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National Education Policy 2011

Part I

1. Introduction:

Education profoundly affects every person. It empowers and enriches the individual and therefore the society, by equipping its citizens with knowledge, skills and attitudes. No other activity of the state is as crucial as education in determining the state's evolution and its people's welfare. This is especially true of Bhutan, as the bulk of its population comprises of young people. Accordingly, the country places the highest priority to investment in education.

The country also recognises the fact that young Bhutanese in particular have access to multifarious ideas, trends and currents outside the country. Economic development with its associated 'modernisation' alters the context and environment for the youth. As the nation's youth universally enrol in schools, the pressure on the young economy in transition increases. Long-term problems such as unemployment could be further aggravated. Therefore, the type of education that the youth receive must equip them for gainful employment. The core of this policy document is the delivery of quality education to the children and youth of Bhutan. The kind of education that must lead ultimately to the provision of a broad knowledge base across a wide range of subjects and interests, spanning culture, science, literature, music and the other forms of art along with the wisdom to use the knowledge for the benefit of self and the community. The Ministry of Education approaches education with this holistic view.

In order to achieve this kind of holistic education, this policy document recognises curriculum as the backbone. The curriculum followed in our schools must be appropriate to the interests, aptitudes and abilities of the students, and at the same time relevant to the national needs. It must stimulate the creativity and consciousness of the students, inspiring them towards excellence of performance. It must be firmly rooted in the world of work and equip every student with the basic skills needed for employment. The education system must also provide quality education such that its graduates are valued in an increasingly globalized world.

Thus in the formulation of policies, the Ministry places the student at the centre. All administrative structures exist to serve the best interests of the student, and to ensure the delivery of the best possible education to each student.

This policy document also acknowledges the role of parents in the education of their children. Schools and teachers do not replace parents – they complement them. Hence policies that facilitate the participation and partnership of parents in their children's education are important indeed.

The National Education Policy (NEP) shall provide broad direction to the National Education system. Other policy statements and guidelines that are specific to individual programmes and initiatives of the Ministry of Education shall complement the NEP.

2. Context of Education in Bhutan:

- 2.1 **His Majesty the Druk Gyalpo's address at Paro College of Education, 17 Feb. 2009** - "Our nation's Vision can only be fulfilled if the scope of our dreams and aspirations are matched by the reality of our commitment to nurturing our future citizens"
- 2.2 **Constitution of the Kingdom of Bhutan: Article 9.15** -"The State shall endeavour to provide education for the purpose of improving and increasing knowledge, values and skills of the entire population with education being directed towards the full development of the human personality".
- 2.3 **Constitution of the Kingdom of Bhutan: Article 9.16** -"The State shall provide free education to all children of school going age upto tenth standard and ensure that technical and professional education shall be made generally available and that higher education shall be equally accessible to all on the basis of merit".
- 2.4 **Educating for Gross National Happiness (GNH):** Bhutan's vision of development is based on the principles of Gross National Happiness. As education is the cornerstone of all progress in a society, this vision has been incorporated into the education system through Educating for GNH, an initiative that promotes holistic, contemplative, eco-sensitive, and culturally responsive educational approaches that are both taught and put into practice.
- 2.5 **Democratic Foundations:** The advent of democratic constitutional monarchy in 2008 has provided an impetus to the education system to build strong foundations for democracy in Bhutan by educating citizens to meaningfully participate in the political process.
- 2.6 **Knowledge Society:** One of Bhutan's development goals is to create a knowledge society. Towards this, the NEP shall direct and define new avenues for students, both Bhutanese and international, to pursue quality education in Bhutan.
- 2.7 **Quality Education:** The quality of education is of critical importance and must be enhanced. The policy provisions shall strive to ensure the development of a Bhutanese learning system based on GNH principles; creating a performance-based culture in schools; ensuring targeted professional development of educators; and utilising innovative ICT based teacher support mechanisms.

Towards the realisation of these aspirations, it is vital to put in place a comprehensive roadmap for education; firstly, to translate all the goals and aspirations into concrete policy statements; secondly, to ensure that the broad policy guidelines facilitate the effective implementation of education programmes at every level; and lastly, to strengthen the overall education system.

3. Vision:

“...an educated and enlightened society of ‘gyalyong gakid pelzom’ at peace with itself, at peace with the world, built and sustained by the idealism and the creative enterprise of our citizens”.

4. Mission:

- 4.1 To formulate sound policies governing all levels of learning to guide the educational destiny of the nation as it aspires to become a knowledge-society worthy of our vision and our heritage, both as a means as well as an end;
- 4.2 To build a broadly liberal, culturally sensitive, forward-looking, standards-based education system that combines the best of received wisdom of successive generations and the results of innovation and enterprise in the diverse fields of human endeavour;
- 4.3 To create the necessary learning space and opportunities to engage the genius and potentials of all the children and youth of the country in keeping with the provisions of the Constitution of the Kingdom of Bhutan, and to realize our pledge of green schools for green Bhutan;
- 4.4 To prepare our young men and women with the right values and skills, usefulness and gracefulness, to meet the ever-growing needs of a developing country against the backdrop of a fast globalizing world;
- 4.5 To build a cadre of highly motivated and competent educators who are endowed with an abiding love of children, a deep love of learning, and who passionately value education as a positive instrument of empowerment;
- 4.6 To promote a system of continuous and life-long learning through formal, non-formal as well as informal modes to enable our citizens to participate meaningfully and constructively in the life of the society;
- 4.7 To enable the participation of private individuals and institutions -both from within Bhutan and beyond- to build model seats of learning and to inspire excellence in education in keeping with the provisions of our education policy.

5. Goals of the National Education Policy:

- 5.1 The National Education Policy aims to put in place a system, which would manifest the following outcomes:
- 5.2 Children age three to eight receive adequate early childhood care and development opportunities;

- 5.3 Every Bhutanese child aged six and above is in school and completes a minimum of basic education in time;
- 5.4 Both boys and girls achieve equivalent levels of learning outcomes;
- 5.5 All students are enthusiastic and keen to learn and understand the value of what they learn;
- 5.6 All teachers are competent and committed to the effective teaching-learning and personal development of every one of their pupils;
- 5.7 The teaching profession is a career of choice and teachers take in pride in their work;
- 5.8 Schools are safe, well-equipped and accessible as far as resources allow;
- 5.9 All schools enhance the teaching-learning process with the extensive use of Information and Communication Technologies, and all students are equipped with ICT skills;
- 5.10 Schools improve their performance continuously;
- 5.11 A formal curriculum designed to interest and stimulate the pupils, to provide them with the knowledge for their future growth in work or study, and appropriate to the pupils' aptitude, interests and ability;
- 5.12 Schools support every student to develop their personality and character as they transit through adolescence and help them develop a sound moral and social conscience;
- 5.13 Private schools play an increasingly greater role and provide quality education offering either the national curriculum and examination system or an internationally recognised curriculum and examination system catering to both Bhutanese and International students;
- 5.14 Adults, who discontinued formal education, benefit from a continuing education programme that provides and promotes life-long learning;
- 5.15 A vibrant non-formal education programme actively promotes functional literacy for youth and adults who have missed primary education;
- 5.16 Wholehearted and committed parental support and involvement is visible throughout the years of schooling, while acknowledging that many parents in Bhutan may, because of their own backgrounds, find this challenging;
- 5.17 An efficient monitoring and support system is in place to encourage and enable parents, students, teachers, schools, Dzongkhags and the ministry to play their respective roles efficiently;
- 5.18 The education system receives strong support from the Royal Government and society.

6. Strategies to achieve the Goals:

- 6.1 The Ministry of Education shall ensure an education system that responds effectively to social and economic trends as they emerge, and can meet the diverse needs of different communities, employers, and the wider society;
- 6.2 The Ministry of Education shall put in place a comprehensive implementation plan to implement the policies that would ensure the attainment of all the aspirations laid down in the Vision, Mission and Goals. The Ministry shall take primary responsibility for the implementation of this National Education Policy;
- 6.3 The Ministry of Education shall see as its primary role, the empowerment of people in the system to achieve excellence through leadership, direction and support;
- 6.4 Achieving the goals of the National Education Policy framework would require investment in resources - both human and material and the judicious allocation of these resources. Towards this end, the Royal Government shall ensure adequate allocation of resources.

National Education Policy 2011

Part II

Policy Statements:

7. Access to Education:

Access to education refers to enrolment of children in school at the primary, secondary and higher secondary levels. This right has been enshrined in the Constitution and it may not be met, unless policies are put in place to ensure full access to educational services.

7.1 Enhancing Access:

- 7.1.1 All Bhutanese children, including those with special needs, shall have access to a quality basic education that is free (in terms of tuition fees and textbooks) and equitable;
- 7.1.2 Free stationery shall be provided to rural school students;
- 7.1.3 Every Bhutanese child who has attained the age of six by the start of the new academic session is entitled to admission into Pre-primary class;
- 7.1.4 Schools shall enrol children as per the admission policy issued by the Ministry;
- 7.1.5 The Ministry shall ensure the enrolment of every eligible child in school through the existing system, including the Extended Classrooms (ECR), provision of boarding, school feeding, and bussing and other innovative practices;
- 7.1.6 Every Dzongkhag shall develop sufficient educational facilities to enrol all children of school going age within the schools in the Dzongkhag upto basic education level;
- 7.1.7 Special incentives are provided to students based on location and socio-economic status;
- 7.1.8 In recognition of the specific needs of both boys and girls, gender responsive infrastructure and curriculum to be provided wherever possible.
- 7.1.9 A minimum of 40% of the cohort graduating from class X annually will be enrolled in the government higher secondary schools on merit basis;
- 7.1.10 Multi-grade teaching practice shall be implemented at primary level education where necessary. A multi-grade class should have no more than 25 children of two different grades.

7.2 Level of schools:

- 7.2.1 In order to ensure effective resource allocation and management and more importantly the continuity in the students' learning, schools shall operate at one of the following levels:

- Primary – Pre-Primary to Class VI;
- Secondary – Class PP/VII to Class X;
- Higher Secondary – Class PP/VII/IX to Class XII.

7.2.2 Where a school spans several levels (PP-X or PP-XII), each level shall have a separate vice principal responsible for its management. The Principal shall be responsible for the overall management of the school. The budget and resources shall be allocated separately by level;

7.2.3 Primary, secondary and higher secondary schools shall be established or upgraded as required subject to fulfilment of criteria;

7.2.4 Schools shall be day or boarding irrespective of level. Day schools shall be encouraged to ensure that children grow up within their own communities and with their own family members as well as to reduce financial burden on the government. However, boarding shall be provided to students who cannot access day schools due to distance, level and special needs.

7.3 Categorization of schools:

As schools are located indifferent geographical terrain, these differences must be recognised in terms of incentives and facilities to attract teachers to remote and difficult parts of the country. Therefore, in order to manage and prioritise focus, schools shall be categorized into the following categories for effective planning and support. These categories shall be reviewed from time to time:

- Urban: Schools having all basic* facilities;
- Semi-urban: Schools accessible by road and having less than 50% of the basic facilities;
- Rural: Schools accessible by feeder/farm road;
- Remote: Schools located at walking distance of 1-2 dholams;
- Difficult: Schools located at walking distance of 3 or more dholams.

*Basic facilities include (1) vehicle road, (2) electricity, (3) housing, (4) telephone, (5) hospital& (6) market

7.4 School Feeding Programme:

The school feeding programme has been very important in supporting access to education, retention and completion of school education. It alleviates short-term hunger, and improves the health and learning capacity of the students:

- 7.4.1 Children living beyond 5 km or one hour walk from the school shall be provided with school feeding where bussing or other arrangements are not in place;
- 7.4.2 Special consideration shall be made for those children who have to undertake unsafe travel to school or have special educational needs (including income of the parents);
- 7.4.3 All schools with a feeding programme shall be provided with a stipend. The rate of the stipend shall be reviewed from time to time;
- 7.4.4 Hygienic and nutritious diet shall be provided in the feeding programme;
- 7.4.5 All schools with a feeding programme and boarding facilities shall have a minimum of 50 decimals of land earmarked for the school agriculture programme.

7.5 School Infrastructure:

Based on the concept of GNH-Green Schools, the development of school infrastructure shall be targeted at bringing the school closer to the community, facilitating quality teaching-learning and making schools safe and child friendly.

- 7.5.1 School buildings shall be designed to promote a safe and conducive learning environment;
- 7.5.2 The design shall incorporate affordable new technology that is environmentally sustainable;
- 7.5.3 The location of schools shall be assessed to optimise the school catchment and to ensure safety from natural disasters;
- 7.5.4 All schools shall be adequately equipped as per the minimum standard guidelines of the Ministry of Education;
- 7.5.5 Schools shall have basic minimum sporting facilities (indoor and/or outdoor), including sports equipment;
- 7.5.6 Schools shall have an adequate number of toilet facilities for teachers and students that are clean and separate for girls and boys;
- 7.5.7 Schools shall have safe and reliable water supply with adequate and functioning facilities;
- 7.5.8 All schools shall incorporate policies and plans to conserve water and carry out proper waste management –through, among others, activities such as rain water harvesting, recycling, waste segregation, etc and to promote a healthy school environment.

- 7.5.9 All schools shall ensure the registration of school land.

7.6 Education in Emergencies:

The continuation of educational activities during a disaster and its aftermath is a priority to ensure that affected children are not made further vulnerable due to lack of educational opportunities. Adequate preparation in terms of disaster readiness, and location of school and infrastructure, is essential to protect students from the impact of all forms of disaster. Schools must be adequately prepared to prevent and handle any form of disaster.

- 7.6.1 All schools shall be assessed for potential disaster risks and the information shall be used for creating disaster preparedness plans and building any new infrastructure;
- 7.6.2 All school buildings shall be assessed for resilience to disaster. Old and non-compliant buildings shall be retrofitted to national standards;
- 7.6.3 All schools shall ensure appropriate disaster management plans and arrangements to be safe, secure and resilient;
- 7.6.4 The capacity of focal persons for disaster management, principals and teachers, shall be developed to deal with emergency situations;
- 7.6.5 The Dzongkhag and Thromde (municipal) Administration, Ministry of Education and the Department of Disaster Management shall provide immediate support to the affected schools to continue schooling. The Dzongkhag and Thromde Administration shall coordinate the emergency response activity;
- 7.6.6 Dzongkhag and Thromde Administration shall maintain adequate emergency relief provisions at all times.

8. Quality Education:

Quality Education is the enhancement of learning through provision of appropriate support to learners, adequate and quality learning environment, superior curriculum and its delivery, resulting in citizens with knowledge, skills and attitudes that enable their positive participation in society.

8.1 Enhancing Quality:

- 8.1.1 Early childhood care and development interventions for children from three to eight years of age shall be encouraged either through government initiative or private participation to prepare children to learn, be happy and healthy. A separate policy document on ECCD shall guide this programme;

- 8.1.2 The special educational needs of all students shall be catered to, to enhance both participation in education and the quality of learning. A separate policy document on Special Educational Needs shall guide this programme;
- 8.1.3 All the children shall complete their basic education with adequate knowledge and skills in time;
- 8.1.4 The teacher-pupil ratio shall be maintained at 1:24. In calculating teacher – pupil ratio, teachers on leave for six months and more shall be excluded.
- 8.1.5 Every school, however small, shall have at least 2 teachers;
- 8.1.6 The parent schools shall ensure that their ECRs are adequately staffed, and that the classes in the ECRs are not disrupted for any reason;
- 8.1.7 Class size shall be on average 32students, the class strength shall not exceed 40 students;
- 8.1.8 The education provided in all the schools must meet the quality standards as required by the Ministry of Education and the Bhutan Council for Secondary Education and Assessment;
- 8.1.9 There shall be equitable distribution of resources to all schools in the country to support delivery of quality education;
- 8.1.10 The Ministry of Education shall provide guidelines for affordable eco-friendly infrastructure development that will promote a conducive learning environment in schools. These guidelines will be updated from time to time;
- 8.1.11 Teacher Resource Centres shall be established in schools that are easily accessible by other schools in nearby areas to foster professional development programs.

8.2 ICT in Education:

Abundant opportunities exist to harness information technology for the improvement of student learning and to augment the quality of education by enhancing the teaching-learning process, developing teachers' professional capacity and strengthening the institutional capacity of the education system.

- 8.2.1 All schools shall be equipped with adequate and relevant infrastructure (hardware, and software);
- 8.2.2 All schools shall have high-speed internet connectivity. Student access to the internet shall be promoted in schools to enhance student learning;
- 8.2.3 All students completing basic education level shall be IT literate;

- 8.2.4 IT education shall be an integral part of professional development programmes for all the teachers to ensure an IT infused and enhanced curriculum delivery;
- 8.2.5 ICT shall be utilised to facilitate and enhance remote learning;
- 8.2.6 Collaborative learning through the use of ICT to promote creativity in students shall be facilitated;
- 8.2.7 Schools shall ensure the use of ICT in the school level policy.

8.3 Technical and Vocational Education (TVE):

- 8.3.1 To cater to the diverse needs and abilities of the youth, Technical and Vocational Education (TVE) shall be offered from grade nine and above aiming to cover 60% of the students. This is aimed to empower youth with technical and vocational skills for better employment opportunities;
- 8.3.2 There shall be opportunities for technical and vocational graduates to pursue further technical education in the technical institutes;
- 8.3.3 There shall be provisions for technical and vocational graduates to pursue academic studies and vice versa for general school graduates through proper equivalency standards;
- 8.3.4 Relevant curriculum shall be drawn under “Occupational Skills Development Courses”.

8.4 Student Enrichment and support:

The Student Enrichment and Support Programmes are activities that would complement curriculum, augment personal development and provide support services to students. It would provide avenues for the student to practise and consolidate his/her knowledge, skills, values and attitude and lead to his/her holistic development. These programmes would also contribute to the health and well-being of the student and ensure that he/she receives adequate and relevant care, support and attention.

- 8.4.1 Schools shall provide adequate opportunities to all students to participate in co-curricular and extra-curricular activities;
- 8.4.2 Schools shall promote media literacy amongst all students;
- 8.4.3 Schools shall follow alternative methods for positive disciplining of students including ensuring that all students abide by the students’ code of conduct;

- 8.4.4 Secondary schools shall provide comprehensive counselling and guidance to all students with designated trained counsellors, in accordance with the Guidance and Counselling Framework, which may be revised as required;
- 8.4.5 Schools shall provide life skills education and citizenship building to all students through scouting and other outdoor education;
- 8.4.6 Schools shall have a comprehensive student health programme with a designated and trained school health coordinator;
- 8.4.7 Boarding schools shall have full-time warden/matrons. Primary boarding schools shall also have trained care-givers;
- 8.4.8 Schools shall have a designated period allocated for Physical Education and Sports. It shall be supported by a full time sports instructor in the larger primary schools and secondary schools. Mass participation shall be encouraged at all levels through various intramural and interscholastic sports activities and competitions;
- 8.4.9 Students in secondary schools shall have opportunities for development of livelihood skills through vocational clubs and Occupational Skills Development Courses;
- 8.4.10 Every school shall have a uniform approved by the School Management Board. However, in remote schools, uniforms may be kept optional to reduce the financial burden on parents;
- 8.4.11 Schools shall promote and encourage parents' involvement in the education of their children;
- 8.4.12 Youth Centres shall be established where feasible. The centres shall provide recreational, educational and remedial services and programmes for both in and out-of-school youth.

9. School Curriculum:

The curriculum shall be dynamic and continuously improved in its relevance to the national values and ethos of Educating for Gross National Happiness (GNH) as well as a broader knowledge of the world in preparing the students to face the realities of the 21st century. As a part of continued curriculum improvement, the School Curriculum acknowledges the importance of the continuous professional development of the teachers and the enhancement of the learning environment required for quality learning in schools. The School Curriculum shall guide all the learning activities that are offered and enacted by all schools throughout the country. It is, however, important that the professional teachers with expertise are empowered to choose or develop the best teaching learning materials to achieve curriculum standards set for students at relevant levels.

The School Curriculum development and implementation shall be based on the following policy directives:

- 9.1.1 The School Curriculum development shall be based on continuous research to improve the quality and standard;
- 9.1.2 The School Curriculum shall ensure relevant and meaningful learning experiences through the understanding of concepts, development of skills, values and attitudes in different learning areas at the appropriate stages of student's development;
- 9.1.3 The School Curriculum shall foster innovation, creativity, and entrepreneurship in the students and enable them to join the world of work in a competitive job market, lifelong learning and self-fulfilment, and critical and analytical thinking in a progressive society;
- 9.1.4 The School Curriculum shall focus on students mastering concepts, skills and values and attitudes in addition to syllabus coverage of the subject;
- 9.1.5 The School Curriculum shall cater to a wide range of learning needs of the students including the ones with special educational needs;
- 9.1.6 The School Curriculum shall be responsive to the learning needs of both boys and girls since it is a widely acknowledged fact that boys and girls learn differently and unless the curriculum addresses the needs of both the sexes, the difference in the performance of boys and girls will not be overcome;
- 9.1.7 The Curriculum for Primary Education shall emphasize creation of a learning environment in which young children not only enjoy learning but also develop a love for learning. Emphasis shall be given to the relevance and practical use of knowledge learned through the use of a wide range of child-centred to activity based pedagogical approaches.

The key learning areas of Primary Education shall be composed of – Environmental Studies, Arts Education, Dzongkha, English, Mathematics, Health and Physical Education, Social Studies and Science;

- 9.1.8 The Curriculum for Secondary Education shall focus on preparing students to be productive and responsible citizens. Beside the academic subject disciplines for higher learning, the secondary school curriculum shall provide a diversified vocational skills development curriculum based on the students' interests, abilities and aptitudes. The diversification of curriculum at this basic education level is expected to address the nation's manpower requirement for its development and for its sustenance as a productive GNH society.

The key learning areas of basic education will be composed of - Academic Studies (Dzongkha, English, Mathematics, History and Civics, Geography, Chemistry, Biology, Physics); Optional Academic Studies(Economics and Information Communication Technology); Optional Vocational Subjects(Technical education, Agriculture and Food Security, Media and Information Literacy and Environmental Studies);

- 9.1.9 The Curriculum for Higher Secondary Education shall focus on preparing students to take specialized responsibilities and leadership roles in nation building as well as representing Bhutan in the global world.

The key learning areas at this level shall be streams such as Bhutanese Language and Arts, English Language and Arts, Commerce and Sciences or as deemed necessary in the future depending on the scenario and its demand;

- 9.1.10 The School Curriculum shall be supported by comprehensive assessment - both Formative and Summative as an integral part of the teaching-learning process;

- 9.1.11 The School Curriculum shall articulate the rationale for the following key learning areas which shall be reviewed as and when the need arises:

- 9.1.11.1 **Values Education:** Values Education shall permeate all aspects of school life and therefore, it shall be integrated into all the key learning areas. Conscious effort shall be made to incorporate and infuse the values in the school curriculum and all school activities, so that every child will grow up equipped with a set of moral values and knowledge of their own culture and heritage and with a deep sense of dignity and pride in being Bhutanese.

In addition, the values of sustenance for a small country with limited natural resources, values of international understanding and inter and intra-dependency, principles of democracy and participation shall be the basis for guiding curriculum development.

- 9.1.11.2 **Dzongkha:** Dzongkha is the national language of Bhutan. It is also one of the few indigenous Bhutanese languages to have a written script and therefore serves vital national purposes. It is a linguistic repository of the country's rich cultural heritage and it is a medium through which the country's culture, tradition, law, spirituality, and politics are carried forward as they evolve. As the national language, it plays a critical role as a national integrator, and a symbol of the country's sovereignty. As such, it is a key learning area in the school curriculum.

Dzongkha shall be offered as a subject in the schools for all the class levels from classes Pre Primary (PP) to 12. The school curriculum shall maintain and continue to promote Dzongkha as a key learning area in the schools for all time to come.

- 9.1.11.3 **English:** English is an international language. Bhutan adopted English as the medium of instruction for its schools soon after the introduction of the modern education system in the nineteen sixties. This has served Bhutan well in terms of ushering the country into modernity. As such, English as a subject from PP to 12 shall be one of the key learning areas in the school curriculum. The school curriculum shall maintain and continue to promote English as a key learning area in the schools for all times to come.

9.1.11.4 Mathematics: Mathematics is not only a profound subject in itself but also facilitates the study of science and technology. It has the power to enhance reasoning, communication, and problem solving capacities and skills in its students, all of which are required for peoples living in this modern society. For these reasons, mathematics shall occupy a prominent place in the school curriculum.

Mathematics shall be offered as a key-learning subject from classes PP to 12. The school curriculum shall continue to make the teaching and learning of Mathematics ever more meaningful, relevant and an enjoyable experience for the students.

9.1.11.5 Science and Technology: Science and technology enhance the development of students' understanding about themselves and their relationship with the physical world around them. It provides them opportunities to learn scientific concepts, skills and values and attitudes and the development of a scientific temperament. Furthermore, the rich bio-diversity of Bhutan offers enormous opportunity to enhance the study of Science.

The Science curriculum shall emphasize science education, where learners can enhance their depth of understanding and awareness of the pace and significance of developments in the field of Biology, Chemistry, Physics and allied subjects.

9.1.11.6 Humanities and Social studies: The values that are of immense importance such as the preservation of the unique identity, appreciation of age old cultural and traditional values, democratic values, patriotism, local wisdom, community vitality, good governance, civic values, roles and responsibilities of all citizens have to be imbibed by the children. Teaching of these values at the primary level shall begin with the concepts of the child himself or herself, the family, the immediate environment such as their homes and classrooms, schools and the community. This will enable children to understand the importance of life and its interdependence for a harmonious and healthy living environment. At the secondary level, the study of History, Geography and Civics shall connect students with the issues and challenges of society, thereby promoting a deeper understanding of contemporary Bhutanese ways of life and of the world outside.

This key learning area includes Environmental Studies, Social Studies, History, Geography and Civics;

9.1.11.7 Arts Education: The aim of Arts education shall be to foster appreciation for creativity so that the learner is aware of the beauty in line, colour, form, movement and sound and the nature around them. The focus in primary education shall be drawing and painting with exposure to local Bhutanese music and performing Arts such as 'mask dance' and 'folk songs and dances'. The Arts education of the primary education level will be expanded at the secondary stage with inclusion of a study and exploration of visual and aural resources, projects leading to creative visual and aural forms, study group interactions with community artists and exploration of traditional art forms;

9.1.11.8 **Health and Physical Education:** Health and Physical Education (HPE) shall focus on the health, nutrition and development of motor skills of the learners at different developmental stages. This shall enable the students to understand their physical, social, and emotional development and their relationship to personality development. Thus, the students will be able to choose and lead active healthy life styles right from the primary stage.

Games and sports are the extensions of this learning area and the practical aspects or forms of HPE. It is also intended that young children exposed to and engaged in active sports and life styles will be mentally and aesthetically healthy and lead a more healthy and productive life;

9.1.11.9 **Livelihood Skills Courses:** The courses also known as ‘Occupational Skills Development Courses’ shall be offered to classes IX to XII as optional subjects. While these courses shall focus on learning conceptual aspects with a very high degree of creativity and innovation, the major focus shall be on development of ‘skills’, and ‘values and attitudes’ towards the world of work. These courses shall provide learners with employable occupational skills and the concepts of entrepreneurship and cooperatives that the learners can easily start in any community. The idea of entrepreneurship through cooperatives shall not only employ the majority of student graduates from Class X and XII in their communities, but contribute greatly towards ensuring food security in the country and the economic self-reliance of our GNH society.

The key learning areas shall be – Engineering (Electrical, Mechanical, Civil), Agriculture for Food Security, Media studies, Arts Education and Environmental Studies;

9.1.12 The school curriculum implementation shall include:

- Professional development of the teachers on curriculum implementation;
- Establishing mechanisms to monitor and support curriculum implementation;
- Reviewing and consolidation of the curriculum.

9.1.13 All students shall have access to appropriate and meaningful learning materials including functional science labs, library books, ICT supported reading materials, etc. and the students shall be educated on the sustainable use of textbooks;

9.1.14 All schools shall implement the School Curriculum as per the implementation guide.

9.1.15 School Curriculum development and its implementation shall be guided by a Curriculum Board and the Board shall be the sole authority on curriculum matters;

9.1.16 Class teachers system from PP to Classes III shall be adopted to enhance child friendly approaches to learning;

9.1.17 The Royal University of Bhutan and its Colleges of Education shall be informed of any change in school curriculum for aligning the pre-service training courses.

10. Assessment and Examination:

Assessment systems are quality measures that cater to a number of requirements of the education system. These can be used to measure overall system efficiency as well as individual students' performance in the education system. A comprehensive assessment design would provide feedback for improvements at all tiers starting from changes in the classroom to improvements in the national systems. Towards these ends, the assessment system shall be guided by the following policies:

- 10.1 Student performance shall be based on assessing competence in a specialized area that requires a given set of skills. There shall be periodic reviews of the assessment system;
- 10.2 Multiple assessment tools in addition to traditional examinations shall be explored, to ensure the right balance between the uses of formative assessment approaches combined with the summative approach of high-stakes examinations;
- 10.3 National standards shall be developed to reduce the differences in quality across regions. Assessment processes shall be standardized and made uniform across the country over time, so that students are assessed against standardized benchmarks;
- 10.4 Examinations shall ensure a fair assessment of pupils' achievement at key learning stages and provide maximum opportunities to perform at their best both at school and national level examinations;
- 10.5 The Examination board shall be responsible for capacity building of paper setters and examiners;
- 10.6 A quality cycle management shall link the various systems of assessment and institutions involved in assessment to provide feedback to curriculum development, textbooks development and teacher education and professional development;
- 10.7 National Education Assessment at various levels and subjects shall monitor the quality of education periodically as per the requirement of the system;
- 10.8 To make assessment internationally competitive, efforts shall be made to use international level academic assessments such as TIMSS, PISA and EAA.

11. School Performance Management:

The goal of the school Performance Management System (PMS) is to help boost the performance of the schools and dzongkhags in the delivery of quality education. In order to assess performance and to prioritize timely interventions, the following policies are laid out:

- 11.1 The performance of the schools and dzongkhags in the delivery of educational services shall be monitored and assessed annually;
- 11.2 A comprehensive nationwide School Ranking Report shall be published annually to show the performance of the schools and dzongkhags in the delivery of educational services and follow up mechanism shall be established accordingly;
- 11.3 Measures shall be taken to enhance the leadership and management capacity of the schools and dzongkhags.

12. Enhancing teaching profession:

Teachers are the backbone of the education system and the quality of education hinges on their quality and motivation. It is important to create an enabling environment to improve teacher morale and motivation through proper teacher recruitment, deployment, and career advancement pathways, emphasizing higher personal and professional standards. The Teacher Human Resource (HR) policies shall specifically provide comprehensive guidelines related to the following five areas:

12.1 Recruitment:

Based on the HR Policy Guidelines, the Ministry shall recruit teachers from the following sources;

- 12.1.1 Trained teachers from the Teacher Training colleges;
- 12.1.2 Civil service and non-civil service agencies;
- 12.1.3 Contract and program based recruitment;
- 12.1.4 Temporary recruitment (community based).

12.2 Deployment:

The deployment of teachers shall be carried out by Dzongkhags and the Human Resource Division in compliance with the HR Policy Guidelines. The following will be the main guiding policy;

- 12.2.1 Incentives for difficult postings and teaching allowances for all teachers shall be provided at the rate prescribed by the government from time to time;
- 12.2.2 A Teacher shall serve at least 3 years in rural school/Dzongkhag in the first 10 years.

12.3 Career Track:

There shall be three distinct career tracks as follows;

- Administration (Instructional Leadership);
- Teaching;
- Specialist.

12.4 Professional Development:

12.4.1 Professional Development (PD) programme shall be provided based on In-service Education for Teachers (INSET) Master Plan. A teacher shall receive 80 hours of professional development through School Based In-service Programme (SBIP), Cluster Based In-service Programme (CBIP) & National Based In-service Programme (NBIP) in a year.

12.4.2 All professional development programmes shall be delivered through an integrated field and forum approach and more emphasis shall be placed on shifting the programs from forum to field.

12.4.3 Teachers pursuing self-initiated PD shall be encouraged and supported.

12.5 Performance Management:

The Ministry shall provide guidelines and oversight to the performance management process and participate in the decision making process on promotion of teachers, Principals and DEOs. The process shall be in line with the HR Policy.

12.6 Teachers' Code of Conduct:

12.6.1 The Ministry of Education shall institute a Teachers' Code of Conduct, which shall be updated on a periodic basis;

12.6.2 All teachers shall be required to abide by the Teachers' Code of Conduct.

13. Private participation in education:

A private school is a privately funded school providing quality education offering either the national curriculum and examination system or an internationally recognized curriculum and examination system catering to both Bhutanese and international students. Establishment of such schools shall be

encouraged at all levels i.e. primary and secondary by providing clear guidelines and fiscal incentives to make Bhutan a centre for excellence in education.

13.1 Private School: Local

- 13.1.1 The Royal Government shall promote and encourage by all means possible, including fiscal means, the setting up and operation of Private Schools at all levels from Pre-Primary through to Class XII;
- 13.1.2 The Guidelines for the establishment and operation of Private Schools shall be laid down by the Ministry of Education and be made publicly available. Such procedures and conditions may be revised from time to time by the Ministry of Education;
- 13.1.3 Any proposal for the establishment of a school shall be first made to the Department of School Education. The Ministry of Education, on the recommendation of the Department of School Education, shall then approve it. Upon approval, the Department of School Education shall issue a Gold Leaf to the proponent;
- 13.1.4 All Private Schools, except for those designated by the Ministry of Education as International Schools, shall follow the National School Curriculum and Board Examination system;
- 13.1.5 With the written prior approval of the Ministry of Education, private schools may offer alternative curricula and alternative examinations and qualifications in place of the National Curriculum and Board Examinations. Normally, such curricula and examinations must be internationally recognised (IB, Cambridge, GCSE, O and A levels, etc.);
- 13.1.6 All private schools shall be adequately equipped as per the minimum standard guidelines of the Ministry of Education. These guidelines shall include basic minimum sporting facilities including sports equipment, indoor and outdoor facilities. Recognising the difficulty in providing sporting facilities, especially football fields, etc. in urban areas, the guidelines will include options for private schools to provide access to sporting facilities belonging to other institutions, individuals, etc. for a minimum number of hours a week. These guidelines may be revised from time to time. All Private schools shall adhere to the revised guidelines within a period not exceeding two years from the date of revision of said guidelines;
- 13.1.7 Private Schools shall follow the same academic sessions and normally participate in extra-curricular activities, sports and other competitions, cultural activities and celebrations of national significance as Government Schools. However, the Ministry of Education may authorise in writing amendments to this policy for individual private schools.
- 13.1.8 Private schools shall observe all national and applicable local holidays;

- 13.1.9 Private schools shall observe and celebrate all nationally endorsed thematic days, including amongst others, the National Education Day on February 21st; Teacher's Day on May 2nd; Children's Day on November 11th; and National Day on December 17th;
- 13.1.10 Private Schools shall follow the same monitoring policies as Government Schools and as laid down from time to time by the Ministry of Education;
- 13.1.11 In the case of a Private School which has received the approval of the Ministry to offer alternative curricula and examinations which are also subject to external assessment and monitoring (for example, the International Baccalaureate curricula and examinations) then the school shall be required to submit such reports and assessments;
- 13.1.12 In exceptional circumstances, the Ministry of Education shall withdraw its Gold Leaf and issue closure notice to the School Board, in which case the School must close not later than two months after the end of the Academic Year. The Immediate closure notice shall specify in detail the reasons why it was issued;
- 13.1.13 The School Board of a Private School is responsible for all financial liabilities of the School, including service conditions, salaries and allowances to staff;
- 13.1.14 School Boards of Private Schools may recruit Non Bhutanese teachers with the prior approval of the Minister of Education;
- 13.1.15 Private Schools may recruit and employ Bhutanese or Non-Bhutanese professional teachers in accordance with the Ministry of Education's rules and regulations, which may be revised from time to time. Provided that the maximum percentage of Non-Bhutanese teachers does not exceed a proportion of the teaching staff as determined by the Ministry of Education - considering the availability of skilled teachers in Bhutan- it will not be necessary to obtain the Ministry of Education's approval for each individual teacher;
- 13.1.16 All teaching staff of private schools shall be trained and certified teachers;
- 13.1.17 Private Schools are encouraged to make provision for scholarships for students at all levels from economically or socially disadvantaged backgrounds. Such provisions must be made public and it shall be taken account of in the assessment of the School;
- 13.1.18 Private schools following the National Curriculum shall also be provided textbooks by the Royal Government, based on student enrolment;
- 13.1.19 The School Boards of Private Schools may set their own scale of fees with approval from the Ministry of Education. This shall not be increased during the academic year. The published scale of fees shall make clear what services are covered by the fees, and specify any other charges which may be payable during the year. The School Board will publish along with the scale of fees, its policy regarding refunds of fees paid;

- 13.1.20 Recognising that the Bhutan Secondary Certificate Examinations (BSCE) and Bhutan Higher Secondary Certificate Examinations (BHSEC) are two-year courses, private schools shall set fees for students at such levels for the whole two years courses;
- 13.1.21 School Boards of Private Schools must maintain full accounts as well as a Bank Account in which all financial transactions must be reflected. Both the accounts and the bank account must be available for inspection and audit by relevant authorities;
- 13.1.22 All Bhutanese students shall be required to wear the national dress i.e. gho and kira while attending school.

13.2 Private School: International

A private international school is a privately funded school providing quality education following an internationally recognised curriculum and examination system (e.g. IB, Cambridge) catering to both National and International students. In line with the Royal Government's desire to promote Bhutan as an educational hub, and to provide a wider range of options to Bhutanese citizens, international schools will encouraged in Bhutan:

- 13.2.1 Recognising the potential for Bhutan to become a centre of excellence in education, the setting up of highest quality International Schools shall be permitted;
- 13.2.2 International schools with affiliation to a religious body shall be permitted on equal terms and subject to the same requirements as other International Schools, provided that they offer secular Academic Courses; and do not engage in proselytization;
- 13.2.3 An International School may be established by Bhutanese nationals or registered companies or foreign individuals, organisations, educational institutes and foundations, solely or in partnership with each other;
- 13.2.4 Financial rules and regulations for such external partnerships will follow the Foreign Direct Investment Policy and rules and regulations as laid down from time to time by the relevant authority;
- 13.2.5 The taxation and fiscal regime for International Schools will be in accordance with the regulations of the Ministry of Finance for International Schools;
- 13.2.6 Entry into Bhutan of the following categories of persons shall be permitted subject to the special Visa and work permit arrangements relating to International Schools laid down from time to time by the Ministry of Home and Cultural Affairs and the Ministry of Labour and Human Resources:

- Non-Bhutanese teaching and administrative staff employed by an approved International School on a written contract, and Non Bhutanese visiting the school for the purpose of pre-arranged formal recruitment interviews;
- Officials concerned with the approval, administration and monitoring of curricula and examinations offered by the International School;
- Non-Bhutanese students formally enrolled in an approved International School;
- Non-Bhutanese parents, guardians and relatives of students of an approved International School within stated categories and limits laid down by the Ministry of Home and Cultural Affairs;
- Non-Bhutanese parents or guardians and prospective students of an approved International School for the sole purpose of an assessment and familiarization visit to the School shall be subject to the approval of the Ministry of Education.

13.2.7 International Schools may recruit and employ Bhutanese or Non-Bhutanese professional and administrative staff in accordance with the School's policy. All teaching staff of international schools shall be trained and certified teachers;

13.2.8 An approved International School shall offer the curriculum and examination system that has been initially approved. Any change in the curriculum shall need the prior approval of the Ministry of Education;

13.2.9 An International School shall make suitable provisions to teach Dzongkha, Bhutan Civics, History and Geography to all students who are Bhutanese nationals;

13.2.10 The procedures and setting of quality standards and assurance for an International School shall be laid down, implemented and monitored by the Governing Body of the School, which will make an Annual Report to be forwarded to the Ministry of Education and be made available in the public domain. Where curricula and examination provisions are externally monitored, this will be in addition to the schools' own quality assurance and standards procedures. Reports of external monitoring agencies shall be submitted to the Ministry of Education;

13.2.11 Additionally, the Ministry of Education shall monitor international schools to gauge the quality of Teaching-Learning;

13.2.12 All international schools shall ensure that at least 5% of the students are Bhutanese;

13.2.13 An application to set up an International School in Bhutan shall be submitted to the Ministry of Education as per the prescribed format;

- 13.2.14 Ownership and leasing of land for international schools shall be in accordance with the laws of Bhutan;
- 13.2.15 On receiving the written approval of the Ministry of Education, the school shall receive the status of an ‘Approved International School’ and may then commence building works, creation of physical infrastructure and recruitment of staff and students;
- 13.2.16 The Ministry of Education shall give notification of the intention to withdraw approval to an International School by means of a written notification stating in full the reasons for the intention to withdraw approval. Such written notification will state the date from which the withdrawal of approval shall take effect, which shall normally be not less than eighteen months from the date of the notification. The person or persons to whom the notification is served may appeal against the notification to the Ministry of Education within thirty days of its receipt;
- 13.2.17 Subject to the determination of any appeal, the withdrawal of approval shall take effect on the date stated in the notification of intention, after which date the school must cease operations;
- 13.2.18 A Board of Governors (or in the case of an International School registered as a Company, a Board of Directors), shall manage an International School, which shall include representatives of the proprietors and partners, the staff, the parents and one representative nominated by the Ministry of Education. The Principal of the School shall be an ex officio member of the Board;
- 13.2.19 In all matters concerning International Schools the Laws of the Kingdom of Bhutan shall apply;
- 13.2.20 The rules and regulations for the setting up and operation of International Schools and any amendments shall be publicly available;
- 13.2.21 All international schools shall observe national and local holidays.

14. Higher Education:

Creation of adequate opportunities for higher studies for students completing secondary education is of utmost importance. These opportunities would provide a clear career path and channel the potential of young people to the fullest extent. It is a link between schooling and the world of work. Investment in this area shall be a priority.

- 14.1 Undergraduate Scholarships for Bhutan Certificate for Higher Secondary Education (Class XII) graduates for both ex-country and in-country in various professional fields of science, engineering, law, medicine, education, information technology including the arts and humanity courses, as prioritized by the Government shall be implemented;

- 14.2 The Undergraduate Scholarships shall be awarded based on set selection criteria which would be revised from time to time;
- 14.3 Proper planning and funding for higher education shall be ensured to build a knowledge-based society. It shall further be supported by a proper system of qualification accreditation;
- 14.4 The Tertiary Education Policy shall govern the higher education programme.

15. Non-Formal and Continuing Education:

The non-formal education programme shall continue to provide educational services to those who have missed formal education or those who have dropped from the formal education system so that they become literate and their capability to participate in developmental activities is enhanced. Furthermore, opportunities shall also be provided to those who joined service after their secondary education and wish to upgrade their qualification through the continuing education programme.

- 15.1 Functional literacy shall be provided through Non-Formal Education programme to youth and adults who have missed primary education opportunity;
- 15.2 The adults who could not continue formal education shall be provided opportunity to upgrade their qualifications through Continuing Education;
- 15.3 The Non-Formal Education Programme shall be directed by the Non-Formal Education Board.

16. Financing Education:

Article 9, clause 16 of the Constitution of Bhutan states that “The State shall provide free education to all children of school going age up to tenth standard...” thereby enshrining the responsibility of the State to provide free education to all school age children upto the tenth standard. To ensure that the obligation is met, it is critical to put in place well equipped schools across the country:

16.1 Financial mobilization:

- 16.1.1 School education upto grade X shall be provided free of cost to all Bhutanese children in Government schools;
- 16.1.2 The Royal Government shall offer scholarships, to upto 40% of the students who successfully complete basic education every year, to grade XI in Government funded schools;
- 16.1.3 Schools may levy a School Development fee on every student. This fee will accrue to the School Development Fund (SDF), and shall be utilised by the school for its development. The

School shall collect only the amount approved by the Ministry of Education, which may be revised from time to time;

- 16.1.4 In cases where a student is unable to pay the SDF, the SMB shall be authorised to waive the fee.

16.2 Boarding:

- 16.2.1 Boarding facilities shall be provided to allow students, who are unable to participate in education due to distance to continue their studies;
- 16.2.2 Bussing will be explored as a cost effective alternative to boarding;
- 16.2.3 Where consolidation is used as a strategy to create bigger schools with enhanced teaching learning resources, boarding shall also be provided to eligible students;
- 16.2.4 Where possible, the Ministry of Education shall facilitate the provision of paid boarding in Government schools for children otherwise not eligible, but desirous of utilizing boarding facilities.

16.3 Teaching-Learning Resources:

- 16.3.1 Textbooks and teachers' guides as required by the National Curriculum, shall be provided to all schools, based on their enrolment, free of cost;
- 16.3.2 The required teaching-learning resources, including manipulatives, ICT equipment, reference materials, etc. as mandated by the National School Curriculum guidelines shall be provided to all Government schools;
- 16.3.3 Stationery shall be provided to all students enrolled in rural schools as defined by the Ministry of Education;
- 16.3.4 A textbook, stationery and teaching-learning resources policy shall be laid down by the Ministry of Education. This policy shall include, amongst others, statements for the issue, care and maintenance, lifespan, and replacement of all textbook, stationery and teaching-learning resources. This policy may be reviewed from time to time;
- 16.3.5 Schools shall have school level polices on the care of teaching-learning materials issued by the government or arranged by the parents/guardians.

16.4 Construction resources:

16.4.1 The Ministry of Education shall maintain a list of standard facilities that every school shall adhere to. This list may be revised from time to time;

16.4.2 In exceptional circumstances where it is not possible, viz. extreme remoteness, high altitude, etc., special provisions shall be made to ensure minimum facilities in these schools.

16.5 Professional Enhancement of Teachers and educators:

16.5.1 Recognizing that teachers are the essential element in providing quality education, adequate budget provision shall be made available by the dzongkhags and thromdes (municipalities) as per the guidelines issued by the Ministry of Education to ensure that every teacher gets a minimum of 80 hours of professional development annually;

16.5.2 The Royal Government shall ensure that teachers are provided with adequate opportunities to upgrade their professional and academic qualifications both within Bhutan and outside as a priority;

16.5.3 Considering the size of the teaching force, it may not be possible to provide such opportunities to every teacher. However at least 5% of teachers should avail of such opportunities annually;

16.5.4 Various incentives shall be explored to support teachers taking personal initiative to upgrade their professional career.

17. Mandate of the different tiers of service delivery:

To enhance and ensure efficiency in service delivery and also to support the ministry and agencies in managing activities at the sector, programme and project levels, it is important that a clear set of policy guidelines are laid down at each level of service delivery.

17.1 National Level:

17.1.1 The Ministry shall strive for excellence in the standards and quality of education at all levels and at all times through provision of sound policies and guidelines;

17.1.2 The Ministry shall facilitate effective coordination among different departments and the secretariat for the implementation of policies;

17.1.3 The Ministry shall review its structure and mandates from time to time to enhance its efficiency.

17.1.4 The Ministry of Education shall ensure that all plans are developed in coordination with the dzongkhags.

17.2 Dzongkhag level:

17.2.1 The dzongkhag shall support and be responsible for the delivery of educational plans and programme at the Dzongkhag level;

17.2.2 The Dzongkhag shall undertake comprehensive and systematic planning for their respective schools;

17.2.3 The Dzongkhag shall ensure that all children have access to education and complete their basic education;

17.2.4 The Dzongkhag shall support the professional development in all the schools under its jurisdiction;

17.2.5 The Dzongkhag shall ensure that the performance of the schools within its jurisdiction are monitored, and assessed and support prioritised accordingly in order to maintain the required standard of education;

17.2.6 The roles and responsibilities of the Dzongkhag Education Officers (DEOs) shall be determined by the DEOs Manual, which will be revised from time to time.

17.3 School level:

17.3.1 All schools shall develop a school level policy according to its requirements and aligned to the National Education Policy;

17.3.2 Schools should deliver quality educational programmes and towards this, they shall assess their performance on a regular basis and develop school improvement plans and implement them;

17.3.3 Principals shall assume more of an instructional leadership role and institute a system of mentoring and coaching amongst the teachers;

17.3.4 Schools shall observe all national and relevant local holidays but they shall not declare their own holidays;

17.3.5 Schools shall observe and celebrate all nationally endorsed thematic days, including amongst others, the National Education Day –February 23rd, Teacher’s Day –May 2nd, Children’s Day –November 11th and National Day – December 17th;

- 17.3.6 Initiatives shall continue to be made to strengthen the School Management Boards and parental involvement to support the schools;
- 17.3.7 The schools shall monitor, assess, and also be accountable for, their own performance;
- 17.3.8 The Ministry of Education shall on a pilot basis support bigger schools in becoming autonomous by enhancing their financial management capacity;

17.4 Community Participation:

- 17.4.1 The Ministry of Education shall initiate public discussion on current policy issues, solicit opinions, views and feedback to strengthen the delivery of educational services;
- 17.4.2 Other mechanisms, such as membership to School Management Boards etc, shall be instituted, to facilitate the participation of the stakeholders in policy and decision making.
- 17.4.3 At the school level, the community participation shall be encouraged through institution of School Management Boards (SMBs) and Parent Teacher Meetings (PTM) in the school.

18. Monitoring and Evaluation:

In order to ensure that the provisions of this policy lead to the desired outcomes as outlined above, it is of paramount importance to ensure the effective implementation and coordination of this policy. As guardian of this policy, the Ministry of Education shall take the overall responsibility to coordinate, monitor, evaluate and review the implementation of this policy. The Ministry shall ensure a wide consultation and involvement of all stakeholders in the implementation process. The following process is recommended for monitoring the implementation of this Policy:

- 18.1.1 All agencies within the Ministry shall develop implementation guidelines/rules and regulations for the policies relevant to their sectors within six months of approval of the Policy;
- 18.1.2 All agencies within the Ministry shall design strategies with milestones to ensure effective implementation of the policies relevant to their sectors;
- 18.1.3 The policies shall guide the relevant agencies within the Ministry in designing their annual plan;
- 18.1.4 All relevant agencies shall secure necessary funds and resources to support the various strategies identified;
- 18.1.5 Effective policy implementation cannot be separated from continuous monitoring and "management for results". This shall require all personnel in the Education system to be

efficient and results-oriented in their performance and the internal management procedure shall in turn ensure provision of appropriate capacity building to implement the Policy.

There shall be an annual retreat to review and evaluate the implementation of the Policy. A summative review shall also be held at the end of each plan period. The effectiveness of the policy statements itself shall also be tabled for review.

***** END of NEP *****

The Ministry of Education would like to acknowledge the following reference sources:

1. The Constitution of the Kingdom of Bhutan 2008
2. Vision 2020, Education Sector Strategy 2020(realizing the Vision 2020), Ministry of Education
3. Education Policies Guidelines and Instructions, Ministry of Education
4. Resolutions of the past Annual Education Conferences, Ministry of Education
5. Report on the proposed School Education Policy for the Kingdom of Bhutan 2008 by Mr. Michael Rutland
6. Defining Quality in Education, UNICEF, New York 2000
7. Policy for the Integration of Information and Communication Technology in the Education System, Ministry of Education, Government of St. Lucia, 2003
8. Education policy of India, Nepal, Pakistan, Singapore, Sri Lanka and Tonga

19. National Education Policy – the development process:

The Ministry entrusted the Department of School Education to take the lead role in the finalization of the draft National Education Policy during the 1st week of April. On 11 April 2011, a meeting was thus convened at the ministry with representatives from the Secretariat and the departments to discuss the way forward as it was felt that the existing draft was not satisfactory. A Task Force comprising of the following members representing the secretariat and the departments was formed to work closely on the development of the policy:

1. Tshewang Tandin, Director General, Department of School Education, Chairperson
2. Wangchuk Raptan, Specialist, Department of Curriculum & Research Development
3. Tshering Tenzin, Specialist, Bhutan Council for School Examination & Assessment
4. Chador Wangdi, CPO, School Agriculture, Feeding & Environment Division, DSE
5. Chencho Dorji, CPO, School Liaison & Coordination Division, DSE
6. Sonam Tshering, CPO, Non-Formal & Continuing Education Division, DAHE

7. Rinzin Wangmo, CPO, Youth Centre Division, Department of Youth & Sports
8. Sonam Wangyel, CPO, Human Resource & Management Division
9. Kinley Gyeltshen, CPO, Special Education & ECCD Division, DSE
10. Kinley Gyeltshen, Sr. EMO, Education Monitoring & Support Services Division, DSE
11. Singye Namgyal Dorji, SPO, Policy & Planning Division
12. Wangchuk Namgyel, CPO, Education Monitoring & Support Services Division, DSE, Coordinator.

The Task Force met on April 25th where each member presented the prospective broad areas on their respective departmental mandate that could feature in the policy. It was also decided that a retreat was necessary to devote completely to the development of the policy.

A retreat was therefore organized at Rinchenling Lodge, Paro from 5-7 May 2011 for the Task Force to work. The members were divided into groups to work on various areas. Here, the framework for the National Education Policy was drawn which was of immense help in guiding the development of the 1st draft NEP. Each group made presentations and provided feedback. The retreat concluded with the development of the first draft of the National Education Policy. Members of the task force were then directed to review the draft in totality and to provide feedback.

The Task Force met again on the 19th of May to review the draft National Education Policy (NEP) and to improve on the draft. During the 1st week of June, the Task Force members simultaneously conducted several consultative meetings within their own Divisions to further improve the NEP.

On 22nd June, the Task Force met again to refine the draft NEP and prepared for the presentation to the ministry. On 1st July, the draft NEP was presented to the ministry including departmental/division heads and DEOs (Thimphu Dzongkhag and Thim Throm) and Principals of Thim Throm. Valuable suggestions were received and incorporated. The revised draft was then presented to the ministry on 22nd July 2011 to an audience comprising of the Honourable Sherig Lyonpo, Secretary and 25 other officials from the various departments of the ministry and Principals from the valley. This meeting provided further feedback on the draft NEP and after incorporation of which, the draft was once more circulated to the relevant member within the ministry for review.

The draft NEP was also presented to the 3rd Annual DEO's meeting on the 20th of October 2011 at DYS Conference Hall by a sub-committee of the taskforce and the comments were taken to produce a revised version on the 2-3 November 2011. The sub-committee further worked on the revised document on 5-6 January 2012 and circulated to all the task force members and the Ministry on 7th January. The Taskforce had a final sitting on 15th February, 2012 – reviewed all the comments and feedback and incorporated in this final draft of the document. The language of the draft was further refined on 9th March 2012.