



# THE SHERIG

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20<sup>th</sup> Newsletter Issue

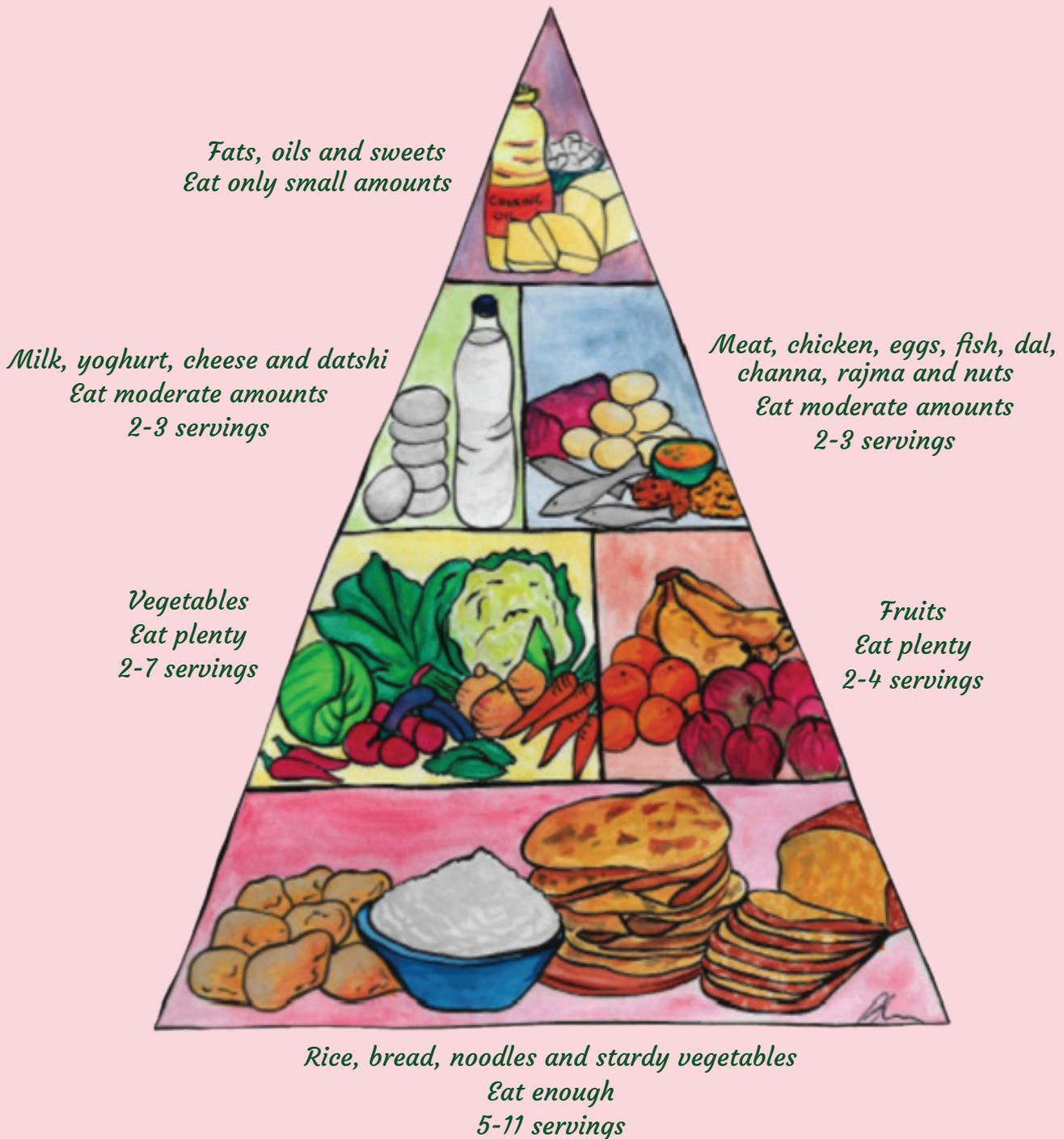
June 2022





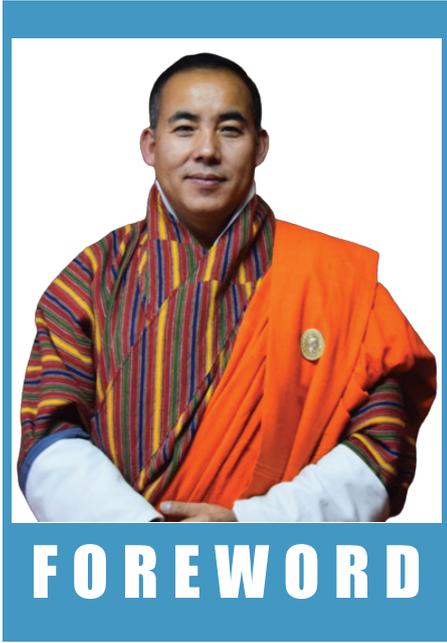
# Good Food Guide Pyramid for Bhutanese Children

*It is divided into 6 groups with the serve sizes needed by growing children each day*



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Dear colleagues,

It gives me great pleasure to present the 20<sup>th</sup> issue of the bi-annual Education Newsletter, “The Sherig” of the Ministry of Education. “The Sherig” aspires to appraise the achievements and presents major activities of the Ministry sharing information on recent events and changes, policy awards,

national or sub-national, school-level events and mandates. The publication aims to benefit the education sector and the children in our education system.

Some of the major activities carried out in the last six months include:

- Launch of Adolescent Skills and Employability Bhutan Project.
- Launch of Instructional Guides.
- Development of Professional Standards for School Guidance Counsellors.
- Launch of Revised Curriculum Frameworks.
- Training and Professional Development of Adult Rover Leaders.
- Basic Unit Leaders’ Training Course for Special Education Needs Teachers.
- Youth Safety and Protection

Workshop for Youth Center staff.

The successful completion of all the major activities by respective Departments and Divisions has helped us take forward in realizing the common goal of improving the quality of education.

This edition of the newsletter also brings the inspiring stories of students who topped the BCSE and BHSEC 2021 amid the pandemic situation.

With this, I would like to appreciate the Policy and Planning Division for bringing out this publication which will serve as a reference.

I would also like to appreciate all Departments and Divisions for completing the scheduled activities and programs.

I wish you all a Happy Reading!





## Adolescent Skills and Employability Bhutan Project launched

To equip adolescents and young people with life skills that would empower them to seize opportunities, confront challenges and access meaningful employment, the Adolescent Skills and Employability (ASE) Bhutan Project was launched on May 20 in Thimphu.

Her Royal Highness Ashi Chimi Yangzom Wangchuck, the Vice President of Bhutan Youth Development Fund launched the project along with representatives from the UN, the Government agencies, private sector and CSOs.

Led by the Ministry of Education in partnership with Bhutan Youth Development Fund, Loden

Foundation and UNICEF, the ASE project will equip at least 10,000 young people with 21<sup>st</sup> Century skills by December 2022.

The project will be rolled out through 64 schools and 10 youth centers across the country by focal persons using two programmatic approaches-UPSHIFT and UNISOLVE, the initiatives of UNICEF's Office of Innovation.

UPSHIFT is a youth social innovation and social entrepreneurship programme that supports adolescents and young people to identify problems in their communities and design solutions to tackle those problems. It is designed

to bridge the gap between education systems and the work environment. UNISOLVE is a digital platform that allows students to join as a team and complete a self-paced interactive online curriculum. They put their newly acquired knowledge into practice by identifying problems in their communities and develop solutions to address them- applying research, prototyping, and iterative design methods throughout the process. The course culminates with a "pitch" where students present their solutions for a chance to receive seed funding. The Officiating Education Secretary, Karma Galay shared that the quality of



education and skills is one of the National Key Result Areas in the 12<sup>th</sup> Five Year Plan and aligned to SDG 4. He added that this partnership to empower our children with the skills and competencies for the 21<sup>st</sup> Century would facilitate their access to gainful employment and lifelong learning. “The ASE project complements the on-going efforts of the Ministry to invest in our future,” the Officiating Secretary said.

At least 25 officials from agencies working with and for young people will be trained as a master trainer from this month to roll out the UPSHIFT programme in 64 schools and 10 youth centers next month.

The Executive Director of Youth Development Fund, Dorji Ohm said, “The ASE project is in the making of the power capsule for the young people of the 21<sup>st</sup> Century.” The Executive Director

of Loden Foundation, Tshewang Tashi said, “ASE is an investment in our children and is the legacy of this generation to the next generation.”

UNICEF and its Office of Innovation is supporting four countries in South Asia-Bangladesh, Bhutan, India and the Maldives to scale up a skilling program for eight million young people.

UNICEF Bhutan Representative, Dr Will Parks said that adolescents, children aged 10-19 are growing up in a transforming, complex world. “To keep up, adolescents must be able to seize opportunities and confront challenges. They need education and skills to become lifelong learners, secure productive work, make informed decisions and positively engage in their communities,” Dr Will Parks said. “The Adolescent Skills and Employability Bhutan Project or

ASE Bhutan is an initiative that builds on the development in an adolescent’s first decade of life to help them navigate risks and vulnerabilities in their second decade of life and set them on the path to fulfilling their potential,” he added.

Also known as transferable skills or life skills, the 21<sup>st</sup> Century skills allow young people to become agile learners and global citizens equipped to navigate personal, social, academic and economic challenges. These skills also help young people affected by crisis cope with trauma and build resilience. They include problem-solving, negotiation, managing emotions, empathy and communication.

Leveraging the digital platforms and partnership, the ASE Project will inspire today’s young people to become tomorrow’s leaders.

# Sonam Pema

## The National Topper for BCSE 2021



**S**onam Pema from Motithang Higher Secondary School in Thimpu is a national topper for the 2021 Bhutan Certificate of Secondary Education (BCSE) with a score of 94.80%.

She bagged the first position out of 12,546 student appeared for the BCSE in March this year.

Sonam is a silent and smart girl from Kheri village, Yangneer gewog in Trashigang. She had received her primary education in classes PP to VIII from Jigme Namgyel Lower Secondary School.

The pandemic situation was a blessing in disguise at least for her as it allowed her to have enough time for her exam preparation and subject revision.

“During the lockdown, I was able to dedicate my full time to study without any distractions. Basically, studying hard is the secret to my success,” Sonam shares. “I was also motivated to do my best because of my mother,” she adds.

She came to know about the BCSE result through her mother which

was out on 23 April 2022. “It was a great surprise for me. I cried with happiness as I was overjoyed to know that I have topped the exam,” said Sonam happily remembering the moment.

According to her teacher, she is a hard-working and sincere student. “While in school, she not only writes all the important points but also comes afterward to seek clarifications,” adds her teacher.

She is a Trashi Delek certificate recipient from His Majesty in classes VI, VII and VIII. Besides, she is a strong believer and practitioner of self-learning.

Sonam is continuing her studies in the same school taking up the science stream. Her favourite subject is Biology and she wants to become a doctor. She likes playing games, reading and watching shows.

“Your hard work will not betray you. Keep trying and working hard for the best,” her message to all appearing for the BCSE this year.

# The National Topper for BHSEC 2021

## *Abin Chapagai*

**A**bin Chapagai from the Damphu Central School scored 91.75% and topped the Bhutan Higher Secondary Education Certificate (BHSEC) 2021 out of 13,700 students.

“When a friend of mine shared a screenshot of the post, I was not able to believe it. It took me a few days to convince myself that I had actually achieved what I had dreamt of throughout the year,” shared Abin recalling the result announcement day.

Abin is from Tsirang and lives with his family of four members. He grew up in Punakha and Trashigang and later moved to Tsirang to continue his studies.

He will soon be leaving to study MBBS in one of the prestigious medical colleges in Sri Lanka. “I am just done with the interview and the college has not been decided yet,” said Abin.

According to Abin, it was the first time in his school life that he studied with full dedication and his hard work paid him off well.

“I never had a free period for one whole year because I had taken both the optional subjects. I would revise all the lessons on a daily basis to keep myself updated with the syllabus,” he said. His parents and teachers motivated



him every time to do his best. The pandemic situation was a big challenge for Abin as it had made the examination schedule uncertain.

Further, it was a completely new experience for him to appear the exams under a containment mode with a vast syllabus. “However, I was able to cope with the challenges with great support from my parents, teachers and friends. I was able to realize my own potential only because of them,” he acknowledges.

My parents never failed to provide all the necessary resources and enough time for studies during the lockdown.

Our teachers also played a key role

during the containment mode to help us feel safe and motivated for better results.

Abin has been a bright student in his school life. He is a recipient of His Majesty’s certificate as well as several other academic certificates as the class topper.

During his leisure, he enjoys listening to music and watching animated movies which help him calm down and cope with stress.

“Every one of us should learn to get out of our comfort zone for achieving greater goals. You should focus mainly on exceeding your limits and expectations. And just because someone else is doing great does not mean that you have to do the same,” Abin shares.

## Class X and XII Board Examination 2021

Of the 12,546 students appearing for the Bhutan Certificate of Secondary Education (BCSE) exams, 8797 students were awarded with pass certificates. The performance of class X students dropped to the lowest, 70.12 pass percentage in the 2021 academic year which is one of the worst results in the past eleven years.

The pass percentage dropped from 96.57% in 2020 to 70.12% in the 2021 academic year. This is a 26.45% decrease in the pass percentage. The decrease in

overall pass percentage however is attributed to new assessment criteria which requires students to score 40% in both the continuous assessment (CA) and examination to pass each subject.

Of the 13,700 students appearing for the Bhutan Higher Secondary Education Certificate (BHSEC), 11,234 students were awarded with pass certificates.

The overall pass percentage for Class XII dropped to 82% for the academic year 2021 which is one of the worst in the past

sixteen years. The pass percentage dropped from 90.63% in 2020 to 82% in the 2021 academic year. This is an 8.63% decrease in the pass percentage.

The decrease in pass percentage however is attributed to new assessment criteria which requires students to score 40% in both the CA and in the main examination or theory. Out of seven Technical and Vocational Education and Training pilot schools, 36 students appeared for board examination in various traits and all the students qualified.

**The details of pass certificate not awarded from class X BCSE and XII BHSEC 2021 are as follows:**

Level	Admitted	Not Admitted
Class X	467 (As of 28/05/2022)	556 (As of 28/05/2022)
Class XII	545 (As of 28/05/2022)	987 (As of 28/05/2022)

**B**hutan Council for School Examinations and Assessment (BCSEA) is a national assessment agency that carries out centrally-organized national examinations, national large-scale assessments and monitoring to set new standards in the schooling system and improve the standard of public examinations and assessment practices in the country.

One of the main mandates of the BCSEA is to conduct the board examinations at the classes X (Bhutan Certificate of Secondary Education & Language and Culture Studies Certificate) and XII (Bhutan Higher Secondary Education Certificate & Language and Culture Studies Certificate) levels.

The 2021 board examinations were held from 28 February to 12 March 2022 with the BCSE TVET practical (9 trades) in 7 schools on 26 February 2022.

# Upgradation of Schools

The Ministry of Education approved upgradation of Middle Secondary School to Higher Secondary School, Primary School to Lower Secondary School and Extended Classrooms (ECRs) to Primary School based on the consultation and the proposal received from the concerned Dzongkhags and Technical Committee Meeting resolution. The upgradation of MSS is basically to accommodate class X graduates into government higher secondary schools.

Sl. No.	Dzongkhag	School	Upgraded to	Remarks
1	Bumthang	Chumey CS (MSS)	Chumey HSS	Class XI started
2	Bumthang	Ura CS (MSS)	Ura HSS	<b>Class XI started</b>
3	Trashiyangtse	Kuenzangling CS (MSS)	Kuenzangling HSS	Class XI started
4	Trashigang	Thrimshing CS (MSS)	Thrimshing HSS	<b>Class XI started</b>
5	Chhukha	Arekha (MSS)	Arekha HSS	Could not start class XI due to less student
6	Zhemgang	Buli CS (MSS)	Buli HSS	<b>Class XI started</b>
7	Zhemgang		Tama HSS	Renovation of school is under way

Sl. No.	Dzongkhag	Name of the School	School Level	Start Date
1	Thimphu	Lingshi PS	PS to LSS	Starting 2022
2	Punakha	Phulingsum ECR	ECR to PS	Starting 2022
3	Samtse	Depojora ECR	ECR to PS	Starting 2022
4	Samtse	Nangladrang ECR	ECR to PS	Starting 2022
5	Mongar	Sengor ECR	ECR to PS	Starting 2022
6	Chhukha	Lochina LSS	LSS to MSS	Starting 2022
7	Chhukha	Pachina ECR	ECR to PS	Starting 2022
8	Dagana	Nichula ECR	ECR to PS	Starting 2022



Red Dot  
Bhutan.

## Red Dot Bhutan to support inclusive WASH facilities for children and women with disabilities

The Royal Patron of Red Dot Bhutan, Her Royal Highness Ashi Euphelma Choden Wangchuck encouraged boys and men to create a period-friendly environment in all schools across Bhutan for all girls and women to have access to inclusive toilets.

For the last six years, advocacy around Menstrual Hygiene Management (MHM) has been calling for more action and investment in menstrual hygiene. To sustain the achievements made thus far and to catalyze progress, Red Dot Bhutan is now shifting its call to commitment for action.

“Red Dot Bhutan calls on our boys and men to champion the campaign towards deconstructing the stigma and misconceptions associated with menstruation. We urge you to normalize the word ‘period’ and encourage you to challenge the myths, misconceptions, and practices that allow fear, shame, and stigma during menstruation. We ask you to continue advocating and providing support towards enhancing effective menstrual hygiene management,” HRH Ashi Euphelma Choden Wangchuck said in her message as Bhutan joined the world in observing the Menstrual Hygiene Day on May 28.

Themed “We are committed—Men take lead,” the Day was observed with HRH gracing the event and awarding certificates of appreciation to men who have supported Red Dot Bhutan in advocating menstrual hygiene management in the country.

Besides ensuring access to menstrual products and raising awareness on MHM, the Ministry of Education and partners announced to address the menstrual management needs of girls and women with disabilities in schools and institutions.

Menstruating girls and women with different types of disabilities were found to face difficulties placing their sanitary protection materials in the correct position and washing themselves, their clothes and sanitary materials.

A 2018 Knowledge, Attitude and Practices Study on MHM for Adolescent School Girls and Nuns found that teachers advised parents to keep their child with disabilities at home during menstruation as the schools were not adequately equipped to support children with special needs during menstruation.

There are today 33 schools across Bhutan with 865 children with special educational needs

of which 491 are adolescent girls. Of the 33 schools, 24 are designated as inclusive schools or schools with Special Education Needs (SEN) programmes. Two institutions are categorized as special schools as they provide specialized education to students with disabilities.

Considering the needs for inclusive toilets and WASH facilities in SEN schools, the School Health and Nutrition Division (SHND) in partnership with UNICEF Bhutan, the Special Educational Needs Programme and School Infrastructure and Development (SIDD) will construct five inclusive toilets that includes provision to address menstrual hygiene management for adolescent girls with disabilities.

Construction works in two of the targeted schools—Changangkha Middle Secondary School in Thimphu and Khuruthang Middle Secondary School in Punakha have begun and the inclusive toilets are expected to complete by the end of this year. When complete, the five inclusive toilets are expected to benefit 139 (85 female) children with disabilities. Among others, Red Dot Bhutan’s advocacy has led to the institutionalization of menstrual health and hygiene



## Message from the Royal Patron Her Royal Highness Euphelma Choden Wangchuck

**Theme:** *We are committed-Men Take Lead*

"Red Dot Bhutan, the national platform that advocates Menstrual Hygiene Management, completes six years this year.

To mark the occasion, Red Dot Bhutan calls on our boys and men to champion the campaign towards deconstructing the stigma and misconceptions associated with menstruation. We urge you to normalize the word 'period' and encourage you to challenge the myths, misconceptions, and practices that allow fear, shame, and stigma during menstruation.

We ask you to continue advocating and providing support towards enhancing effective menstrual hygiene management."

### Contd. from page 7: Red Dot Bhutan

in the Health and Physical Education curriculum in schools and the Parliament endorsing the call to exempt taxes on all menstrual products. UNICEF Bhutan Representative a.i Marie-Consolee Mukangendo said UNICEF works with Governments and partners across the world to improve access to water and menstrual hygiene services so that all menstruating girls can manage their cycle in a dignified, healthy way.

"UNICEF Bhutan is committed to support the Royal Government of Bhutan in ensuring access to inclusive WASH services in schools and institutions while advocating to destigmatize menstruation," Marie-Consolee Mukangendo said. In preparation

for this academic year and support their learning without having to experience stress, shame, or unnecessary barriers, the Ministry of Education and partners distributed 2,000 menstrual cups, 17,000 reusable sanitary pads, 500 sanitary tampons and 5,500 disposable sanitary pads to 139 schools to safeguard the health and well-being of 2,700 adolescent girls. In addition, the Ministry of Education in partnership with RENEW and UNICEF this year also distributed 1000 reusable dignity kit sets to students in five schools.

Under the Patronage of HRH Ashi Euphelma Choden Wangchuck, the Red Dot Bhutan is an advocacy platform to raise awareness on



Menstrual Hygiene Management and destigmatize menstruation. It is led by the Ministry of Education in partnership with the Ministry of Health, the Dratshang Lhentshog, Bhutan Nuns Foundation, RENEW, SNV and UNICEF.

# Youth Safety and Protection Workshop for Youth Center staff

The Youth Center Division of the Department of Youth and Sports conducted a five-day workshop in Thimphu from May 16-20 on making the Youth Centers and Youth Friendly Integrated Service Centers safe, both physical and psychosocial as well as friendly for young people.

Since children and youth come to Youth Centers and Youth Friendly Integrated Service Centers to avail various programs and services every day, it is felt important that these Centers are made safe and conducive for them at all times. Hence, the workshop was designed to orient the staff on child protection, disaster management and first-aid services so that they can ensure safety and well-being for children and youth at the Centers.

For the first two days, the participants were introduced to the basic principles of child protection, child rights and responsibilities, identifying children and youth requiring support by linking them to appropriate services. Participants learned how to deal with children and youth sensitively and professionally so that they would feel cared and understood.

On May 18, the participants were oriented on disaster management and how to ensure physical safety at the centers in times of disasters and emergency situations.



They learned how to recognize potential risks for disasters and develop appropriate strategies to prevent them. With the basic knowledge and skills on disaster management, it is expected that the staff of Youth Centers and Youth Friendly Integrated Service Centers would be able to respond to crises appropriately and ensure physical safety for children and youth at the Centers.

On May 19, the participants were oriented on how to provide basic first-aid services to children and youth at the centers in times of medical emergencies.

The sessions were designed to equip the participants with basic first-aid techniques and skills to respond to medical emergencies.

Since many children and youth come to the centers regularly, equipping the staff with such

knowledge and skills would help them prepare better in times of emergency situations and respond to the crises more appropriately.

On the final day, the participants reviewed all the sessions covered during the workshop and developed youth safety plans for their centers. Besides, they discussed general administrative issues/concerns and planned a way forward to address them.

A total of 18 staff from nine Youth Centers and four Youth Friendly Integrated Service Centers attended the workshop which was facilitated by professionals from relevant agencies.

It is hoped that the knowledge and skills gained from the workshop will help the staff make their Centers a safe space for children and youth at all times.

# Election of office-bearers of Harmony Youth Volunteers



in the operational guideline of the group. The youth volunteer group has been instituted in each Youth Center and Youth Friendly Integrated Service Center as a part of the Division's mandate to promote the spirit of volunteerism and civic engagement among young people in Bhutan. These centers also conduct elections for their youth volunteer groups every year.

The volunteer groups not only initiate new programs/activities for other youth during their free time but they also support the centers in planning and implementing major youth programs. They are actively involved in various activities of the centers.

Through such engagements, the youth are found to develop greater self-confidence, leadership qualities, communication and interpersonal skills and more importantly, they become more responsible as individuals. Hence, these volunteer groups are an integral part of Youth Centers and Youth Friendly Integrated Service Centers.

The election at DYS premises was conducted in small groups as per the COVID-19 protocols. There were only 24 voters including the candidates who had come to vote in person. The rest of the members were given the option to vote virtually.

The Youth Center Division of the Department of Youth and Sports conducted the election for the office-bearers of Harmony Youth Volunteers, a youth volunteer group attached to the Division on April 9.

The Division facilitates the conduct of such elections every year in order to provide opportunities for youth volunteers to come forward to take up leadership roles as well as to educate them on the actual electoral and democratic processes of the country so that they can meaningfully participate in such processes at the national level.

The officials from the Election Commission of Bhutan were

invited to talk about democratic principles/values, electoral roles and voting procedures and facilitate the election process with Electronic Voting Machines. The four office-bearers: President, Vice-President, Member Secretary and Treasurer has been elected from among the group members for a term of one year.

These office-bearers are responsible not only for the overall management of the group but they also develop their action plan and implement the planned activities of the group especially the summer and winter engagement programs for children and youth.

The roles and responsibilities of each office-bearer are outlined

## Officials meet to develop M&E Framework for National Youth Action Plan



National Youth Action Plan and the revised National Youth Policy and deliberated on how to design the M&E framework to monitor and evaluate the planned activities. After rigorous discussions, a broad M&E Framework was developed based on different thematic areas identified in the policy. The framework would be validated with further consultations with relevant agencies and stakeholders. Once finalized, it would be an integral part of the National Youth Action Plan to make sure that it is implemented as planned.

The Planning Officers from MoLHR, MoE, MoHCA and relevant officials from UNICEF and UNFPA attended the workshop funded by UNICEF.

The Youth Center Division of the Department of Youth and Sports conducted a 2-day workshop to develop the M&E Framework for the implementation of the National Youth Policy and the National Youth Action Plan. The M&E Framework will serve as a tool for the lead agency to monitor the implementation of

the National Youth Action Plan. Since the National Youth Action Plan has been developed to ensure that the National Youth Policy is implemented effectively, it is felt important to have such an M&E framework in place to facilitate timely monitoring of the activities planned in the action plan. During the workshop, the participants reviewed the draft

## Instructional Guides

The revised and reviewed National School Curriculum (NSC) for various subjects were launched in March.

In light of the changes in the curriculum frameworks, we have accordingly developed for some subjects and revised all the existing Instructional Guides (IGs). IGs have been developed to support the effective implementation of the NSC.

It is specifically aimed to reduce dependence on textbooks and "content knowledge" and focus

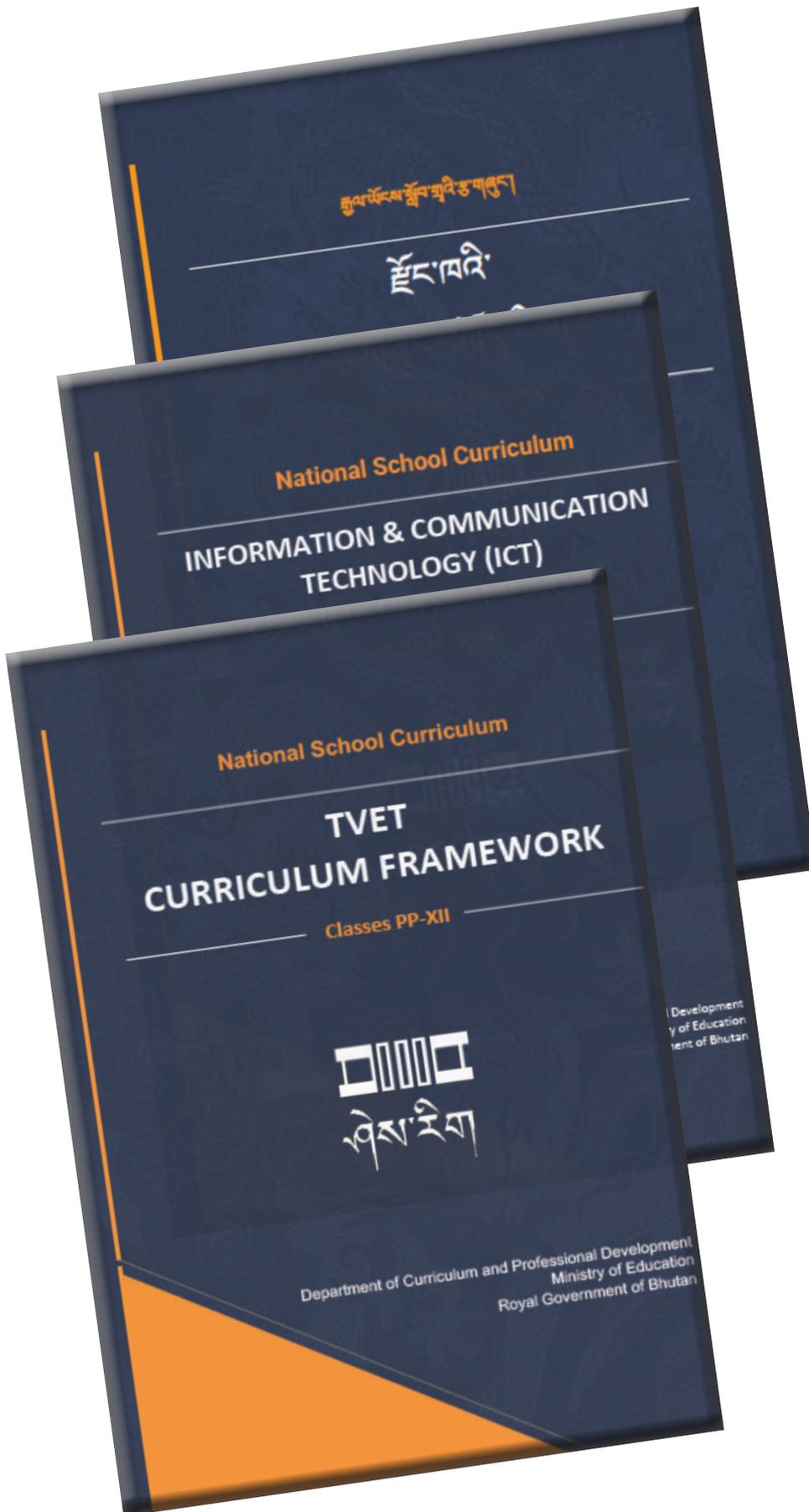
more on the learning processes and mastery of competencies. They are meant to be sample references and not comprehensive sources of lesson plans.

Teachers are expected to use their professional judgment in determining effective methods and developing individual lesson plans to serve the learning needs of their students.

The revised IGs are designed in key stages and available for download at <https://rec.gov.bt/instructional-guides>



# Revised Curriculum Frameworks



The New Normal Curriculum (NNC) based on a competency-based framework to suit the needs of changing times was launched in 2021. This was in response to the unprecedented COVID-19 situation. Accordingly, a curriculum framework that optimized on blended learning and focused on “why and how” of learning rather than on “what” of learning primarily aimed at competency development was introduced. It was later named as the National School Curriculum (NSC) in 2021 by the Curriculum and Technical Advisory Board.

A year of implementation of NSC in our schools has enabled us to carefully study the nuances and associated challenges that have been highlighted by our teachers through numerous feedback and suggestions.

The Department of Curriculum and Professional Development (DCPD) incorporated all the relevant feedback and suggestions leading to a comprehensive review of the NNC.

The current version of NSC is expected to enable our teachers to provide learning experiences that will augment the growth of competencies of intellectual, performance and behavioural dispositions in our children.

The reviewed curriculum frameworks are available at the DCPD website <https://rec.gov.bt/curriculum-frameworks>

# Y-PEER Impact Assessment report presented to stakeholders



The Youth Center Division of the Department of Youth and Sports presented the Y-PEER Impact Assessment report to relevant stakeholders on April 29.

The impact assessment was conducted to study the relevance and effectiveness of Y-PEER initiatives in the country.

Y-PEER Bhutan was instituted in 2012 as a part of the global network to promote Sexual Reproductive Health and Rights (SRHR) among young people. It is a network of young advocates specialized in the promotion of SRHR through a peer-to-peer approach.

There are currently 19 Y-PEER Networks based in various Royal University of Bhutan colleges and Technical Training Institutes under the Ministry of Labour and Human Resources. Every year,

these networks conduct various advocacy and capacity-building programs for young people with support from Y-PEER Bhutan which is a platform set up under the purview of the Youth Center Division with national and regional focal points selected from among the members.

The impact assessment was initiated to better understand which Y-PEER initiatives and programs were relevant and effective for young people and which ones require a change of direction.

The study was conducted through Bhutan Global Research, a local consultancy firm based in Thimphu.

The findings show that young people have significantly benefited from being part of the Y-PEER community in terms of boosting their self-confidence,

developing leadership skills, decision-making abilities and communication skills. More importantly, they have developed increased awareness of SRHR related issues and have become more open to share their views/concerns and support their peers in need.

However, the responses from Non-Y-PEER members show that there is a need for the Y-PEER Networks to do more public advocacy programs to promote their initiatives and services among the general youth population.

There is also a need to strengthen coordination amongst the concerned agencies to facilitate timely delivery of quality programs and services and facilitate the exchange of good practices and experiences among the Y-PEER Networks.

These recommendations from the study would guide the future programs and services of Y-PEER Bhutan so that they become most relevant to the emerging SRHR needs of young people in the country.

The presentation was attended by the Vice Chancellor of RUB, Director General of DYS, MoH and officials from MoLHR, MoH, MoE and other relevant agencies. The study was supported by UNFPA.

# Department of Curriculum and Professional Development

## *Activities undertaken*

**1 NNC/NSC Frameworks:** In cognizance of some shortfalls in the provisional edition of the NNC Framework, 17 subject curriculum frameworks were reviewed and revised and published as the First Edition 2022 of National School Curriculum Frameworks for each subject.

**2 Instructional Guides :** Based on the feedback from schools and other stakeholders, the Department of Curriculum and Professional Development (DCPD) reviewed and revised the existing Instructional Guides across all subjects (20) with the aim of implementing the competency-based learning and making teaching-learning happen 'anytime anywhere' commensurate to an inclusive education, so that all learners are provided the opportunity to learn at their own pace and situation.

Thus, a total of 54 titles of First Edition Instructional Guide of subjects were published.

The first edition NSC Framework and Instructional Guide in all subjects were finalised and

uploaded both on the Sherig and DCPD websites. Based on these resources, schools have commenced the 2022 academic year.

**3 Orientation of teachers on the NNC:** In order to ensure equity in education among learners and enhance the social equality in the society through the blended and personalized learning, teachers are envisaged to structure their facilitation as informed by the learning styles of each learner.

Therefore, about 8560 teachers, of which 4475 and 4085 teachers were oriented on the new curriculum through both virtual and contact modes.

Currently, as proposed under the PforR (World Bank) for the financial support, the DCPD has commenced the nationwide orientation of teachers on the NSC in all subjects.

**4 National Student-learning Assessment Framework:** With the institutionalisation of Competency Based Education as transformation of content

based to competency based learning, the assessment practices of student's learning need change to accentuate the adoption of Competency Based Assessment (CBA).

Therefore, the framework was developed with the aim to inspire the change in the conceptual understanding and practices of competency based assessment.

Unlike in the earlier assessment practices, the CBA emphasises on the measure of competencies on cognitive, performance and behavioural domains as the learning outcomes.

**5 Curriculum for Wangsel:** With the change in educational reforms in the general curriculum, the change in curriculum for Wangsel Institute was seen as crucial to ensure the reach of education for all.

The developed Bhutanese Sign Language (BSL) for classes IX and XII will provide quality education for children with Hard of Hearing and Deafness that suits their needs.

## Initiatives taken by Scouts and Culture Education Division

### *Department of Youth and Sports*

#### ● Training and Professional Development of Adult Rover Leaders

**F**ourteen Adult Rover Leaders comprising of Lecturers and Student Service Officers of 14 colleges in Bhutan were provided a three-day professional development program on roving.

The College of Language and Culture Studies, College of Science and Technology, College

of Natural Resources, Norbuling Rigter College, Sherubtse College, Gedu College of Business Studies, Royal Thimphu College, Gyalpozhing College of Information Technology, Apollo Bhutan Institute of Nursing, Faculty of Traditional Medicine, Paro College of Education, Samthang Vocational Training Institute, Jigme Singye

Wangchuck School of Law and Jigme Namgyel Engineering College took part in the program.

The program was initiated as Bhutan has very few members as Rover Scouts. The program helped in building the capacity of the Adult Rover Leaders and facilitated the growth of Rover Scout membership in the colleges.

#### ● Boot Camp: An advancement for Nazhoen Scouts for Membership Badges

**A** seven-day assessment camp was conducted to 1050 Nazhoen Scouts from 13 schools under Thimphu Thromde from 20-27 May 2022.

In the Scouting fraternity, there is the progressive scheme of advancement called the Badge system. Each Scout has to get the badge to go to the next higher rank. The Scouts need to have a membership Badge, Mugalbu, Sharibu, Kuengao and Toenpa Badges. The membership Badge is the lowest rank which all members must obtain.

However, owing to the pandemic and frequent lockdowns, the Scouting programs in the schools were significantly affected creating a huge backlog in



number of Scouts who could not avail any advancement courses to go to the next level.

The Boot Camp was conducted to enhance the membership growth of Scouts and promote the whole school Scouting approach in Schools.

## ● Basic Unit Leaders' Training Course for Special Education Needs Teachers



To make the Scouting program inclusive and diverse, the Division conducted a Basic Unit Leaders Training Course for 19 teachers from SEN Schools at Punakha from 21-25 May 2022.

A differently-abled children with special educational needs are not included in the Scouting program in the country due to a lack of trained adult Scout leaders in the SEN schools.

The course was designed for the SEN teachers to equip them with Scouting essentials to facilitate the Scouting program in SEN schools and promote inclusive Scouting as well as provide equal opportunity to SEN children.

## ● Adolescence Skills and Employability

A project on Adolescence Skills and Employability (ASE) was introduced in schools to equip adolescents and youth with 21<sup>st</sup> century skills to empower at least 3000 young people with the education and skills to become lifelong learners, secure productive work, make informed decisions and positively engage in their communities.

The Division has identified and oriented principals, teachers and students on the ASE project both virtually and physically in about 17 Schools.





## ● SCI Project on Empowering Communities to Address Violence

The project on Empowering Communities to Address Violence Against Children in Bhutan jointly with the National Commission for Women and Children supported by Save the Children, Bhutan was launched to enhance the capacity of students, teachers and school administrators on child

safeguarding. The project will also support schools to establish a systematic mechanism to prevent, respond and address child related issues at school through formation of School-Based Child Protection Committee which are linked with community, Dzongkhag and national level children and women protection mechanisms.

The Department of Youth and Sports piloted the project in a few selected schools under Thimphu, Dagana and Zhemgang Dzongkhags and later rolled out to all schools. The project is spearheaded by the Scouts and Culture Education Division.

## ● Scouts of the World Award Program

The Division had initiated a project on empowering young people through the Scouts of the world award to college students from September 2021-January 2022. A total of 1353 Rover Scouts and non-Scouts were trained. Young people are now competent to take up any projects based on the theme of peace, sustainable development and environment. The program was attended by 1353 students from 14 colleges.



# Development of Professional Standards for School Guidance Counsellors

## Purpose of the Standard

The Professional Standards for School Guidance Counsellors will serve to enhance the professional competence of School Guidance Counsellors and ensure quality counselling programmes and services in the schools.

## Objectives

1 Establish a benchmark for recruitment, career growth, promotion, incentives and rewards for counsellors and supervisors.

2 Define clear roles and responsibilities of School

Counsellors and Counsellor Supervisors and specify elements for quality counselling services.

3 Ensure the institution of clinical supervision and align professional development programmes to the professional needs.

4 Develop a well-defined framework for competence required for counsellors across career levels.

**The division has worked on the following areas of standards:**

- Development of Continuum of Counsellor Levels.

- Alignment of Counsellors levels with BCSR, BBCC and BPST.

- Development of Standards and key areas.

- Development of tool for validation.

- Field validation for Continuum of counsellor levels, standards and key areas.

- Consultation meeting with school counsellors of Chhukha, Sarpang and Samtse.

## Counselling Supervision

### Scope

- Enhance the quality service of counsellors to the clients.
- Improve the quality of counsellors professional skills.
- Provide a safe, supportive opportunity for individuals to engage in critical reflection in order to raise issues, explore problems and discover new

ways of handling both the situation and oneself.

- Provide opportunities in learning about the school environment; vital for leading to effective school counseling services.

The purpose of counselling supervision is to provide a tool

for workforce development, a mechanism for quality assurance and clinical safety and a means of providing professional support and debriefing.

All together the division has monitored the 19 schools of Dagana, Mongar, Samdrup Jongkhar and Pemagatshel.



# National Comprehensive Sexuality Education program in three pilot schools

(24-30 April 2022)



## Objectives

**1** Provide orientation to teachers from three remote schools about the integrated comprehensive sexuality education (CSE) in the National School Curriculum and point them to resources for teaching CSE.

Tang Central School in Bumthang, Samcholing Higher Secondary School in Trongsa and Khomshar Primary School in Zhemgang were the selected schools.

**2** Ensure that teachers are covering all of the learning objectives of the eight core concepts that have been integrated into the curriculum and Instructional Guides and that procedures are in place to fully assess/examine students on the knowledge, attitude and skills component of CSE.

**3** Interact with all subject teachers, learn about their issues in the classroom and community and devise a strategy to enhance effective CSE delivery

in their classrooms, with parents, in communities and among out-of-school adolescents.

## Context

**a.** CSE implementation was closely observed in three remote schools of Tang Middle Secondary School, Samcholing Higher Secondary School and Khomshar Primary School.

**b.** Sensitized on CSE, 8 key concepts and competencies of each key concepts.

**c.** Created awareness about UNFPA's work and its partnership with SHND toward achieving a common goal to realize the full potential of young people.

**d.** Pre-assessment/teacher survey on CSE.

**e.** Pre-assessment/student survey on CSE.

**f.** Orientation on CSE integration into the National School Curriculum Framework and Instruction Guideline.

**e.** Provided hard copies of CSE

books to be used as reference for teaching.

**g.** Shared soft copies of all the resource materials and useful links such as Amaze videos.

**h.** Sensitized on prevention from sexual exploitation, abuse and harassment and obligations of entities associated with UN.

**i.** Presented on Theory of Change for social and behavioral change-factors and interventions to consider in order to bring required behavioral changes among our young people.

**Outcome:** Realize their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others and understand and ensure the protection of their rights throughout their lives.

**Impact:** Reduced sexual risk behavior (eg. No. of partners and unprotected intercourse, STIs and adolescent pregnancy); make informed choices about their health and well-being.



## Non-Formal Education Management Information System



The Non-Formal Education Management Information System (NFE-MIS) was developed with technical support of New Edge Technologies Limited, a private consultant and the Ministry's ICTD.

It is financially supported by the Korean National Commission for UNESCO (KNCU) under the 2020 Bridge Bhutan Project in collaboration with Bhutan

National Commission for UNESCO. Presently, the data on NFE centers and NFE learners are obtained from the Dzongkhags in hard copy or in excel/Google sheets.

Such means of collection of data was not appropriate as it had less multi-year analysis and there were no computerized information systems to provide reliable and timely information on inputs,

processes and outputs of NFE programmes. Further, there is no statistical analysis of the information which is collected.

Consequently, there was an urgent need to develop and operationalize NFE-MIS which would help generate relevant information for evaluating progress made in the implementation of NFE policies, strategies and monitoring and evaluation in a systematic way.

### Objectives

- Institute an integrated and comprehensive system to enhance administration, improve services and foster evidence-based decisions.
- Generate meaningful and reliable information and statistics for use by policy-makers and planners at national levels.
- Allow for better planning and delivery of programme and monitoring and evaluation.
- Strengthen collaboration between NFE stakeholders for improved coordination and collaboration in programme delivery.
- Address the challenges in the data collection from the NFE centres and learners.

### Implementation status

The system was rolled-out to all the relevant stakeholders in all the Dzongkhags and Thromdes except in Samdrup Jongkhar and Samtse that would be conducted in May and June 2022.

The identified stakeholders were Dzongkhag Education Officers, NFE Instructors, principals, local leaders and office assistants. The roll-out workshop began from Paro with participants from Haa included together.

NFE learners started a functional literacy course through Basic Literacy Course (BLC) and progress to Post Literacy Course (PLC).

After completing PLC, access into an Advanced Learning Course

in the Community Learning Center (CLC) is provided. PLC curriculum in both Dzongkha and English comprises textbooks, workbook and Instructor's Guide.

The curriculum is reviewed with a major edition focused on incorporating relevant topics, reviewing ongoing assessment criteria, lesson plan format, project work, alignment of textbook, workbook and Instructor Guide.

The reviewed curriculum was provided to all the Instructors and Learners. The PLC curriculum reviewed were PLC textbook and Instructor's Guide.

The reviewed curriculum will be made available to learners in both printed version and digital. The digital curriculum will be uploaded in NFE-MIS under Repository Module for easy access to Instructors.

### Objectives

- Review and improve the current textbooks, workbook and instructor's manuals.
- Provide textbooks and workbooks to all BLC Learners.
- Provide Instructor's Guide to all Instructors.

### Furnishing existing CLCs

CLC is a focal point to provide opportunities for basic vocational, cultural and traditional educational programmes to NFE graduates and neo-literates to enhance lifelong learning. CLCs are increasingly seen as important initiatives for socio-economic development.

Therefore, to make CLCs more attractive, vibrant and maximize enrollment, it is important to equip CLCs with various learning equipment that would allow learners to diversify their vocational trades.

More importantly, learners will have access to teaching learning materials. There are currently 28 CLCs across the country and all CLCs are required to be strengthened in terms of infrastructure to enhance the CLC programme.

By 2023, the plan is to furnish all CLCs. In 2020, eight CLCs were furnished with furniture and equipment and for 2021, the plan is to equip additional two existing CLCs.

### Objectives

- Improve CLC programme using digital devices.
- Enhance vocational trade like baking, weaving and carpentry.
- Equip CLC with teaching and learning materials.

Some of the identified relevant furniture and equipment are below:

- Tailoring equipment (Motorized sewing machine, iron, measuring tape, scissors, measurement table).
- Baking equipment (Baking oven and accessories).
- TV monitors and printers.
- Furniture (Chairs, cupboard, bookshelves).

## Girls STEM Camp



Achieving the 2030 Sustainable Development Agenda requires transformative thinking and action. Science, Technology, Engineering and Mathematics (STEM) are critical in making improvements in many aspects of life such as health and well-being, infrastructure, sustainable energy production, agriculture and many others.

STEM has been a subject that is chosen by few and particularly by the male gender. Gender stereotypes, peer pressure and low self-esteem are issues that the students are obliged to deal with in their academic journey, hence the need to provide them with life and survival skills to enable them these culturally-based societal issues.

Through the Girls STEM Camp, the programme is aimed at demystifying STEM and enabling

girls to see how science is put into play for the benefit of society and the relevance of the different subjects that they study in the classroom to their day-to-day life.

The camp also intends to equip students with the necessary skills to overcome the gender stereotypes that hamper their entry into STEM fields while simultaneously empowering them to become powerful agents for gender equality in STEM in their respective environments.

Through the camp, it was expected to spark students' interest in STEM related areas. During the camp, there was demonstrations and presentations on all kinds of STEM related subjects well balanced between the various science disciplines, mathematics, and technology.

The theme for Girls STEM Camp 2021 is "Nothing in the world a girl

can't do." The camp was organized by Bhutan National Commission for UNESCO in collaboration with the Department of IT and Telecom (DITT) under the Ministry of Information and Communications and We-POWER of Druk Green Power Corporation.

The main objective of the camp was to inspire girls to embrace science subjects with a view to enhance their participation in STEM courses and careers. Specifically, the objectives are:

- Provide girls with an opportunity to relate and interact with women in STEM.
- Help children relate what they learn in school to the real world and their daily lives.
- Expose to the beauty, fun and importance of technology through introduction to Coding,

Robotics and the development of technological applications.

- Provide the students with the opportunity to interact to bring closer to science that is needed to overcome global challenges such as climate change and the realization of the global Agenda

2030. A total of 49 girls from 49 schools from across the country participated in the camp from 10 to 12 December 2021.

The camp was funded by UNESCO Participation Programme 2020-2021 and Asian Development Bank.

Further, the week from 16 to 21 May 2022 was observed as Experience Sharing Week.

The girl participants were our Girls STEM Advocate and will be ambassador in their schools to promote STEM related information with their friends and the school.

## Key Activities

Activity	Description
Panel session with Women from STEM	Experience sharing by the guest speakers followed by Q&A.
<b>STEM as Fun and an Enjoyable Essential Field</b>	
Theme Based Group Work	Hands-on experiments, mathematics puzzles, and optical illusions set up for students in group.
Space Technology	Hands on experience on panoptes telescope and star-gazing.
Hydropower Research and Development	Display specialist testing equipment used in hydro and other industrial purposes.
Facial Recognition Workshop	Learn the concept of facial recognition and simple guided workshop to develop facial recognition.
3D Designing and Printing	Present on the technology of 3D printing and exercise on 3D designing using TinkerCad along with demonstration on 3D printing and Super FabLaps of Bhutan.
Arduino Programming	Demonstration using Arduino and Hands-on exercise using Arduino.
Rapid Prototyping using Figma	Concept of prototyping and developing a prototype of a Mobile App.
Visit to National Seed Center	Learn about the artificial production of plants and its applications including Seed processing and quality control program, Tissue culture laboratory and Aeroponics.
Field Visit to Royal Bhutan Airlines and Royal Bhutan Helicopter Services Limited	Interact with female engineers and pilots and learn about aircraft and its practical application along with operation challenges.
Onsite Task (Impromptu Challenge)	Challenged to focus on various societal issues and develop their creativity and innovation skills in order to develop realistic project ideas using STEM-based solutions.
<b>Multifarious Activities</b>	
Sorig Zhiney	Traditional Yoga to keep oneself engaged and healthy at all times.
Reflection Session	Girl students to share their experience in three tiers of reflective thinking: Expectation, Experience and Highlight of the STEM camp.
Gaming Corner	Display of various board games and others to play during leisure time.
Photo Booth	A STEM-themed photo booth was arranged in order to lighten the mood of the participants as well as to help with social media outreach of the camp.
Movie Night	A science themed movie called 'Hidden Figures' was screened to inspire the girls in taking big responsibilities in the workplace and also, to stand strong against all forms of discrimination.

# Glimpses from Girls STEM Camp





## Early Childhood Care and Development

Considering the benefit, the Ministry has been emphasizing on the importance of the Early Childhood Care and Development (ECCD) programmes to harness the potential of children from an early age through the provision of quality ECCD programmes.

As of today, there are 495 ECCD centers with 10026 ECCD children and 947 ECCD Facilitators of both privately operated and Government supported community ECCD programme across the country. The Ministry has piloted 11 mobile ECCD centers and is planning to replicate the mobile ECCD Center, home based ECCD centers to far-flung Dzongkhags.

The Ministry has also initiated

construction of an inclusive ECCD model at Changangkha Middle Secondary School and inclusive ECCD center at Khaling Lower Secondary school for easy access to children with disability to enable them to participate along with general children. The Ministry has planned to expand the inclusive services to other Dzongkhags. Some of the major activities initiated by the Ministry are:

- Establishment of three big integrated ECCD centers in two Dzongkhags was initiated.
- Establishment of community ECCD centers supported by UNICEF and Global Partnership for Education (GPE) with cost sharing from the Local Government.

- Capacity building of ECCD Facilitators on basic ECCD programme.
- Diploma in ECCD programme for 100 ECCD Facilitators supported by UNICEF and GPE.
- To encourage children to learn at home and prepare for the future unforeseen pandemic, the home learning kits were supplied to the far-flung ECCD community and in the high risk Dzongkhags across the country and oriented.
- ECCD curriculum framework (Stage one) and curriculum were developed collaboratively with the Druk Gyalpo's Institute (DGI) and the Department of Curriculum and Professional Development (DCPD) and the draft report has been produced.



## Special Education Need Services (SEN)

Special and inclusive education is one of the main focuses along with the general education system. Children with disabilities have been provided an equal opportunity to participate in their education along with general children. In the 12<sup>th</sup> five year plan, the Ministry has planned to establish 28 schools with SEN programme across the country including two existing special institutes.

As of 2022, there are 26 schools with SEN programme including two special institutes and 754 children with varying disabilities and they have been receiving their education at par with general children.

To facilitate children with disabilities in their learning, some of the major initiative of the

Ministry include the following activities:

- Provided assistive technology such as smartphones and tablets to all 754 children with disabilities enrolled in schools with SEN programme and two inclusive institutes across the country supported under the GPE accelerated funding in response to COVID-19 pandemic.
- Trained teachers virtually on Inclusive Education Standard and on Educational assessment and screening. Face-to-face practical sessions were also conducted region wise.
- Trained teachers in Unified English Braille (UEB), the latest version of the Braille usage system.
- To enhance easy access services

to children with disabilities, three more schools with SEN programmes were identified, oriented and trained the teachers.

- Formation of Multi-sectoral Steering Committee for implementation of special and inclusive education programme collaboratively with key agencies.
- Facilitated the implementation of M.Ed programme in special and inclusive education at Paro College of Education.

There are inadequate trained teachers on the right skills and knowledge to provide services to children living with disabilities. Thus, the Ministry has been training teachers during the vacation through the National Based In-Service Programme (NBIP).

# Vulnerability Assessment of Schools



in Bhutan such as forest fire, structural fire, windstorm and landslide.

Therefore, reducing disaster risk and enhancing preparedness at school level is very important and must be given top most priority considering the large number of children and staff in schools and educational centers. We have to ensure that schools are able to reduce disaster risk, build required capacities and be prepared to ensure the safety of children and staff and also effectively respond to disaster.

making and will guide schools to propose a budget if they need for maintenance or reconstruction of structures.

Therefore, vulnerability assessment was conducted for seven identified schools in Tsirang, Wangdue and Trongsa. The identified schools include Mendrelgang CS, Damphu HSS and Damphu MSS in Tsirang; Gaselo CS in Wangdue, and Sherubling Central School, Samcholing HSS and Tsangkha CS in Trongsa. The structural assessment report with technical inputs and monitoring report on disaster risk management was shared with the schools.

The activity was conducted by a team from the School Planning and Coordination Division and School Infrastructure Development Division.

**B**hutan is located in a highly seismically active zone and is prone to earthquakes. Similarly, there are 2674 glacial lakes of which 25 are potentially dangerous. Other natural and man-made hazards are prevalent

Structural assessment can guide schools on the immediate and long-term measures they can take in order to mitigate disaster risk and ensure safety and protect educational property. With the assessment, the schools will be able to make evidence-based decision



## Quality Assurance and Accreditation Division



The Quality Assurance & Accreditation Division (QAAD) under the Department of Adult and Higher Education serves as the secretariat to the Bhutan Accreditation Council (BAC). As the secretariat, it is mandated to facilitate accreditation, assure quality of the Higher Education Institutions (HEIs) through periodic monitoring and recognize qualifications besides its other functions.

In the financial year 2021-2022, the division completed accreditation of four HEIs namely, Faculty of Traditional Medicine (FoTM) and Faculty of Nursing and Public Health (FoNPH) under KGUMSB, Paro College of Education (PCE) and Gedu College of Business Studies (GCBS) under RUB.

This is the second cycle of accreditation of these HEIs upon expiry of the validity of previous accreditation status. As a part

of the accreditation process, the secretariat conducted Assessors' training from 18-22 April 2022 to carry out preliminary assessment of the Institutional Self-Assessment Report (ISAR).

After the assessors' training, a team of 4-5 assessors each was engaged to undertake the site visits to FoTM and GCBS from 25-29 April 2022 and the FoNPH and PCE from 3-7 May 2022 to validate the ISAR. The assessor's reports of the four HEIs were presented to

the Council during the 25<sup>th</sup> BAC Meeting held on 2 June 2022 for the review and endorsement. Upon endorsement, the Council awarded the accreditation certificate to the four HEIs on 3 June 2022 in presence of the Vice Chancellor RUB, President KGUMSB, head of the HEIs and other representatives.

FoNPH and FoTM under KGUMSB, and PCE under RUB were graded A (Very Good) while GCBS under RUB was graded B (Good).





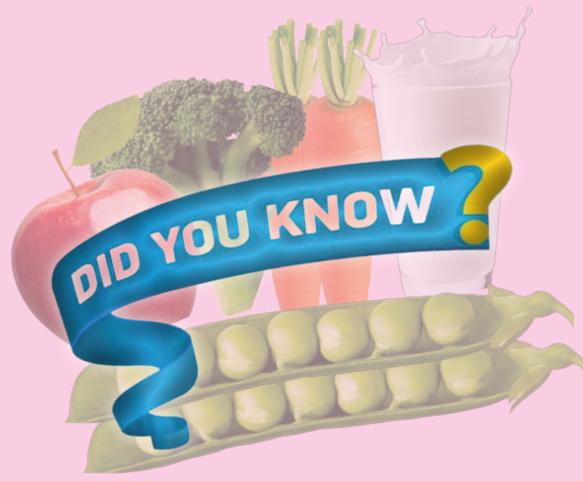
However, the institutional accreditation is not able to ensure quality of all the programmes offered by the HEIs. Therefore, the Council directed to initiate programme accreditation to ensure the quality of programmes which will support facilitating mobility of students to either pursue higher education or to work outside elsewhere.

The division secured a budget of USD 18,000 through the UNESCO Participation Programme for this activity through the Bhutan National Commission for UNESCO.

A core working group was formed constituting representatives from relevant stakeholders. The National Programme Accreditation Standards and Processes (NPASP) was recently endorsed by the Council during the 24<sup>th</sup> Council meeting. The Council shall carry out programme accreditation from the next financial year.

Further, the division was directed to review the Bhutan Qualifications Framework (BQF) by the Council. A multi-sector Taskforce was formed constituting members from all relevant stakeholders including both public and private HEIs, Bhutan Board of Certified Counselor, Dratsang and Choedhey Lhentshog, Bar Council, Bhutan Council for School Examination and Assessment.

The team is supported by UNESCO in terms of technical aspects. The Taskforce met four times and the draft revised Bhutan Qualifications Framework was submitted to the Council for endorsement during the 25<sup>th</sup> Council meeting held on 2 June 2022.



*Under the Ministry of Education's National School Feeding and Nutrition Programme, over 100,000 children get at least one meal a day.*

*The programme partners with the Ministry of Agriculture and Forests, Ministry of Health and World Food Programme to connect local farmers to the school kitchens. This helps make meals for our children more nutritious while boosting local economies.*

*The School Feeding and Nutrition Programme has introduced two exciting weekly series: #healthylunchboxBhutan and #DidYouKnow?*

*The healthy lunchbox series is a mix of pictorial and video recipes to make lunchbox for your children colourful and nutritious. It'll be featured every Monday. Did you know series will give nutrition facts and tips from the nutritionist every Thursday.*

*This series is brought to you by the Education Ministry in partnership with the World Food Programme and support from the Korea International Cooperation Agency.*

*Please tune into <https://www.facebook.com/SchoolHealthandNutritionBhutan>*

*#healthyzheyla continues!*





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