre also provides access to educational materials and connects visitors to virtual and in-person advising services available at the EducationUSA centres in New Delhi and Kolkata. For details, refer *Annexure 35: Establishment of EducationUSA Reference Centre*.

7.4 Undergraduate Scholarship Programme

The Undergraduate Scholarship programme is a long term human resource development programme to address the shortage of human resources in the critical need areas. Based on national human resource requirements, various ex-country scholarships in both professional and generic fields are implemented annually. Scholarships are provided based on academic merit, and fulfilling the eligibility criteria. For further details on types of scholarships, application and selection processes, admission procedures and eligibility criteria, refer *Annexure 36: Scholarship Programme 2016*.

7.5 Student Loan Scheme for Tertiary Education

The Student Loan Scheme for Tertiary Education is aimed at benefiting students from economically disadvantaged family backgrounds to pursue tertiary education. The scheme began in 2014 and follows a two tier-based selection processes. It is completely an online-based system where all class XII students fulfilling the eligibility criteria and requiring financial aid to continue their studies can apply for the scheme.

The students are selected based on the following six assessment criteria approved by the Student Loan Committee i.e. parental support, number of siblings, educational background/history, poverty level, present address (rural/urban/semi-urban) and academic score. Further details are available on www.education.gov.bt or www.dahe.gov.bt.

7.6 Launch of DAHE website and Tertiary Education Statistics System

The Department of Adult and Higher Education also launched its website www.dahe.gov.bt on April 28, 2017. All information on the scholarship programme, Student Loan services and tertiary education related services can be viewed from the Department's website.: www.dahe.gov.bt

7.7 Establishment of New Colleges

Three new government colleges were established at Gyalposhing, Yonphula and Trashiyangtse beginning in the 2017 academic year. In addition a new private college, Norbuling Rigter College at Norbuling under Dotey Gewog was established in Paro. As a regulatory authority, the Department monitored the establishment process of Norbuling Rigter College as per the provisions of Rules and Regulations for the Establishment of Colleges 2012 and Tertiary Education Policy of the Kingdom of Bhutan 2010.

The establishment of new colleges in the country is expected to enhance access to tertiary education and ensure provision of higher education in a safe environment within the country. This would also help curtail the resource drainage as thousands of students usually travel outside Bhutan to pursue higher education.

7.8 Roadmap for Tertiary Education: 2017-2027

The Department of Adult and Higher Education developed the *Roadmap for Tertiary Education: 2017-2027* mainly to operationalize the *Tertiary Education Policy of the Kingdom of Bhutan 2010*. The Roadmap would also serve as a strategic guide for the growth and development of tertiary education in Bhutan for the next 10 years.

8. Enhancing Management and Efficiency of the Ministry

In order to provide better-coordinated support to students, staff and education stakeholders, the following structural changes have been instituted:

- Creation of Directorate of Services within the Ministry in September, 2017 with Administration and Finance Division, School Planning and Building Division, Information and Communication Technology Division, Human Resource Division including Legal Services as its divisions;
- Establishment of the Teacher Professional Support Division under the Department of School Education with effect from 1st January 201;
- Merging of the Comprehensive School Health Division and the School Agriculture

Feeding and Environment Division to form the School Health and Nutrition Division under the Department of School Education in February 2016;

- Renaming of the School Liaison and Coordination Division as the School Planning and Coordination Division, the Education Monitoring and Support Services Division as the Education Monitoring Division, and the Education in Emergencies Unit as the Disaster Management Unit in accordance with the Disaster Management Act of Bhutan, 2013.
- Delinking of the Department of Curriculum Research and Development under the Ministry and merging it with the Royal Education Council in 2015.

For revised organizational chart of the Ministry, refer *Annexure 37: Organizational Chart*

9. Resolutions of the Conferences

From 2012 to 2017, three main national education conferences were held. For resolutions, refer:

- Annexure 38:* Annual Education Conference December 2014 at Punakha;
- Annexure 39:* Central Schools Immersion Programme-cum-Biennial DEO Conference held in January 2016 at Phuentshoing; and,
- Annexure 40:* 18th National Education Conference held January 2017 at Phuentsholing.

ANNEXURES

Annexure 1 Procedure for the establishment of ECCD centres

Procedure for Establishment of Community ECCD Centres

- I. The Dzongkhag/Thromde Education Office identifies location for centre in consultation with the community leaders.
- II. The Dzongkhag/Thromde Education Office submits proposal with recommendation to seek approval from the Ministry of Education. An assessment of the proposed site should be carried out if necessary involving officials from DSE to study the feasibility of the centre. If the location is found to be appropriate, a preliminary meeting and planning of activities with the concerned community involving the principal of the centre's parent school, local health personnel, community leaders and members, should be initiated by the Dzongkhag/Thromde Education Office.
- III. The Ministry of Education accords approval based on the assessment report and releases fund, if the fund is with the Ministry.
- IV. The Dzongkhag/Thromde Education Office prepares facilities and procures learning and play materials.
- V. The Dzongkhag/Thromde Education Office conducts a three day stakeholders' orientation at the centre involving community leaders and stakeholders of the centre.
- VI. The centre commences with the admission of children when the facility is ready.

Procedure for establishment of Private ECCD Centres

- I. Proponent submits proposal to the Director, Department of School Education through the Dzongkhag or the concerned Thromde.
- II. The Department of School Education or the concerned Dzongkhag/Thromde visits the proposed site to carry out feasibility assessment directly.
- III. The Department of School Education accords approval in principle, if the site is found suitable.
- IV. Proponent pursues preparatory works such as construction/renovation of the structure, prepare site development and other essential outdoor facilities, and recruit facilitator with class XII pass background, procure play and learn materials and process business License with Department of Trade and Industry.
- V. Proponent submits to the Dzongkhag and Thromde Education Office the completion report of all preparatory work for operation and requests for final approval to start operating the centre.
- VI. The Office of Dzongkhag/Thromde and officials from DSE carries out final assessment to ensure that the centre is ready in all respects
- VII. DSE accords formal approval for commencement if found satisfactory.
- VIII. Proponent and MoE sign Memorandum of Understanding that is valid for two years.
- IX. Centre Opens
- X. The MoU is renewed after every two years.

Annexure 2: Admission Policy

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Royal Government of Bhutan
Ministry of Education
Department of School Education



Ref: DSE/SLCD/Adm/7/2014/ 2002 .

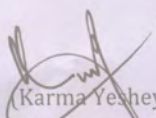
10 October 2014

NOTIFICATION**School Admission Policy - For Compliance**

It may be noted that a revised version of the School Admission Policy has been circulated vide 30th Education Policy Guidelines and Instructions (EPGI 2012) for compliance. The observation however has been that while many have complied fully, many are yet to do so. Admission requests to schools for various reasons are frequently referred to the School Liaison and Coordination Division (SLCD) of the Department of School Education, in spite of existence of such a policy. Such practices not only create confusion and bring about inefficiencies in the system but also immensely burden the parents and students.

In view of enhancing service delivery and living the spirit of decentralization, all *Dzongkhag* and *Thromde* Education Offices are hereby once again notified to comply with the School Admission Policy as circulated vide EPGI 2012, 5.4 (p.5), Annexure 5 (p.32-33) with immediate effect. The same Education Offices are in turn required to notify the schools in their jurisdiction for compliance of the same policy cited here above. Should there be amendments to the policy, such amendments shall be communicated through separate circulars/notifications.

A copy of the "School Admission Policy" as included in the EPGI 2012 is attached herewith for ready reference.


(Karma Yeshey)
Director-General

Copy to:

1. Hon'ble Sherig Lyonpo, Ministry of Education for His Excellency's kind information.
2. Hon'ble Secretary, Ministry of Education for kind information.
3. Dasho Dzongdags/Thrompens, Dzongkhag/Thromde Administration for kind information.
4. All DEOs/TEOs,Dzongkhag/Thromde Administration, for necessary action.
5. Chief, EMSSD, DSE, MOE for information and necessary action.
6. Chief, PSD, DSE, MOE for information and necessary action where relevant.
7. Chief, SLCD, DSE, MoE for follow-up action
8. Web Master, PPD, MOE

Annexure 3: Admission Policy for compliance

དབལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག་།

Royal Government of Bhutan
Ministry of Education
Department of School Education



Rethinking Education

Ref: DSE/SPCD/ADM (01)/2016/16 26

8th December 2016

The Dasho Dzungdag/Thrompon,

Sub: Admission Policy for Compliance

Dasho,

It has been observed that despite repeated reminders, admission requests for various reasons are still referred to the Department of School Education (DSE) which not only creates confusion but also burdens parents and students.

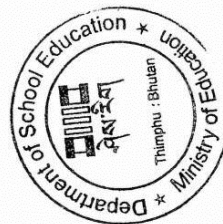
In this regard, the Ministry would like to remind our Dzongkhag/Thromdey Education Sector and schools to comply with the **School Admission Guidelines** published in the 30th Education Policy Guidelines and Instructions (EPGI 2012) and Operation Guidelines for Central Schools, 2016. This is also to reinforce on our earlier notifications issued vide DSE/SLCD/Adm-07/2014/2002 dated 10th October, 2014 and DSE/SLCD/Adm-07/2015/4644 dated 27/01/2015.

Henceforth, the DSE will neither issue approvals nor entertain any application regarding school admission which includes admission of students in class XI.

Your cooperation will be valued.

Yours Sincerely

(Karma Tshering)
Director General



Cc:

1. Hon'ble Sherig Lyonpo, for His Excellence's kind information
2. Hon'ble Secretary, Ministry of Education, for information
3. DEOs/TEOs, all Dzongkhags and Thromdey, for necessary action
4. Chief, EMD, DSE for information
5. Chief, Internal Auditor, MoE, for information
6. Chief, SPCD, for follow up and necessary action

Annexure 4: Advisory Note for Student Admission

དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education
Department of School Education
School Planning and Coordination Division



DSE/SPCD/ADM (12)/2017/8 4/

25th Jan. 2017

Dasho Dzongdags/Thrompoens.
All Dzongkhags/Thromdeys.

Forwarding of Advisory Note for Students Admissions

Dashos,


This is to state that the Department of School Education is decentralizing all forms of the student admissions to the School/Dzongkhag/Thromdeys. Though this is not a completely new move, the MOE would like to reinforce on making the schools/Dzongkhags and Thromdeys taking the onus of student admissions based on the ground realities.

This initiative was discussed in the Dzongkhag Education Officers' Conference in 2016 and several letters to this effect were issued to the schools and DEO/TEO. A public awareness programme via several media platforms is also being organized and hence, the Department of School Education shall not facilitate any student admissions hereafter.

In order to set better clarity and ensure a smooth, fair and transparent admission systems, kindly find attached an Advisory Note for Student Admissions to be circulated to all Schools under your jurisdiction.

We are grateful for your continued support.

Yours Sincerely,


(Karma Tshering)
Director General

Copy:

1. His Excellency, Sherig Lyonpo for his kind information.
2. Hon'ble Secretary, MoE for kind information.
3. All Department Heads, MoE for kind information.
4. The Director, REC for kind information.
5. The Secretary, BCSEA for kind information.



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Royal Government of Bhutan
Ministry of Education
Department of School Education



DSE/SPC'D/ADM (01)/2017/

25th January 2017

Advisory Note for Student Admissions

In keeping with the decentralization policy of the Royal Government of Bhutan, the Department of School Education is decentralizing all forms of student admissions to the school/Thromdey/Dzongkhag from 2017 academic year.

Hence, in order to set better clarity and ensure a smooth, fair and transparent admission systems, the following Advisory Note for Student Admissions must be complied by the concerned school/Thromdey/Dzongkhag.

1. Objectives of the Advisory Note for Student Admissions

- Ensure that children remain under the direct care of their parents.
- Reduce pressures on boarding to ensure a safe, comfortable and healthy learning/residential life.
- Minimize rural - urban population drift.
- Discourage students from staying with their relatives as dependents.
- Control students from going astray and delinquent.
- Reduce depression of children as a result of separation from their parents and growing tendencies for anti-social activities.
- Maintain the standard carrying capacity in the hostels and the class ratio for quality residential and learning life.

2. Pre-primary Student Admissions:

- 2.1 Every child who has attained the age of six (international calculation) at the start of the academic session shall be entitled for admission into Pre-primary class. However, after all the eligible children have been admitted, if there is still space (maintaining the class/boarding capacities), schools have discretion to admit children of five and half years old or older at the start of the academic session
- 2.2 Either both or one of the parents shall be a Bhutanese citizen. The parent(s) shall produce **Citizenship Identity Card** or a **Letter of Certification** other than the route permits from the Ministry of Home and Cultural Affairs.
- 2.3 A non-Bhutanese Child (of legal non-Bhutanese residents who have been authorized to bring their families along) seeking admission into a school in Bhutan shall produce the work permit of parent(s), relevant documents from the Department of Immigration and a letter from the employer.
- 2.4 Pre-primary admissions shall be completed before the closure of schools for winter vacation to give enough time for school/Thromdey/Dzongkhag authorities to plan for a safe, comfortable and effective/efficient academic year.

2.5 The school shall constitute an Admission Committee, which shall consist of the Principal, 2-3 staff members and 2-3 SMB members. The participation of SMB members will be particularly important for admissions in PP

3. General criteria for Student Admissions

3.1 Admissions at any class levels for the native inhabitants of the immediate locality. (PRIORITY ADMISSIONS)

3.1.1 Documents to be produced:

- Citizenship Identity Card of the parents.
- Letter of Authentication from a competent Local Government Authority.
- Transfer/Character Certificate
- Examination results sheets/Mark sheets
- Health Card/Book
- Any other Merit certificates.

Note: The file/ records/any other supporting documents of the students shall be sent by the Principal of former school to the Principal of the new school.

3.2 Admission of students who are the direct children of the residing parents in that locality. (PRIORITY ADMISSIONS)

3.2.1 Documents to be produced:

- Citizenship Identity Card of the parents.
- Transfer Order of the parents for civil servants/ corporate employees and business staff.
- Letter of Authentication from the Head of the Employing Agency if the parent is an employee of a private sector firm or any other organization.
- Transfer /Character Certificate
- Examination results sheets/Mark sheets
- Health Book
- Any other Merit certificates.

3.2.2 Admission of students on transfer of parents shall be considered at any time of the year upon producing transfer orders as proof. However, the movement of the students at a later stage of the academic session/towards the close of the examination season shall be discouraged.

Note: The file/ records/any other supporting documents of the students shall be sent by the Principal of former school to the Principal of the new school.

3.3 Admission of students on Medical Grounds: (PRIORITY ADMISSIONS)

3.3.1 Documents to be produced

- Citizenship Identity Card of the parents.
- Letter of Recommendation/Authentication from a competent Medical Authority.
- Supporting Letter of Authentication by the Principal of the parent/former school.
- Transfer /Character Certificate
- Examination results sheets/Mark sheets
- Health Book
- Any other Merit certificates.

3.4 Admission of Adopted Students

3.4.1 Documents to be produced

- Produce court certificate as proof of adoption.
- Citizenship Identity Card of the parents.
- Supporting Letter of Authentication by the Principal of the parent/former school.
- Transfer Order of the parents for civil servants/ corporate employees and business staff.
- Letter of Authentication from the Head of the Employing Agency if the parent is an employee of a private sector firm or any other organization.
- Transfer/Character Certificate
- Examination results sheets/Mark sheets
- Health Book
- Any other Merit certificates.

3.5 Admission of dependent students

3.5.1 Documents to be produced

- Citizenship Identity Card of the Guardians.
- Produce court certificate as proof of legal guardian.
- Letter of Recommendation/Authentication from a competent Medical Authority if transferred

- Divorce paper/order from the authentic officials if parents are divorced and the children is looked after by relatives
- Death certificate if parents are expired and relatives look after the children.
- Trade License of the guardians/relatives of their own, if they are doing business in that locality.
- Transfer / Character Certificate
- Examination results sheets/Mark sheets
- Health Book
- Any other Merit certificates.

4. Admission of classes X and XII Repeaters:

(Circular: MoE/PPD/Pledges/2013/2111 dated November 2013)

The students failing in grades X and XII in government schools are given an opportunity to continue their education by allowing students who *‘who have failed in classes X and XII to repeat once in the same government school’* from the 2014 academic session subject to fulfillment of the following criteria:

- Must repeat in the same government school, (except on genuine ground with proper documents such as medical cases, divorced cases, parents transfer cases, death cases).
- Must have secured a minimum of 90% attendance in the last academic session, unless due to medical ground
- Must not have any adverse records in the school
- Should not have repeated in the previous grade (IX/XI)
- Regular students of government schools who sat for the previous board examinations will be eligible.
- This policy does not cover the students who are registered as private/ supplementary candidates
- All such admissions will be done by the school admission committee who will ensure that the above criteria are strictly complied with.

5. Admission for boarding:

- 5.1 Boarding is meant for students who cannot attend school without being a boarder due to non-availability of schools or appropriate classes in their place of residence. However, school will not admit students whose parents reside within an hour walking distance from school as boarders.
- 5.2 Depending on the availability of boarding seats, the school should facilitate admission of economically and socially challenged students as boarders with letter of authentication/verification from competent local government authorities.
- 5.3 School should not allow admission of children as boarders whose parents reside in urban areas unless deemed necessary.
- 5.4 The boarding seats should be fixed based on the hostel capacity.
- 5.5 School will not admit students who have schools near their place of residences as boarders even if there are seats available.
- 5.6 The students whose residences are within one hour walk or a radius of 5 km from the school shall study as day scholars at all levels of classes.

Note: Admission of students in Central School as day scholars must follow the necessary guidelines given in *Nurturing Green Schools for Green Bhutan – A Guide to School Management (2011)*.

6. General guidelines:

- 6.1 All admissions will be done by an Admission Committee
- 6.2 On completion of terminal classes from their parent school (VI, VIII, and X) students shall be placed in higher schools within their Dzongkhag.
- 6.3 Admissions of 'students at risk' as recommended by organizations and agencies such as NCWC, RENEW etc shall be facilitated by the Ministry of Education.
- 6.4 Bhutanese students seeking admission from schools outside Bhutan shall be admitted only after scrutiny and assessment of their standards by schools.

Excerpts: 30th EPGI/2012

Annexure 5: Second chance for Classes X and XII student



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Royal Government of Bhutan
Ministry of Education
Policy and Planning Division



Ref: MoE/PPD/Pledges/2013 / 2111

November 4, 2013

To
Dasho Dzungda/Thrimpon
Dzongkhag/Thromdey Administration

Ref: Second Chance for Classes X and XII Students

Dear Dasho,

As you may be aware, currently, students failing in grades X and XII in government schools are not allowed to repeat as full-time students; being allowed only to re-sit for the examinations as private candidates. As a result, many failed students at this level are unable to continue their studies owing to various economic reasons.

Therefore, to give such students an opportunity to continue their education, the government has now approved the policy to: "allow students who have failed in classes X and XII to repeat once in the same government school" from the 2014 academic session subject to fulfillment of the following criteria:

- a) Must repeat in the same government school
- b) Must have secured a minimum of 90% attendance in the last academic session, unless due to medical grounds
- c) Must not have any adverse records in the school
- d) Should not have repeated in the previous grade (IX / XI)
- e) All such admissions will be done by the School Admission Committee who will ensure that the above criteria are strictly complied with.

In addition to the above criteria, please note that only regular students of government schools who sat for the previous year's board examinations will be eligible. For example, for the 2014 academic session, only those students who sat for the classes X or XII examinations in 2013 and who fulfil the above criteria will be eligible to apply to repeat. The above criteria are meant to ensure that this privilege is utilized judiciously. However, the policy shall be reviewed from time to time as deemed necessary.

However, in addition to the above, students may also continue to avail the existing opportunity to re-sit the examinations as private candidates (without attendance).

Dzongkhag/Thromdey is now requested to:

- a) urgently disseminate the information to the schools with the instruction that all parents and students are informed of the new policy and the criteria
- b) implement the policy from the 2014 academic session as approved by the government, and



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Royal Government of Bhutan
Ministry of Education
Policy and Planning Division

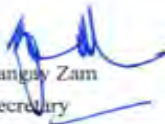
Educating
for

GNH



- c) ensure that the admissions are done by the School Admission Committee with a parent representative from the School Management Board

Yours sincerely,


Sangay Zam
Secretary

Cc:

1. Hon'ble Sherig Lyonpo
2. Secretary, MoE
3. Secretary, Cabinet Secretariat
4. DG, DAHE
5. Director, DSE
6. Chief Planning Officer, MoE
7. DEO/TEO, All Dzongkhags/Thromdeys for information, and with the request to ensure dissemination to all schools (and through them to students and parents) and implementation from 2014 academic session

Annexure 6: Revision of School Academic Session



SECRETARY

དཔལ་ལྷན་འབྲུག་གཞུང་། བས་རག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education

Rethinking Education



MoE/PPD/NEC/2017/3815

January 17, 2017

EXECUTIVE ORDER

The Ministry of Education would like to inform all DEOs/TEOs, Principals, Teachers, Parents and the General Public to note the revised academic session from 2017. This change has come into effect in keeping with the resolution of the 18th National Education Conference held from 9-12 January 2017 in Phuentsholing.

In this regard, the following directives are issued for compliance by all schools:

1. School Opening:
 - a. Teachers report on 1st February
 - b. Students report on 3rd February
2. Summer Break:
 - a. From 1st July to 30th July
 - b. Teachers and students report to school on 31st July for Term II
3. Winter Break:
 - a. From 18th December to 31st January
4. Academic year for schools such as Laya, Lunana, Lingshi, Merak and Sakten, which are located in the higher altitude, will remain unchanged.
5. Class XI reporting time to be maintained status quo for 2017

The revision is considered in view of numerous benefits such as:

- Encourage students to engage in youth programmes
- Enable students to help their parents in farm work during summer season
- Enable students to have quality time with parents and family
- Schools will also have the opportunity to celebrate the Birth anniversary of His Royal Highness the Gyalsey on 5th February.

(Karma Tshering)
Offg. Secretary

CC:

1. Hon'ble Sherig Lyonpo, MoE for His Excellency's kind information
2. PS to Hon'ble Lyonchhen for kind information
3. The Director General, DSE, MoE for kind information
4. The Director General, DYS, MoE for kind information

Annexure 7: Values Orientation Week



དཔལ་ལྷན་འགྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education
Department of School Education
School Planning and Coordination Division



DSE/SPCD/ADM (12)2017/ ༩༩

25th Jan. 2017

Dasho Dzungdags/Thrompoens.
All Dzongkhags/Thromdeys.

Programme for re-opening of schools

Dashos.

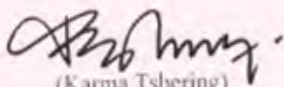
In keeping with the resolutions of the 18th National Education Conference held in Phuentsholing from 9 to 12th January 2017, the schools (Public and Private) shall resume academic session on 1st February for staff and 3rd February for students.

Essentially, the winter vacation is shortened to curb youth problems and provide longer summer vacation for students to help their parents during the busy season. Importantly, the academic session can commence with the auspicious Birthday Celebration of His Royal Highness the Gyalsey on 5th February. Also the NEC endorsed to kick off the school session with a values orientation week.

Against this backdrop, kindly find attached a suggestive school re-opening programme and guidelines for schools to organize the Values Orientation Week.

We are grateful for your continued support.

Yours Sincerely,


(Karma Tshering)
Offtg Secretary

Copy:

1. His Excellency, Sherig Lyonpo for his kind information.
2. Hon'ble Secretary, MoE for kind information.
3. All Department Heads, MoE for kind information.

Programme for Re-opening of Schools

In keeping with the resolutions of the 18th National Education Conference held in Phuntsholing from 9 to 12th Jan 2017 regarding the change of timing for school re-opening from 1st February and 3rd February respectively for the staff and students; the Department of School Education hereby, notifies the following Advisory Note for the Re-opening of Schools commencing 1st February 2017:

Objectives:

- Ensure school re-opening that is focused and highly efficient
- Build a positive school climate from day one of the academic year
- Create platforms for school administration to orient the staff and students to set common expectations for the academic year.
- Celebrate the Birth of His Royal Highness Gyalsey jigme Namgyal Wangchuk

Re-opening activities

1st – 2nd February: Staff report and planning for the academic year.

3rd – 4th February: Students report and plan/prepare for celebration of HRH the Gyalsey's Birthday

5th February 2017:

The Birth of HRH the Gyalsey is an important milestone for the country's continued era of peace, progress, unity and prosperity. Our school hosts the youths who are the contemporaries of HRH the Gyalsey. Therefore, in order to make a meaningful school re-opening, it is an opportune and auspicious occasion to start the academic year by celebrating the first ever Birth Anniversary of HRH the Gyalsey.

The schools can plan and celebrate that befits the occasion for the celebration. However, the following general parameters are suggested:

Prayers and Pledge:

- School to organize a solemn prayer session dedicated to HRH the Gyalsey and Their Royal Majesties.
- Each and every student to make meaningful pledges that are aimed at improving their character/persona and academic performances. The pledge can range from reading books, improving in one or two sports/games, participating in one or two school programmes (if they have never done before), improvement in certain core competencies such as communication abilities, etiquette, maintaining relationships, refraining from undesirable activities, volunteerism etc.
- Organize some cultural items/plantations/ dedication gardens, parks, nature reserves etc that can be improved over the due course of time.

Suggestive programme on 5th February 2017:

- 9:30 am: Students gather
- 9:40 am: Teachers gather
- 9:50 am: Arrival of Chief Guest

- Lighting of Butter lamps
- Prayer session/mindfulness (Schools can decide on the prayers)
- Welcome Speech by a School Captain/Organizer
- Pledge ceremony
- Inspirational Speech by the Chief Guest/principal
- Cultural programmes (Few items)
- Vote of thanks

- Refreshment

Sample Pledge :

Every School is encouraged to have a Maximum of FIVE pledges ...

I pledge to HRH the Gyalsey that in the academic year 2017, I shall ...

1. *Read at least ten books during the academic year*
2. *Always respect my teachers and parents*
3. *Always abide by my school rules and regulations*
4. *Always be kind and helpful to my school mates*
5. *Always be friendly with my school mates ...*

Note: The pledge can be decided by the school as per their requirements.

Value Orientation Week – 2017

Rationale:

One of the resolutions from the 18th National Education Conference, 2017 is to start with “Value Orientation Week” before the academic session begins.

The purpose is to:

1. Strengthen Value and Life Skills Education Program in school system.
2. Make students practice life skills and enable them to become responsible and contributive citizens.
3. Promote the essence of Bhutanese Identity through practice of Bhutanese etiquettes.
4. Enable schools to start on a well-grounded foundation towards addressing and solving emerging youth issues.

The “Value Orientation Week” is to be piloted and observed in the first week of the school session in all the schools, nationwide, where teachers will facilitate students on programs such as Value Education, Citizenry & National Identity, Life Skills Education, Driglam Namzha, Traditional songs and dances.

Goals:

The Value Orientation Week is expected to:

1. Achieve the national goal of producing nationally rooted and globally competent graduates.
2. Produce better decision makers using Life Skills Education.
3. Promote value based life styles.
4. Enhance and inculcate love for our Culture and National Identity in our youth.

Expected Learning Outcomes:

At the end of the Value Orientation Week, students are expected to:

1. Explain the concepts of Value, Citizenry and National Identity, Driglam Namzha, Life Skills Education, Traditional songs and dances.
2. Adopt and practice ethical and morally acceptable social behaviors.
3. Display skills and behaviors of a good human being.

Suggested topics for Value Orientation Week:

1. Values Education
2. Life Skills Education
3. Citizenry and National Identity
4. Driglam Namzha
5. Traditional songs & dances

Way forward:

Value Orientation Week will be conducted by providing the following to all the schools:

- a. Guideline and frame work of the course
- b. Reference for all the courses
- c. Strategy to conduct each course

Value Orientation Week – 2017

Suggested Guidelines for Principals:

- i. Identify the teachers trained in Value education, Life Skills education, Driglam Namzha, History teachers (Citizenry & National Identity), Dzongkha teachers (Traditional songs and dances).
- ii. Divide the other teachers and staff in each area.
- iii. Provide more facilitators for Life Skills & Driglam Namzha.
- iv. Provide preparation time.
- v. Ensure the facilitators conduct the program in all the grades.
- vi. Prepare time table like transformative training sessions.
- vii. Ensure the program is conducted for all grades (PP-12).
- viii. Incorporate meditation and mindfulness in all sessions.
- ix. Time frame/Schedules for the “Value Orientation Week” to be decided by the school according to the school’s convenience.

Suggested Themes:

- i. Value Education
- ii. Life Skills Education
- iii. Driglam Namzha
- iv. Citizenry & National Identity
- v. Traditional songs and dances

Schools may improvise or use other suitable learning themes.

Recommendation:

Kindly avoid carrying out the program as class teacher based program. All teachers and staff must facilitate the sessions in different grades.

Value Orientation Week

Value Education

Source – Royal Education Council, Paro

Cautioning Note:

These topics are selected from the “Values Enrichment Project”, REC. Therefore, the following objective, topics, and approaches should not be misunderstood with those of the holistic approach and the values Education curriculum for schools, which are being pilot tested.

1. Suggested topics for the “values orientation week”.

- i. Purpose and goal of life
- ii. Needs for values education?
 - a. Pha-da-bhugi-thadhamsi
 - b. Ghoem-penyoug gi- thadamtsi
 - c. Lopen-dang-lopthru gi- thadamtsi
- iii. Harmony and peace within self, with family, society and with nature
 - a. Trust (is the foundational value)
 - b. Respect
 - c. Affection
 - d. Care
 - e. Guidance
 - f. Reverence
 - g. Gratitude
 - h. Love (complete value)

2. Objectives of values orientation carried out during the “values orientation week”.

- i. To help realize continuous happiness and prosperity in life
- ii. To help develop understanding of harmony with self, family, society and nature
- iii. To help understand importance of co-existence with all human beings and the nature
- iv. To help realize the national goal of peace and happiness
- v. To help become good human beings for the realization of GNH
- vi. To help understand skills necessary for addressing family and social challenges
- vii. To help understand core values important for individual success as human beings

3. Suggested ways to impart the above mentioned topics.

- ✦ Students are encouraged to self-reflect on their actions, thoughts and speech during their interactions with their parents, siblings, teachers, friends, elders and other people in the society
- ✦ Sharing and discussing on observations they make about interactions between themselves and other people
- ✦ Analyze their experiences of interacting with their parents, teachers, siblings, relatives, elders and other people
- ✦ - Encourage students to maintain a self-reflection journal for the year to analyze and reflect on their experiences.

References: Will be sent later

Courtesy: Royal Education Council, Paro, Bhutan

Value Orientation Week

Life Skills Education

1. The most important topics our students should know.

i. Three broad areas of Life Skills

- ✚ Thinking Skills
- ✚ Social Skills
- ✚ Emotional Skills

ii. Ten core skills:

- ✚ Self-Awareness
- ✚ Empathy
- ✚ Effective communication
- ✚ Creative thinking
- ✚ Critical thinking
- ✚ Inter personal relationship
- ✚ Decision making
- ✚ Problem solving
- ✚ Coping with emotion
- ✚ Coping with stress

iii. Application of the 10 core Life Skills in day to day life.

2. Objectives to carry out the above mentioned activities.

- i. Practice Life Skills consciously, develop their self-esteem, bring positive behavior and lead life successfully.
- ii. Develop and enhance peer support system amongst students to solve their social and emotional issues in a constructive ways.

- iii. Empower students to apply Life Skills to deal with the challenges positively so that they become happy, healthy, responsible, contributive and productive citizens of our country.

3. Suggested ways to impart the above mentioned topics.

- i. Simulations and Role Plays
- ii. Dramatization and Skits
- iii. Games
- iv. Sharing life stories and case study
- v. Dialogue Sessions
- vi. Reflection and Introspection activities
- vii. Debates and discussions
- viii. Practice Sessions

References/Resource to refer: The Guidebook for Teachers

The soft copy of “The Guidebook for Teachers” available in the Ministry of Education website.

Value Orientation Week

Citizenry & National Identity

1. The most important topic our students should know.

- a. Citizenship Law of Bhutan.
- b. The fundamental rights the students enjoy as a citizen of Bhutan.
- c. Our Fundamental Duties as a citizen of Bhutan

2. Objectives:

- a. Help our students to understand how they became the citizen of Bhutan.
- b. Explain the fundamental rights they enjoy as a citizen of Bhutan.
- c. Develop their sense of responsibilities towards family, community and the nation as a citizen of Bhutan.

3. Suggested ways to impart the above mentioned topics.

- a. Team discussion and presentation.
- b. Art work
- c. Essay / Journals.

4. Resource/ Reference :

- a. Constitution of Bhutan
- b. https://www.constituteproject.org/constitution/Bhutan_2008.pdf
- c. <https://www.un.int/bhutan/bhutan/constitution>

Value Orientation Week

Traditional Songs and Dances

Source: RAPA

5. The most important topic our students should know.

- a. Zhungdra
- b. Boedra
- c. Lhozey
- d. Tshangmo

6. Objectives:

- d. Explain the meaning and significance of the traditional songs and dances.
- c. Help students realize the value and significance of traditional songs and dances.
- f. Instill the knowledge on traditional songs and dances to develop their capacity to promote in future.

7. Suggested ways to impart the above mentioned topics.

- a. Practical sessions on traditional songs and dances.
- b. Organize and conduct lozey and tshangmo sessions for students in the school.
- c. Invite parents to facilitate some of the sessions.

8. Resource/References to refer (Source : RAPA):

- a. Ludep Zhoenpai Ghadhen
- b. Zhungdra gi Lamten
- c. Druk gi Gha chham dha Zhelbab
- d. Lhudeb Loshar go Lamtoen
- e. Tshangmo gi gi kideb.
- f. Lhorig gi metho
- g. Dhoegar gi Toebai Lhozher kidep.

Courtesy: Royal Academy for Performing Arts, Thimphu, Bhutan

ཕྱི་མཐོང་ཤེས་ཡོན་གྱི་ བོམས་འདྲིས་སློབ་སྦྱོང་ བརྒྱུ་ལྗོངས།

སྤྱི་ཚབ་དམིགས་ཕྱུག་ལ།

- ༡ དཔལ་ལྷན་འབྲུག་པའི་འབངས་མི་མེད་དྲུག་ཞན་ཆེ་ཆུང་མེད་པ་གེར་ ཕྱི་གཞུགས་ཀྱི་སློབ་སྦྱོང་ འདེད་པའི་ཕྱི་མཐོང་ཤེས་ཡོན་གྱི་ འཕྲུལ་ལུས་འགོ་བཟུང་ལྟེ་ ལྷོ་གསུམ་གྱི་སློབ་སྦྱོང་ལམ་གཅི་འབད་དུང་ ཚུ་ལ་མཐུན་འབད་ འབད་ཚུགས་ནི་ལུ་ བྱམ་ཚུད་འཇུག་ནི།
- ༢ སྤྱི་གཞུགས་ལུ་ལྷན་གཞུག་འདྲི་གིས་ རྒྱ་ལཱ་ཁབ་གྱི་རང་དབང་རང་བཅོན་དང་རྒྱ་གསུམ་ འབྲུམ་པ་མེད་པ་འབད་ གནས་ཚུགས་ནི།
- ༣ སྤྱི་གཞུགས་ལུ་ལྷན་གཞུག་འདྲི་ལུ་ ཡིད་ཆེས་དང་ དང་ལེན་གྱི་ཐོག་ལས་ ལྷན་ལུ་གསུམ་གཉིས་གྱི་བདེ་བ་ རྒྱལ་ ཡོངས་དགའ་སྤྱིད་དཔལ་འཇོམས་གྱི་དམིགས་ཕྱུག་ལུ་འབྲུལ་ཚུགས་ནི།

ཕྱི་ལུས་འགོ་སློབ་ལམ།

དམིགས་ཕྱུག་ལ།

སྤྱི་གཞུགས་ལུ་ལྷན་གཞུག་འདྲི་གིས་ ལུས་ ཉུས་ གནས་སྤངས་དང་བསྐྱུར་ཉེ་ ཉུས་རྒྱུན་རང་མེད་མི་ཆེ་བཅོན་ ལག་ལེན་ འཐབ་དགོ་པའི་ བཀའ་བཞེད་དང་ བོད་དང་གྱི་ར་ལ་མོགས་པའི་ རྫོན་ཆས་དང་ བཟའ་བཅའ་འགྲོགས་སྤངས་དང་ ལ་ ལྷན་ལུ་ལྷན་གཞུག་ལུ་ དང་བཅོན་དང་སྤྱན་རློབ་གི་ཐོག་ལས་ ཚུ་ལ་དང་མཐུན་པའི་ ལག་ལེན་འཐབ་ཚུགས་ རྒྱ།

༡༽ བཏོན་དང་དགྱིར།

- ༡ རྫོན་ཆས་གྱི་ལུངས་དང་དགོས་པ།
- ༢ རོ་ཆས་གྱི་བཟོ་དོན།

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3 མོཚས་ཀྱི་བདེ་དོན།

ལས་དོན།

- 1 དོན་ཚན་འདི་མཚུགས་སྐྱེས་པ་ ལྷན་མི་ཚུ་གིས་-
- 2 རང་ལུགས་ལྷོན་ཚས་ཀྱི་རྫོན་དང་ དེའི་ཁྱད་སྤངས་དང་དགོས་པ་ཚུ་ བཤད་ཚུགས་དགོ།
- 3 ཨོ་མོའི་ལྷོན་ཚས་ཀྱི་དབྱེ་བ་དང་ བདེ་དོན་ཚུ་བཤད་ཚུགས་དགོ།
- 4 ལྷོན་ཚས་ཚུ་ ཚུལ་དང་མཐུན་མ་འབད་ལྷོན་ཚུགས་དགོ།

སློབ་ལཱ།

- 1 ལྷན་མི་ཚུ་རེ་རེ་བཞིན་ཏུ་ ལྷོན་ཚས་ཀྱི་ཁྱད་སྤངས་དང་དགོས་པ་ཚུ་ ག་ཤེས་པ་ཅིག་སླབ་བཅུག་ནི།
- 2 ལྷོན་ཚན་འབད་ ཉེར་མཐོའི་སློབ་ལཱ་ ལྷག་དེབ་འདི་ལྷག་བཅུག་ཞིན་མ་ལམ་ ཁྱད་སྤངས་དང་དགོས་པ་ཚུ་སླབ་བཅུག་སྟེ་ ཉེ་མ་སླབ་མི་ཚུ་དང་ ག་བསྐྱར་འབད་བཅུག་ནི།
- 3 ལྷན་མི་ཚུ་ལཱ་ ཁྱད་སྤངས་དང་དགོས་པ་འོ་སྐོར་ལམ་ སློབ་དཔོན་གྱིས་ཅི་བཟུངས་ལན་འབད་ནི།
- 4 སློབ་དཔོན་གྱིས་ ཨོ་མོའི་ལྷོན་ཚས་ཀྱི་བདེ་དོན་ཟེར་མི་འདི་ ཅི་བཟུངས་ལན་གྱི་ཐོག་ལས་ རྫོན་འབད་དེ་གོ་དོན་སློབ་ནི།
- 5 གོ་དང་དུའི་ལཱ་གསུམ་ ལཱ་ཚོགས་ལཱ་ གོང་ལ་མོགས་པ་ཚུ་གི་བདེ་དོན་ག་ཅི་ཡིན་ན་དང་ བདེ་དོན་ག་ཞན་ཡང་ག་ཅི་རེ་ཡོད་ག་ ཉེར་མཐོའི་དཔོན་པོ་ལག་ལེན་འཐབ་སྟེ་ འཚོལ་བཅུག་ནི།
- 6 ལྷན་མི་ཚུ་རེ་རེ་བཞིན་ཏུ་ གོ་དང་ལ་འབོ་སྟེ་ གོ་དང་དུའི་ལྷོན་བཅུག་གོ། དེའི་སྐབས་ལཱ་ སློབ་སློབ་པ་གིས་ ལྷོན་ཐངས་ལྷོན་ག་འབད་དེ་ ལྷོན་ཡོན་བཤད་དེ་ལེགས་བཅོས་འབད་དགོ།

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2) བཀའ་ཞེ་དང་རྒྱུ་རྒྱུ་

- 1 བཀའ་ཞེ་འདི་ལྷུ་དང་འདྲེ་ལོ་སྤུ་ལ།
- 2 མོ་བ་ལམ་དང་དབྱེ་བ་ བཀའ་བཟང་སྤ།
- 3 རྒྱུ་རྒྱུ་ མོ་བ་ལམ་དབྱེ་བ་བཀའ་བཟང་སྤ།
- 4 བཀའ་ཞེ་དང་རྒྱུ་རྒྱུ་ལྷུ་རྒྱུ་བཟང་སྤ།
- 5 ལྷུ་རྒྱུ་བ་དགོ་པའི་དུས་ཚོད།
- 6 བལྟ་བུ་ལྷེ་འབག་བཟང་སྤ་དང་ ལྷུ་ལྷུ་དང་ལོ་སྤུ་ལ།

ལས་དོན།

དོན་ཚན་འདི་མཚུགས་ལྡན་དང་ ལྷུ་བ་མི་རྒྱུ་གིས་ :-

- 1 རང་ལྷུ་གསལ་བཀའ་ཞེ་དང་རྒྱུ་རྒྱུ་བཀའ་དགོ་པའི་ ལྷུ་དང་འདྲེ་ལོ་སྤུ་ལ་རྒྱུ་ བཟང་ལྷུ་གསལ་དགོ།
- 2 བཀའ་ཞེ་དང་རྒྱུ་རྒྱུ་གི་ རྒྱུ་སྤུ་གཞི་དང་ དབྱེ་བ་ ཚད་རྒྱུ་ རོ་སྤུ་ལེན་འབད་ལྷུ་གསལ་དགོ།
- 3 བཀའ་ཞེ་དང་རྒྱུ་རྒྱུ་བཀའ་བཟང་སྤ་རྒྱུ་ ལྷུ་དང་མཐུན་ཉོག་ཉོ་འབད་ བཀའ་བཟང་གསལ་དགོ།
- 4 བཀའ་ཞེ་དང་རྒྱུ་རྒྱུ་བལྟ་བུ་ལྷེ་འབག་བཟང་སྤ་དང་ ལྷུ་ལྷུ་དང་ལོ་སྤུ་ལ་རྒྱུ་ ལྷུ་ལ་མཐུན་ལག་ལེན་འབབ་ ལྷུ་གསལ་དགོ།
- 5 བཀའ་ཞེ་དང་རྒྱུ་རྒྱུ་ ལྷུ་ག་ ལྷུ་རྒྱུ་བ་དགོ་པའི་ལེན་ལྷུ་དང་ ལྷུ་རྒྱུ་བ་བཟང་སྤ་རྒྱུ་ལོ་སྤུ་གསལ་དགོ།

ལྷུ་དབྱེ་བ།

- 1 ལྷུ་བ་མི་རྒྱུ་ལྷུ་ བཀའ་ཞེ་འདི་ ལཱ་འབད་བཀའ་བ་དགོ་པའི་ལེན་ ལཱ་ལྷུ་བཀའ་བ་དགོ་པའི་ལེན་ ལྷུ་དང་ དགོ་སྤུ་ལ་རྒྱུ་ ལོ་དང་ལྷུ་ཚན་ནང་ ལྷུ་རྒྱུ་ལྷུ་ལཱ་ལཱ་ག་ ལྷུ་ལྷུ་གོ་སྤུ་ལཱ་ལཱ་དེ་ དམངས་ལཱ་སྤྱེ་བ་བལྟ་གི།

(Page 3 of 6)

2. བཀའ་ཉེ་དང་རྒྱུང་བཀའ་བཟངས་ཚུ་ དཔེ་སྟོན་འབད་བཟུག་ཞིན་ན་ ཚམས་གཞན་མི་ཚུ་ལཱ་ བཏུབ་མ་བཏུབ་སྐྱབ་བཟུག་ནི། མཇུག་རྫོབ་སྟོན་པ་གིས་ དཔེ་སྟོན་འབད་མཁུ་ ལྷབ་མི་ཚུ་གིས་ དཔེ་ལྟ་སྟེ་ བཀའ་བཟུག་ནི།
3. བཀའ་ཉེ་དང་རྒྱུང་བཀའ་བཟུག་ཞིན་ན་ ཞབས་ལཱ་ལེའུ་ཐེངས་གཅིག་ཀྱང་བཟུག་ནི། ཞབས་ལཱ་འདི་ རྒྱབ་ཚུངས་མཁུ་ ལྷབ་མི་ཚུ་གིས་ བཀའ་ཉེ་དང་རྒྱུང་བཟུག་ཚུ་ ལྷག་ཀྱང་བཟུག་ག་ལཱ་ནི། དེ་ལས་ ལྷག་མ་ རྒྱབ་མི་ཚུ་ལཱ་ ལྷག་ཀྱང་དགོ་པའི་དུམ་ཚེད་དང་ ལྷག་ཀྱང་བཟངས་ཚུ་ སྟོན་སྟེ་ ལྷག་ཀྱང་བཟུག་དགོ།
4. བཅའ་མར་གཏོགས་མི་ མོ་མོ་རེ་ལཱ་ བཀའ་ཉེ་དང་རྒྱུང་བཟུག་ཚུ་བཀའ་མ་དགོ་པའི་ས་གོ་ནང་སྟོན་པ་དང་ ཀའ་ཕྱེ་འབག་པ་ཞིན་ན་ དཔེ་སྟོན་འབད་བཟུག་ནི། དེ་བསྐྱར་བཅའ་མར་གཏོགས་མི་གཞན་གྱིས་ ལྷོ་རྟོག་ འབད་དེ་ བསམ་འཚར་སྐྱབ་བཟུག་ནི། དེའི་གྲུ་ལཱ་ སྟོབ་སྟོན་པ་གིས་ བཀའ་ཉེ་དང་རྒྱུང་བཟུག་ བསྐྱབ་ བཟངས་དང་འབག་བཟངས་ཚུ་སྟོན་སྟེ་དགོ།

3) དག་གི་སྒྲིག་ལམ་གྱི་ལམ་གྱི་

1. སྒྲི་དོན།
2. ལས་ལུ་བཟངས།
3. བཀའ་ཉེ་དང་རྒྱུང་བཟུག་ལཱ་ལུ་བཟངས་དང་སྐྱབ་བཟངས།
4. བཟུང་འཕྲིན་དང་འགྲུལ་འཕྲིན་ནང་ལས་ལུ་བཟངས།
5. བསྐྱབ་ལེན་དང་ལུ་བཟངས་འབད་བཟངས།
6. མ་མཐའི་བསྐྱབ་བཟུག།
7. དགོ་གསལ་གཏུམ།

ལས་དོན།

- སྟོབ་ཚུན་འདི་མཇུག་བཟུག་དང་ ལྷབ་མི་ཚུ་གིས་:-
1. དག་གི་སྒྲིག་ལམ་གྱི་སྐོར་ལས་ལོད་པའི་ སྒྲི་དོན་ཚུ་ལྷག་སྟེ་ གོ་དོན་ལེན་ཚུ་གསལ་དགོ།

- 2 ལུལ་ཚེ་འབྲིང་རྒྱུ་གསུམ་དང་གཅིག་ཁར་ བཀའ་ཤོད་གྱི་སློབ་ལས་ འགྲེལ་བཤད་ས་དང་ལྷན་བཤད་ས་ཚུ་
རྒྱུ་དང་ལྷན་དྲོག་དྲོག་འབད་ འབད་རྒྱུ་གསེད་གོ།
- 3 བརྒྱན་འཕྲིན་/འགྲུལ་འཕྲིན་ནང་ འགྲེལ་ད་ ལུས་ཞབས་དང་འབབ་ལེ་ཐོག་ལས་ ལྷལ་གེས་
དགོ།
- 4 ཡམ་གྱི་བསྐྱབ་བུ་ཚུ་ མེས་མཁར་དན་ཏེ་ ལག་ལེན་འབབ་དགོས་དང་ ལམ་ལུ་གོ་བཤད་ལྷེལ་
རྒྱུ་གསེད་གོ།
- 5 དཔྱོགས་གཏམ་ལུ་ དབང་ལུ་མ་ཤོར་བར་ གཏམ་གྱི་བདེན་ཚུན་ བརྒྱུ་གསེད་དཔྱད་རྒྱུ་གསེད་
དགོ།

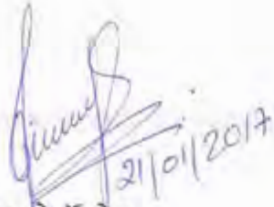
སློབ་ལྗན་

- 1 འབབ་མར་མི་རྒྱ་གི་ བསམ་དོན་འགྲུབ་དགོས་ཅིན་ དོག་གི་དོན་ཚན་ཚུ་ལས་ གཅིར་ལག་ཏུ་
ཀ། དཔེར་ན།
ག རོགས་གྱི་མེས་མཁར་དགོས་པ།
ཁ ལྷལ་བཤད་ས་དང་ལྷན་བཤད་ས་ལུ་ལམ་ལེན་པ།
ག རོགས་གྱི་སྐབ་མི་ལུ་ཚ་གནས་འབད་དགོས་པ།
མོ་བ་རྩོམ་པ་གིས་ ལྷག་གི་དོན་ཚན་ག ཁ ག 2 ལས་ ལྷལ་བཤད་ས་དང་ལྷན་བཤད་ས་ལུ་ གཅི་ཚེ་
བདེ་སློབ་ལས་ བསམ་འཆར་རྒྱུ་བཟུང་གོ།
- 2 མི་གཉིས་རྩོམ་པ་ཏེ་ གཅིག་གིས་གཅིག་ལུ་ འགྲུལ་འཕྲིན་ནང་འབད་ ལྷལ་མ་2 དེ་ཅིག་ཚོ་སྐྱེལ་
བཟུང་། འདི་ལི་ ལྷལ་ས་ བཅའ་མར་གོ་གསེ་མི་གཞན་མི་ཚུ་ རྩོམ་པ་མར་ཉན་པུ་གཞིན་ན་
བཟུང་མ་བཟུང་གི་སློབ་ལས་ ལྷལ་བཟུང་གི་ རྩོམ་པེན་ཚུ་བཤད་བཟུང་།
- 3 རྩོམ་པེན་གསུམ་ཚན་/མི་ལྷེ་ལི་ནང་ དཔྱོགས་གཏམ་ལུ་བརྟེན་ཏེ་ ལྷལ་མ་མ་བདེ་ལྷུང་ལེ་
གནས་སྐྱེད་ གདེ་སློབ་ མཚོང་ཅི་ རང་མེད་བསམ་འཆར་བཤད་བཟུང་།

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ལྟོག་ལམ་རྣམ་གཞག་དེབ་མེར་ཚོར་གྱི་འཕྲིང་པ།

- ༡ ལྟོག་ལམ་རྣམ་གཞག་དེབ་མེར་ཚོར་གྱི་འཕྲིང་པ།
- ༢ ལྟོག་ལམ་རྣམ་གཞག་ རྩིས་སུ་འཇགས་པ།
- ༣ ལྟོག་ལམ་རྣམ་གཞག་གི་ཕྱོད་འཇུག།
- ༤ ལྟོག་ལམ་རྣམ་གཞག་གི་མཐོང་སྒྲུབ་ལུང་།
- ༥ ལྟོག་ལམ་རྣམ་གཞག་གི་མཐོང་སྒྲུབ་ལུང་།



འཇགས་པའི་འཇགས་པ།

ལྟོག་ལམ་རྣམ་གཞག་གི་འཕྲིང་པ།

Courtesy: Department of Culture
MoHCA.

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Annexure 8: Precautionary Note during monsoon season



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

ཀམ་འབྲུག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education
Department of School Education



MoE/DSE/31/2014/ 4089

29th May 2014

All Dzongkhag/Thromde Education Officers
Dzongkhag/Thromde Administration.

Subject: Safety Measures during Monsoon Season

Dear All

As instructed by Hon'ble Secretary of Ministry of Education, the Department of School Education would like to direct all the Dzongkhag Education Officers/Thromde Education Officers to instruct all the School Principals/ECR In-charges in your respective Dzongkhags/Thromdes on the precautions to be taken by all the students, staff and family due to the high risk posed by the swollen rivers and streams with the onset of the monsoon season.

In the past years we had sad incidences where some of our students lost their lives during such weather conditions and we strongly feel that such incidences could have been easily avoidable had we instructed them on the safety measures to be taken. With the School Disaster Management Plans being in place, it is highly expected that such incidences should not be repeated.

Therefore, as a precautionary measure, you are required to instruct all the Principals and ECR In-charges to clearly brief all the students and staff NOT to go to riversides/streams. It is also to remind all schools, students and parents to take care and ensure all young children are accompanied by either older siblings or family during such bad weather conditions.

Yours Sincerely


(Karma Yeshey)
DIRECTOR

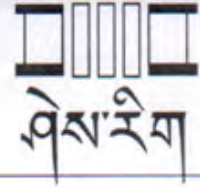
Cc:

1. Hon'ble Minister, Ministry of Education, for kind information
2. Hon'ble Secretary, Ministry of Education, for kind information
3. Chief Liaison Officer, School Liaison & Coordination Division, for information

Annexure 9: Precautionary Note during monsoon season



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།
Royal Government of Bhutan
Ministry of Education
Department of School Education
School Planning and Coordination Division



DSE/SPCD/DMU(1)/2016/ 247

25th July 2016

Dasho Dzungda/Dasho Thrompon
Dzongkhag/Thromde Administration.

Subject: *Safety Measures during the Monsoon Season*

Dear Dasho,

The Department of School Education, MoE, would like to request all the Dashos to instruct the DEOs/TEOs in respective Dzongkhags/Thromdes on the precautions to be taken by the students, staff and family due to very high risk posed by heavy and continuous rain caused across the country. This had led to swollen rivers and streams, roads and bridges being washed away.

Therefore, as a precautionary measure, we would like to request Dasho to strictly instruct all the DEOs/TEOs to clearly brief all the students, staff and their family members NOT to go to riversides /streams. It is also to remind all schools, students and parents to take care and ensure all young children are accompanied by either older siblings or family during such situations.

Yours Sincerely


(Karma Yeshey)
SECRETARY

1. Hon'ble Minister, Ministry of Education, for kind information
2. Chief Programme Officer, SPCD, DSE, for necessary action
3. DEOs/TEOs for necessary support
4. *Offg. DG, DSE for kind information and necessary action.*

Annexure 10: Observation of 21st September as the Earthquake Drill Day



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག་།
Department of School Education



DSE/SLCD/11/2015/ 6075

4th September 2015

Dasho Dzongda/Dasho Thrompon
Dzongkhag /Thromde Administration.

Subject: Observation of 21st September as the Annual Earthquake Mock Drill Day

Dasho

With the recent two major earthquakes in Nepal where the shakings were felt in Bhutan, it is time for all the schools to be prepared and respond in case of earthquake in future. With two rounds of training on Disaster Management being completed in almost all Dzongkhags and with School Disaster Management Plans in place in all the schools, it is expected that all the schools have the required capacity to conduct earthquake drills.

As such, the Department of School Education would like to apprise Dasho to kindly notify all the Dzongkhag/ Thromde Education Officers and schools in your respective Dzongkhags/ Thromdes that 21st September of every year is to be observed as the EARTHQUAKE MOCK DRILL DAY to commemorate the earthquakes of September 2009 and 2011.

Therefore, we would like to request Dasho to instruct all the schools to conduct earthquake drills in your respective Thromdes/Dzongkhags on 21st September and share the reports of the drills with Education in Emergencies Unit of the Department of School Education at yangt_dorji@yahoo.com.

Yours Sincerely


(Sangay Zam)
SECRETARY

Cc:

1. Director General, Department of School Education, MoE, for kind information
2. Director, Department of Disaster Management, MoHCA, for kind information
3. Chief Programme Officer, School Liaison & Coordination Division, for information
4. Dzongkhag /Thromde Education Officers, for necessary support

Annexure 11: Reminder for observation of 21st September as the Earthquake Mock Drill Day



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education
Department of School Education
School Planning and Coordination Division



DSE/SPCD/DMU (11)/2016/ 1135

9th September 2016

Dasho Dzongdag/Dasho Thrompon
All Dzongkhags/Thromdes Administration.

Subject: Reminder for observation of 21st September as the Annual Earthquake Mock Drill Day.


Dasho

Kindly refer to our letter No. DSE/SLCD/11/2015/6075 dated 4th September 2015 requiring all the schools in the country to observe 21st September every year as the EARTHQUAKE MOCK DRILL DAY.

In this regard, the Department of School Education would like to request Dasho to kindly remind Dzongkhag/Thromde Education Officers and schools to observe 21st September as the EARTHQUAKE MOCK DRILL DAY to commemorate the Earthquake of 21st September 2009 and 2011.

Further, the schools also may be encouraged to try and involve parents/local communities on that day so that the local public is also created awareness on Disaster Risk Reduction/preparedness as much as possible.

Sincerely yours


(Karma Souath)
Offtg. Director General

Copy to:

1. Honourable Secretary, Ministry of Education, Thimphu, for kind information.
2. Director, Department of Disaster Management, MoCHA, Thimphu, for kind information.
3. Chief Program Officer, School Planning and Coordination Division, Department of School Education for information.
4. Dzongkhag/Thromde Education Officers for information and necessary action.
5. Webmaster, Ministry of Education, to upload in Education Website.

Annexure 12: Boarding Policy



དཔལ་ལྷན་རྒྱུན་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education



MINISTER

Ref.No. MoE/EO/2016/ 361

27/06/2016

Executive Order

This executive order is being issued to revoke the boarding policy of 1995 and allow public and private schools as well as private hostels to start boarding facilities in rural as well as urban areas with effect from 2017 academic year.

In view of this notification, the Ministry of Education would like to urge all interested schools wishing to offer boarding facilities as well as private hostels operators to take note of the following criteria to ensure physical, emotional, and psycho-social safety, proper care, and full engagement of the students in the hostels:

1. Boys' and girls' quarters shall be distinctly separated and shall follow the requirement of physical infrastructure as reflected in the Guidelines for the establishment of Private Schools in Bhutan.
2. Schools or private hostels shall put in place qualified warden and matron who shall reside in the hostels to ensure proper care and guidance to the boarders.
3. School principals or hostel managers shall reside in the campus to provide over all guidance and directions to the wardens and matrons and also to ensure safety of the boarders.
4. The schools/private hostels shall have infirmary as reflected in Annexure 1 of the Guidelines for the establishment of Private Schools in Bhutan with basic health supplies. Warden or matron shall be the first point of reference for any health issues amongst boarders. The more serious cases shall be referred to the hospital or the nearest BHU.
5. Teachers, wardens and matrons shall educate students on the importance of proper health and hygiene practices.
6. The schools/private hostels shall abide by BAFRA regulations and guidelines for boarding meals in order to ensure food safety. The school shall offer balanced diet as prescribed in the Bhutan Dietary Guidelines for School Children 2015. School cooks shall undergo the necessary training so that students are provided with healthy meals prepared.
7. The schools/private hostels shall have scheduled timing for morning, evening and night studies and timing for co-curricular and extra-curricular activities such as reflection, journaling, and sharing circles that shall give boarders a safe space for expressing emotional concerns, feelings, or issues.

This executive order is issued on 27 June, 2016 coinciding with the 22 day of the fifth month of the Bhutanese calendar.

Norbu Wangchuk
Sherig Lyonpo

Annexure 13 : Budget Proposal

Annexure 14a

Ministry/Agency/Dzongkhag/Gewog:

Department/Sector:

Regional/Field Office:

Pay and Allowances for FY 2016-2017

Sl. No.	Name of the Employee	Designation	Position Level	Basic Pay (A)	Increment (Due on January) (B)	Increment (Due on July) (B)	Personal Pay (C)	Allowances						LE (J)	Fund Required					
								Professional Teaching (D)	House Rent (E)	High	Difficulty Area (G)	Other Monthly Allow if any (H)	Lump sum Annual Allow. (I)		Pay & Allow. 1.01	OPE 2.01	PF 24.03	LTC 11.01		
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
13																				
14																				
15																				
16																				
17																				
18																				
19																				
20																				
21																				
22																				
Total																				

Pay & Allowances (1.01+2.01) -
 Provident Fund (24.03) -
 LTC (11.01) -

Note:

If the employee is on EoL, Study Leave with Pay and without Pay then provide the date (e.g. from 01.02.2015 to 31.12.2015)

Annexure 14 b_Financial Guidelines and budget proposal format for Autonomous Schools

Budget Proposal for FY 2016-2017

Autonomous School:					
Object Codes	Budget FY 2015- 2016	Expenditure (1.7.2015- 31.12.2015)	Proposal FY 2016- 2017		Write Up (Narrative and Cost
1.01 - Pay & Allowances				Staff Leave Encachment Nu.	
2.01 - Other Personnel Emolument				Staff Leave Encachment Nu.	
5.01 - Stipends				No. of Boarders No. of Day Stds.	
11.01 - Travel Incountry				LTC	
12.01 - Utilities-Telephone, Telex, Email, Internet				Internet Rate pm Telephone: No. of lines*Rate*months	
12.02 - Utilities-Telegram, Wireless, Transmission, Postage				Based on past expenditure	
12.03 - Utilities-Electricity, Water, Sewerage				Based on expenditure	
12.05 - Utilities-Fuelwood				No. of Truck Load Per Month * Rate * 10 Months	
14.01 - S&M-Office Supplies, Printing, Publications				Based on past expenditure	
14.02 - S&M- Medicines & Laboratory consumables				Based on past expenditure	
14.06 - S & M - Uniforms, Extension Kits, Linens				Cooks @ Nu. 1000	
14.07 - S&M-Textbooks, Library Books, stationeries & Sports Items				Textbooks Library books Sports:	
15.01 - Maintenance of Property-Buildings				If the amount is high, please submit the estimates as well	
15.02 - Maintenance of Property-Vehicles				Please submit Inventory	
15.05 - Maintenance of Property- Equipment				Based on past expenditure	
15.07 - Maintenance of Property- Computers				Based on past expenditure	
15.09 - Maintenance of Property- water supply, sewerage and play field				Based on past expenditure	
17.01 - Op. Exp. - Advertising				Based on past expenditure	
17.02 - Op. Exp. - tax, duties, royalties, handling charges				Based on past expenditure	
17.03 - Op. Exp.-Transportation				Based on past expenditure	
17.08 - Op. Exp.- Incountry Meetings & Celebrations				National Day/HMBirthday/ Coronation Day. No of stds * Rate Nu. 60 per std * 4 occasions	
24.03 - Contributions-PF					
25.01 Retirement Benefits				Supperannuating Staff	
Total					

Calculation of Retirement Benefits (P1-P5)

	Benefits	Amount	Workings
1	Transfer grant		One month's basic pay
2	Travelling Allowance		One month's basic pay
3	Transport Charges		I. No. of kms * 8 MT * Nu. 7.84 (rate on hill routes) or Nu. 5.18 (rate on plain routes) II. 10 Pack Pony (non motorable road) Maximum ceiling Nu. 27,000.00
4	Gratuity		Basic Pay * No of Years of Service (eg. 20 years 6 months and more will be rounded off to 21 years, refer BCSR 2012, page 392) Maximum ceiling Nu. 1,500,000.00
5	Vacation Salary		One month basic pay+HRA+Teaching Allowance+Contract Allowance+Any other Allowances (Service less than 7 months but more than 3 months in one academic year) 2 month basic pay+HRA+Teaching Allowance+Contract Allowance+Any other Allowances (Service 7 months and more in one academic year)
6	Encashment of Leave		Basic Pay/30 or 31 days * Leave Balance (Can encash upto 90 days)
	Total Entitlements	-	

Fund Availability

	Pay		One month
1	Teaching Allowance		One month
2	House Rent Allowance		One month
3	Contract Allowance		One month
4	Any other Allowance		One month
5	Provident Fund		Basic Pay * 11% for one month
6	Total Basic Pay for One Month	-	
7	To meet from balance Salary, PF & Allowances		(Remaining No. of months * Total Basic Pay for One Month)
8	To request from MoE	-	
9	Total Entitlements	0	

Calculation of Retirement Benefits (S1-O4)

	Benefits	Amount	Workings
1	Transfer grant		One month's basic pay
2	Travelling Allowance		One month's basic pay
3	Transport Charges		I. No. of kms * 4 MT * Nu. 7.05 (rate on hill routes) or Nu. 3.95 (rate on plain routes) II. 7 Pack Pony (non motorable road, BCSR pg. 330) Maximum ceiling Nu. 15,000.00
4	Gratuity		Basic Pay * No of Years of Service (eg. 20 years 6 months and more will be rounded off to 21 years, refer BCSR 2012, page 392) Maximum ceiling Nu. 1,500,000.00
5	Encashment of Leave		Basic Pay/30 or 31 days * Leave Balance (Can encash upto 90 days)
	Total Entitlements	-	

Fund Availability

1	Particulars		
2	Pay		One month
3	Teaching Allowance		One month
4	House Rent Allowance		One month
5	Contract Allowance		One month
6	Any other Allowance		One month
7	Provident Fund		Basic Pay * 11% for one month
8	Total Basic Pay for One Month	-	
9	To meet from balance Salary, PF & Allowances		(Remaining No. of months * Total Basic Pay for One Month)
	To request from MoE	-	
	Total Entitlements	0	

MINISTRY OF EDUCATION

Inventory Form II: Inventory of VEHICLE FY 2016-2017

Administrative Unit: 209.01 Ministry of Education

Program 01(Type School Name)

Sl.	Type of Vehicle	Make	Registration No.	Year of	Cost (Nu.)	Source of Finance	Acquired/ Transferred From	Present Location	Present Condition	Alloted to (Designation of Officer)

MINISTRY OF EDUCATION

Inventory Form I: Inventory of BUILDING FY 2016-2017

Administrative Unit: 209.01 Ministry of Education

Program 1 (Type School Name)

Amount in Ngultrums

Sl. No.	Class of Building	No. of Units	Total Floor Areas (sft)	Type of Construction	Roofing Material	Year of	Cost (Nu.)	Year of Major Repairs	Cost of	Present Condition	Used for

Ministry of Education

Inventory Form III: Inventory of FURNITURE FY 2015-2016

Administrative Unit: 209.01 Ministry of Education

Program 01 (Type School Name)

Sl. No.	Name of Item	Year of Procurement	Cost (Nu.)	Source of Finance	Acquired/ Transferred From	Present Condition	Used For

Ministry of Education

Inventory Form IV: Inventory of EQUIPMENT FY 2016-2017

Administrative Unit: 209.01 Ministry of Education

Program 01(Type School Name)

Sl.	Name of Equipment	Model	Qty.	Year of	Cost (Nu.)	Source of Finance	Acquired/ Transferred From	Present Condition	Used For	Remarks

Ministry of Education

Inventory Form V: Inventory of CHADI/MASK DANCE ITEMS FY 2016-2017

Administrative Unit: 209.01 Ministry of Education

Program

Sl. No.	Name of Equipment	Quantity	Year of	Cost (Nu.)	Source of Finance	Acquired/ Transferred From	Present Condition	Used For

Annexure 14: Use of the utility vans provided to the Central School



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 Royal Government of Bhutan
 Ministry of Education
 Department of School Education
 School Liaison and Coordination Division



Ref: DSE/SLCD-CSU/ADM(1)/2015/ 6214

6th October, 2015

The Dasho Dzongdas
 All Dzongkhags

Sub: Use of Utility Vans provided to the Central Schools

Dashos,

As you are aware, the 24 pilot Central Schools were provided with Utility Vans in order to support them with daily conveyances on various areas of pastoral care and school management. The Ministry expects the Central Schools to be mindful of its use and adhere to the following guidelines.

The schools under the guidance and supervision of Principal are expected to use Utility Vans for the following purposes:

1. Shopping for the school mess and during the school events.
2. To help sick students to reach hospitals / BHUs
3. To transport furniture and other school items within the school compound (especially for schools with huge compound and more than one locations)
4. To attend to emergencies of the students and school faculty. Therefore, the utility vans are expected to be stationed 24/7 in the school premises.

The schools are *not* expected to use Utility Vans for the following:

1. As a duty vehicle for the Principal and school staff on official move beyond the locality / community
2. Hiring the van to the outsiders
3. Deputing the vans for the purpose other than the school

As such, Dasho is requested to instruct schools to adhere to the above guidelines to ensure greater accountability.

Yours Sincerely,

Sangay Zam
 Secretary

Copy to:

1. The Director General, DSE for kind information
2. All Dzongkhag Education Officers
3. All Central School Principals for compliance

Annexure 15: Issuance of Central School facilities



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 Royal Government of Bhutan
 Ministry of Education
 Department of School Education
 School Liaison and Coordination Division



Ref: DSE/SLCD-CSU/ADM(1)/2015/6554

4th December, 2015

The Dasho Dzongdas
 All Dzongkhags

Sub: Issuance of the Central School Facilities

Dasho,

This is to state that under the School Reform Programme, Central School initiatives are launched to improve the overall learning outcomes towards quality education. However, there has been a concern raised by the public with regard to the inconsistencies in the directives related to issuance of student facilities in the Central Schools. Therefore, as proposed by the 14th Central School Task Force Meeting, the Central School facilities has been reviewed and approved by the Ministry as follows:

#	A) School Property	Qty. to be issued	Remarks	#	B) Student Property	Qty. to be issued	Remarks
1	Mattress	1 each	Once in 5 years	1	Gho / Lagay	1 each	Annually
2	Pillow	1 each	Once in 5 years	2	Kira / wonju / Tego	1 each	Annually
3	Blanket / quilt	1 each	Once in 5 years	3	School shoes	1 pair	Annually
4	Bed cover	1 each	Once in 5 years	4	School socks	1 pairs	Annually
5	Plate / mug / spoon	1 each	Once in 5 years	5	Tracksuits and shirt	1 set	Once in 2 years
6	Pillow case	1 each	Once in 2 years	6	Sports shoes (canvas / snickers)	1 pair	Once in 2 years
7	Bed sheet	1 each	Once in 2 years	7	Sports socks	1 pairs	Once in 2 years
				8	Towel	1 each	Annually

For the academic year 2016, schools are expected to procure school uniform and sportswear only for the new students as the current students were provided two sets each only by the mid-year 2015 and is expected to be in good form.

The school uniform and sportswear (Sl. No. B 1 to 7) will also be provided to the day students as well to ensure equity. However, this will come into effect only by 2017 as the budget is not secured for 2016.

This has reference to the approval by the Ministry vide Note Sheet No. DSE/SLCD-CSU/Note Sheet (10)/2015/6544 dated 30th November, 2015.

Yours Sincerely,


 (Karma Yeshey)
 Director General

Copy to:

1. The Hon'ble Secretary, Ministry of Education for kind information
2. The Chief / Dy. Chief Dzongkhag Education Officer for information
3. Officiating Chief Administrative Officer, AFD, MoE for information
4. All Principal of Central Schools for compliance.

Annexure 16 : Standard Ration Scale and Revised Standard Menu

Recommended revised standard menu based on the nutritional content analysis:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast	Chana fried rice and milk tea	Plain rice and ezay (chillies mixed with veg) and suja (butter tea)	Chana fried rice and milk tea	Plain rice and ezay with suja	Fried rice and boiled egg with milk tea	Fried rice and chana curry with suja	Fried rice and boiled egg with milk tea.
Lunch	Rice, dal, mixed vegetable (green leafy veg) with soya meat (nutrela)	Rice, dal, emadatshe	Rice, dal, and meat.	Rice, dal and kidney beancurry.	Rice, dal, mixed veg. (legumes) with soya meat (nutrela)	Rice, dal and meat.	Rice, dal, mixed veg. (other than legumes or greens)
Tea	Milk Tea	Milk tea	Milk tea	Milk Tea	Milk Tea	Milk tea	Milk tea
Dinner	Rice, dal and aludam	Rice, dal and egg curry.	Rice, dal, vegetable with (nutrela)	Rice, dal emadatshe (chillies with cheese)	Rice, dal, mixed veg. (green leafy veg)	Rice, dal, mixed veg. (other than greens or legumes)	Rice, dal, mixed veg. (other than legumes)

P.S: In place of soya chunks (nutrela) – fresh green peas/ wet fish (locally available – Rue and Catla)
 Best replacement for soya chunks (fresh green peas):

Replacement for Soya Chunks

Food Items	Frequency of servings	Ratio per child per day
Fresh green peas	3/week	80grams
Fish (locally available – Rue/Catla)	3/week	80-100grams (1 slice)
Pork	3/week	100-150 grams

Recommended Ration Scale**RGoB Ration Scale person per Day**

Sl. No.	Food items	Frequency of serving	Ration scale per child per day (grams)
1.	Rice	Daily(3 times)	450
		a. Breakfast	130
		b. Lunch	160
		c. Dinner	160
2.	Lentils (dal)	Daily(2 times)	60
		a. Lunch	30
		b. Dinner	30
3.	Oil	Daily (3 times)	45
		a. Breakfast	15
		b. Lunch	15
		c. Dinner	15
4.	Chickpeas (dried chana)	3 times/week	13
5.	Milk powder	Daily (2 times)	10
		a. Morning tea	5
		b. Evening tea	5
6.	Salt	Daily (3 times)	7
7.	Sugar	Daily	10
		a. Morning tea	5
		b. Evening tea	5
8.	Processed Cheese	2 times/week	6
9.	Tea leaf	Daily	2

Meal	Commodity	Grams per child per meal m(For both boarders and day students)
Breakfast	Rice	125
	Chickpeas (Chana)	20
	Oil	10
Lunch	Rice	150
	Yellow split peas (Dal)	20
	Oil	10

Annexure 17: RGoB Food Procurement and Distribution

6.11 RGoB food procurement and distribution schedule

Quarters	FRN dispatch to FCBL	Food Procurement	Food delivery period	Food consumption period in schools
First Quarter	30 November	1 December- 31 January	15 January- 2 February	3 February – 30 April
Second Quarter	28 February	1 March- 15 April	10 April- 30 April	1 May – 30 June
Third Quarter	14 April	15 April- 15 June	10 June- 30 June	1 July – 30 September
Fourth Quarter	13 July	14 July- 14 September	10 September- 30 September	1 October – 17 December

*Annexure 18: School Feeding Monitoring and Reporting***6.12 Overview of monitoring and reporting**

Level	Types of Forms/ Reports	Responsible Person	Timing	Remarks
Principal	Student Information (Enrolment & Feeding Beneficiary Information)	Principal	End of February	<ul style="list-style-type: none"> The student information should reach DEO/SHND latest by end of February. Information is required to calculate the food requirements for the schools. Pre-condition for Food Release Notes (FRN)
Mess Committee	Waybill	School Mess In-Charge/ Principal	1 st Delivery: February 2 nd Delivery: April 3 rd Delivery: June 4 th Delivery: September	<ul style="list-style-type: none"> Mess In- Charge/Principal signs waybill for On-Road Schools. DEO/Delegate signs waybill for Off Road Schools.
	Stock Record Book	School Mess In-Charge	Continuous, Each stock movement	<ul style="list-style-type: none"> Stock Record Book is used for recording daily movement of food stock at the school. Information from Stock Record Book is fed into Commodity Reports to be sent to SHND for centrally procured commodities and to DEO for locally procured commodities. At the end of the month reconciliation of physical balance and stock record book balance should be conducted.
	Stock Balance Report	School Mess In-Charge/ Principal	March 30, June 30, September 30 and December 18	<ul style="list-style-type: none"> Stock report should be sent to SHND with a copy to DEO four times a year.
SHND/ DEO	School Monitoring Report	SHND/DEO	Every School Visit	Findings are shared and discussed among the partners.

Annexure 19: Preparedness for foot hand and mouth disease outbreak in schools



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 Royal Government of Bhutan
 Ministry of Education
 Department of School Education
 School Health and Nutrition Division



DSE/SHND/Diseaseoutbreak(16)2015-16/0410

Date:29/03/2016

The Dzongkhag Education Officer/Thromde Education officer

Sub: Preparedness for Possible Foot Hand and Mouth disease outbreak in Schools

Sir/Madam,

The Department is concerned pertaining to the outbreaks of Hand Mouth and Foot diseases in some private schools in Thimphu recently. Similar cases may occur in schools in other parts of the country.

In this context, the Department would like to request all DEOs/TEOs to inform schools and initiate an awareness programme with the support of the District Health Officials. Schools being largely populated are often the most frequent places where outbreak of diseases can occur. Therefore, joint effort from all relevant stakeholders is required to prevent and minimize the risk from outbreaks in the schools. Please co-ordinate with the Dzongkhag Health Sector to advocate and create awareness on the disease to institute a proper mechanism for prevention as well as early detection of symptoms.

In order to educate and prepare ourselves from Hand Mouth and Foot diseases outbreak, we would like to request you to kindly instruct all schools under your jurisdiction to also maintain hygiene and continue practice handwashing with soap.

Thank you for your continued support.

Yours sincerely,

Karma Yeshey
 Director General

Cc:

1. The Hon'ble Secretary, MoE for kind information.
2. The Hon'ble Secretary, MoH for kind information.
3. The Director, DoPH, MoH for kind information.
4. The Dasho Dzongdags, Dzongkhag Administration for kind information.
5. The Dasho Thrompens for kind information.
6. The CPO, SHND, DSE for necessary action.
7. O/C

8. Webmaster, PAB, MoE for upload on education website.

Annexure 20: Compusory passing in Dzongkha



རྒྱལ་འཛིན་ཤེས་རིག་ཚོགས་སྒྲིལ།
Royal Education Council
Paro : Bhutan



REC/CDC/01/2016-2017/ ༤༧ (

26th Jan 2017**Circular**

The 18th National Education Conference convened at Tashi Namgay Grand, Phuntsholing on January 9-12, 2017 resolved that ***“Dzongkha to (should) be taught as one of the main subjects from classes PP-XII starting 2017 academic session. Students must compulsorily pass in Dzongkha to be promoted to the next higher grade”***. The conference passed the resolution in view of the paramount importance of Dzongkha not only as the primary unifying language but also as one of the fundamental identities of the nation. The primary objective of the resolution was to promote the language in schools and also to up-scale student learning outcomes in the subject.

For timely and proper implementation of the resolution, the following were further decided:

1. The requirement that *“students must score the pass mark in Dzongkha for promotion to the next higher grade”*, shall come into effect only from the 2017 Academic Session and shall not apply to the students who have already appeared their examinations in 2016.
2. From the start of the 2017 academic session, Dzongkha in all class levels (PP-XII) shall be taught by Dzongkha teachers only and not by general teachers.
3. The Human Resource Division of the Ministry of Education and the Dzongkhag/ Thromdey Education Offices shall facilitate the immediate implementation in schools by deploying adequate Dzongkha teachers in all schools.

(Kinga Dakpa)

Director

Copy to:

1. Hon'ble Sherig Nyompo (Vice Chairperson, Royal Education Council), Ministry of Education, Thimphu for kind information.
2. Hon'ble Secretary, Ministry of Education, Thimphu for kind information.
3. The Director General, DSE, Ministry of Education, Thimphu for kind information.
4. The Secretary, Dzongkha Development Commission, Thimphu for kind information.
5. Dasho Dzongdags, all Dzongkhags for kind information.
6. The Secretary, BCSEA, Thimphu for kind information and necessary actions.
7. The Dean, Curriculum Development Centre, REC, Paro for follow-up actions.
8. The Chief, HRD, Ministry of Education, Thimphu for necessary actions.
9. Chief DEOs and TEOs for necessary actions.
10. Principals, all schools, for necessary actions.

Annexure 21: Infusion of EVS in Dzongkha & English for class PP -III



ཀུལ་འཛོལ་ཤེས་རིག་ཚོགས་སྒྲིལ།
Royal Education Council
Paro : Bhutan



REC/CDC/01/2016-2017/ ཨ་རེ

26th Jan 2017**Circular**

The 18th National Education Conference held at Tashi Namgay Grand, Phuntsholing from January 9 to 12, 2017 resolved that, *"In order to strengthen language and literacy, Environmental Studies (EVS) to be infused into Dzongkha and English curriculum for classes PP to III without losing its essence"*. This resolution was endorsed in line with the *Resolution 6: Strengthen primary education with special focus on literacy and numeracy* of the National School Curriculum Conference held at the National Convention Centre, Thimphu on October 29-31, 2016.

The resolution will entail in:

1. the principles and concepts of EVS being integrated into Class PP-III Dzongkha and English curricula based on relevance,
2. number of subjects decreased to three (Dzongkha, English and Mathematics) for students at such young ages,
3. increased number of teaching periods for Dzongkha and English subjects,
4. Dzongkha subjects taught by dedicated Dzongkha teachers as opposed to general teachers, and
5. improved standard of Dzongkha learning (and English) without compromising on the quality of EVS learning in these class levels.

While the development of EVS infused language curricula will begin with immediate effect, they will not be ready for implementation until 2018 Academic Session. Therefore, as an interim measure for 2017, it was decided that Dzongkha language teachers would teach the existing EVS curriculum along with Dzongkha with relatively increased number of periods. To this effect, Royal Education Council will be issuing (by March/ April 2017 or before) standards and guidelines as to how the existing EVS should be taught by Dzongkha teachers. Before such guidelines are received, schools should continue with the teaching of Dzongkha curriculum.

To further support the effective implementation of the resolution, it was decided that relevant authorities/agencies should deploy adequate Dzongkha teachers to schools.

(Ringo Dakpa)
Director

Copy to:

1. Hon'ble Sherig Lyonpo (Vice Chairperson, Royal Education Council), Ministry of Education, Thimphu for kind information.
2. Hon'ble Secretary, Ministry of Education, Thimphu for kind information.
3. The Director General, Department of School Education, Ministry of Education, Thimphu for kind information.
4. The Secretary, Dzongkha Development Commission, Thimphu for kind information.
5. The President, Paro College of Education, Paro for kind information.
6. The President, Samtse College of Education, Samtse for kind information.
7. Dasho Dzongdags, all Dzongkhags for kind information.
8. The Secretary, BCSEA, Thimphu for kind information and necessary actions.
9. The Dean, Curriculum Development Centre, REC, Paro for follow-up actions.
10. The Chief, HRD, Ministry of Education, Thimphu for necessary actions.
11. Chief DEOs and TEOs for necessary actions.
12. Principals for necessary actions.

Annexure 22: Science Textbooks and manual for Class IX and XI



MINISTRY OF EDUCATION
DEPARTMENT OF CURRICULUM RESEARCH AND DEVELOPMENT

ཅུ་གཞུང་ཞིབ་འཛོལ་དང་གོང་འཕེལ་ལས་ཁུངས།

Directorate



Ref No: MOE/DCRD/Adm(23)/2015/ 3663

Date: 30th March 2015.

Circular

The Department of Curriculum Research and Development (DCRD) is in the process of reforming the science curriculum for Classes IV to XII. The development of science textbooks and manuals for Classes IV to VIII are completed and implemented from 2013 academic session. *From 2016 academic session, the three new Science Textbooks (Physics, Chemistry and Biology) each for Class IX and XI will be introduced.* These textbooks have been developed as per the Science Curriculum Framework for Classes PP – XII (2012), and hence has the following salient features.

- The books are designated to conceptual strands of Life processes, Materials and their properties, and Physical processes.
- Although the scientific concepts as such remain unchanged, topics selected to deliver them are different. Topics are more extensive with greater depth, but are developmentally appropriate to this cohort of learners.
- Unlike in the existing textbook, learning activities are designed as connector to the concepts described rather than as reinforcement.
- The mode of assessment has been modified to ensure that the three domains of science learning objectives are achieved. Much emphasis is accorded on the use of competency based test so as to contribute towards 21st Century Education.
- The practical works for class IX are integrated in the form of activities and a separate practical works must be carried out for class XI as stated in the framework.

As such, all Dzongkhags/ Thomdeys must ensure to make necessary arrangements to procure the new Science Textbook for Class IX and XI, and replace the existing textbooks with effect from the 2016 academic session. This circular is also available at www.curriculum.bt of the Department of Curriculum Research and Development.


 (Norbu Wangchuk)
 Officiating Director

Copy to:

Hon'ble Secretary, MoE, Thimphu
 Director General, DAHE, DYS, MoE, Thimphu
 Directors, DSE, MoE, Thimphu.
 Secretary, BCSEA, Thimphu
 Director, Colleges of Education, Paro and Samtse
 Chief, AFD, MoE
 Chief, PIMD, DCRD, MoE
 All Dzongkhag/Thomdey Education Officers

Annexure 23: Introduction of New Textbooks



རྒྱལ་གཞུང་ཤེས་རིག་ཚོགས་སྐྱེ།
Royal Education Council



REC/CDC/01/2015-16/ཉིཔུང

29th Feb 2016

Circular

The Royal Education Council (REC) is in the process of reforming the science curriculum for Classes IV to XII. The development of science textbooks and manuals for Classes IV to IX and XI are complete and implemented from 2013 academic session. *From 2017 academic session the following textbooks will be introduced.*

1. *Physics Textbooks for class X*
2. *Chemistry Textbooks for class X*
3. *Biology Textbooks for class X*
4. *Physics Textbooks for class XII*
5. *Chemistry Textbooks for class XII*
6. *Biology Textbooks for class XII*
7. *Physics Practical Work Manual for class XI & XII*
8. *Chemistry Practical Work Manual for class XI & XII*
9. *Biology Practical Work Manual for class XI & XII*

These textbooks have been developed as per the Science Curriculum Framework for Classes PP - XII (2012), and hence has the following salient features.

- The books are designated to conceptual strands of Life processes, Materials and their properties, and Physical processes.
- Although the scientific concepts as such remain unchanged, topics selected to deliver them are different. Topics are more extensive with greater depth, but are developmentally appropriate to this cohort of learners.
- Learning activities in the textbooks are designed as connector to the concepts described rather than as reinforcement.
- The mode of assessment has been modified to ensure that the three domains of science learning objectives are achieved. Much emphasis is accorded on the use of competency based test so as to contribute towards 21st Century Learning.
- The practical works for class X are integrated in the form of activities and a separate practical works must be carried out for class XII as stated in the framework.
- The project work is treated as mini research work and therefore, a single project work spanned over two years (XI & XII) cumulating to 10 marks for BHSCE.

As such, all Dzongkhags/ Thomsdeys must ensure to make necessary arrangements to procure the new Science Textbook for Class X and XII, and replace the existing textbooks with effect from the 2017 academic session. This circular is also available at www.curriculum.bt of the Royal Education Council.


(Kesang Cholen Dorji)
Director

Copy to:

1. Hon'ble Secretary, MoE, Thimphu
2. Director General, DAHE, DYS, MoE, Thimphu

Annexure 24: Environmental science curriculum as optional subject for Class IX from 2015



MINISTRY OF EDUCATION
DEPARTMENT OF CURRICULUM RESEARCH AND DEVELOPMENT

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Directorate

GNH

MOE/DCRD/Adm(23)/2014/ 3074

Date: 10th October 2014.

Circular

Subject: Environmental Science Curriculum as optional subject for Classes IX from 2015

As per the resolution of the Emergency Curriculum Board Meeting held on the 14th of February 2014, the Department of Curriculum Research and Development (DCRD) is introducing the **Environmental Science Curriculum as an optional subject for Classes IX** in all schools from the 2015 academic session. The launch is to commemorate the 60th Birth Anniversary of our beloved King Jigme Singye Wangchuck.

The rationale for this initiative emanates from, and thereof, is in adherence to the Bhutan Vision 2020; wherein, school curricula need diversification as one of the means to strengthen the career opportunities for children; and it is also towards upholding the importance of environmental conservation as one of the pillars of GNH. Accordingly, as per the standing understanding between the Royal Society for Protection of Nature (RSPN) and the Ministry of Education, the Environmental Science is to be introduced into the formal school curricula from Classes IX to XII in progression, starting from 2015 in Class IX. The subject, however, will be offered as optional subject in these classes. The textbooks for all these classes will be developed and printed, and training on orientation of relevant teachers of all MSS and HSS on the new curriculum will be provided by RSPN, Thimphu.

The goal is to build a cadre of young people equipped with knowledge, skills and values to engage them in the conservation of natural heritage, promoting sustainable and equitable use of natural resources, preventing all forms of environmental degradation in the pursuit of GNH. Therefore, the ES is introduced into the formal curriculum with the following objectives.

- i. To develop knowledge and skills for conserving the natural heritage including rich biodiversity.
- ii. To equip them with tools for addressing sustainable production and utilization, and equitable distribution of natural resources.
- iii. To instil positive attitudes and values towards the environment so that they demonstrate environment friendly behaviour in the sustainable management of the environment.
- iv. To motivate them to take actions towards environmental conservation and uphold the principles of GNH.
- v. To empower them to make right choices for sustainable future with global perspectives and transforming them to be responsible and productive citizens in the 21st century world.
- vi. To contribute towards the general education of learners.

In this regard, the DCRD requests all the Dzongkhag Education sectors to inform their respective MSS and HSS to plan the institutionalization of Environmental Science as another

Director: 272561

Fax: 271991

PABX: 271226/271949/271632/271214

optional subject for Class IX, with effect from 2015, which will be followed in the next higher classes in the subsequent years.

We sincerely solicit kind support and cooperation from all the organizations.


(Kasang C Dorji)
Director

Copy to:

1. Hon'ble Secretary, Ministry of Education, Thimphu
2. Dasho Vice Chancellor, Royal University of Bhutan, Thimphu.
3. The Secretary, BCSEA, MoE, Thimphu.
4. The Director, Department of School Education, Thimphu.
5. The Director, Department of Adult and Higher Education, MoE, Thimphu
6. The Director, Department of Youth and Sports, MoE, Thimphu
7. The Directors, Colleges of Education, Santse and Paro.
8. All Dzongkhag Education officers.

Annexure 25: Environmental science curriculum as optional subject for Class X from 2016



MINISTRY OF EDUCATION
DEPARTMENT OF CURRICULUM RESEARCH AND DEVELOPMENT

ཕྱ་གཞུང་གི་འཛོལ་དང་གོང་འཕེལ་ལས་ཁུངས།

Secondary Curriculum Division



Ref No: DCRD/SCD/01/2015/ 3666

Date: 30th March 2015

The Dzongkhag / Thromdey Education Officer,

Subject: Environmental Science (ES) Curriculum as optional subject for Classes X from 2016

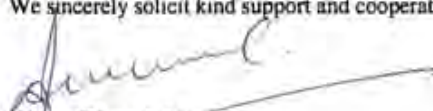
Dedicating to the 60th Birth Anniversary of the *Fourth Druk Gyalpo*, the Environmental Science Curriculum was formally launched on the 21st February 2015 with its introduction into the Class IX as one of the optional subjects with effect from 2015.

The goal is to build a cadre of young people equipped with knowledge, skills and values to engage them in the conservation of natural heritage, promoting sustainable and equitable use of natural resources, preventing all forms of environmental degradation in the pursuit of GNH. Therefore, the ES is introduced into the formal curriculum with the following objectives.

- i. To develop knowledge and skills for conserving the natural heritage including rich biodiversity.
- ii. To equip them with tools for addressing sustainable production and utilization, and equitable distribution of natural resources.
- iii. To instil positive attitudes and values towards the environment so that they demonstrate environment friendly behaviour in the sustainable management of the environment.
- iv. To motivate them to take actions towards environmental conservation and uphold the principles of GNH.
- v. To empower them to make right choices for sustainable future with global perspectives and transforming them to be responsible and productive citizens in the 21st century world.
- vi. To contribute towards the general education of learners.

In this regard, subsequent to the successful launch and introduction of ES in Class IX in 2015, DCRD requests all the Dzongkhag Education sectors to inform their respective MSS and HSS to plan the continuation of *Environmental Science in Class X in 2016*. It is envisaged to scale up to classes XI and XII in the subsequent years and link with the ES course at the Degree level.

We sincerely solicit kind support and cooperation from all the organizations.


 (Norbu Wangchuk)
 Officiating Director

Copy to:

1. Hon'ble Secretary, Ministry of Education, Thimphu
2. Dasho Vice Chancellor, Royal University of Bhutan, Thimphu.
3. The Secretary, BCSEA, MoE, Thimphu.
4. The Director General, Department of School Education, Thimphu.
5. The Director General, Department of Adult and Higher Education, MoE, Thimphu
6. The Director General, Department of Youth and Sports, MoE, Thimphu
7. The Directors, Colleges of Education, Samtse and Paro.
8. Office copy.

Director: 272561

Fax: 271991

PABX: 271226/271949/271632/271214

Annexure 26: Decentralization of HR Functions



**Royal Government of Bhutan
Ministry of Education
Human Resource Division
Thimphu**



Ref No. MoE/HRM/Order/34/2015/ 1034

Date: 11th August 2015

The Dzongdag
Dzongkhag Administration
.....

Thrompon
.....

Sub: Decentralization of HR functions

Dear Dasho,

In order to strengthen the policy of decentralization and in line with BCSR 2012, the 171st Ministry HRC meeting held on 3rd August 2015 decided to decentralize the following HR functions to Dzongkhags and Thromdes that were centrally executed by the Ministry till date.

- i) Superannuation of Education staff (P1 and below)
- ii) Voluntary resignations
- iii) Extraordinary Leave
- iv) Short-term trainings without any financial implication to RGoB


For serial # (ii) and (iii) above, the concerned agency should note the following prior to according the approval:-

- a) Consult HRD, MoE for any mixed mode program related obligations and
- b) Consult HRDD, RCSC for other long-term training obligations
- c) Mention in the EOL approval informing the candidates to report to the Ministry for placement after returning from EOL.

The Dzongkhag Administration and Thromde shall be responsible and accountable for the above HR actions hereafter. The decentralization of above HR functions to the Dzongkhag and Thromdes shall be effective from 15th August 2015. The Ministry would appreciate receiving a copy of HR action taken by Dzongkhags and Thromdes hereafter for information and record.

Thanking you,

Yours Sincerely,


(Sangay Zam)
SECRETARY

Cc:

1. Hon'ble Sherig Lyonpo for kind information
2. Director, RCSC for kind information
3. Chief/Dy. Chief DEO/TEO for necessary information and action
4. HR Officers, Dzongkhag/Thromde for necessary information and action
5. Office copy

Annexure 27: Requirement for Specialist



ROYAL GOVERNMENT OF BHUTAN

**Ministry of Education
HUMAN RESOURCE DIVISION
Thimphu : Bhutan**



MoE/HRD/Notification/2016/ 5487.

8th April 2016

NOTIFICATION

The Ministry of Education is pleased to inform that the following have been approved by the Royal Civil Service Commissions in lieu of requirement of "minimum of one publication (excluding Master's Degree Thesis) in the relevant field" as per the Teacher HR Policy 2014 for Specialist (ES) level promotion for Principals from P1.

1. *Consistent School Performance as per the Performance Management System (PMS) generated by Education Monitoring Division (EMD), DSE.*
2. *Ability to lead and mentor other Principals.*
3. *Record of professional development programme (letter of evidence and certificate (s) conducted and duly verified by the concerned Supervisor.*
4. *Recipient of National Award (for Leadership) if any.*

However, it may be noted that other criteria in addition to the above will remain same as per Teacher HR Policy 2014.

All concerned are requested to review the future proposals for ES level promotion of Principals considering the above prior to submission of proposals to the Ministry.



A handwritten signature in blue ink.

Human Resource Division

Annexure 28: Recruitment of substitute teachers for teachers on maternity leave

ROYAL GOVERNMENT OF BHUTAN
Ministry of Education
HUMAN RESOURCE DIVISION
Thimphu : Bhutan



MoE/HRMS/Contract/32/2016/145

21 June 2016

DashoDzongda/Thrompon
 Dzongkhag Administration

Subject: Recruitment of Substitute teachers for teachers on maternity leave

Dasho,

The Ministry of Education is pleased to inform that RCSC has approved the Ministry's proposal of recruiting teachers on contract as a replacement for the teachers who are on maternity leave and will be availing Maternity leave vide RCSC/HRMD/7/2016/81 dated 7th July 2016.

In this regard, the Ministry and RCSC jointly have come up with "*Guideline to recruit contract teachers for teachers on maternity leave*" endorsed by the Commission for a clear procedures in carrying out the recruitment and assessing the need of substitute teachers prior to the recruitment. The guideline to institute a standard protocol and procedures to be adopted across all schools and Dzongkhags/Thromdes when recruiting substitute teachers on contract is attached.

The Dzongkhag/Thromde can proceed with recruitment of contract teachers only after carrying out the need assessment for the substitute teachers as per the guideline. The recruited contract teachers shall be strictly governed by the guidelines and agreement signed between the Dzongkhag/Thromde and teachers concerned (*Service Agreement attached*). Further, Dzongkhas/Thromdes are fully responsible for the recruitment of contract teachers for teachers on maternity leave.

Therefore, the Dzongkhag/Thromde Administrations are kindly reminded that any lapses occurred from the recruitment, the focal Officers concerned would be made responsible if found during the HR Auditing.

Thanking you for the continued support.

Yours sincerely,

(TshewangTandin)
Offg. SECRETARY

Cc:

1. Hon'bleSherigLyonpo, MoE, Thimphu for kind information.
2. Director General, DSE, MoE, Thimphu for kind information.
3. Director, RCSC, Thimphu for kind information.
4. DEO/TEO, Dzongkhag/Thromde concerned for necessary action.
5. HRO, Dzongkhag/Thromde concerned for necessary action/select the contract type as 'Substitute Teacher' from the dropdown list while processing for EID through CSIS.
6. Office copy

Annexure 29: Compulsory subjects and contact hour for teachers



ROYAL GOVERNMENT OF BHUTAN
Ministry of Education
HUMAN RESOURCE DIVISION
Thimphu : Bhutan



MoE/HRD/Teacher projection/2016/940

Date: August 12, 2016

Notification on Compulsory subjects and contact hour for teachers.

The Ministry of Education would like to notify all the teachers in the field that the Ministry would be using compulsory subject (subject that an individual teacher is comfortable to teach) while calculating teacher requirement.

Moreover, the HRD will not facilitate any change in compulsory subjects provided to the Ministry by the concerned schools routed through Dzongkhags.

Gauging teacher requirement will exclusively be based on the teaching hours allocated for various academic subjects by the Royal Education Council.

The above decisions are the result of the 186th HRC meeting held on 4th August 2016 and Consultative Meeting MoE had with Royal Education Council on 28th July 2016.

A handwritten signature in blue ink, appearing to be 'Kinley Gyeltshen'.

(Kinley Gyeltshen)
Chief HR Officer



HRMD/w/2016

*Annexure 30: Framework for the scout programme in Secondary schools.***Framework for the scout programme in Secondary schools****Framework for the scout programme in Secondary schools (Scouts)**

The Scouting programme supports the wholesome development of youth through activities that focus on helping them to develop personal values to pursue excellence and positive attitude towards life. Scouting therefore supports the wholesome development of Bhutanese youth by:

Involving them throughout their formative years in non-formal, experiential learning and educational activities to help them achieve their full potential as responsible citizens.

Assisting them to acquire leadership qualities and build strong values of “Tha Dhamtsi and Lay Zumday”

The Scout programme is for youth aged between 13 – 17 years (classes VII to XII) and is geared towards promoting citizenship education and self-development through attractive, meaningful and challenging activities focusing on the value of sharing, community living, spirituality, strengthening of brotherhood and making the youth understand their role in nation building.

Sl no	Programme/Objective	Method
1	Selection & Recruitment of new scouts and registration and renewal of old members.	Criteria for selection & recruitment. Creation and maintenance of database for scouts and leaders Introduction to the objective of the scout programme, the scout promise & the law and fundamentals of scouting.
2	Investiture ceremony for new recruits	Awarding of scarfs & badges and oath taking ceremony (either done in clusters or individual schools)
3	Planning, review and monitoring of the programme/activities. Build leadership and Management skills.	Group council (meeting of scout leaders and troop leaders at the beginning and end of the year) for planning and review. Court of Honour (COH). Meeting of Patrol leaders and troop leaders once a month for discussion on issues and challenges.
4	Promote learning by doing and love for nature through outdoor adventure activities	Overnight camping to experience life in nature and application of skills to test scouting values like resourcefulness, cooperation and coordination. Trekking in nature to follow trail signs and application of orienteering skills. Camp fires, Pioneering, Knots, Gadget making & other scout activities.

5	To develop the spiritual side of students through teaching basic concepts of Buddhism and by promoting mindful living.	<p>Spiritual retreats in temples or Gompas for a period of 3-5days (arranged in groups of 10-25 students). Few examples of activities during such retreats could be understanding basic spiritual practices/rituals, obtaining lung for simple daily prayers, taking one day vows and thoughts on how to begin and end the day.</p> <p>Understanding our culture and traditional values.</p>
6	To enhance civic responsibilities and help students acquire skills in social work, volunteerism, health, safety and disaster.	<p>Community service programmes to assist communities, villages, schools, monastic institutions, hospitals, individuals etc.</p> <p>To acquire basic skills on disaster preparedness & rescue, first aid and observation of other health and safety aspects in the schools.</p>
7	Recognition of individual skills	<p>Award of Proficiency Badges for individual skills in outdoor activities, sports, arts & crafts, first aid and culture.</p> <p>Award of Advancement Badges for Kuengao, Maugalbu, Sharibu & Toenpa.</p>

The 4th Annual Scouts Conference was held on 4-6 February 2017 in Gelephu. The 4th Annual Scouts Conference adopted nine resolutions.

Resolutions of the 4th Annual Scouts Conference (4-6 February 2017, Gelephu)

The 4th Annual Scouts Conference adopted the following resolutions:

1. Scouting programme to be instituted in all schools.
(Action: DSAs/TSAs)
2. The land acquisition for the establishment of Regional Scout Centers (RSC) in the southern region (Tsirang) and the central region (Bumthang) to be explored by the respective DEOs and report to SCED.
(Action: SCED/DEOs Bumthang & Tsirang)
3. The Cubs and Scouts to be referred as *Nachung Scouts* and *Nazhoen Scouts* respectively.
(Action: SCED, DSAs/TSAs/ Schools)
4. The Scouts and Culture Education Division to explore scholarships for Leadership Scouts(Class X) in boarding schools in and out of Thimphu.
(Action: SCED)
5. Fundraising for scouting activities which was discontinued following the resolutions of 3rd Annual Scouts Conference shall be reinstated. To this effect, the SCED to come up with proper operational guidelines and distribute to DSA/TSA by April 2017.
(Action: DSAs/TSAs/SCED)
6. BSA/DSA/TSA/Schools to organize Scouting activities which would maximize the learning experiences and learning outcomes.
(Action: School/DSAs/TSAs/SCED)
7. The guidelines for spiritual retreat programme proposed by the SCED need to be reviewed involving relevant stakeholders and professionals and circulate it to the DSA/TSA/schools for feedbacks and implementation.
(Action: SCED)
8. The Dzongkhag/Thromde Scout Focal person shall be referred as Scout Secretary hereafter and the appointment to be done at the discretion of respective DSA/TSA during the Dzongkhag/Thromde Scout Conference.
(Action: DSAs and TSAs)
9. The conference endorsed that all scouting activities in the country should facilitate overall development of the youths through promotion of youth engagement and enrichment programmes.
(Action: School/DSAs/TSAs/SCED)

Annexure 31: Schools Sports programme

1. Objectives of the School Sports Program:

It must be clearly understood that within the education system, the primary objective of the School Sports Programme is to use sports and physical activities as a medium to foster healthy lifestyles, instil values and skills that are essential in life and to make teaching-learning interesting. Therefore, the priority for schools should be to organize diverse sports and physical activities on regular basis and to provide opportunity to all students regardless of age, gender and ability. Remember, every child counts, and it is our responsibility to encourage and facilitate them to take part in sports of their choice.

2. School Wellness Policy and Annual School Sports Calendar:

To carry out the sports and physical activities efficiently and effectively in the schools, it is very vital for schools to have defined policy and annual calendar of sports activities. The School Wellness Policy should help school to plan and promote healthy lifestyles through organization of regular sports and physical activities, providing dietary and safety education, etc. It is therefore, highly recommended that school to have an annual calendar for sports and physical activities within the overall school calendar and to ensure effective implementation.

3. Making of Recreation Park in school:

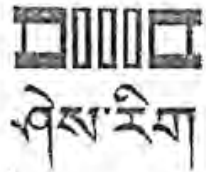
Although the Royal Government invest substantial fund on sports infrastructures and equipment in schools, but the sheer number of schools and student population, it is a known fact that almost all schools do not have adequate sports facilities. Therefore, it is suggested that SSIs in collaboration with the school management to initiate making a small Recreation Park within the school premises using locally available materials which could be used by children during their free time. Totally depending on the only football field, basketball & volleyball courts may not be adequate for all the sports and physical activities to be carried out.

4. Roles and Responsibilities of School Sports Instructors (SSIs):

The main purpose for placing full-time SSIs in schools is to ensure that sports and physical activities are planned and organized in a professional and effective manner in fulfilling the objectives of the School Sports Program. The SSIs should not assume any other full-time responsibility other than the detailed roles and responsibilities as given below. Every SSI is required to prepare an annual plan of programs/activities and ensure its implementation besides having to submit the annual report on time.



ROYAL GOVERNMENT OF BHUTAN
MINISTRY OF EDUCATION
DEPARTMENT OF YOUTH AND SPORTS
 Thimphu : BHUTAN



Ref. No. DYS/GSD (16)2016/953

Date: December 5, 2016

The Chief HRO
 HRMD, Ministry of Education
 Thimphu

Subject: Recruitment of School Sports Instructors (SSIs)

Sir,

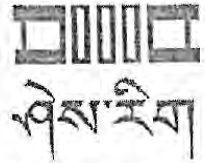
This is in reference to letter no. MoE/HRMD/MISC/40/2016/984 date 15th August 2016 of the Hon'ble Secretary, Ministry of Education on the recruitment of the School Sports Instructors (SSIs) under Dzongkhags/Thromdes. This also has reference to letter No. RCSC/HRMD/ 07/ 2016 date 10th August 2016 of the Royal Civil Service Commission.

The Department is pleased that the RCSC has accorded approval for recruitment of the SSIs for schools with more than 100 students. However, in order to prioritize and also to recruit competent personnel as SSIs, the DYS would like to forward the following proposals for kind consideration and on-ward dissemination to the Dzongkhag/Thromde Administrations.

1. As per the National Strategic Framework for School Sports and Physical Activity (NSFSSPA), the DYS first would like to ensure that all the secondary schools have SSIs and HPE teachers in all primary schools. As such, DYS would like to propose an additional 76 SSIs to be approved to be recruited by the Dzongkhag/Thromde Administrations as per the list attached (Annexure-I) to cover all the secondary schools.
2. While the recruitment of SSIs is being decentralized to the Dzongkhag/Thromde Administrations as indicated in above-mentioned letters, the DYS would like to request the HRMD, MoE to kindly convey and ensure that the Dzongkhag/Thromde Administrations comply with the following points. This is to ensure that competent personnel are recruited for the larger benefit of the system.
 - 2.1 The minimum qualification and standard to be maintained while recruiting SSIs. The minimum standard is class XII passed with sports background and certificate/diploma in sports coaching, which is as per the RCSC's PCS Coach -V level requirements.
 - 2.2 Should have attended the Pre-Service Course organized by the GSD, DYS which is an orientation on the policies, programs, guidelines, responsibilities and maintaining Daily Log of Activities.




ROYAL GOVERNMENT OF BHUTAN
MINISTRY OF EDUCATION
DEPARTMENT OF YOUTH AND SPORTS
Thimphu : BHUTAN



- 2.3 Should abide with the roles and responsibilities as prescribed in the annexure –II (attached).
3. Henceforth, Dzongkhag/Thromde Administrations and schools concerned to maintain the personal files of the SSIs recruited carry out the annual performance appraisal and follow the RSCS rules while extending the contract services. The Dzongkhag/Thromde Administrations also to share the list of SSIs recruited with the GSD, DYS as and when recruited or relieved.
4. The Dzongkhag/Thromde Administrations and schools concerned to ensure that the SSIs maintain Daily Log of Activities which should be the basis for their annual performance rating and contract extension. The same log will also be the basis for the GSD officials or Education Monitoring Division to evaluate the performance of the SSIs.

Sincerely


Gholing Tshering
Director General

CC:

1. The Hon'able Secretary, Ministry of Education, Thimphu.
2. The Chief Planning Officer, PPD, Ministry of Education, Thimphu.
3. The Chief Program Officer, Games and Sports Division, DYS.

**Department of Youth and Sports
Games and Sports Division**

Roles and Responsibilities of the School Sports Instructor (SSI)

1. The SSI is appointed on regular contract for a period of two years which is renewable as per his/her performance.
2. The SSI is to abide by the BCSR-2012 and the terms and conditions executed by the SSI with the MoE/RCSC.
3. The SSI is directly accountable to the Principal and must follow the rules and regulations of the school.
4. The SSI's primary role is to promote and develop sports and physical activities in the school in line with the objectives of the School Sports Program.
5. The SSI must advocate and educate on the importance of sports and physical activities to encourage mass participation.
6. The SSI must NOT carryout full time responsibilities such as mess in- charge, warden, matron or teach academic subjects. However, he/she must assist the school management in short and urgent assignments.
7. The SSI must follow the 'Teachers' Code of Conduct.
8. The SSI is fully responsible for planning, coordinating and effectively implementing the sports and physical activities in the school.
9. The SSI must submit the half yearly report as per the Games and Sports Division's format in time endorsed by the Principal.
10. The SSI with the support of the school management must ensure to have proper/adequate sports equipment/items and also maintain the infrastructure and facilities properly.
11. The SSI with the support of the school management must form sports clubs and also initiate after-school sports activities.
12. The SSI must have a minimum of 15 working hours in a week.
13. The SSI should not be a focal person for any specific sport.
14. The SSI must seek prior approval of the Ministry of Education through proper channel to attend any in or ex-country workshops/trainings/clinics and competitions.
15. The SSI's appointment, transfer and resignation to be carried out as similar to the teachers.

Annexure 32: Admission Criteria for Continuing Education Programme

DAHE/NFCED/6.1/2012/1990

21/12/12

The Principal,
.....

Sub: Admission criteria for CE

Sir/Madam,

The Department of Adult and Higher Education would like to inform you that the Special NFCED Board meeting held on 20th December 2012 has come up with the following changes in the admission criteria for Continuing Education Programme w.e.f. 2013 academic year.

1. Class XI: Class X pass with a gap of 2 years or more.
2. Class X and XII: Failed candidates but registered with BCSEA as Private candidates and not as regular candidates.
3. Class X and XII: Supplementary candidates but registered with BCSEA as Supplementary candidate.
4. Class IX: Class VIII passed, who attained minimum of 18 years.

The above changes have been made with the aim of ensuring the provision of quality education and to control growing drift towards CE programme from the formal schooling. As such we request you to strictly adhere to the above criteria while admitting the candidates for the CE programme.

Thanking you,

**Director General
Department of Adult and Higher Education
Ministry of Education**

Annexure 33 :Advisory on Undergraduate Admission 2016

ADVISORY ON UNDERGRADUATE ADMISSION

Ref. No. DAHE/QAAD/07/2016-2017/

17 Nov. 2016

To: The Principals, All Higher Secondary Schools in Bhutan

The Tertiary Education Policy 2010 mandates the Bhutan Accreditation Council (BAC) for the recognition of higher education qualifications. The Council is the national authority for quality assurance, accreditation, and recognition of qualifications in tertiary education. The Quality Assurance and Accreditation Division under the Department of Adult and Higher Education, Ministry of Education serves as the Secretariat to the Council. The BAC provides the qualifications recognition services, on requests, based on the guidelines prepared in line with the international practices.

Many agencies, including the Election Commission of Bhutan and Royal Civil Service Commission, seek the recognition services of the Council. We, therefore, would like to advise all students aspiring to avail tertiary education to check the status of the colleges and universities before enrolling to them for higher education. This would facilitate the recognition of qualifications on return to Bhutan.

Further, the students are advised to seek the services of reliable Education Consultancy and Placement Firms (ECPFs) for admissions outside Bhutan. Their contact details are available in the Ministry's website.

For further clarifications you may contact:

Phone: 02-334101 or 02-332068

Email: qaad2012dahe@gmail.com

Director

Department of Adult & Higher Education

Ministry of Education

Annexure 34: Advisory on Undergraduate Admission

ADVISORY ON UNDERGRADUATE ADMISSION

The Ministry of Education would like to inform you that there have been reported cases of students getting admitted to or graduating from universities/institutions which are not recognised in the host countries. Students usually get themselves enrolled through their parents, seniors, education consultancy and placement firms (ECPFs), government agencies, direct admission during the education fairs organized in the country and/or representatives of the institutions visiting the country.

The recognition of qualifications has been taken over by the Bhutan Accreditation Council (BAC) since its establishment in June 2011. The Council is the national authority for quality assurance, accreditation, and recognition of qualifications in tertiary education. Further, it is also responsible for attesting qualifications of aspiring candidates as required by the Election Commission of Bhutan (ECB). The BAC provides the qualifications recognition services, on requests, through its Secretariat- Quality Assurance and Accreditation Division (QAAD), Department of Adult and Higher Education, Ministry of Education. The services are provided based on the guidelines prepared in line with the international practices and endorsed by the Council.

The minimum basic requirement is to ensure that the programmes offered are accredited by relevant professional bodies and the college/institute is affiliated to a recognised university or is authorized to confer the degree by a competent body in the host country. The university must be recognised by the University Grants Commission (UGC) or equivalent body and/or national accreditation bodies of the host country. It is advisable to confirm the status of the institution in the official links of the competent bodies rather than the webpage of the institutions itself. The list of Indian Professional Councils is available at www.ugc.ac.in/page/professional-councils.aspx. The UGC (www.ugc.ac.in) lists the types of universities with their status. It is advisable to avoid universities whose reports are awaited or category C deemed universities.

In case, the institution (university/college/institute) is not recognised in the host country, the qualifications awarded by such institutions will not be recognised by the BAC. Therefore, all concerned are urged to confirm status of the institution before seeking admission. After joining the institutions, students must register as tertiary students and as members of Bhutanese Students Association (BSA). The registration could be done by logging to www.citizenservices.gov.bt/home. This shall facilitate student services besides assisting the government in taking informed policy decisions.

Further, the Ministry is not involved in approving education fairs and confirming quality of the participating institutions, as practiced in the past, with effect from 2016. Therefore, we would like to urge all concerned to be cautious of the quality of participating

institutions. The Ministry shall not be responsible and accountable for any issue arising from the education fairs.

For further clarifications you may contact:

Subject	Phone	Email
Status of Institutions	02-334101 or 02-332068	gaad2012dahe@gmail.com
Registering as tertiary student	02-337175 or 02-337176	hepdmoec2016@gmail.com
Student services & Registration for BSA	02-332248 or 02-335833 or 02-346848	sssddahe@gmail.com

Director General
 Department of Adult & Higher Education
 Ministry of Education

*Annexure 35: Establishment of Education USA Reference Centre***Establishment of EducationUSA reference centre**

To: The Principals, All Higher Secondary Schools in Bhutan

This is for the information of all that according to the directives of Ministry of Foreign Affairs received from Royal Civil Service Commission vide MOF/BDE/WENA/8A/2294 dated October 2, 2015 and the subsequent letter from RCSC proposing the establishment of EducationUSA reference centre at the Department of Adult and Higher Education, the center was established at DAHE, Ministry of Education on 9th August 2016. The reference centre is part of the U.S Department of State's global network of Advising Centres supported by the Bureau of Educational and Cultural Affairs at the U.S Department of State.

The main purpose of establishing the reference centre is to facilitate Bhutanese students wishing to pursue higher education in USA. The center will provide access to educational materials and connect visitors to virtual and in-person advising services available at the EducationUSA centers in New Delhi and Kolkata. The center has information and study materials for students interested in studying at U.S universities and colleges.

*Annexure 36 :Scholarship Programme 2016***Scholarship Programme 2016**

RGoB Scholarships: These are scholarships under the Royal Government of Bhutan funding implemented both in India and other third countries. The programme includes full scholarship to pursue higher studies in technical and professional fields. The scholarships under this category include scholarships to third countries, Queen's Endowment for Cultural Studies, Assistance to Privately Enrolled Medical Students (APEMS) and the scholarships to Royal Thimphu College.

1. **Ex-Country Scholarships:** These are scholarships under the Royal Government of Bhutan funding implemented in the third countries. The programme includes full scholarship to pursue higher studies in courses like medicine, engineering, education and humanities. For the 11th FYP, 35 slots are earmarked for the ex-country scholarships annually.
2. **Queen's Endowment for Cultural Studies (QECS):** The Queen's Endowment for Cultural Studies is a special scholarship of the Royal Government of Bhutan instituted in 2011 to celebrate the Royal Wedding. The scholarship is implemented in India in cultural studies such as Fine Arts, Ayurvedic/Herbal Medicines, Pali, Music and Sanskrit. Annually 15 slots are offered under this category.
3. **Assistance to Privately Enrolled Medical Students (APEMS):** Assistance to Privately Enrolled Medical Students (APEMS) is a medical scholarship grant to private medical students initiated in 2009 to overcome the shortage of medical doctors. The scheme covers only the tuition fee up to a maximum of Nu. 300,000.00 (Ngultrum three hundred thousand) per student per annum. Annually 15 medical slots are offered under this grant as an interim measure to overcome the shortage of medical doctors.
4. **Scholarship to RTC:** These are scholarships under RGOB implemented at RTC since 2010 as a support to private college for quality enhancement. Annually 30 slots are implemented under this scheme.

Gol Scholarships: These are scholarships funded by the Government of India under Project Tied Assistance (PTA) of the Government of India to Bhutan. The programme is implemented in India as per the courses determined by the Royal Government of Bhutan. The programme includes full scholarships to pursue higher studies in technical and professional fields.

Ad-hoc scholarships: These are unplanned ad-hoc offers, mainly bilateral and institutional scholarship offers received from various countries/universities and colleges based on the goodwill and diplomatic relations.

Eligibility for Scholarships:

All fresh class XII graduates both from within and outside the country are eligible to apply for the scholarships, subject to meeting the following general criteria and documents required:

- The applicant must be a Bhutanese citizen;
- Applicants should be below 22 years of age;
- Must meet the minimum academic eligibility criteria and selected by merit;
- Must not have repeated in class 12;
- Continuing Education applicants must be 25 years of age or less on the date of application and not be working in the Government organizations;
- Must have a minimum of 55% in English for all ex-country undergraduate scholarships and other course specific minimum qualifying marks in relevant subjects
- Must be able to produce the following documents:
 - Academic transcripts of classes X and XII,
 - Citizenship Identity Card,
 - Security Clearance
 - School Leaving and Character Certificate

Determination and approval of scholarship slots:

While the total scholarship slots are approved on a five year basis corresponding to the plan period, the kind of courses to be implemented are determined annually based on the requisitions received through the two nodal agencies, the Royal Civil Service Commission (for government ministries and agencies) and the Ministry of Labour and Human Resources for corporate and private sector requirement. The requisitions received are prioritized based on the plan target, national human resource requirement, relevance of the proposed course to UG programme, and the priority accorded by the proposing agency. The prioritised list is then presented to the Undergraduate Steering Committee consisting of members from RCSC, MoLHR, GNHC, RUB, DNB and MoH for discussion and approval of the courses and number of slots to be implemented and the place of study. The approved slots are then advertised in the mass media to make the offer available to all aspiring candidates.

Application and Selection procedures:

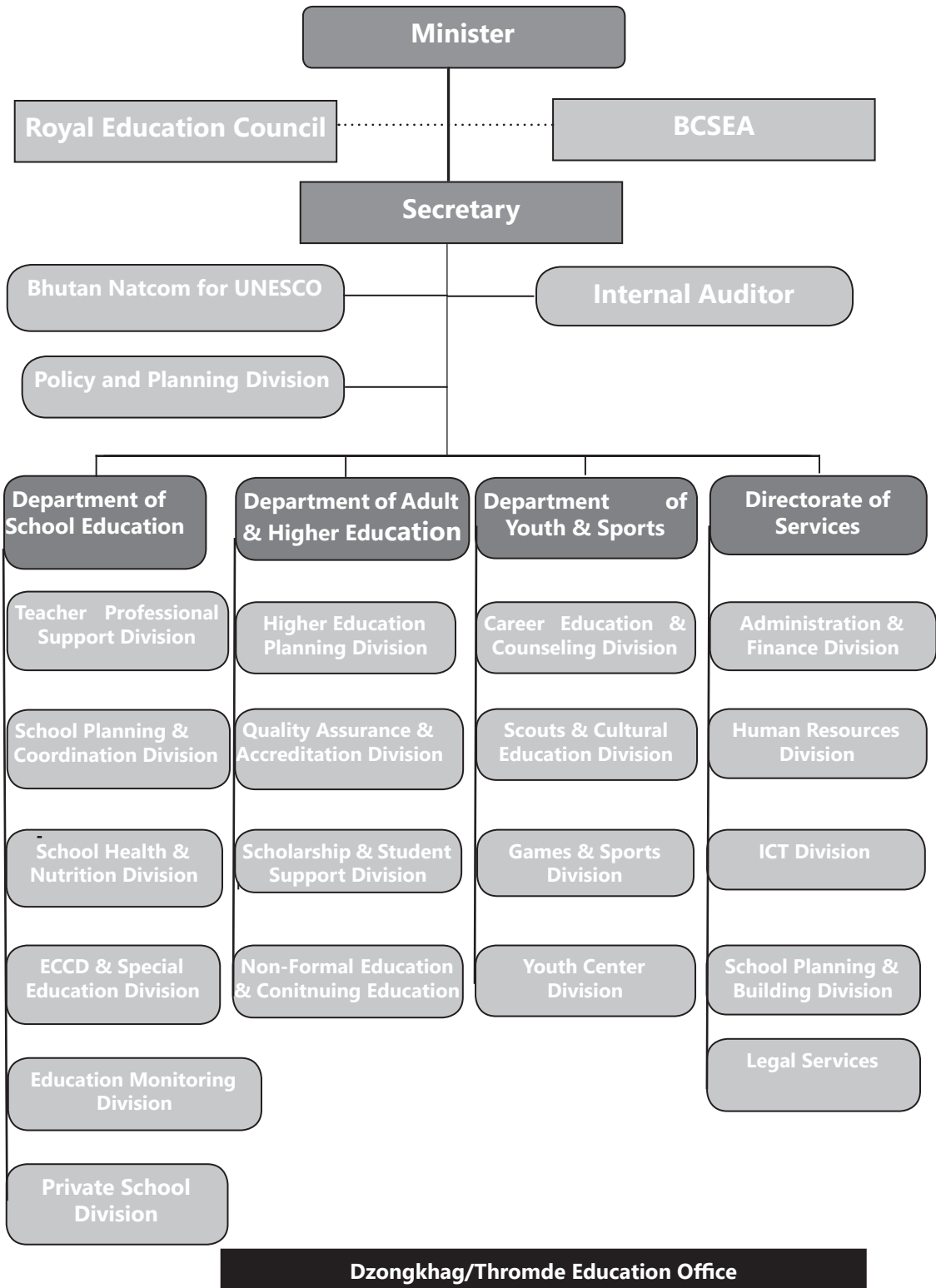
The selection and award of the scholarship is based on the academic merit subject to fulfilling the eligibility criteria. The order of the interview is based on merit ranking list and so is the choice of course and place of study. Though the selection and award of the

scholarship is done through a selection interview by the selection committee, the selection is purely based on the academic performance in class 12 board examinations.

Admission procedures:

While admission of the students in the third countries are processed directly with the institutes based on the MoUs and linkages that are in place, the admission of GOI scholarship students, particularly medical, engineering and biological sciences are routed through the Ministry of External Affairs (MEA) and Department of Agricultural Research and Education (DARE), New Delhi for admission under foreign student quota. Admission of the remaining courses is processed through EdCIL, a government enterprise for the admission of international students.

Annexure 37: Ministry of Education Organizational Chart



Dzongkhag/Thromde Education Office

Annexure 38: Resolutions of Annual Education Conference

RESOLUTIONS OF 17th ANNUAL EDUCATION CONFERENCE

Ugyen Academy Punakha

25-31 December 2014

Pre Conference Sessions

HR Issues

1. Performance evaluation to be reviewed based on group recommendations and the matter to be taken up with RCSC. (Action: HRD/Dzongkhags/Thromdes)
2. Status quo to be maintained on the points for remote location as spelt out in BCSR 2012
3. Preference to be given to teachers and principals serving in remote schools for training and other opportunities based on relevancy. (Action: Dzongkhags/Thromdes)

Procurement

4. Instructions to be issued on preparation of science practical examinations by the end of July to ensure timely supply of chemical and science equipment to schools (Action: BCSEA and DSE).

Budget issues

5. Recurrent budget for schools to be taken up with the Ministry of Finance based on the recommendations of the Education Blueprint to ensure effective implementation of various programmes and initiatives in schools in line with emerging policies and priorities (Action: DSE)

Scouting Programme

6. Starting from 2015, National Scouts Day to be observed on 21st February, which is also celebrated as His Majesty's Birth Anniversary and the National Education Day in the country (Action: Schools/Dzongkhags/Thromdes)
7. Towards strengthening the scouting programme, schools and Dzongkhags/Thromdes to ensure implementation as per the new scouting guidelines and new scout framework circulated by the Department of Youth and Sports. (Action: Schools/Dzongkhags/Thromdes)

Autonomous School

8. A detailed review of the Autonomous Schools to be carried out involving all concerned stakeholders and recommendations submitted to the Ministry (Action: DSE).
9. All Autonomous Schools to maintain proper books of accounts as per the existing financial and procurement norms and the Royal Audit Authority to be requested to carry out auditing on an annual basis. Furthermore, Internal Auditors of the concerned Dzongkhags/Thromdes to be requested to provide necessary support and guidance to all autonomous school.
(Action: Dzongkhags/Thromdes/Autonomous Schools)

School Feeding:

10. A proper analysis to be carried out on the centralized school feeding programme involving all concerned stakeholders based on three parameters: economy of scale, quality and fortification (Action: SAFED, DSE)
11. A separate transportation budget for perishable food items to be budgeted from the next financial year under stipend budget code.
(Action: Dzongkhags/Thromdes/SAFED)
12. A review of existing stipend of Nu. 335 provided by RGoB for third meal to be carried out based on the location and distance of schools from nearest road. Accordingly the matter be taken up with the Ministry of Finance. (Action: SAFED, DSE)

13. National Reading Year

14. Schools to draw up their own reading strategies with adequate monitoring mechanisms in place. (Action: Schools & Dzongkhags)

School Discipline

15. All schools to draw up their own discipline guidelines. Furthermore, teachers and principals to be oriented on the Penal Code of Bhutan with support from Dzongkhag Court (Action: Dzongkhags/Thromdes)

Guidance and Counselling Programme

16. All Principals to provide full support towards institutionalization of guidance and counselling services (Action: Schools/Dzongkhags)
17. School Guidance Counsellors to be involved in framing of the Discipline Policy to ensure that the policy is not punitive and leaves room for corrective measures.

However, SGCs should not be involved in the implementation of the policy.

(Action: Schools)

18. One period in a week to be allocated for guidance class for every class in secondary schools. (Action: Schools)
19. SGCs to be allotted 10-15 maximum periods in a week for Guidance Programme class and rest of the time for individual, group and mandatory counselling services (Action: Schools)
20. The schools to follow a whole school partnership approach and conduct needs assessment, select useful topics looking into existing programmes and develop programme packages for Guidance programmes spearheaded by the SGC with other trained focal teachers being the implementers. (Action: Schools)
21. For administrative purposes, a daily log of activities to be maintained by the SGCs and for clinical supervision, a monthly report of activities to be submitted to CECD verified by the Principal in addition to the bi-annual reports. (Action: Schools)
22. SGCs should not be asked to teach academic subjects and take up duties like ToD, study duty and examination duty that come in conflict with their roles in their schools, as most of these duties require direct monitoring of student activities and behavior. (Action: Schools)
23. Schools to use the standard reporting form in times of critical incident/crisis to facilitate immediate report and also use it as a checklist. (Action: schools)

Non Formal Education

24. A detailed review of the Non Formal Education programme to be carried out. (Action: NFCED)
25. Monitoring and support mechanism to be strengthened to enhance retention and completion in Basic and Post Literacy Courses. (Action: Dzongkhags)
26. Literacy mapping to be conducted in Dzongkhags/Thromdes to enhance Adult Literacy Rate. (Action: DAHE/Dzongkahgs/Thromdes)

Main Conference

Enhance Teacher Competency

- 27. 21st century pedagogy to be enhanced with a focus in languages, mathematics and science. (Action : MoE and Schools supported by REC and BCSEA)
- 28. Teacher development to be strengthened through SBIP/TRC (Action: HRD/MoE ,DEO/TEO and Schools)

Enhance Competency of School Leadership

- 29. 21st Century leadership training to be conducted in schools (Action: Schools supported by HRD/MoE)

Reorganise Organizational/Functional Structure of Schools

- 30. Organizational and functional roles of school management to be restructured to enhance school effectiveness and efficiency (Action: Schools supported by Dzongkhag/Thromde/DSE)
- 31. Schools to be empowered with greater autonomy in decision making (Action: DSE)

Upscale Implementation of Youth Education Programmes

- 32. Implementation of life skills education programmes to be enhanced (Action: Schools/Dzongkhags supported by DYS)
- 33. Student leadership programmes to be strengthened (Action: Schools supported by Dzongkhags/Thromdes)
- 34. Youth enrichment programmes to be up-scaled (Action: Schools supported by Dzongkhags/Thromdes)

Strengthen Sustainability of Educating for GNH Programmes

- 35. Implementation of educating for GNH to be reinforced (Action: Schools)
- 36. School guidance and counselling programmes to be strengthened (Action: Schools supported by Dzongkhag and DYS)
- 37. Strengthen health, nutrition and safety programmes (Action: Schools supported by Dzongkhags and MoE)

Enhance Learning Outcome Scores in English, Dzongkha, Maths and Science

- 38. Teaching proficiency in Languages, Sciences and Mathematics to be up scaled (Action: Schools supported by Dzongkhags and REC)

Promote learning to learn through the creation of professional learning communities

Bhutan Education Blueprint 2014-2024
 Implementation Plan for Schools
 January – December, 2015

Programme	Prioritized Activity	Sub-activities	Timeline				For whom (Target group)	Responsible Agency	Supporting Agency
			Q 1	Q 2	Q 3	Q 4			
1. Enhance Teacher Competency	1.1. Enhance 21st century pedagogy with focus in languages, mathematics and science	1.1.1 Train teachers in 21st century teaching skills in Dzongkha, English, Mathematics, and Science	X	X	X	X	Teachers	MoE	REC
		1.1.2 Reinforce continuous formative assessment practices in schools	X	X	X	X		School	REC BCSEA
	1.2. Strengthen teacher development through SBIP/TRC	1.2.1 Revamp the conduct of SBIP	X	X	X	X	Teachers	DEO/TEo /School/ REC	
		1.2.2 Conduct teacher motivation workshops	X	X	X	X			
		1.2.3 Appoint Master Lead Teachers, Cluster Lead Teachers, and School Lead Teachers	X	X	X	X		HRD	
		1.2.4 Develop training modules to enhance English teaching proficiency	X	X	X	X			REC/CIE

Programme	Prioritized Activity	Sub-activities	Timeline				For whom (Target group)	Responsible Agency	Supporting Agency
			Q 1	Q 2	Q 3	Q 4			
2. Enhance Competency of School Leadership	2.1. 21st century leadership training	2.1.1 Conduct transformational / instructional leadership trainings	X	X	X	X	DEOs/TEOs/Principals	HRD	REC
		2.1.2 Promote research and development	X	X	X	X	School	School	REC
		2.1.3 Initiate exchange programmes - attachment/internships	X	X	X	X	Principals/Teachers	DSE/HRD	
3. Reorganise organisational/functional structure of school	3.1. Restructure organizational and functional roles of school management to enhance school effectiveness and efficiency	3.1.1. Redefine TOR of HRC, Teachers, SMT, SMB, SGB, PTA	X	X	X	X	SMB, SGB, SMT, SHRC	MoE (Executive Order)	
		3.1.2. Develop basic school organisational structure	X	X	X	X	School	School	
		3.1.3. Recruit administrative assistants for primary schools	X	X	X	X	Primary Schools	HRD (MoE)	RCSC
		3.1.5. Enhance use of ICT in school management and teaching learning	X	X	X	X	School	School	
		3.2.2. Dedicate Saturdays for PD programmes					Teachers	MoE	

Programme	Prioritized Activity	Sub-activities	Timeline				For whom (Target group)	Responsible Agency	Supporting Agency
			Q 1	Q 2	Q 3	Q 4			
3. Reorganise organisational/functional structure of school	3.2 Empower schools with greater autonomy in decision making	3.2.1. Recurrent budget to be released to schools as Block Grant	X	X	X	X	Teachers	MoE/School	
		3.2.2. Dedicate Saturdays for PD programmes	X	X	X	X	Teachers	MoE	
4. Upscale implementation of Youth education programmes	4.1. Enhance the implementation of life skills education programmes	4.1.1 Conduct CBIP and SBIP	X	X	X	X	Teachers	School/D zongkhag	
		4.1.2 Enhance delivery of life skills education programmes	X	X	X	X	Students	School/D YS	
	4.2. Strengthen student leadership programmes	4.2.1 Provide leadership training to student leaders	X	X	X	X	Student leaders	School	
		4.2.3 Strengthen student collaboration through promotion of team works	X	X	X	X	Students	School	

Programme	Prioritized Activity	Sub-activities	Timeline				For whom (Target group)	Responsible Agency	Supporting Agency
			Q 1	Q 2	Q 3	Q 4			
4. Upscale implementation of Youth education programmes	4.3. Upscale youth enrichment programmes	4.3.1 Reinforce language enrichment programmes (drama, skits etc.)	X	X	X	X	Students	School	
		4.3.2 Cascade scouting principles to all students	X	X	X	X	Students	Dzongkhag/School	DYS
		4.3.3. Promote youth festivals in schools	X	X	X	X	Students	School	
5. Strengthen sustainability of educating for GNH programmes	5.1 Reinforce implementation of educating for GNH	5.1.1 Conduct refresher programme on Educating for GNH	X	X	X	X	Teachers	School	
		5.1.2 Reorient on School Self-Assessment Tool (SSAP)	X	X	X	X	Teachers	School	
		5.1.3 Implement School Improvement Plan (SIP) collectively	X	X	X	X	Teachers	School	

Programme	Prioritized Activity	Sub-activities	Timeline				For whom (Target group)	Responsible Agency	Supporting Agency
			Q 1	Q 2	Q 3	Q 4			
5. Strengthen sustainability of educating for GNH programmes	5.3 Strengthen school guidance and counselling programmes	5.3.1 Provide mass orientation on student counselling	X	X	X	X	Teachers	School/ DYS	
		5.3.2 Initiate programmes such as 'Know your child/sharing time', etc.	X	X	X	X	Teachers/ Students	School	
	5.4 Strengthen health, nutrition and safety programmes	5.4.1 Initiate and promote advocacy programmes on nutrition	X	X	X	X	Students	School/ Dzongkhag	MoE
		5.4.2 Link with farmers for supply of vegetables to schools	X	X	X	X	Farmers/School	School/ Dzongkhag	
		5.4.3 Mainstream games and sports in the school system	X	X	X	X	Students	School/ Dzongkhag	DYS
		5.4.4 Ensure provision of proper toilets based on student strength	X	X	X	X	Students	School/ Dzongkhag	MoE

Programme	Prioritized Activity	Sub-activities	Timeline				For whom (Target group)	Responsible Agency	Supporting Agency
			Q 1	Q 2	Q 3	Q 4			
6. Enhance learning outcome scores in English, Dzongkha, Maths and Science (aligned to 11th FYP)	6.1 Upscale teaching proficiency in Languages, Sciences and Mathematics	6.1.1 Develop and use innovative teaching and learning materials in the subjects	X	X	X	X	Teachers	School/ Dzongkhag	
		6.1.2 Employ variety of teaching methods - student centred/activity based teaching	X	X	X	X	Teachers	School	
		6.1.3 Improve classroom management skills	X	X	X	X	Teachers	School	
7. Promote learning to learn through the creation of professional learning communities	7.1 Create Professional Learning Communities in all schools	7.1.1 Institutionalize professional learning communities through peer-led culture	X	X	X	X	Teachers	School/ Dzongkhag	

Post Conference

Teacher Deployment

40. Existing staff in schools to be reviewed and excess teachers, if any, to be redeployed to schools where shortage exists. In the event that there is no requirement for excess teachers within the Dzongkhag/Thromde, the Ministry to be informed for redeployment to other Dzongkhags/Thromdes based on need. (Action: Dzongkhag/Thromde/HRD)
41. Secondary subject teachers to be encouraged to teach primary classes to curb teacher shortage at primary level. (Action: Schools/Dzongkhags/Thromdes)
42. Teacher deployment tool to be reviewed involving all concerned stakeholders. (Action: HRD)

iSchool

43. A review of iSchool to be carried out covering all aspects including budget. (Action: DSE)

Central School

44. Ministry to follow-up recurrent budget with the Ministry of Finance for procurement of recurrent items. (Action: PPD)
45. Due to lack of technical capacity in Dzongkhags, SPBD to support in carrying out survey and master plan in all central schools. Furthermore, if Dzongkhags require support, SPBD to assist in monitoring of the projects. (Action: SPBD/DSE)

Others

46. In order to pay respect and draw support for school principals, the school theme for 2015 to be **'Our Principal'**
47. Ministry to prepare guidelines to strengthen Driglam Namzha in schools (Action: SCED/DYS)
48. The theme for celebration of the 60th Birth anniversary of His Majesty the Fourth King to be **'Kadrinche Mewong Chog'**

Annexure 39: Resolutions of Central Schools and Biennial DEOs Conference

Central School Immersion Programme-cum-Biennial DEO Conference

reforming education through school empowerment

RESOLUTIONS

Bhutan 2020, a vision document developed at the turn of the century envisages provision of holistic education encompassing the nation's unique cultural and spiritual values whilst also equipping the school going children with 21st century knowledge, skills and attitudes through an education system that truly fosters creativity, innovation and entrepreneurship. Recognizing the central role of education country's pursuit of any economic growth and national development, the Royal Government has always accorded high priority to the education sector.

The findings of the education sector review report 'education without compromise 2008' conducted by Education Sector Review Commission, studies on 'effectiveness and quality of education 2009' conducted by Royal Education Council, and 'national education review 2014' conducted by the Ministry of Education through nationwide consultations, all pointed out that the following *critical areas* needed to be addressed as a priority if the school system were to make any headway in its overall quality and relevance.

- a) Putting in place capable school heads;
- b) Improving teacher quality; and
- c) Giving schools greater autonomy.

Against this backdrop, the Hon'ble Lyonchhen called for an urgent meeting of the senior officials from the Ministry of Education, Ministry of Finance and GNH Commission on 4th April 2014, wherein, Hon'ble Lyonchhen expressed his deep concerns on the deteriorating quality and standards of education and the need to address them urgently.

The Ministry Education was directed to study the possibility of establishing large boarding schools with classes ranging from PP to X or XII so that students need not change too many schools which creates a great deal of nightmare as well as uproot them from their communities with huge financial burden to parents.

Following the Government directives of 25th June 2014, the Ministry of Education has thus far initiated the following as part of a major School Reform Programme.

1. Prepared a 10-year roadmap "*Bhutan Education Blueprint 2014-2024*"
2. Launched central school systems with commencement of 24 *pilot* schools in 2015, and being expanded by 31 more central schools. However, 4 schools viz. Kabesa, Tairangtoe, Norbugang and Murtshala are planned to be established with full CS facilities ONLY on completion of the ongoing construction of infrastructures. (Note: As per CS school development: the ongoing construction of additional and new infrastructures in a total of 47 schools (including 8 non-central school) include: classrooms, bedded dorms, ward/visitors quarters, principal's quarter, staff quarters, admin blocks, science labs, library rooms, MPU, dining halls, kitchen, canteen, basketball court, football ground, toilets, etc. school computer development, including 3 reconstruction of schools.)
3. Initiated establishment of autonomous schools and iSchools.
4. Organized a special Immersion Programme in India for central and autonomous school Principals.
5. Introduced in-service training on 21st Century Pedagogy for Teachers and 21st Century Leadership Skills for Principals.
6. Restructured Royal Education Council to strengthen the national curriculum & teacher development.
7. Drafted the National Youth Action Plan with special focus on emerging youth issues.

To articulate and accelerate the ongoing school reform initiatives, a total of 128 educationists and officials gathered during the Biennial DEO Conference held in Phuntsholing from 6th-12th January 2016, and adopted the following **Resolutions** for implementation from 2016 academic year.

A. RESOLUTIONS ON THE PRIORITY AREAS

1	Continue enhancing Teacher and School Leadership Competencies
2	Continue to review and revise the national school curriculum
3	Rollout the National Youth Action Plan 2016-
4	Accelerate the establishment of more central schools/rollout Operational Guidelines for CS
5	Rollout the NFE Implementation Plan 2016-2018
6	Rollout the iSherig - ICT master plan
7	Revise the draft National Education Policy

B. RESOLUTIONS ON OTHER KEY ISSUES

1	Ensure vigorous implementation of 'Sherig Pledge 2016' on the elimination of all forms of social problems in schools such as <i>harassment, bullying, rape, suicide, murder, theft, substance abuse, etc.</i>
2	Study implications of deploying separate dzongkha teacher in primary classes.
3	Explore introduction of longer summer breaks and shorter winter breaks or vice-versa for schools as feasible starting from 2016.
4	Schools to use discretion on the use of Saturdays to optimize student engagements.
5	Study implications of deploying 1 teacher-1subject in primary classes.
6	Initiate introduction of Teacher Licensing/ Registration to upscale teacher competency.
7	Study if there is need for redesigning the school furniture.
8	Review 'Educating for GNH programme' and put in place alternative programmes if necessary.
9	Review School Admission Guidelines and reflect in the Operational Guidelines for CS.
10	Streamline official communication with outside agencies and Dzongkhag/Thromde in particular.
11	Review the benefit of setting class III & VI annual examination question paper by BCSEA.
12	Review the benefit of class X and XII trial examinations.
13	Endorsed the draft Public Examination Policy.
14	Develop and disseminate the new Role of the Royal Education Council

Annexure 40: Resolutions of the 18th National Education Conference

RESOLUTIONS OF THE 18th NATIONAL EDUCATION CONFERENCE

Tashi Namgay Grand, Phuntsholing

9-12 January 2017

THEME: PILLAR ONE- SCHOOL

Academic Session

1. Revision of the academic session from 2017 was endorsed as follows:

- 1.1 Winter break to be shortened by two weeks from 18th December to 31st January and reporting time for teachers and students will be 1st February and 3rd February respectively.
- 1.2 Summer break to be extended by two weeks from 1st July to 30th July and reporting time for both students and teachers will be 31st July.
- 1.3 Academic year for schools such as Laya, Lunana, Lingshi, Merak and Sakten, which are located in the higher altitude, will remain unchanged.
- 1.4 Class XI reporting time to be maintained status quo for 2017

Action: DSE

Private School Guidelines

2. While the draft private school guidelines is endorsed in principle, the clauses on physical infrastructure, service rules and regulations, fees, staffing pattern, scholarship to be revised based on the comments of the conference

Action: DSE

Budget for Science Equipment and Chemicals

3. Further review on actual requirement of science equipment and chemicals to be carried out for science practical.

Action: REC.

International NFE Conference

4. The resolutions of international NFE conference were endorsed as proposed for implementation.

Action: DAHE

Identification of new Central Schools

5. Acknowledging the benefits of Central Schools, 9 additional central schools to be declared from academic session 2017 as follows:

1. Chumey MSS, Bumthang
2. Daga HSS, Dagana
3. Lhamoizingkha MSS, Dagana
4. Kidheykhar MSS, Mongar
5. Tashidingkha MSS, Punakha
6. Martshala MSS, S/Jongkhar
7. Jampeling HSS, Trashigang
8. Taktse HSS, Trongsa
9. Yebilaptsa MSS, Zhemgang

Action: SPCD

Premier Schools

6. While the concept of Premier School/School of Excellence is endorsed in principle, an in-depth study should be carried out to enable the Ministry to make an informed decision for implementation.

Action: DSE

THEME: PILLAR TWO- CURRICULUM

Promotion of Dzongkha in schools:

7. To promote Dzongkha language in schools, the following recommendations were endorsed:
 - 7.1 Dzongkha to be taught as one of the main subjects from classes PP-XII starting 2017 academic session. Students at all levels must compulsorily pass in Dzongkha to be promoted to the next higher grade. (Action: BCSEA/REC/MoE)
 - 7.2 The proposal to raise the pass mark for classes IX-X in all subjects from 35% to 40 % to be reviewed and presented in the next National Education Conference. (Action: BCSEA/REC/MoE)
 - 7.3 Adequate Dzongkha teachers to be recruited and deployed to schools to ensure that Dzongkha is taught by trained Dzongkha teachers from classes PP-III. (Action: HRD)
 - 7.4 Adequate Dzongkha Teaching and Learning materials to be developed and supplied to schools. (Action – REC)

Infusing EVS into Dzongkha and English for Classes PP-III

- 8.1 In order to strengthen language and literacy, Environmental Studies (EVS) to be infused into Dzongkha and English Curriculum for classes PP-III without losing its essence.

8.2 To support the teaching of EVS by Dzongkha teachers as in interim measure, the curriculum framework and guidelines to be made available by March/April 2017.

Action: REC

Review of the Class III and VI Year-End Examinations

9 In keeping with the National School Curriculum Conference resolutions, a review of the entire assessment system to be carried out for all classes (PP-XII).

Action: REC/BCSEA

Value Orientation Week

10 One week orientation programme on value education to be piloted in schools in the beginning of academic year 2017 to impart values, life skills education, Driglam Namzha, etc. to students.

Action: DSE

Standards for Inclusive Education

11 The Standards for Inclusive Education were endorsed as proposed for implementation.

Action: DSE

National School Curriculum Conference Resolutions

12 The National School Curriculum Conference Resolutions (NSCC) were endorsed as proposed for implementation. However, the proposed strategic plan of actions to be finalised in consultation with the relevant agencies.

Action: REC

III THEME: PILLAR THREE- TEACHERS

Teachers' Work Load

13 To reduce teacher workload, the following recommendations were endorsed:

13.1 Teachers to spend a minimum of 18 hours of contact teaching per week. Efforts will be made towards the Ministry's aspiration for achieving 14 hours of contact teaching per week in future. (Action: HRD)

13.2 Adequate support staff such as matron and warden to be provided to schools to boarding schools to enable teachers to focus on the primary mandate of teaching. (Action: HRD)

13.3 Teachers to make increasing use of ICT for efficient lesson planning and research works (Action: DSE)

13.4 Teachers to specialise in one subject to achieve One Teacher One Subject policy in line with the resolution of the National School Curriculum Conference. (Action: DSE/HRD)

13.5 Dzongkhags/Thromdes to review and rationalise the non-academic and non-professional workload of teachers. (Action: Schools/Dzongkhags/HRD)

Institutionalizing Transformative Pedagogy

14. The sustainability plans to institutionalize transformative pedagogy were endorsed as proposed for implementation.

Action: DSE

Professional Development of Teachers

15.1 In view of the general need for improvement in English language proficiency, the next professional development programme earmarked for 2017 is English language proficiency improvement for teachers.

15.2 Relevant Professional Development Programme for Dzongkha Teachers to be organised.

Action: DSE

Principal, Vice Principal and Teachers Career Progression (not decided to be finalised tomorrow)

16. To enhance career progression of DEO/TEO, Principal, Vice Principal and Teachers, the conference recommended to review the proposals submitted by the special committee at the conference, in the HRC Meeting before submitting to RCSC:

- 16.1 Teacher
- Creation of Master Teachers' position (full teaching load/wider opportunities)
 - Master Lead Teacher (teaching+PD/limited slots)
- 16.2 Principal (Park)
- Entry for Principal to be fixed at P2A
 - Candidates who aspire to become Principal must have held administration & Management position in P3/P2
- 16.3 Vice Principal
- Entry for Vice Principals to be fixed at P3A
 - Complete two promotion cycles to reach P1
 - Compete in open competition for higher posts
- 16.4 DEO/TEO
- Status Quo as per THRP 2014

- Create ES post for DEO/TEO from P1A to ES

Action: HRD

Recognition for the recipient of National Order of Merit

- 17 In order to recognize the recipients of His Majesty's National Order of Merit for excellence in Teaching and Leadership, meritorious promotion to be recommended to RCSC.

Action: EMD/HRD

18. Sherig Pledge 2017

- 18.1 The Ministry of Education pledged to organise Drama Festival to promote Performing Arts in School
- 18.2 The Ministry of Education pledged to make safe sanitary pads available to every girl student in Bhutan

Action: MoE/Dzongkhags/Schools