

32nd Education Policy Guidelines and Instructions

2018

**Policy and Planning Division
Ministry of Education
Thimphu, Bhutan**



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education



SECRETARY

Rethinking Education

MoE/PPD/EPGI /2018/907

Date: 15/08/2018

FOREWORD

With over century of modern education, Bhutan has made significant progress in achieving our education goals. Almost every school aged child is now enrolled in school with the 2017 primary enrolment rate at 98.8% and enrolment in basic education at 95.7%. Similarly, enrolment in tertiary education within and outside Bhutan has increased from 18% in 2012 to 35.8% in 2017.

This year marks the end of the 11th Five Year Plan, and we are happy that most of the plans and aspirations envisaged have been achieved. For example, we have established 64 Central Schools, doubled the number of Early Childhood Care and Development centers (from 169 in 2013 to 307 in 2017), and strengthened Teachers Resource Centers. All these achievements were possible largely with continued support from the schools, Dzongkhags, Thromdes, development partners and other stakeholders.

In spite of these achievements, the education system still faces challenges as it seeks to further enhance access and improve quality and equity of education at all levels. We are endeavoring to bring the last one percent of school aged children into the education system; continue efforts to increase adult literacy; and improve the quality of education overall.

In response to the above challenges, the Ministry continues to initiate reforms and developments in education administration, school systems, curriculum, and teacher development. For instance, in 2017 all teachers undertook five-day course in English or Dzongkha for Effective Communication to improve their English and Dzongkha teaching and communication skills. Bhutan also participated in the Programme for International Student Assessment for Developing Countries (PISA-D) to help assess the quality of education in Bhutan.

In the present publication, we have compiled education policy guidelines, instructions and circulars that have been issued since July 2017. I am confident that this will minimize the gaps between policy and implementation.

On behalf of the Ministry of Education, I would like to convey our sincere appreciation to colleagues in the field for your continued hard work and dedication to serve *Tsa-wa-sum*. I wish you all every success in your continuous endeavors to provide quality and inclusive education for our children.

Tashi Delek!



(Karma Yeshey)

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Introduction

The Education Policy Guidelines and Instructions (EPGI) is published periodically to provide a single point of reference on all education policies, guidelines and circulars that have been issued since the previous publication. It is designed to minimize any gaps between policy and implementation. In this edition, the Ministry presents policy guidelines and instructions from January 2017 to June 2018 related to the operation and management of schools, curriculum and assessment, recognition of qualification and education programmes. Moreover, it highlights priority areas of the Ministry including key initiatives in the 12th Five Year Plan and arising from the Sherig Conference in 2017.

While the intent of the EPGI is primarily for use by Dzongkhags, Thromdes and schools, it can also be used by other education professionals, development partners and the general public.

1. Early Childhood Care and Development

The early years of child's life is a time of great promise and rapid change, when their brain undergoes rapid development and is most open to the influence of experiences and relationships. It is therefore important that young minds have access to and participate in Early Childhood Care and Development (ECCD) programmes in order to experience stimulations that foster their creative, intellectual and social development. ECCD programmes also contribute towards enhancing children's school readiness and preparedness for effective lifelong learning.

Considering the benefits of ECCD programmes, the Ministry of Education has made concerted efforts to improve access to quality and inclusive ECCD. From five centers in 2006, Bhutan now has 307 ECCD centres, including those run by private, non-government organizations and corporations. In the 12th Five Year Plan (FYP), the Ministry plans to enroll at least 50% of children aged 3 to 5 years in ECCD Centres, while aspiring to have at least one ECCD center in every Chiwog.

While establishment and management of the ECCD Centres are decentralized to the local governments, MoE still plays an important regulatory role formulating policies and standards. The Ministry's aspiration is to have these centers located in or near schools so that children can seamlessly transition into primary school.

2. Special Education Needs

Bhutan aims to improve inclusive education, in part through specialized centers such as Wangsel Institute and Muenseling Institute, and by expanding the number of schools with Special Education Needs (SEN) programmes across the country. Currently, there are 16 schools with SEN programs benefiting over 600 children with special education needs.

Concerted effort has been made to improve access and participation for children with special education needs. In the 12th FYP, the Ministry aims to improve access for all children with special needs by identifying at least one school with SEN programmes in every Dzongkhags and Thromdes.

3. School Education

3.1. Revision of Academic Session

The opening of the academic session was revised in 2017 from 15th February to 3rd February. Based on the feedback from the schools and Dzongkhags/Thromdes, the opening of academic sessions has been revised slightly for the following reasons.

- a) The beginning of the academic year is used to prepare plans and programmes for the academic year;
- b) The first week of the academic year has been dedicated as 'Value Orientation Week' whereby schools perceived to be not very relevant and effective for the students of classes PP – III; and
- c) Most of the schools in the north experienced severe cold which lead to significant number of students suffering from Chilblain.

Based on the above reasons, the Sherig Conference 2017 endorsed the opening of academic session beginning 2018 as:

- a) Class PP-III: 13th February.
- b) Classes IV to XII: 3rd February.
- c) Teachers to report on 1st February, as per the 31st EPGI.

Therefore, all schools are required to follow this change in academic session. For details refer to ***Annexure I***.

3.2. Private schools to be headed by Bhutanese professional

To streamline the operation of the private schools, the private school guidelines have been revised and endorsed by the 18th National Education Conference requiring all private schools to have a Bhutanese with educational qualifications and teaching experience as its head. For details refer to ***Annexure II***.

3.3. Wearing of tracksuits in schools

Some schools have been allowing students to attend school in tracksuits. There were number of concerns raised on that matter by parents, general public, Local Governments and others. The Ministry has resolved to allow children to wear tracksuits only during the Physical Education class and club sessions. For details refer ***Annexure III***.

3.4. Drama in schools

In order to strengthen self-confidence, imagination, empathy, cooperation and collaboration, creative skills, communication and many other social skills that are vital for holistic development of children through value based creative engagements, the Ministry organized the National Drama Festival from 16 August to 4 October 2017. The drama was staged for 51 days at Motithang HSS, with a new play being staged every day involving 1500 students

across the country. It was aimed at providing an avenue for the students to express themselves, to develop communication skills and confidence.

In view of the above, schools are encouraged to utilize drama based learning in schools to engage and holistically develop students, and also to promote Bhutan's culture and values.

4. Health and Wellbeing of children

4.1. Biannual Medical Fitness Certificate for all cooks working in schools

In order to prevent transmission of communicable diseases to students, the Ministry requests all cooks working in government as well as private schools to undergo thorough medical checkup twice a year and produce a 'Medical Fitness Certificate' to be eligible to work as cooks in schools. Therefore, Dzongkhag and Thromde Education Offices are requested to apply the above immediately and keep records. For details refer to **Annexure IV**.

4.2. Weight of school bags

The increasing weight of the school bags that children carry to and from school is a concern. Many school children carrying school bags weighing between five and ten kilograms.

In view of this, Dzongkhag and Thromde Education Offices are requested to work with schools to develop strategies to reduce the weight of the school bag contents. For details refer to **Annexure V**.

5. Curriculum and Assessment

5.1. Compulsory pass marks in Dzongkha

In order to strengthen and promote Dzongkha through school education, the 18th National Education Conference endorsed that students must mandatorily pass Dzongkha both in home and high stake examination (BCSE, BHSEC, LCSC-X and LCSC-XII) to be promoted to the next grade.

For the purpose of students score ranking, where Dzongkha is a core subject in Bhutan Certificate of School Examination (BCSE) and Bhutan Higher Secondary Examination Certificate (BHSEC), it is mandatory for Dzongkha marks to be part of the best four/best five subjects. For all other courses, Dzongkha marks can be optional. For details refer to **Annexure VI**.

5.2. Examination for supplementary or private candidate during the change in curriculum

In order to provide options, students undertaking the BCSE and BHSEC examinations as either supplementary or private candidates will be given a choice to register for either the old or new curriculum based examination during any transition period of the curriculum or part thereof. For details, refer to **Annexure VII**.

6. Teachers

6.1. Upgrading English and Contemplative Counseling Psychology from post-graduate diploma to masters level

In order to improve the quality of teaching, the Ministry of Education will continue to facilitate continuing professional development to teaching professionals. In consultations with the Royal Civil Service Commission (RCSC), the new intakes for Post Graduate Diploma programmes in English and Contemplative Counseling Psychology starting from the 12th FYP will be discontinued, with introduction of Masters Programmes in the same subject. The details of the programmes supported by the Ministry to date are outlined in **Annexure VIII**.

6.2. One teacher one subject policy

In line with the resolution of the first ever National School Curriculum Conference, the 18th National Education Conference endorsed the *One Teacher One Subject* policy as the aspiration of the Ministry. For details, please refer to **Annexure IX**.

7. Higher Education

Concerted efforts are being made to enhance access to equitable and quality tertiary education. In the 12th plan, the Ministry targets to increase tertiary education enrolment (of the 19 to 23 year-old population) from 22% to 26% and is working towards national/regional/international accreditation of Tertiary Education Institutes aimed at improving quality of the tertiary education institutes in Bhutan.

7.1. Mandatory Drug testing of all students selected for undergraduate scholarships

In support of the national efforts to create a nation of Gross National Happiness free of controlled drugs and substance abuse, the Ministry has put in measures to deter drug use and provide timely intervention where necessary for drug dependents.

Henceforth, all candidates selected for undergraduate scholarship programmes are required to undergo mandatory drug test to avail the scholarship. Such a procedure is also in line with the immigration requirements of different countries and university systems for visas and admission procedures. For details, refer to **Annexure X**.

7.2. Recognition of overseas qualifications of undergraduate degrees

During the verification processes for recognition of qualification, it was found that those who studied under some of the institutions under Sikkim Manipal University were verified as having studied by distance education. Though students and institutions claim that they were full time students, verification from the University indicated that it was a distance education course. It should be noted that the Royal Civil Service Commission and other government agencies do not accept Distance Education certificates for employment. Additionally, the Election Commission of Bhutan also does not accept such degrees to contest in national elections. Therefore, the Ministry advises students and parents to clarify registration details prior to enrolling in undergraduate studies overseas. For details refer to **Annexure XI** and **XII**.

8. Non-Formal Education

8.1. Change in duration of Non-Formal Education course

One of the main challenges with Non-Formal Education (NFE) programme was the consistent increase in dropout of the learners. Several rounds of consultations with stakeholders indicated that learners do not complete their course. This was also confirmed by the NFE review carried out in 2015. Therefore, the Ministry determined to:

- a) Reduce the course duration of NFE programme from 18 months to 12 months; and
- b) Increase the class timing of Basic Literacy Course from 2 and half hours to 3 hours. This is mainly to cover the reduced course duration of 6 months, which would enable them to complete the course without compromising the quality.

For details refer to ***Annexure XIII***.

9. Media

9.1. Use of social media by education personnel

There have been a number of incidences where education personnel raised or commented on education issues in social media forums. Some of the comments were inappropriate in nature. They included public criticism of school policies, use of profane language and photos and videos of children without consent. Such use of social media is a serious breach of education personnel's responsibilities for the care and protection of children under their jurisdiction and promotes a negative image of education.

In order to guide responsible use of social media, the Ministry is planning to develop guidelines on the use of social media by education personnel. In the meantime, Dzongkhags and Thromdes are requested to inform school principals and education personnel about the appropriate use of social media. For details refer to ***Annexure XIV***.

9.2. Media spokespersons for the Ministry of Education

There has been occasions where some media reporting of education policies and programmes were incorrect.

In order to ensure accurate dissemination of information from the Ministry and minimize the risk of incorrect reporting, the following will apply:

- 1) Department heads, Chief PPD, Chief DEOs and TEOs as relevant, shall be the Ministry media spokespersons responding to media inquiries on existing education programs and services, and issuance of press releases and clarification when necessary; and
- 2) All responses on policy issues, proposed new policy or programs, or announcement of new initiatives shall require clearance by the Ministry.

For details refer to ***Annexure XV***.

10. Resolutions of the Sherig Conference 2017

The Sherig Conference 2017 was held in Sonamthang Central School, Zhemgang from 27 to 31 December. A total of 150 participants comprising of teachers, Principals, the Dzongkhag and Thromde Education Officers and officials from the Ministry attended 5 daylong conference.

The conference was presided over by the Hon'ble Minister of Education. The Theme for the Conference was '*A King's Vision, A Country's Future, A People's Dream*'. The resolutions of the Sherig Conference 2017 is attached as **Annexure XVI** for your kind reference and further guidance.

11. 12th Five Year Plan

In the past five year plans, the education sector plans and programmes were largely planned by the Ministry of Education in consultation with the Dzongkhags/Thromdes. The capital budget for the Education Sector was provided in the form of tied grants through the Ministry of Education. This was followed mainly as a strategy to ensure adequate financing for the education services without the Dzongkhag/Thromde Education Sectors having to compete with other sectors for resources under the annual grants.

In the 12th Five Year Plan (FYP), in line with the Royal Government's decentralization process, some of the major responsibilities which were earlier carried out by Ministry of Education will now be further decentralized to the Dzongkhags/Thromdes. All planning and programming related to education services including infrastructural development of schools, and rationalization of existing facilities will be fully carried out by the Dzongkhags/Thromdes.

The Ministry of Education's role will be increasingly more regulatory in nature in terms of providing policy direction, setting standards, issuing guidelines, monitoring and providing necessary support.

In view of this, the Ministry has developed guidelines (Technical Guidelines for 12th FYP and Guidelines for School Design) for all Dzongkhags and Thromdes to guide them in the preparation for the 12th FYP.

ANNEXURES

Annexure I: Revision of academic session



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



Ref: DSE/SPCD/(1.1) 2017/ 2317

Date: 13th December, 2017

Notification

The Ministry of Education is pleased to notify Dzongkhags, Thromdeys and schools that the revised opening dates for the academic session 2018 are as follows:

1. Classes PP to III - 13th February, 2018
2. Classes IV to XII - 3rd February, 2018

The change for the lower primary classes has been made to avoid exposing the younger children to the cold and to enable our teachers to plan and prepare adequately for the new academic session.

Schools situated in cold weather conditions are advised to take all necessary precautions to keep students warm and prevent exposing to the cold. Some of the following measures are suggested:

- Allowing students to wear jackets and gloves
- Conduct sessions / classes in the sun
- Avoiding the conduct of sessions and classes in the cold timings
- Conducting evening, morning and night studies in the hostels
- Supplying hot water for washing in the hostels
- Exploring means to heat up the classrooms

Schools are reminded once again to conduct the "Value Orientation Week" in the first week of the academic session for classes IV and above.


(Karma Tshering)
Director General

Copy to

- 1) His Excellency, Hon'ble Sherig Lyonpo for kind information
- 2) Hon'ble Secretary, MoE for kind information
- 3) All Dzongdags / Thrompons for kind information and support
- 4) Chief / Dy. Chief DEOs / TEOs for information, compliance and support
- 5) Offgt. Chief, Information, Communication and Technology Division to upload in the Ministry website
- 6) Office copy

Annexure II: Private schools to be headed by Bhutanese professional



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Royal Government of Bhutan
Ministry of Education
Department of School Education



Rethinking Education

Ref: DSE/PSD/ADM-01/2017/ 0105

30th January 2017

The Proprietor
All Private Schools

Subject: Bhutanese Principal

Dear Sirs/Madams

In keeping with the revised private school guidelines that was endorsed in 18th National Education Conference. The operations of private schools in the country will have to be streamlined according to the provisions of the revised guidelines.

As educational institutions, that cater towards offering of noble services which grooms the future citizen of the country administration and management of the school will have to be spearheaded by qualified Bhutanese professional.

To this effect all private schools must appoint their principal with the following:

Have a Bhutanese Principal with a minimum qualification of a Degree in Leadership & Management with at least three years' experience of managing a school.

Kindly Ensure that the above clause is implemented within 1st August, 2017.

Yours sincerely

(Karma Tshering)
Director General

Cc:

1. His Excellency Sherig Lyonpo, for His Excellency's kind information.
2. Hon'ble Secretary, MoE for kind information.
3. Office copy.
4. All DEOs/TEOs, for information and necessary action.

Annexure III: Wearing of tracksuits in schools



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Royal Government of Bhutan

Ministry of Education

Rethinking Education



Secretary

MoE/Sec/2017/ 2742

Dated 16th November, 2017

གསལ་བསྐྱགས།

གནད་དོན་དེ་ལས་ འབྲུག་གི་རྒྱལ་ཡོངས་ཚོགས་འདུའི་ ཡོངས་ཁྲབ་བྱང་ཚེན་གྱི་ ཡིག་ཙམ་ མེན་ཨེ་ཡི་ལི་-2(ཨེེ-70)2017/4400
 གྲོ་ཚེས་ 06/11/2017 ཚན་མའི་དགོངས་དོན་དང་འཁྲིལ་ཕྱད་ སྐྱོད་གཤམ་ཚབ་གྱི་ རྫོང་ཁག་ཚོགས་འདུ་གིས་ ས་བཅས་རའི་ གྲོ་བ་
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[Signature]
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- 1. མི་རྗེ་ཚོགས་དཔོན་མཚོག་ལུ། ལྷན་ལུ།
- 2. མི་རྗེ་ཤེས་རིག་ལྷན་ཁག་གི་ཚོང་ཚུ་བ་ལུ། ལྷན་ལུ།
- 3. འབྲུག་གི་རྒྱལ་ཡོངས་ཚོགས་འདུའི་ ཡོངས་ཁྲབ་བྱང་ཚེན་མཚོག་ལུ། ལྷན་ལུ།
- 4. ཤེས་རིག་ལྷན་ཁག་གི་ཚོང་ཚུ་བ་ གཏོ་འཚིན་ལུ། དང་ལེན་ཚེད།
- 5. རྫོང་ཁག་དང་ རྫོས་ལྷེའི་ཤེས་རིག་འགོ་དཔོན་ཡོངས་ལུ། དང་ལེན་ཚེད།

Annexure IV: Biannual Fitness Certificate for all school cooks



དབལ་ལྷན་འགྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།
Royal Government of Bhutan
Ministry of Education
Department of School Education



Ref. No. MoE/DSE/SHND/MoH/2018/218

Date: 9 February 2018

Dasho Dzongdag/Executive Secretary
Dzongkhag Administration/Thromde Administration
All Dzongkhags/All Thromdes

Subject: Thorough Medical Checkup for all cooks working in schools

Dear Dasho,

This is to inform Dasho that we have come across cooks working in schools with communicable diseases.

Therefore, from this year, the Ministry of Education, would like all cooks working in government as well as private schools to **undergo thorough medical checkup twice in a year and produce "Medical Fitness Certificate" to be eligible to work as cooks in the schools.**

Hence, we would like to request Dasho to kindly instruct the Chief District Education Officer/Chief Thromde Education Officer to carry out the above mentioned request immediately and maintain proper record.

Thank you for your continued cooperation and support.

Yours sincerely,

(Karma Tshering)
Director General

Copy to:

1. Hon'ble Secretary, Ministry of Education, Thimphu, for kind information.
2. Hon'ble Secretary, Ministry of Health, Thimphu, for kind information.
3. Dasho Thrompon, Thromde Administration, for kind information.
4. The Director General, Department of Medical Services, Ministry of Health, Thimphu, to kindly inform the medical personals accordingly.
5. The Director, Department of Public Health, Ministry of Health, Thimphu, to kindly inform the medical personals accordingly.
6. The Chief Program Officer, Private School Division, Department of School Education, Ministry of Education, for follow up.
7. The Chief Program Officer, School Health & Nutrition Division, Department of School Education, Ministry of Education, for follow up.

Annexure V: Weight of school bags



ལྷན་འཛིན་ཤེས་རིག་ཚོགས་སྡེ།
Royal Education Council
Paro : Bhutan



REC/Adm/Circular(20)2017-2018/ 3256

March 23, 2018

CIRCULAR

This is in pursuant to the appeal made to all the participants during the 18th National Education Conference held at Tashi Namgay Grand, Rinchending, Phuntsholing on December 9-12, 2016 and the subsequent letter sent all Dzongkhag and Thromdey Education offices vide Reference No. REC/Adm/Circular(20)2016-2017/1292, dated April 17, 2017, pertaining to the urgent need to downsize the school bags our school children have to carry.

The existing system requires our school children, at their critical formative stage of physical growth and mental development, to carry loads weighing anything between five kilograms to even close to 10 kilograms over long distances of rough and arduous routes for many of them. This practice is in contravention to the recommended load carrying limit of 15% (some sources say only 10%) of one's body weight. This means that a child weighing 20 kilograms should carry a load that weighs less than or equal to 3 kilograms (only 2 kg if the ratio is 10%), not more. Besides, many of them have to carry their lunch packs and drinking water making the total weight much heavier than not only the accepted limit but also much beyond what many of them actually can physically handle.

What literature says about what happens to a child, when he/she carries a load beyond the accepted limit over a long period of time, is starkly alarming. One of the reasons why children dread going back to school after a vacation can be attributed to the heavy schoolbags they have to carry on their backs. This stress can not only cause revulsion of school and low attention span leading to poor performance in studies but it also can result in detrimental physical and health problems in life.

Some impending ill-effects of carrying excessive weight include the following:

1. Causes pain in the back, shoulders and neck (physical torture);
2. Causes forward bending and side-ways deviation of the spine leading to bad posture and slouching;
3. Causes poor lung function making breathing difficult;
4. Damages bone growth-points resulting in abnormal or stunted growth; and
5. Causes psychological stresses that hamper learning and intellectual development.

The possible long-term implications of excessive load children carry are equally disturbing:

1. Leads to producing physically under-developed and abnormal individuals;
2. Causes huge burden on the nation's health system in terms of resources on healthcare services; and
3. Results in under-developed human capital because of abnormal physical growth and poor intellectual development.

Knowing that there are unquestionable risks and implications on them, we must put in place measures to prevent our children from getting severely affected. While it could be unreasonable to totally stop them from carrying school bags, it is morally wrong to watch our children carry bags that weigh beyond the critical ratio of the weight of bag to the their body weight of 10-15 percent.

Some of the alternatives ways of limiting the weight of load our children to the acceptable range could include:

1. Reducing the number of books students carry by
 - a. preparing the Class Timetable in such a way that only a few subjects have classes, rather than having periods for all the subjects on a given day,

5



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



- b. implementing homework policies that requires students to do homework only in one or two subjects in a day,
 - c. not requiring students to use or carry multiple notebooks for a single subject (some teachers make students buy as many as four notebooks - one each for home work, class work, grammar, essay, etc. for one subject), and
 - d. installing lockers/ shelves in their classrooms to keep the books that are not required to be carried home.
2. Reducing the weight of books by
 - a. not requiring students to buy unnecessarily thick notebooks (children can buy No.6 notebooks instead of 10 or 12), and
 - b. not requiring children to unnecessarily cover notebooks that are already very well decorated and have glossy hard covers.
 3. Reducing the load children carry to school by
 - a. providing clean drinking water from school, and
 - b. requiring parents to reach lunch to school (this may not be practical).
 4. Educating/ sensitizing children and parents on ill-effects of carrying excessive loads and measures to reduce the weight of bags.

In view of the numerous negative impacts on the physical, psychological and intellectual wellbeing of our students, therefore, it is reiterated that Dzongkhag/ Thromde Education offices to work with schools to come up with appropriate ways and means, including the strategies suggested above, to reduce the risks that our children are exposed to. The efforts, however, should not come at the cost of the teaching-learning process in our schools.

As the appeal and the letter, mentioned above, do not seem to result in any positive impact even after more than a year, it is strongly reiterated, through this circular, that all Dzongkhag/Thromdey schools must put in place and implement appropriate strategies to reduce the weight of bags our school children carry, and accordingly submit reports to the Royal Education Council with copies to the Department of School, Ministry of Education.

While taking full cognizance of our competing priorities, Royal Education Council is of the view that small initiatives taken for our children today will make a tremendous difference in their lives in future.



(Kinga Dakpa)
Director

Copy to:

1. The Hon'ble Sherig Lyonpo, Ministry of Education, Thimphu for kind information.
2. DASHO DRUNGCHEN, Ministry of Education, Thimphu for kind information.
3. The Director General, Ministry of Education, Thimphu for kind information and necessary support.
4. DASHO THRONPOENS, all Thromdes for kind information and necessary support.
5. DASHO ZONGDAGS, all Dzongkhags for kind information and necessary support.
6. O/c

Annexure VI: Compulsory pass marks in Dzongkha



འབྲུག་གི་སློབ་གྲུབ་ཚོས་རྒྱལ་ཁབ་དང་བརྒྱུ་ཞིབ་ཚོགས་ལྟེ།
Bhutan Council for School Examinations and Assessment
Royal Government of Bhutan



BCSEA(01)/SED/BHSEC/BCSE/101775

4th September 2017

NOTIFICATION

In compliance to the 18th National Education Conference held in January 2017 and in adherence to Royal Education Council Circular no. REC/CDC/01/2016-2017/87 dated 26th January 2017, BCSEA would like to inform all concerned that passing in Dzongkha language paper is compulsory in BCSE, BHSEC, LCSC-X and LCSC-XII examinations from 2017 examinations onwards. No pass certificate will be awarded to any candidate who does not secure the minimum passing mark.

However, for the purpose of merit ranking, the score awarded in Dzongkha language paper may not be considered if it does not fall in the best-four (English & best four for BCSE) / best-three (English & best three for BHSEC) score category as long as the candidate has passed in Dzongkha.

This is applicable to all the candidates wishing to pursue their studies within or in ex-country after the completion of BCSE, BHSEC, LCSC-X and LCSC-XII examinations.

(Tenzin Dorji)
Secretary
BCSEA

Copy to:

1. Hon'ble Sherig Lyonpo (Chairperson, Board of Directors, BCSEA) 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, for kind information.
5. Dasha Dzongdags, all Dzongkhags, for kind information.
6. The Director, REC, Paro, for kind information.
7. Dzongkha Education Officers/Thromdey Education Officers for necessary actions.
8. Principals, all schools, for necessary actions.
9. Office file

Post Box: 156
Phone: +975 2 322724/332546/326559
Fax: +975-2 325086

Email: bcsea@bcsea.bt
Website: www.bcsea.bt
Location: Babesa Thimphu

Annexure VII: Examination for supplementary or private candidate during the change in curriculum



འབྲུག་གི་སློབ་གྲྭའི་ཚོས་རྒྱལ་སྤྱོད་དང་བརྟུན་ཞིབ་ཚོགས་ལྷན།
Bhutan Council for School Examinations and Assessment
Royal Government of Bhutan



BCSEA(01)/SED/2017-2018/ 140

March 28, 2018

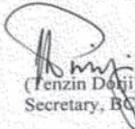
Notification

BCSEA would like to inform all that students appearing the BCSE and BHSEC examinations *henceforth* as Supplementary and Private (Failed) Candidates will be given an option to register for either old or new curriculum based examination during the change in curriculum or part thereof.

Certain conditions for the candidates:

1. once the registration is closed, candidate cannot change his/her registration from old to new or vice versa.
2. candidate opting for the new curriculum should fulfil every requirement of the new curriculum, i.e., appear in viva voce, project and practical or all. Also, viva voce/project /practical marks awarded from the last BHSEC examination will not be considered for the candidate.
3. candidate opting for the old curriculum will appear the practical examination based on the old curriculum. His/her viva voce, project marks will be awarded from the last BHSEC examination.

Note: Candidate opting to reappear the examinations after a gap of one year or more during which the change in the curriculum has already taken place and tested in the examinations must appear the new curriculum. For instance, if a candidate has appeared the old curriculum BHSEC examination in 2016 or before and wants to sit the 2019 BHSEC examination, he/she will have to sit for the new curriculum examination. Only during the immediate take-over by the new curriculum, option to choose old or new curriculum examination will be given.


(Fenzin Dorji)
Secretary, BCSEA

Copy to:

1. Hon'ble Sherig Lyonpo (Chairperson, Board of Directors, BCSEA) Ministry of Education, Thimphu, for kind information.
1. Hon'ble Secretary, Ministry of Education, Thimphu, for kind information.
2. The Director General, DSE, Ministry of Education, Thimphu, for kind information.
3. Dasho Dzongdags, all Dzongkhags, for kind information.
4. The Director, REC, Paro, for kind information.
5. Dzongkha Education Officers/Thromdey Education Officers for necessary actions.
6. Principals, all schools, for necessary actions.
7. Office file

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Website: www.bcsea.bt
Location: Babesa Thimphu

Annexure VIII: Continuing Professional Development (CPD) programmes for teaching professionals

Sl. #	Programme	Duration	Intake	Mode of study	Institute	Target group
1	Master of Education in Educational Leadership and Management	3 years	25	Mixed Mode	Paro College of Education	Principals, Vice Principals, DEO, TEO
22	Master of Education in Dzongkha	3 years	25	Mixed Mode	Paro College of Education	Teachers, Principals, VP & Principals with Dzongkha background
3	Master of Arts in Contemplative Counseling Psychology	2 years	25	Mixed Mode	Samtse College of Education	Full time Counselors
4	Master of Arts in English	1½ years	30	Full time	Yonphula College	Teachers teaching English Subject
5	Master of Education in Mathematics	2 years	10	Full time	Samtse College of Education	Teachers teaching Mathematics subject
6	Master of Education in Physics	2 years	10	Full time	Samtse College of Education	Teachers teaching Physics subject
7	Master of Education in Chemistry	2 years	10	Full time	Samtse College of Education	Teachers teaching Chemistry subject
8	Master of Education in Biology	2 years	10	Full time	Samtse College of Education	Teachers teaching Biology subject
9	Post Graduate Diploma in English	3 years	25	Mixed Mode	Sherubtse College	Teachers teaching English subject
10	Post Graduate Diploma in Contemplative Counseling Psychology	2 years	20	Mixed Mode	Samtse College of Education	Teachers and Vice Principals
11	Bachelor of Education in Primary	4 years	75-80	Mixed Mode	Paro College of Education	Teachers, Principals and VPs with PTC qualification.

Annexure IX: One Teacher One Subject Policy



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།
Royal Government of Bhutan
Ministry of Education
— Rethinking Education —



SECRETARY

MoE/HRD/HRMS-Teacher Projection/2017/654

Date: August 4, 2017

Executive Order

As per the resolution of the 18th National Education Conference (NEC) held from January 9-12, 2017 at Phuntsholing, the Ministry of Education would like to inform all the Dzongkhag/Thromde Education Officers, Principals, Vice Principals and Teachers the following:

1. A teacher needs to choose a competent subject as per **One Teacher One Subject Policy**.
2. The subject reflected as 'Competent Subject' in Teacher Requirement Exercise Tool shall be entered in Civil Service Information System (CSIS) and Education Management Information System (EMIS).
3. The competent subject cannot be changed once it is entered in the system.
4. If a teacher wishes to change his/her competent subject due to unavoidable circumstances, he/she should inform Human Resource Division of the Ministry through respective Principals and Education Offices.

While determining the competent subject, the schools are requested to note the following:

Sl#	Qualification	Competent Subject
1	PTC with PCS	General
2	B.Ed(P) with PCS and one elective	General
3	B.Ed(P) with Master in Curriculum or Education	General
4	B.Ed(P) with Masters in elective subject	Subject Mastered
5	B.Ed(P) with PGD in English	English
6	B.Ed(Dzo)	Dzongkha
7	B.Ed(P) in Secondary schools	General
8	B.Ed (S) & PGDE teaching in pry and secondary Schools	One of the elective subjects
9	B.Ed(S) with Master in Curriculum or Education	One of the elective subjects
10	PGDE in Guidance and Counseling	
11	1. Full Time	Counseling
12	2. Mixed Mode- open Competition	Counseling
13	3. Mixed Mode after B.Ed or PGDE	One of the elective subjects
14	B.Ed Contract teachers from 2016 January	As per Placement Subject
15	B.Ed (P) with PGCTIS	General
15	B.Ed (S) with PGCTIS	One of the Elective Subjects

Moreover, teachers who would like to endeavor for further studies are encouraged to choose the courses in their competent subject henceforth for specialization and proper career growth.

This is issued for strict compliance by all the schools.


 (Karma Yeshey)

Annexure X: Mandatory Drug testing of all students selected for undergraduate scholarships

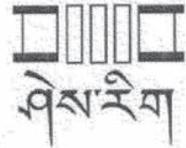


SECRETARY

དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education

Rethinking Education



DAHE/SSSD/OO (24)/2017-2018/ 182

September 28, 2017

Circular

The Ministry Education, Royal Government of Bhutan would like to notify all aspiring students for undergraduate scholarships that mandatory drug testing shall be carried out in collaboration with relevant stakeholders. The initiative is in line with the immigration requirement of different countries, university systems and in support of the national effort to control drug use.

As such, all students selected for undergraduate scholarships will have to undergo mandatory drug testing from 2018 onwards. If selected candidates are tested positive, the scholarships shall be cancelled which is in conformity to the regulations and practice for long-term trainings implemented.

In view of the above, schools are hereby requested to inform the students of this mandatory requirement which will come into effect for undergraduate scholarships implemented from 2018 onwards.

(Karma Yeshey)

Copy to:

1. PS to Hon'ble Prime Minister, for His Excellency's kind information
2. Hon'ble Sherig Lyonpo for His Excellency's kind information
3. Hon'ble Chairman, Royal Civil Service Commission, for his kind information
4. Director General, BNCA for information
5. Director General, Department of School Education, for information
6. Director General, Department of Youth and Sports, for information
7. Director DAHE, for information
8. Chief DEOs/TEOs for information
9. Principals of all HSS for information
10. Office copy

Annexure XI: Public Notification on recognition of Sikkim Manipal University



Royal

དཔལ་ལྷན་འབྲུག་གཞུང་། འཕེལ་རྒྱུ་ལྷན་ཁག་།

Government of



Bhutan
Ministry of Education
Department of Adult and Higher Education
Quality Assurance and Accreditation Division

(BHUTAN ACCREDITATION COUNCIL)

Ref. No. DAHE/QAAD/07/2017-2018/

30 Oct 2017

PUBLIC NOTIFICATION

As per the Tertiary Education Policy 2010, the Bhutan Accreditation Council recognises the genuine and legitimate degrees from Sikkim Manipal University.

However, the Election Commission of Bhutan and Royal Civil Service Commission do not recruit graduates who have not undergone through formal mode of study as per the Election Commission Act 2008 and Civil Service Act 2010.

This notification has been served for general public for information and compliance.

(Karma Yeshey)

Chairperson

Bhutan Accreditation Council

Annexure XII: Public notification on recognition of Sikkim Manipal University



Royal

དཔལ་ལྷན་འབྲུག་གཞུང་། བེས་རིག་ལྷན་ཁག།

Government of

Bhutan

Ministry of Education

Department of Adult and Higher Education
Quality Assurance and Accreditation Division



(BHUTAN ACCREDITATION COUNCIL)

Public Notification (April 2017)

This is to inform general public that during the verification process for recognition of qualifications, the Department of Adult & Higher Education has noted that students pursuing studies in some of the institutions under the Sikkim Manipal University are verified as distance education. While the students and the institutions claim that they were full time students, verification from the University indicated that it was a distance education. Therefore, we would urge all students and parents to clarify the registration details and be cautious while enrolling for programmes under Sikkim Manipal University.

For further clarification, contact QAAD at 334101 during office hours.

Director

Annexure XIII: Change in duration of Non-Formal Education Course



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education
Cultivating a Grace of Our Mind

ཤེས་རིག

SECRETARY

Ref: MoE/DAHE/NFCED (14)2016-17/1172

July 7, 2017

ཁུབ་བསྐྱགས།

ལུང་ན། ཤེས་རིག་ལྷན་ཁག། རྣམས་དང་མཐོ་རིམ་ལས་ཁུངས། གཞི་རྒྱུན་ཤེས་ཡོན་སྡེ་ཚོན་གྱི་ འགོ་འདྲེན་ཐོག་ལས་ གཞི་རྒྱུན་ཤེས་ཡོན་ལས་རིམ་འདི་ དར་ཁུབ་དང་གོང་འཕེལ་གཏང་བཅས་ལུ་དམིགས་ཏེ་ དུ་ཚུན་ གཞི་རིམ་གྱི་ནང་ལུ་ སློབ་སྦྱོན་འབད་ནི་གི་དུས་ལུན་འདི་ ཟླ་རྗེས་ཀྱི་དང་ ཉིན་བསྟར་ རེ་གཟུང་མེད་པའི་ལས་སྡེ་མ་ཚུན་ ཚུ་ཚོ་དྲུང་ ལྷ་མ་ལྷ་ལྷ་ལྷ་ལྷ་ སློབ་སྦྱོན་འབད་དེ་ཡོད་པའི་ན། ཨིན་ཏུ་ དུས་གི་ འཇུག་པ་དང་འཇུག་ བསྐྱར་ཞེབ་དང་བསྐྱར་བཅོས་འབད་དེ་གོ་བ་འཛོན་ཡོད་པའི་ལས་ འབྲེལ་ཡོད་ཀྱི་ལས་སྡེ་དང་ མ་ལས་མཚོག། སློབ་སྦྱོན་པ། ཤེས་རིག་འགོ་དཔོན་ཚུ་དང་ ཅིག་ཁར་གོ་ས་བསྐྱར་དང་གོ་བསྐྱར་སོགས་ མངའ་བས་ཅིག་འབད་ཐོག་ལས་ སློབ་སྦྱོན་འབད་ནི་ལུ་དུས་ལུན་ ཟླ་རྗེས་ ལས་ཀྱི་ ལུ་མར་པའི་འབད་དེ་ མོ་རོག་ཅིག་གི་ནང་ ཉིན་ཁར་ལས་ཀྱི་ དང་ ཉིན་བསྟར་ དུས་ལུན་ཚུ་ཚོ་དྲུང་ དང་ ལྷ་མ་ལྷ་ལྷ་ལྷ་ལྷ་ སློབ་སྦྱོན་འབད་ དེ་གོ་བའི་ མོ་ས་འཚར་དང་འཇུག་ ཟླ་ལོ་ལྷ་ལྷ་ལྷ་ལྷ་ལྷ་ ཟླ་ལོ་ལྷ་ལྷ་ལྷ་ལྷ་ལྷ་ གཞི་རྒྱུན་ཤེས་ཡོན་གྱི་བཀོད་ཚོགས་ཐེངས་ལྷ་ལྷ་ ཚོགས་པའི་སྐབས་ལུ་ ཚུ་ཚོ་གི་ མཛད་དེ་ཡོད་པའི་ན།

འདི་བསྐྱབས་འབད་ ཟླ་ལོ་ལྷ་ལྷ་ལྷ་ལྷ་ལྷ་ ཟླ་ལོ་ ཟླ་ལོ་ ཟླ་ལོ་ ཟླ་ བཀོད་ཚོགས་ ཐེངས་ལྷ་ལྷ་ པ་ ཚོགས་པའི་སྐབས་ལུ་ གོང་གི་ བསྐྱར་བཅོས་འབད་དེ་ ཡོད་པའི་གནད་དོན་ཚུ་ལུ་ གསུངས་ཐོས་ཚུ་ ཞིབ་ཞིབ་འབད་གནད་པའི་མཐའ་མར་ གནད་དོན་ཚུ་ལུ་ ཚུ་ཚོ་གི་གི་གྱུ་སྦྱོན་དང་ སློབ་སྦྱོན་ཐོས་འཚར་དང་འཇུག་ དཔལ་ལྷན་ གཞི་རིམ་ནང་ཡང་ ཁ་སྐོང་དང་འདྲ་མཉམ་འབད་ ཉིན་བསྟར་ དུས་ལུན་ ཚུ་ཚོ་དྲུང་ སློབ་སྦྱོན་འབད་དེ་གོ་བ་དང་ ཡོ་གཅིག་གི་ནང་ལུ་ ཉིན་ཁར་ལས་ཀྱི་ དང་ ཚུ་ཚོ་དྲུང་ སློབ་སྦྱོན་འབད་དེ་གོ་བ་དང་ ཚུ་ཚོ་གི་མཛད་དེ་ཡོད་པའི་ན།

དེ་དང་གཅིག་ཁར་ བཀོད་ཚོགས་ཐེངས་ལྷ་ལྷ་ ཚོགས་པའི་སྐབས་ལུ་ ཚུ་ཚོ་གི་མཛད་དེ་ཡོད་པའི་ གཞི་རྒྱུན་ཤེས་ཡོན་གྱི་ ལས་སྦྱོན་དེ་ཡང་ གཅིག་མཚུངས་འབད་ ལག་ལེན་འབབ་བཅས་ལུ་ བཀོད་ཚོགས་ཐེངས་ལྷ་ལྷ་ ཚོགས་པའི་སྐབས་ལུ་ ལྷ་ལྷ་ལྷ་ལྷ་ལྷ་ལྷ་ལྷ་ལྷ་ལྷ་ལྷ་ལྷ་ སློབ་སྦྱོན་དང་ཚུ་ཚོ་གི་མཛད་དེ་ཡོད་པའི་ལས་ དཔལ་ལྷན་ འབྲེལ་ཡོད་ཀྱི་ ལས་སྡེ་ རྫོང་ཁག་དང་ རྫོང་སྡེ། སློབ་གྲྭ་ཁག་ཚུ་ལུ་ གོང་གི་བསྐྱར་བཅོས་ཀྱི་སྐོར་ལས་དང་ གཞི་རྒྱུན་དང་འཕྲོ་མཐུད་ ཤེས་ཡོན་གྱི་ ལག་ལེན་ལས་སྦྱོན་ཚུ་གི་སྐོར་ལས་ རང་མེད་མངའ་ལོག་ལུ་ འབྲེལ་པ་ཡོད་པའི་རིམ་དང་ ལས་སྦྱོན་པ་ཚུ་ལུ་ གོ་བཅད་སོགས་སྦྱོན་དེ་ ཚུ་ལ་བཞིན་དུ་རིམ་ལེན་འབད་དེ་ ལག་ལེན་འབབ་གནད་དེ་གོ་བ་བཟུ།


གསལ་ལོ་ཤེས།
བཀོད་ཚོགས་ཁྲི་འཛིན།
Secretary
Ministry of Education
Thimphu

- ༡ ལས།
- ༢ མི་ཚེ། ཤེས་རིག་སློབ་པོ་མཚོག་གི་སྡེ་ཚོན་ལུ།
- ༣ དམོས་ཚུངས་པ་དག་ཡོངས་ལུ། ལྷན་འབྲེལ་ཚེད་དུ།
- ༤ རྫོང་སྡེ་ཁག་གི་ བཀོད་ཚོགས་དུང་ཚོན་ཡོངས་ལུ། ལྷན་འབྲེལ་ཚེད་དུ།
- ༥ རྫོང་ཁག་ཚོགས་འདུན་ལུ་འཛིན་ཡོངས་ལུ། དང་ལེན་ཚེད་དུ།
- ༦ རྫོང་ཁག་ཚོགས་སྡེ་ལུ་འཛིན་ཡོངས་ལུ། དང་ལེན་ཚེད་དུ།
- ༧ རྫོང་ཁག་དང་ རྫོང་སྡེ། ཤེས་རིག་གཞི་འཛིན་འགོ་དཔོན་ཡོངས་ལུ། དང་ལེན་ཚེད་དུ།

Annexure XIV: Use of social media by education personnel



SECRETARY

དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education

— Rethinking Education —



MOE/PPD/Notification/2018/6024

Date: May 1, 2018

NOTIFICATION

There have been a number of recent comments in social media forums about education issues made by educational personnel that were of an inappropriate nature. For instance, public criticism of school policies, use of profane language and photos and videos of children without consent.

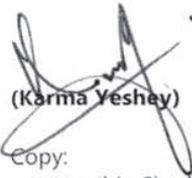
The Ministry regards such use of social media as a serious breach of education personnel's responsibility for the care and protection of children under their jurisdiction and to promote a positive image of education. In some cases, such use of social media has led to disciplinary action and had negative consequences for education personnel's careers.

The Ministry plans to develop guidelines on the use of social media by educational personnel.

In the meantime, all DEOs and TEOs are directed to inform school principals and educational personnel about the appropriate use of social media, particularly in relation to criticism on education policy and programs, use of profane language and posting of photos and images which violates the privacy and protection of students.

Thanking you,

Yours sincerely,



(Karma Yeshey)

Copy:

1. Hon'ble Sherig Lyonpo, for His Excellency's kind information
2. Director General, DSE, MOE to develop the above guidelines
3. Director General, DYS, MOE, for kind information
4. Director(s), DAHE & DoS, MOE for kind information
5. All Dasho Dzungdags, for kind information
6. All Dasho Thrompons, for kind information
7. Office Copy

Annexure XV: Media spokesperson for the Ministry of Education



SECRETARY

དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education

— Rethinking Education —



MOE/PPD/Notification/2018/ 6023

Date: May 1, 2018

NOTIFICATION

In light of preparations for the upcoming 12th Five Year Plan, there has been wide reporting, discussion and commentary in the media. Some of the reported information and commentary has been incorrect. The Ministry regards disseminating incorrect information being reported to general public as a serious concern.

In order to provide adequate information and to mitigate the risk of misreporting, henceforth

- 1) Department heads, Chief of PPD, and Chief DEOs/TEOs as relevant, shall be the media spokesperson responding to media related inquiries on existing education programs and services, and issuance of press release and clarifications when necessary; and
- 2) All responses on policy issues, proposed new policy or programs, or announcement of new initiatives shall require clearance by the Ministry.

Thanking you,

Yours sincerely,


(Karma Yeshey)
Copy:

1. Hon'ble Sherig Lyonpo, for His Excellency's kind information
2. Director General (s), DSE and DYS, MOE, for kind information and compliance
3. Director(s), DAHE and DoS, MOE, for kind information and compliance
4. All Dasho Dzongdags, for kind information
5. All Dasho Thrompons, for kind information
6. All DEOs/TEOs, for kind information and compliance
7. Office Copy

Annexure XVI: Resolutions of the Sherig Conference 2017

RESOLUTIONS OF THE SHERIG CONFERENCE 2017 Sonamthang Central School, Zhemgang 27th - 31st December

The conference endorsed:

1. Differentiated Curriculum

1.1 The idea of differentiated curriculum as proposed by the Royal Education Council (REC) in order to provide greater flexibility and alternative pathways for students, and a detailed proposal to be presented at the next conference by REC;

Action: REC

2. National Education Assessment

2.1 The revival of the National Education Assessment at three key stages (Classes III, VI and X) periodically in order to assess the learning achievement of students;

Action: BCSEA

3. Professional Development of Teachers

3.1 Teachers to be provided with 80 hours of professional development annually in the 12th Five Year Plan, with the Ministry facilitating 40 hours and the remaining 40 hours to be facilitated by the respective Dzongkhags and Thromdes;

Action: DSE (TPSD) and Dzongkhags/Thromdes

3.2 The 2018 professional development programme for all teachers to be on basic counselling in order to improve support for students and their well being;

Action: DSE (TPSD)

4. Early Childhood Care and Development

4.1 Increased access to ECCD programmes to at least 50 percent of 3-5 year old children during the 12th FYP, with the aspiration of establishing 'One ECCD Centre in every Chiwog', in order to foster the holistic development of young children;

Action: DSE (ECCD & SEN Division) and Dzongkhags/Thromdes

5. Revised School Opening date for Classes PP-III

5.1 The school academic session for classes PP-III to commence 10 days after the commencement for the remaining classes, with 2018 school academic session for classes PP-III to commence from February 13, noting that there will be no change for school commencement dates for other classes and teachers;

Action: DSE/Dzongkhags/Thromdes/Schools

6. One Laptop per Teacher

6.1 Each teacher to be provided with one lap top during the 12th Five Year Plan period to enhance the quality of the teaching and learning process;

Action: MoE/Dzongkhags/Thromdes

7. Special Education Needs

7.1 The establishment of at least one school with a special educational needs programme in each Dzongkhag/Thromde by the end of the 12th Five Year Plan, in order to extend educational services for children with special educational needs;

Action: DSE (ECCD & SEN Division)/Dzongkhags/Thromdes

8. Staff Quarters

8.1 80% of teachers are provided with staff quarters within the school campus in the 12th FYP period, in order to provide necessary support to students, and to improve the working and living conditions of teachers;

Action: Dzongkhags/Thromdes

8.2 As a transition towards this target, the provision of staff quarters to be based on the percentage of boarding students in the school, with priority given to central schools and large boarding schools, especially in rural areas;

Action: Dzongkhags/Thromdes

9. Career Progression for Principal

9.1 The Ministry to take up the issue of Principal's automatic promotion to P1 based on their competency and performance with RCSC in order to enhance their career progression;

Action: DoS (HRD)

10. National Education Policy

10.1 The draft National Education Policy in principle, subject to revision as discussed at the conference and external consultations with stakeholders prior to submission to GNHC for Government approval;

Action: PPD

11. Education Staff Welfare Scheme (ESWS)

11.1 Revision of ESWS welfare loan ceiling from Nu. 50,000 to Nu. 100,000;

11.2 ESWS welfare loan condition as:

- a) The applicant need to be a ESWS member for a minimum of 3 years;
- b) The applicant shall be at least five years from retirement age unless they agree to liquidate the loan in a shorter period;
- c) The applicant shall have 40% of basic pay as take home salary, to be eligible for the loan;
- d) The interest rate of the loan shall be 6%;

11.3 The Ministry to explore reducing the interest rate of the ESWS welfare loan from 6% to 5%;

- 11.4 Amendment of the following bylaws of the ESWS:
- a) Removal of age bar for children of the ESWS members to be eligible for *Semso*;
 - b) Removal of six months period after the demise of family members to claim the *Semso* with the submission of required documents;
 - c) Waiving the outstanding loan amount in the event of the demise of a member;
- 11.5 Review *Semso* amount to be uniform for all family members and present its status to the next conference.

Action: AFD/DoS