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THE SHERIG

A Publication of the Ministry of Education

NEWSLETTER ISSUE:19

July 2021– January 2022



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NEWSLETTER: ISSUE 19



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FOREWORD

I take this opportunity to share the Annual Education Newsletter, 2022. The report briefly outlines the activities, progress, and achievements over the last six months. Looking back, I take pride in being part of a team that has made significant contributions towards promoting quality learning for our children especially when the education of children has been upended by the pandemic. Guided by the far-sighted vision and leadership of His Majesty the Druk Gyalpo, and with guidance and support from Hon’ble Prime Minister, we were able to achieve most of our goals and targets despite several challenges posed by the pandemic.

As always, we will continue to strive and engage in active participation of our stakeholders and partners in realizing the full potential of the Education System. The commitment and support rendered by our development partners continue to help us in the achievements of our goals. We are determined to implement our plans and policies which will ensure the growth of young minds and the system at large.

On behalf of the Ministry of Education, I would like to express our deepest appreciation to all the Departments and Divisions within the Ministry for successful completion of the activities and programmes in the last six months and look forward to similar support and cooperation in the future . To all our other stakeholders, I thank them for their active support, cooperation and collaboration. I also express my gratitude to all our colleagues in Dzongkhag/Thromde offices and schools for ensuring the successful completion of the Board Examinations in class X and XII despite the challenging times due to the pandemic.

Finally, I would also like to thank the Media Unit for bringing out yet another issue of ‘*The Sherig: Annual Education Newsletter, 2022*’.

With my best wishes for a successful year ahead



CodeMonkey Report

His Majesty the King gifted access to CodeMonkey, a game-based coding platform as Royal Soelra to the students of Bhutan on 21 July 2021. The Royal Soelra underlines the paramount importance of preparedness for ICT and Coding skills in the 21st Century and beyond.

CodeMonkey is a web-based coding platform with gamified and interactive learning challenges to develop coding concepts for children in pre-primary to class VIII. The fun challenges, teacher resources, multiple block and text-based coding courses, and classroom management dashboard in CodeMonkey facilitates engaging and progressive learning of coding concepts and skills.

With access to all the CodeMonkey courses through the Royal Solera, children in classes PP to VIII are expected to enjoy coding and develop a strong foundation and positive attitude towards coding. For this, additional support will be provided from the teachers, schools, Dzongkhag/Thromde and the Ministry of Education.

To implement the CodeMonkey in the schools of Bhutan, the MoU was signed between the Ministry of Education, Department of Information Technology & Telecom, and Royal Society for STEM.



Implementation Process

With the signing of MoU between Ministry of Education, Royal Society for STEM, and Department of Information Technology and Telecom, it has been agreed that CodeMonkey will be implemented in Bhutanese school in the following phases:

Phase	Year			CodeMonkey Implementation
1	Aug 2021	-	Dec	Classes VII and VIII in place of the coding component of the ICT curriculum (Compulsory) Classes PP to VI in schools where infrastructures and connectivity are ready (Optional) Classes IX to XII as a supplementary course. Continue with the existing ICT curriculum.
2	Feb 2022	-	Dec	Classes PP to VIII in place of coding components in the ICT curriculum. No CodeMonkey for classes IX to XII
	Feb 2023	-	Dec	Classes PP to VIII in place of coding components in the ICT curriculum.

In the first phase of implementation, the Ministry has trained more than 900 teachers to teach CodeMonkey in the schools, followed by creation of the accounts at various levels - District, School and individual class.

In preparation for the implementation of CodeMonkey by the individual schools, the Ministry coordinated with the education officers, principals, and school teachers on creation of the accounts at various levels - District, School and individual class from 16-18th August, 2021. The schools then started implementing CodeMonkey in their respective schools.



Teacher training

About 900 teachers from all the Dzongkhags and Thromdes have successfully completed the online training on CodeMonkey. The teachers were trained in two separate groups to use the CodeMonkey platform to teach coding concepts in Classes PP to VIII.

Group 1: ICT teachers to teach in Classes VII - XII (Two weeks : June 18 - July 2).

Group 2: General teachers to teach in Classes PP - VIII (Four weeks: July 4 - August 1). The training was conducted to fulfill the following objectives:

- * Get familiarized with the courses and features in the CodeMonkey platform.
- * Complete all the nine sample courses given in the CodeMonkey trial account.
- * Create classrooms, add students, assign courses and check students' progress in CodeMonkey platform.
- * Develop confidence to teach CodeMonkey.

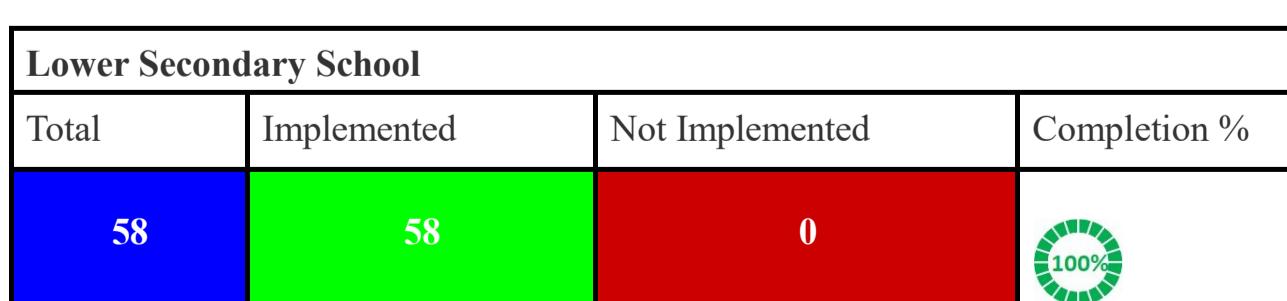
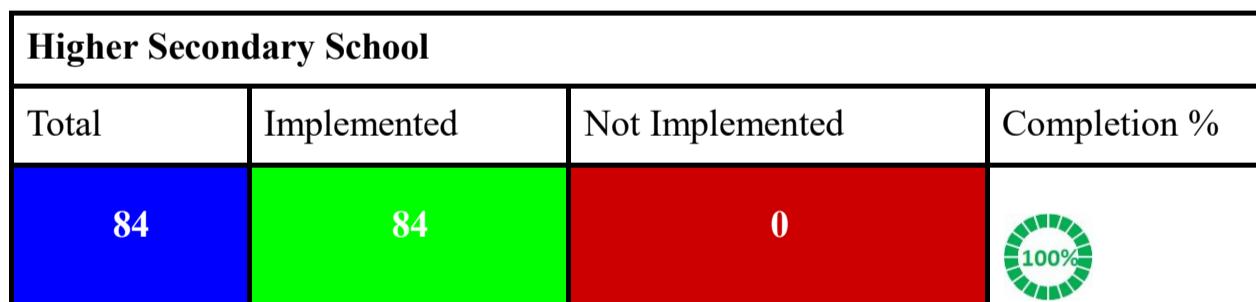
The online training was conducted by 12 facilitators (4 officers from MoE supported by 8 teachers) using the Google Classroom Learning Management System (LMS). The LMS has helped the facilitators to keep track of the progress made by each learner.

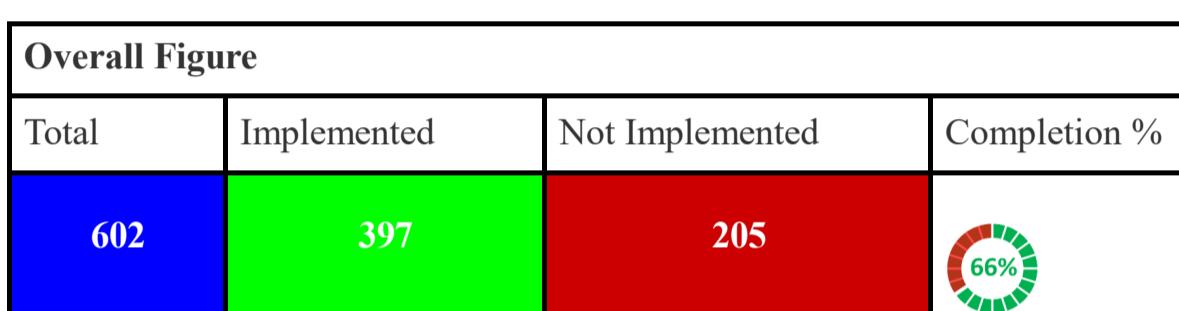
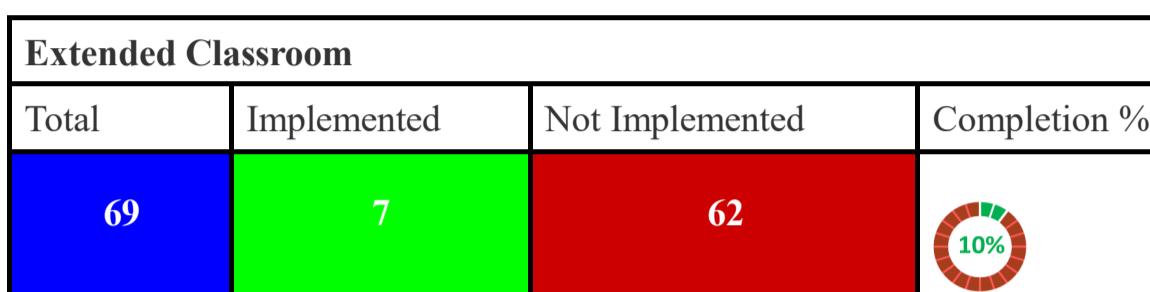
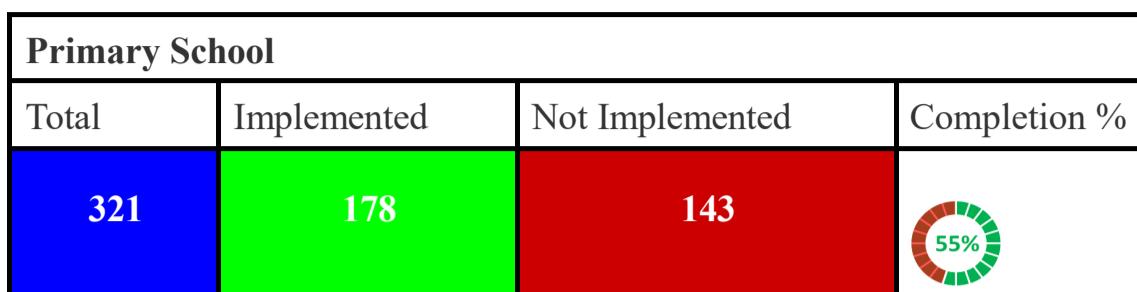
Implementation status:

Subscription utilization:

Total subscription	Classrooms created	No. of teachers	No. of active subscription (Students)
160,000	7599	1250	141,104

Level wise implementation status:





Findings:

- Since it is a game-based platform students are interested and want to learn more.
- Students not just learn about coding but also develop aptitude on handling computers and other literary aspects.
- It promotes thinking critically, logically, and solving problems.
- Teachers can utilize the ready-to-use material for CodeMonkey lessons.
- Easy to track the student's progress.

Challenges/Issues:

ICT Infrastructure:

Many schools that implemented CodeMonkey are challenged with inadequacy of Internet bandwidth and reliability.

Computers:

Although the Ministry supplied computers to all the schools through the Education ICT Flagship Project, many large schools are challenged with the Computer student ratio as many classes have students more than 35, whereas the computer labs have an average of 32 computers.

Teacher Competencies:

Poor Internet connectivity in some of the schools has hampered teachers' active participation in the training which was conducted online via a Google Classroom and Zoom webinars. Many teachers teaching ICT in the primary classes are concerned with competencies to teach CodeMonkey

Besides the above challenges, students of higher classes (IX-XII) expressed lack of interest to learn CodeMonkey since its a game based learning programme and does not provide the learners to create or develop new ICT projects innovatively.



Support system:

1. A support team is formed at the Ministry of Education to support schools and teachers in implementation of CodeMonkey.
2. The support team also oversee the implementation of CodeMonkey in all the schools and support schools in following areas:
 - * Boarding of Students on CodeMonkey Platform.
 - * Training of District/Thromde and School level CodeMonkey administrator.
 - * Troubleshoot any problems/issue related to CodeMonkey.
 - * DITT has also extended support to the Ministry by negotiating with Internet Service providers on the cost of additional bandwidth to be subscribed by the schools for CodeMonkey. The ISP offered a 40% discount to the additional bandwidth subscribed.
 - * Accordingly, the Ministry instructed secondary schools with critically low bandwidth to upgrade that will support CodeMonkey depending on the number of labs and computers used for CodeMonkey.

Way Forward:

- * Observe "CodeMonkey Week" after the annual exam for classes V, VI, VII, VIII, IX, and XI.
 - * Issue CodeMonkey username and password to students to use during vacation.
 - * Support selected secondary schools with low bandwidth centrally.
 - * Conduct face-to-face training to the teacher on teaching CodeMonkey.
 - * DITT to complete school connection beginning next academic session.
-

International Youths Day, 2021

The Youth Center Division, Department of Youth and Sports, celebrated International Youth Day with the support of UNICEF Bhutan at RUB Convention Hall in Thimphu .

The main objective of observing the day was to celebrate the achievements of the youth volunteers and appreciate their contributions to society. About 150 youth volunteers from over 13 youth-led groups took part in the event. Besides, a short documentary on the Young Bhutan Network (YBN) which was set up under the Youth Center Division in 2015 as a platform for facilitating coordination and collaboration amongst youth-led groups was also screened.

The theme for this year's International Volunteers Day was "**volunteer now for our common future**". The event was supported by UNICEF Bhutan





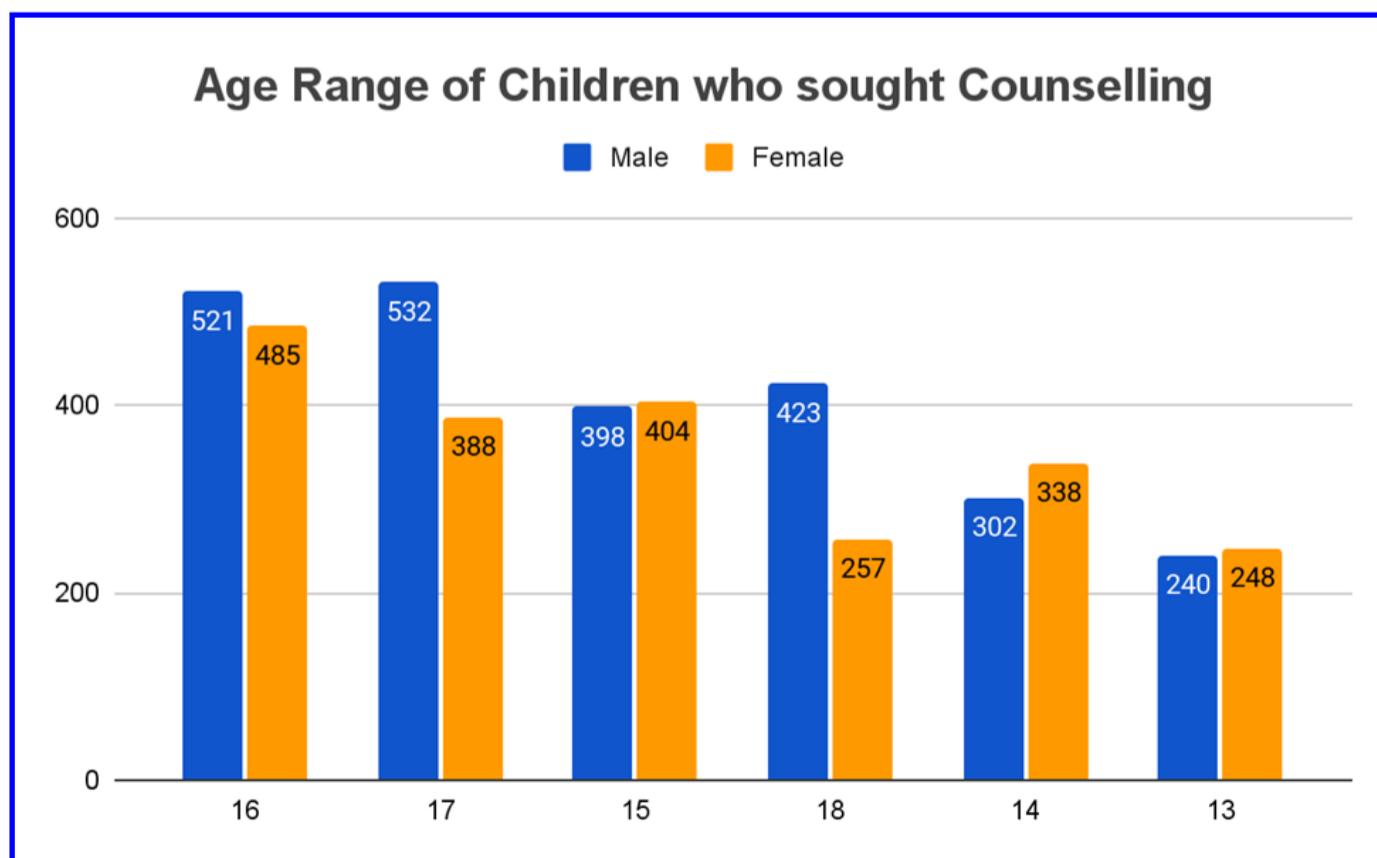
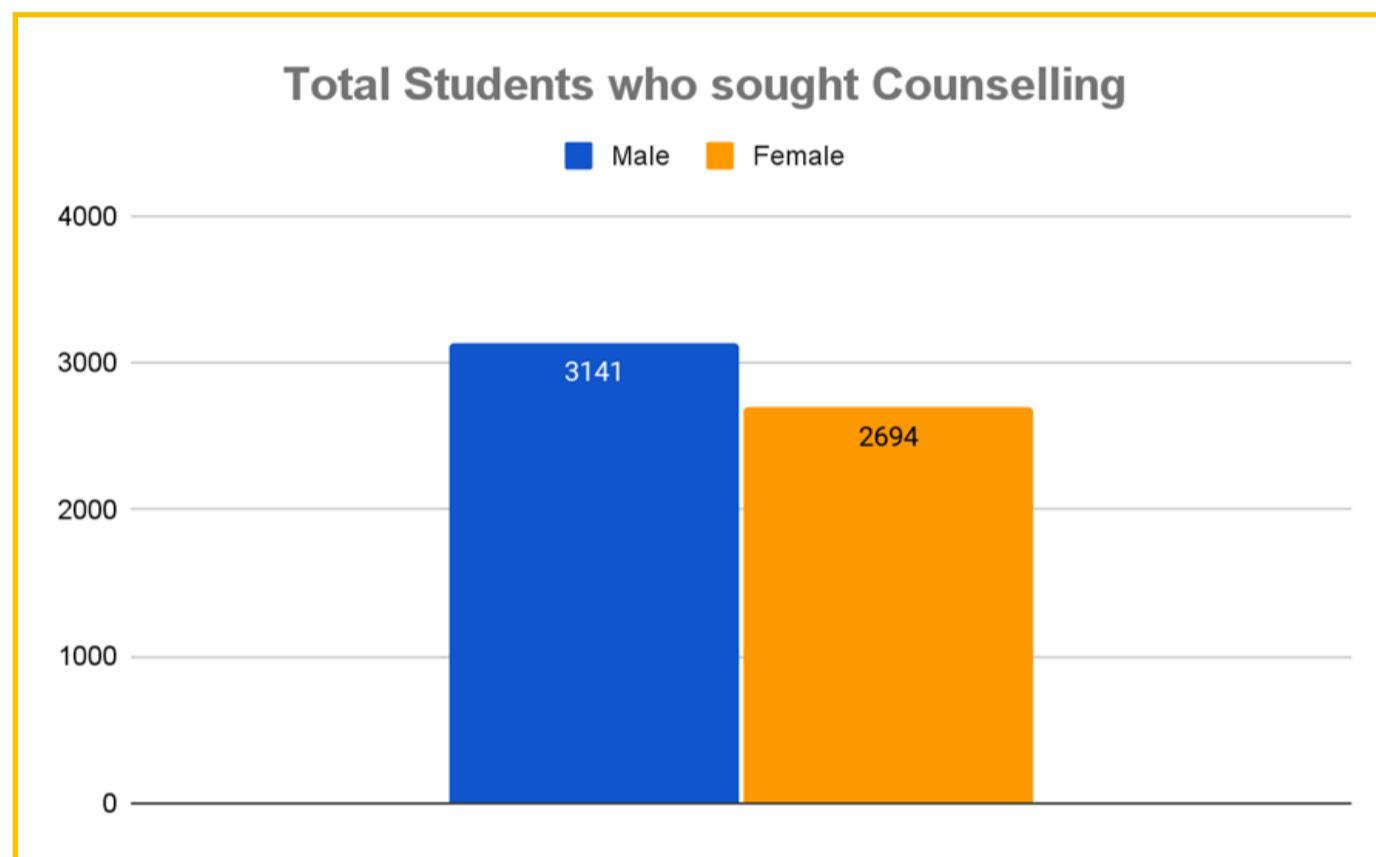
A Brief Insight on the School Counselling Services (2021)

Purpose of the Report

The Ministry of Education has placed School Guidance Counsellors in all Secondary Schools in Bhutan since 2012 to provide School Guidance and Counselling services and to deliver high-quality support and outcomes to all students. Some of the Guidance and Counselling programs include Guidance Classes, Peer to peer support programs, Parent Education and family support services, Consultations and referrals.

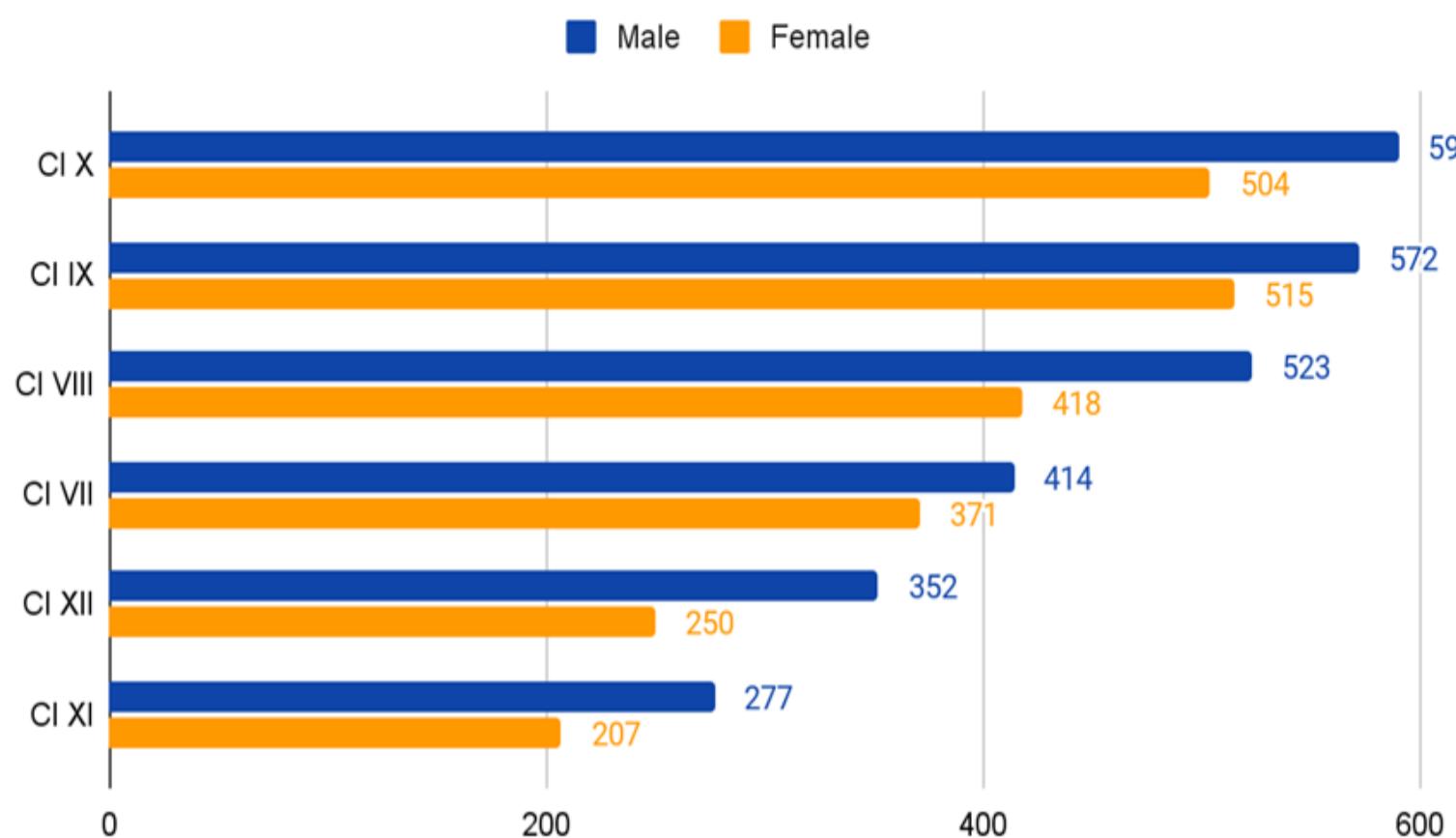
This report provides an insight into Counselling Services provided by over 177 Secondary Schools across the country in 2021. The report also presents some emerging trends and issues for which students have sought counselling and support services.

A Total of 5835 Students sought Counselling Support from their respective School Counsellors for various issues. 254 students met online with their counsellors, 870 students met in different groups for Counselling and 4568 students met with their counsellors face to face for individual sessions.



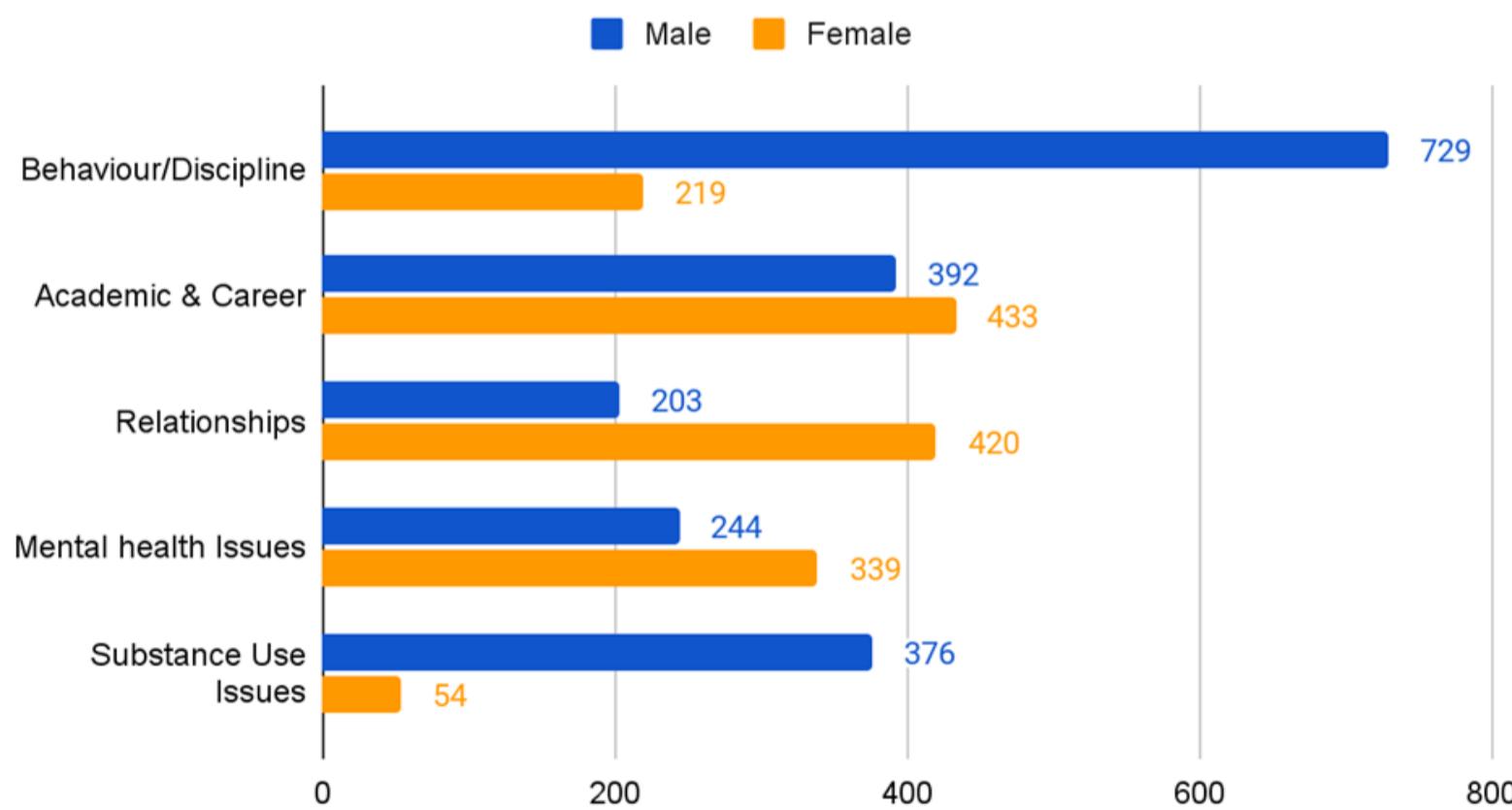
The School Counsellors had provided counselling to children as young as 6 years and to adults as old as 57 years old adult in 2021. However, the average age of children who sought counselling was in between 13-18 years.

Class range of Children who sought Counselling



The maximum number of Children who sought counselling in 2021 were from classes 7-12.

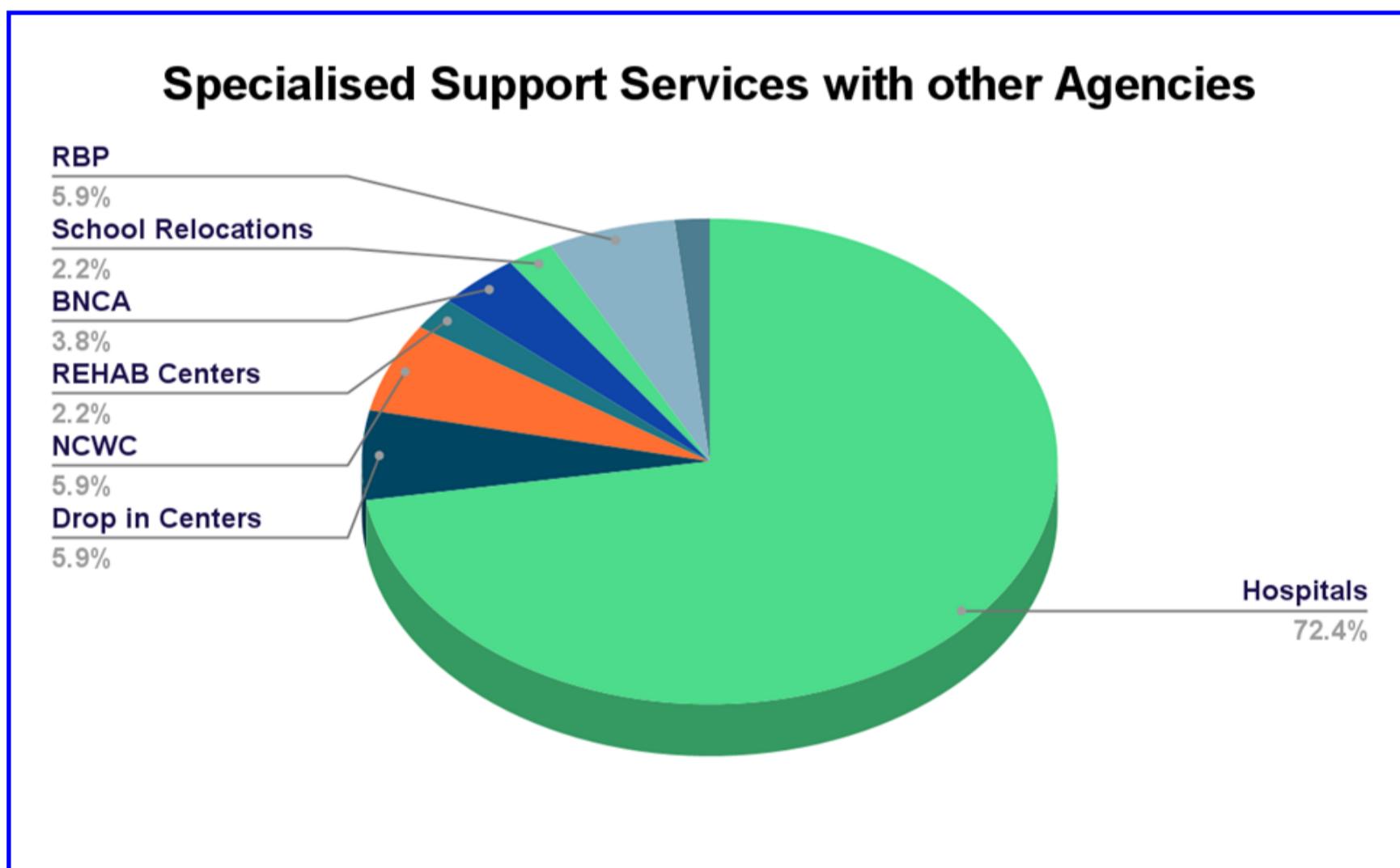
Common Issues/Concerns for Counselling (2021)



The most common reasons for children seeking counselling support were issues related to behavior/discipline, Academic/career and relationship problems with peers, family members and others. Students also sought counselling for Stress-related issues, mood disorders which are categorized as Mental Health Issues. Most Common Substances that are experimented by children in schools include Smoking cigarettes, chewing tobacco, beer and alcohol, beetle nuts and marijuana. These are issues and cases identified only from Students who have come for Counselling and have met the school counsellors.

A total of 185 students were identified as requiring further care and support. The School Counsellors were able to provide further information and support and refer these children to the relevant service providers and agencies for further interventions.

Agencies	Total Students referred for further support
Hospitals	134
Drop in Centers	11
NCWC	11
REHAB Centers	4
BNCA	7
School Relocations	4
RBP	11
RENEW	3



Conclusion

The School Counsellors are trained professionals who work in collaboration with the teacher Counsellors, students, families, teachers, administrators, industry, employers, and other community members. They are concerned with developmental issues, addressing and resolving specific problems, developing decision-making skills, assisting people to cope with crises, enhancing personal insight, teaching conflict resolution, and improving general relationship skills.

There are 92 male and 82 Female Counsellors placed in 174 Secondary schools across Bhutan.



Y-PEER Bhutan e-Course Training Package launched

The Youth Center Division, Department of Youth and Sports, launched the e-course for Y-PEER Bhutan . The e-course package has been developed to train youth as peer educators on Sexual Reproductive Health and Rights (SRHR) even in the times of national lockdowns so that they can help their peers and other youth in the community lead a healthy and responsible life.

Y-PEER Bhutan was established in 2012 with support from the Youth Center Division, DYS, as part of the global network to promote SRHR among young people and build their capacity to cope with issues affecting their lives. It provides various training and sensitization programs for young people in the field of SRHR. It is entirely led by youth themselves who serve as peer educators and helpers.

As of today, it has 19 Networks based in various RUB colleges and Technical Training Institutes under MoLHR with more than 3000+ registered members. With the launch of this training package, Y-PEER Bhutan can now deliver its training programs to its members through online platforms. This e-Course was developed by senior Y-PEER members who have attended various levels of training in the field of SRHR. It covers three levels of training: sensitization, orientation, and National Training of Trainers (NToT).

The event was graced by His Excellency Hon'ble Foreign Minister, Lyonpo Dr. Tandi Dorji, and was attended by the heads of relevant agencies, representatives from development partners, and youth. The entire project was supported by the UNFPA Bhutan country office.



Psychosocial Support service training for School Focal Teachers



The COVID-19 outbreak has led to the closure of all schools for an indefinite period and all children have been asked to stay at homes with their families. The school counsellors have been asked to reach out to the children through remote means to communicate and provide counselling services to those children who may be affected by the COVID 19 and any other issues.

Many children may be going through some level of confusion and anxiety with the sudden disruption of their daily routines and schedules. Majority of our students in the far flung remote parts of our country do not have access to psychosocial and counselling services.

It's imperative for the Ministry of Education to address this need and facilitate the provision of psychosocial services to those children who were unreached until now. For that purpose, Ministry of Education, led by Career Education and Counseling Division under Department of Youth and Sports conducted one day training on Psychosocial Support Services to one identified teacher from each school.



It has helped our Dzongkhag Focal Counselors to now activate the Dzongkhag Psychosocial support in times of emergencies in the future. This has also provided the opportunity for schools to share the limited resources and bank on each other's expertise within the clusters for any matters related to identification of at risk and vulnerable children to the extent of making referrals to different professionals for the timely intervention and prevention activities in the future.

The program was supported by Global Partnership for Education with Save the Children International, country office Bhutan as the grant agent. The training was provided to 562 teachers, 324 males and 238 females and it was conducted in October, 2021.



Baking Training to Community Learning Center Instructors and Learner

Non-Formal and Continuing Education Division, Department of Adult and Higher Education organized Baking training from 15th-27th November 2021 to Community Learning center Instructors and Learners.

The training was conducted with the support of the Korean National Commission for UNESCO(KNCU) in coordination with Bhutan NatCom under the banner of the 2021 Bridge Bhutan Project. It was conducted in collaboration with RENEW in RENEW Vocational Training Institute in Wangsisina, Thimphu.



The closing event of the training was graced by His Excellency Sherig Lyonpo on 27th November 2021. Hon'ble Secretary, Director, DAHE, Executive Director, RENEW and officials from MoE and RENEW also joined the event.

The Training was conducted with the Following Objectives :

- * Develop and strengthen the livelihood skills of both CLC instructors and learners.
- * Diversify the skill program in the CLCs.
- * Provide avenues for the learners to improve their socio-economic conditions.
- * Motivate other people in the community to enroll in CLC.

List of Community Learning Centres who took part in the training were:

1. Jomotshangkha CLC, Samdrup Jongkhar
2. Phuntshothang CLC, Samdrupjongkhar
3. Samdrup Jongkhar CLC, Samdrup Jongkhar Thromde
4. Gelephu CLC Gelephu Thromde
5. Norbuling CLC, Sarpang
7. Mendrelgang CLC, Tsirang
8. Dorokha CLC, Samtse
9. Pangbang CLC, Zhemgang
10. Zhemgang Trong CLC, Zhemgang
11. Sherubling CLC, Trongsa



Total Participants: 35

CLC Instructors: 10 Female: 9 Male: 1

CLC Learners: 25 Male: 01 Female 09



Peer Helpers Training on “I Support My Friends”



Training of Peer Helpers on I Support My Friends is a peer-to-peer psychosocial support service (PSS) that is specifically designed for Peer Helpers in how to best support their friends following a distressing event. The program was conducted with support from UNICEF in the month of September, 2021 by the Division with total budget of Nu. 1.319 million.

The training was conducted in two pronged strategies, firstly with the revision and conceptualization of the training manual for Peer Helpers by the CECD officials and by rolling out the workshop to school counsellors of ten different Eastern Dzongkhags.

65 School Guidance Counsellors from ten Eastern Dzongkhags were trained and subsequently the program was rolled out to 1364 students comprising of 654 girls and 710 boys.





Washable Menstrual Health Kit

Her Excellency Dasho Dechen Wangmo launched the washable menstrual health kit at the Khasadrapchu Middle Secondary School in Thimphu.

Funded by the Days for Girls (DFG), Australia Limited, the kits are distributed to 106 girls identified from rural parts of the Thimphu - Genekha and Khasadrabchu School.

Interacting with the students, Lyonpo said, "We are lucky to be born in a country where girls are respected, where we are given the equal opportunity not only to grow but to thrive and there is no barrier to achieve your dream."

Lyonpo mentioned that the lack of proper menstrual health management may lead to greater risks of infections, discomfort, and negative impacts on mental wellbeing. And she urged the girls to talk about menstruation as it is a natural and healthy part of the life of women and girls.

The Ministry of Education is working with RENEW and Days for Girls (DFG), Australia Limited to advocate and educate the young school-going girls on menstrual health and hygiene. The girls were also demonstrated how to use the kit for healthy menstrual management.



Training on Basic ICT for Community Learning Centre.

The Non-Formal and Continuing Education Division, Department of Adult and Higher Education, in collaboration with the Department of Information and Media, Ministry of Information and Communications and ICTD, conducted a three-day training on Basic ICT for Community Learning Centre (CLC) Instructors. The program was funded by the Korean National Commission for UNESCO in coordination with Bhutan NatCom.

Basic ICT is imperative for the instructors as the plan is to digitize the CLCs. The instructors were trained on :

- * **Basic care and safety of equipment,**
- * **Online collaboration tools**
- * **Microsoft Office,**
- * **Sensitization on Information and Media Literacy,**
- * **Dzongkha Unicode, and**
- * **Online meeting tools.**

A total of 21 CLC Instructors attended the training. The participants were made to develop an action plan to roll out the training in the respective centers.





HPE Teacher's Training on the Revised HPE Curriculum for Classes IV-VI

The Games and Sports Division of the Department of Youth and Sports, proposed a project titled ‘National approach to revive and strengthen Health and Physical Education’ based on the National Strategy Framework for School Sports and Physical Activity 2016-2023 to revive and enhance the implementation of Health and Physical Education (HPE) in [schools in Bhutan](#). Through the project, the GSD received a total of US\$ 19,000/.



The training of teachers on the revised HPE Curriculum was held in three clusters given cost-effectiveness and better management. A total of 79 participants (teachers) from 5 Dzongkhags/Thromdes were trained. The training for the Thimphu Dzongkhag and Thimphu Thromde cluster was conducted at IMS, Thimphu from 13th to 17th October 2021. The training for the Paro and Haa Dzongkhag was conducted at Namseychholing Resort, Paro from 27th to 31st October 2021.

The third cluster for Punakha Dzongkhag was conducted at Four Boutique hotel, Khuruthang from 27th to 31st December 2021. The training was facilitated by the Games and Sports Division officials and experts from relevant agencies including the Teacher Trainers who were not only trained by the DCPD but were also engaged in the writing of the HPE curriculum and activity books.



The participants were advocated on the objectives and purpose of the HPE as an integral part of the school curriculum in providing holistic education. Moreover, they were also introduced to modern HPE philosophies, perspectives, national aspirations, varied planning methods and delivery pedagogies.

The training also provided a good avenue for the curriculum experts, central officials, and the field people to exchange ideas and experiences besides enhancing the network. During the training, participants were also provided with HPE literature, circulars, audiovisual on sports and physical activities including the UNESCO’s Value Education through Sports.

With the completion of the training and its successful implementation of the HPE in schools, it is expected to help children become physically literate and cater to their emotional and social wellbeing.



Essay Competition on Sports and Physical Activity

As per the annual work plan of the Games and Sports Division, the GSD conduct various organized sports and physical activities (SPA) and programs at School, Dzongkhag, Regional and National level.

However, amidst the Covid-19 pandemic, the GSD felt the need to initiate an essay competition on the Importance of Sports and Physical Activities for students of classes XI-XII voluntarily with the following objectives:

- * **To advocate the importance of health and an active lifestyle.**
- * **To comprehend the importance of physical activities and sports for meaningful engagement.**
- * **To encourage children to carry out research writing.**
- * **To publish a few best entries in the future publications of the Department/Ministry of Education.**

According to approval, an open invitation letter with guidelines (Terms and Conditions) was sent to all the Dzongkhags/Thromdes and the higher secondary schools wherein the school were asked to initiate essay competition and send the best two entries to the GSD, DYS.

A total of 116 entries were received from 61 Higher Secondary Schools.

The GSD formed a technical team of three assessors comprising of teachers from schools in Thimphu and Paro and the assessment was carried out at Paro from 30th October to 1st November 2021.



The following are the result of the essay competition:

1st Ms. Sherab Yangzom, UA (in receipt of the khadhar and cash prize)

Sl. No	Name	School	Class	Average %	Remarks
1	Sherab Yangzom	Ugyen Academy	XII Sci (A)	90.33%	First
2	Sonam Yoezin Dolkar	Motithang HSS	XI Sci (A)	86.17%	Second
3	Pema Deki Yangden	Jakar HSS	XI Sci (B)	84.33%	Third

The result of the essay competition was declared through an online media platform and the winners were informed accordingly. The cash prizes were awarded to the winners through the concerned school principal.



Annual General Meeting for the Education Consultancy and Placement Firms



The Quality Assurance and Accreditation Division (QAAD), Department of Adult and Higher Education (DAHE), conducted Annual General Meeting for Education Consultancy and Placement Firms on 5th October 2021 at Centre for Bhutan and GNH Studies, Zhichenkhar, Thimphu.

The meeting was attended by representatives from 39 registered ECPFs. The meeting discussed the pertinent issues and the way forwards. ECPFs could also raise their concerns on crucial matters for the necessary support from QAAD, DAHE for swift service delivery. QAAD, DAHE sensitized the ECPFs on the important clauses of the Guidelines for ECPF for their strict adherence and compliance. An official from Bhutan Board for Certified Counselors (BBCC) sensitized the ECPFs on the background and mandates of BBCC.

The Education Consultancy and Placement Firms (ECPFs) in Bhutan are established to provide counseling services and assist the students to process the admission in recognized higher education programs offered by accredited institutions. The Quality Assurance and Accreditation Division (QAAD), Department of Adult & Higher Education (DAHE), oversee and regulate activities related to ECPFs.



Sensitization on Revised Guidelines for Recognition of Qualifications 2021



The Quality Assurance and Accreditation Division conducted a sensitization on the revised Guidelines for Recognition of Qualifications 2021 on 7th October 2021. The sensitization was provided to relevant stakeholders consisting of major employing agencies, educational degree-awarding bodies, and agencies offering a scholarship to Bhutanese students. The program started with the formal launch of the document.

The Guidelines were endorsed for implementation by the Bhutan Accreditation Council (BAC). BAC is the national autonomous body responsible for quality assurance, accreditation, interpretation of Bhutan Qualifications Framework (BQF), and Recognition of Qualifications (RoQ).

The Guidelines outline the process for providing services related to Recognition of Qualifications and the recognition status of higher education institutions or programs

Workshop on the development of strategies to implement Comprehensive Sexuality Education

UNFPA in partnership with School Health and Nutrition Division, successfully conducted 3 days workshop on the development of strategies to implement Comprehensive Sexuality Education in school at Trongsa from 30th Aug.-1st Sep. 2021. Participants included curriculum developers from the Department of Curriculum and Professional Development, District Education Officers, Principals and Teachers from 6 dzongkhags, and an official from the Ministry of Health. The experts from UNFPA APRO and UNESCO provided their expert views online.



The major outcome of the workshop includes strategies namely integration of Comprehensive Sexuality Education in school curricula, programs, and activities at the national level, dzongkhag/Thromde level, and School level. This is done to enable students to develop a positive view of their sexuality and contribute to their good health and wellbeing.

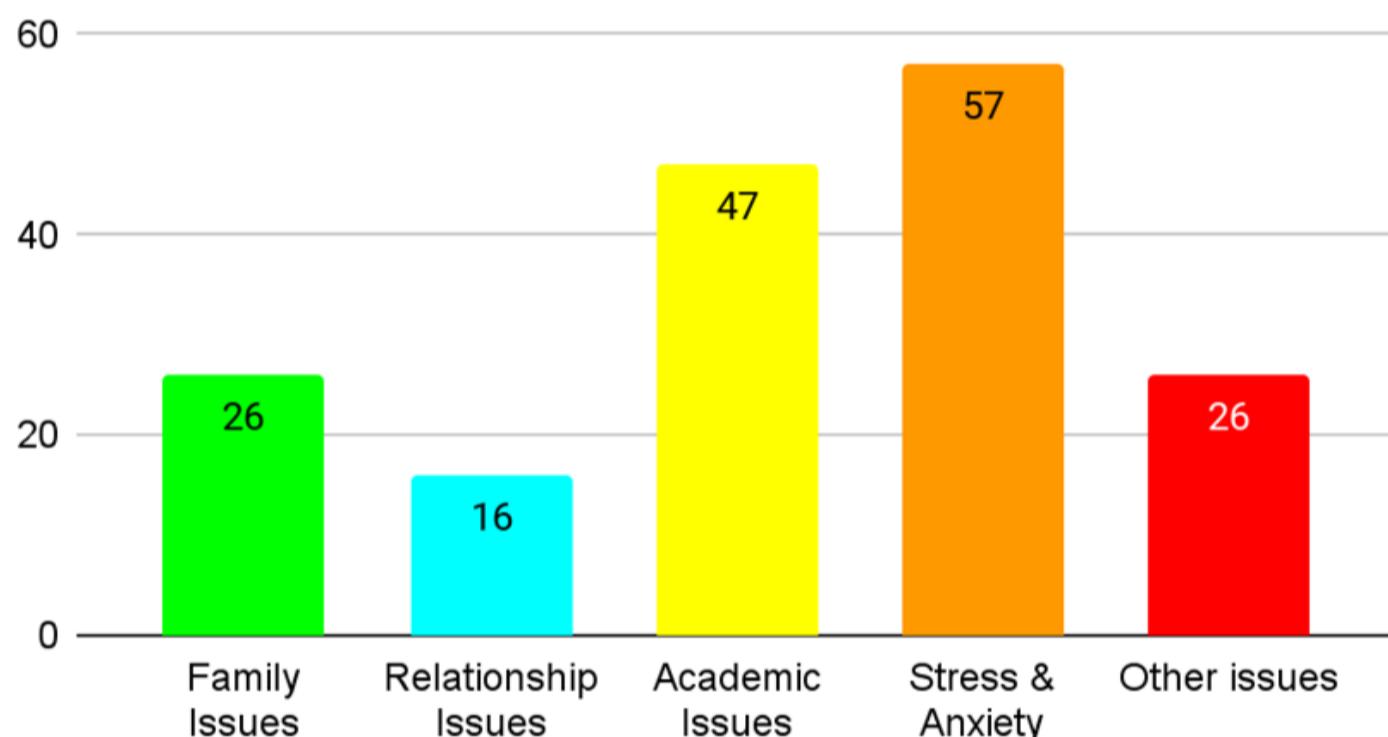


Caseloads of Counsellors at the Career Education and Counselling Division for 2021

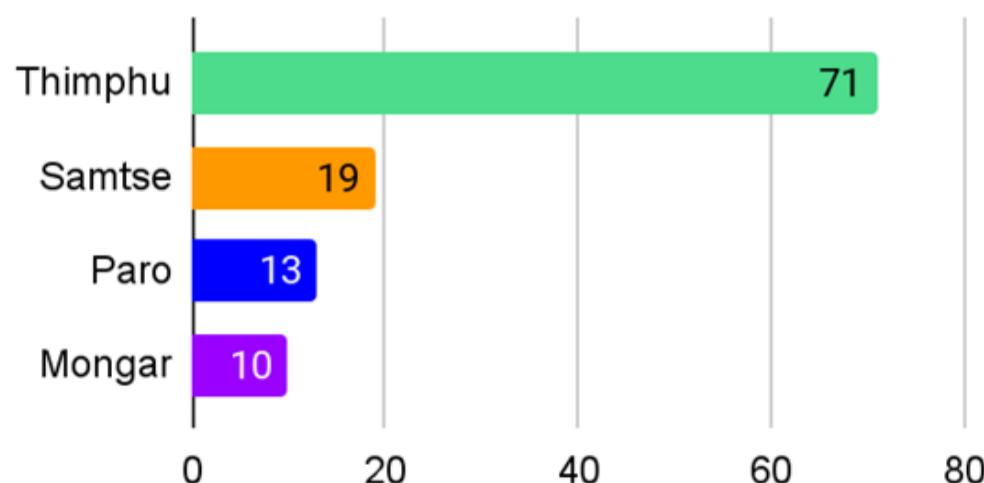
A total of 176 individuals (92 Male/84 Female) had registered for Counselling services with the counsellors at Career Education and Counselling Division in 2021.

Most of these cases were from the lockdown periods. Counsellors attended mostly through telephonic or other online communication modes and provided support and interventions. The individuals seeking counselling were students, parents, teachers and other adults. Some of the most common issues were related to stress and anxiety, Family problems, School and academic-related issues and a range of other personal concerns.

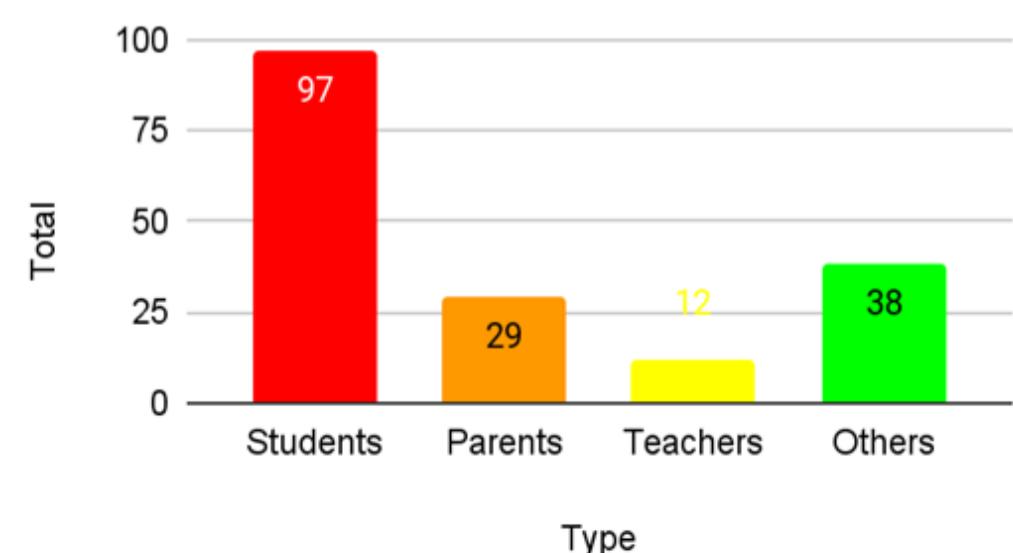
Type of Issues and Concerns



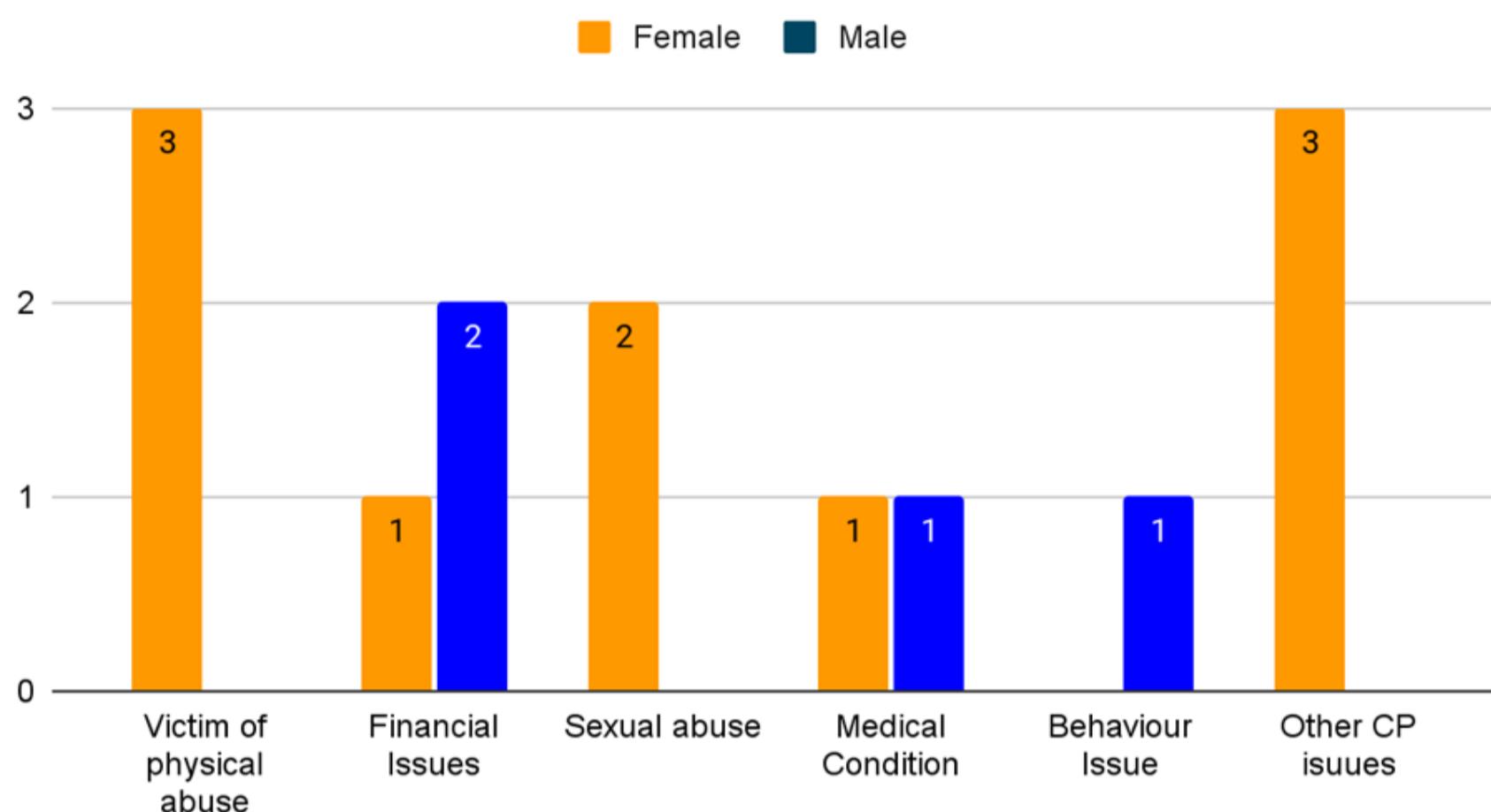
Highest Cases registered



Type of Client Background



Children relocated to other schools for CP Issues



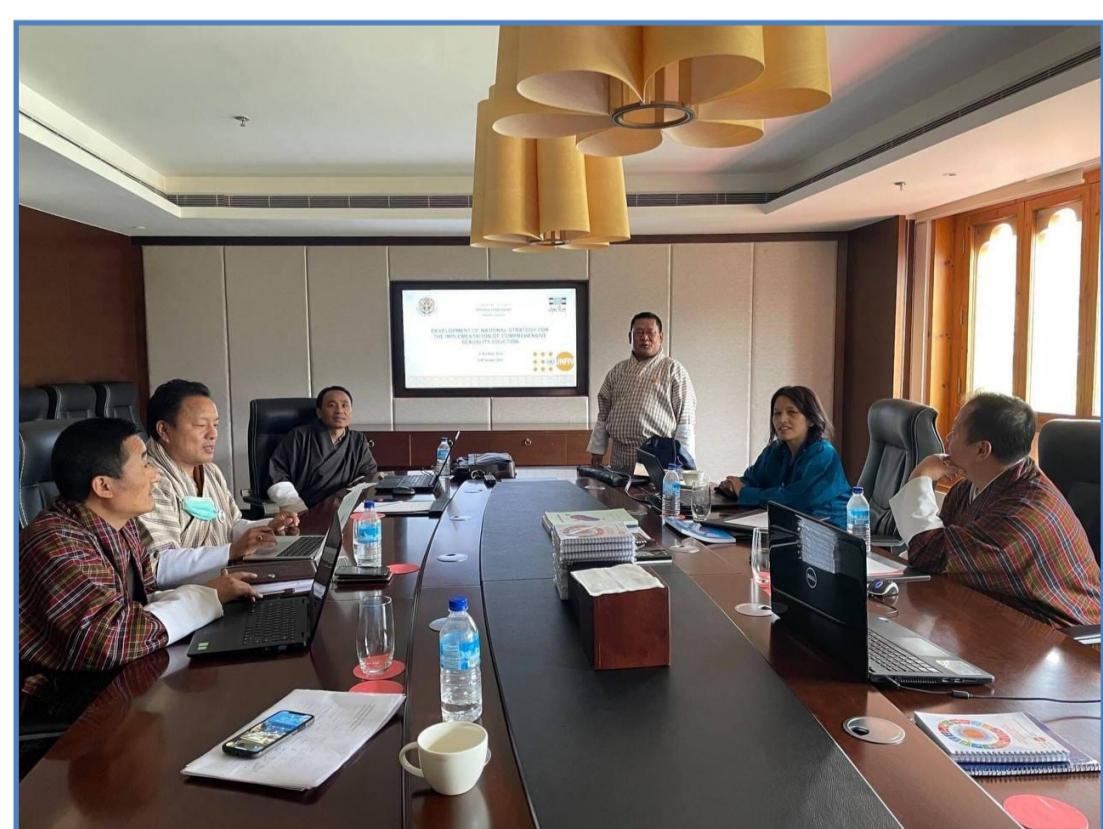
A total of 14 Children were supported through change in schools with boarding facilities to enable them to study and progress in a more supportive environment. This was facilitated with support from Department of School Education and respective school Principals.

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Development of National Strategy for the implementation of Comprehensive Sexuality Education (CSE) in Schools

The team comprising professionals from the Department of Curriculum and Professional Development, School Health and Nutrition Division, Ministry of Education, and UNFPA drafted the national strategy for the implementation of CSE in Schools.

This document outlines the strategies and approaches to enable the national, District, Thromde, and Schools in institutionalizing #CSE to promote the health, wellbeing, and dignity of young people through the application of knowledge, attitude, skills and values of CSE, 6-8 Oct. 2021, Paro.





Consultative meeting on the National Youth Action Plan (NYAP) focusing on the thematic area: Sexual Reproductive Health Rights (SRHR)

The 2-day consultative meeting (21-21 October 2021) on the NYAP with the relevant agencies/stakeholders was held at Punakha. The consultative meeting is organized by the Youth Center Division, Department of Youth and Sports, with support from UNFPA Bhutan. The main objective of the meeting was to get inputs from the stakeholders on SRHR which will be then incorporated in the draft NYAP.



The meeting primarily focused on discussing the existing and emerging issues surrounding the sexual & reproductive health of young people and how each relevant agency can contribute towards addressing the issues through various programs and activities.

35 participants from various agencies/organizations and CSOs including young people themselves took part in the meeting.

Entry Orientation and Planning Workshop

32 newly recruited counsellors, 16 females and 16 males attended 7 days Entry Orientation and Planning Workshop at Bumthang from 26 August to 1st September, 2021. The main objectives of the workshop are to familiarize the counsellors with the school education system and most importantly the school guidance and counselling program.



The workshop was also aimed to bring together the counsellors and their principals in working collaboratively to plan and implement the school guidance and counselling program as a whole school approach. It also orients the principals on the counselling program and the roles and responsibilities of the counsellors.

27 school principals also attended the 2 days of the workshop. The closing of the workshop was graced by Hon'ble Director General, DYS.





Recruitment and Training of School Sports Instructors

The School Sports Program was instituted in the year 2000. The Sports programs in the schools are coordinated by the School Sports Instructors (SSI) who are recruited and trained for 6 weeks in Basic coaching for Football, Volleyball, Basketball, Badminton, Chess, Table tennis, indigenous sports. The SSIs are also introduced to their roles and responsibilities, policies, mandates, anti-doping, life skills (first aid, counseling), 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. Currently, there are 301 SSIs (205 male and 96 Female) placed in various schools in Bhutan.



This year, a total of 203 applicants applied for the post of SSI through the online platform of which only 95 applicants were shortlisted. Further, based on the practical test and Interview, 35 candidates were recruited. The 6 weeks training for the recruits was conducted from 15th November 2021 to 25th December 2021

Upon the completion of the 6 weeks training, the SSIs were sent to their place of posting w.e.f 1st January 2022 for a contract period of 2 years which is extendable based on their conduct and performance.

DAHE Recognizes Eight Undergraduate Scholarship Students for Academic Excellence

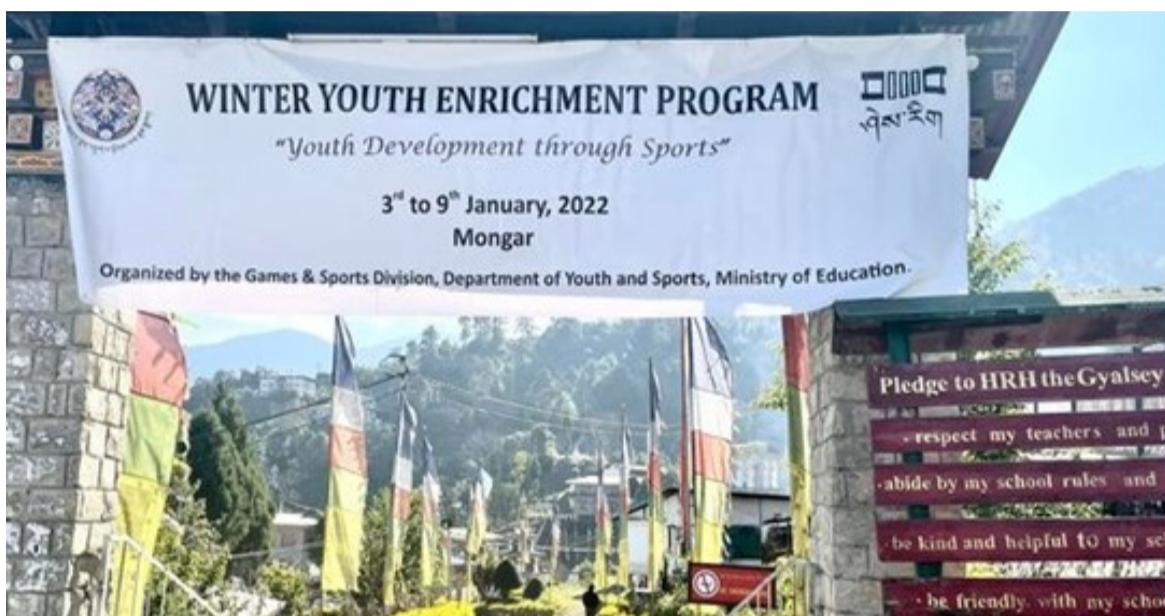
The Department of Adult and Higher Education (DAHE) recognized eight undergraduate scholarship students for their excellence in academics from universities in India and the US.

Six of them are gold medalists, while one received a silver medal and another a bronze medal. The Department organized the felicitation program for the recipients.



Winter Youth Enrichment Program

The Winter Youth Enrichment programs are coordinated mainly to enhance the meaningful engagement of children during the winter holidays. It is also aimed at broadening social networks amongst the children while also providing opportunities for the children to foster skills and techniques.



This year, the Winter Youth Enrichment programs were conducted at two venues (Tsirang and Mongar) in which the participants were provided basic coaching on Football and Badminton.

The coaching was conducted both in the morning and afternoon to encourage more participation.

The winter Youth Enrichment program at Mongar was conducted from 3rd to 9th January 2022. A total of 95 students attended the program. In Tsirang, the program was conducted from 5th to 12th January 2022 and a total of 96 students attended the program.

The program was facilitated by the Schools Sports Instructors of the concern Dzongkhag and was coordinated in collaboration with the host school. The student participants were provided with refreshments and a certificate of participation upon the completion of the programs.



Adolescent Enrichment Camp



Career Education and Counselling Division, Department of Youth and Sports, conducted 15 days Adolescents Enrichment Camp for 61 students from middle secondary schools in Sarpang Dzongkhag in December 2021. The Program was designed to provide need-based intervention in areas of Social Emotional Learning and academic domain of these children who were identified as At-Risk and vulnerable, which also included children with mild substance use issues and difficulties.

During the 15 days residential program at Sarpang MSS, school counselors initiated individual assessments and provided appropriate intervention strategies to address individual developmental needs and support. 61 students (30 boys and 31 girls), class 7-8 from dysfunctional families with personal developmental and behavioral challenges participated in the program.

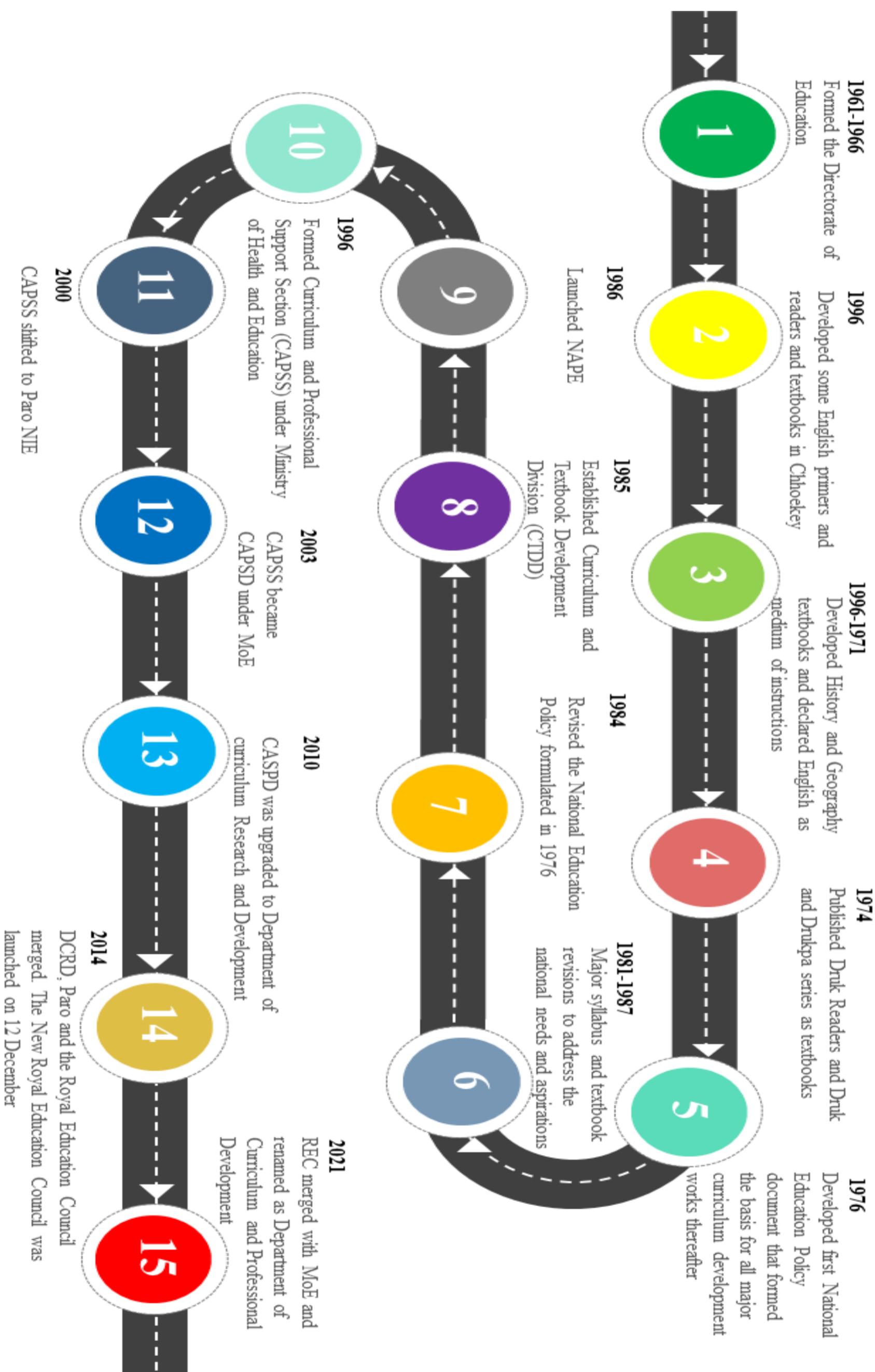
The camp was resourced by 10 School counselors, 1 Arts instructor from Pelrithang MSS and 1 sports instructor from Norbuling MSS. The camp was conducted from 9th to 24 December, 2021. Dasho Dzongda of Sarpang Dzongkhag graced the closing ceremony of the 15 days program. School Principals from Sarpang CS, Jigme Choling MSS, Jangchubling MSS and Sarpang MSS also joined the closing ceremony along with few teachers from host school.

The Adolescent Enrichment Camp was conducted with financial and technical support from the UNESCO, MGIEP, NATCOM on Social and Emotional Learning.



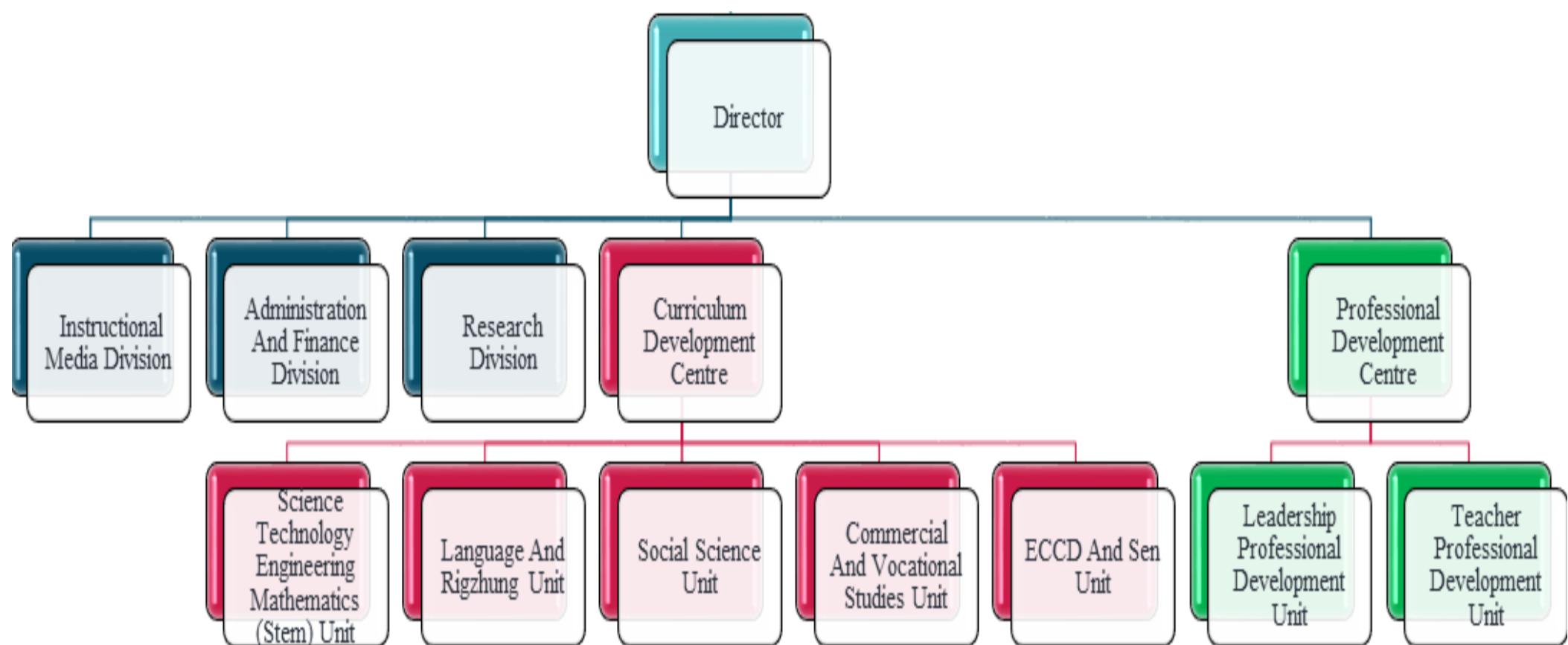


History of Department of Curriculum and Professional Development

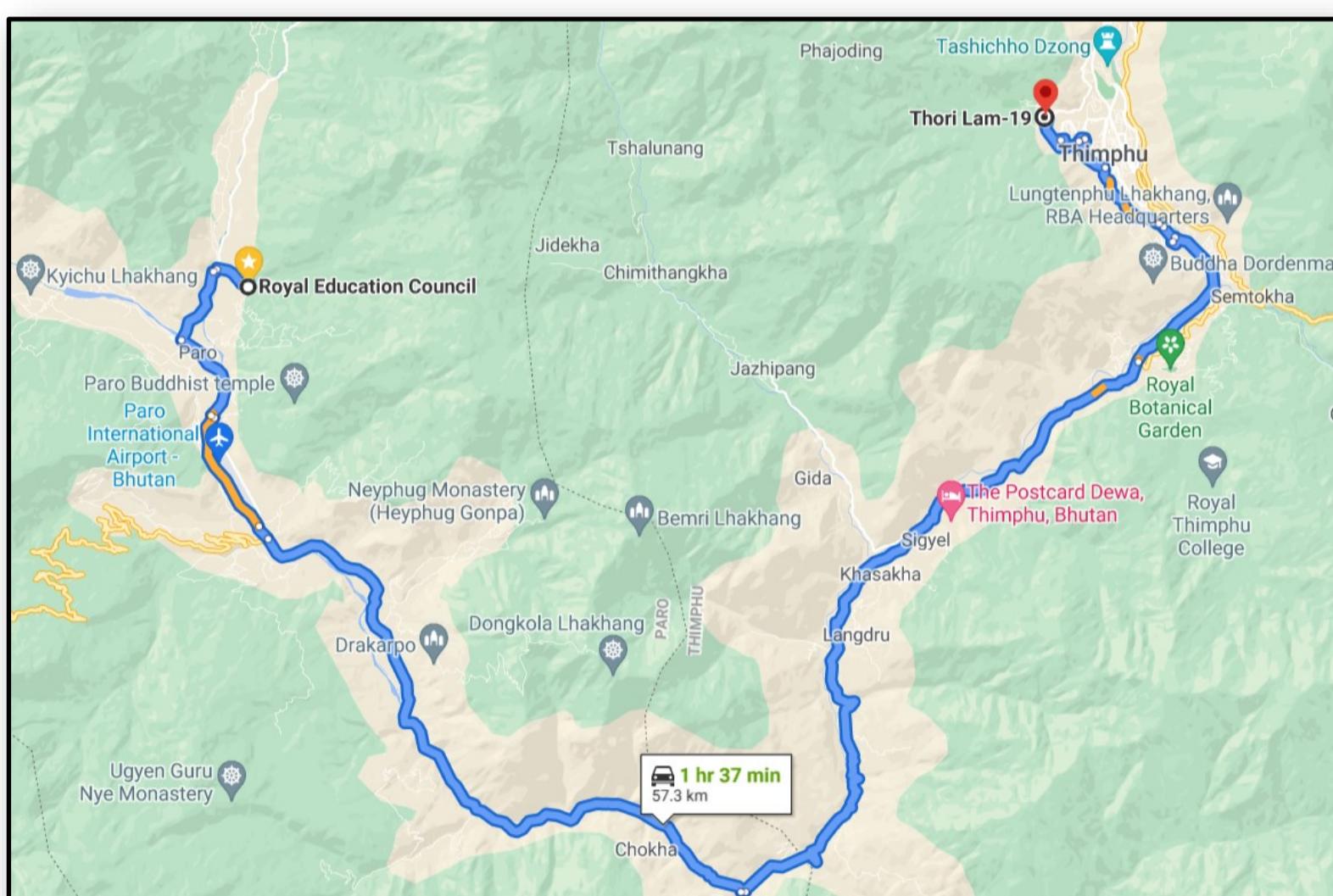




Organizational Structure of DCPD



Office location -Upper Motithang, above the Lhengye Densa





Vision

A leading Centre of excellence for education innovation and transformation.

Mission

Provide leadership in curriculum, professional development, and educational research to innovate and improve mainstream school education system through vibrant institutional culture and competent professionals.

Core Values : The Department of Curriculum and Professional Development (DCPD) as a professional organization shall be guided by the following core values:



1. Excellence

We shall strive to maintain the highest form of standards in all our professional endeavors.



2. Integrity

We shall act with honesty, fairness, and transparency.



3. Professionalism

We shall uphold right work ethics, professional conduct, and commitment.



4. Teamwork

We shall work on the principle of cooperation and collaboration.



5. Innovation

We shall be innovative and creative to fulfil the changing needs of the education.



6. Accountability

We shall be fully accountable for our actions in fulfilling our roles and responsibilities.



Mandates of DCPD

DCPD as the national epicenter for education innovation and transformation shall determine the national school curricula and teacher professional development programmes, and strive to improve the overall mainstream education system.

Therefore, the DCPD is mandated to:

- * Review, innovate, and develop relevant curriculum and teaching learning materials for school education.
- * Develop and provide teacher professional development programmes for efficient implementation of school curriculum.
- * Conduct research in curriculum and instruction, assessment and evaluation, teacher education and educational policies.
- * Innovate and strengthen educational technology to support design and delivery of curriculum, professional development and educational research.
- * Provide forum to facilitate academic and professional discourses at national and international levels.
- * Provide technical expertise and work in collaboration with relevant national and international stakeholders.

Curriculum Development Centre

The Curriculum Development Centre (CDC) consists of five units: STEM Unit, Languages and Rigzhung Unit, Social Sciences Unit, Commercial and Vocational Unit, and ECCD and SEN Unit.

The CDC shall determine the national curriculum for the mainstream school education in the country.

The Centre shall carry out the following responsibilities:

- * Review, innovate, and develop school curriculum and TLMs;
- * Provide monitoring and professional support services for effective curriculum implementation;
- * Conduct research in curriculum and instruction, and assessment and evaluation, in collaboration with Research Division;
- * Conduct orientation on revised or new curriculum, and provide professional development programme, in collaboration with Professional Development Centre; and
- * Diversify school curriculum as per the national needs

Professional Development Centre

The Professional Development Centre (PDC) consists of three units: Teacher Professional Development Unit, Leadership Professional Development Unit and Professional Standards Development Unit.

The PDC shall determine professional development programmes for teachers and school leaders for effective implementation of the curriculum.

The Centre shall carry out the following responsibilities:

1. Identify, develop and deliver need-based professional development programmes to support capacity development, in collaboration with CDC;
2. Conduct orientation programmes on revised and new curriculum, in collaboration with CDC;
3. Conduct research in innovative pedagogies and integrate in the curriculum in collaboration with CDC and RD;
4. Provide monitoring and professional support services for implementation of professional development programmes;
5. Set professional standards for entry into various teaching and school leadership levels;
6. Develop professional code of ethics for teachers and school leaders; and
7. Institute mechanism for registration and licensing of teachers, and implement registration and licensing, if required.



Research Division

The Research Division shall spearhead educational research, and support research related to development of quality curriculum, effective professional development programmes, and formulation of curricular policies.

The RD shall carry out the following responsibilities:

1. Identify, design, and conduct research on educational policies and practices;
2. Provide technical support on conducting research on curriculum and professional development;
3. Facilitate professional development on research theory and practice at School, Cluster, Dzongkhag, Regional, and National levels;
4. Provide relevant platforms, such as educational journals, seminars, and conferences, for dissemination of research;
5. Engage in joint research endeavours, and carry out research commissioned by national and international institutions; and
6. Serve as the secretariat for the Research and Ethics Committee for REC.

Instructional Media Division

The IMD shall design and produce teaching learning materials to support the effective delivery of the curriculum.

The IMD shall carry out the following responsibilities:

1. Design and produce teaching learning materials in print, graphics, audio, video, animation and multimedia to support school curricular needs, in collaboration with subject experts;
2. Research and recommend on instructional resources and instructional technologies (hardware and software) to support teaching and learning;
3. Assist in the integration of instructional technologies and best practices in the curriculum;
4. Collaborate with e-learning industry on design and development of instructional learning solutions; and
5. Design and deliver innovative educational technology programmes to support capacity development of REC professionals, teachers and school leaders.



Summary of Education statistics 2021

Table A: Number of Schools, Institutes and Centers

School/Institutes/Centers	Government	Private	Total
Early Childhood Development			
ECCD Centers	432	60	492
School Education			
Extended Classrooms	70	0	70
Primary Schools	306	14	320
Lower Secondary Schools	58	1	59
Middle Secondary Schools	64	1	65
Higher Secondary Schools	69	20	89
Special Institutes	2	0	2
Sub-Total	569	36	605
Schools with SEN program	21	0	21
Central Schools*	64	0	64
Autonomous schools*	69	0	69
Tertiary Education			
Tertiary Institutes	15	3	18
Technical Training Institutes			
Technical/Vocational Institutes	6	0	6
Institutes of Zorig Chusum	2	0	2
Sub-Total	23	3	26
Other Forms of Education			
Monastic Education Institutes*	184	184
Continuing Education Centers	0	1	1
Non-Formal Education Centers**	505	0	505

*Information on Central and Autonomous Schools are accounted for in School Education Data.

**Number of Monastic Institutions taken from Dratshang Lhentshog website

**The non-formal education centers include CLCs as well



Table B: Number of Students, Learners, Trainees and Novitiates

	Government			Private			Total		
	Female	Male	Both	Female	Male	Both	Female	Male	Both
Early Childhood Development									
ECCD Centers	4396	4519	8915	798	949	1747	5194	5468	10662
School Education									
Extended Classrooms	868	808	1676	0	0	0	868	808	1676
Primary Schools	20572	20540	41112	834	945	1779	21406	21485	42891
Lower Secondary Schools	12116	11592	23708	70	91	161	12186	11683	23869
Middle Secondary Schools	20987	20379	41366	274	292	566	21261	20671	41932
Higher Secondary Schools	25914	22882	48796	4646	4383	9029	30560	27265	57825
Special Institutes	58	73	131	0	0	0	58	73	131
Sub-Total	80515	76274	156789	5824	5711	11535	86339	81985	168324
Schools with SEN program	441	307	748	0	0	0	441	307	748
Central Schools	18639	21286	39925	0	0	0	18639	21286	39925
Tertiary Education									
Tertiary Students within Bhutan	5263	6025	11288	878	666	1544	6141	6691	12832
Tertiary Students Abroad	814	991	1805	1217	1194	2411	2031	2185	4216
Technical Training Institutes									
Technical/Vocational Institutes	200	660	860	0	0	0	200	660	860
Institutes of Zorig Chusum	83	182	265	0	0	0	83	182	265
Other Forms of Education									
Monastic Education Institutes	—	7390	7390	0	0	0	0	7390	7390
Continuing Education	0	0	0	93	74	167	93	74	167
Non-Formal Education Centers	3890	1439	5329	0	0	0	3890	1439	5329

*For tertiary students abroad, under the government category, it includes students who are on various scholarships administered by DAHE and other organizations.

*The non-formal education data includes CLC learners as well



Table C: Number of Teachers, Lecturers, Instructors, Trainers and Facilitators

	Government			Private			Total		
	Female	Male	Both	Female	Male	Both	Female	Male	Both
Early Childhood Development									
ECCD Centers	663	42	705	201	4	205	864	46	910
School Education									
Extended Classrooms	27	98	125	0	0	0	25	100	125
Primary Schools	1014	1489	2503	112	51	163	1121	1541	2666
Lower Secondary Schools	668	727	1395	10	5	15	676	732	1410
Middle Secondary Schools	1036	1305	2341	22	22	44	1056	1327	2385
Higher Secondary Schools	1084	1695	2779	202	293	495	1277	1983	3274
Special Institutes	18	24	42	0	0	0	18	24	42
Sub-Total	3847	5338	9185	346	371	717	4193	5709	9902
Tertiary Education									
Tertiary Institutes	206	466	672	45	68	113	251	534	785
Technical Training Institutes									
Technical/Vocational Institutes	44	74	118	0	0	0	44	74	118
Institutes of Zorig Chusum	11	36	47	0	0	0	11	36	47
Sub-Total	261	576	837	45	68	113	306	644	950
Other Forms of Education									
Monastic Education Institutes			0			0	0	0	0
Non-Formal Education Centers	339	137	476	0	0	0	339	137	476



Recipients of Life Time Civil Service Award with Honorable Education Minister



Recipients of Civil Service Award -30 years of service

*Recipients of Civil Service Award - 20 years of service**Recipients of Civil Service Award - 10 years of service*



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[Sherig Bhutan](#)



**Ministry of Education
Peling Lam
Kawajangsa, PO Box: 112
Thimphu 11001**