



शेरीग
प्रेस'रीग

INSIGHT:

**Career Education & Counselling Division
and Games & Sport Division**



THE SHERIG

A Publication of the Ministry of Education

NEWSLETTER ISSUE 18

January 2021-June 2021

Foreword



The Ministry's Bi-Annual Education Newsletter, "The Sherig" provides an overview of the activities, achievements of the Ministry, and shares information on recent developments; policies, awards, national or subnational, and school-level events. The publication aims to record the progress and enhance the institutional memory of the Ministry. **This is the report of the first half-year of 2021.**

In addition to the information on recent events or changes, for the theme-based content, the June Issue 2021, is focused on the programs of the Career Education and Counselling Division and Games and Sports Division (GSD). The newsletter features compiled reports on these Divisions, emphasizing the core mandates, significant contribution to the community and various other activities organized by the Divisions. The Career Education and Counselling Division has been working toward institutionalizing the School Guidance and Counselling program in secondary schools, and to date, various initiatives have been implemented since 1997.

The Games and Sports Division under the Department of Youth and Sports, Ministry of Education is the principal-agent established to look after the promotion and development of organized sports and physical activities (SPA) in schools in the country. Since the year 2000, GSD has been promoting organized SPA in collaboration with various stakeholders in schools and at the regional and national levels.

On behalf of the Ministry of Education, I would like to express my deepest appreciation to the concerned Departments and Divisions for working tirelessly and successfully completing all the scheduled activities and programs. I also would like to commend the Media Unit for ensuring timely coordination and publication of the newsletter.

With best wishes
Jai Bir Rai

INSIDE

- Professional Development Programme on Online Teaching and Learning
- 2nd National Y -Peer Bhutan e-Course
- Annual Review meeting of YC and YFISCs
- Minister Visits schools in Eastern Dzongkhag
- Globalizing Messengers of Peace Network for Rovers Phase III.
- Development of Competency-based Framework for Special Education Needs Teacher
- Piloting of NFE-MIS to Stakeholders of Wangduephodrang Dzongkhag
- Consultative Workshop on Competency Based Framework for Special Education Teacher
- Message on Menstrual Hygiene Day
- Non-Formal and Continuing Education Division
- TVET Curriculum for Wangsel Institute
- Covid-19 Vaccine Sensitization Program
- Career Education and Counselling Division
- Games and Sports Division

Professional Development Programme on Online Teaching and Learning



Introduction

The world is witnessing unprecedented coalitions in vaccinating the entire global population against COVID-19. However, experts are of the view that it will take some time for the current interventions to restore normalcy. 2021 may be a recovery year with frequent resurgence of infections with the imminent need for school closures. For the 2020 academic year, Bhutan transitioned from full-time remote learning to in-person classroom instruction for middle and higher secondary grades with plans to facilitate in-person instructions to all grades in 2021. However, with the uncertain nature of the pandemic and the need for stringent health safety measures in schools, there may be possible challenges of facilitating full-time in-person instructions in all Dzongkhags/Thromdes.

Teachers and school leaders in Bhutan responded well to the challenges brought about by the pandemic and adapted to new ways of teaching and learning. To enhance the remote teaching-learning capabilities and the skills of teachers to seamlessly switch between in-person and remote teaching and learning, TPSD, DSE, under the Ministry of Education offered the PD programme on Online Teaching and Learning.

Aim of the programme

Promote and practice remote teaching-learning to ensure uninterrupted teaching and learning during the COVID-19 pandemic and beyond.

Objectives of the programme

On completion of the programme, participants will be able to:

1. Apply the concepts of online teaching-learning effectively;
2. Design and deliver effective online lessons, and
3. Carry out effective assessment incorporating the strategies and tools relevant for online teaching and learning.

Programme Content

Content areas:

- I. UNDERSTANDING ONLINE TEACHING AND LEARNING
- II. DESIGNING AND DELIVERING ONLINE LESSONS
- III. ASSESSING ONLINE LEARNING

Programme Roll Out

The training programme was rolled out in two phases. The phase I of the training programme was attended by teacher nominees identified by the Dzongkhag/Thromde Education Office and schools. There were at least two teachers from each school including private schools. During phase II, the school level trainers conducted the training for the rest of the teachers in their respective schools. More than 95% of the schools



in Bhutan has completed the school level rollout at the time this report is written. While most schools rolled out the training as a face-to-face programme, some schools in the southern Dzongkhags/Thromdes conducted it virtually via Zoom and Google Meet.

Phase I: School level trainers

- Numbers of teachers trained: 1214
- Date: 12-18 April 2021
- Training Modality: Blended mode – synchronous online session via Zoom and as a self-paced course in Sherig Learning Management System (Sherig-LMS)
- All participants completing the course received a certificate of completion from Sherig-LMS.

Phase II: School level roll out

- All teachers trained by the school level trainers. The roll out of the programme was conducted either via online platform (zoom and google meet) or face-to-face

- Date: 3rd week of April – 1st week of May 2021

Programme Outcome

The MoE organized a zoom meeting with the Principals of Phuentsholing, Gelephu and Samdrupjongkhar Thromde on 9 May 2021, which was chaired by the Hon’ble Prime Minister. All the schools shared that the online teaching and learning is far more effective (during the current lock down for Phuentsholing) than 2020. Teachers were more confident and well prepared to support students for online learning, apparently as a result of the earlier experiences and several capacity development interventions, including the PD on Online teaching and learning.



2nd National Y-PEER Bhutan e-Course: “Level II - Sensitization Workshop”



Y-PEER Bhutan under the Youth Center Division, Department of Youth and Sports, initiated the three-day 2nd National Y-PEER Bhutan e-Course to develop the capacity of young people to be productive and responsible citizens. The main objective of the e-Course is to equip and enhance the capacity of new members of Y-PEER Bhutan with new knowledge and skills to initiate and provide quality programs/services related SRHR through different media platforms as well as through peer-to-peer approach. The e-Course is also initiated with an expectation to engage young people meaningfully and productively during the National Lockdown where everyone is encouraged to stay at home.

42 members from 8 Networks: FoNPH, GCBS, PCoE, NRC, RTC, CST, CNR and TTI Khuruthang participated in the e-Course for three consecutive days (21-23 January, 2021). The 3-day e-Course will cover the following topics:

1. Introduction to Y-PEER
2. Volunteerism
3. ICPD agendas
4. Comprehensive Sexuality Education (CSE)
5. Sex and Gender
6. Sexual Reproductive Health and Rights (SRHR)
7. Gender Based Violence (GBV)
8. Healthy relationships, and
9. Prevention of Sexual Exploitation and Abuse (PSEA)

The sessions were facilitated by five Y-PEER Bhutan members who attended various capacity development training sessions both at national as well as on an international level.

Annual Review Meeting of Youth Centers and Youth Friendly Integrated Service Centers



Coordinated by the Youth Center Division of the Department of Youth and Sports, the 3-day Annual Review Meeting of Youth Centers and Youth Friendly Integrated Service Centers was held at Puenzhi Guesthouse in Trongsa. As usual, the primary objective of the meeting was to review the activities implemented by Youth Centers (YCs) and Youth Friendly Integrated Service Centers (YFISCs) in 2020 and develop new strategies for further enhancement of youth programs and services that are being provided through these Centers. The meeting was also a platform for the staff of YCs/YFISCs to share their new ideas, experiences and good practices.

Updates were on some of the major initiatives of Youth Center Division, DYS, such as the revision of the National Youth Policy 2011, development of youth thematic analysis report, etc., the participants shared the progress reports of their programs/services delivered over the past one year including those

initiatives taken to help young people cope with COVID-triggered issues. It was found that the YCs/YFISCs have successfully implemented almost all the planned activities although some had to be re-structured to be delivered online due to COVID-19 pandemic. They were also briefed on the core mandates and functions of Young Bhutan Network (YBN), a platform instituted under Youth Center Division to engage and empower youth-led groups in Bhutan. Since YCs/YFISCs are focal points for YBN, the participants were sensitized on how they can reach out to youth groups in their region and link them up with YBN.

The participants discussed challenges faced by YCs/YFISCs, shared their experiences/good practices and developed new action plans for next year. They were also oriented on the updated features of DYS portal and other relevant matters.

A total of 20 officials from 13 YCs/YFISCs and Youth Center Division, DYS took part in the meeting.

Minister visits schools in Eastern Dzongkhag



Education Minister Jai Bir Rai visited schools of eastern Dzongkhags. His Excellency met the education fraternities of Wangduephodrang, Trongsa, Bumthang, Lhunthe, Mongar, Trashiyangtse, Trashigang, Pemagatshel and Zhemgang.

His Excellency visited some of the most remote Schools, ECRs, ECCD and NFE Centers, sat with the students, teachers and instructors to talk about the crucial roles they play. His Excellency thanked everyone for placing immense importance on education and making things work from places as far. As always, His Excellency reiterated that we must at all times be reminded of the importance bestowed upon the youth and education by our visionary monarchs and work hard to fulfil the aspirations.

Some of the concerns shared by His Excellency:

1. Technology based teaching and learning - Our students and teachers must learn to explore beyond textbook and classroom. Development of ICT infrastructure, online teaching and learning, blended learning, IOT and machine learning are some of the most important lessons that we must invest in.
2. Strong research-based education - Apart from teaching, our teachers must also have the thirst for learning, knowledge and wisdom. Action research and publication of proper write-ups and papers should be one of the major focuses.
3. Education leadership - Our leaders, DEOs, Principals and Vice Principals must be passionate, competent and well versed in what they are doing. Our leaders must lead themselves and their subordinates with excellent leadership quality.
4. Career based education/teaching - Our ways of teaching and learning must be aligned with future needs and work accordingly to achieve the goals.
5. Competency Based Curriculum and Assessment - New Normal Curriculum, from What to How.

6. How to improve the STEM subject score – Our children must excel in STEM subjects and our teachers must explore ways to make our children learn better.

7. Bhutan Professional Standards for Teachers – Our teachers will be rewarded as per their capabilities. It will also motivate them to perform better, learn and teach better.

8. Quality of Education - Good is not good enough, we must strive for excellence. In order to achieve this, the thoughts and mindsets of our educators, community leaders, bureaucrats and policy makers must be on the same page. The future of our Nation depends on the Quality of Education we provide.

NB: Facemask removed for picture.



Her Majesty Gyalyum Tseyring Pem Wangchuck met the students of MGV School and visited the ongoing construction of the MGV ECCD centre in Toedpisa Gewog under Punakha Dzongkhag.

Co-financed by UNICEF Bhutan, YDF is developing a model ECCD centre that will incorporate a place-based and STE(A)M approach. This is a special project of Her Majesty to pilot a new approach to education, which is inclusive and holistic. The visit was accompanied by HE Sherig Lyonpo, officials from the Ministry of Education, UNICEF Bhutan, Punakha Dzongkhag, and representatives from gewog.

Repost: @ydf_bhutan

Globalizing Messengers of Peace Network for Rovers Phase III, 12-16 February 2021



The Workshop on Globalizing Messenger of Peace Network for Rovers is a program to build the capacity of young people in the Colleges to engage in community service actions to address local issues. The workshop was organized by the Scouts and Culture Education Division, Department of Youth and Sport in partnership with UNICEF Bhutan.

The Messengers of Peace program is a Scouting program to enable young people to become Messengers of Peace through actions with good turns and community development projects. The Workshop

provides comprehensive and practical means to implement programs and activities. 19 Rover Scouts from five Colleges attended the training.

The Workshop aims to enable the Scouts to apply their leadership skills in creating a better community and encourage others to share the story of their experience. The Messenger of Peace Network helps Scouts to implement ideas and undertake community development projects to create positive impact in the Society.



KOICA donates sanitary pads to Education Ministry

Observing the International Menstrual Hygiene Day on 28th May, the Korea International Cooperation Agency (KOICA) Alumni Bhutan with support from the KOICA Bhutan World Friends Program Office in Thimphu handed over more than Nu 200,000 worth of menstrual products to the education ministry. This is in view of the difficulty in getting sanitary pads by the students in remote places. The ministry will distribute the sanitary pads to remote schools across the country.

The sanitary pads were from local entrepreneurs.

A Virtual Meeting on “Development of Competency-based Framework” for Special Education Needs (SEN) Teacher

Funded by: Austrian Development Agency (ADA)

The CBF for SEN Teachers is expected to assist the Ministry of Education and RCSC in identifying definite and relevant skills required for SEN Teachers to enhance the professional competence of the teachers. SEN teachers are the ones who are responsible for teaching a student with various forms of disabilities like hearing, sight, autism, syndrome etc. Currently, the SEN teachers in the fields are either oriented for SEN programmes or appointed on their voluntary basis.

This framework will be a basis for identifying special skills need and professional development of the SEN teachers which will have a direct positive impact on 16 schools with SEN programs benefiting 376

(226M/150F) students and 588 Teachers (278 M/309F) in these schools.

This initiative will also contribute to the realization of the Royal Government of Bhutan’s commitment to pursue “Education for All” by making education accessible and inclusive for all children without any forms of discrimination.

Ultimately, this initiative will contribute to the fulfillment following SDG and NKRA:

1. **SDG 4:** Ensure inclusive and equitable quality education.
2. **NKRA7:** Quality of Education and skills improved.



HSH Dasho Jigje Singye Wangchuck handed over the rights of ‘A Corona Virus Story’ as a documentation of a time in our history to the Ministry of Education with prayers for our King, Government and People as we face the great challenges of the COVID-19 pandemic.

Piloting of NFE-MIS to Stakeholders of Wangduephodrang Dzongkhag



The development of Non-Formal Education Management Information System (NFE-MIS) is part of the 2020 Bridge Bhutan Project funded by Korean National Commission for UNESCO in coordination with Bhutan National Commission for UNESCO with technical support from ICT Division, MoE and New Edge Technologies. The Non-Formal and Continuing Education Division, Department of Adult and Higher Education is the main implementing parent agency.

Objective of the NFE-MIS Piloting:

1. System Piloting and Training
2. Testing on the Process Flow
3. Collect feedback from the participants and resolve the issues

NFE-MIS Piloting was conducted to the NFE stakeholders in Wangduephodrang Dzongkhag. The piloting was conducted in two phases for three cohorts of stakeholders. A total of 55 participants took part in pilot testing of NFE-MIS.

Details are as follows:

- Dzongkhag Education Officer-2
- Principal-14
- NFE instructor- 23
- Office Assistant- 6
- Gup-8
- Gewog Administrative Officer-2

Facilitators:

- Non-Formal and Continuing Education Division, MoE-3
- Information Communication and Technology Division, MoE -2
- New Edge Technologies-4

NB : Face mask removed for the picture.

Consultative Workshop on Competency Based Framework for Special Education Teacher

Funded by: Austrian Development Agency (ADA)



Under the “Competency-based HR Development Programme” of the Royal Civil Service Commission funded by the Austrian Development Agency (ADA), a Task Force team from Ministry of Education conducted a 5 days consultative meeting for development of Competency-based Framework for Special Education Teachers in Punakha from 15-19 February 2021.

The Competency Based Framework (CBF) will help all Special Education Teachers to provide relevant Professional Development programmes as per the competency required which will be determined by this framework. This document will further help policy makers to plan and provide different interventions to the children with disabilities. The Special Education teachers from Wangsel Institute, Drukgyel LSS, Samtengang CS, Tshangkha CS, Damphu MSS and Changangkha MSS participated in the consultative meeting for Competency Based Framework for Special Education Teachers.

With the support from the Japan Funds-in-Trust, UNESCO conducted the final national workshop with Bhutan on implementing ICT Competency Standards for Teachers (ICT-CST) on 8-11 March 2021, within the “ICT to facilitate SDG4 in South Asia” project. Various stakeholders from the Ministry of Education, Royal Education Council, colleges of education and schools actively engaged in discussions on ICT-CST implementation factors, and drafted the corresponding implementation policy document. The national Task Force will continue revising and enhancing the draft with the support from UNESCO

Message on the International Menstrual Hygiene Day



“As we mark the International Menstrual Hygiene Day, I call upon the Royal Government of Bhutan, our development partners, and every individual to support our initiatives to ensure an inclusive menstrual health management. Together, we must strive towards a society where menstruation will not create stress, shame, or become a hindrance to our girls and women in fulfilling their aspirations.”

HRH Eeuphelma Choden Wangchuck
Patron, Red Dot Bhutan

Lyonchhen Dr Lotay Tshering’s message and the Government’s support to Red Dot Bhutan.

"It is an honour to be a part of this initiative. I would like to thank Her Royal Highness Princess Eeuphelma Choden Wangchuck for leading the Red Dot Bhutan campaign that aims at creating awareness about this biological process that has unfortunately become a barrier for our women and daughters over time.

If delved deeper into the physiology of menstruation, it can be construed as the beginning of a beautiful process, the very onset of life. The female body prepares a conducive environment to receive and nurture the fertilised ovum into a living organism called human being.

With all necessary ingredients for us to grow, what is shed as menstruation would have been our first home! I cannot help but wonder how this natural process can be demeaning and disgraceful for women and girls?

It is important to note that our women lose so much nutrition and energy through menstruation.

Many may not notice but they also feel depressed and experience mood swing. It is a subtle, psychological reaction for not having conceived that month. These are some designs of nature which cannot be disputed. Therefore, the monthly period of our female companion is a profound experience that deserves nothing else but our respect.

While I have no doubt that such campaigns will make huge difference in understanding and acceptance of menstruation, I urge our women and girls to be as confident and maintain utmost self-respect too.

Finally, on this day, I would like to inform that we are planning to propose doing away with the 30 percent import duty on sanitary products this Parliament session. I have no doubt that my colleagues in the government and the Parliament will support the submission.

It is a small, yet significant gesture to enhance availability and accessibility of basic sanitary items that would go a long way in infusing comfort and confidence in the lives of our mothers, wives, sisters and daughters.

Thank you to the Red Dot Bhutan team."

Dr Lotay Tshering
Prime Minister





“Menstruation is a natural fact and access to safe and dignified menstruation is fundamental for all girls and women to reach their full potential. UNICEF welcomes the patronage of HRH Eeuphelma Choden Wangchuck for Red Dot Bhutan and commends the Royal Government of Bhutan in proposing to exempt taxes on all sanitary products. UNICEF remains committed to support the Royal Government of Bhutan in ensuring inclusive menstrual health management for all girls and women.”

Dr Will Parks
Representative
UNICEF Bhutan

“Supporting menstrual health of girls in schools and institutions is critical to ensure good health, dignity, and happiness of our nation’s girls. The Government is committed to supporting the program”

Dr Tandi Dorji
Minister of Foreign Affairs &
Chairperson of the National Commission for Women and Children



26th March 2021 Her Royal Highness Ashi Chimi Yangzom Wangchuck visited My Gakidh Village School in Toedpisa Gewog under Punakha Dzongkhag.

HRH met the students of MGV School and visited the ongoing construction of the MGV ECCD centre. With support from UNICEF Bhutan, YDF is developing a model ECCD centre that will incorporate a place-based and STE(A)M approach. This is a special project of Her Majesty Gyalum Tseyring Pem Wangchuck to pilot a new approach to education, which is inclusive and holistic.

The MGV ECCD centre is incorporating the ‘Biophilic design’ as one of the components in making it a model of a new learning approach for our children in Talhogang, Punakha.

The visit was accompanied by HE Sherig Lyonpo, Punakha Dzongda, Deputy RR from UNICEF Bhutan, and officials from Punakha Dzongkhag, Ministry of Education and representatives from gewog.



Non-Formal and Continuing Education Division (NFCED)

Livelihood Skills Training for CLC managers and Learners

Community Learning Centre provide skills training to enhance livelihood of the learners in the centre. Today, there are 26 CLCs with 352 learners (April 2020) across the country with tailoring skills while CLC in Paro practice carpentry skills. In 2020, with the financial support of KNCU under 2020 Bridge Bhutan Project three different skills training were conducted to the CLC instructors and learners. The main objective of the skills training was to diversify the skills so that livelihood of the learners is enhanced. The training participants not only included the instructors but

also had learner representatives from each centre. The instructors and learners who participated in the training were responsible for the conduct of post training to the other learners who could not attend the training.

Two weeks of Advanced Tailoring Training was conducted by a private training firm in Thimphu. Fifteen days of Baking Training and two months weaving training was conducted in collaboration with RENEW in Gawaling Happy Home in Wangsisina. The details of participants were as follows:

1. Weaving Training

Date	Thromde	No participants		Total	Male	Female
		Instructor	Learners			
21/9/2020-20/9/2021	Zilnon CLC, Thimphu Thromde	1	10	11	0	11



Participants learning to dye yarn



Participants learning the Thru-Tha

2. Baking Training

Date	Dzongkhag/Thromde	No participants		Total	Male	Female
		Instructor	Learners			
27/10/2020-10/11/2020	Bumthang	1	3	4	0	4
	Chukha	2	7	9	0	9
	Dagana	1	4	5	0	5
	Wangduephodrang	1	3	4	0	4
	Thimphu Thromde	3	12	15	0	15
Total						37



Baked cake, bun, bread and pizza displayed by the participants during the closing of the training



Hands on practice for baking



Closing of the training-participants with DG, DAHE and Executive Director, RENEW

3. Tailoring Training

Date	Dzongkhag/Thromde	No participants		Total	Male	Female
		Instructor	Learners			
9/11/2020-22/11/2020	Zhemgang	3	6	9	3	6
	Pemagatshel	1	3	4	0	4
	Lhuentse	1	4	5	1	4
	Mongar	2	4	6	0	6
	Trongsa	1	5	6	0	6
23/11/2020-6/12/2020	Thimphu Thromde	2	4	6	0	6
	Trashigang	2	6	8	0	8
	Wangdue	0	2	2	0	2
	Trashiyangtse	1	4	5	1	4
	Chhukha	1	7	8	0	8
7/12/2020-20/12/2020	Thimphu Thromde	2	14	16	0	16
	Mongar	0	7	7	1	6
	Chhukha	1	6	7	0	7
	Bumthang	1	6	7	0	7
	Total	18	78	96	6	90



Participants with the finished product-Gho displayed for the closing ceremony graced by Ma'am DG, DAHE, MOE. Certificates were awarded to all the participants.

Establishment of Two New Community Learning Centres

a. Introduction/background of the program

As outlined in the 12th FYP, the Non-Formal and Continuing Education Division aspires to establish 30 CLCs by the end of 12th FYP. As such the division has been establishing two CLCs in every Fiscal year (FY) to enhance skill training to promote livelihood of the people in the community. Currently, there are 26 CLCs which includes the two CLCs established in 2020-2021 FY. The two new CLC were established in Mendrelgang, Tsirang and Sonamgang under Panbang Dzungkhag, Zhemgang. Both the CLCs were established with the support of Korean National Commission for UNESCO.



b. Current implementation status

The first Community Learning Centre at Pemashong, Mendrelgang Geog under Tsirang Dzungkhag was inaugurated on 26th February, 2021 (Friday) coinciding the fourteenth day of the first month of the Iron Ox Year by Lam Neten of Tsirang Dratsang. The inauguration ceremony was attended by Director General of DAHE, officials from DAHE, Dzungkhag Officials of Tsirang, local leaders and CLC learners of the new centre. There were twenty learners-2 males and 18 females enrolled for the training. One year course is expected to help the aspiring learners to learn the tailoring skills to promote and enhance their livelihood.



Panbang Community Learning Centre



Inauguration of the CLC in Panbang, Zhemgang



Learners in the new classroom with new sewing machine

New CLC in Panbang was inaugurated on 24th March 2021 by Dasho Drangpon, Panbang Thrimkhang. Other invitees included Lam Neten, (Religious representative) OC, RBP, (Security representative) Gup, Ngangla Gewog, Mangmi, Tshogpa, (Local Government Representative) Principal, Sonamthang CS, (Education representative) and Rinchen Wangchuk (Business representative). The centre has enrolled 17 learners in total-(female-16 and Male-01). The centre is housed in existing old one storied house which was refurbished with the support of Gewog, Dzongkhag in collaboration with NFCED through KNCU budget under 2021 Bridge Bhutan Project. One year course is expected to help the aspiring learners to learn the tailoring skills to promote and enhance their livelihood.

RENEW and the Ministry of Education signed a Memorandum of Understanding (MoU) on 11th of May, at Tara Lhaden Zhingkhams Lhakhang at Pangrigzampa, Thimphu.

RENEW and Ministry of Education shall work in close collaboration to inform, educate and empower children and adolescents with special focus on the following objectives:

- To promote adolescent sexual health and rights
- To prevent & educate on teenage pregnancy
- To promote menstrual health and hygiene
- To combat sexual and Gender Based Violence
- To strengthen psychosocial support
- To educate and inform on the myths and facts around sexual reproductive health and rights.



TVET Curriculum for Wangsel Institute

“Towards an inclusive and relevant Bhutanese education”

In our endeavours to continuously improve the inclusiveness and relevance of curriculum for the Bhutanese school education, the Royal Education Council in collaboration with the Ministry of Labour and Human Resource, the Ministry of Education, Wangsel Institute and the Dzongkhag Education Sector, Paro, initiated the development of Technical and Vocational Education and Training (TVET) Curriculum for Wangsel Institute.

The TVET curriculum framework is informed and guided by several guiding principles to ensure that it

- Is developmentally appropriate,
- Uses practical oriented pedagogy,
- Enables learners to acquire knowledge, skills, values, and
- Equip deaf learners with livelihood and employment skills.

These principles transpired from a series of consultations with technical and vocational educators, professionals and other stakeholders, and also through desk reviews for optimizing understanding on the global trends.

Although, Wangsel Institute was established in 2001 as a Deaf Unit with the aim of providing education services to Deaf students, in the absence of a structured curriculum framework, Deaf students have been following the mainstream general curriculum despite their varying learning needs. With the structured curriculum put in place now, Deaf students upon completion of class XII will be able to achieve NC 2 by fulfilling required criterion set by the Ministry of Labour and Human Resource. The curriculum is ready for implementation from 2021 academic session.

Research carried out over many years in countries worldwide overwhelmingly concludes that teaching literacy skills to deaf learners is a difficult task. However, Deaf learners have great potential in practical and vocational trades and, therefore, should be given the opportunity to develop those skills.



Therefore, Deaf students, like any other students, ought to be prepared for participation in a globally competitive and knowledge-based economy. For Bhutanese Deaf youths to function, compete, and excel in this 21st century environment, required education and training opportunities that are current, engaging, and responsive to labour market needs to be provided. The TVET programme will provide students with the skills and competencies that will allow them to transit successfully into the workplace, apprenticeship opportunities, post-secondary education, and function independently in their daily lives.

World Development Report (2019) by the World Bank on the future of work suggests that flexibility between general and vocational education, particularly in higher education, is imperative to enable workers to compete in changing labour market. Many countries emphasise on the role of education in preparing learners effectively for the job market. School-based TVET is viewed as an

important component in promoting economic growth in general, and addressing Deaf youth unemployment, in particular.

Our country continues to experience labour shortages in the skilled trades mainly because young people hardly opt for technical and vocational related careers. Therefore, introducing TVET is seen as an important strategy to address the deficiencies in the skilled trades by making our Deaf youth globally competent and encouraging them to explore career options in technical and vocational fields both within and outside the country. It will also provide students with opportunities to apply their learning using an interdisciplinary and cross-curricular approach while at the same time integrating learning from their own personal experiences.

TVET in general refers to education and training which provides knowledge and skills for livelihood. It comprises education, training and skills development related to a wide range of occupations, production and service delivery.

In brief, the introduction of TVET with proper strategy and planning will allow Deaf students to either enter the job market or pursue higher studies through certification and recognition of their prior learning. It will also help the Deaf students generate interests and imbibe values related to technical and vocational subjects thereby helping them develop positive attitudes to their vocation and towards life.

The TVET curriculum intends to equip Deaf students with knowledge, skills and competencies required in their occupations and in the labour market. High-quality vocational education and training that offer a strong work-based learning opportunity facilitate Deaf youth for easy transition to work and contribute to reducing unemployment and supporting economic development. TVET is also a powerful means of empowering Deaf students to develop their full potentials thereby enabling them to seize social and employment opportunities to contribute towards greater productivity as employees or as employers.

The strategies of implementing TVET curriculum includes sensitization programmes. The TVET

Curriculum content will be introduced from classes PP to III through integration in various subjects. From classes IV to VI, the learners will have adequate exposure to pre-vocational content. The learners upon thorough awareness on TVET content through introduction, sampling and exploration by the end of class VI will then choose any trade as per their interest and aptitudes.

The TVET Curriculum aims to:

- Provide Deaf students alternative pathway of TVET through diversification of subjects/trades that facilitate to the study of subjects/trades of their interest and aptitude and also build a foundation for higher technical and vocational training courses.
- Develop skilled human resources to meet the market demand.
- Empower Deaf students to recognise and build on their potential and pursue technical and vocational courses for gainful - employment thereby contributing towards the socio-economic development of the country.
- Acquire employability skills for an effective transition from the school to a work place.
- Foster innovation, entrepreneurship and nurture creativity in Deaf students to generate diverse opportunities for socio-economic development.
- Help Deaf students realize the importance of becoming self-reliant and lifelong learners by acquiring relevant skills and knowledge.
- Provide opportunities for better understanding of Bhutanese culture through traditional arts and crafts, and through interdisciplinary approaches.
- Promote dignity of labour, positive work ethic and the importance of Technical and Vocational professions for the nation's self-reliance.
- Instil a sense of professionalism at work guided by the occupational health and safety standards and practices.

The TVET Curriculum focuses on empowering Deaf students with appropriate skills and competencies that will enable them to:

- Apply knowledge and skills in various situations (under guidance or with varying degrees of supervision and responsibility).
- Carry out the tasks/processes in various contexts (known, familiar and unfamiliar contexts).
- Generate ideas and provide a range of responses or solutions to address the familiar/unfamiliar problems.
- Be disciplined in thought and action by being honest, diligent and respectful without settling for complacency, mediocrity and indifference.
- Communicate effectively and market the products.
- Carry out new ventures meticulously and sensibly in collaboration with others.
- Exhibit multiple ideas and practical skills to succeed in life.
- Practise efficient use of resources contributing to sustainable living.
- Promote health and wellbeing through fulfilling business ventures that can bring positive change in the society.
- Keep abreast of the new technological development and mechanise tasks for better outputs/products.

The following photographs show involvement of students in various trades:

1. Painting



Painting Trade (Photo by Dechen Tshering, Principal)

2. Wood Carving



Wood Carving Trade (Photo by Dechen Tshering, Principal)

3. Tailoring



Tailoring Trade (Photo by Dechen Tshering, Principal)

4. Furniture Making



Furniture Making (Photo by Dechen Tshering, Principal)

Future Plans

The Second Steering Committee meeting recommended the working group to explore the possibilities of including few more trades to provide Deaf students better options to suit their interests and aptitudes. Hence the working group upon thorough studies recommended trades which are doable and relevant.

The recommended trades include:

- a) Bakery,
- b) Hair dressing,
- c) Food Production,
- d) Masonry, and
- e) Fashion design.

*Karchung
Unit Head, ECCD & SEN
Royal Education Council, Paro*

SCOUTS Volunteering for Nationwide COVID-19 Vaccination Program



About 500 Scout Leaders, Scouts and CBS volunteers under Bhutan Scouts Association were engaged to carry out sensitization and Awareness program on COVID-19 Vaccine to community members across Bhutan. Upon receiving information from the Ministry of Health seeking possible supports during a nationwide COVID-19 vaccination in schools and communities, the Scout Division immediately mobilized volunteers among Scout Leaders, Scouts and CBS volunteers. With technical and funding support from Ministry of Health and UNICEF Bhutan, the volunteers were oriented on COVAX sensitization guidelines and other COVID related issues including registration for vaccine.

A door-to-door advocacy program has been initiated in few communities where access to technologies

is limited and also to those isolated villages that required interpretation of the objective and impact of COVAX. Scouts and adult leaders helped more than 1000 elderly people, illiterate and young people in rural communities. They also volunteered during the vaccination day to assist and support health personals involved in the vaccination.

This initiative has been carried out by Scout Division of the Department of Youth and Sport, Ministry of Education as Emergency Service towards achieving the goal of Royal Government of Bhutan for 100% vaccination roll out for eligible Bhutanese population. The Division is preparing for the second phase of the vaccination with support from UNICEF Bhutan office.

THE CAREER EDUCATION & COUNSELLING DIVISION (CECD)

The Career Education & Counselling Division (CECD) under Department of Youth & Sports (DYS) has been working toward institutionalizing the School Guidance and Counselling program in secondary schools, and till date, various initiatives have been implemented since 1997. These include training of teacher counsellors, School Guidance Counsellors, student support programmes, school based parenting education program, school based vocational education, developing resource kits and materials and providing consultation/Supervision, counselling referrals and technical support to the schools. CECD also publishes a bi-annual Youth Magazine which is distributed to all schools in the country. Besides, the Division also provides Youth Support Services like Walk-in Counselling, Online Counselling such as Telephonic Counselling, instant text messaging, and also through preferred social media platforms.

During the COVID-19 pandemic and school closure, the counsellors have been continuously rendering psychosocial support through various online platforms.

In the midst of COVID-19 pandemic, the CECD spearheaded trainings and capacity building of school counsellors to address the emerging needs for Psychosocial and Psychological First Aid for students, parents, teachers and the other members of the community all across Bhutan. Various strategies and methods were explored and tried out to make these support services accessible to students all across the kingdom. Almost all the school students in secondary schools were provided with Group Guidance and counselling services led by the 147 school counsellors in these schools. The Division is still involved in constantly motivating and supporting the School Counsellors to carry on various supportive activities and interventions for children both in schools as well as in the community.

AIMS & OBJECTIVES

- Promote and integrate Psychological and mental well-being and principles through all daily school activities
- Engage with members of the school community (parents, students, administrators, teachers, student services personnel and support staff) to improve all students educational experience
- Promote and enhance learning by providing students with knowledge and skills appropriate for their developmental level
- Ensure every student has equitable access to guidance and counselling
- Offer programs to students to develop academic studies, career pathways, and personal and social skills

Career Education and Counselling Division focuses on the following major school based programs and Activities:

1. School Guidance and Counselling Program:

Career Education and Counselling Division selects and appoints School Guidance Counsellors (SGC) to all Secondary Schools in Bhutan. CECD also provides professional support and trainings to SGCs and to schools to avail basic counseling services through development of resource materials, training and placement of focal teachers in schools. As of January 2021, there are 147 School Guidance Counsellors in 146 secondary schools across 20 Dzongkhags and 4 Thromdes.

Apart from providing one-one counselling services, the School Guidance Counsellors also plan and implement comprehensive Developmental, prevention, intervention and responsive programs and services in their school in line with the needs of

the school. To cater to the whole student population, School Guidance Counsellors also conduct Guidance Classes on topics ranging from self-esteem, career education, life skills, mindfulness, planning and goal setting. The desired outcomes of the Guidance Class are increased self-awareness, resilience building, dissemination of awareness & information, personal & social skills building. School Guidance Counsellors also plan and implement general prevention programs on Substance use and its effects, Awareness to Parents and Community through Parenting Education, Peer-peer support strategies and intervention for at-risk students.

2. School-based Parent Awareness Education Programme(SPEA): This program was introduced to create a forum where the parents could share and learn from each other about child rearing experiences, whereby hoping to address the emerging youth issues in our rapidly changing society. This program is also a link between the parents and the schools so that they could work in collaboration for the benefit of the children. The program is conducted in all schools with school guidance counsellors and various resource materials like the SPEA manual, guidelines and audio visuals exist to assist the implementation of the program.

3. Supervision and assessment of School Guidance Counselors and Guidance Programme

With the placement of Fulltime School Guidance Counselors in schools, the professional services provided by the School Guidance Counsellors needs to be evaluated, supervision along with consultation needs to be provided constantly to ensure qualitative services and to assess and evaluate individual

counselor performance. A minimum of 45 Schools will be covered every year to ensure quality monitoring of counselling services implemented as is required by the Division’s Annual Performance Agreement.

During the school visit, Counselor Performance appraisal consisting of 13 Professional standards will be evaluated along with a random survey on the effectiveness of the counseling program and services will be conducted with 20 random students. Feedbacks will also be collected from the teachers and the students. The team will also evaluate the general provision for services, program plans, time allocation and professional delivery of services. Individual School reports will then be shared with the respective Counselors and the Principals that will highlight on the areas that may require further professional inputs in line with the professional expectations as defined in the standards. The visit will also identify and rank Counselors according to their professional performance and establish and encourage a proper network of professional consultations among the Counselors.

4. Youth Leadership Training for vulnerable students

There is a growing trend of a number of emerging youth issues due to a number of societal factors, which affect everyone, in some way or the other and more so the vulnerable youths. This Youth Leadership Training (YLT) is for three weeks (21 days) and is designed to address the psychosocial as well as physiological aspects of the youths at risk. The youths will be exposed to specifically chosen goal orientated activities, which will be repeated at least fifteen times to build and set in wholesome habits and belief systems.

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Training on Family Interventions for School Counsellors



Introduction

Families are one of the most important and proximal influences on the health and wellbeing of Children and youth. Young people develop in the contexts of their family, their school, their community, and the larger culture, which offer multiple opportunities to support healthy development and prevent disorder. Families are the primary socializing agent of young people. Whether young people develop successfully depends substantially on whether families provide the physical and psychological conditions children need to acquire developmental competencies.

Studies have demonstrated strong empirical support for interventions aimed at improving parenting and family functioning. Interventions focused on reducing aggressive behavior, avoiding substance use, reducing risks and dealing with difficult family situations such as divorce have all produced beneficial effects. The interventions emphasize improving communication; promoting positive parenting techniques, such as parents' supportive behaviors toward their children; reducing the use of harsh discipline practices; and increasing parental monitoring and limit setting.

Training

The training on Family Intervention and Rollout of EISR, 2.1.11, which was supported by UNICEF, aimed at helping Counsellors explore family dynamics, understand family systems and learn how to create an intervention plan in a variety of settings directed primarily at improving family functioning. These interventions target both parents and families with children of different ages and are discussed in order of developmental stage. interventions delivered in various school settings that seek to address risks for mental, emotional, and behavioral (MEB) disorders and problems or to foster positive development by focusing on change in developmental processes.



Outcomes

Given the convergence of evidence related to the positive effects of interventions aimed at improving family functioning and family support that directly impact the positive outcomes for the child, the Counsellors now have a 3 tier Intervention model for their schools. Universal, selected, and indicated interventions have been developed for both school and family settings, with some programs including multilevel interventions.



Training Details

Training Dates	No.of Participants	Training Conducted by	Supported by
5-20 Oct 2020 (3 days training conducted in 3 clusters)	130 School Counsellors	Career Education & Counselling Division	UNICEF



Annual School Guidance Counselors Forum report

30th October - 12th December, 2020



The Forum provides a platform for School Guidance Counsellors to share experiences, ideas and challenges in the field and revisit and reaffirm on the common professional and ethical standards of School Guidance Counsellors in Bhutan. Discussions on issues along with the solutions to address these challenges are explored and consensus drawn. The forum also explores common resolutions around common prevention and intervention strategies to address Youth Issues in schools and Professional Development training based on the needs identified during monitoring visits are also provided. It is a platform to address the current challenges in providing Psychosocial support services through interactive discussion.

The Annual Conference for School Guidance Counsellors were conducted in six clusters namely Trashiyangtse, Mongar, Trongsa, Punakha, Paro and Thimphu. CECD had successfully conducted one day program in all the clusters as per the dateline specified in the approved note sheet number CECD/Adm-01/2020/395.

This year key focus was on development of standard operational procedures such as:

1. Referral
2. Critical Incidents
3. Sexual abuse
4. Substance used Disorder
5. Case Management
6. Consultation and Supervision

With deliberate discussions and presentations from the field counsellors we could come up with above SOPs and furthermore, division counsellors decided to finalize the SOPs that were discussed during the conference. In addition to the six SOPs officials from the CECD has added eight more SOPs and finalized total SOPs of 14 and yet to be finalized by different stakeholders, then will be implemented by the schools and counsellors. Counsellors were also given an opportunity to share their best practices and some of the challenges encountered in the field.

Some of the pertaining issues are: burn out, compassion fatigue, not having enough resources such as counselling room, computer, telephone and role conflict in the school are the major challenges faced by the counsellors. Some of the counsellors were given subjects to teach and also assigned to take over key roles as a staff secretary, teachers on duty, which actually hinders the effectiveness of the counselling program in the school. Some of the recommendations that school counsellors feel about themselves are, self-care program, need support from their managers, SOPs for effective delivery of services to the school and students.

The 7th Annual conference for six clusters ended at Thimphu Thromde, with a lot of discussion on various issues and challenges but not to forget some of the best practices were also discussed, unfortunately this year we couldn't include counsellors from Samtse, Samdrup Jongkhar, Nganglam, Sarpang, Phuntsholing and Lhamoizingkha, since they were in high-risk areas. Nevertheless, they were well informed about the conference resolutions.



Development of Draft Standard Operating Procedures (SOPs)



The Career Education and Counselling Division had worked on SOPs on School Counselling as a follow up on the resolution of Annual School Counsellors Conference 2020. As recommended in conference, the division has drafted 14 different SOPs in various cases or fields of counselling. The program is still ongoing as the division could not endorse the SOPs and the activity will be carried out in phase wise. The purpose of having these SOPs, is to ensure that all the counsellors apply uniform processes and procedures, while delivering services in the school. The draft SOPs are into sections addressing various aspects of the intervention, namely;

1. Referral protocol and forms
2. CIRP and forms
3. SUD
4. Child protection issues

5. Supervision
6. Online counselling
7. Sexual abuse (with or without pregnancy)
8. Mental health issues
9. Violence
10. Children in difficult circumstances
11. Suicide
12. Bi-Annual Report
13. Counselling services
14. Counselling at division

The program commenced from 15th February to 24th February, 2021 and 8th March to 13th March, 2021 at Paro and Punakha respectively. The expenditure for the activity was borne from the activity Annual Conference for School Guidance Counsellors supported by the RGoB.



Welcome Back Check-In Guidance

14/05/2021



With school resuming soon after months of closure, many children will be busting to see their friends and get out of the house. But for some, the thought of returning to the school is not enough to induce a bout of anxiety. Like, *where do I fit? Are those friends still my friends? ...are among the concerns that children may have.* Moreover, even if a school child is eager to go back to school or class, they may need help with the transition.

We understand that the students have been away from school for almost a year and that they might come back with different issues and difficulties as a result of the COVID-19 crisis. Some children may have witnessed their parents experience stress and anxiety and because of this, children may have issues with their mental health and wellbeing.

Therefore, as a measure of smooth reopening of the schools and also as one of the psychosocial support activities, Career Education and Counselling Division, Department of Youth and Sports, Ministry of Education in collaboration with UNICEF conducted an orientation session for school counselors on a **Welcome Back**

Check in Session in schools for all grades. The counsellors were oriented by Ms. Deki Dema from UNICEF office, on the process of the activities and accordingly school counselors will orient the class teachers who will actually conduct the activity in their respective classes. The activity is designed for around 60-90 minutes only. Each school will be provided with some amount as a stationery/refreshment budget.

After the orientation to the school counsellors, every counsellor in the school took the lead role to disseminate/ orient the welcome back check in program to the teachers and principals of around 147 schools.

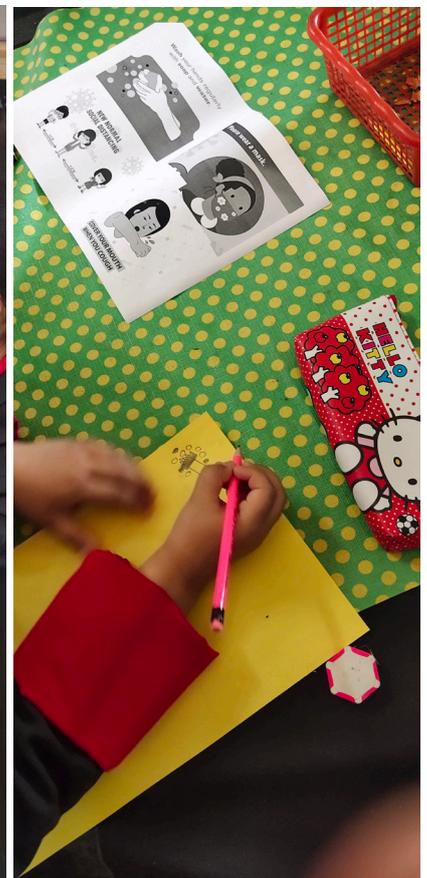
After the arrival of students of class PP to class 9, the welcome back check in program was initiated by school counsellors and the class teachers of the same school. As per the plan program was conducted as soon as children report to the school. Children were welcomed with lot of friendly activities and made them feel homely after the school closure for more than a year.

Officials from UNICEF and Career Education and Counselling Division has visited the schools to motivate and support the program. We observed that children were happy to be back to the school and they wish not to have another lockdown henceforth.

Finally, school counsellors and class teachers of 147 school could reach out the programme successfully with support from UNICEF, CECD, DYS and school principals.

Table below shows number of teachers and students attended the welcome back check in programme from 147 schools.

Number of teachers	Male	Female	Total
	1570	1612	3182
Number of students	Male	Female	Total
	1. Under 5 Years	0	0
2. 5-9 years	6532	15226	21758
3. 10-14 years	6936	9695	16631
4. 15- 17 years	5052	9494	14546
5. 18 and above years	632	528	1160
Total	19152	34943	54095



School Based Parenting Education Awareness



SPEA is a collaborative approach to encourage and facilitate parent's involvement in their child's education. It is primarily from parents that children learn about what is appropriate and acceptable as parents are the first teachers to a child. Guidance and support from parents will enhance the possibility of better decision making with regard to the educational progression and social life of a child. In general, the quality of parenting children received during childhood and adolescence plays a major role in influencing a child's developmental competence and ultimately their life course trajectories. With the pandemic, parenting has also become a crucial component for child's wellbeing. There is also an urgent need to educate parents on understanding children and learn ways to support and deal with the feelings of a child during the pandemic.

The Career Education and Counselling Division has conducted the School Based Parenting Education Awareness Program (SPEA) in 81 different schools across the nation in the month of April coinciding with the Positive Parenting Month of the year. Spearheaded by the school counsellors, the schools have developed plans as per the needs of the respective schools and imparted the parenting skills to parents. With the





aim to develop effective parenting skills, the parents were trained on different topics such as parenting styles, understanding adolescence, child abuse, child protection, life skills, drug education, virtual learning, COVID protocols, parental values and mental wellbeing. The program emphasizes in improving communication and bonding of a parent child such as parents' supportive behaviors toward their children,

reducing the use of harsh discipline practices and increasing parental monitoring.

With support from UNICEF, the School Based Parenting Education Programme was conducted in 81 different schools and the details of the participants are as follow:

Parents			Parent's Occupation						
Males	Females	Total	Civil servant	Private	Home maker	Farmer	Labourer	Business	Others
2142	4770	6912	1589	446	1833	1930	142	521	362



Online Counselling Skills and Techniques Training for School Counselors



Introduction/background on the Online Counselling Skills Training

From the four activities supported through GPE accelerated funding for COVID-19, we successfully completed training of school counselors on Online Counselling Skills Training. The need for such training came about when the country imposed two national lockdowns. When the schools were closed and the movement of people were restricted, there were lots of challenges in providing psychosocial support and counselling services to our students and public at large. With the little knowledge on Online Counselling Skills with our school counselors, they tried their best to reach the unreached and provided their best in handling the client's stress and other psychological issues posed by the pandemic. There were also a few clients who actually preferred online over face-face counselling services for various reasons. So we have felt the need to have an in-depth two days training on Online Counselling Skills training so that they would be in a comfortable position to provide any psychosocial support and counseling services and at the same time provide the choice of availing counselling services by the clients.

Overall objectives of Online Counselling Skills Training:

- Supplement the traditional face-to-face counseling services with online services during crises/pandemic situations.
- Familiar and increased virtual presence for the counseling profession and professionals.
- Meet client's needs for accessible online counseling services.
- Develop standards for online counseling services
- Develop competencies of counselors with online counseling skill

The training package development started from 8-15th April 2021 at Paro. The team consisted of two Lecturers from FNPH, KGUMSB, a seasoned counselor from BBCC and two counselors from the division. The training package was finally validated by the BBCC Director on 14th April 2021. The team tried to cover all aspects of providing counseling services through use of technologies like internet looking from the clients' perspective as well as protecting the counselors image as well. The package contains the following topics which is supplemented by paired activities and role plays.

- Definition of online counseling
- Different types of online counseling
- Objectives of online counseling
- Stages of online counseling
- Skills for online counseling
- Strategies to handle challenging and different callers
- Advantages and limitations of online counseling
- Equipment and resources for online counseling
- Ethics on online counseling
- Referral system for online counseling
- Follow up system for online counseling

- Supervision and consultation for online counseling
- Documentation, recording and protection of information
- Self-care

Status and progress of the training

In order to strictly follow the COVID-19 safety protocols, we have reduced the number of participants by increasing the number of training centres. So far we have trained 32 female and 39 male counselors (Total 71 counselors) from 15 Dzongkhags and one Thromdey through face to face training sessions for two days in six clusters. The training was facilitated by two lecturers from FNPH, one from BBCC and two counselors from the division. The schedule for the training is as shown in the table.

Sl#	Training Date	Training Venue	Dzongkhags	No. of participants
1.	20-21 April 2021	Bumthang Dzongkhag	Bumthang, Trongsa, Zhemgang	11
2.	24-25 April 2021	Tsirang Dzongkhag	Tsirang, Dagana, Punakha, Wangdue	10
3.	27-28 April 2021	Wangdue Dzongkhag	Thimphu and Haa	11
4.	29-30 April 2021	Mongar Dzongkhag	Mongar and Lhuntse	10
5.	3-4 May 2021	Trashigang Dzongkhag	Trashigang, Trashiyangtse and Pemagatshel	17
6.	17-18 May 2021	Paro Dzongkhag	Paro Dzongkhag only	12

During the training at Paro cluster, we invited Director General, DYS for the opening remarks and to meet with school counselors of Paro Dzongkhag. However, Dasho has attended the full day training with the participants and also shared his feedback on the training at the end of the day.

Challenges and way forward

Almost in all the training centres, the need to have the official mobile phones with numbers for the counselors came out prominently strong. At the moment, counselors are using their personal number and their personal social media accounts in providing counselling services to the clients which is actually not very ethical and standardized as per the international practice. There were also numerous issues of professional burnout, compassion fatigue and protection of counselors from unnecessary harassments from the clients which has challenged

the efficient delivery of counseling services and psychosocial support. For this, the division is also challenged to explore for opportunities to support the counselors with official mobile phones with numbers.

Another challenge was the inability to include all counselors in this training. We were not able to include counselors from the southern Dzongkhag owing to red zone areas of COVID-19.

Way Forward

For those school counselors in the southern Dzongkhags and for those who could not make it to our prior training schedule, we have planned to roll out the same training through virtual means. We have also planned to include one session on online counselling skills training for fresh recruits of school counselors during the entry orientation and planning workshop.

Psychosocial Support Services

The outbreak of COVID-19 in the country has led to the closure of all schools for an indefinite period of time and children stayed at homes with their families. In such a situation, the school counsellors reached out to communicate and provide counselling services to those children who may have been affected by the COVID-19 pandemic directly and many other issues that may have relation to impacts of COVID-19.

A total of 2582 students; 1211 males and 1371 females have availed online counselling services through various online platforms from September 2020 - May, 2021.

The program was supported by the Global Partnership for Education.

Sherig Counselling Services from September 2020 to May, 2021

Beneficiaries	No of Individuals		Total
	Male	Female	
Students	1115	1230	2345
Parents	20	35	50
Teachers	9	52	61
Caregivers	3	1	4
Others	64	53	117
Total	1211	1371	2582

GAMES & SPORTS DIVISION



The Games and Sports Division (GSD) under the Department of Youth and Sports, Ministry of Education is the principal agent established to look after the promotion and development of organized sports and physical activities (SPA) in schools in the country. Since the year 2000, GSD has been promoting organized SPA in collaboration with various stakeholders in schools and at the regional and national levels.

With the guiding principle ‘Youth Development through Sports’, the GSD promotes organized sports and physical activities as a medium to foster holistic development (physically, mentally, socially and emotionally) in children and to enrich teaching-learning process. Similarly, mass participation is encouraged at all levels to facilitate participation for all children of ages, abilities and backgrounds to acquire the benefits that the SPA has to offer.

Today, the School Sports Program (SSP) and Health and Physical Education (HPE) have been instituted as a regular program of the school education system. The activities include development of standards, guidelines and facilitate implementation of HPE classes and sports activities in schools. In addition, GSD also administers sports personnel development, organizes sports and athletic competitions and provides organizational support to the schools.

Following are the aim and objectives of the Games and Sports Division, Department of Youth and Sports:

Vision: Enriching lives and social bonding of Bhutanese children through sports and physical activities.

Mission: To foster all-round development of children through sports and physical activities whereby all Bhutanese children grow into healthy, responsible and productive citizens.

Mandate:

To formulate policies, standards and guidelines aimed at facilitating all round harmonious development of children through sports and physical activities.

- To develop programs and activities to inculcate lifelong healthy lifestyles, values, skills and enrich teaching-learning experiences and foster mass participation.
- To promote and preserve indigenous Bhutanese sports.
- To administer sports personnel management and development programs.
- To set standardize and ensure sustainability of the SPA both in terms of resource and continuity
- To facilitate sports excellence as appropriate.

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Recruitment and Training of School Sports Instructors



The School Sports Program was instituted in the year 2000. The Sports programs in the schools were coordinated by the Games and Sports In-charge who were selected from the pool of teachers and staff. However, from 2008, the School Sports Instructors (SSI) were recruited, trained and placed in schools to coordinate the Sports and Physical activities. The placement of SSIs in the schools relieved the teachers

off the extra workload and fully carry out their teaching. The GSD was also accorded the approval of the RCSC to place one SSI in every school to coordinate the sports programs. Currently, there are 230 SSIs (156 males and 74 Females) placed in various schools in Bhutan.

This year, for the vacancy of 40 slots, 397 applications were received of which 137 were shortlisted. The

shortlisted candidates were called for practical test and interview from 11th -16th April 2021. Based on the practical test, interview and academic score, 44 candidates (26 males and 18 females) including the 4 stand-bys were selected for the pre-service training.

The selected candidates were trained in two groups (22 each) from 3rd May 2021. During the 7 weeks training, the candidates will be trained in basic coaching for Football, Volleyball, Basketball, Badminton, Chess, Table tennis, indigenous sports and will also be introduced to their roles and responsibilities,

policies, mandates, anti-doping, life skills (first aid, counselling) and other administrative matters. The officials from the Games and Sports Division, Bhutan Olympic Committee, National Sports Federations, and other relevant agencies facilitate the training. The candidates were provided with sports attires and equipment and stipends for the training period.

Upon the completion of the training, the SSIs will be deployed to their place of postings w.e.f 1st July 2021 for a contract period of 2 years. The contract period will be extended based on the performance of the SSIs.



Bhutan Higher Secondary School Football Championship Program (BHSSFCP)



Introduction

The Bhutan Football Federation (BFF) is one of the oldest national sports federations. The BFF organizes various football programs including technical courses and competitions for all population. Likewise, the Games and Sports Division, Department of Youth and Sports, Ministry of Education also continues to promote and organize football on a regular basis in the schools including competitions for school youth.

However, in the last quarter of 2020, the Bhutan Football Federation sought the collaboration of the Department of Youth and Sports, Ministry of Education to initiate the Bhutan Higher Secondary School Football Championship Program (BHSSFCP) to promote youth football in the country. It was also to improve youth football, meaningful engagement and prepare for the proposed South Asia High School Football Championship.

In preparation for the BHSSFCP, a series of consultation meetings were conducted involving the various stakeholders to seek views on the proposed program. The consultation meetings were conducted in three different clusters (Paro, Punakha and Trashigang) and were attended by the BFF and GSD officials, Dzongkhag Education Officials and Principals of the eligible Higher Secondary Schools. Consultation meeting could not be conducted for the schools and Dzongkhags/Thromdes located in the restricted zone of the southern regions due to pandemic movement restriction.

Finally the proposal to organize a separate football competition for the secondary school students titled '**Bhutan Higher Secondary School Football Championship Program**' (BHSSFCP) was accorded the approval by the MoE.

The Objectives of the BHSSFCP are to:

- Foster mass participation in football at the grassroots level,
- Enhance quality of youth football by organizing competitions in a professional manner and
- Prepare for the South Asia High School Football Championship.

Upon the approval, the BHSSFCP was officially launched on 9th April, 2021 at Druk Hotel, Thimphu. The program was officially launched by the Hon'ble Sherig Lyonpo and the Hon'ble President of the Bhutan Football Federation.

In preparation for the implementation of the BHSSFCP, the BFF has trained 102 SSIs on Grassroot Football coaching courses during the winter. Further, a total of 122 SSIs from Lower Secondary and Primary Schools were trained on Referee Development course in order to prepare them for refereeing during the BHSSFCP. Also, some 30 SSIs from the Higher Secondary Schools were provided with C level Certificate Coaching course to enable them to coach their school teams for the program. Finally, the BFF also recruited and placed 20 District Football Competition Coordinators who will work in coordination with the Dzongkhag Education Office to conduct the competitions. The BFF and the GSD has also shared Implementation Guidelines, Cluster and tentative fixtures to the Dzongkhags and Thromdes for conducting the program.



PUNAKHA



TRASHIGANG



PARO



The BHSSFCP is scheduled to commence from the 2021 academic session and will be piloted for three years.

It will be jointly coordinated by the BFF and the GSD, DYS with support of the Dzongkhag/Thromde Administrations and Higher Secondary Schools. The GSD, DYS will facilitate administrative approval and ensure that the program is conducted properly whereas the BFF will provide funds, equipment and technical support to the participating schools. The BFF will also provide training for school personnel in coaching players and refereeing the matches.



A total of 77 Higher Secondary Schools have registered to take part in the competition for the year 2021. The BHSSFCP will be held in three stages (Dzongkhag, Regional and National Levels). The School teams will compete in the Home and Away matches format within their clusters in the Dzongkhag Level. The winners of the Dzongkhag Level will qualify to the Regional and the Regional winners to the National Level. The Champion of the BHSSFCP will qualify to the proposed South Asia High School Football Championship.



Aerobic Dance Fitness Audiovisual Program



With the primary objectives of the Games and Sports Division, Department of Youth and Sports to promote sports and physical activities to foster healthy lifestyles and keep children and youth meaningfully engaged, the GSD, DYS initiated the development of two Aerobic Dance Fitness audio-visuals.

Moreover, with the closure of schools during the pandemic, it was felt vital for the children and youth to remain active at home. Thus, the two aerobic audiovisuals were developed to enable children/youth to learn and practice the musical dance regularly at their convenience at home.

The development of the Aerobic Dance Fitness audiovisual was carried out departmentally in two phases with technical support from the Gokab Community Center for Learning.

The Project I of the Aerobic Dance Fitness audiovisual was an aerobic for children. The participants in the aerobic dance were selected particularly from primary school going children from schools in Thimphu. A total of 2 boys and 4 girls were engaged in the project. The Gokab trainers/experts helped choreograph the dance steps and the selected children were trained for 9 days.

The children were served with morning and evening refreshment during the course of training.

The final shooting was held on 24th October 2020 at Babesa Higher Secondary School assembly ground. The completed Aerobic Dance Fitness audiovisual of 29:55 minutes was finally aired through BBS on 19th and 20th of November 2020.

The Project II of the Aerobic Dance Fitness audiovisual was an aerobic for Youth. The participants in the aerobic dances were 6 in-school and out of school youth (3 boys and 3 girls). The selected youth were trained for 10 days (choreography) and the final shooting was conducted in Punakha on the 19th of December 2020. The final audiovisual clip was 44:39 minutes. The Aerobic Dance Fitness audiovisual was aired through Norling cable for a period of 7 Days.

The Gokab media team was fully involved in the shooting, editing and completing the production of the Aerobic Dance Fitness audiovisual.

Both the audiovisual clips were also uploaded in the Facebook page of the Games and Sports Division for outreach to the mass.



VISION

An educated and enlightened society of GNH, built and sustained on the unique Bhutanese values of the *dam-tsig ley gju-drey*.

MISSION

Develop sound educational policies that enable the creation of a knowledge-based GNH society.

Provide equitable, inclusive and quality education and lifelong learning opportunities to all children and harness their full potential to become productive citizens.

Equip all children with appropriate knowledge, skills and values to cope with the challenges of the 21st century.



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