

COVID-19 RESPONSE PLAN

# Education in Emergency (EiE)

## Phase II



Policy and Planning Division  
Ministry of Education  
Royal Government of Bhutan  
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## **COVID-19 Response Plan: Education in Emergency (EiE) Phase-II**

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## EXECUTIVE SUMMARY

With COVID-19 declared as Public Health Emergency, and the first case in Bhutan detected on 5<sup>th</sup> March 2020 all centres, schools, and institutes in the country were closed from March 18, 2020 as a precautionary measure. While the health and the wellbeing of children, students, and learners are of primary concern are being taken care, the school closure has caused disruption in meaningful engagement and learning in institutional settings. Nonetheless, the Ministry and Royal Education council with support from volunteer teachers, media houses, development partners, besides others, have developed an Education in Emergency (EiE) plan.

**The Phase-I** focused on advocacy & awareness, development of EiE curriculum (Adapted), development of curriculum implementation guidelines for teachers, scaling up water, sanitation, and hygiene (WASH) practices at the outset of the COVID-10 outbreak, and provided psychosocial support. The school curriculum has been adapted into five key stages, based on which a total of 440 video lessons based on adapted curriculum have been developed within a span of over one and half month and are broadcasted through BBS-1&2. Following up on the lessons aired through BBS, teachers, and students use social media such as We chat, WhatsApp, Telegram, etc. (Grade PP-II), and Google Classroom (Grade IV-XII) as an interactive platform. The Ministry and REC also developed and provided Self Instructional Materials (SIM) and Radio lessons that in combination to support the education of about 17,000 identified children in remote communities who do not have access to Television or reliable internet facilities. Both the SIM and radio lessons are launched on May 2, 2020.

To those individuals and families affected by COVID-19, the ministry also provided psychosocial support to 116 individuals facing issues such as stress/panic management, fear/anxiety, relationships, including a few cases of domestic violence and suicide attempts.

In addition, the Ministry also has reached out to students abroad, liaising with the Universities and issuance of advisory notes, travel information, and guidance. The tertiary education institutes continued their education –without changing their curriculum- using online and virtual learning platforms. As in the case of RUB, the student's stipend is apportioned to meet data charges. The postgraduate students and students from the second and third year of undergraduate medical programmes are engaged with the Ministry of Health in providing services at the frontline.

**The Phase-II** is developed in two scenarios. The first is re-opening of the schools, and second is the plan if the school continues to remain closed based on the

COVID-19 pandemic situation in the country and in the region, except for the tertiary education institutes in the country which will continue using online platforms. The contingency plans under two scenarios will be as under:

**Scenario-1 Schools reopen:** Reopening protocols, scale-up WASH, resume school feeding, and psychosocial support, continue teaching and learning based on Prioritized curriculum and curriculum-based assessment. Depending on the situation, the opening of the Centres, schools, and institutes may be phased by opening one grade/ school/ Dzongkhag at a time based on epidemiological situation determined by the Ministry of Health.

**Scenario-2 Schools remain closed:** Continue advocacy & awareness, deliver adapted curriculum (PP-IX, & XI) with Continuous Formative Assessment, and Prioritized Curriculum (X & XII) with high-stake examination based on prioritized curriculum, and continue ECCD and NFE education using social media platforms. The mode of delivery and interactive platform will be using social media for grades PP-III, ECCD and NFE learners, and Google Classroom for grade IV-XII. The delivery of lessons will continue using broadcast media (TV & Radio), support identified vulnerable students with feeding support and SIM, and scale up with psychosocial support. As in the case of TEIs, the online education and assessment will continue as in the case under Phase-I.

In order to scale up efforts in EiE, the summary of the programmes and activities that requires budgetary support are outlined as annexure- 2.

The plan also outlines that, in the case of national emergency, the national need will precede over all other priorities. Therefore, the focus of all efforts and resources should be re-channeled in the areas of national priority. All facilities and education staff will be identified and made available. The facilities particularly for quarantine Centres/facilities, and personnel to provide support services, or for any other purposes as required by the nation.

## 1. BACKGROUND

Following the declaration of COVID-19 as a Public Health Emergency of International Concern and its classification as a pandemic by WHO on 11 March 2020, the Ministry of Education has been closely monitoring the situation and taking precautionary measures to prevent the potential spread of COVID-19 in school settings.

The first COVID-19 case was detected in the country on 5<sup>th</sup> March 2020. In order to prevent the spread of COVID-19 and the impending danger it poses on the lives of children, schools in the proximal zone of Paro, Thimphu and Punakha were closed from March 6, 2020 followed immediately by closure of schools in Wangdue Dzongkhag, Phuntsholing Thromde and one school (Chumithang MSS) under Chukha Dzongkhag on March 7, 2020. Subsequently, on March 18, 2020, the Royal Government of Bhutan through an executive order notified closure of all schools and educational institutes in the country until further notice.

As of April 28, 2020, Bhutan has reported seven positive cases, all of which are imported. Out of these, five cases have recovered and the rest are recovering<sup>1</sup>. There is no reported case of community transmission in the country, as a result Bhutan continues to remain in the Orange Zone of the pandemic since March 5, 2020.

## 2. EDUCATION STATUS PRE-COVID-19

The education system in Bhutan consists of some 528 schools and 78 extended classrooms, 18 tertiary education institutes (TEIs), 8 technical training institutes (TTIs), 495 early childhood care and development (ECCD) centers and 480 non-formal education (NFE) centers. There are about 170,000 primary and secondary students (Details of students by grade: Annexure-1), 8006 children in ECCD centers, 4866 adult learners in NFE centers, 12,297 tertiary students within Bhutan and 1793 trainees in TTIs. There are about 9700 teachers, 948 ECCD facilitators, 518 NFE instructors, as of 2020.

Currently all students in the schools are given periodic vitamin A, deworming tablets, Iron and Folic Acid Supplementation to supplement the micronutrient required for student's health growth and wellbeing. In addition, about 47,000 students benefit from the school feeding programme, and avail boarding facilities.

At the primary level, universal enrolment has been almost achieved. There has been significant progress in ensuring gender equity in education with gender parity achieved both at primary and secondary education, and significant improvements being made at tertiary levels.

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<sup>1</sup>National Situational Update on Covid-19 As Of April 30, 2020, Ministry Of Health, Bhutan, <http://www.moh.gov.bt/national-situational-update-on-covid-19-as-of-23rd-april-2020/>

### 3. EDUCATION IN EMERGENCY FOR CONTINUITY OF EDUCATION

Crisis situation due to COVID-19 has the potential to disrupt the education system as a whole. The prolonged closure of schools will affect students' education and achievement of the expected learning outcomes for all key stages. Closure of schools also poses unprecedented risk to their safety, wellbeing and their developmental growth. Evidences of mass school closure elsewhere indicate many secondary impacts. Children miss out on their age-appropriate learning and development. They experience anxiety and restlessness when they are removed from routine, structured activities, thereby increasing their likelihood to psychosocial issues. Children depending on school meals miss out on their daily basic nutritional needs including micronutrient supplementation, which may compromise on their physical and cognitive development. Prolonged school closure also increases the likelihood of children indulging in socially undesirable activities, and affect parents, families, including the likelihood of teenage pregnancy and early marriage<sup>2</sup>. Various studies indicate that the risk of children who are vulnerable not returning to school is high after school closure. Overall, it has the potential to reverse the gains made in access to education and learning at risk as a result of prolonged closure of the schools.

While children's health and safety are of primary concern in public health emergency, it is also critical that children keep learning and maintain a sense of normalcy during these difficult times. Therefore, in order to facilitate students to continue learning and strengthen the resilience of the education system, the Ministry in collaboration with Royal Education Council (REC), Bhutan Council for School Examination and Assessment (BCSEA) and other key stakeholders have developed COVID-19 response plans as part of Education in Emergency (EiE) based on current circumstances.

The response plans are developed in two parts:

**Phase I:** The Phase I was prepared as an interim measure to immediately respond to the situation after the closure of schools.

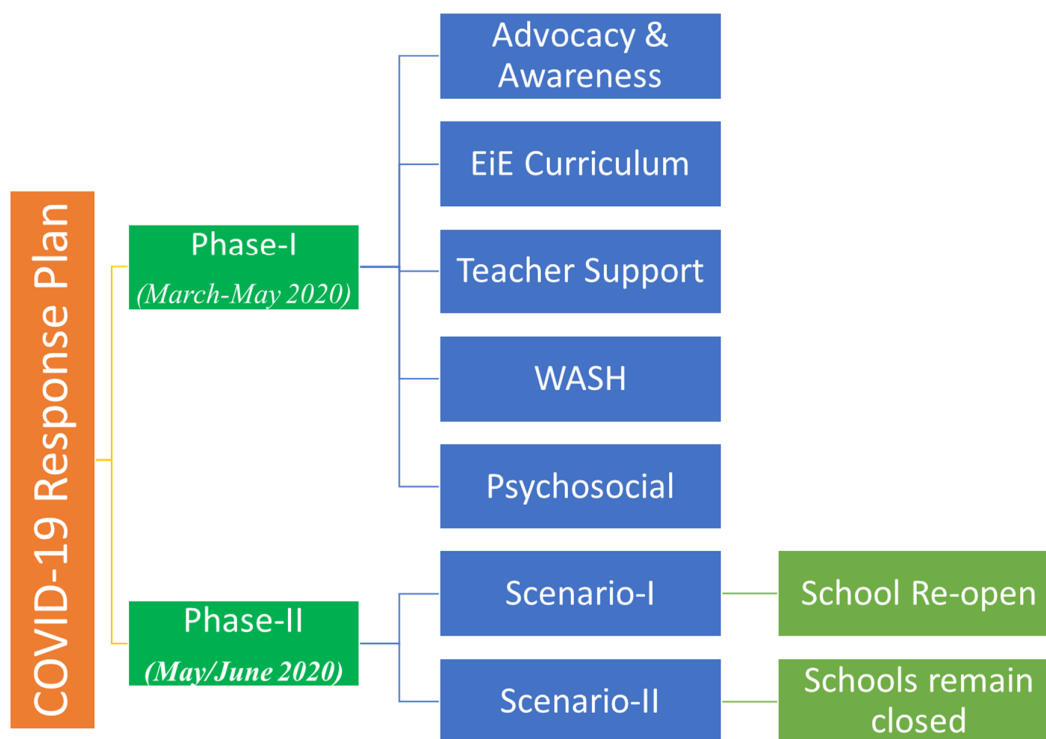
**Phase II:** The Phase II focuses on preparedness and responses taking into account two possible scenarios.

- a) **Scenario 1:** This focuses on response in preparation towards reopening of schools.
- b) **Scenario 2:** This takes into consideration of scaling up the reach and improving the delivery of educational programmes and services if the school closure extend beyond June 2020.

Figure-1: COVID-19 Response Plan

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<sup>2</sup> Education in Emergencies: The Gender Implications Advocacy Brief, UNESCO Asia and Pacific Regional Bureau for Education, Thailand, 2008.



#### 4. PLAN OBJECTIVES

The overall objective of this plan is to engage students and learners meaningfully, ensure their wellbeing, and to prepare for reopening of schools.

Towards this, the COVID-19 response plans are to:

- 4.1) Ensure health, safety, and wellbeing of children, students, learners and education personnel.
- 4.2) Provide platform for students to access and avail educational services remotely.
- 4.3) Provide guidelines on the learning areas, tools, and support mechanism by the relevant agencies such as MoE, REC, BCSEA, Dzongkhag/Thromde Education sector, etc.
- 4.4) Facilitate continuity in learning in achieving the desired learning outcome by adapting school curriculum and assessment.
- 4.5) Develop, adapt, disseminate, and support in distance and virtual learning, self and peer learning materials.
- 4.6) Support teachers, facilitators, and instructors to use digital and remote teaching materials.
- 4.7) Engage students meaningfully at home and minimize people-to-people contact to prevent the spread of virus.
- 4.8) Provide psychosocial support to students, learners and education personnel.
- 4.9) Prepare towards reopening of schools.

4.10) Strengthen resilience of education system to abate the unprecedented situation safely either to re-open schools or to continue with the closure depending on the evolving situation.

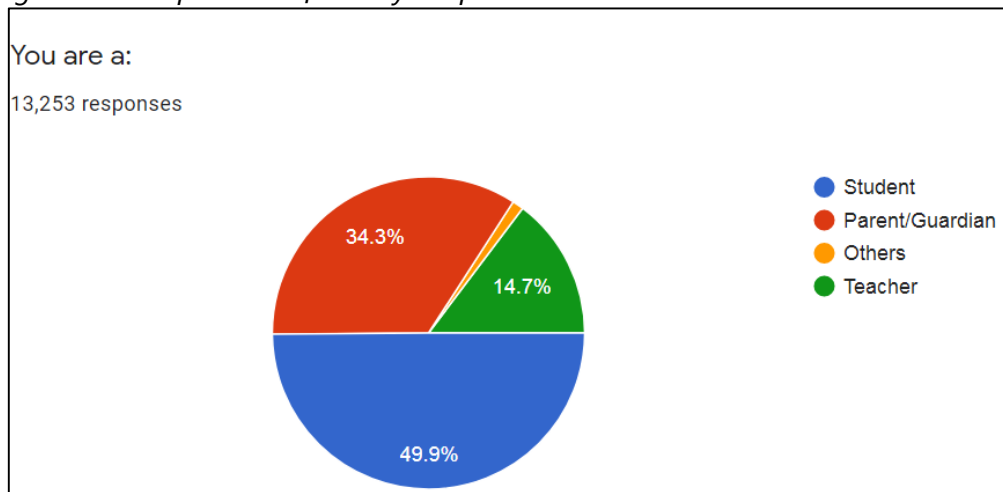


## 5. PHASE-I: EDUCATION IN EMERGENCY

Following COVID-19 pandemic, continuity of education and learnings has been severely affected as a result of nationwide closure of schools. Given that timely contingency planning is crucial to minimize disruption to our education systems, the Ministry in collaboration with REC, BCSEA and relevant agencies have initiated a number of programmes and activities to roll out EiE. This broadly includes the adaptation of school curriculum for EiE, introduction of Google classrooms, use of social media to establish teacher-student-parent linkage for children's learning and engagement, use of print and broadcast media (TV & Radio) for curriculum delivery. This also includes adaptation and modification of school curriculum for children with disabilities, Rigzhung students and ECCD children, and NFE learners.

The lessons using the broadcast media has been rolled out across the nation through Bhutan Broadcasting Service (BBS) TV since March 27, 2020. These lessons broadcasted is being continuously reviewed and improved based on observation and feedback from various stakeholders. The Ministry also carried out online survey from April 15, 2020. As of April 30, 2020, more than 13,200 respondents that include students, teachers, parents/guardians, and others provided their observation and feedback.

Figure-2: Composition of Survey Respondents



The survey showed that more than 75% of the respondents indicated the eLearning programmes provided through BBS are beneficial, and more than 87% rated contents of the lesson as good. The teacher respondents also indicated a large percentage of students who do not have access to TV, mobile phone, and internet. Of the respondents, close to 50% comprise students, over 34% parents, and close to 15% teachers.

Figure-2: Survey feedback on the content of the lessons broadcasted through BBS

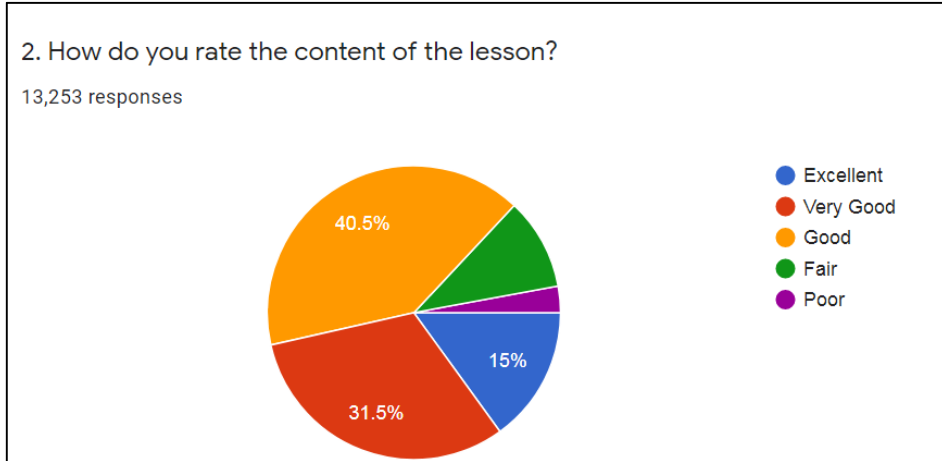
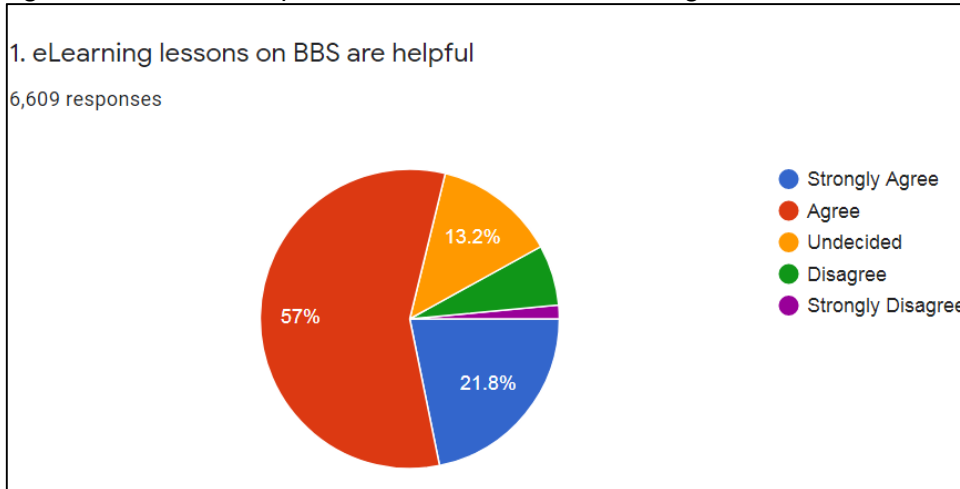


Figure-3: Students response to usefulness of eLearning lessons on BBS



The implementation of Phase-I initiated with the development of 'Guidelines for Curriculum Implementation Plan for Education in Emergency (EiE)', March 26, 2020. The Ministry is also making efforts to reach students in remote communities where there is no TV and reliable internet connectivity. While the PHCB 2017 data indicates that 73.7% (88.4% Urban and 64.7% Rural) households have TV/Video sets, 45.1% of households have internet on mobile phone (70% in urban), the government has directed Ministry of Home and Cultural Affairs to collect the current data on the number of rural households without TV sets<sup>3</sup>.

In an effort to reach the students in remote communities without TV or reliable internet, the Ministry in consultation with the Dzongkhags/Thromdes and schools have identified about 17000 students who do not have access to TV and internet at various grades as under:

<sup>3</sup> Letter from Cabinet Secretariat vide letter no. C-3/56/2020/503, dated 14th April, 2020

Table-1: Number of students who require SIM support

Key Stage	Classes	Pages	No of students
Key Stage I	PP-III	87	6801
Key Stage II	IV-VI	117	4614
Key Stage III	VII-VIII	74	2685
Key Stage IV	IX-X	57	1813
Key Stage V	XI-XII	81	971
<b>Total</b>			<b>16884</b>

Source: SPCD, DSE, MoE

In order to support these children in continuing their education, the Ministry in collaboration with REC has initiated the development and printing of Self Instructional Materials (SIM) from March 25, 2020. As of date, the printing and distribution of first package of SIM print materials for all key stages are completed and distributed to Dzongkhags/Thromdes from April 25, to begin the lessons from May 2, 2020. Additional support particularly for key stage I (PP-class III) will be provided through radio lessons. In the first package, a total of 29 lessons (BBS Radio-19, Kuzoo FM-10) have been recorded, and will be aired on May 02, 2020 as well. Recording for all the SIM packages and the second phase of SIM lesson recording started from April 22, 2020.

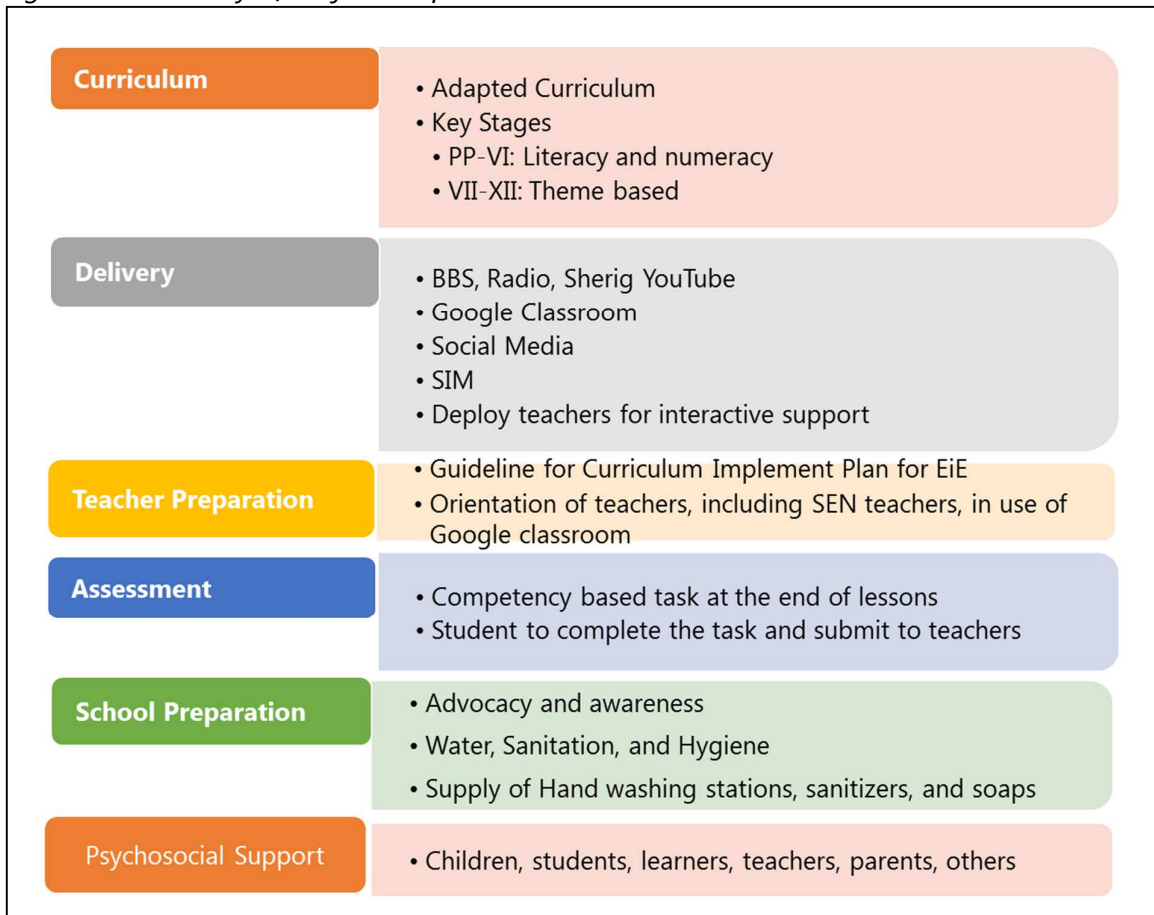
The Ministry is seeking support from the Government for provision of internet data package and electronic gadgets for the needy students, and free internet charges for all students to access online learning materials. Such interventions are critical to reduce the cost of education on the children and their parents, and to reduce the inequality in access to education and learning.

The curriculum implementation under Phase-I was rolled out based on the following broad assumptions:

- i) During closure of schools: Implement Adapted Curriculum
- ii) Schools re-opens before May 2020: Resume regular curriculum
- iii) Schools re-opens after May 2020: Deliver Prioritized Curriculum
- iv) Schools re-opens after August 2020: Continue delivering Adapted Curriculum

The implementation of this curriculum will continue till the end of May 2020 if the schools continue to remain closed.

Figure-2: Summary of major components under Phase-1



Some of the major components implemented under Phase-I are as follows:

### 5.1 EiE CURRICULUM:

Although regular teaching and learning is not feasible under such crisis, curriculum will be delivered through various innovative modalities. In our case adapted curriculum to deliver minimum desired learning outcomes has been adopted. The adapted curriculum is based on literacy and numeracy at key stage I and II, and theme based curriculum for key stage III, IV and V. For theme based curriculum, some learning areas such as Science and Social Sciences have been combined together considering the common themes of the subject. This shall be continued for all classes. The Adapted Curriculum delivered under various key stages are as under:

Table-2: Adapted curriculum framework

Key Stage	Class	Learning Areas	Subjects
I	PP-III	Literacy & Numeracy	Dzongkha, English, Mathematics
II	IV-VI	Literacy & Numeracy	Dzongkha, English, Mathematics
III	VII-VIII	Theme Based	Dzongkha, English, Mathematics, General Science, Social Sciences
IV	IX-X	Theme Based	Dzongkha, English, Mathematics, Functional Science, Social Sciences
V	XI-XII	Theme Based	<b>Compulsory to all:</b> English, Dzongkha. <b>Science:</b> Mathematics, Science- Physics, Chemistry, Biology, Environmental Science, and ICT <b>Commerce:</b> Accountancy, Commerce, B. Mathematics <b>Arts:</b> History, Geography, Economics, Media Studies, Rigzhung

## 5.2 MODE OF DELIVERY

### 5.2.a Lessons broadcasted through BBS

The Ministry in collaboration with Royal Education Council, and volunteer teachers have developed and recorded a total of 440 video lessons for Phase-I (Proposal attached as Annexure-3). The video lesson development started from March 21, 2020 and completed on April 30, 2020. The first 293 lessons were developed and recorded free of cost with support of BBS-1, BBS-2, Loden Foundation, Film Association of Bhutan, *iBEST* Studio, and Royal Tutorial Project as presented in the table below:

Table-3: Summary of Lesson Recording by studios and cost estimates

Studios Engaged	1			2	3	4	5	6					
Key Stage/Cost	iBEST			BBS 1	BBS 2	Loden Fundation	FAB	RTP	TOTAL			Item Rate by iBEST	Total Cost payable to iBEST
	Free	Costed	Total	Free	Free	Free	Free	Free	Costed	Free	TOTAL		(Nu.in m)
I (PP-III)	14	25	39	3	4	3	0	0	25	24	49	15,000	0.375
II (IV-VI)	2	11	13	9	6	4	5	0	11	26	37	15,000	0.165
III (VII-VIII)	1	25	26	13	14	3	7	0	25	38	63	20,000	0.500
IV (IX-X)	7	32	39	12	15	5	2	4	32	45	77	25,000	0.800
V (XI-XII)	4	69	73	43	63	5	12	18	69	145	214	30,000	2.070
<b>TOTAL</b>	<b>28</b>	<b>162</b>	<b>190</b>	<b>80</b>	<b>102</b>	<b>20</b>	<b>26</b>	<b>22</b>	<b>162</b>	<b>278</b>	<b>440</b>	<b>105000</b>	<b>3.910</b>

All the lessons delivered in EiE through BBS have also been uploaded in education's e-library and Sherig-YouTube, and Sherig Facebook page for the student's easy access and future references. In addition, REC's on-line textbooks are also available through REC's website<sup>4</sup>, and MoE's eLibrary<sup>5</sup>

<sup>4</sup> <https://rec.gov.bt/>

<sup>5</sup> <http://www.elibrarybhutan.com/>

*Table-4: Cost estimates for development and recording of SIM*

Sl. No	Particulars	Amount (Nu. In m)	Remarks
1	Kuensel	8.000	Cost of printing, transportation for 5 SIM packages
2	Kuzoo FM	1.600	111 Lessons x 14000=1,554,000
3	Development	0.350	Logistics
	<b>TOTAL</b>	<b>9.950</b>	

### **5.2.b Social Media & Google Classroom**

The delivery of curriculum through broadcast media BBS are supplemented by the use of social media platforms (WeChat, WhatsApp, Telegram, etc.), and introduction of Google Classrooms to establish teacher-student-parent linkage for children’s engagement and interaction in learning in line with the *Guidelines For Curriculum Implementation Plan For Education In Emergency (EiE)*.

Given the students competency in use of Google Classroom, the plan moving forward is to scale up use of Google Classroom from class IV and above, while for class PP to III continues to use other social media platforms. In line with this, one focal teacher from each school are trained on the use of Google Classroom as a preparation towards curriculum implementation in Phase-II. They will in turn train other teachers in their respective schools by first week of May 2020 and start supporting the students through Google Classroom (Details as in Annexure-4).

### **5.2.c Self-Instructional Materials and Radio**

Self-Instructional Materials (SIM) are print materials that carry the same learning lessons as per the adapted curriculum currently being broadcasted through BBS. Instructional materials are specially prepared teaching-learning materials which have been structured in such a way that learners can do most, if not all, their learning from the materials alone<sup>6</sup>. SIM is targeted to reach and support those students who do not have access to TV an Internet, or reliable internet services. The SIM materials development is carried out in collaboration with the REC and Teacher Volunteers starting March 25, 2020, and printed at Kuensel Corporation Ltd. As of date, the printing of first SIM package print materials for all Key stages has been completed and is scheduled for distribution to Dzongkhags/Thromdes latest by April 28, 2020. The implementation of SIM has been launched on May 02, 2020 coinciding with Birth Anniversary of the Third Druk Gyalpo, which is also observed as the Teacher’s Day (Concept Note on SIM and Guidelines for Radio lessons as in Annexure-5 & 6 respectively).

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<sup>6</sup> Writing *Self-Instructional Materials for Distance Learners: An Introspective Study*, John Arul Phillips, 2007, <http://library.oum.edu.my/repository/17/>

The Ministry has identified about 17,000 students who would require this support. In order to guide and support their learning particularly at lower grades (PP-III), achievement of learning outcome through SIM will be supplemented and supported by lessons aired through Radio. In the first package, a total of 29 lessons (BBS Radio-19, Kuzoo FM-10) have been recorded, and the second phase of SIM lessons recording started from April 22, 2020.

The Ministry also carried out piloting of the SIM phase I package, and the feedback received from students for all the key stages are very encouraging. Most of the students found it helpful and user-friendly. However, there are some constructive feedback and suggestions which is being considered to improve the remaining packages.

#### **5.2.d Other modes**

Given the importance of continuity of education and children's meaningful engagement, the Ministry is also exploring other innovative approaches and mechanisms to reach all students at lower classes in particular PP students who do not have school experiences in remote and hard to reach communities. One of the possible options is using the services of teachers to support these group of students at student's homes, or at a convenient place such as Teacher Resource Centres, or School with lesser number of students to ensure social distancing.

#### **5.3 TEACHER PREPARATION:**

The EiE curriculum is being delivered through the broadcast media. As a means to support the students in achieving the intended learning outcomes, the Ministry has also instructed schools to establish teacher-student-parent interaction platform. The Ministry and Royal Education Council has developed '*Guidelines for Curriculum Implementation Plan for Education in Emergency (EiE)*' to guide and support teachers in implementation of the EiE Curriculum. For grades PP-III, teachers are recommended to use social media such as WeChat, Telegram, WhatsApp etc., while the grade IV-XII are encouraged to use Google Classroom for more teacher student interaction.

#### **5.4 ASSESSMENT:**

In the Phase-I, assessment of student's learning outcome are done by posing a set of competency based, thought provoking questions at the end of each lesson to assess the students learning outcome as per the adapted curriculum delivered. This is also to facilitate students' continuity of learning by engaging with support of their parents/guardians.

#### **5.5 SCHOOL PREPARATION (WASH):**

While schools are still closed, the Ministry is also preparing to scale up efforts to improve Water Sanitation and Hygiene (WASH) facilities in all schools. As an immediate intervention, 78 schools requiring support were provided with hand washing stations, hand sanitizers and soaps through in kind support of the Save the Children International,

Bhutan Country Office. Similarly, all schools were supplied with bar soaps for hand washing through UNICEF, Bhutan support. This is primarily geared towards promoting and instituting the culture of hand washing and maintaining hygiene and sanitation among school children once the school resumes. This is in line with WHO recommended measures to prevent the spread of Corona Virus, and other hygiene related diseases which children are more vulnerable in mass congregation. These intervention in Phase-I were targeted to identified schools that are in remote areas and are in critical need of support.

### **5.6 ADVOCACY AND AWARENESS**

In addition, several advisory notes, guidelines, and awareness materials on the outbreak and preventive measures related to COVID-19, and closure of schools were also issued by the Ministry in line with the guidance from the Ministry of Health, WHO, Prime Minister's Office, etc.

### **5.7 SCHOOLS WITH SEN PROGRAMME & SPECIAL INSTITUTES**

Due to a unique need of children with disabilities, curriculum and its delivery also requires adaptation particularly designed for children with hearing and visual impairment at Wangsel and Muenselling Institute respectively, and for children with physical disabilities in schools with SEN programme. The teachers of the two institutes and schools with SEN programme have developed packages based on the EiE guideline. The teachers delivered the lessons through adaptation and modification by developing Individual Education Plan (IEP).

The students in Wangsel and Muenselling Institutes and schools with SEN programme follow the adapted curriculum with some modifications through the BBS TV, SIM, and radio lessons.

### **5.8 EARLY CHILDHOOD CARE AND DEVELOPMENT**

In order to reach out to ECCD children, the Ministry has shared six parenting practices adapted from WHO and UNICEF. In addition, the poster on positive child engagement was also shared, and ECCD facilitators were encouraged to use activity guide as per the situation in their respective community.

### **5.9 PSYCHOSOCIAL SUPPORT THROUGH SHERIG COUNSELLING SERVICES**

As a result of COVID-19 outbreak and closure of schools, it has created a wave of shock, confusion among the citizens, and increased level of stress without knowing how to respond to such circumstances. While many children, students, learners, and adults are able to cope up with the situation, some experience increased stress and anxiety which can have long term implications on their learning progression, mental health and wellbeing. In order to provide support the vulnerable individuals, the following activities are carried out:



Table-5: Activities carried to provide psychosocial services (CECD, DYS)

Sl#	Activities	Budget	Remarks
1	Pre-departure Programs	0.00	Conducted at school level
3	Appointed Dzongkhag/Thromde Focal Counsellors	0.00	
2	Sherig Counselling Services provided	0.076	To provide counselling to affected individuals
4	Development of Training manual to provide psychosocial support	0.188	Development completed
4	Training of TOT on psychosocial support, and roll out	0.00	Development completed Included in phase-I
	Sub Total	0.264	

From a range of issues and concerns, the most common areas that the individuals sought help was on positive coping strategies, stress management, interventions on managing panic, fear and anxiety, family relationship, and anger. There are also few cases of domestic violence, suicide attempts at home and at the quarantine center, and some behavioral issues. The details of the support provided as of April 28, 2020 is as under:

Table-6: Number of individuals provided with Sherig Counselling Services

Sl#	Beneficiaries	No. of individuals		Total
		Male	Female	
1	Students	40	49	89
2	Parents	2	5	7
3	Teachers	1	2	3
4	Others	10	7	17
5	Total	53	63	116

### 5.10 SUPPORT TO STUDENTS ABROAD INCLUDING TO SCHOLARSHIP STUDENTS

As the colleges and universities in the region and abroad started to close and impose travel restrictions and lockdown by many countries, the Department of Adult and Higher Education of the Ministry had undertaken several measures to ensure the safety and wellbeing of Bhutanese students studying abroad. These includes, issuance of advisory notes to Bhutanese students aboard on their safety, wellbeing, sharing travel information, and guidance on travel plans. The Ministry also kept in touch with the colleges and universities, sought information on students and their support, in addition to asking students to register and regularly update their situation on the Ministry's website.

For those students wishing to return home, the Ministry also facilitated logistic support for ground transportation from the colleges and universities to the airport for

repatriating the Bhutanese students studying abroad when relief flights were arranged by the government. A total of 1,934 students studying in various tertiary education institutions abroad returned home. Depending on the situation, the Ministry in collaboration with the Tertiary Education Institutions in the country might have to explore and come up with contingency plans to facilitate their education continuity within the country.

### **5.11 TERTIARY EDUCATION INSTITUTIONS WITHIN THE COUNTRY**

The tertiary education sector in Bhutan consists of Royal University of Bhutan (RUB), Khesar Gyalpo University of Medical Sciences of Bhutan (KGUMSB), Royal Institute of Management (RIM) and Jigme Singye Wangchuck School of Law (JSWS Law). The RUB has 10 constituent colleges and 2 affiliated colleges. Khesar Gyalpo University of Medical Sciences of Bhutan (KGUMSB) has 3 faculties and 1 affiliated institute.

#### ***(a) Response Plan***

Commencing from March 19, 2020 students studying in tertiary education institutions within the country were closed and students were sent home. The university did not change the curriculum to maintain the quality of student learning. However, the mode of delivery has been switched from onsite learning to offsite learning where students are engaged through use of virtual learning platforms. Depending on the efficacy, RUB continues to review its strategies on delivery to meet the learning objectives of the programmes.

In order to facilitate students to use online learning, monthly stipend given to students by the government has been reallocated to meet internet data charges. Self-financed students have also been extended with the support with data package worth of Nu. 1199 per month for spring semester, 2020.

In the case of medical students, the first year students from faculty of nursing and public health, students from faculty of Traditional Medicine are sent home and availing education remotely. The postgraduate students and students from second and third year of undergraduate programmes have been engaged with the Ministry of Health in providing services at the frontline.

Besides that, all TEIs in the country namely Royal University of Bhutan, Khesar Gyalpo University of Medical Sciences of Bhutan, Royal Institute of Management, and Jigme Singye Wangchuck School of Law, have formed task force, committees and developed preparatory plans for both short term and long term in response to COVID- 19.

#### ***(b) Mode of Delivery***

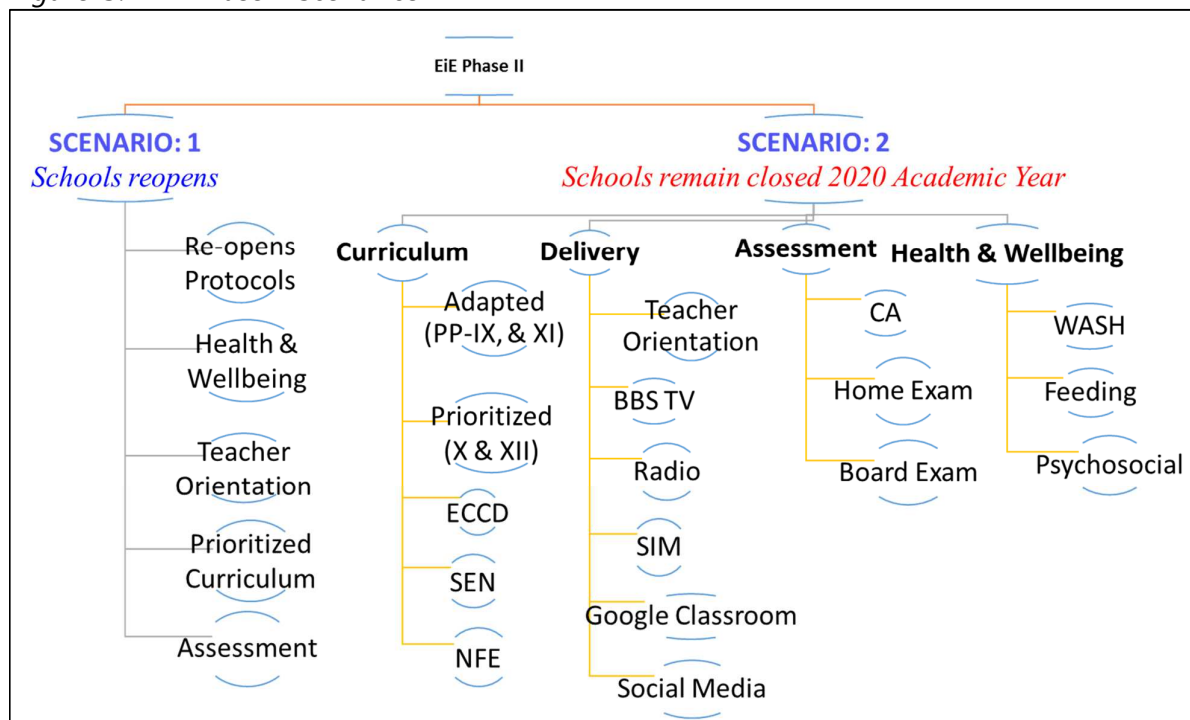
The Royal University of Bhutan, which caters to the largest number of tertiary education students in the country, have transited to remote learning using virtual learning environment (VLE), which RUB has been using for about a decade. The VLE features includes student attendance, online discussion forum, quizzes, submission of

assignments and providing feedback to the students. In addition, the academics and students has adopted the use of other applications such as ZOOM, BigBlueButton, Google classroom, Messenger, H5P, Ispring pro came, telegram, Skype, Mentimeter, Camtasia etc. this is primarily to support different learning needs including synchronous and asynchronous teaching and learning. Some parts of the programmes requiring hands-on and practical based learning experiences were shelved to be conducted when the Colleges re-opens.

## 6. PHASE-II: EDUCATION IN EMERGENCY

Given the uncertainty surrounding COVID-19 at the local, regional and global level, and the consequent prolonged school closure, the Ministry is working towards scaling up the reach and improve the delivery of educational programmes and services. Towards this end, the Ministry has developed EiE Phase II Plan by taking into consideration two possible scenarios in consultation with all relevant stakeholders and development partners. The two scenarios under Phase-II are detailed below:

Figure-3: EiE Phase II Scenarios



The phase II response plan is prepared through a consultative process involving all key stakeholders. The need for packaging the second phase was discussed in the 5<sup>th</sup> Education Sector Coordination Meeting held on April 9, 2020 involving all the relevant agencies including the development partners. Following this, the plan was developed by engaging all key stakeholders following a consultative and participatory process through a workshop held at Royal Thimphu College from April 24, 27 and 28, 2020.

The key agencies involved in this process were REC, BCSEA, RUB, GNHC and development partners including UNICEF and SCI.

With the existing modality of remote learning, the Ministry is concerned about students who do not have access to Television or mobile devices as it creates inequality in learning among students who have access and those who do not. The interventions in phase-II will take into consideration two possible scenarios.

**Scenario 1.** Preparation towards school reopening

**Scenario 2.** School closure for 2020 Academic year

The phase-II plan is aimed at engaging the students meaningfully, ensure continuity in learning, emphasize in precautionary measures particularly in light of COVID-19, and to maintain a sense of normalcy. It also assessed the pros and cons of students' assessment and promotion based on evolving situation.

This phase will focus on delivering Adapted/Prioritized Curriculum with assessment if the schools continue to remain closed for 2020 Academic Year. In addition, to the Phase I, this phase will also include continuity of education to children and learners from ECCD, SEN and NFE centers besides scaling up health and wellbeing component including psychosocial support to needy children, teachers and parents.

The development of this plan is also in line with the directives of the Government to work on various options, if there is prolonged closure of school beyond June 2020 depending on the threat level of COVID-19 situation in the country.

The proposed plans, programme and activities identified for implementation in the Phase II are as elaborated below along with cost estimates.

## **6.1 SCENARIO-1: RE-OPENING OF SCHOOLS, CENTRES AND INSTITUTES**

This Scenario take into consideration the preparatory plans towards re-opening of schools. The re-opening of schools by May 2020 may not be feasible considering the following reasons:

- a) The schools/Dzongkhag/Thromde/Ministry will require adequate time to carry out risk assessment of the schools*
- b) Need to prepare schools in terms of WASH facilities*
- c) Need to orient teachers to the new curriculum*
- d) Provide psychosocial support to students, parents, and teachers to adjust to the new environment post COVID-19.*
- e) To complete quarantine as well as grace period required for those arriving in the country from abroad.*

Even if the schools re-opening is deferred to June 2020, the continuity of education can be ensured through the video lessons developed that can last till the end of May 2020. Therefore, in scenario-II progressive reopening of schools and preparation of schools is recommended.

### ***a) Progressive re-opening of schools***

In our situation, there is an opportunity for progressive re-opening of schools if the situation continues to be stable and there are no community transmissions. Under such circumstances, we can open all schools across the country in a staggered manner. While opening all schools at the same time may not be advisable considering safety, health, wellbeing, and preparedness of the schools. The 'one-size fits-all' approach of opening schools might pose risk to children's psychosocial wellbeing and put stress to the school system. Therefore, a flexible approach can be applied taking into account the changing situation over time. Progressive re-opening of the schools is one option that is also being followed by many other countries globally. For example, Denmark has already re-opened schools in April, France, Israel, Netherlands and Sri Lanka plan to open schools in early May, while, Pakistan also plans to open their schools by June 2020.

While re-opening schools progressively, some of the options that could be considered in our context are:

- a) Starting in areas of lowest localized risk in identified remote Dzongkhags and schools.*
- b) Opening ECCD & primary first as secondary and higher secondary levels can study online or use SIM more effectively.*
- c) Partial re-opening approaches including Daily Multiple shifts (so children study partly at home and partly at school), Weekly Multiple shifts (few days per week), or/and shortening the school week by drawing weekly timetable to ensure social distancing by having lesser students coming to schools at the same time.*
- d) Prioritizing grades X & XII as they have high stake examinations.*

These are options, which could be implemented based on the potential threat level of the disease transmission for which the Ministry will have to seek further directives from the government. The main consideration for any policy in deciding whether or not to open school should be based on the epidemiology.

**(i) Re-opening of schools**

To implement this option, certain protocols needs to be established to safeguard children, students, learners, and education personnel’s health and safety. The following protocols could be adopted:

- a) *Implement strict hand-washing routines for all children and staff at the start of the day before entering classrooms, before and after intervals, lunch, or breaks from the classes, and before leaving school.*
- b) *All teachers and staff should be provided with masks and hand sanitizer for their own use in school.*
- c) *Supply thermometers to the school for school reopening, and school to ensure temperature checks are done every day in the morning and records maintained.*
- d) *Clear protocols need to be established to detect, refer, isolate potential cases, and train school health coordinators to coordinate with nearest health facilities.*
- e) *A guidelines and protocols in preparation for the school re-opening should be issued by the Ministry.*

**(ii) School Curriculum**

Due to the loss of instructional hours, regular curriculum cannot be implemented. While the loss of instructional hours can be gained through the use of Saturdays, and school breaks, considering the students comprehension, retention and learning capacity, this is not recommended. Therefore, irrespective of school re-opening dates, the schools will have to implement prioritized curriculum. In this case prioritized curriculum will focus on key concepts and fundamental subject ideas, by shedding off curriculum load based on the available instructional days.

*Table-7: Prioritization of school curriculum and teacher orientation (REC)*

Sl#	Activities	Estimated Cost in m	Collaborating agencies	Remarks
1	Prioritization of Syllabus for all subjects for all grades (Class PP-XII)	3.050	TPSD, EMD, SPCD (DSE), HRD (DoS), RUB	Nu.30,000 per subject
2	Development of guidelines and Printing on prioritized curriculum (Subject specialists and teachers)	1.011	TPSD, EMD, SPCD (DSE), HRD (DoS)	
3	Teacher orientation on prioritized curriculum (All teachers)	9.700	TPSD, EMD, SPCD (DSE), HRD (DoS)	9700 teachers X 2 days X 500 (refreshment)
	Grand Total	13.761		

### **b) Water Sanitation and Hygiene (WASH)**

Immediate intervention in WASH must be carried out to ensure and promote hygienic practices with an emphasis on hand washing and respiratory etiquette. The following activities are recommended in preparation towards school re-opening.

*Table- 8: Immediate WASH interventions required in all schools*

Sl#	Activities	Schools/ students covered	Additional Targets	Estimated Cost (Nu.in m)	Collaborating agencies
1	Safe drinking water facilities	162 schools by end of 2020 (planned)	444 schools	18.600	SHND, DSE, MoE, MoH, Dzongkhags/Thromdes
2	Insufficient water facilities (Annexure-7)	513	20 major and 73 minor maintenance	66.600	SHND, DSE, MoE, MoH, Dzongkhags/Thromdes
3	Toilets	Samtse, Chhukha, Punakha, Paro, and part of Zhemgang (424 SATO pans replaced)	15 Dzongkhags, 4 Thromdes and part of Zhemgang	4.500	SHND, DSE, MoE, MoH, Dzongkhags/Thromdes
4	Sanitary napkins	105 schools in 2019	21632 boarding girls	3.894	SHND, DSE, MoE, MoH, Dzongkhags/Thromdes
5	Agriculture Enhancement Programme	375 schools	Enhancement programme in 50 selected schools	1.500	SHND, DSE, MoE, MoH, Dzongkhags/Thromdes
<i>Grand Total</i>				<i>95.094</i>	

### **c) Teacher Orientation**

In light of the re-opening of schools after a long and unanticipated closure because of the health emergency, teachers need to be oriented on re-opening of the schools, their roles, and interventions during the school hours. With loss of significant amount of instructional hours, there is a major shift in school curriculum and assessment modalities. As such, they need to be oriented to the new curriculum (adapted and prioritized) delivery, assessment, and support to students. This orientation can be done at the schools, at the Dzongkhag/Thromde level, or using through alternative modes such as using online video conferencing provisions with very minimum cost implication.

*Table-9: Orientation of teachers on Safe School Guidelines*

Sl.#	Activity	Number	Estimated Cost (Nu. in Million)	Remarks
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1	Orientation of teachers on Safe School Guidelines	9700	19.400	9700 teachers*2 days*1000
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#### **d) Psychosocial Support**

As a result of closure of schools and Centres, children, students, teachers and parents would require mental wellbeing/psychological support to adjust to the new environment after the reopening of the schools. The role of school guidance counsellors becomes critical for which the existing school guidance counsellors will have to be oriented to respond to the situation when the school re-opens.

*Table-10: Orientation of Counsellors*

Sl.#	Activity	Estimated Cost (Nu. in m)	Remarks
1	Counsellor Mobilization	0.500	Onsite intervention & Services
2	Counselling services	0.688	172 counsellors*2 days*2000 (TA/DA & refreshments)
3	Sherig Counselling Services	3.270	To provide counselling to affected individuals **This will also continue in Scenario-2, if the schools remain closed
4	Restoration Programme for teachers and students	2.000	Two days programme when the schools reopen
5	Online Counselling Skills and Techniques Training	1.000	Train School counsellors
	TOTAL	7.458	

#### **e) Tertiary Education Institutions within the country**

##### (i) Royal University of Bhutan

In the case of RUB, the regular face-to-face classes will resume in continuation with the online lessons delivered during Phase-I. The practical classes that are shelved will be resumed as soon as students join the college. This will be preceded by development of institute opening protocol, orientation of student and staff, provision of adequate WASH facilities, etc. for safety of all students and faculty. Details of the RUB's response plan is available on their website<sup>7</sup>.

The enhancement of Universities plans and programmes including scaling up ICT facilities will continue as proposed under Scenario-II.

<sup>7</sup> <http://www.rub.edu.bt/images/rub/Key-Documents/Response-Plan/RUB-Response-Plan-for-COVID-19.pdf>



On the psychosocial front, the RUB will look into enhancing the role of its Happiness and Wellbeing Centres at the colleges to provide psychosocial support services to its students and staff. RUB will also coordinate with Ministry of Education and other similar agencies such as NCWC and RENEW to share resources and also seek their support for referral cases for counselling beyond its capacity.

**(ii) Other Universities/Institutes**

The plans and programmes under other universities/institutes will also resume as per government directives. While others will continue their learning lessons in continuation to the lessons delivered through online platforms, health and medical students will make proper adjustments in their academic schedule to cover up the loss of instructional time.

## **6.2 SCENARIO- 2: IF THE SCHOOLS, CENTRES AND INSTITUTES REMAIN CLOSED**

This scenario will take into consideration schools remaining closed for 2020 Academic Year.

### **a) EiE Curriculum**

In order to facilitate students to continue learning and progress to higher grade despite prolonged closure of schools, there is an urgency to modify and upgrade the existing Adapted Curriculum of the EiE Curriculum Implementation plan. The Second Phase of EiE Curriculum will also be modified to a Prioritized Curriculum mainly to target class X and XII. This will cover fundamental concepts and ideas of the subjects, credible to cope with higher learning. Its design, development and delivery is grounded on educational principles and ideologies.

Towards this end, the REC has developed a guideline for all stakeholders on the Second Phase EiE Prioritized Curriculum to facilitate students to continue learning and progress to higher grade with adequate competencies and understanding to cope with the higher learning. The Prioritized Curriculum is developed to fulfill the following objectives:

- i. Students have access and avail educational services remotely to learn and develop understanding of fundamental concepts and ideas on subjects and competencies to cope with higher learning through the use of mainstream and social media.*
- ii. Facilitate students to achieve the desired fundamental learning outcomes for the academic year 2020 and beyond, particularly students attending high stake examinations.*
- iii. Engage students productively at home and minimize people-people contact to prevent the spread of virus.*
- iv. Provide guidelines on the learning areas, tools, and support mechanism from the relevant agencies such as MoE, REC, BCSEA, Dzongkhag/Thromde Education sector, etc.*

The implementation of EiE curriculum Phase-II requires close interaction between the teachers and the students for the delivery of the curriculum which will be done mostly using social media & Google Classroom. Therefore, all teachers will have to be mandated to be in their respective stations to support teaching and learning activities. To this effect, the Ministry will have to notify teachers accordingly. The video lessons and SIM developed to deliver adapted curriculum is based on the regular curriculum.

### ***b) Learning Areas and Mode of Delivery***

The Second Phase of the EiE will have two types of curriculum:

#### ***i) Adapted Curriculum:***

The theme based curriculum used in the First Phase of EiE is designed based on the common themes of a few subjects to cover the 2020 academic syllabus. For instance, some learning areas such as Science and Social Sciences have been combined together considering the common themes of the subject. This will be continued for all classes, except classes X and XII for the 2020 academic year. Further addition of video lessons will be arranged by the Royal Education Council, based on the need.

The Adapted Curriculum shall be theme based and delivered covering the two to three subjects as presented in the table below.

*Table-11: Adapted Curriculum Framework*

<b>Key stage</b>	<b>Class</b>	<b>Subjects</b>
I	PP - 3	Dzongkha, English, Mathematics
II	4 - 6	Dzongkha, English, Mathematics
III	7 - 8	Dzongkha, English, Mathematics, General Science, Social Sciences
IV	9	Dzongkha, English, Mathematics, Functional Science, Social Sciences
V	11	English, Dzongkha compulsory for all
		<b>Science:</b> Mathematics, Science- Physics, Chemistry, Biology, Environmental Science, and ICT
		<b>Commerce:</b> Accountancy, Commerce, B. Mathematics
		<b>Arts:</b> History, Geography, Economics, Media Studies, Rigzhung

#### ***ii) Prioritized Curriculum:***

The Prioritized Curriculum in Phase II will be delivered for grade grades X and XII appearing high stake examinations. This curriculum will consider limited time available to cover the 2020 academic syllabus, and will thus emphasize on the development of understanding and competencies of fundamental concepts and ideas in all the subjects for these classes. The existing subject based learning areas shall guide basis of this curriculum as shown in the table.

*Table-12: Prioritized Curriculum Framework*

<b>Key stage</b>	<b>Class</b>	<b>Subjects</b>
<b>IV</b>	10	Dzongkha, English, Mathematics, Biology, Physics, Chemistry, Environmental Science, Agriculture for Food Security, TVET, Geography, History and Civics, Economics.

<b>V</b>	12	English, Dzongkha compulsory for all.
		<b>Science:</b> Mathematics, Physics, Chemistry, Biology, Environmental Science, and ICT.
		<b>Commerce:</b> Accountancy, Commerce, B. Mathematics, TVET, Agriculture for Food Security, Media Studies.
		<b>Arts:</b> History, Geography, Economics, B. Mathematics, Rigzhung.

The lessons are delivered through the use of Google Classroom, and supplemented and complemented by television broadcast, SIM, and radio and other social media. Special lesson adaptations will be done for students in Wangsel and Muenseling Institute by using delivery tools appropriate for them. Similarly, the lessons for Taktse Rigzhung School will also be delivered through the use of Google Classroom, WeChat, and other means as exception. For the children with disabilities, considering their learning capabilities and challenges, the teachers in the institutes and the schools with SEN programmes are encouraged to develop their own lessons adapted to the needs of the learners including use of high resolution print materials and audio materials, including the use of SIM print materials.

### **c) Assessment and examinations**

The two types of EiE curriculum demands different modes of assessment. This may be informed by the following ideas:

- i) The curriculum based assessment through continuous formative assessment shall be one of the critical domains for assessing progression of students learning outcome.
  - ✓ *The learning outcomes in all subjects is based on the three domains of learning – cognitive psychomotor and affective. Therefore, every video lesson should conclude with 5 to 8 thought provoking or competency based questions covering all the three domains.*
  - ✓ *As part of the CFA, both types of curriculum expect students respond to set of questions posed at the end of every video lesson. These responses are submitted to their concerned teachers, who in turn evaluates and provides feedback and maintains records of students' performance vital to gauge the progress in learning of every students.*
  - ✓ *The teachers could also use alternative assessments such as submission of project works, digital portfolios, etc.*
- ii) The regular home examinations shall be informed by the two types of EiE curriculum. However, the examination modalities shall be informed by REC.
- iii) The high stake examinations for classes X and XII shall be informed by the prioritized EiE curriculum. The examination modalities and the scheme of assessment shall be informed by BCSEA.

Regarding the student's progression to next grade, the Ministry has assessed the pros and cons of student's promotion or retention and the proposal is attached for further directives.

Towards implementation of second phase EiE curriculum, the following activities have been planned:

*Table-13: Plans and programmes for Phase-II EiE curriculum*

Sl. #	Activities	Time line	Estimated Cost (Nu. in m)	Collaborating agency	Remarks
<b>I Adapted curriculum</b>					
1	Development of Adapted Curriculum for all grades & Teacher Orientation	May/June	10.000	REC, TPSD, DSE/Dzongkhags/Thromdes/Schools	
2	Validate and improve the quality and relevancy of the video lessons	Apr, 2020	2.000	REC, TPSD & EMD (MoE)	
3	Develop additional video lessons	Jun-20	10.500	REC, SPCD, TPSD & EMD (MoE)	KS1-10, KS2 & 3=15 each, KS4 & 5=30 videos each
4	Provide online guidance and support	April– Dec, 2020	0.000	SPCD (MoE)	
	<i>Sub Total</i>		<i>22.500</i>		
<b>II Prioritized curriculum (Classes 10 and 12)</b>					
1	Development of Prioritized Curriculum syllabus for classes X and XII & Teacher Orientation	May (1st week)	5.000	REC, TPSD & EMD (MoE), RUB	Per subject Syllabus development =20,000,
2	Develop lesson plans for all subjects	May (2nd – 3rdweek)	1.350	TPSD & EMD (MoE)	Per subject Lesson Development =50000
3	Validate quality and quantity of Online lessons	June - July 2020	0.500	SPCD, TPSD & EMD (MoE)	
4	Provide online guidance and support	Apr-Dec 2020	0.000	SPCD (MoE)	In-house
5	Develop additional online lessons based on the needs	Jul-20	0.500	SPCD, TPSD & EMD (MoE)	
	<i>Sub Total</i>		<i>7.350</i>		
	<b>GRAND TOTAL</b>		<b>29.850</b>		

Table-14: Plans and programmes for Phase-II EiE curriculum (MoE)

Sl. #	Activities	Time line	Estimated Cost (Nu. in m)	Collaborating agencies
<b>I</b>	<b>Adapted curriculum</b>			
	<b>Development, printing &amp; delivery of Self Instructional Materials</b>			
1	Key stage I & II (PP, I, II, III, IV, V, VI)	May, 2020	13.580	REC , EMD, SPCD
2	Key stage III	May, 2020	3.205	REC , EMD, SPCD
3	Key Stage IV	May, 2020	2.154	REC , EMD, SPCD
	Key Stage-V (Arts/Commerce/ Science/ Rigzhung)	May, 2020	1.164	REC , EMD, SPCD
	Provision of TV/Radio	May	80.000	REC , EMD, SPCD
	Class PP-III: Delivery of Adapted Curriculum lessons through BBS Radio & Kuzoo FM radio broadcast to support Print Media	May	4.5000	REC, MoE, BBS, Kuzoo FM
	<i>Sub Total</i>		99.603	
<b>II</b>	<b>Prioritized curriculum (Classes 10 and 12)</b>			
1	Google Classroom & Data package	May	228.000	38m/months for all students x 6 months
2	Provision of Devices (Tablets/Mobile Phone)	May	195.000	13,000 students x 15000 per tablet
	TOT of Google Classroom	May	1.000	
	<i>Sub total</i>		424.000	
	<b>Grand Total</b>		523.603	

**d) Assessment and Examination (BCSEA)**

BCSEA as the only evaluation and assessment agency in the country is mandated to carry out public examinations and other educational assessments. In order to ensure continuity in learning, BCSEA in collaboration with MoE and REC will conduct high stakes examinations for classes 10 and 12.

Table-15: Activities for BCSEA

Sl. #	Activities	Estimated Cost (in million)	Remarks
<b>Common for Scenario I and II</b>			
1	Confidential printing and answer scripts marking	129.956	
2	Test development workshop for BCSE (X), BHSEC (XII), and LCSC X & XII	7.582	
3	Post moderation workshop	1.226	
4	Braille embossing	0.161	
5	Supervising examiners' orientation workshop	5.003	
6	Sanitizers, soaps and face mask -For approximately 24,000 students and 1500 examination conducting officials - For 145 supervising examiners	3.847	1 No. 500ml sanitizer and 1 soap per 10 officials - 1 face mark per official
7	Additional invigilators required to conduct examinations	13.5	Approximately 600 additional invigilators required if physical distancing
	<b>TOTAL</b>	<b>161.275</b>	

#### ***e) Health & Wellbeing***

Health and wellbeing of children, students, learners, and education personnel are of primary concern. In-order to ensure their safety, health, and wellbeing, the Ministry will continuously reach out advocating on the COVID-19 preventive measures in line with Ministry of Health's advisory notes and governments directive.

Children particularly under emergency situation are more vulnerable and exposed to the risks. The basic necessities such as the delivery of safe water, sanitation, hygienic conditions and importantly proper nutritious food is essential for ensuring safety and protection during such crisis. In the educational setting where proportion of user to facilities are wide, it is critical that efforts should be made to increase the ratio given the high usage. Such interventions will ensure the sustained functionality of the facilities to serve its intended purpose for a longer duration.

#### **f) Water Sanitation and Hygiene (WASH)**

Water, Sanitation and Hygiene facilities in schools contributes to healthy, safe and secure school environments that safeguards children from health hazards. It also enables children to become the agents of change for improving water, sanitation and hygiene practices in their families and communities. Towards this, the Ministry will continue to scale up efforts to continuously improve water, sanitation, and hygiene facilities in schools, while the schools are still closed, in preparation towards re-opening of the schools. To this end, the Ministry in collaboration with the Dzongkhags/Thromdes have identified schools that are in critical need of support such as schools that need to improve reliable supply of piped water from its source, setting up safe drinking water, adequate hand washing stations, and toilets for students and learners.

#### **g) Nutrition and feeding**

The National Nutrition Survey, 2015 reported that under five stunting is 21.2% and stunting prevalence were higher among children in poorest quintiles of the population. In the least wealthy quintile, 35.1% of the children were stunted as compared to 5.7% of the children in the wealthiest quintile<sup>8</sup>. In addition, of the 163,000 households in the country, 6.2% experienced food insufficiency or in other words not enough food to feed all household members for a year preceding the census day<sup>9</sup>. Additionally, with high prevalence of anaemia (58% among preschool children and 36% among school children<sup>10</sup>) as a public health concern, the government also introduced the supply Iron and Folic Acid Supplementation to school going children. With the closure of schools, students depending on school meals for nutrition, periodic vitamin A, deworming tablets, and Iron and Folic Acid Supplementation do not get this support. In order to address the nutritional deficiencies of needy students, the Ministry in collaboration with the Dzongkhags/Thromdes have identified 9436 students who do not have adequate nutritious meal even while at home. Thus, there is an urgency to reach out to these students if the school re-opening remains uncertain considering the COVID-19 situation in the region.

On the other hand, the schools with the feeding programme have a stock pile of food rations till April end, which is lying idle in the schools. Considering the susceptibility of the food items to changing weather conditions, and its shelf life, there is a need to utilize this stock soon. Thus, these food items can be packaged and delivered to needy students. One of the modalities is to deliver with Self Instructional Material (SIM) for unreached students as many of the beneficiaries are needy children. Such modalities, besides cutting down the cost of delivery, will help to reach out to most vulnerable students affected by the COVID-19 situation.

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<sup>8</sup> National Nutrition Survey 2015, Ministry of Health, Bhutan.

<sup>9</sup> The Population and Housing Census of Bhutan, 2017.

<sup>10</sup> Evaluation of the Weekly Iron and Folic Acid Supplementation (WIFS) Program-2004-2014, Ministry of Health and UNICEF, July 2014



Table-16: Activities under WASH and Feeding

Sl#	Activities	Schools/ students covered	Additional Targets	Estimated Cost (Nu.in M)	Collaborating agencies
1	Safe drinking water facilities	162 schools by end of 2020 (planned)	444 schools	66.600	SHND, DSE, MoE, MoH, Dzongkhags/T hromdes
2	Insufficient water facilities	513	20 major and 73 minor maintenance	18.600	SHND, DSE, MoE, MoH, Dzongkhags/T hromdes
3	Toilets	Samtse, Chhukha, Punakha, Paro, and part of Zhemgang (424 SATO pans replaced)	15 Dzongkhags, 4 Thromdes and part of Zhemgang	4.500	SHND, DSE, MoE, MoH, Dzongkhags/T hromdes
4	Sanitary napkins	105 schools in 2019	21632 boarding girls	3.894	SHND, DSE, MoE, MoH, Dzongkhags/T hromdes
5	Agriculture Enhancement Programme	375 schools	Enhancement programme in 50 selected schools	1.500	SHND, DSE, MoE, MoH, Dzongkhags/T hromdes
6	Arrange Dry ration* for needy children	9436 students	9436	In kind from the existing stock	SHND, DSE, MoE, MoH, Dzongkhags/T hromdes
7	Logistics arrangement for dry ration	9436 students	9436 students	1.500	SHND, DSE, MoE, MoH, Dzongkhags/T hromdes
<i>Grand Total</i>				96.594	

*\*Table-17: The dry rations consist of the following non-perishable items:*

Sl. No.	Ration	Per child/day in gram	Per child/week in gram	Per child/month in gram	In Kgs
1	Rice	400	2800	11200	11.20
2	Dhal	60	420	1680	1.68
3	Chana		39	156	0.16
4	Oil	45	315	1260	1.26
5	Salt	5	35	140	0.14
6	P. Cheese		6	24	0.02
7	M.Powder	5	35	140	0.14
8	Sugar	5	35	140	0.14
9	T. Leave	1	7	28	0.03

Note:

- 1) Ration Quota for 3 Meals (Breakfast, Lunch & Dinner)
- 2) Chana is provided 13gm three times in a week and processed cheese 3gm two times in a week

#### ***h) Early Childhood Care and Development***

Research globally has clearly demonstrated the benefits of investing in ECCD programmes for laying strong foundations for life-long learning, improved health through early detection and interventions, increasing efficiency in primary education by reducing repetition and dropout rates, improving survival and completion rates. It also brings other individual and social returns – such as higher income, higher productivity, less social issues and crime, and greater social cohesion. The short term returns manifest in improved learning and developmental outcomes evident in how children perform in school.

The closure of 379 ECCD centres, have negatively impacted the engagement of 9188 children for preparation of formal schooling. It has also significantly reduced the optimal contribution of 903 Facilitators in development of children’s physical and cognitive growth. Since parents play a vital role in the positive development of children, it is important that parents are provided support through parenting education on safe, stimulating environment, and positive parenting. Thus, the following alternative plans and activities are designed to cater to this group of children.

*Table-18: Activities for ECCD programme*

Sl.#	Activities	Budget	Remarks
1	Production of video/animation clips	2.00	The script for the video/animation clips could be adapted, written and translated in-house
2	Dissemination of video / animation clips through BBS TV	1.00	
3	Development, dissemination and distribution of posters/newspaper inserts	0.50	Dissemination/ distribution to Dzongkhags and Gewogs, Thromdes as well as through newspapers
4	Arts material and reading book, and support for parenting education	4.0	
	<i>Total Cost</i>	<i>7.50</i>	

***i) Special Education Needs***

Children with special educational needs are more vulnerable to risks particular during emergencies and closure of schools. For their continuity of education, they require highly specialized teachers with skills in teaching special educational needs, besides the targeted support.

*Table-19: Activities for Muenselling and Wangsel institute*

Sl.#	Activities	Budget	Remarks
1	Procurement: Samsung M20	0.562	Muenselling Institute:-
	Procurement: 64 GB SD Memory Card (to store learning materials)	1.02	Immediate accessibility for home based learning
2	Procurement: Samsung M20	1.155	Wangsel Institute:-
	Procurement: 64 GB SD Memory card (to store learning materials)	0.21	Immediate accessibility for home based learning
3	Procurement: 5TB External Drive	0.1	To storage audio from studios
	TOTAL	3.047	

*Table -20: Activities for schools with SEN programme*

Sl.#	Activity	Budget (Nu. In M)	Remarks
1	Procurement of Smart Phone/Tablet	4.347	Schools with SEN programme: Immediate requirement for home based learning

2	Development of customized TLM to be shared with students	1.5	For the hard to reach area without net services
3	Data packages	Cost included as part of data package for all students	It is critical as children with disability are generally from needy families.
4	Development of EiE curricula and programmes (key stage wise) for students with disabilities who are on alternative pathways/programmes.	1.5	Can be developed in consultation with REC and SEN teachers from the field through virtual and physical distancing workshops.
5	Production of EiE curricula and programmes into different accessible formats (audio, visual, print etc.)	1.5	To be produced once the EiE curricula and programmes are fully developed.
	<i>Total</i>	<i>8.894</i>	

#### **j) Non-Formal Education**

Non-Formal Education (NFE) which targets about 33.4% of the adult population, plays a critical role to provide education to those children, youth and adults who missed the opportunity to participate and complete formal schooling or training. Its programme focuses on those who have no or low levels of literacy, numeracy, vocational, digital and life skills. It helps to create opportunities for those learners to acquire basic competencies, foster interpersonal skills and collaborative values and skills. There are significant evidences that that literate population enjoys better health, longer lives, and high standard of living.

With the closure of the Centres, the learners are deprived of the continuity of the learning opportunities. Towards this, the Non-Formal and Continuing Education Division (NFCED) of the Ministry has developed implementation guidelines to ensure learners' learning is not disengaged to achieve key desired learning outcomes set for the academic year. As an alternative to face-to-face mode of delivery, instructions on key learning areas are delivered remotely through the use of Social media platform such as *WeChat/Messenger/WhatsApp*, Self-Instructional Materials, and Audio-visual material (BBS TV and Radio).

Table-21: Activities for NFE

Sl#	Activities	Estimated Cost Nu. In M	Remarks
1	Revise the Standard Operating Procedure on delivering Teaching Learning through WeChat, Messenger	-	Draft SOP completed
2	Teaching Learning through WeChat, Messenger	-	Use the social media platform
3	Development of Self Instructional Materials on NFE and CLC Curriculum including radio program	-	Recommended to use SIM package of Key Stage I & 2
4	Transportation of Self instructional Material (SIM)	0.700	Instructor, learners Dzongkhag/ Thromde and MoE.
5	Lesson from Radio	-	As per the schedule, and use the radio for lesson for additional learning.
6	Video Lessons	1.000	Recommended to use Key Stage I & 2 lesson videos.
	<i>Grand Total</i>	<i>1.700</i>	

***k) Tertiary Education Institutions within the country***

***(i) Royal University of Bhutan***

In the case of RUB, the online teaching will continue with improvement in the use of tools and infrastructure. For the phase-II, RUB has developed guidelines related to online teaching, student attendance and assessment. A University Academic Task Force will continue to assess the situation and provide interventions as appropriate.

Based on the assessment carried out on online teaching-learning experiences with the students and academics, the online mode has been promoting independent learning among students and developing skills among the academics on the use of ICT tools for teaching and assessment. This is a positive indication particularly given the diverse student with different pace of learning. However, in absence of face-to-face learning, there are also issues and challenges. The access to ICT facilities such as laptops, internet connectivity, etc. is a concern particularly students coming from economically disadvantaged parents and residing in remote places.

In order to strengthen online teaching and learning, and to support those students who require additional support, the university has developed the following plans and activities.

*Table-22: Strengthening online teaching-learning at RUB*

<i>Sl.#</i>	<i>Activity</i>	<i>Estimated Cost (Nu.m)</i>	<i>Remarks</i>
1	Laptops for students in remote areas	45.44	1136 students @40k per laptop
2	Stipend for students for two additional months	17.56	7022 students To engage during vacations for practicum
3	HD camera and smart boards/touch screen	1.20	20nos 2 for each college
4	Cost for increased bandwidth (OpEx)	1.00	Some colleges
5	Increase resource space storage & Serves and alternative backup services (servers)	3.00	4 regions
6	Improve power Backup	10.00	9 nos Nu. 1.2 m urgent
7	Software & licensing including authoring tools (for 1 year)	2.00	Client server based
8	Concession on data charges for internet services		Followed up with MoIC
9	Exemption on accessing contents stored (data charges) from RUB domains/local contents		Followed up with MoIC
10	Wireless equipment	2.00	All colleges
11	Server hardware for storage of VLE resources	8.00	All colleges & OVC
	Total	90.20	

(ii) Other Universities/Institutes

In the situation where Universities/Institutes continue to remain closed because of the pandemic, most of the students would continue with their online learning. However, students from health and medical programmes will continue supporting Ministry of Health at the frontline. Therefore, KGUMS will need to develop an alternative plan to cover up the loss of academic lessons and lesson delivery so that it does not affect in meeting the national Human Resource requirements in the long run.

Table-23: The programmes and activities proposed by JSWS Law

Sl.#	Activity	Budget Nu in Million	Remarks
a.	JSWS Law-Additional operational cost estimates for the months during Summer and Winter holidays Electricity	0.300	50,000 x 2 months (June and July 2020) and 100,000 x 2 months (December 2020 and January 2021) = 3,00,000
b.	Internet Lease Line	0.160	40,000 x 4 months = 1,60,000
c.	Stipend	0.630	2500 x 63 students x 4 months = 6,30,000
d.	Contingency fund	As may be determined by the MoF to cover WiFi/Data costs for Faculty for online teaching from home during school closure months (not included in the total)	Online teaching and learning *Stipend to be disbursed to students during the regular school months and treated as internet costs in case school closure continues requiring online teaching and learning
	Estimated Total =	1.090	

***m) Psycho-social support***

In order to respond to the situation of school closure, the school counsellors have been asked to reach out to the children to communicate and provide counselling services to those children who may be affected by the COVID 19 and any other issues.

The psychosocial support and intervention are provided through social platforms like Sherig Facebook, messenger, Skype, email, WeChat, WhatsApp, Telegram, etc. and Telephonic services to address basic mental health concerns and other issues of the children, students, learners, teachers, and parents, besides others.

The Psychosocial support programs and interventions will support the Ministry's effort to further consolidate Psychosocial Support Contingency Plans and implement the activities to respond to emergency situations to improve and help in the recovery process.

Table-24: Psychosocial support and Services through Youth Centre

Sl#	Activities	Budget	Remarks
<i>a) Activities related to Psychosocial support</i>			
1	Sherig Counselling Services	3.270	To provide counselling to affected individuals
2	Training of TOT on psychosocial support, and roll out	0.00	Development completed. **Activity overlaps with Phase-1, and budget included in Phase-I
3	Counsellor Mobilization	0.00	Onsite intervention & Services **Activity overlaps with Phase-1, and budget included in Phase-I
4	Online Counselling Skills and Techniques Training	1.000	Train School counsellors **Activity overlaps with Phase-1, and budget included in Phase-I
5	Procurement of Video Conferencing Equipment	0.800	Training, Consultation and Supervision
	<i>Sub Total</i>	<i>5.070</i>	
<i>b) Activities related to Youth Centre</i>			
	Support Students with e-learning	NA	The Managers of the 12 YCs/YFICs are all trained and experienced teachers hence they would be able to help/guide those students with their learning. A reliable online platforms- WeChat, Messenger would be set up and advertised by which the students can get help. Most students cannot call up their teachers individually and many do not have parents/guardians who can help.
	Download the videos on e-learning	NA	The YCs will download the videos which the MoE will be making accessible for students to copy on thumb drive and watch later.
	Training on Self-care	0.1000	(Proposed to UNICEF)
	Training on responsible use of social media and internet	0.1000	(Proposed to UNICEF)
	<i>Sub Total</i>	<i>0.200</i>	
	<b>Grand Total</b>	<b>5.270</b>	



## 7. PROMOTION/RETENTION OF STUDENTS

### 7.1 CASE SCENARIO

The prolonged closure of schools is continuing to impact students' education, achieving the expected learning outcomes for all key stages, and progression to next grade. Inevitably, this affects progression of students to the next higher grade. Though the easiest way is to compel students to repeat in the grade in the following year, it is envisaged that the strategy is too costly for the nation on all fronts, including huge financial and economic loss and learners' developmental progression, and may also create generation gap in career and employment opportunities, and HR supplies in labour market. This will also create a gap in preparation of graduates for *Gyalsung* programme. From the institutional perspective, non-progression of students to next grade the following year will lead to clogging of the education system at the entry (PP) and exit level when students transit to tertiary education.

The Ministry of Education and Royal Education Council has initiated the implementation of EiE Curriculum from March 27, 2020 with the focus on students' engagement during closure of schools. The survey carried out on EiE phase-I has been commended by many stakeholders; however, there is a need for consideration on students' promotion or retention owing to the loss of about 42 instructional days as on April 30, 2020.

### 7.2 STUDENT RETENTION AND IMPLICATIONS

In general, retention is done when a teacher believes that a student would benefit from repeating in the same grade for two or more consecutive years based on the student's ability to cope up with the learning or to provide a grace period to mature and catch up developmentally. In such circumstances, the schools also provide remedial interventions specific to the areas in which a student struggles throughout the retention year. However, studies indicate that retained students:

- a) *Are more likely to drop out of school eventually.*
- b) *Are more negatively impacted by grade retention.*
- c) *Have a negative impact on a student's socialization, self-esteem and self-consciousness.*

The above scenario may not be applicable in the current COVID-19 situation where whole 2020 cohort is concerned. On a positive note, an additional year in schooling may provide foundation for teacher-students interaction, which may improve learning outcomes. However, in view of negative implications, the Ministry needs to gauge the ecosystem of education, impact at tertiary institutes, scholarship opportunities, labour market force and employment opportunities which are correlated by the continuous supply of class XII students.

If students are retained for a year, immediate implications and challenges on the system, government, private and individuals are:

- a) Clogging of the education system at the entry (PP) and exit level when students transit to tertiary education.
- b) Clogging at the tertiary level where there will be no student enrolling in TEIs in a year, and excessive student enrollment in the following year, thus putting stress on the system. RUB expressed that such system will be difficult to manage.
- c) Existing students will be deprived in enrolling for the Gyalsung programme.
- d) Huge financial implication and economic burden for the Government, Private, parents, and individuals

For example, annually government is investing about Nu. 280.23 million for classes XI and XII scholarship programme alone as indicated in the table below.

*Table-25: Government scholarship expenditure projection for class XI and XII in 2020*

Class	No. of students	Fee per student (Nu)	Total (Nu. in m)
XII (Boarders)	2231	50,000	111.55
XII(Day)	1772	30,000	53.16
XI (Boarders)	1000	70,000	70.00
XI(Day)	1138	40,000	45.52
<b>Total</b>			<b>280.23</b>

Source: Private School Division, DSE, MoE

Similarly, in the general education system, there will be huge cost implication for the government as given in the table below. In addition, there are also cost implications accounting for the cost of meeting scholarships<sup>11</sup> to students studying in the country and abroad.

*Table 26: Per Head Cost (Nu)of Students (PP-XII)*

Class level	Excluding Teachers' salary				Including Teachers' salary			
	Non CS		central school		Non CS		central school	
	Day School	Boarder	Day School	Boarder	Day School	Boarder	Day School	Boarder
PP - VI	5795	19145	-	-	28795	42145	-	-
PP-VIII	5345	18695	-	-	28234	42584	-	-
PP-X	3000	16500	13,850	32,350	30000	43,500	40,850	59,350
PP-XII	3700	17000	14,550	32,850	31,700	44,000	41,550	59,850
VII-X	4030	17380	-	-	31530	44880	-	-
VII-XII	4255	17605	-	-	31922	45272	-	-
IX-XII	4498	17848	-	-	32498	45848	-	-

\* Based on Estimates received from SPCD, DSE.

<sup>11</sup> 783 ongoing ex-country scholarships and about 60 in-country scholarships students are affected currently, and Class XII students shall miss about 175 scholarships offered annually with budget provision of Nu.300 million.

### 7.3 A PROPOSAL FOR CONSIDERATION

Considering the above implications, it is proposed to promote students based on the following:

1. Promote students of classes PP- III, based on adapted curriculum with Continuous Formative Assessment. However, the partial lessons from this year may be taught in the next year following '*half-year step model*'. The contents of previous class may be taught in the subsequent year.
2. Promote students of classes IV-IX, and XI based on
  - a) *If the schools re-open: Prioritized curriculum with some form of alternative assessment WITH examinations.*
  - b) *If the schools remain closed: Adapted curriculum with some form of alternative assessment WITHOUT examinations.*
3. Promote students of classes X and XII based on prioritized curriculum with high stake examinations conducted by BCSEA, irrespective of school closure.
4. Strategize intensive interventions and support to 2020 cohort in the following year.
5. Promote students with disabilities based on above parameters, and in line with the Guidelines on Assessment, Examination, Promotion and Transition for Students with Disabilities, MoE, 2018.

It is an opportunity for an education system to explore and design new approaches in terms of curriculum delivery, assessment and progression modalities in times of crisis. It is to be noted that the above proposal gives special consideration for class X and XII because of their choice of streams in grade XI, transition to tertiary education and labour markets.

### 8. TRANSITION OF CLASS XII STUDENTS TO TERTIARY EDUCATION INSTITUTES

Since around 12,000 students from grade XII are expected to appear for class XII high stake examinations, it is critical that systemic and smooth progression of students who have attained the competency and have achieved the required learning outcomes. This is particularly in light of the reasons that those students who go to tertiary education have higher completion rates, lower attrition rates at grade XII<sup>12</sup>.

Currently, the Faculty of Nursing and Public Health has plans to admit the current class XII pass graduates for 2021 is as usual based on merit ranking, and on the choice of candidates for various the programs.

The RIM offers only one course (Diploma in Financial Management) targeting class XII graduates. Since the slot for government is fixed as per the requirement of the Ministry

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<sup>12</sup> Students' transition between school and tertiary education: 2nd edition, Marian Loader and Jacinta Dalgety, 2008, <https://www.educationcounts.govt.nz/publications/schooling/20918>

of Finance, the Institute also take equal number of additional students through self-funding, based on merit.

JSWS Law offers only LLB (Bachelor in Law for class XII graduates with intake starting from 15 December to 15 January. Class XII examination marks are used as one component of the admissions composite score along with the LSAT-Bhutan admissions test and individual interviews.

RUB, being the largest taker of class XII graduates in the various programmes, will need to work closely with MoE, REC, and BCSEA regarding the granularity of the syllabus and assessment system of the prioritized curriculum. No significant change is required in the criteria for admission in the RUB programmes if the grading system is still continued along the present practice. However, if there is a major shift in curriculum, RUB will need to assess the content and provide bridging courses after the students are enrolled. To this end, the following activities are anticipated.

*Table-27: Plans and activities for transition of class XII (RUB)*

<i>Sl.#</i>	<i>Activity</i>	<i>Estimated Cost (Nu. in Million)</i>	<i>Remarks</i>
1	Bridge courses for 1 <sup>st</sup> year students with prioritized curriculum	10.0	For class XII graduates getting into in-country TEIs
	Total	10.0	

## **9. SUPPORT TO STUDENTS ABROAD INCLUDING TO SCHOLARSHIP STUDENTS**

In order to support students abroad including those under scholarship schemes, the Department of Adult and Higher Education of the Ministry has been closely monitoring the students outside. About 1934 students have already returned home, there are still 3990 students abroad. While efforts will be continued to facilitate their home return depending on the situation, the continuity of studies for those who are already in the country will be explored. Since RUB has systems in place to allow for credit transfer to study both for some specific modules (as associate students) or award (as regular students), students could be allowed to apply to various colleges in the country based on the availability of relevant programmes and their choice, subject regulations of TEIs.

In order to facilitate this initiative, students may be supported by the Government by paying tuition fees and stipend to study in RUB. The following activity and budget are proposed. This cost is estimated for those students who are already in the country and may be subject to change depending on the number of students enrolled in the programmes with universities/institutes within the country.

Table-28: Cost to facilitate credit transfer (RUB)

Sl.#	Activity	Number	Estimated Cost (Nu. in m)	Remarks
1	Tuition	596 <i>under scholarship</i>	61.783	<i>For 596 students @ Average of annual tuition for science and arts programmes at RUB</i>
		1338 <i>self-financed students</i>	138.7	<i>Students may bear themselves partially/fully</i>
2	Stipend	596 <i>under scholarship</i>	1.49	<i>2500 per month for boarding students</i>
		1338 <i>self-financed</i>	3.345	<i>They may bear partially/fully</i>
	Total		205.32	

## 10. NATIONAL EMERGENCY

In the case of National Emergency, the national need will precede over all other priorities. Therefore, the focus of all efforts and resources should be re-channeled in the areas of national priority. All facilities in the Centres, Schools, and Institutes will be identified and made available for various uses including as quarantine Centres/facilities, or any other purposes as required by the nation.

Similarly, all educational staff and students, based on their competencies, shall also be mobilized to support the government's effort to contain, help prevent the spread of the pandemic, and provide support services as appropriate. The medical and health staff and students can be retained to support and provide frontline services, and to provide training on COVID related activities.

Currently, some of the schools and institutes such as Drukgyel CS, Samtse College of Education, and Jigme Namgyal Engineering College have been used for accelerated Desuung training. Similarly the schools in Phuentsholing and College of Science and Technology are used as shelters for accommodating families living across the border, Paro College of Education's Rinphung Campus as quarantine Centre. In addition, various school and Institutes' facilities have been used to stockpile food supplies.

### 11. BBS CHANNEL 3

Concerned with the closure of the schools and educational institutes across the country, disruption in students learning, and their meaningful engagement, alternative mode of education has become imperative. Given its wide coverage, Television is one of the platforms through which information is disseminated, new ideas are shared and citizens are kept engaged, updated on current local, national and global affairs.

Therefore, a dedicated BBS channel has been gifted by His Majesty for educational purposes to educate, engage and entertain the children, students, learners, parents, and the general public for their education to contribute towards meaningful engagement, sharing of knowledge, skills development and livelihood enhancement, and their social and emotional wellbeing. The Concept Note for BBS channel 3 and detailed cost estimates is attached (Annexure: 8). The summary of the cost is as under

*Table-29: Summary of cost estimates*

Sl.#	Theme	Cost estimates Nu. in million
	Education	2.900
	Engagement	1.000
	Entertainment	1.300
	Equipment	8.000
	TOTAL	13.200

### 12. WAY FORWARD BEYOND COVID-19

The outbreak of this pandemic has revealed that the conventional ways of education has limitations that can be effectively addressed by embracing ICT, including the use of mass media. Although the preference over re-opening of the school still stands strong given numerous advantages, the system itself has adopted a number of new mechanisms after the start of the COVID for good reasons, most of which are already getting adapted.

The school curriculum has been changed focusing on the core fundamental concepts focused on essential learning outcomes, the delivery of which has also shifted from face-to-face classroom to a combination of Tele-education, online education using various modes of online communication and interaction platforms. Teaching and learning has become more flexible with increased parental role in their children's education than never before. The culture of water, sanitation and hygiene practices has scaled up significantly in this short span of time. This change supported by additional system wide preparation and re-prioritization is the best fit education for the future.

Thus, taking advantage of this situation, and taking into account the lessons learned, the way forward for education of the future is to deliver less with more learning harnessing the potentials of ICT by leveraging the connection and education. In

addition, efforts in content development, teacher preparation, and instilling the culture of learning among students must be scaled up. This would mean the new-normal EiE education has helped build education's resilience to emergency, rationalize school curriculum, continue to embrace and strengthen eLearning platforms, leverage the access to WASH facilities and practices in the education institutes, besides identifying and building a pool of resources. Building on to it is the way forward to prepare and nurture citizens with knowledge, skills, values and attitudes necessary for the 21<sup>st</sup> Century and beyond.

### **13. MONITORING AND EVALUATION**

In order to ensure that the proposed interventions of this COVID-19 response plan lead to the desired outcomes, it is of paramount importance to ensure the effective implementation of this Plan through instituting proper monitoring and evaluation system. This can be ensured by having an M&E Plan in place. Thus, each plans and programmes should be able to contribute to the overall objective of the COVID-19 response plan.

The Ministry of Education shall take the overall responsibility to coordinate, monitor, and review the implementation of this Plan. The Ministry in collaboration with GNHC shall ensure a coordinated response and mobilization of resources for smooth implementation of this plan. The Ministry in collaboration with key stakeholders including BCSEA, REC and relevant institutions shall design strategies with timelines and milestones to ensure effective implementation of the plans and intervention relevant to their sector. Evaluation of this COVID-19 response plan shall be conducted when the situation normalizes.

### **14. CONCLUSION**

The Ministry's role along with its key stakeholders is to ensure that all children, students, and learners continue to be engaged meaningfully despite the prolonged school closure and strengthen the resilience of the education system in response to COVID-19 pandemic. In order to achieve this, the COVID-19 response plans are prepared with the aim to facilitate coordinated response and resource mobilization through all available sources so that children and learners keep learning and minimize the disruption to our education system.

Given the uncertainty surrounding the pandemic at the local, regional and global level and the consequent prolonged closure of school, COVID-19 response plan will be revisited on a monthly/quarterly basis to make necessary adjustment as the situation unfolds in days and months to come.

The above proposed plans, programmes and activities will contribute towards achieving the objectives of this plan. We are confident that the government, various stakeholders

and the development partners will support the above initiatives and interventions to ensure that all children, students, and learners continue to learn despite the situation posed by COVID-19.



## 14. ANNEXURE:

### ANNEXURE-1: NO OF STUDENTS AS OF MARCH 2020

School Level	PP	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Grand Total		
	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Male	Female	TOTAL
Extended Classrooms	619	427	424	309	24	-	-	184	-	-	-	-	-	853	955	1,808
Pry Schools	7,956	5,910	6,245	5,895	6,198	5,995	5,353	-	-	-	-	-	-	21,898	21,788	43,686
Lower Sec. School	3,066	2,291	2,401	2,441	2,743	2,640	2,567	3,339	3,290	-	-	-	-	12,250	12,577	24,827
Middle Sec School	3,932	2,988	3,141	3,169	3,502	3,511	3,278	6,166	6,236	6,727	5,806	299	103	23,691	25,070	48,761
Higher Sec. School	1,074	987	907	871	1,076	1,163	1,129	3,176	3,267	6,830	7,310	10,797	12,769	24,492	26,868	51,360
Special Institutes	6	13	9	9	13	17	16	10	9	11	7	6	-	68	58	126
<b>TOTAL</b>	<b>16,653</b>	<b>12,616</b>	<b>13,127</b>	<b>12,694</b>	<b>13,556</b>	<b>13,326</b>	<b>12,343</b>	<b>12,875</b>	<b>12,802</b>	<b>13,568</b>	<b>13,123</b>	<b>11,102</b>	<b>12,872</b>	<b>83,252</b>	<b>87,316</b>	<b>170,568</b>

## ANNEXURE-2: SUMMARY OF BUDGET

### Covid-19 Response Plan: Education in Emergency (EiE)

#### PHASE-I

Sl. No.	Activity	Estimated Cost (Nu. In m)	Implementing Agency
1	Lesson development and recoding	4.262	MOE
2	Lesson Recording by studios - iBEST	3.910	MOE
3	Psychosocial services	0.264	MOE
4	Development and Printing of SIM	9.950	MOE
	Total	18.386	

#### PHASE-II

##### Scenario 1: Reopening of Schools

Sl. No.	Activity	Estimated Cost (Nu. in m)	Implementing Agency
1	Adapted Curriculum (10% of the total cost)	19.500	REC
2	Development of Prioritized Curriculum & Teacher Orientation	13.761	REC
3	WASH (Immediate Intervention)	95.094	SHND, DSE
4	Orientation of teachers on Safe School Guidelines	19.400	TPSD, DSE
5	Devices & Data	42.300	SPCD, DSE
6	Psychosocial Support	7.458	CECD, DYS
7	Plans and Activities for students Transition of Class XII	10.000	RUB
	Grand Total	207.513	

##### Scenario 2: Schools Continue to Remain Closed

Sl. No.	Activity	Estimated Cost (Nu. in m)	Implementing Agency
1	Adapted Curriculum	22.500	REC
2	Prioritized Curriculum	7.350	REC
3	Adapted Curriculum (SIM, Gadgets)	99.603	MoE
4	Data package and Devices	423.000	DSE
5	BBS-3	13.200	MoE
6	High stake examination for class X & XII ( In addition to 157m budgeted in BCSEA)	4.275	BCSEA
7	WASH & Feeding	96.594	SHND, DSE
8	Early Childhood Care and Development	7.500	ECCD & SEN, DSE

9	SEN (Muenselling & Wangsel Institute)	3.047	ECCD & SEN, DSE
10	SEN Schools with SEN Programme	8.894	ECCD&SEN, DSE
11	Non-Formal Education	1.700	NFECED, DAHE
2	Psychosocial support	5.270	CECD, DYS
13	Plans and Activities for transition for Class XII	10.000	RUB
14	Plans and Activities for students Transition of Class XII	10.000	RUB
15	Facilitate Credit Transfer for Students studying abroad to study in in-country TEIs	205.320	RUB
	<b>Grand TOTAL</b>	<b>918.253</b>	

### **ANNEXURE-3: SUPPORT TO DEVELOPMENT OF EiE PHASE-I CURRICULUM (VIDEO LESSONS)**

Project Proposal Form

PROJECT SUMMARY

i.	Name of Project:	Support Ministry of Education in Continuing Education in Emergency (EiE) through remote / home-based learning for school children in Bhutan during school closure due to COVID-19 pandemic
ii.	Location of Project:	Ministry of Education, KawaJangsa, Thimphu
iii.	Project Start Date:	6 March, 2020
iv.	Project Completion Date: January, 2019	30 April, 2020
v.	Name of Implementing Agency:	School Planning and Coordination Division (SPCD), Department of School Education, Ministry of Education
vi.	Number of Beneficiaries: disaggregated information by sex and age group:	153,740 children (75,707 boys and 78,033 girls) 9279 teachers (5,399 male and 3,880 female)

vii.	Name, Title and Organization of Person Responsible for Overall Management of Project :( <i>Head or Designated Representative of Ministry/Department/Dzongkhag/ Division</i> )	Mr. Kinley Gyeltshen, Chief Program Officer, SPCD, DSE
viii.	Name, Title and Organization of Focal Person for day-to-day Project Management :( <i>Designated Representative of Division/Section/Unit within Ministries/Departments/Dzongkhags</i> )	Ms. Namgay Wangmo, Assistant Program Officer, SPCD, DSE, MoE
ix.	Total Funds Requested (in Ngultrums):	Nu. 4,261,584.00

### I. Background Information/ Statement of the Problem

With the first reported case of COVID-19 on 5 March 2020, and conforming to the National Preparedness and Response Plan, the Royal Government of Bhutan announced closure of schools and institutes in Thimphu, Paro and Punakha for two weeks with effect from 6 March 2020. The duration was kept in line with the health advisory, which states that people who would have contracted infection from the primary source would show symptoms within the period. Parents were advised to closely monitor the health of their children and asked to contact health officials in case of any concern.

Further, with the second positive case tested in-country and the rapid spread of the virus in the region and around the world, the government ordered all schools and educational institutes across the country to be closed starting 18 March 2020, until further order from the government. It also immediately activated the Emergency Contingency Plan of Ministry of Education and launched the Education in Emergency Program led by the School Planning & Coordination Division (SPCD), Department of School Education (DSE), Ministry of Education.

The closure of schools for longer duration is detrimental to our student's continuity of education and learning. In line with the COVID-19 Response Plan of the Ministry of Education, the Royal Education Council has developed the Guidelines for Curriculum Implementation Plan for Education in Emergency to ensure that our children are meaningfully engaged with an adapted curriculum to achieve minimum desired learning outcomes for the academic year, 2020.

As an alternative to formal mode of delivery, instructions on key learning areas are delivered remotely through the use of broadcast and social media. Lesson developers and presenters are reminded to make lessons interactive and experiential, and pose competency based or thought provoking questions during or at the end of every lesson. The lessons are developed or recorded and disseminated in five (5) Key Stages – Key Stage 1 for Grades PP- III, Key Stage 2 for Grades IV-VI, Key Stage 3 for Grades VII-VIII, Key Stage 4 for Grades IX-X, and Key Stage 5 for Grades XI-XII.

### II. Proposal: Briefly describe the project that will be implemented to address the stated above in the background

The SPCD, DSE of Ministry of Education is the lead agency in implementing the Education in Emergency Contingency Plan for the Ministry of Education, and has already activated the contingency plan of remote or home-based learning of children from PP till Grade 12 throughout the country by recording 'adaptive lessons' and disseminating it through the national television service. The sessions enacted by teachers are recorded using local audio-visual firms in the country, and broadcast on the national television from March 25, 2020. A total of 280 lessons will be recorded for all the key stages. Out of which 100 lessons are proposed to the Save the Children International and cost incurred for remaining lessons will be explored from the other development partners.

The Ministry of Education continues to nurture a long and fruitful collaboration with Save the Children – Bhutan Country Office in implementing innovative programs in ECCD, Basic Education, including supporting our children with disabilities. The Ministry of Education’s Disaster Management and Contingency Plan was developed with the support of Save the Children.

Expanding on this collaboration, the Ministry of Education would like to seek financial and technical support from Save the Children to support children’s remote/ home-based learning as part of the Education and Emergency contingency plan in response to the current COVID- 19 Pandemic. We would like to seek financial support in the following areas:

1. Content development of teaching-learning sessions in the five key stages,
2. Stationary and materials support for the development of the teaching-learning content development, and
3. Sustenance allowance for teachers involved in recording the lessons.

III. Project Objectives: What objectives will be met by this project?

The overall objective of the remote/home-based learning is as follows;

1. Provide a platform for students to access and avail educational services remotely through the use of mainstream and social media.
2. Facilitate student’s continuity in learning in achieving minimum desired learning outcome for the academic year, 2020, particularly students attending high stake examinations.
3. Engage students productively at home and minimize people-people contact to prevent the spread of COVID-19.

IV. Program Activities with time frames and budget breakdown

a. Target beneficiaries

The remote/home-based learning will benefit 153,740 children (75,707 boys and 78,033 girls) from grades PP to 12 throughout the country. It will also benefit 9279 teachers (5,399 male and 3,880 female). The 5 Key Stages developed and disseminated grade-wise will cover lessons in both Dzongkha and English and will cover all subjects being taught in the school during the academic session. A total of 309 trained teachers selected from across the 20 districts will be used to model teaching on the camera which will be recorded by professional audio-visual firms locally, and broadcast through the national television BBS.

b. Breakdown of activities with budget to be implemented mentioning when each activity will be implemented and by whom

The proposed budget for the audio-visual recording of lessons will be disbursed to the private studios based on the agreed terms and conditions.

## **ANNEXURE-4: TEACHER ORIENTATION ON THE USE OF GOOGLE CLASSROOM**

### **GOOGLE CLASSROOM TRAINING**

With the closure of schools due to COVID-19 Pandemic in March 2020, the Ministry of Education with Relevant stakeholders took various initiatives to continue education and keep students engaged.

Primarily, the lessons are delivered through television and support by various platforms like Social Media Platforms and Google Classroom. The EiE Curriculum Implementation guideline issued in March 2020 mandates schools to use Google classroom from classes IV and above. However, it was found that many primary schools were not able to use due to lack of competency and skills to handle Google classroom. Moreover, the usage among the secondary schools was found not uniform.

Given this scenario, in order to orient all teachers on the use of Google Classroom to support students learning and interaction, Ministry of Education along with the Royal Education Council and Department of Information Technology has rolled out nationwide teacher preparation on Google classroom.

#### **A. Objective of the Training:**

1. Support teachers in the use of Google Classroom to facilitate students' learning during the COVID-19 pandemic.
2. Identify challenges and opportunities of online learning in schools and come up with strategies to make learning effective and meaningful.
3. Ensure Google Classroom is implemented uniformly across all the schools

#### **B. Target:**

A teacher each from every school (Approximately 600 teachers)

#### **C. Training Content:**

1. Setting Context:
2. Google Classroom -
  - I. What is Google Classroom
  - II. Why Google Classroom
  - III. Features of Google classroom
    - A. Stream
    - B. Classwork
    - C. People
    - D. Grade
  - IV. Managing Google classroom

- V. Live demonstration on creation of Google classroom to usage of each feature.
- 3. Way Forward
- 4. Google for education administration instruction

**D. Training Strategy:**

- 1. Training Delivery Method: Webinar (Google Meet)
- 2. Training duration: 2-3 hours
- 3. Training Dates: 22 - 24 April 2020
- 4. Training Groups:

Based on the number of schools in each Dzongkhags and Thromdes, The Dzongkhags and Thromdes are divided in three groups. Each group will further divide the group into a small cohort of minimum 50 participants each.

Sl#	Dzongkhag/Thromde	No. of Schools	Trainers
1	Trashigang	59	1. Thinley, CD, REC - 17650442, thinley@rec.gov.bt
2	Chhukha	42	2. Sonam Tshering, DCPO, REC - 17707121, sonamt@rec.gov.bt
3	Paro	30	3. Pema Chhogyel, DCPO, MOE - 17619667, pemachhogyel@moe.gov.bt
4	Trashiyangtse	29	
5	Dagana	25	
6	Bumthang	19	
7	Phuentsholing Thromde	6	1. Tsheyang Tshomo, Chief ICTO, MOE - 17989009, tsheyangtshomo@moe.gov.bt
8	Mongar	49	2. Tharchen, Sr. ICTA, MOE - 17615267 - tharchen@moe.gov.bt
9	Wangdue Phodrang	35	3. Rajan Kafley, EMO, MOE - 17620648 - rajankumarkafley@moe.gov.bt
10	Samdrup Jongkhar	30	
11	Pema Gatshel	26	
12	Sarpang	23	
13	Lhuentse	19	
14	Haa	11	
15	Gelephu Thromde	4	
16	Thimphu	14	
17	Samtse	47	1. Yeshey Lhendup, DCPO, MOE - 17799090 - yesheyLhendup@moe.gov.bt
18	Thimphu Thromde	34	



19	Zhemgang	30	2. Tshering Phuntsho, DPCO, MoE - 17701750-tsheringphuntsho@moe.gov.bt 3. Tshewang Chojay, Sr. ICTO, MoIC -17806616 - tchojay@dit.gov.bt
20	Punakha	26	
21	Trongsa	21	
22	Tsirang	16	
23	Gasa	7	
24	SJongkhar Thromde	4	

### **E. Way Forward:**

On Completion of the training, all the teachers who attended the Google Classroom training must ensure the following:

1. *Use Google Classroom from class IV and above*
2. *Ensure all the teachers and students uses email with domain: education.gov.bt*
3. *Focal person for Google classroom*
4. *Conduct school level PD to all the teachers by 1 May 2020*
5. *Be part of all the Google Classroom or school*
6. *Attend any webinar related to Google Classroom initiated by MoE. REC and DITT*

## ANNEXURE-5: SELF-INSTRUCTIONAL MATERIALS

### **Background**

At all times, His Majesty the King and the nation place a high priority on the education of our children. Especially, during this unfortunate time of COVID- 19 pandemic and the closure of schools, the King remains even more concerned about the wellbeing and education of our students. Towards addressing the concerns, the Ministry of Education (MoE) in collaboration with the Royal Education Council has developed an Education in Emergencies (EiE) curriculum to be implemented from classes PP- XII. With a closure of schools in the country, the MoE has strategized several programmes as an education response to the COVID-19 Pandemic. The EiE includes a comprehensive set of adapted curriculums to be taught through five key stages as follows;

- ✓ *Key stage I (PP-III) Numeracy, Literacy and Dzongkha*
- ✓ *Key stage II (IV-VI) Numeracy, Literacy and Dzongkha*
- ✓ *Key stage III (VII-VIII) Theme based*
- ✓ *Key stage IV (IX-X) Theme based*
- ✓ *Key stage V (XI-XII) Theme based*

Further, the MoE initiated programmes on the development of *e-learning* and *Self-Instructional Materials*. (SIMs). The Self-Instructional Materials (SIMs) with the theme '*Reaching the Unreached*' are developed primarily to facilitate education of the students living in remote places with either limited or no access to *BBS* and *Internet* for e-learning lessons. The learning activities in the SIM packages are developed considering the class-levels and learning potentials of the students. The designs of the learning activities are intended technically to promote self-engagement and independent learning of the students at homes.

In order to prevent learning loss, an effort has been made to prepare video lessons for all the five key stages and made available through BBS, Sherig Youtube, Google classrooms and other e-learning platforms. The MoE hopes that through such creation of learning opportunities the students would be best engaged and benefited. Also, in reaching the most disadvantage children in the nation where we have approximately 16884 students in twenty dzongkhags, who do not have access to internet, BBS and e-learning facilities, an alternative educational resource through print media in the form of Self-Instructional materials (SIMs) are being developed. SIMs has been aligned with the video lessons that were broadcast through BBS and other e-learning platforms.

SIMs, the most immediate, focused on learning that would allow students to teach themselves. It also reallocates the responsibility of learning to the learner –from dependent to independent, however, in the event of preparing the learning materials it was observed that the key stage I (PP-III) would require additional support to learn and complete the task in SIMs. Thus, other modality was felt necessary, with relative ease of implementation, such as radio education.

The MoE has plans to broadcast the lessons in SIMs through two radio platforms i.e BBS and Kuzoo FM with effect from 2nd May 2020. Accordingly, the SIMs packages will be delivered to twenty dzongkhags by Kuensel Corporation Limited w.e.f 25<sup>th</sup> - 29<sup>th</sup> April, 2020.

To ensure its smooth delivery and successful implementation of these educational goals, MoE has requested dzongkhags to deploy one or two teachers to help students to access knowledge and accelerate their learning through the use of SIMs two times in a month. To this end, the MoE is definite that such services offered and collaboration put in place together will help students to carry out the homework or exercises required for their learning.

### **Supporting Students in Using the Self-Instructional Materials**

It is also acknowledged that the students of Primary Schools, especially students of classes Pre-Primary to III, may face certain challenges in using the SIMs. It is possible that certain instructions, content, and the activities may be difficult to understand due to the student's limited acquaintance with the medium of instructions and certain concepts covered in the learning activities.

Therefore, it is imperative for family members and teachers staying in localities to provide necessary support to students at homes. The support from the following individuals can be of great help in student's self-engagement and learning through the use of SIM.

- ✓ **Parent:** *can at least spare time to be with the child to monitor and motivate, if possible help with the lessons.*
- ✓ **Siblings:** *elder siblings in higher classes may help younger ones.*
- ✓ **Teachers:** *individual teachers in the vicinity may help students staying nearby homes.*
- ✓ **NFE Instructors:** *may assist parents and students staying nearby.*
- ✓ **Family Friends:** *educated family friends may help the students living close to their houses.*
- ✓ **Student's Friends:** *The student's friends in close neighbours can work together.*
- ✓ **ECCD Facilitators:** *may assist parents and students they normally work with.*

## **ANNEXURE-6: GUIDELINES FOR RADIO LESSON BROADCAST IN LINE WITH THE ACTIVITIES IN SELF-INSTRUCTIONAL MATERIALS (SIM) FOR CLASSES PP-III**

### **Guidelines for radio lesson broadcast in line with the activities in Self Instructional Materials (SIMs) for classes PP-III**

Radio plays an important role in the field of communication. It has great potentiality and the influence to stir imagination, to stimulate values and to enhance knowledge and understanding. Several studies conducted from time to time around the world have documented that education through radio is as effective as classroom teaching.

Whereas the objective of developing SIMs is to ensure that students in remote places without e-learning platforms benefit the maximum through the use of SIMs. However, in the event of preparing the learning materials it is found that the Key-Stage I (PP-III) would need extra guidance to learn and complete the learning activities in the SIMs. Further, the students of Primary Schools, especially students of classes Pre-Primary to III, may face certain challenges in using the SIMs. It is possible that certain instructions, content, and the activities may be difficult to understand due to the student's limited acquaintance with the medium of instructions and certain concepts covered in the learning activities.

The MoE decided to explore alternate strategy to support PP-III students through the radio education. The lessons and learning activities of SIMs with its focus on three specific theme such as literacy, numeracy and dzongkha language were recorded in the radio. The radio lesson broadcasting aims to supplement the learning when the students go through the lessons in the SIMs at the same time. This radio broadcasting will also assist them in improving listening skills which will be more helpful in their learning. For smooth and effective continuity of learning the following guidelines have been instituted for the stakeholders' compliance.

#### **Ministry of Education shall:**

- ✓ *Develop radio lesson script for Key- Stage I.*
- ✓ *Ensure timely recordings of lessons for Key-Stage I.*
- ✓ *Coordinate meetings with two recording houses (BBS and Kuzoo).*
- ✓ *Check and ensure quality of audio recordings of the lessons.*
- ✓ *Collect and record feedbacks and suggestion about the radio lesson.*
- ✓ *Make the radio recording available in MP3 for Muenselling Institute, Khaling (MIK) students of PP-III.*
- ✓ *Make soft copies of the print materials available for parents of all children from PP-XII.*

#### **Dzongkhag shall:**

- ✓ *Collect the information of students from Gewogs and submit to MoE Task Force.*

- ✓ *Identify teachers to provide support to Key- Stage I students to carry out activities in SIM in line with the radio lessons.*
- ✓ *Monitor and support the implementation of SIM activities and radio lesson among the students through gewogs/focal teachers.*
- ✓ *Share the report using the online monitoring tool to MoE Task Force.*

**Gewog / Chiwogs shall:**

- ✓ *Identify and collect information of students and submit to Dzongkhag / MoE Task Force.*
- ✓ *Ensure all the students of key stage 1 are engaged actively listening to the radio lessons.*
- ✓ *Ensure teachers / NFE Instructors assist students and parents in carrying out the SIM activities in line with the radio lessons.*
- ✓ *Ensure Individual teachers in and around the same vicinity to help students in their learning.*

**Parents / Guardians shall:**

- ✓ *Ensure the receipt of SIM and assist students in the radio lesson.*
- ✓ *Engage and support students in learning SIM.*
- ✓ *Spend some time to be with the child to monitor and motivate, if possible, help with the lessons.*
- ✓ *Ensure elder siblings in higher classes to help younger ones.*
- ✓ *Ensure NFE Instructors to assist parents and students staying nearby.*

**School shall:**

- ✓ *Follow up with individual students and check their understanding of learning.*
- ✓ *Conduct simple assessment of the students' learning based on SIM and the radio lessons.*
- ✓ *Provide feedback to parents on the students' learning.*
- ✓ *Provide extended learning activities to support students' understanding of the knowledge and skills*

**ANNEXURE-7: SCHOOLS THAT NEEDS TO IMPROVE RELIABLE WATER**

<b>Water Problems in the schools</b>					
Sl.#	School	Dzongkhag / Thromde	Problem/Issues	No. of Students (2020)	Approx. Fund/ Required in million
1	Zungnye PS	Bumthang	Need bigger reservoir at source/Tank at school	100	0.500
2	Chhukha CS	Chhukha	Needs tank at school area	582	0.700
3	Gedu HSS	Chhukha	Creating problem because of shared water source	679	0.700
4	Chumithang MSS	Chhukha	Dries up during Winter	925	0.700
5	Pakchina PS	Chhukha	Small source	26	0.500
6	Pachu PS	Chhukha	Acute water shortage	111	0.800
7	Daga CS	Dagana	Scanty water source	619	0.800
8	Phekoma PS	Dagana	Need tank at source	135	0.700
9	Lhamoizingkha CS	Dagana	The source is very far and shared with Dratshang and pubic	811	0.700
10	Karmaling PS	Dagana	In adequate water	140	0.700
11	Laya CS	Gasa	Due to shared water source school receives insufficient water	179	0.700
12	Damthang PS	Haa	Has no proper water source	276	0.700
13	Tsaphel LSS	Haa	Needs maintainance	411	0.700
14	Gortshom PS	Lhuntse	No Proper water source as it is connected to open running stream which is unsafe for consumption.	126	0.700
15	Ladrong PS	Lhuntse	Shares with BHU/creates inconvenience	92	0.700
16	Thimyul LS	Lhuntse	Needs reservoir tanks	206	0.800
17	Drametse CS	Mongar	Small water source located 3kms from school	833	0.700
18	Kengkhar MSS	Mongar	Requires independent water pumps/Syntex Tanks	549	0.800
19	Lingmithang LSS	Mongar	Requires independent water source	329	0.700
20	Resa PS	Mongar	Not enough from the source	12	0.800
21	Narang PS	Mongar	Required major maintenance on	241	0.700

			reservoir tank. Not enough tap stands.		
22	Kengkhar MSS	Mongar	Requires independent water pumps.	532	0.700
23	Lingmithang LSS	Mongar	Requires independent water source	329	0.700
24	Saling PS	Mongar	Relocation of source/storage tank	26	0.800
25	Drametse CS	Mongar	Small water source located 3kms from school	833	0.700
26	Mongar MSS	Mongar	Insufficient Water(Source Shared with municipal and Town	946	0.700
27	Slilambi PS	Mongar	Insufficient Water(Source Shared with community)	51	0.800
28	Mongar HSS	Mongar	Insufficient Water(Source Shared with municipal and Town	651	0.700
29	Tsamang PS	Mongar	Inadequate	116	0.800
30	Khangku LSS	Paro	Needs for reconstruction of pipelines	870	0.700
31	Shaba HSS	Paro	Shared water source with community.	525	0.700
32	Nganglam CS	Pema gatshel	No reliable and independent water source. The water tank at the source is insufficient in terms of size and inappropriate location.Shared water source.	655	0.700
33	Shali PS	Pema gatshel	Small water source	111	0.700
34	Shumar LSS	Pema gatshel	Acute water shortage due to small water source and its 5km away	332	0.800
35	Tshatsi PS	Pema gatshel	Water problem in summer due to far location of water source.	127	0.700
36	Gonpasingma PS	Pema gatshel	Inadequate	159	0.800
37	Chimong PS	Pema gatshel	Not enough water/needs maintenance	46	0.700
38	Bjipjokha LSS	Punakha	Community problems in summer due to paddy plantation	236	0.700
39	Dashiding CS	Punakha	The pipes from source to school is small causing	462	0.700

			insufficient supply of water.		
40	Tsekha PS	Punakha	Insufficient Water(Source Shared with community)	26	0.800
41	Yebesa PS	Punakha	Insufficient Water(Source Shared with community)	13	0.800
42	Lapsakha PS	Punakha	Acute water shortage due to small water source and not good water reservoir tank.	104	0.700
43	Tashidhinga CS	Punakha	Water source is located far from school. Pipe line is open causing damage by community.	475	0.700
44	Nawakha PS	Punakha	Dirty Source	88	0.700
45	Barzor	Samdrup Jongkhar	Not proper Reservoir	119	0.700
46	Monmola PS	Samdrup Jongkhar	Drying up of water source in winter. No stable reservoir	88	0.700
47	Orong LSS	Samdrup Jongkhar	Inadequate /maintainance	345	0.700
48	Jomotshangkha MSS	Samdrup Jongkhar	Overall maintenance	416	0.800
49	Panbari PS	Samtse	Inadequate	340	0.800
50	Norbuling CS	Samtse	Inadequate	365	0.800
51	Dechenpelri PS	Sarpang	HDPE pipe / 6 rolls/ 32 mm-3, 40 mm - 3	166	0.700
52	Norbuling CS	Sarpang	Insufficient Water(Source Shared with community)	1276	0.700
53	Chuzergag PS	Sarpang	Insufficient Water(Source Shared with community)	264	0.700
54	Tareything PS	Sarpang	Insufficient Water(Source Shared with community)	54	0.700
55	Chhokorling PS	Sarpang	Insufficient Water(Source Shared with community)	674	0.700
56	Dekiling PS	Sarpang	Replacement of pipe lining	370	0.700
57	Changzamto k MSS	Thimphu Thromde	Inadequate	1443	0.800
58	Dechencholing HSS	Thimphu Thromde	Due to large number of students insufficient drinking water	1790	0.700
59	Khacharapchu MSS	Thimphu Thromde	Needs overall maintainance	950	0.700



60	Barshong PS	Trashigang	Shared water source with community	27	0.700
61	Bartsham CS	Trashigang	Water is small from the source specially during dry season. Large number of students.	589	0.800
62	Benshengmo PS	Trashigang	Water source need maintence	53	0.700
63	Chiya PS	Trashigang	Requesting for Maintainance/separate source	88	0.700
64	Daliphangma PS	Trashigang	Needs Maintainance	66	0.700
65	Dungmanba PS	Trashigang	Needs Maintainance	48	0.700
66	Jomthsang PS	Trashigang	Needs overall maintainance	32	0.700
67	Kanglung PS	Trashigang	Dried water source	390	0.700
68	Tashitse CS	Trashigang	Inadequate	404	0.800
69	Rangjung HSS	Trashigang	Inadequate	559	0.800
70	Khaling LSS	Trashigang	Maintenance for reserviour and requirement of tap stands	284	0.700
71	Radhi MSS	Trashigang	Not proper Resoviour	242	0.700
72	Thungkhar LSS	Trashigang	Needs tap stand	118	0.700
73	Zordong PS	Trashigang	Shares with Community	27	0.700
74	Chakidemi PS	Trashi yangtse	No proper reserviour and fencing	57	0.700
75	Jamkhar PS	Trashi yangtse	Requires maintenance work of rserviour tank.	55	0.700
76	Shali PS	Trashi yangtse	Relocation of source/storage tank	88	0.700
77	Bemji PS	Trongsa	Need bigger reservior at source	111	0.700
78	Langthel LSS	Trongsa	Require maintenance work at water source, pips and water taps	290	0.700
79	Tashiding LSS	Trongsa	Maintain tank at source	184	0.700
80	Yudrungcholing PS	Trongsa	Shared water source and no reservoir	71	0.700
81	Puentenchu PS	Tsirang	Small water source	179	0.700

82	Tsirang Toe CS	Tsirang	Water source is 27 kms from school causing water shortage	771	0.700
83	Rinchengang PS	Wangdi phodrang	Has three tap points for 241 stds. Shared water source with hospital	241	0.700
84	Santengang CS	Wangdi phodrang	Overall maintainance	650	0.700
85	Tenchholing PS	Wangdi phodrang	Need skyhydrant/or filters	836	0.700
86	Bayta PS	Wangdip hodrang	Open Water Source	158	0.700
87	Barpong PS	Zhemgang	Main water source required maintenance	25	0.700
88	Buli CS	Zhemgang	Need to maintain tank at source	526	0.700
89	Khomshar PS	Zhemgang	Shared water source with community. Old syntax tanks need replacement.	182	0.700
90	Nimshong PS	Zhemgang	Needs urgent construction of water tank at the source.	24	0.700
91	Tingtibi LSS	Zhemgang	No proper Reservoir and needs major maintenance	146	0.700
92	Tsaidang PS	Zhemgang	Acute water shortage due to unsafe and open source	66	0.700
93	Zhemgang LSS	Zhemgang	Needs outlet taps. No reliable water source and reservoir tanks.	490	0.700
			<b>Total</b>	<b>31832</b>	<b>66.600</b>
<b>NOTE:</b> 73 = Basic Maintenance, 20 Acute shortage, Highlighted ones = acute need					

## ANNEXURE-8: THE CONCEPT NOTE FOR BBS CHANNEL 3, AND COSTING

### Concept Note: 3-Es for BBS3

#### a) Rationale

The 21<sup>st</sup> century is all about leveraging technology in education. Information and communication technologies (ICT) have become part and parcel of every aspect of life. To enhance innovation and creativity in life, ICT skills have become vital to prepare our learners in today's knowledge based global society. From amongst the various modes of accessing teaching learning resources, television is a powerful medium that influences our daily lives and has a wider reach.

In the wake of the COVID-19 outbreak, which has resulted in closure of schools and institutes all over the country, alternative modes of learning has become imperative. Television is one of the platforms through which information is disseminated, new ideas are shared and citizens are kept engaged, updated on current local, national and global affairs. As per the Bhutan Living Standard Survey Report 2017, 70% of households across the country have TV connections in their homes. Therefore, to support, enhance, optimize and increase the reach, BBS3 television channel is being proposed to educate, engage and entertain the learners. While BBS3 will facilitate children to learn beyond the four walls of the classroom, it will also serve to inform the citizens on various aspects of education to become nationally rooted and globally competent. Further, this would also support to achieve the vision of the Ministry of Education '*An educated and enlightened GNH Society*'.

With this purpose, all the educational stakeholders must work closely to plan, design and develop educational programmes and activities that are relevant, inclusive and learner friendly. This channel is proposed to continue beyond COVID -19.

#### b) Aim

The aim of this channel is to Educate, Engage and Entertain (3Es) learners for their mental, social and emotional wellbeing.

#### c) Objectives

The 3-Es programme is envisaged to:

- ✓ Stimulate life-long learning.
- ✓ Instil Bhutanese values and etiquette.
- ✓ Advocate, create awareness and sensitize on updated educational news and information.
- ✓ Promote acquisition of life skills.
- ✓ Nurture creativity and innovation.
- ✓ Encourage healthy living habits.
- ✓ Engage in values based learning.
- ✓ Promote Technical and Vocational Education and Training (TVET).
- ✓ Motivate learners through entertainment in educational matters.
- ✓ Provide alternative modes of learning.

#### d) Administration and Management

##### *i) Agency Level*

Each agency must have their own technical committee to develop, design and produce programmes in line with the guidelines provided by the National Technical Committee. The technical committee must ensure quality of the programmes. To facilitate production of quality programmes, agencies could either establish their own studios or hire commercial studios. The agencies will submit their programmes to the national level technical committee for review within the given time frame.

Review of the programme will be done at pre-production and post- production stages.

*ii) National Level*

Each agency must have their own technical committee to develop, design and produce programmes in line with the guidelines provided by the National Technical Committee. The technical committee must ensure quality of the programmes. To facilitate production of quality programmes, agencies could either establish their own studios or hire commercial studios. The agencies will submit their programmes to the national level technical committee for review within the given time frame. Review of the programme will be done at pre-production and post- production stages.

*iii) Monitoring and Evaluation*

The Ministry of Education is the overall coordinator of this project. Therefore, it is mandated that the Ministry carries out monitoring, evaluation and reporting of the programmes.

*iv) Programming and Production*

BBS3 will provide a platform for educational fraternity to Educate, Engage and Entertain through myriad educational programmes and activities. Since the mandates and priorities of the stakeholders are different, relevant stakeholders have made suggestive programmes and topics, focusing on the theme Education, Engagement and Entertainment in the format given below. It may be noted from the list that more than 50% of the time will be for the theme "Education".

THEME: EDUCATION			
<i>Sl No.</i>	<i>Programmes</i>	<i>Suggestive Topics</i>	<i>Agency</i>
1.	<i>Curriculum Praxis</i>	<ul style="list-style-type: none"> <li>✓ Competency based learning and assessment</li> <li>✓ Inquiry based learning</li> <li>✓ ICT based learning</li> <li>✓ Project based learning</li> <li>✓ Design thinking learning</li> <li>✓ <i>Driglam Choesum</i> in curricula</li> <li>✓ Curriculum Trends and practices</li> <li>✓ Innovative lessons (Best practices)</li> <li>✓ Bhutan through the Time</li> <li>✓ Monarchs of Bhutan</li> </ul>	REC

2.	<i>Beyond Curriculum</i>	<ul style="list-style-type: none"> <li>✓ Reaching the hard - to - reach</li> <li>✓ Rethinking education</li> <li>✓ Coping learners with individual differences / special needs</li> <li>✓ Science and Buddhism</li> <li>✓ Hazards and disaster <ul style="list-style-type: none"> <li>✓ In harmony with nature</li> </ul> </li> <li>✓ Youth for law</li> <li>✓ Curriculum Enrichment Programmes</li> <li>✓ Action Research</li> <li>✓ GNH and Development</li> </ul>	REC
3.	<i>Assessment and Examinations</i>	<ul style="list-style-type: none"> <li>✓ competency based assessment</li> <li>✓ rules and regulations of examinations</li> <li>✓ Pupil Performance Report</li> <li>✓ Process of marking</li> <li>✓ NEAF, clerical rechecking, etc.</li> </ul>	BCSEA
4.	<i>Parenting Education</i>	<ul style="list-style-type: none"> <li>✓ Parenting Styles</li> </ul>	DYS
5.	<i>Career Education</i>	<ul style="list-style-type: none"> <li>✓ World of works</li> </ul>	DYS
6.	<i>Healthy living styles</i>	<ul style="list-style-type: none"> <li>✓ Physical education and sports</li> <li>✓ Clean sports</li> </ul>	DYS
7.	<i>Citizenship education</i>	<ul style="list-style-type: none"> <li>✓ Value education</li> <li>✓ Civic education</li> <li>✓ 21st century LSE (4Cs)</li> <li>✓ Spirituality</li> <li>✓ Better world framework</li> </ul>	DYS
8.	<i>Literary</i>	<ul style="list-style-type: none"> <li>✓ Book review</li> <li>✓ Poem recitation</li> <li>✓ Story telling (Dzongkha and English)</li> </ul>	DYS
9.	<i>Motivation</i>	<ul style="list-style-type: none"> <li>✓ His Majesty's Speeches geared towards young people</li> <li>✓ YouTurn</li> <li>✓ Ted Talks related to youth</li> </ul>	DYS
10.	<i>Youth services related and facilities</i>	<ul style="list-style-type: none"> <li>✓ Documentary: e.g. YFISCs and YCs, Skills and Youth,</li> <li>✓ Coding and programming (Pi-Top)</li> <li>✓ Youth entrepreneurship workshops,</li> <li>✓ Revised National Youth Policy</li> </ul>	DYS
11.	<i>Youth health</i>	<ul style="list-style-type: none"> <li>✓ SRHR for adolescents</li> </ul>	DYS
12.	<i>Volunteerism</i>	<ul style="list-style-type: none"> <li>✓ Experience sharing</li> </ul>	DYS

		<ul style="list-style-type: none"> <li>✓ Documentary on voluntary activities</li> <li>✓ YBN activities</li> </ul>	
13.	<i>Interactive Teaching</i>	<ul style="list-style-type: none"> <li>✓ Heritage Education</li> <li>✓ Climate Actions</li> <li>✓ Respect Diversity</li> <li>✓ Learning to live together</li> </ul>	NatCom UNESCO
14.	<i>Knowing the RUB</i>	<ul style="list-style-type: none"> <li>✓ Profile of Colleges under RUB</li> <li>✓ Admission Information of RUB</li> </ul>	RUB
15.	<i>Science Education</i>	<ul style="list-style-type: none"> <li>✓ Everyday Physics</li> <li>✓ Magic of Maths</li> <li>✓ Chemicals in homes</li> </ul>	RUB
16.	<i>ICT Education</i>	<ul style="list-style-type: none"> <li>✓ Data Analysis using Python</li> <li>✓ Java Programming</li> <li>✓ Digital Literacy</li> <li>✓ Basic Productivity Tools (Word, PPT, Excel)</li> </ul>	RUB
17.	<i>Engineering Education</i>	<ul style="list-style-type: none"> <li>✓ Bhutanese Astrology in Construction</li> <li>✓ Net Zero building</li> <li>✓ Electrical house wiring</li> </ul>	RUB
18.	<i>Honing Research Skills</i>	<ul style="list-style-type: none"> <li>✓ Research Methods</li> <li>✓ Formulation of research questions and objectives</li> <li>✓ Statistics</li> <li>✓ Presentation of students' project</li> <li>✓ Presentation of research outcomes</li> <li>✓ Implications of Promoting Class X Students to Class XI Without a Cut-off Point: Stakeholders' Perspectives</li> </ul>	RUB
19.	<i>Connecting roots to</i>	<ul style="list-style-type: none"> <li>✓ Understanding the Inner and Outer Meanings of Drig-lam</li> <li>✓ Bhutanese Traditional Music through Teacher Education.</li> </ul>	RUB
20.	<i>Emerging Tools &amp; Technologies</i>	<ul style="list-style-type: none"> <li>✓ Geographic Information System (GIS)</li> <li>✓ Introduction of Robotics</li> <li>✓ Application of Arduino</li> <li>✓ CanSAT</li> <li>✓ Application of Drone</li> </ul>	RUB
21.	<i>Guiding Students beyond Classrooms</i>	<ul style="list-style-type: none"> <li>✓ Self-directed learning - Taking Responsibility of one's learning</li> <li>✓ Preparing for examination</li> <li>✓ Time management</li> </ul>	RUB

22.	<i>Educating adults</i>	<ul style="list-style-type: none"> <li>✓ Lessons for Basic Literacy Course (BLC) and Post Literacy Course (PLC)</li> <li>✓ Practical lessons on tailoring/weaving/carpentry/baking</li> </ul>	DAHE
23.	<i>HR Matters</i>	<ul style="list-style-type: none"> <li>✓ Teacher HR Policy ( THRP) Panel discussion</li> <li>✓ Transfer guidelines</li> </ul>	DoS
24.	<i>Documentary</i>	<ul style="list-style-type: none"> <li>✓ Meto Pema in Gadhen Lobdra</li> </ul>	DoS
25.	<i>e-learning</i>	<ul style="list-style-type: none"> <li>✓ Re-broadcast selected video-based lessons</li> <li>✓ Radio broadcasting SIM</li> <li>✓ Print media lesson delivery</li> </ul>	DSE
26.	<i>Best school practices</i>	<ul style="list-style-type: none"> <li>✓ Videos on best practices in schools</li> <li>✓ Documentary on model schools</li> </ul>	DSE
27.	<i>Interview Educationists</i>	<ul style="list-style-type: none"> <li>✓ Great Bhutanese Educationists</li> </ul>	DSE
28.	<i>Health</i>	<ul style="list-style-type: none"> <li>✓ Personal health and hygiene</li> </ul>	DSE
29.	<i>Feeding</i>	<ul style="list-style-type: none"> <li>✓ Food and its importance</li> </ul>	DSE
30.	<i>Agriculture</i>	<ul style="list-style-type: none"> <li>✓ Farming for food</li> </ul>	DSE
31.	<i>General knowledge and skills on child development and care</i>	<ul style="list-style-type: none"> <li>✓ Panel discussions on early development and child rearing</li> <li>✓ Interview on different perspectives on child rearing and development</li> <li>✓ Parenting Education on different aspects of child rearing and development</li> <li>✓ Documentation of child care and parenting practices from different communities</li> </ul>	DSE
32.	<i>Education Leadership</i>	<ul style="list-style-type: none"> <li>✓ Interviews and panel discussion with former ministers, secretaries, directors , Education Leaders and Planners, Principals and Teachers</li> <li>✓ Interviews and panel discussions with current education leaders.</li> <li>✓ Biopics of education leaders</li> </ul>	DSE
33.	<i>Panel discussions</i>	<ul style="list-style-type: none"> <li>✓ Policies related to school reforms</li> </ul>	DSE
34.	<i>Educational videos</i>	<ul style="list-style-type: none"> <li>✓ Earthquake video for Wangsel</li> </ul>	DSE
35.	<i>Advertisement</i>	<ul style="list-style-type: none"> <li>✓ Scholarships for students</li> </ul>	DSE
36.	<i>Notifications</i>	<ul style="list-style-type: none"> <li>✓ New policies and programmes</li> </ul>	DSE

37.	<i>Value Education</i>	<ul style="list-style-type: none"> <li>✓ <i>Ley jumdrey and tha damtshig</i></li> <li>✓ Basic Buddhist teachings-Lord Buddha's life story, <i>Gyalse Laglen</i> and <i>Shey tring</i> etc.</li> </ul>	Zhung Dratshang
38.	<i>Driglam Namzha</i>	<ul style="list-style-type: none"> <li>✓ <i>Lue Kyi Driglam</i> (Body Etiquette).</li> <li>✓ <i>Nga gi Driglam</i> (Speech Etiquette)</li> <li>✓ <i>Yid kyid Driglam</i> (Mind Etiquette)</li> </ul>	RAPA
39.	<i>TED talks</i>	<ul style="list-style-type: none"> <li>✓ Teachers and Students</li> </ul>	VToB
40.	<i>Lecture Series</i>	<ul style="list-style-type: none"> <li>✓ Financial literacy</li> <li>✓ Data Analytics</li> <li>✓ Regulatory Impact Assessment</li> <li>✓ Public Sector Innovation</li> <li>✓ Cyber Security</li> </ul>	RIM
41.	<i>Health Education</i>	<ul style="list-style-type: none"> <li>✓ First Aid Training (Basic Resuscitation)</li> <li>✓ Question and Answer Session on various Health Related Issues</li> <li>✓ Social Etiquette related to Public Health</li> <li>✓ Public Health Education</li> <li>✓ Youth related Medical Issues</li> </ul>	KGUMSB
42.	<i>Digital Literacy</i>	<ul style="list-style-type: none"> <li>✓ ICT literacy</li> <li>✓ Information literacy</li> <li>✓ Digital Safety</li> <li>✓ Digital resilience</li> <li>✓ netiquette</li> </ul>	DSE/DITT /DOIM
43.	<i>Short Documentary on TVET Plans and Programs</i>	<ul style="list-style-type: none"> <li>✓ Comprehensive and short TV program about TVET's vision, mission, objectives, plans, programs, activities, prospective, scope, career ladder and its transformation blueprint for the 21st century economy</li> </ul>	MoLHR
44.	<i>Documentary by TTIs and IZCs</i>	<ul style="list-style-type: none"> <li>✓ Comprehensive and short documentary each from TTIs and IZCs shall be developed on training enrollment, courses, faculties, facilities, co-curricular activities, business incubation for creative entrepreneurship and Research and Development programs.</li> </ul>	MoLHR
45.	<i>Documentary about TVET champions</i>	<ul style="list-style-type: none"> <li>✓ Present success stories of the TVET graduates</li> </ul>	MoLHR
46.	<i>Basic skills training and coaching session</i>	<ul style="list-style-type: none"> <li>✓ E-learning, multi-media and online learning of basic but useful skills</li> </ul>	MoLHR



47.	<i>Concepts on and disability inclusiveness</i>	<ul style="list-style-type: none"> <li>• <i>Panel discussions on inclusive and special education concepts.</i></li> <li>• <i>Early interventions and engagement for CWDs to prevent from developmental delays.</i></li> </ul>	DSE
48.	<i>Advocacy education</i>	<ul style="list-style-type: none"> <li>✓ Importance of parenting and health consultation for CWDS</li> <li>✓ C4D Documentations and relevant clips on CWDs/PWDs</li> </ul>	

<i>THEME: ENGAGEMENT</i>			
	<i>Programmes</i>	<i>Suggestive Topics</i>	<i>Agency</i>
1.	<i>Enterprise and empowerment</i>	<ul style="list-style-type: none"> <li>✓ Creative arts &amp; crafts</li> <li>✓ Productive engagement (trades)</li> <li>✓ Backyard gardening</li> <li>✓ Financial literacy</li> </ul>	REC
2.	<i>Healthy lifestyle</i>	<ul style="list-style-type: none"> <li>✓ Experiencing yoga, meditation,</li> <li>✓ HPE and aerobics</li> <li>✓ Food and nutrition</li> <li>✓ Comprehensive sexuality education</li> <li>✓ Safety education</li> <li>✓ Living with others</li> </ul>	
3.	<i>Emotional intelligence and metacognitive skills</i>	<ul style="list-style-type: none"> <li>✓ Self awareness, empathy, mindfulness, values, etc.</li> </ul>	DYS
4.	<i>Healthy living habits</i>	<ul style="list-style-type: none"> <li>✓ Yoga</li> <li>✓ Meditation</li> <li>✓ Aerobics</li> </ul>	DYS
5.	<i>Scout craft</i>	<ul style="list-style-type: none"> <li>✓ Camping</li> <li>✓ Cooking in the wilderness</li> <li>✓ First aid</li> <li>✓ Wilderness survival</li> <li>✓ Pioneering (Rope work)</li> <li>✓ Map reading</li> <li>✓ Hiking</li> <li>✓ Rafting/river technique</li> </ul>	DYS
6.	<i>Do it Yourself</i>	<ul style="list-style-type: none"> <li>✓ Knitting</li> <li>✓ Origami</li> </ul>	DYS

7.	<i>Oral expression with grandparents, parents/folklore</i>	✓ Project based learning	NatCom UNESCO
8.	<i>Learning to Live Together</i>	✓ Demonstrate through Sports, Arts, school and the community	NatCom UNESCO
9.	<i>Respect Diversity to</i>	✓ Demonstrate through Sports, Arts, school and the community	NatCom UNESCO
10.	<i>Climate Action</i>	✓ Creating a climate action team, pledges, model school or community of climate action, build community partnership.	NatCom UNESCO
11.	<i>Educating adults</i>	✓ Stories from NFE learners ✓ Vocational skills	DAHE
12.	<i>Taking care of Environment</i>	✓ Waste Management at Source ✓ Flora and Fauna Identification	RUB
13.	<i>Parenting Education</i>	✓ Engaging the Child: What parents Need to Know?	RUB
14.	<i>Exchange programme</i>	✓ Student exchange programme to best schools	DSE
15.	<i>Health/WASH</i>	✓ Hand washing steps ✓ Teaching family how to wash hands ✓ Regular exercise ✓ Hand Washing song	DSE
16.	<i>Feeding</i>	✓ Story time: related to nutrition and feeding Quiz ✓ Color – different types of fruits and vegetables ✓ Drawing – favorite food ( fruits , vegetables)	DSE
17.	<i>Agriculture</i>	✓ Pot or container gardening ✓ Work with parents at their backyard garden ✓ Draw vegetables and fruits	DSE
18.	<i>Advocacy</i>	✓ Special school programme ✓ C4D on disability issues ✓ Sign Language	DSE
19.	<i>Panel Discussion</i>	✓ ECCD practices & Parenting, ✓ ECCD programme and culture	DSE
20.	<i>School in focus</i>	✓ Weekly school wise focus: Top ten, Remote location, Teacher experience sharing through video recording	DSE

21.	<i>On Buddhism</i>	<ul style="list-style-type: none"> <li>✓ Meditation programs guided by monk teacher</li> <li>✓ Neykor Leyrim one day program with monk guide,</li> <li>✓ Storytelling, cultural history etc.</li> <li>✓ Detail explanations of Yearly Choku, Tsheyzang and Duezang, etc.</li> <li>✓ Drawing of Kilkhor / mandala and painting restoration, etc.</li> </ul>	Dratshang Lhentshog
22.	<i>Skill Orientation</i>	<ul style="list-style-type: none"> <li>✓ Creative Arts</li> <li>✓ Photography Skills</li> <li>✓ Cooking Skills</li> </ul>	VToB
23.	<i>Digital Emotional Intelligence</i>	<ul style="list-style-type: none"> <li>✓ Awareness</li> <li>✓ Motivation</li> <li>✓ Regulation</li> <li>✓ Civic engagement</li> <li>✓ Interacting, sharing and collaboration</li> </ul>	DSE
24.	<i>TVET Panel discussion</i>	<ul style="list-style-type: none"> <li>✓ Talk on issues, challenges, measures/recommendations by expert panel consisting of representative from youths, jobseekers, parents, employees, employers, private training provider, public training providers, legislative body and key TVET officials.</li> </ul>	MoLHR
25.	<i>Practices for holistic child care and development</i>	<ul style="list-style-type: none"> <li>✓ Documentation of ECCD Centre practices</li> <li>✓ Programmes on different ECCD interventions provided by MoH, MoE, NCWC, etc.</li> <li>✓ Story telling for children</li> <li>✓ Interactive reading series for children</li> <li>✓ Interactive arts and crafts programmes</li> <li>✓ Games and play series involving children (science, nature, etc.)</li> </ul>	DSE
26.	<i>Policies and Programmes</i>	<ul style="list-style-type: none"> <li>✓ Policies and guidelines on support services for PWDS in Bhutan</li> <li>✓ Programmes on different ECCD interventions provided by MoH, MoE, NCWC, etc.</li> <li>✓ Awareness on types of Disabilities</li> <li>✓ Advocacy on Bhutanese Sign Language and support</li> <li>✓ Importance of Adaptation, accommodation and IEP</li> <li>✓ Assistive and educational technology for CWD/PWDs</li> </ul>	DSE

<b>THEME: ENTERTAINMENT</b>			
	<i>Programmes</i>	Suggestive Topics	Agency
1.	<i>Edutainment</i>	<ul style="list-style-type: none"> <li>✓ Movies that teaches values</li> <li>✓ Story telling</li> <li>✓ Theatre art</li> <li>✓ Becoming poet</li> <li>✓ Literary skills</li> <li>✓ Brain teaser/riddles</li> </ul>	REC
2.	<i>Culture and tradition</i>	<ul style="list-style-type: none"> <li>✓ Traditional folktales/beliefs</li> <li>✓ Lozey and tsangmo</li> <li>✓ Traditional games</li> <li>✓ Bhutanese art and architect</li> </ul>	REC
3.	<i>Documentaries</i>	<ul style="list-style-type: none"> <li>✓ Heritage Education, Learning to Live Together</li> <li>✓ Respect to Diversity from UNESCO</li> </ul>	Natcom UNESCO
4.	<i>Movies</i>	<ul style="list-style-type: none"> <li>✓ The Grave of the Fireflies</li> <li>✓ Legend of Pemi TshewangTashi</li> <li>✓ Play on Merchant of Venice</li> </ul>	DYS/DSE
5.	<i>Sports and Physical Activities</i>	<ul style="list-style-type: none"> <li>✓ Animation on Sports and physical activities</li> <li>✓ Anti-doping in Sports</li> <li>✓ Sports competitions</li> </ul>	DYS
6.	<i>Scout Media</i>	<ul style="list-style-type: none"> <li>✓ Scouting activities</li> <li>✓ Advocacy</li> <li>✓ Culture Competitions</li> </ul>	DYS
7.	<i>Movie Review</i>	<ul style="list-style-type: none"> <li>✓ Discussion around educational movies</li> </ul>	DYS
8.	<i>Life at Colleges</i>	<ul style="list-style-type: none"> <li>✓ Best of CST</li> <li>✓ A day in the life of a CST student</li> <li>✓ Music from CST</li> <li>✓ Startup Weekend</li> </ul>	RUB
9.	<i>Feeding</i>	<ul style="list-style-type: none"> <li>✓ School Feeding Profiles</li> </ul>	DSE
	<i>Agriculture</i>	<ul style="list-style-type: none"> <li>✓ School Agricultural Programs (demonstration and exhibition)</li> </ul>	DSE
11.	<i>Videos on ECCD programme</i>	<ul style="list-style-type: none"> <li>✓ Video clips</li> <li>✓ Public Education on ECCD programme</li> </ul>	DSE
12.	<i>Talent Show</i>	<ul style="list-style-type: none"> <li>✓ Identify Teachers and Students who are talented and showcase their talents</li> </ul>	DSE

13.	<i>Choeshed Leyrim</i>	<ul style="list-style-type: none"> <li>✓ Visit historical place and with groups of student and explain the importance of every Buddhist art in detail and its significance etc.</li> <li>✓ Explanation of Chham and other dances.</li> </ul>	Zhung Dratshang
14.	<i>Digital Creativity &amp; Innovation</i>	<ul style="list-style-type: none"> <li>✓ Creative literacy</li> </ul>	DSE
15.	<i>Short animated video clip</i>	Since one of the target audiences is ECCD level learners, a short story with cartoon characters of TVET character or features can be made with rhyme.	MoLHR
16.	<i>MTV of TVET theme</i>	Celebrity and renown youths will be the character in the MTV. In between the programmes, MTV can be played.	MoLHR
17.	<i>Learning through Entertainment</i>	<ul style="list-style-type: none"> <li>✓ Public Education on ECCD programme</li> <li>✓ Bhutanese Folk Tales developed by DIIT</li> <li>✓ Screen and adopt children's videos from Sesame Street</li> </ul>	DSE
18.	<i>Alternative education pathways</i>	<ul style="list-style-type: none"> <li>✓ Importance of TVE and Life skills</li> <li>✓ Employment and livelihood for PWDs</li> <li>✓ Continuous Education and programme for PWDs</li> </ul>	DSE
19.	<i>Health/WASH</i>	<ul style="list-style-type: none"> <li>✓ Clips of feeding programme and healthy exercises</li> <li>✓ Safe use of toilet using games</li> </ul>	DSE
	<i>Feeding</i>	<ul style="list-style-type: none"> <li>✓ Healthy cooking show</li> <li>✓ Daily recipe</li> </ul>	
	<i>Agriculture</i>	<ul style="list-style-type: none"> <li>✓ School Agricultural Programs (pilot projects)</li> </ul>	

### **e) Terms of Reference (ToR) for Technical Committee**

#### i) Members:

- a) Director General, Department of School Education, MoE (Chairperson)
- b) Charmi Chheda, DoC
- c) Sangay Tshering, REC
- d) Dorji, REC
- e) Tashi Dorji, BBSC
- f) Dechen Roder, Independent Filmmaker
- g) Shova Wagley, Media Unit, MoE
- h) Tashi Pelzom, DYS
- i) Tashi Lhamo, TPSD (Member Secretary)

The member shall serve as the Technical Committee member for a minimum period of one year. Technical member must have knowledge and expertise in preproduction, production and postproduction.

ii) Roles and Responsibilities

- a) Provide guidelines to respective agencies on production of the programme
- b) Review the programmes submitted by the respective agencies
- c) Develop and review the criteria for selection of programmes from time to time
- d) Provide recommendations to improve the programmes
- e) Suggest relevant programmes to be aired by the relevant agencies
- f) Develop programme schedule and inform the public
- g) Develop plan of action and submit to Steering Committee
- h) Propose award for the best programme annually
- i) Carry out the directives provided by the Steering Committee

iii) Quorum

A two third of the members of the committee shall constitute the quorum.

iv) Frequency

The committee shall meet at least three times a year and as and when deemed necessary.

V) Secretariat ( Coordinating)

Teacher Professional Support Division (TPSD) shall serve as the secretariat.

vi) Amendments

The Terms of Reference (ToR) shall be amended as and when necessary from time to time.

**f) Terms of Reference for Steering Committee**

i) Members:

- a. Secretary, MoE, Chairperson
- b. Vice Chancellor, RUB
- c. Secretary, DDC
- d. General Secretary, Zhung Dratshang
- e. CEO, TVET Council
- f. Director General, REC
- g. Director General, DoC
- h. MD, BBSC
- i. Director, DITT
- j. Director, BICMA
- k. Director, DoS, MoE (Member Secretary)

ii) Roles and Responsibilities:

- a. Appoint technical committee members
- b. Endorse the programmes submitted by the Technical Committee
- c. Provide support and directives to the Technical Committee

- d. Endorse plan of action submitted by Technical Committee
- e. Endorse recommendations submitted by the Technical Committee.

iii) Quorum

A two third of the members of the committee shall constitute the quorum.

iv) Frequency

The committee shall meet at least twice a month and as and when deemed necessary.

v) Secretariat ( Coordinating)

Director of Services (DoS), MoE will be Member Secretary to the Steering Committee.

vi) Amendments

The Terms of Reference (ToR) shall be amended as and when necessary from time to time.

**g) Costing for BBS-3**

<b>Theme: Education</b>				
<b>Sl#</b>	<b>Programme</b>	<b>Topic</b>	<b>Time</b>	<b>Cost in million</b>
1	Curriculum Praxis	Innovative Lessons(Best Practices)	30 minutes	0.100
		Bhutan Through the time	30 minutes	0.100
		Monarchs of Bhutan	30 minutes	0.100
2	Beyond Curriculum	Science and Buddhism	30 minutes	0.100
		Hazards and disaster	30 minutes	0.100
		In harmony with nature	30 minutes	0.100
		Youth for law	30 minutes	0.100
		Curriculum Enrichment Programmes	30 minutes	0.100
3	Assessment and Examinations	Competency based assessment	30 minutes	0.100
		Process of marking	30 minutes	0.100
		rules and regulations of examinations	30 minutes	0.100
4	Parenting Education	Parenting styles	30 minutes	0.100
5	Career Education	World of Works	30 minutes	0.100
6	Healthy living styles	Physical education and sports	30 minutes	0.100
7	Motivation	TED talks by students	30 minutes	0.100
		TED talks by teachers	30 minutes	0.100
8	Interactive teaching	Heritage Teaching	30 minutes	0.100
		Learning to live together	30 minutes	0.100
9	Knowing the RUB	Profiles of Colleges under RUB	60 minutes	0.200
10	Engineering Education	Bhutanese astrology in construction	30 minutes	0.100
11	Best School Practices	Top ten schools of Bhutan	60 minutes	0.200
12	Driglam Namzha	<i>Lue Kyi Driglam</i> (Body Etiquette).	60 minutes	0.200
		<i>Nga gi Driglam</i> (Speech Etiquette)		-
		<i>Yid kyi Driglam</i> (Mind Etiquette)		-
13	Lecture Series	Financial Literacy	30	0.100
		Public Sector Innovation		-



14	Short Documentary on TVET Plans and Programs	Comprehensive and short TV program about TVET's vision, mission, objectives, plans, programs, activities, prospective, scope, career ladder and its transformation blueprint for the 21st century economy	60 minutes	0.200
15	Documentary about TVET champions	· Present success stories of the TVET graduates	30 minutes	0.100
<b>Sub Total</b>				<b>2.900</b>

<b>Theme: Engagement</b>				-
<b>Sl.#</b>	<b>Programme</b>	<b>Topic</b>	<b>Time</b>	
1	Healthy Lifestyle	Yoga and Meditation	30 minutes	0.100
		Safety Education	30 minutes	0.100
		Food and Nutrition	30 minutes	0.100
		Health and Physical Education	30 minutes	0.100
2	Emotional intelligence and metacognitive skills	Self-awareness, empathy, mindfulness, values, etc	30 minutes	0.100
3	Scout Craft	Cooking in the wilderness	30 minutes	0.100
		First Aid		-
		Hiking		-
		Rafting		-
4	Project based learning	Folk lore	30 minutes	0.100
5	Educating Adults	Stories from NFE Learners	30 minutes	0.100
6	On Buddhism	Detail explanations of Yearly Choku, Tsheyzang and Duezang, etc	30 minutes	0.100
7	Panel Discussion	On TVET programmes	30 minutes	0.100
<b>Sub Total</b>				<b>1.000</b>

<b>Theme: Entertainment</b>				-
<b>Sl.#</b>	<b>Programme</b>	<b>Topic</b>	<b>Time</b>	
1	Edutainment	Movies that teach values	60 minutes	0.200
		Brain Teaser/Riddles	30 minutes	0.100
		Theatre Art	30 minutes	0.100

		Sroty telling/Literary Skills	30 minutes	0.100
2	Scout Media	Scouting activites	60 minutes	0.200
3	Life at Colleges	Best of CST	60 minutes	0.200
		A day in the life of a CST student		-
		Music from CST		-
		Startup Weekend		-
4	Agriculture	School Agriculture Programme	30 minutes	0.100
5	Feeding	School Feeding Profiles	30minutes	0.100
6	ECCD Programme	Video clips and public educaion on ECCD	30 minutes	0.100
7	Talent Show	Show by talented teachers and students	30 minutes	0.100
		<i>Sub Total</i>		1.300
1	Equipment/Capa city Development	Studio development		5.000
		Equipment		2.000
		Capacity Development		1.000
		<i>Sub Total</i>		8.000
	<b>Grand Total</b>			<b>13.200</b>

ANNEXURE-9: ADVISORY NOTES



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Royal Government of Bhutan  
Ministry of Education



— Rethinking Education —

MINISTER

Ref No.: MoE/33/DT/2020/ 523

Dated: 12<sup>th</sup> March 2020

Dasho Dzungda/Thrompoen,  
Dzongkhag/Thromde Administration,  
All Dzongkhags/Thromdes.

Subject: Advisory Note

Dear Dashos,

With confirmation of the first case of COVID-19 in Bhutan, all Schools, ECCD, NFE/CLC and Youth Centres under Paro, Punakha, Thimphu Dzongkhags and Thimphu Thromde have been closed for two weeks starting from 06.03.2020. On the following day, the same instruction was given to Phuentsholing Thromde, Wangduephodrang Dzongkhag and Chhukha Dzongkhag (Chumithang MSS) for the closure of schools, ECCD, Youth and NFE centres. Therefore, in the wake of the situation, all the schools, ECCD, NFE/CLC and Youth Centres in the rest of the Dzongkhags and Thromdes are requested to stay alert and take preventative measures. This is in reference to press release from Prime Minister Office on the first confirmed case on COVID-19 and continuation to the advisory note sent to all Schools, ECCD, NFE/CLC and Youth centres vide reference number DSE/SPCD/DMU(5.8)/2020/3478 dated 4<sup>th</sup> February, 2020.

To this effect, Ministry of Education would like to request Dashos to kindly instruct Chief DEOs/TEOs to disseminate the following information to the Schools, ECCD, NFE/CLC and Youth Centres:

1. All Schools, ECCD, NFE/CLC, and Youth Centres under those identified Dzongkhags and Thromdes to remain closed as directed by the government.
2. In the closed schools, retain all boarding students in the hostel, unless parents come to take them home.
3. Closely monitor and keep track of the health and wellbeing of students in the schools. In addition, Class Teachers and Health Coordinators must provide special attention to students in lower primary classes.
4. All staff in the schools, NFE/CLC, ECCD and Youth Centres shall remain in station to provide support whenever necessary.
5. Schools must ensure to provide access to counseling services if required.
6. In case of schools without counselors, Chief DEOs/TEOs may mobilize counselors from the nearby school, if school requires psychosocial support.
7. Dzongkhags/Thromdes must identify a Dzongkhag Focal Counsellor to make reporting and referral systematic for all the Psychosocial support and interventions carried out by school counselors. (Individual Counsellors to make referrals and submit their reports using standard referral and reporting protocols of the School Guidance and Counselling Program to the

Post Box No. 112, Kawajangsa, Thimphu, Bhutan, Tel: PA: +975 2 325431/323825, www.education.gov.bt



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- Dzongkhag Focal Counsellor. The Dzongkhag Focal Counsellor must submit the report to the CECD for further submission to the Education Emergency Operation Centre Team).
8. A facebook page“Sherig Counseling Services” is created for students and staff to avail online counseling services (This may be applicable to schools unable to get access to the counsellors).
  9. Schools must sanitize facilities and infrastructure as a preventive measure.
  10. Schools, ECCD, NFE/CLC and Youth Centres must refer the children/learners with flu like symptoms and initiate immediate treatment/referral in consultation with Chief DEOs/TEOs and Health Officials.
  11. Any School Authority if approached by Prime Minister Office requesting for any kind of support to mitigate the emergency, kindly comply unconditionally.
  12. All staff to attend phone calls at all times.
  13. All school buses and utility vehicles to be kept on standby for emergencies.
  14. Schools/Dzongkhags/Thromdes to share all existing Contingency Plans, Directives and Advisory Notes with Information and communication Unit, MoE.
  15. Schools/ECCD/NFE/CLC/Youth Centres to follow only notification and messages issued from the Office of Hon’ble Prime Minister, Ministry of Education, Ministry of Health, Ministry of Home and Cultural Affairs, Ministry of Foreign Affairs and not from other sources.
  16. Upon the closure of the schools and ECCD Centres, students and parents to be briefed on the safety procedures. Schools and ECCD must report the number of students and children upon the closure and opening of the Schools and Centers.
  17. All school activities are to be carried out as normal, except mass gathering may be avoided.

Furthermore, the information on the following preventive measures could also be disseminated to the schools as shared by World Health Organization:

1. Wash your hands frequently: Washing your hands with soap and water or using alcohol-based hand rub kills viruses that may be on your hands.
2. Maintain social distancing: Maintain at least 1 metre (3 feet) distance between yourself and anyone who is coughing or sneezing.
3. Avoid touching eyes, nose and mouth.
4. If you have any mild respiratory symptoms, you should take rest until you have recovered.

In case of any emergency in the schools, ECCD, NFE/CLC and youth centers, kindly contact the following Officials at the Ministry of Education:

**1. Core Task Group (CTG) Desk Leaders:**

- i. Mr. Karma Tshering, Offtg. Secretary (DG, DSE) - Chair (17602622)
- ii. Ms. Kesang Choden Dorji, DG, DAHE - Operation and Logistic Desk (17614655),
- iii. Mr. Gholing Tshering, DG, DYS – Immediate Restoration of Essential Public Services Desk (17621910),

Post Box No. 112, Kawajangsa, Thimphu, Bhutan, Tel: PA: +975 2 325431/323825, www.education.gov.bt



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- iv. Mr. Kinley Gyeltshen, Director, DoS - Finance, Information, Communication and Transportation Desk (17709774).

**2. Education Emergency Operation Centre (EEOC) team:**

- i. Mr. Pem Tshering, Chief NFCED (Lead) – 17646722
- ii. Mr. Karma Wangchuk, Chief SHND - 17632271
- iii. Mr. Tsheyang Tshomo, Chief ICTD - 17989009
- iv. Ms. Recna Thapa, Chief CECD – 17515323/77765323
- v. Ms. Namgay Wangmo, Assistant Programme Officer, SPCD –17345415
- vi. Ms. Leki Choden, Assistant Information and Media Officer, ICTD-17574818

Yours Sincerely,



(JB Rai)

Copy to:

- 1. Officiating Secretary, Ministry of Education for kind information.
- 2. All Department Heads (Department of Adult and Higher Education, Directorate of Services, Department of Youth and Sports) for kind information and necessary action.
- 3. Director General, REC Paro for information.
- 4. Director, BCSEA, Thimphu for information.
- 5. Chief Dzongkhag/Thromde Education Officers for necessary actions.
- 6. Office copy.

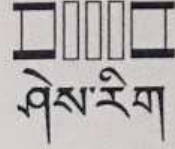


SECRETARY

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Royal Government of Bhutan  
Ministry of Education

*Rethinking Education*



Ref No.: MoE/EEOC/ (1)/2020/ **551**

Dated: March 17, 2020

### NOTIFICATION

As per the directives received from the Honorable Prime Minister, all Schools, ECCDs, NFEs/CLCs and Youth Centres in the country will remain closed with effect from 18<sup>th</sup> March 2020 until further order from the Government. This is to help prevent and monitor COVID-19 in the country, as the situation globally is disconcerting.

Dzongkhags/Thromdes and schools are instructed to make necessary arrangements for the boarding students to return home safely.

Further, Schools and Centres are to refer the 'Advisory Note on the closure of the Schools and Centres'.

(Karma Tshering)

Offtg. Secretary

#### Copy to:

1. Hon'ble *Sherig* Lyonpo for kind information.
2. Principal Secretary to His Excellency the Prime Minister for kind information.
3. Dashi Dzongdag/Thrompon, all Dzongkhags/Thromdes for necessary action.
4. Heads of Departments (DSE, DAHE, DYS, DoS) for kind information.
5. Director General, Royal Education Council, Paro for kind information.
6. Director, Bhutan Council for School Examinations and Assessment for kind information.
7. Chief SPCD, DSE, MoE for kind information.
8. Chief PPD, MoE for kind information.
9. Chief DEO/TEO, all Dzongkhags/Thromdes for necessary follow-up.
10. Office copy

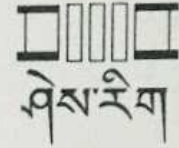


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Royal Government of Bhutan  
Ministry of Education

*Rethinking Education*



Ref No.: DSE/SPCD/EEOC (1)/2020/ 552

Dated: 17<sup>th</sup> March 2020

Dasho Dzongdag/Thrompon,  
Dzongkhag/Thromde Administration,  
All Dzongkhags/Thromdes.

**Subject: Advisory Note on the closure of the Schools and Centres**

Dear Dashos,

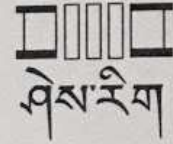
In continuation to the earlier advisory note issued vide letter no. DSE/SPCD/EEOC (1)/2020/523, dated 12<sup>th</sup> March 2020, Dashos are requested to instruct the Chief DEOs/TEOs to disseminate the following information to the Schools, ECCD, NFE/CLC and Youth Centres, and closely support and monitor the developments.

- 1) Sensitize children, students, learners, and parents on the reasons for closing the schools and centres.
- 2) Schools to ensure safe return of boarding students to their homes. Schools may arrange transportation services for students whose parents/guardians are unable to pick them up.
- 3) Upon the closure, schools and centres to report the number of students, children, staff and learners to the Dzongkhags/Thromdes.
- 4) All Schools and centres to keep communication link with students and parents.
- 5) While the schools are closed, teachers instruct students to spend their time meaningfully while at home.
- 6) To compensate the loss of instructional hours, (a) literacy and numeracy based teaching for primary classes, and (b) theme based teaching for secondary classes, will be broadcasted through Bhutan Broadcasting Service Corporation and other platforms.
- 7) All students to refrain from loitering in public places and large gatherings.
- 8) All staff in the schools, NFE/CLC, ECCD and Youth Centres be available to provide support whenever necessary, and attend to all phone calls on priority.
- 9) Schools must ensure access to counseling services, if required. Additionally, students and staff are advised to avail "Sherig Counseling Services" on Facebook for counseling services.



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- 10) Schools/ECCD/NFE/CLC/Youth Centres to follow the notification and messages issued from the Office of Hon'ble Prime Minister, Ministry of Education, and Ministry of Health.
- 11) Furthermore, the schools and centres are directed to remind the following preventive measures:
- Wash hands frequently using water and soap, or using alcohol-based hand sanitizers, especially before and after meals, and using toilets.
  - Maintain at least one meter (3 feet) distance between yourself and anyone who is coughing or sneezing.
  - Avoid touching eyes, nose and mouth.
  - If you begin to feel unwell, even with mild symptoms such as headache and slight runny nose, stay at home until you recover. However, if you have fever, cough, and difficulty breathing, contact the nearest health centre.

Yours Sincerely,

(Karma Tshering)

Offtg. Secretary

**Copy to:**

- Hon'ble *Sherig* Lyonpo for kind information.
- Principal Secretary to His Excellency the Prime Minister for kind information.
- Heads of Departments (DSE, DAHE, DYS, DoS) for kind information.
- Director General, Royal Education Council, Paro for kind information.
- Director, Bhutan Council for School Examinations and Assessment for kind information.
- Chief SPCD, DSE, MoE for kind information.
- Chief PPD, MoE for kind information.
- Chief DEO/TEO, all Dzongkhags/Thromdes for immediate follow-up.
- Office copy.



**ANNEXURE-10: PARTICIPANTS ENGAGED IN DEVELOPMENT OF EiE PHASE –II PLAN**

EiE Phase II Plan Development Workshop Participants (April, 24, 27 & 28, 2020) RTC, Thimphu			
Sl.#	Name	Designation	Agency
<b>I</b>	<b>Introductory Sessions</b>		
1	Karma Tshering	Offtg. Secretary	MoE
2	Dr. Will Parks	UNICEF Representative	UNICEF
3	Tshewang Tandin	President	RTC
<b>II</b>	<b>All Workshop Sessions</b>		
1	Kinley Gyeltshen	Director	DoS
2	Kinley Gyeltshen	Chief	SPCD, DSE
3	Dorji Wangchuk	Chief	PSD, DSE
4	Sangay Chopel D	Chief	EMD, DSE
5	Karma Wangchuk	Chief	SHND, DSE
6	Tashi Lham	Chief	TPSD, DSE
7	Sherab Phuntsho	Chief	ECCD & SEN
8	Pem Tshering	Chief	NFECD, DAHE
9	Baburam Sherpa	Chief	SSSD, DAHE
10	Rinzin Wangmo	Chief	HEPD, DAHE
11	Reena Thapa	Chief	CECD, DYS
12	Dochu	Chief	PPD, MoE
13	Binod Sunwar	Dy.Chief	PPD, MoE
14	Wangpo Tenzin	Dean	REC
15	Lhundup Dukpa	Unit Head	TPD, REC
16	Karma Jigme Lepcha	Subject Coordinator (IT)	BCSEA
17	Lekema Dorji	Programme Officer	GNHC
18	Kinley Rinchen	Chief	RUB
19	Karma Dyenka	Education Manager	SCI
20	Sonam Pelden	Project Officer	SCI
21	Natalia	Education Specialist	UNICEF
22	BB Mishra	Education Officer	UNICEF