

**PRIVATE SCHOOLS ESTABLISHMENT AND OPERATIONAL**

**GUIDELINES**

Royal Government of Bhutan

Ministry of Education

Department of School Education

Private School Division

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“*Our window of opportunity is small –today the largest section of our population are Youth–how we address quality of education now will determine whether we will build strong young citizens who will ensure a long bright future for the nation*.”

His Majesty the King Jigme Khesar Namgyel Wangchuck

2009 February 17

3rd Convocation of the Royal University of Bhutan

# Chapter ONE

## Introduction

Ever since the planned economic development started in Bhutan in 1961, the Royal Government has always accorded the highest priority to the Education Sector. It has been one of the wisest decisions of our governments, past and current, as the country’s economic health, prosperity, happiness and progression hinges on the quality of its education. Towards this effect, the Ministry of Education has taken several reform initiatives to improve the school systems. Some of the most prominent ones are curriculum reforms, professional development of staff, school reform initiatives in the form of central schools and autonomous schools all of which are designed to enhance access, equity and system efficiencies for quality education in the country.

The Ministry of Education under the aegis of School Reform Programme has embarked upon establishing different models of schools to suit the various learning needs and capacities of the students. Central Schools, Autonomous Schools, Armed Forces School, Special Schools for the Talented and Premier Schools are some model of schools aimed to facilitate in providing multiple choices to the learners according to their learning needs.

Further, the Royal Government of Bhutan also supports the Private Schools to grow and contribute in the process of providing alternative choice of education for the children of Bhutan. With the establishment of the first private school in 1987, there has been a steady growth in the number of private schools. From 2000 to 2017, the number of private schools, from the primary to higher secondary levels increased from 8 to 36. During the same time, the number of students in private schools increased from 1,460 to 11,938 (National Education Statistics 2017). Evidently, both the demand for quality education and participation of the private sector in education are increasing at a rapid pace. Considering this trend, the number of private schools in the country is only expected to grow in the coming years to meet the rising demand.

Recognizing future potential of Bhutan to be and international educational centre, the Royal Government of Bhutan has streamlined the following objectives for operating private schools:

* + - To increase access to education at all levels by easing the pressure on government resources, including the burden of overcrowding in public schools, while advancing opportunities for students across the entire spectrum.
    - To provide high quality alternative, in-country educational options to parents and students with different needs and aspirations.
    - Mitigate foreign exchange reserves and cultural erosion by students studying abroad.
    - To ensure equitable public-private partnership in serving the students of Bhutan and educating for Gross National Happiness.

As such, the Ministry of Education (MoE) shall facilitate in the establishment and operation of private schools through enabling policies and conditions to help them achieve those very aspirations for which they were intended. The need for Guidelines for Private Schools in Bhutan has become critical to guide the aspiring investors and stake holders in education during the planning and operation of private schools in the country. The First Edition of Private Schools Establishment and Operational Guidelines was first drafted in 2012. However, with the changing face of the country’s socio-economic growth and the subsequent reform initiatives undertaken by the Ministry of Education in the recent times, the Private Schools Establishment and Operational Guidelines has been revised in 2018 by the Department of School Education.

**Aspirations from Private Schools**

Aspirations create an inspiring vision for what is possible with private schools in Bhutan, adding the human and moral dimension to educational development and shifting the paradigm of private schools from transaction to transformation. These aspirations emerge from the overarching perspective of not only sharpening the intellectual dimension but also focusing on character building of the learners.

Thus, as a school focused on wholesome development of an individual who is equipped with knowledge, skills and attitude, private school must aspire to create an enabling learning community with favorable conditions to transpire the learner’s health and growth, meet the parental expectations and the ultimate national goals of empowering students to be responsible, accountable, loyal and productive citizens.

The following, but not limited to, are some aspirations from the private school:

***At the student level***, private schools should aspire to:

* + - Offer alternative options that meet the unique needs of learners and their parents in a fast changing society.
    - Create enabling conditions in a care-based environment where students can develop holistically.
    - Offer equitable opportunities for the continuation of studies corresponding to the student’s competencies.
    - Provide greater student attention through smaller class size.
    - Provide a higher level of quality for those who seek beyond what is offered in the existing public school system.
    - Enable every student in their charge to achieve their highest potential, ultimately, as good human beings, of sound content and character.

***At the teacher level***, private schools should aspire to:

* + - Encourage autonomy and creativity in pedagogical and curriculum approaches so as to meet the fast changing needs of the 21st century world.
    - Foster personal and professional growth of educators, as lifelong learners, intent in enhancing their skills as also their moral authority.
    - Enable the coming together of a diverse, national and international faculty who can offer fresh and varied perspectives in a collaborative work space.
    - Promote research so that innovation and creative practices in respective fields, can inform new understanding of how learning can be elevated.

***At the organizational level***, private schools should aspire to:

* Develop communities of practice by seeding innovation.
* Create autonomous and conducive learning environments for both teachers and students to grow in tandem with each other.
* Offer enriching programs that go beyond the prescribed curriculum and mandates.
* Meet the demand for excellent quality education within the country, and make a difference in the lives of students by raising local leaders and global citizens.

***At the national leve***l, private schools should aspire to:

* Support the Royal Government of Bhutan in achieving its goal of universal enrolment while offering huge cost savings for the government exchequer.
* Set ever higher standards of quality of education in Bhutan while aiming for international benchmarks.
* Maintain a distinct Bhutanese identity while striving for global perspective.
* Reduce financial drains to the Bhutanese economy by providing competitive alternatives to education outside the country while also reducing cultural erosion.

***At the global level***, gifted, as Bhutan is, with a vision as powerful and influential as envisioned by His Majesty Jigme Singye Wangchuck, the Fourth King’s - *Gross National Happiness is more important than Gross National Product,* private schools in Bhutan must realize that they are in a pivotal position to illuminate a different model of education that embodies this great philosophy.

Private schools have the opportunity and the moral responsibility to chart a new course of education that is transformative to realizing one’s own fulfillment and a sense of purpose, well-being and genuine happiness.

*“As I serve my country, I have a number of priorities. Number one on my list is education. Education is empowering- it’s a social equalizer and it facilitates self- discovery, which leads to one’s full potential. Good education gives you confidence, good judgment, virtuous disposition, and the tools to achieve happiness successfully. A good school gives a child a fair shot at success and ensures that a person’s achievement in life will not be predetermined by his or her race, parentage and social connections”*

Druk Gyalpo Jigme Khesar Namgyel Wangchuck

Bhutan Education Blueprint 2014 - 2024

# Chapter TWO

# Establishment of a New Private School

The goal of any education system is to foster excellence in a child. In order to achieve quality-learning outcomes, it is imperative that adequate school resources are in place. Therefore, this chapter shall guide the proponent for private school to adhere to certain establishment procedures:

## Procedures**:**

* + 1. Submit an Expression of Interest (EoI) to the concerned Dzongkhag or Thromde along with the schematic master plan and a copy of *lagthram* ***(Annexure B***)
    2. Dzongkhag or Thromde will confirm the registration and ownership of the land after reviewing the application. After review of the application, Dzongkhag or Thromde will forward the application to the Ministry of Education (MoE) in February and August every year.
    3. MoE will review the Expression of Interest and subject to fulfillment of the requirements, recommend for joint site verification. ***(Annexure C).***
    4. Nominated members from technical committee, along with the relevant representatives from Dzongkhag or Thromde shall make the site visit and jointly prepare site feasibility report.
    5. The site feasibility report is thereafter presented to the Technical Committee meeting. If the site is found feasible for the establishment of the school, then the proponent is asked to process for the clearances***. (Annexure D)***
    6. The proponent shall be asked to submit the Detailed Project Report (DPR) upon production of clearances ***(Annexure E for DPR).***
    7. Upon the fulfillment of the DPR (***Annexure E***), Ministry shall issue sector clearance to process Business License and Project Approval from Ministry of Economic Affairs. The validity for the construction of the school will be for three years. However, if the proponent does not initiate any construction works within the first year without valid reasons, the approval shall be considered withdrawn. This is as per the provision of the Rules and Regulations for the Establishment of Commercial Ventures 2016 (Revised).
    8. The Proponent shall seek final approval to start the first academic session through Dzongkhag or Thromde.
    9. The Dzongkhag or Thromde shall facilitate the final approval by verifying the physical facilities, Business license and recommend the Ministry of Education for final validation and approval. The final approval shall then be sealed by signing of Delivery and Performance Agreement between the proponent and Ministry of Education ***(Annexure A)***. The Delivery and Performance Agreement shall be valid for five years and renewal shall be subject to the annual assessments by the Ministry.

## Area Requirement and Lease of Land

The area of the school shall depend on the size and capacity of the school. The minimum land area required should be derived from the minimum physical infrastructure requirement as specified in **Annexure G.**

In case of lease of government land and government reserved forest land, the same shall be executed as per the prevailing Land Act of Bhutan and amendment, thereafter. The proponent shall execute land lease agreement with the local authority (Dzongkhag or Thromde) as per the approval of the National Land Commission. In case of lease of private land, the proponent shall produce the lease agreement signed between the parties along with land ownership certificate. The minimum lease period shall not be less than 30 years.

## Location of School

The school shall be ideally located to facilitate conducive learning. The site proposed for school shall be geologically stable and free of potential threat and risk of security and other hazards. The proposal shall consider the views of the adjacent settlements and landowners.

## Physical Infrastructure

A school shall have physical facilities that ensures safety, effective teaching and learning, enhances growth and development of students and that caters to specific user needs such as gender, age and physically challenged students. The school shall meet the basic minimum facilities as listed in ***Annexure G.***

## Level of School

A private school can operate at one of the following levels:

* 1. Primary– Pre-Primary (PP) to Class VI.
  2. Secondary– Class PP/VII to Class X.
  3. Higher Secondary– Class PP/VII/IX/XI to Class XII.

Chapter THREE

# Standard Operating Procedure

Envisioned as an educational hub for mindful grooming of students in a caring environment, the school must have strategic vision and efficient operating procedures. All the private schools shall use the “**General Guidelines for School Management 2017**” published by MoE as a guiding document for management of the school and amendment thereof.

## 3.1. School Governance

Private school shall have the following, but not limited to, policy documents in place that creates an enabling environment for holistic and quality teaching and learning.

### 3.1.1. School Policy Document:

The school shall have a policy document to enable the school to function efficiently and effectively. The policy document shall:

1. Set clarity on the school’s vision, mission, objectives, goals and strategic plans.
2. Set standard operating procedures.
3. Be reviewed and revised periodically and in accordance with changes in the Government Policies.

The school shall prepare other related documents such as student handbook, teacher handbook, student code of conduct, etc. based on the School Policy Document.

### 3.1.2. Service Rules and regulations:

The school shall formulate its Service Rules and Regulations in congruence with the existing legislation of the Ministry of Labour and Human Resources. The service rules and regulations must be framed in consultation with the employees and finally be approved by the Ministry of Labour and Human Resources. The regulation shall emphasize on meritocracy, excellence, and professionalism. To achieve this, this regulation shall include chapters such as appointment, code of conduct, contract, promotion, remunerations and benefits, leave, training, promotions, evaluation, administrative sanctions and separations.

## 3.2. School Management Structure

The school has the autonomy to make decisions across a range of school operations within the limits of mandated responsibilities and subject to compliance to government acts and policies.

Therefore, the following, but not limited to, are suggested management structures for Private School governance:

### 3.2.1. School Management Board (SMB)

The School Management Board (SMB) is an advisory body to ensure smooth functioning of school. The board shall meet at least twice in a year or as and when necessary. The board must not interfere in the daily administration of the school affairs. Further, the school shall have a well-drawn Terms of Reference (ToR) of SMB.

### 3.2.2. School Management Team (SMT)

The School shall have a SMT supported by working committees to execute the specific task. The SMT and the committees shall have well-drawn Terms of Reference (ToR).

### 3.2.3. Student Council

The school will form Student Council following democratic procedures which will assist in effective school management. This council will support the SMT by taking up roles such as event management and in certain decision making. They will also act as a bridge between the general student body and SMT. ToR should be formulated at school level.

## 3.3. Resources and Facilities:

The quality of any good school is largely dependent on the extent to which adequate physical resources are effectively and properly acquired, maintained and managed. The acquisition, maintenance and improvement of the school buildings, property and grounds, educational material and equipment are crucial. The school should ensure that relevant and adequate resources and facilities are made accessible for teaching and learning.

## 3.4. Admission:

1. Admissions shall be based on the prevailing policy and the notifications as circulated by the Ministry of Education (MoE).
2. Admission of students in classes X and XII shall be abided by the Bhutan Council for School Examinations and Assessment (BCSEA) **Criteria and Condition for Affiliation** under the Chapter 1, Clause 1.1.1. “The School/Institute intending to enroll students for class X and XII are required to start from class IX and XI respectively, as they are required to complete two year courses”.
3. Total number of students enrolled shall be in proportion to the available physical facilities and human resource capacity.
4. Admissions of students in class X and above from other Boards outside Bhutan shall be facilitated upon certification and validation by BCSEA and approval by MoE.
5. Foreign students must have clearance from the Ministry of Foreign Affairs (MoFA) to seek approval from MoE for admission in a Private School.
6. All foreign students admitted in any schools should be oriented in Bhutanese culture and tradition.

## 3.5. Finances:

The school finances generated in the form of various fees shall be utilized to promote the general welfare of the school while ensuring certain returns of investment to the promoter. The school shall comply with the following fee structures and collection procedures:

### **3.5.1.** Fee Structure

### The amount of all kinds of fees collected such as tuition and hostel fees, where applicable, should be endorsed by the SMB and have the prior approval from the MoE.

**Tuition fees:** The amount that school can collect in order to cover the academic costs such as:

* Staff salary
* Procuring teaching-learning materials
* Teacher PD programmes
* Use of space
* Annual Maintenance of infrastructure
* Utility expenses

**Hostel fees** (where applicable): The amount that school can collect for residential services such as:

* Accommodation
* Food
* Utilities
* Salary for hostel staff
* Annual maintenance

Any other fees, charges and collections must be endorsed by the SMB and approved by the MoE.

### **3.5.2.** Fee proposal

The school fee proposal shall be guided by the following principles:

* + Promoting access to education.
  + Maintaining equity in education.
  + Enhancing staff morale and motivation.
  + Value addition to the provision of quality learning resources and services.
  + Supporting professional development of teachers.

Therefore, in keeping with the above principles, Private School can propose the fees as follows:

3.4.1.1**. Initial Fees:** All fees charged by the school at the initial stage shall be proposed by the Promoter as per the market force and supported by a detailed justification on how the fee proposal shall bring about value additions in promoting the school welfare, learning environment and culture of the school.

3.4.1.2. **Fees revision:** After the completion of at least three years of the approved fee in operation, the school may propose for the fee revision as follows:

1. Put up a proposal with detail justification endorsed by the SMB.
2. The MoE may approve the proposal after reviewing. The utilization of the approved fee will be monitored by the Dzongkhag or Thromde and the MoE.
3. The proposal for the fee revision for the following year must reach MoE by end of August.

### **3.5.3.** Basis for approval

Upon the receipt of the fee revision proposal, MoE will follow the procedure below:

1. Carryout a desk review of the proposed fee.
2. Validate the proposed fee and its justifications through site visits by the Dzongkhag or Thromde or Ministry, if required.
3. The proposed fee will be presented to the Private School Technical Committee for endorsement.
4. The approved fee shall be conveyed to the respective school by last week of October. Similarly, the rejected proposal shall also be intimated to the school by last week of October with justifications.

### **3.5.4.** Fee Collection:

1. The collection of fees shall strictly adhere to the approved fee structure.
2. The fee shall be collected by the school at least in two installments with prior reminders to the guardians or parents by the school.

### **3.5.5.** Fee refund

The Fee refund shall be based on the following:

1. The parents or guardians submit a written application to the school management for withdrawal of the student with all necessary documents.
2. Upon scrutiny and satisfaction, the school management shall refund as follows:
3. 75% of the fee refund if withdrawal application as per 3.5.5.a is submitted within the month of February.
4. 50% of the fee refund if withdrawal application as per 3.5.5.a is submitted within the month of March.
5. No refund of the fee if the withdrawal is made after March.
6. Advance fees will be refunded for withdrawal under unavoidable circumstances.

### **3.5.6.** School Finance Management

The School shall maintain financial statements using an appropriate book of account. These reports must include data and statistics that illustrate the School’s income and expenditure, calculated profit or loss and any other information that allows the relevant agencies (if required) to consider the School’s financial position.

## 3.6. Scholarships

In partial fulfillment of school’s Corporate Social Responsibility (CSR), the school must offer scholarships on annual basis.

## 3.7. Taxes

School shall pay taxes as per the provisions of the Income Tax Act of the Kingdom of Bhutan, 2001, Rules on Income Tax Act 2001 2nd Edition and Sales Tax, Custom and Excise Act 2000 and amendments thereafter.

Schools shall avail tax holidays and other incentives as per the Fiscal Incentives 2010.

## 3.8. Human Resources

The school must have a stringent HR planning and implementation policies.

### 3.8.1. Principal:

1. The Principal must be a Bhutanese with a minimum qualification of University Degree.
2. The candidate must have an experience of working as a Principal or a Vice Principal for at least two years.
3. The appointment must be verified by Dzongkhag and Thromde and endorsed by the MoE.
4. The school must inform the Dzongkhag or Thromde and Ministry of Education of the resignation.
5. The Principal on secondment must be as per the Secondment Rules and Regulations of the Bhutan Civil Service Rules 2018.

### 3.8.2. Staff

1. All teaching staff must have a minimum professional degree as per Teacher HR policy 2014 and amendments thereof.
2. In areas of professional and technical expertise that are not easily available in the market, school can:

- hire foreign expertise by adhering to the prevailing rules and regulations.

- approach MoE for necessary assistance.

1. School must maintain a standard teacher-student ratio as prescribed by the prevailing

Education Policies.

1. School must ensure the minimum staffing pattern:

- 80% of the teaching staff to be Bhutanese at Primary level.

- 70%of the teaching staff to be Bhutanese at secondary level.

e. School shall recruit a full time trained counselor, health and physical education or sports instructors.

f. School shall recruit relevant and adequate staff as per the level of the school for efficient management of school.

g. Foreign staff should be oriented on Bhutanese culture and tradition.

## 3.9. Training and Professional Development

To enhance professional capacity of teachers, the school should:

1. Formulate and implement their short term, medium and long term plan for the HR actions and interventions with proper budgeting in place.
2. Carry out detailed and in-depth orientation program for new staff to ensure effective compliance and smooth functioning of the school.
3. Have a vibrant Professional Learning Community with an in built mechanism for mentoring and coaching.
4. Keep budget provision to facilitate continuous professional development programmes. The MoE will also facilitate the participation of Private school teachers in INSET programmes organized by the MoE, Royal Education Council (REC) and BCSEA within the country.

## 3.10. Educational Programmes

The educational programmes should include meaningful endeavors that determine learning and character building. Therefore, Private Schools shall put in place a vibrant curricular, co-curricular, extra-curricular and support programmes that will enable students to learn and grow.

### 3.10.1. Curricular:

1. Follow the national school curriculum standard prescribed by the REC.
2. Allocate a minimum of 180 instructional days, considering two Saturdays as one working day.
3. Follow time and period allocation for all the subjects as prescribed in the respective syllabus.
4. Affiliate with the BCSEA for certification.
5. Any foreign students studying in Bhutan should be offered functional Dzongkha.
6. MoE shall support in facilitation of providing school with textbooks and curriculum related references free of cost based on the requisition submitted by the school to the Dzongkhag.
7. MoE shall support in facilitation of National Examinations.
8. School shall follow all policy directives and guidelines circulated by the MoE, REC and BCSEA.
9. Schools planning for exchange programmes with schools outside Bhutan must seek prior approval from the MoE or other relevant agencies.
10. The Memorandum of Understanding (MoU) for exchange programme shall be reviewed by the MoE. It may also be subject to approval by the Cabinet.

3.10.2. **Co-curricular activities**: School shall encourage field trips, literary and vocational activities to enrich learning experiences.

3.10.3. **Extra-curricular activities**: School shall consider activities that promote leadership, social interaction, self-discipline, creativity and self-confidence.

3.10.4. Schools must observe and participate in all the National Celebrations.

## 3.11. Student Support:

School must institute effective Student Support Services that facilitates a platform for children to nurture their self-worth in a safe, caring and supportive environment which cater to their physical, emotional and psychosocial wellbeing and needs.

## 3.12. Procedure for change in the status.

1. The proponent shall be required to seek prior approval from the MoE in the case of upgrading or downgrading the level of any private school through Dzongkhags or Thromde.
2. If a school intends to make major alteration or modifications to the existing infrastructure, it shall be done in consultation with and approval from MoE through Dzongkhag or Thromde.
3. Lease of school shall not be allowed under normal circumstances. However, in the event the management or proprietor is not able to continue the operation of the school, the proprietor may lease out the school upon prior approval from the MoE through Dzongkhag or Thromde.
4. The school shall not be closed without the prior approval from the MoE.  Closure by either party (Proprietor or MoE) shall require one year prior notice period and adequate provisions shall be put in place for the children affected.
5. The ownership of the school shall not be transferred without prior approval from the MoE through Dzongkhag or Thromde.
6. Establishment of ECCD center inside the school premises shall depend on the availability of adequate space to accommodate two programmes to function as separate unit under same management. The promoter must follow the prescribed ECCD guidelines.

# Chapter Four

# Monitoring and Evaluation

## 4.1. Quality Assurance**:**

As an education institution, the school has to put in place a mechanism to review its performance at every stage of the implementation process to maintain the desired level of quality. It is especially important for the private school to provide confidence in the students and parents. Therefore, the school needs to institute effective monitoring and evaluation and reporting mechanism.

## 4.2. Monitoring and Evaluation:

* The school must develop a School Performance Management System (SPMS), with the self-assessment and review mechanism as an integral part of SPMS that can be used to make decisions.
* The school shall be subject to assessment and ranking at the national level as initiated by the MoE.
* The school can avail monitoring and support services from REC, BCSEA and MoE.

## 4.3. Reporting:

Based on the SPMS, the school can put in place a reporting mechanism with its staff, Dzongkhag or Thromde and the MoE through which the performance can be reviewed and decisions taken accordingly.

## 4.4. Sanctions:

The following process will be taken when report of school failing to comply with the Private Schools Establishment and Operational Guidelines is received by the MoE:

1. MoE instructs Dzongkhag or Thromde to inspect, and upon confirming the non-compliance and seeking justification, Dzongkhag or Thromde shall send letter to the school administration with intimation to the Ministry.
2. Upon non-compliance with the reminder, MoE commissions a Committee to visit the school and a written warning shall be sent to the school with date line to rectify and resulting consequences for continued non-compliance.
3. Upon non-adherence to the written warning issued, MoE will implement the following consequences depending on the severity of the issue:
4. Freezing free supply of textbooks and workbook and examination fee for one academic year or bear the cost of textbook and work book supplied.
5. Withhold one fee revision cycle.
6. Recommend to BCSEA for de-affiliation of the school from board exams.
7. Recommend to suspend or terminate the license by issuing a letter to MoEA with copy to Department of Revenue and Custom, Ministry of Finance.
8. Issuance of final closure notice upon the cancellation of license

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## Amendment and Interpretation of this *Guidelines*

The authority for amendment and interpretation of this *Guidelines* shall vest with MoE and its interpretation shall be final and binding.

# ANNEXURES

## Delivery and Performance Agreement

**Royal Government of Bhutan Ministry of Education**

**Delivery and Performance Agreement**

*Acknowledging* the clause 15 and 16 of Article 9, Principles of State Policy, enshrined in the

Constitution of the Kingdom of Bhutan, that enunciates the State’s role in education,

*Affirming* the Royal Vision of nurturing and preparing the future citizens to fulfill the national vision and aspirations of the country,

*Aware of the* need to equip our youth with the knowledge, skills and values that will allow them to access the full range of opportunities in life including gainful employment,

*Recognizing* the integral role of education in realizing the national development philosophy of Gross National Happiness and in strengthening the foundation for a vibrant democracy,

*Mindful* of the need for the private sectors to assist the government in the education of the children of Bhutan with focus on imparting quality wholesome education in an ambient learning environment, to enable learners to be creative, communicative, critical thinkers, collaborative, innovative and enterprising, and

*Bearing in mind* the challenges and opportunities for private entities to educate the nation through establishment of private schools and:

*In pursuance* to the Royal Government’s Policy to establish Private Schools, the Department of School Education, MoE, Royal Government of Bhutan herein after referred to as “Department of School Education” and the Proprietor of *…………………..*, herein after referred to as “the Proprietor of the School” have agreed to the following Term and Conditions in the operations of the Private School to ensure a secured, safe and progressive learning environment.

1. **The roles of the School:**
2. Promote positive school culture.
3. Enhance pastoral care.
4. Impart quality education with focus on high student learning outcomes and character building.
5. Engage parents proactively.
6. Recruit adequate human resources.
7. Put in place adequate school resources and facilities.
8. Create school plans and programmes that will promote overall students’ health, life and learning.
9. Put in place appropriate check and balance systems to promote efficiency, accountability and transparency in school management by instituting school monitoring and evaluation systems within school and beyond and by commissioning boards and committees.
10. Ensure good school level policies that take care/nurtures, looks after the welfare of the staff and students and staff empowerment programmes.
11. Create a dynamic and vibrant school system that is attuned to the policies of the Ministry of Education and other relevant agencies/organization under the Royal Government of Bhutan.
12. Comply with the Private Schools Establishment and Operational Guidelines in Bhutan.
13. **The roles of the District or Thromde Education Office**

In order to facilitate smooth implementation of the plans and programmes of the private School, Dzongkhag or Thromde will:

* 1. Facilitate and provide necessary administrative support when required;
  2. Facilitate and provide coordination and liaising services;
  3. Provide access to Dzongkhag level professional development and other educational programmes based on availability of fund.
  4. Facilitate and provide access to Teachers Resource Centers; and
  5. Continue with the monitoring responsibility as is the practice in place.

1. **The roles of the Ministry of Education**

The Ministry of Education will ensure:

1. Professional support in such areas as curriculum, student services and employee performance.
2. Access to academic and non-academic achievement data through the School Performance Management System, Bhutan Certificate for School Examination, Bhutan Higher Secondary Examination Certificate and National Education Assessment.
3. An internal review or bring forward the independent review in the event that the school’s performance is of concern.
4. Support for the management of critical incidents;
5. Curriculum support, including access to professional learning for system initiatives and programs;
6. Access to relevant Department and whole of government legislation, polices and guidelines;
7. Access to professional development opportunities based on availability of fund.
8. **Obligations and compliance:**

Although Private schools have more flexibility to set their own strategic direction and authority for day to day decisions, they remain part of the school system under the support and supervision of the Ministry of Education and hence have compliance to:

* 1. All Government legislations including, but not limited to, The Constitution of the Kingdom of Bhutan, Penal code of Bhutan, Local Government Act, Labour and Employment Act of Bhutan, etc.
  2. Government policies and initiatives that apply to all public schools, including and not limited to National Education Policy, National Curriculum Frameworks and Standards, The Purpose of School Education in Bhutan, etc..
  3. All agreements between the Ministry of Education and the School.
  4. Provision of relevant data to enable the Ministry to meet nation-wide reporting obligations
  5. The Ministry’s School audit program/Performance Management System/Independent Review
  6. Government approved management guidelines such as *Nurturing Green Schools for Green Bhutan- A Guide to School Management”, Operational Guidelines for Central School, Bhutan Education Blueprint 2014-2024, etc.*

1. **Amendments**
2. This Delivery and Performance Agreement maybe modified by mutual consent of both Parties. Any alteration or modification of this Delivery and Performance Agreement must be done by an arrangement in writing between the Parties.
3. Any amendments or changes to the Delivery and Performance Agreement will be subject to discussion between the parties.
4. **The Parties**
   * 1. Agree that this Delivery and Performance Agreement will stay in effect for period of 5 years starting from the day it was signed by both parties.
     2. Agree that representatives from both parties will meet on an on-going basis, as deemed necessary by both parties, to discuss specific projects of mutual interest.
5. **Disputes**

The parties agree to settle any disputes arising out of interpretations or application of this Delivery and Performance Agreement amicably, without unreasonable delay and through consultation.

1. **Legal effect of Agreement**

This Delivery and Performance Agreement will come into effect upon the date which it has been signed by both parties.

This Delivery and Performance Agreement may be terminated at any term by either party through a written notice of an intention to terminate one year before any such intended termination.

The Ministry of Education shall have authority to interpret any differences or incongruence in application of the guidelines for private schools in Bhutan and the Agreement.

**IN WITNESSES WHEREOF,** the parties here to have agreed to sign this Agreement.

**For Ministry of Education For Proprietor:**

**[Legal Stamp] [Legal stamp]**

**Name: Name:**

**Director General, Proprietor Department of School Education Dzongkhag:**

**In witness thereof:**

**For Ministry of Education: For Proprietor: Name:.............................. Name:....................**

**Identity Card Number........................ Identity Card Number:.......**

## B. Expression of Interest

|  |  |  |
| --- | --- | --- |
| 1 | **Name of Promoter(s)** |  |
| 2 | **National Identity Card/** |  |
| 3 | **Current Business Licenses (if any)** |  |
| 4 | **Level proposed** | Primary/Secondary/Higher Secondary |
| 5 | **Expected enrollment** | Boys: Girls: |
| 6 | **Type of School** | Day/Boarding |
| 7 | **Proposed Location** |  |
| 8 | **Total Land Area of the proposed**  **site:** |  |
| 9 | **Contact Information** | Present Address  Postal address  Phone No.  Mobile Phone No.  Email address.  Fax No.  Permanent Address  Village:  Geog:  Drungkhag/Dzongkhag/Thromde  House No.  Thram No. |
| 10 | **Brief write-up stating the reasons**  **for the establishment of the Private school:** |  |

Documents Attached

1. Copy of Lagthram(s)
2. Leased Agreement (if land is on lease)
3. Schematics master plan

Signature(s) of Promoter(s): Date:………………….

1. ……………………………..

2. ……………………………..

3. ……………………………..

## C. Check List for the Site Feasibility Study

**Type of School Proposed: Name of Proposed School: Name of Promoter:**

**Contact Address:**

**Date of site visit:**

|  |  |
| --- | --- |
| **1** | **Location:**  Name of Place :  Geog : Dzongkhag/Thromde:: |
| **2** | **Land/Building Ownership:**  Plot/Thram No.:  Name of Property/Plot Owner : Ownership Certificate:  In case of lease: |
| **4** | **Site Setting:** |
| **5** | **Topography:** |
| **6** | **Available Space & Net Usable Space:** |
| **7** | **Access to Site:** |
| **8** | **Site Stability:** |
| **9** | **Nature of Surrounding Settlement:** |
| **10** | **Public endorsement:** |
| **11** | **Water Source:** |
| **12** | **Electricity Supply:** |
| **13** | **If there are any structures available for conversion:** |
| **14** | **Scope for future expansion:** |

**Remarks/Recommendations:**

**…………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………….. Name of the Visiting Team:**

**1………………………**

**2………………………..**

## D. Clearances

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No.** | **Clearance requirement** | **Agency** | **Remarks** |
| 1 | Dzongkhag/Thromde Clearance   1. Site stability 2. Flood Susceptibility 3. Environment Clearance | Dzongkhag/Thromde. |  |
| 2 | Electricity Clearance | Electricity Service Division,  Respective Dzongkhag/Thromde. |  |
| 3 | Approach road clearance | DoR Field Office, Respective  Dzongkhag/Thromde. |  |
| 4 | Community clearance | Respective community. |  |

## E. Guidelines for the Preparation of the Detailed Project Report

The Detail Project Report must contain the following:

* 1. **Proposed Name of the Private School**
  2. **Vision, Mission and Implementation strategies**

The promoter shall clearly mention all such strategies in the document; and what obstacles are envisaged and how to overcome them to fulfill its vision and mission.

* 1. **Project scheduling, implementation and management**

The timelines and major milestones to be achieved with projected student number, staff and service rules must be specified.

* 1. **Core values**

How the institution aspires to contribute towards promotion of quality education in the country with values and practices for students and be centre of excellence.

* 1. **Land**

The minimum total land requirement for the establishment of a private school shall be as mentioned in the guidelines.

* 1. **Conceptual master plan**

The conceptual master plan including the proposed facilities (prior to submission of Detailed Architectural Drawings) as detailed in the guidelines.

* 1. **Affiliation**

The proposed private School (class X & XII) must seek affiliation with the Bhutan Council for School Examination and Assessment (BCSEA).

* 1. **Academic Profile**

The academic profile of the school including the streams of studies offered.

* 1. **Staffing Pattern**

Staff requirements at the professional, technical, managerial and operational levels as detailed in the guidelines.

* 1. **Quality Assurance**

Provide mechanism and strategies on how the private schools would ensure quality in curriculum delivery, infrastructure, resources, staff, programmes, and student services.

* 1. **Project Cost and Analysis**

Provide project cost and financial analysis as per the conceptual master plan and other operational cost related to private schools.

* 1. **Environment impacts and mitigation measures**

Include plans for mitigation measures on environmental impacts both during construction and operation of the project. However, environmental requirements will have to be fulfilled as per the prevailing National Environment Protection Act and other environmental policies of the Royal Government of Bhutan.

* 1. **Admission Policy and Corporate Social Responsibilities**

Develop a clear policy on admission, eligibility criteria, selection procedures, and fee structure based on the prevailing Policy and Guidelines of MoE. Provide provisions of corporate social responsibilities.

* 1. **Service Rules and Regulations**

Provide service rules and regulations which are in line with the Labour and Employment Act of Bhutan 2007. These rules shall specify clear policies on service conditions such as recruitment, professional development of the staff, remuneration details including provident fund, retirement benefits, leave procedure, staff welfare and any other support services that the school envisages to set up.

* 1. **Safety and Security**

Provide plans for proper mechanisms to ensure safety and security of the staff and students. In the event of closure of the school for unforeseen reasons, the details of student transfer, fee refund and other service conditions of the staff shall be met as per the service rules and regulations of the school.

* 1. **Others**

Include any other matters that the proponent would like to include in the DPR.

## F. Assessment Tool for Evaluating the Detailed Project Proposal

|  |  |  |  |
| --- | --- | --- | --- |
| **SL.**  **NO** | **PARTICUALRS** | **FULFILLMENT**  **(YES/NO)** | **REMARKS** |
| 1 | Proposed name of the private school |  |  |
| 2 | Vision, Mission and Implementation  Strategies |  |  |
| 3 | Project Scheduling, Implementation and  Management |  |  |
| 4 | Core Values |  |  |
| 5 | Land |  |  |
| 6 | Conceptual Master Plan |  |  |
| 7 | Affiliation |  |  |
| 8 | Academic Plan/Profile |  |  |
| 9 | Staffing |  |  |
| 10 | Quality Assurance |  |  |
| 11 | Project Cost and Analysis |  |  |
| 12 | Environment Impacts and mitigation  Measures |  |  |
| 13 | Admission Policy and Corporate Social  Responsibilities |  |  |
| 14 | Service Conditions |  |  |
| 15 | Safety and Security |  |  |
| 16 | Others |  |  |

## G. Physical Infrastructure

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl**  **No** | | **Particulars** | | **Primary** | | **Secondary** | |  | |
| 1 | | Classroom | | The area requirement should be minimum of 1.5 sqm per student. | | The area requirement should be minimum of 1.5 sqm per student. | |
| 2 | | Administrative  Purpose | | School shall have designated office space for Principal, Vice Principals, General Office and staffroom with adequate toilets separately for both the genders | | School shall have designated office space for Principal, Vice Principals, General Office and staffroom with adequate toilets separately for both the genders | |
| 3 | | Library | | Library shall be a size of minimum two standard classrooms. Numbers of books per student shall be 10 initially but provision has to be kept to improve the library annually. | | Library shall be a size of minimum two standard classrooms. It should have separate reading and stacking areas. Numbers of books per students shall be 15 initially but provision has to be kept to improve the library annually. | |
| 4 | | Computer  Laboratory | | One computer lab which shall have a minimum of 24 computers (or equal to the average number of class strength) with internet connection. | | A minimum of one computer lab which shall have a minimum of 32 computers (or equal to the average number of class strength) with internet connection. | |  | |
| 5 | | Science  Laboratory | | 1 laboratory which is adequately equipped to accommodate a minimum of 24 students. | | 3 laboratories which are adequately equipped to accommodate a minimum of 32 students each. | |  | |
| 6 | | Infirmary  Room | | A room with two beds and attached toilet. | | A clinic room with a two bedded room and attached toilet. | |
| 7 | | Storeroom for  books and stationery | | A room shall be allocated for storing books, stationary, sports equipment and other cultural items. | | A room shall be allocated for storing books, stationary, sports equipment and other cultural items. | |
| 8 | | Multi-purpose  Hall | | Optional | | A hall to accommodate minimum of 300 students shall be provided. | |
|  | 9 | | Toilet  (Day School) | | Separate toilets with running water for boys and girls with minimum ratio of water closet (WC) to student as 1:20. At least one to be made universally accessible. | | Separate toilets with running water for boys and girls with minimum ratio of water closet (WC) to student as 1:20. At least one to be made universally accessible. | |  | |
| 10 | | Games and  Sports | | Adequate open space for outdoor games shall be provided with a minimum area to accommodate a basketball court and an adequate space for indoor games shall be provided. | | Adequate open space for outdoor games shall be provided with a minimum area to accommodate two basketball courts and a volleyball court.  Adequate space for indoor games shall be provided. | |
| 11 | | Courtyard | | A minimum of 200 sqm open courtyard shall be provided for school capacity of less than 500 students. An extra 30 sqm shall be provided for every 100 additional students (Can be clubbed with Basketball  court). | | A minimum of 250 sqm open courtyard shall be provided for school capacity of less than 500 students. . An extra 40 sqm shall be provided for every 100 additional students (Can be clubbed with Basketball court). | |
|  | 12 | | Hostels | | For rooms excluding study space, a minimum of 3.5 sqm per student (with bunk bed) and 5 sqm per student (with single bed) shall be provided.  For rooms including study area, a minimum area of 6 sqm per student (with bunk bed) and 7 sqm per student (with single bed) shall be provided.  Adequate recreational space shall be considered. | | For rooms excluding study space, a minimum of 4 sqm per student (with bunk bed) and 6 sqm per student (with single bed) shall be provided.  For rooms including study area, a minimum area of 7 sqm per student (with bunk bed) and 8 sqm per student (with single bed) shall be provided.  Adequate recreational space shall be considered. | |  | |
|  | 13 | | Toilet/Shower ( boarding school) | | Minimum ratio of water closet and shower to students as shall be 1:15 (attached to the hostel) | | Minimum ratio of water closet and shower to students as shall be 1:15 (attached to the hostel). | |  | |
|  | 14 | | Warden and  Matron quarters | | It shall be attached to the hostel or nearby. | | It shall be attached to the hostel or  nearby. | |  | |
|  | 15 | | Kitchen &  Dining hall | | A hygienic kitchen with adequate store and dining hall.  A toilet shall be provided for the kitchen staff. | | A hygienic kitchen with adequate store and dining hall.  A toilet shall be provided for the kitchen staff. | |  | |
|  | 16 | | Water supply | | Safe and regular water supply with 1 tap point for every 40 students separately for hostel, mess and academic area. | | Safe and regular water supply with 1 tap point for every 40 students separately for hostel, mess and academic area. | |  | |
|  | 17 | | Drainage  System | | All the buildings and the campus should have proper drainage system. | | All the buildings and the campus should have proper drainage system. | |  | |
|  | 18 | | Lighting and  Ventilation | | All the facilities of the school shall be adequately lighted and ventilated. | | All the facilities of the school campus must be adequately lighted and ventilated. | |  | |
|  | 19 | | Security of the campus | | School campus shall be provided with appropriate fencing and adequate lighting. | | School campus shall be provided with appropriate fencing and adequate lighting. | |  | |
|  | 20 | | Parking space | | A minimum of 10 car parking space shall be provided. | | A minimum of 15 car parking space  Shall be provided for school of 500 students. One additional parking space shall be provided for every additional 40 students. | |  | |