

TENTH ANNUAL EDUCATION CONFERENCE

(7-12 January, 2008)

KELKI HSS, THIMPHU

REPORT AND RESOLUTIONS

**Ministry of Education
Thimphu, Bhutan
(2008)**

Foreword

The theme of the 11th Annual Education Conference (AEC) “In Pursuit of Excellence in Education” was chosen bearing in mind the fact that achieving excellence in our educational system is a must if we are to enable our children to contribute positively to the growth of a strong, prosperous and secure democracy and also be able to compete globally. Realising that it is only by investing in our people, our nation’s greatest asset, that we can realize the full potential of each child towards becoming a productive and integral member of society, the RGoB Government has accorded the highest priority to the education sector during the 10th Plan.

In line with the theme of the conference, issues pertaining to quality of education and related issues arising from the field and headquarters were discussed. Discussions were frank and free and members from the field, which also included for the first time senior teachers, participated actively and contributed very constructively to the forum.

Of noteworthy mention in this context was the discussion on Quality of Education. The Conference recommended the improvement of teacher deployment, and the provision of teaching allowance as well as adequate school infrastructure and resources. It was also recommended that the 88 point strategy on quality improvement which arose from the Prime Minister’s executive order in 2006 be followed up on.

We hope that the 11th AEC Report will be read by all the members of our education family, including those who were unable to participate in the Conference, and that the resolutions and recommendations will be accordingly followed up on and also lead to further discussion at various levels thereby optimizing the impact of the Conference discussions. While the actual outcome may not be seen immediately, it is hoped that it leads to action which can be reported in the next Annual Education Conference.

Through this foreword, we would like to thank all the Dasho Dzungdags for their unstinting support towards the achievement of the national education goals, and at the same time we would like to request them to extend the same support towards the implementation of the resolutions and recommendations of the 11th AEC.

To all our staff in the field, I would like to take this opportunity to remind them that we are here because of the children and we owe them a quality education. There is no room for complacency and we must gear up our efforts to help our children reach their potential to become successful in all aspects of their lives.

In conclusion, it is my pleasure to mention that this Conference was particularly satisfying for me as a new Secretary. It provided me an excellent opportunity to meet many of our field staff, and to participate in the discussions alongside education colleagues. I wish all our Dasho Dzungdags, students, DEOs, Principals, teachers and staff a successful academic year and look forward to the next Annual Education Conference.

Tashi Delek!



Sangay Zam
Secretary

Table of Contents

	Pages
Foreword by Education Secretary	
Resolutions of the 11th AEC	1-3
Minutes of the 11th AEC	4-17
Annexures:	
Annexure 1: Report on the State of Education 2005	
Annexure 2: Report on the Status of the 10th AEC Resolutions	
Annexure 3: Presentation on HR Policies	
Annexure 4: Strategies and Recommendations for Improving Quality of Education	
Annexure 5: Welcome Address by Honorable Education Minister, Lyonpo Thinley Gyamtsho	
Annexure 6: Opening Address by Honorable Prime Minister, Lyonpo Kinzang Dorji	
Annexure 7: Presentation on Decentralization of Procurement	
Annexure 8: Presentation on Position Classification	

Resolutions of the 11th Annual Education Conference

1. Comprehensive Policy on School Safety be drawn up and presented in the 12th AEC (Action: DSE).
2. Full time Counselors post be created (Action: HRD).
3. Full time Sports Instructors post be created (Action: HRD).
4. Art Education be introduced in Schools (Action: CAPSD).
5. Impact study on teaching of history in Dzongkha be undertaken by RUB within June 2008 and decision be taken by CAPSD Board (Action: DSE).
6. Comprehensive Guidelines on Strengthening Cultural Education in schools be developed and presented in 12th AEC (Action: DYS).
7. Principals to maintain teacher portfolio and share with relevant agencies when required (Action: Schools/DEOs/HRD).
8. Textbooks be made available for sale in the market from 2008 (Action: ECS).
9. Proposal to hand over Class VI and VIII examinations to schools be resubmitted to the BBE Board for further discussions and endorsement (Action: BBE).
10. All schools upgradation be planned one year in advance to ensure that adequate facilities/resources are in place. Conditional approval be sought by December. (Action: Dzongkhags/PPD/DSE).
11. Outsourcing of School Mess be piloted in 1 HSS (Action: DSE).
12. Private candidates be allowed to sit for class VIII examinations (Action: BBE/DSE).
13. Needs Assessment on Teachers Interested to buy Computers at Subsidized Rate be carried out by June 2008 (Action: Dzongkhags/DSE).
14. Comprehensive Exercise on teacher deployment and requirements be carried out by August 2008 (Action: Dzongkhags and HRD).
15. School Level Monitoring and Support Services guidelines be reviewed and revisions proposed by September 2008 and presented in the next AEC (Action: DEOs).

16. Priority for provision of infrastructure and resources be given to primary levels (Action: DSE and Dzongkhags).
17. List of minimum standards for both infrastructure and teaching learning support materials/equipments be drawn up and provided to Dzongkhags for prioritized incorporation into Dzongkhag Plans (Action: PPD/DSE).
18. Teacher training needs assessment be carried out (Action: REC and HRD).
19. Teaching allowance be provided to improve teacher motivation and retention (Action: HRD).
20. Centrally supported activities/programmes to be carried out in schools be coordinated and streamlined (Action: DSE/DYS).
21. Status of support staff and their utilization in schools be reviewed (Action: HRD/DSE).
22. The document **Purpose of School Education** be reviewed and updated by June 2008 (Action: CAPSD).
23. DEO's office be strengthened in keeping with decentralization policy (Action: HRD/Dzongkhags).
24. Tenth Plan be finalized in consultation with dzongkhags (Action: PPD).
25. Procurement of stationeries, sports items, library books and science equipments be completely decentralized from 2008 – 2009 financial year (Action: AFD/Dzongkhags).
26. Budget for school library, stationeries, science equipments, games and sports etc not be re-appropriated (Action: Dzongkhags/Schools).
27. Framework for position of DEOs be reviewed in light of other positions. Revised selection criteria be drawn up by September 2008 and presented to the 12th AEC (Action: Committee led by HRD).
28. Ban on Corporal Punishment be fully enforced in schools (Action: Dzongkhags/Schools).
29. Corrective action to combat substance abuse in schools be initiated involving community and parents (Action: Dzongkhags/Schools/DSE/DYS)

30. Full time Manager for ESWS be recruited at P4 level by March 2008 (Action: ESWS Management Committee).
31. Soemso amount be enhanced immediately:
 - a. For the demise of the legal spouse of a member to Nu. 20,000
 - b. For the demise of the direct parents of a member to Nu. 15,000
 - c. For the demise of a member to Nu. 30,000(Action: ESWS Management)
32. Proper procedures and criteria for ESWS loan be drawn up (Action: Committee comprising of Manager ESWS, CAO, TEO, Director DSE-Chair, 1 Principal and 2 Teachers from Thimphu-identified by TEO)
33. ESWS loans be suspended until proper criteria and procedures are drawn up. (Action: ESWS Management)
34. Teaching of Dzongkha as a compulsory subject from PP-XII be strengthened (Action: DSE).
35. Scarcity allowance be provisioned for Dzongkha teachers (Action: HRD).
36. Principals and DEOs to take full responsibility and extra initiatives for the promotion of Dzongkha within their schools/dzongkhags (Action: DEOs/Principals).
37. Regular orientation workshops/trainings for Dzongkha teachers be conducted to enhance and update their knowledge/skills and teaching methods (Action: MoE).
38. The Syllabus for the Dzongkha B.Ed. students be revised appropriately (Action: PCoE/CAPSD/DDC).
39. Dzongkha be introduced as a stream in classes XI and XII (Action: CAPSD).
40. Time tested traditional methods for teaching Dzongkha be reintroduced in the primary levels (Action: CAPSD).
41. Facilities to support Dzongkha Teachers in the Resource Centers be enhanced (Action: DSE).
42. Distribution of Dzongkha Textbooks, Readers and reference books to schools be improved (Action: DSE).

Minutes of the 11th Annual Education Conference

1. Welcome Address by Chairman, AEC Committee

The Director of School Education welcomed all the participants to the 11th Annual Education Conference. He apologized for any inconvenience caused by the preponement of the Conference. He said that this year, the Conference was different in the sense that not only was it Chaired by a new Secretary of Education, it was also attended by senior teachers in addition to the usual DEOs and school heads. On behalf of the Conference members and by extension, the whole Education family, Director took the opportunity to welcome Aum Sangay Zam, the new Secretary, to the Education Ministry. He concluded wishing the participants a most fruitful Conference.

2. Opening remarks by Secretary

The Honorable Secretary of Education also spoke to the gathering, welcoming all the participants who had traveled from far and near to participate in this Conference, including the participants from the Royal University and the Royal Education Council, and wished them a happy and prosperous New Year. Honorable Secretary emphasized that 2008 would go down in the annals of Bhutanese history as a momentous year in which we would not only celebrate 100 years of monarchy in the kingdom but would also see the start of parliamentary democracy. It was also the year in which the 9th Five Year Plan would end and the 10th Five Year Plan, the first Plan to be implemented under the 5th King, would begin. She said that this was an opportune time to acknowledge the achievements of the fourth King and take this opportunity to renew our pledge to serve the Tsawa Sum.

She said that our children had so much potential and it was our sacred responsibility to bring out that potential. Honorable Secretary acknowledged the strong support received by the Ministry from the government, including the recent establishment of the Royal Education Council to support the efforts of the Ministry of Education towards the achievement of Quality Education. She said that it was in this light, and especially in view of the recent scrutiny that education has come under, that we have to rebuild people's confidence in the integrity of the system.

Speaking about the 10th Plan, she said the main areas of focus would be decentralization to bring about improved efficiency and effectiveness, while monitoring and support services would also be looked at and strengthened. Honorable Secretary also raised concern with regard to the upgradation of schools and noted that most proposals for upgradation were based on admission pressure and not properly planned out. Honorable Secretary also stressed the need for decentralization right down to school level and the accompanying empowerment of schools and communities so as to involve all relevant stakeholders in the provision of quality education.

Speaking on public participation, Secretary said that we had now reached a stage where the private sector is in a position to participate. Honorable Secretary also said that the

*Report and Resolutions of the 11th Annual Education Conference
(7-12 January 2008)*

Ministry was looking at private participation in education not just from inside Bhutan but also investment from outside and promoting Bhutan as a destination for education.

Honorable Secretary informed the Conference that within the Ministry, efforts were being made to strengthen the Secretariat and come up with more transparent criteria for teacher development, deployment and promotions. She said that the Ministry was also in the process of developing an education management and information system which would help keep a complete record of all personnel and enable informed decision making.

Honorable Secretary affirmed the Ministry's commitment to support teacher development and capacity so that teachers are able to carry out their duties effectively, since whatever happens in education has to do with teachers. Secretary noted that while most teachers are committed, there seems to be a general lack of direction and morale within the system. She informed the house that how teachers felt about what they did was more important than what others thought, and that it was about teachers' passion for the job which in turn can be transferred down to the children.

Speaking on the teaching allowance, Secretary informed that this was an important issue, and that while it was difficult to say when it would come through, the issue had not been forgotten and there were staff in the Ministry following up on it. On the number of times, this issue was being raised in the media, Secretary cautioned that using the media too much may not be a good idea since it could send the wrong message to the public and indicate that interest in the profession was based only on incentives when in reality our teachers are committed and hardworking

Honorable Secretary concluded wishing the participants a good conference and requesting all to participate actively and share experiences and feedback which could provide critical inputs into the 10th Plan which was currently being finalized.

3. Presentation on the State of Education Presentation

The EMSSD presented the State of Education. For details please see Annex 1.

4. Status of Implementation of 10th AEC Resolutions

The PPD presented the status of the resolutions of the 10th AEC. For details please see Annex 2.

5. Presentation of Conference Proceedings

The PPD also presented the conference proceedings.

6. School safety issues

This was based on the agenda submitted by the dzongkhags on the issue of protection of teachers in schools, the handling of discipline problems in the absence of corporal punishment and the issue of teachers being falsely accused. The Department of School Education informed the Conference that the development of strategies to handle

discipline problems was underway through the development of pilot child friendly schools. Meanwhile, schools should look at alternative ways of dealing with such problems and also comply strictly with the “Teachers’ Code of Conduct”.

The Chair stressed the importance of integrity within the schools and the importance of dealing with improper conduct of school staff very severely. However, where teachers are vulnerable and falsely accused, the Ministry would give full support. It was also clarified that with regard to the stories about schools and teachers coming out in the media, this was beyond anyone’s control and the Ministry could only ensure that the Ministry’s side of the story was also heard.

The house resolved that a Comprehensive Policy on School Safety would be drawn up and presented in the 12th AEC.

7. Schools to be used as Youth Centres

In order to keep the youth meaningfully engaged during the winter vacations, a proposal to use schools as youth centres which would provide different and interesting programmes during the winter months was presented. The house discussed that rather than using schools as youth centres, the focus should be on revitalizing the existing youth centres which were not doing well. Moreover, winter programmes were already happening at the initiative of individual dzongkhags and any dzongkhag wishing to start programmes could do so.

The house recommended that Dzongkhags initiate useful programmes for which proposals could be first sent to the Ministry Headquarters for help in finding the funds.

8. Counseling in Schools

The discussion centered around the need for counselors in schools at all levels and the burden on teacher counselors since they had to teach as well as provide counseling services. The issue of school heads also needing to be sensitized on counseling was raised. The house was informed that even the RCSC in 2004 had written to the Ministry of Education stressing the need to create counselor posts in schools.

The house resolved that full time counselors’ posts be created for all levels of schools.

Based on the need expressed from the field, the house also recommended that training/sensitization on counseling be provided for principals and heads of schools.

9. Hygiene and Sanitation Facilities in Schools

The house discussed the importance of hygiene and sanitation facilities in the schools and the various issues related to it. The main issues were found to be the lack of coordination between the various agencies involved, the difficulty of getting community participation for construction of toilets and water supply, and the problem of getting skilled labour budget from the Ministry of Finance.

The house was informed that with the proposed lifting of community labour contributions in the 10th plan, the issue of mobilizing community labour may be solved.

The house made the following recommendations:

- **PPD to work on and resolve the coordination issues.**
- **PPD to make a list of schools requiring budget for skilled labour for the current water and sanitation constructions and write to the Ministry of Finance.**
- **For future budgeting, dzongkhags to incorporate the budget for skilled labour costs into their own budget and the Ministry to support during the budget discussions in Thimphu.**

The Chair cautioned the members that with the Public Finance Act, no supplementary budget would be entertained and therefore all budgeting should be done very carefully and in a timely manner to avoid difficulties later on.

10. Teaching of History in Dzongkha

Since the introduction of History in Dzongkha in classes 7 and 8, schools have been facing many difficulties. Some of the issues being:

- Shortage of Dzongkha teachers
- Incompetence of history teachers to teach in Dzongkha
- Need to teach non national students in English
- Examination related issues (preparation of three separate papers, and correction)
- Impact on overall quality of education

A preliminary impact study on the teaching of history in Dzongkha had been conducted, and based on its findings; a special CAPSD Board meeting had recommended the withdrawal of the teaching of history in Dzongkha. However, the members of the Conference were divided over this issue. While some members felt that the difficulties and concerns about teaching history in Dzongkha outweighed the benefits which were not even clear, others felt that it was too soon to decide and that a more in-depth impact study should be undertaken before taking a decision.

The Conference resolved that an Impact Study on the Teaching of History in Dzongkha would be undertaken by RUB.

The house recommended that the study be undertaken in the first half of 2008 and findings of the study be reported to the CAPSD Board meeting so that a decision could be taken immediately.

The house cautioned that while Dzongkha, as our national language and the root of our cultural identity, should be promoted and developed, it should not be at the expense of the quality of education and the learning of history by our children. The house reminded that while it was the responsibility of the Education Ministry to promote Dzongkha, its prime responsibility was to provide a high quality education that was relevant to the

learning needs of the children. For promoting Dzongkha, other useful and effective strategies should also be explored.

11. Introduction of Art Education in schools

Presently art education is not provided in schools. Rather it is integrated with the teaching of other subjects and children have no opportunity to avail of specialized education in art. The house discussed the need for introducing art education as a subject in schools. Some members cautioned that students would be overburdened if art is introduced as a subject. However, the Department of School Education clarified that the objective of introducing art as a subject in schools was to teach students to appreciate art and equip them with basic skills and knowledge.

In light of this, the house ***resolved that art education be introduced as a subject in schools. To start with, art education would be introduced at the primary levels.*** Furthermore, it was recommended **that necessary resources, such as adequate teaching-learning materials and trained art teachers be put in place** to ensure effective teaching of the subject

12. Strengthening Culture Education in schools

A presentation on cultural education informed the house that teaching of cultural education in schools was hampered by the lack of written guidelines and prescribed curriculum. The house noted that culture was one of the four pillars of Gross National Happiness, and therefore, it was important for our children to know about our age-old values and culture. ***As a strategy to promote culture in schools, DYS was asked to draw up comprehensive guidelines on cultural education and present in the 12th AEC.*** However, members agreed that there was no need for a separate curriculum for culture since it can also be taught through different subjects. Further, it was clarified that most of the concerns highlighted in the presentation have been considered in the on-going curriculum reforms in Dzongkha, English and Math.

Members raised the issue of parents having to contribute for costumes and accessories required to conduct cultural programs. **Since this is an extra cost to parents and may be beyond the means of poor families, schools were advised to set aside a budget for cultural programs.**

13. Transfer of focal teachers

The house discussed issues regarding the transfer of focal teachers for various programs such as scouts, school health, and games and sports. It was raised that in many schools, there was shortage of focal persons, in spite of the fact that many teachers were trained as focal persons on an annual basis. Some of the members pointed out that this was happening because of improper deployment and not because of shortage of focal persons, and stressed the need for proper record of teachers who have undergone specialized training. The Chair informed the house that the Ministry was in the process of developing an education management information system (EMIS), which would help maintain a complete record of all personnel and enable informed decision-making. In the meantime,

the schools were asked to maintain profile of teachers and share with relevant agencies when required to enable proper deployment.

14. Presentation on penal code of Bhutan

Officials from the office of the Attorney General made a comprehensive presentation on the penal code of Bhutan. This was followed by a question and answer session during which the participants clarified the doubts and issues they had with regard to the penal code of Bhutan. The Chair thanked the officials for the presentation and said that the participants benefited immensely from this interaction.

15. Supply of computers to teachers at subsidized rates

Existing computers in schools are not available for use by teachers because computers are limited and students are given first priority to avail of computer facilities. Moreover, teachers who live off campus due to shortage of staff quarters have no access to computers after school hours. In this context, a proposal for supply of computers to teachers at a subsidized rate was made. It was felt that teachers would be able to work more efficiently and provide better teaching-learning support to students if they were provided with a computer each. It was proposed that loans be provided from ESWS for the purchase of computers. Alternatively, some members proposed that salary advance be provided. It was also suggested that the Ministry procure the computers in order to avail of lower rates for bulk orders.

While acknowledging the benefits of computers, the house cautioned against providing loans from ESWS to teachers who want to buy computers because the other teachers who are not interested to buy computers would be deprived of the opportunity to use the loan facility for other purposes. The Chair assured support from the Ministry for the procurement of computers and noted that it would be important to know how many teachers require computers, including the specifications of the computers. To this end, *the house resolved that a needs assessment of teachers interested to buy computers at a subsidized rate be conducted by DSE with support from DEOs within June 2008.*

16. Class XI admission and school upgradation

The Department of School Education (DSE) circulated the admission criteria for Class XI for review by the participants. The house had no comments on the admission criteria and endorsed it as drawn up by DSE.

The house also discussed upgradation of schools and the various issues related to it. The main issue raised was ad hoc upgrading of schools and the lack of basic infrastructures and facilities required for the provision of quality learning. The Chair acknowledged this as a matter of great concern, especially since lack of basic infrastructure and facilities had a direct impact on the quality of education, and added that it was unfair to send children to schools where there are no proper facilities. The Chair reminded that the upgradation of schools had been decentralized to the Dzongkhags, and therefore, it was the responsibility of the Dzongkhags to plan the upgradation properly and ensure that basic infrastructures are in place. At the same time, when the Dzongkhags propose for

upgradation, the Ministry would check that the required facilities are available, in the absence of which the Ministry would not approve the proposal. The Chair also informed that with the Public Finance Act in place, no supplementary budget would be allowed, and therefore, the Dzongkhags should budget carefully and in a timely manner to avoid difficulties later on.

The house resolved that school upgradation be planned one year in advance to ensure that adequate resources/facilities are in place. Furthermore, conditional approval should be sought from the Ministry by December.

17. Presentation on Book Issues

The various agenda related to procurement and supply of Textbooks and stationary were presented and discussed. **With regard to the issue of late receipt or non receipt of textbooks and supplies, the house decided that CAPSD would develop a format for reporting. This format should reach the schools by February and DEOs should send the report back by 15th March. CAPSD should review and resolve all the issues received within one month. (Action: CAPSD, Dzongkhags, schools).**

In order to make books easily available to students and parents, the Conference resolved that from 2008, textbooks will be available in the bookstores (Action: ECS). Education Central Stores should tie up with book stores to make this possible.

18. Outsourcing of mess in HSS

The house was informed that WFP was phasing out the feeding program for Classes XI and XII in 2008 and for Classes IX and X in 2009. Starting from 2008, every child would be paid Nu700.00 per month by the government in lieu of withdrawal of WFP support. It was against this backdrop that the house discussed a proposal for outsourcing of mess in higher secondary schools. It was informed that outsourcing would have many advantages, notably reduction in overhead cost, such as salary for cooks, expenditures on firewood and utensils, etc. In addition, outsourcing would also mean that school management no longer has to worry about appointment of mess in-charge and store-keeper, including purchase of supplies. It would also promote private sector development by creating new business opportunities for private entrepreneurs. The house also deliberated on the measures that would have to be in place to ensure that private contractors provide services in the manner it is desired.

The Chair noted that this was a good proposal and informed the house that this was also the proposal that was recommended in the OD exercise. To begin with, ***the house resolved that outsourcing of mess be piloted in one higher secondary school and the findings be presented in the 12th AEC.*** Further, the house recommended that the pilot school be identified by DSE in consultation with the schools.

19. Strengthening of schools sports

This was based on agenda submitted by the dzongkhags and on the resolution of the 10th AEC to strengthen school sports. The house was informed of various issues with regard

to school sports, the major ones being the need for full-time sports instructors, substandard quality of sports equipment and late delivery, including lack of proper sports facilities.

It was clarified that the mandate of the Department of Youth and Sports was to use school sports and physical activities to promote youth through healthy lifestyles and not to use youth to promote sports as there were other agencies responsible for promoting sports. It was also clarified that while the school sports and health and physical education were implemented by different agencies, it would be wrong to see them as different programs and that better coordination was required between the agencies to ensure that these programs were implemented effectively.

With regard to concern on the quality of sports equipment and late delivery, it was informed that the Ministry was aware of the problem and that with the decentralization of procurement to the dzongkhags, the issue could be addressed. **In light of this, the schools were asked to incorporate sports equipment in the dzongkhag budget and submit the bills/invoices to their dzongkhags. (Action: Dzongkhags)** Regarding the lack of physical facilities for sports, it was informed that the Department of Youth and Sports was in the process of collecting information from the dzongkhags and once this is completed, the Department would draw up the minimum facilities for sports and submit to the Ministry for approval.

The house resolved that full-time sports instructors posts would be created in schools.

20. Complete handover of Class VI examinations to schools

A proposal to completely decentralize Class VI examinations to schools was presented to the house. The proposal was based on the findings of a study conducted by BBE which indicated readiness of schools to conduct the Class VI examination independently. The reasons presented in support of complete decentralization included saving of government resources and more effective assessment of student learning when questions are developed by their own teachers. Some members cautioned that while it was a good idea to completely handover Class VI examination to schools, it could impact adversely on the quality of education, and stressed the need for a mechanism to ensure uniform standard across the system. BBE acknowledged concerns expressed by participants as valid and useful and informed the house that standard of education can be monitored through the National Education Assessment.

The house also discussed a proposal for handover of Class VIII examinations to schools and the justifications presented were same as that of Class VI examinations. **Given the technical nature of the issue and considering that this was not an appropriate forum to decide on technical issues, it was resolved that the proposal to handover Class VI and VIII examinations to schools be resubmitted to BBE Board for further discussions and endorsement.**

21. NFE Instructors

While the non-formal education programme is doing very well, it is facing a major problem due to shortage of NFE instructors. This problem was compounded by the resolution of the 10th AEC to raise the qualification requirement of NFE instructors to class XII from the existing qualification of class X. Members felt that the shortage was because of the lack of Class XII pass candidates opting for NFE teaching. Members proposed lowering the qualification requirement back to class X and also increasing the remuneration for teachers teaching NFE to Nu 3000 from the current Nu 1500 so as to encourage more teachers to take up NFE teaching. Members also raised the issue of inadequate budget for NFE due to budget cuts during budget approval by Ministry of Finance.

Members were reminded that the CCM had increased the salary of NFE instructors from Nu 3500 to Nu 4500 and the honorarium of regular teachers teaching NFE from Nu 900 to Nu 1500, including minimum qualification of NFE instructors from Class X to Class XII, only in July 2007 and noted that it was too soon to ask for another raise as proposed by the house. Further, members said that this forum had no authority to overrule the decisions of the CCM and recommended that status quo be maintained. **In the mean time, the Dzongkhags should make alternative arrangements to deal with shortage of NFE instructors by closing down redundant NFE centres and transferring NFE instructors to centres which required them.**

With regard to allocation of adequate budget for establishment of NFE centres, the Chair said that the Dzongkhags should put in a budget as per requirement and the Ministry should take up with the concerned agency to ensure that required resources are available.

The house also resolved that an impact assessment on the NFE programme be conducted.

22. Proposal to allow private candidates to sit for Class VIII examination

Bhutan Board of Examination has been approached by candidates who have failed Class VIII or dropped out to allow them to sit for Class VIII examination. Currently, there is no provision made for appearing Class VIII examination for these candidates. The issue was put up in the 17th BBE Board Meeting in July 2007 which recommended that the proposal be presented in the 11th AEC. It was in this context that the house discussed whether or not private candidates should be allowed to sit for Class VIII examination without having to attend school. Members felt that the proposal was good, and for the candidates, it would be an opportunity to complete at least basic education, which was also in line with government policy to provide basic education to every Bhutanese.

In light of this, *the house resolved that private candidates be allowed to sit for Class VIII examinations.*

23. Human Resource Policies

The Human Resource Division presented HR policies and practices of the Ministry with regard to deployment, promotion, transfer and training. The presentation is attached as Annex 3. Issues with regard to shortage of teachers in the school system, and more so in rural and remote schools, were discussed. Attention was also drawn to difficulties faced by the secondary schools when the expatriate teachers resigned in the middle of the academic session or prior to the expiry of contract. The challenges of getting adequate number of female teachers to go to community primary teachers were also discussed. It was felt that deployment of more female teachers in rural and remote schools would encourage parents to enroll girls in school.

The following recommendations were made by the house:

- **in order to resolve the issue of teacher shortage, Dzongkhags/HRM/DSE should carry out an assessment of teacher needs in terms of numbers, shortage, subject needs etc. They should also prepare a baseline data and then work out projections and training needs with the CoEs.(Action: HR to take lead role).**
- **HR should work out where teachers are required to be sent for teaching practice and inform teacher training colleges accordingly.**
- **With regard to expatriate teachers, there should be a clause saying that they cannot resign in the middle of the academic session or prior to expiry of contract. The current requirement of 3 months notice is not enough. (Action: HR).**
- **Remote/Rural schools/boarding schools should maintain a certain number of female teachers. This is especially important for boarding schools. (Action; HR/Dzongkhag).**
- **Priority for placement of regular teachers should be given to remote schools with vacancies.**

24. Improving Quality of Education

This issue had been raised by many dzongkhags in their agendas. Therefore, members worked in groups to come up with recommendations on improving the quality of education. The strategies and recommendations are summarized in Annex 4. Based on the discussions following the group presentations, the following recommendations were made:

Dzongkhags and HR(lead role) to carry out an exercise on teacher requirements by August 2008. The outcome report should include strategies to meet teacher deployment policies to be prepared in consultation with NIEs.

DEOs to review SLMSS guidelines and propose revisions by September 2008 and to be presented in the next AEC.

MoE to draw up list of minimum standards for both infrastructure and teaching learning support materials/equipments and provide to Dzongkhags for prioritized incorporation into Dzongkhag Plans.

Teacher needs assessment to be carried out (Action: REC and MoE)
Teaching allowance to be provided to improve teacher motivation and retention
DSE and DYS to coordinate and streamline activities/programmes to be carried out in schools.
Status of support staff and their utilization in schools to be reviewed.

As the foundation level, priority should be given to the provision of infrastructure and resources to primary levels.

Purpose of School Education Document to be reviewed

Status of 88 point strategy should be done by the Ministry of Education and informed to Dzongkhags and posted on the website.

25. Presentation on higher education policy

A presentation on higher education policy was made to the house. The objective of the presentation was to sensitize the participants of the conference on the higher education policy currently being developed by the task force with members drawn from the Ministry and other agencies such as the RCSC, RUB, MoLHR, Planning Commission, etc.

26. Simplification and Promotion of Dzongkha

Members discussed ways to simplify and promote Dzongkha through the Education System. The following recommendations were endorsed by the house:

- Teaching of Dzongkha as a compulsory subject from PP-XII be strengthened (Action: DSE).
- Scarcity allowance be provisioned for Dzongkha teachers (Action: HRD).
- Principals and DEOs to take full responsibility and extra initiatives for the promotion of Dzongkha within their schools/dzongkhags (Action: DEOs/Principals).
- Regular orientation workshops/trainings for Dzongkha teachers be conducted to enhance and update their knowledge/skills and teaching methods (Action: MoE).
- The Syllabus for the Dzongkha B.Ed. students be revised appropriately (Action: PCoE/CAPSD/DDC).
- Dzongkha be introduced as a stream in classes XI and XII (Action: CAPSD).
- Time tested traditional methods for teaching Dzongkha be reintroduced in the primary levels (Action: CAPSD).
- Facilities to support Dzongkha Teachers in the Resource Centers be enhanced (Action: DSE).
- Distribution of Dzongkha Textbooks, Readers and reference books to schools be improved (Action: DSE).

27. Opening of the Main Conference

The main conference was inaugurated on 11th January by the Prime Minister Lyonpo Kinzang Dorji. The welcome address by Lyonpo Thinley Gyamtsho, Honorable Education Minister and the opening address by Lyonpo Kinzang Dorji, Honorable Prime Minister are attached as Annexes 5 and 6.

28. Presentation on 10th Plan

PPD presented the 10th Plan. Members raised concern that the finalized 10th Plan document had not been shared with the dzongkhags and noted that it would help schools in budget preparation if the document was made available. PPD clarified that the 10th Plan was still in a draft stage, and the next step would be for the 10th Plan Core Committee to visit the dzongkhags and finalize the plans, especially with regard to infrastructure development, which required substantial budget in the 10th Plan. Moreover, with a new government coming soon, it was too early to endorse the plan as the final one. Members were informed that for the time being, dzongkhags should go ahead with the recurrent budgeting as per need but wait for the 10th Plan to be finalized before carrying out any capital activities requiring substantial investment.

The following issues were raised:

- a) The need to expand NFE in order to meet EFA goals
- b) The admission pressure faced in Sarpang due to lack of space. The lack of space led to rural urban migration and ultimately impacted the quality of education.
- c) The need to incorporate new technical considerations for building schools in view of disaster management strategies.
- d) Whether the plans regarding upgradation and new establishment were realistic

It was clarified that in places where schools had been closed due to security reasons, dzongkhags should submit reports on the security status to the Ministry and the Ministry would look into the possibility of re-opening more schools.

The house also recommended that DEOs office be strengthened, while at the Dzongkhag level, power and responsibility must be further delegated to the school level in order to achieve effective implementation of programmes. In order to keep to the staff strength approved by the OD, DEOs should look into sharing/taking support staff from the MSS and HSS.

29. Presentation on the decentralization of procurement

The AFD presented a proposal for the decentralization of all procurement to the dzongkhags, with the exception of textbooks. The presentation is attached as Annex 7. Issues of procurement especially with regard to library books and also budget shortfall were also discussed. The house made the following recommendations:

- **Procurement of stationeries, sports items, library books and science equipments be completely decentralized from 2008 – 2009 financial year.**
- **All schools/DEOs to fully comply with the supply work plan & immediately pay the stores upon receiving the textbooks.**
- **MoE to take up the outstanding dues from the dzongkhags with the MoF.**

- **Whenever there is a book fair, MoE to process approval for dzongkhags to buy books directly**
- **AFD to provide guidelines for procurement of stationery and sports goods**
- **Dzongkhags to coordinate with regional stores and MoE to ensure timely and efficient supply of goods.**
- **CAPSD list for library books to be viewed only as a suggestive list and not as a prescriptive list. Dzongkhags have the authority to decide whether they want to buy books from that list or not.**
- **DEOs and Principals to ensure quality of supplies.**

The house was also reminded that the library budget approved by the RGoB must not be re-appropriated to other budget heads and that this budget could also be used for subscribing to children's journals. In addition, since the Education Sector is responsible for shaping the future citizens of the country, everything that is done in the sector must be above board and exemplary. This is especially important given that the Education Sector receives maximum donor funding, and we must maintain the trust of the donors.

It was also reminded that all actors were part of a supply chain and if there was a delay in one part of the chain, then the whole supply would be delayed. Therefore, all actors concerned should comply with the procedures and carry out their part efficiently to avoid supply problems.

30. Presentation on Position Classification System (PCS)

Representatives of the RCSC made a presentation on the PCS. The main issues raised from the house were on the revoking of promotions and the inability of many teachers to get promotion due to the different rating system under the PCS. The presentation is attached as Annex 8.

31. Cross Transfer of DEOs and Principals

Many DEOs felt that the current policy of sending DEOs back as Principals should be reviewed since it was regarded as a demotion. Moreover, in order for DEOs to carry out their work effectively, their position level should be P1 and not P2 which was equivalent or sometimes lower than the position of the school heads. On these proposals, the house raised concern about the exit strategy for DEOs, implications of Principals leaving the school system after becoming DEOs (shortage of staff in the school system), and if the position is to be P1, the need to revise the criteria for DEOs post.

The house resolved that Framework for position of DEOs be reviewed in light of other positions. Revised selection criteria be drawn up by September 2008 and presented to the 12th AEC (Action: Committee led by HRD).

32. Education Staff Welfare Scheme

AFD presented an overview of the funds status under ESWS and proposed certain actions to be taken to improve the management of the scheme. The Education Staff Welfare Scheme (ESWS) had been on the agenda for the past few years. Many members were

*Report and Resolutions of the 11th Annual Education Conference
(7-12 January 2008)*

concerned about the management and coordination of the funds and the difficulty in getting soemso on time. Some members had even withdrawn from the scheme.

The house endorsed the following recommendations:

- 1. Full time Manager to be recruited at P4 level by March 2008 (Action: ESWS Management Committee).**
- 2. Soemso amount to be enhanced immediately:**
 - a. For the demise of the legal spouse of a member from Nu. 15,000 – 20,000**
 - b. For the demise of the direct parents of a member from Nu. 10,000 – 15,000**
 - c. For the demise of a member from Nu. 20,000 – 30,000****(Action: ESWS Management)**
- 3. Proper loan procedures and criteria to be drawn up (Action: Committee comprising of Manager, CAO, TEO, Director DSE-Chair, 1 Principal and 2 Teachers from Thimphu-identified by TEO)**
- 4. Loans to be suspended until proper criteria and procedures are drawn up. 10 persons supposed to get loan will be written with explanation.**
- 5. DEOs to ensure timely monthly contributions and loan recoveries.**
- 6. Member information to be updated (time of enrolment in scheme, contribution records, soemso/loans availed, proper information on beneficiaries with CID nos) by June 2008 (Action: ESWS Management Committee/Manager)**

The house also recommended that the Terms of Reference for the Manager should include the encouragement of new members and briefing of potential members such as new teacher recruits and headquarter staff.

The State of Education Report – 2007

The State of Education Report is an annual feature and tradition of the annual education conference held every year and it constitutes the general state of education throughout the school system. This report has been prepared based on the school report analysis and also after extensive deliberations carried out among Dzongkhag Education Officers, Assistant Dzongkhag Education Officers, Focal Persons and Education Monitoring Officers who represented 57 participants for the Decentralized Education Monitoring and Support Services (DEMSS) Conference held from January 4th to 6th 2008 at Paro College of Education.

The DEMSS conference is also an yearly programme carried out based on the mandate of the Education Monitoring and Support Services Division (EMSSD) to assess and monitor the Quality of Education. The state of education report therefore reflects and documents on the achievements and challenges on the following key areas:

- the general education statistics
- an evaluation of the DEMSS system
- an evaluation of the performance by schools
- and other challenges and Issues affecting the quality of education

1. General Education Statistics

1.1 Schools, Institutes, and centers

Level	Public		Private		Total		Difference
	2006	2007	2006	2007	2006	2007	
Higher Secondary Schools	21	22	7	7	28	29	1
Middle Secondary Schools	28	37		-	28	37	9
Lower Secondary School	84	87		1	84	88	4
Primary Schools	88	83	16	16	104	99	- 5
Community Schools	245	249		-	245	249	4
Day Care Centers	-	-	5	6	5	6	1
Special Institutes	3	3	-	-	3	3	0
Tertiary Education	9	10	-	-	9	10	1
Vocational Institutes	6	6	-	-	6	6	0
NFE Centres	646	777	-	-	646	777	131
Total Educational Institutions						1304	

Annexure 1

1.2 Students, Learners, trainees, and Novitiates

	Public	Private	Total
Nursery Students		215	215
Primary Students (PP-VI)	102,073	2,394	104,467
Lower & Middle Secondary Students (VII-X)	38,808	103	38,911
Higher Secondary Students (XI-XII)	5,165	3,651	8,816
School Students Abroad	-	1,029	1,029
Vocational Institutes Students	810	-	810
Tertiary Students	3,820	-	3,820
Tertiary Students Abroad	451	2,530	2,981
NFE Learners	14,694	-	14,694
Special Institutes	109	-	109
Monastic	9,287	5,149	14,436
Total	175,217	15,071	190,288

1.3 Teachers, Lecturers, trainers, instructors, and care givers

Types of Schools & Institutes	Number of Teachers		
	Male	Female	Total
Day Care Centres	1	18	19
Community Schools	703	193	896
Primary Schools	416	335	751
Private Primary Schools	46	107	153
Lower Secondary Schools	860	744	1,604
Private Lower Secondary Schools	12	11	23
Middle Secondary Schools	622	471	1,093
Higher Secondary Schools	467	216	683
Private Higher Secondary Schools	131	38	169
Special Institutes	11	3	14
Royal Universities of Bhutan	290	64	354
Vocational Training Institutes	82	7	89
Non-Formal Education Centres	339	423	762

Annexure 1

Total	3,980	2,630	6,610
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1.4 New Schools Established

Sl.no	Dzongkhag		School/location	Level	Remarks
1.	Chukha	a.	Phuntsholing	MSS	Dayschool
2.	Dagana	a.	Gangzor	CPS	Dayschool
		b.	Zinchella	CPS	Dayschool
3.	Gasa	a.	Bjishong	MSS	Boarding
4.	Punakha	a.	Phulusu	CPS	Dayschool
		b.	Nawakha	CPS	Dayschool
		c.	Lakhu	CPS	Dayschool
5.	Pemagatshel	a.	Resinang	CPS	Dayschool
6.	Samtse	a.	Namgaychoeling	CPS	Dayschool
7.	Trashigang	a.	Daliphangma	CPS	Dayschool
		b.	Retsangdung	CPS	Dayschool
		c.	Thrakthrik	CPS	Dayschool
8.	Tsirang	a.	Barshong	CPS	Dayschool
		b.	Gopini	CPS	Dayschool
9.	Thimphu	a.	Thimphu	PS	Private Dayschool
10.	Zhemgang	a.	Dali	CPS	Dayschool
Total No. of new schools established: 16					

1.5 Up gradation of schools

Sl.No	Dzongkhag		School/location	From	To
1.	Bumthang	1.	Tang	PS	LSS
2.	Chukha	2.	Lokchina	CS	LSS
		3.	Dungna	PS	LSS
3.	Dagana	4.	Dagapela	CS	LSS
		5.	Gesarling	CS	LSS
4.	Lhuentse	6.	Thimyong	CS	LSS
5.	Mongar	7.	Drametse	LSS	MSS

Annexure 1

		8.	Chaskhar	CS	LSS
		9.	Yadi	LSS	MSS
6.	Paro	10.	Shari	LSS	HSS
		11.	Khangkhu	LSS	MSS
7.	Samtse	12.	Ghumauney	LSS	MSS
		13.	Samtse	PS	LSS
		14.	Tendu	LSS	MSS
8.	Sarpang	15.	Dekiling	CS	LSS
		16.	Pelrithang	CS	LSS
9.	Thimphu	17.	Dechencholing	LSS	MSS
		18.	Druk School(Pvt)	PS	LSS
10.	Trashiyangtse	19.	Bumdeling	CS	LSS
11.	Tsirang	20.	Mendrelgang	LSS	MSS
12.	Wangdi	21.	Samtengang	LSS	MSS

No. of schools up graded

Up Graded from	Number
Middle Secondary to Higher Secondary Schools	-
Lower Secondary To Middle Secondary Schools	8
Primary/ Community to Lower Secondary Schools	12
LSS to HSS (Shari in Paro according to statistics 2007)	1
Total	21

1.6 Comparative Growth of Schools, Teachers, Students in schools and in NFE centers

	2006	2007	Difference
Schools	489	502	13
Teachers	4,963	6,610	1647
Students	1,46,524	1,90,288	43764
NFE Centres	646	777	131
NFE Instructors	669	762	93
NFE Students	18,550	14,694	-3856

2. THE DECENTRALISED EDUCATION MONITORING AND SUPPORT SERVICES (DEMSS) SYSTEM

Since the DEMSS system was resolved to be instituted on a nation-wide basis in 2002, it has developed into a network of monitoring and support services system. The major thrust of the DEMSS system has always been to create a school driven process of monitoring and support services. Therefore, the responsibilities of monitoring officers in the ministry have been to support and strengthen this important process.

The Executive Order from the Hon'ble Prime Minister and the Minister of Education to the Dzongdags and DEOs to step up monitoring and support services in the Dzongkhag has resulted in a huge impact in terms of the numbers of DEOs taking up this monitoring responsibility and the kind of support rendered by them.

In 2007, out of 20 Dzongkhags 11 Dzongkhags have formally reported their findings. From these Dzongkhags 9 DEOS and 6 ADEOs out of 21 DEOs and 27 ADEOs have submitted the reports. The overwhelming responses from most of the Dzongkhags indicate that there is a drastic improvement in monitoring and support services both at the Dzongkhag and cluster levels.

Out of 105 Focal Persons 58 submitted the reports. These reports served as a basis for discussion and deliberation during the 8th DEMSS conference.

Dzongkhag and Cluster level Monitoring and Support Services

At the Dzongkhag and cluster levels the DEOs and focal persons play a crucial role in the implementation of the decentralized monitoring and support services system. However, it has been expressed that DEOs are burdened with multiple responsibilities at the Dzongkhag level, which takes away a considerable portion of their time for monitoring responsibilities. Because of this, there is a pressing need for additional staff including ADEOs and office assistants for the Dzongkhag education office if the responsibilities entrusted to them are to be executed effectively. Ad hoc programmes at the Dzongkhag, ministry and from other agencies has adversely affected the effective implementation of educational programmes in the Dzongkhag.

Given the enormous responsibilities of DEOs, it was expressed that they continue monitoring and providing support services to the focal persons and the focal persons continue to cover all schools under their respective cluster jurisdiction. However, DEOs may visit the cluster schools on the recommendation of the focal persons on need basis.

School Level Monitoring and Support Services

The reports and deliberations also indicated the importance of School-Level Monitoring and Support Services System (SLMSS) that had been introduced to enhance effective classroom practices. It is reported that monitoring of academic activities including teaching and learning is an important part of the school system.

But SLMSS is also challenged where there are only few teachers and when teachers are burdened with too many responsibilities. The EMSSD has therefore also been advocating on the concepts on School Self Assessment which will enable school to take up monitoring and assessment on their own. But till such time when schools continue to face acute shortage of teachers, the best outcome may remain far fetched.

3. PERFORMANCE BY SCHOOLS

3.1 Management: *Management System*

Reports indicate that majority of the schools have developed School Policy Documents which acts as a written guide for the overall management of the schools. The schools are also using the “Bhutanese Management Guidelines and Instructions” booklet which was developed by the EMSSD with support from DEOs and Principals across the country. The concept of collective management is institutionalized in most of the schools.

Long-term planning, though carried out by schools, needs to be reinforced. Such planning takes into account the present status of the school, future goals, and resources required. The schools also need to continuously make efforts at realizing the school policies and plans.

The DEMSS conference has also deliberated on the concept of Child-Friendly school and recommended to incorporate in other schools. Presently the EMSSD has spearheaded the piloting of the CFS concept in 5 schools with support from the UNICEF country office.

In addition to piloting, the DEMSS conference has taken this opportunity to advocate and incorporate some of the relevant dimensions from the CFS in monitoring tools.

Human Resource Management

3.2 *Human Resources*

The conference observed that human resource management continues to face series of daunting challenges. Unplanned transfer, improper deployment, resignation of teachers in the middle of academic session and lack of teacher relievers during transfer in some of the schools have affected the quality of education.

The staffing pattern of schools to include extra personnel like games instructors, wardens, store-in charge etc need to be looked into so that these responsibilities are taken away from teachers, allowing them to concentrate on their academic and other instructional responsibility.

The system of teacher student ratio should move beyond the 1:32 approach and take in aspects such as equitable distribution and subject section ratio. Community Primary schools which continue to operate with a single teacher need to be taken up seriously. Urban concentration of teachers should be reviewed and appropriate measures taken so as to meet the needs of teachers in the rural and remote areas.

The pressure on our teachers continues to be demanding and the challenge for them to deliver the goods has never been easier by the nature of profession and call of the duty.

Annexure 1

The ministry shall have to put in incentives to the teaching profession to retain the existing staff as well as attract new and competent teachers. The low morale or dejection among some of the teaching fraternity cannot be solely blamed on themselves if we do not take care of the enabling conditions at the right time.

The present practice of interchanging positions between DEOs and Principals by the ministry with reasons still not understood has failed to instill confidence to those who have been affected and those that are still in line. This has disrupted the career path of the aspiring educational leaders in the school.

However the participants have taken stock of the situation and come forward with some strategies to address some of the common problems.

Strategies:

1. Increase the number of support staff to disengage teachers with other responsibilities.
2. There should be a meaningful means of creating substitute teachers to cushion in during the absence or lack of teachers.
3. Provide time for teachers for preparation, planning and checking within the instructional time.

Teaching-Learning Materials

With the up-gradation of schools on an annual basis, many erstwhile small schools have now raised class levels to class 6. However, Focal Persons have reported that there is no commensurate improvement in resource facilities as required by the curriculum. In particular, Science and library facilities need to be provided to schools regularly as it is the key to the provision of quality education. Lack of reference books, text books and inadequate budget has challenged principals and teachers in their effort to enhance effective teaching.

A separate science resources survey done by the EMSSD indicated lack of adequate science resources and equipments especially at the primary level. The survey sample of 117 Primary and community primary schools carried out during the month of October and November 2007 reveals 64 schools with inadequate or complete lack of resources for science teaching.

Construction of separate library room, store room, and science room in the primary schools could greatly add to the quality provision of education. It was felt that effective decentralization and streamlining were required to enable equitable distribution of resources in the schools.

3.3 Educational Programs

a. Curriculum implementation

All the schools follow the education policy of 6 to 8 periods of 55 to 40 minutes duration. However, few schools do not meet the minimum of 180 instructional days. Different

schools have different number of instructional days. This may be due to early conduct of home exams and granting of study leave.

The professional input of the teachers is monitored through the School Level Monitoring and Support Services. With the Monitoring Tools being co-related to the job description in the Position classification system of the Civil service, the teachers are exploring different strategies and methods of teaching in order to deliver the lesson to the students effectively. However, the Monitors need to use the findings of the SLMSS to identify areas for professional support and provide appropriate support through Professional Development Programs.

Other gray areas such as information not being updated in the primary text books, syllabus, change in question patterns in classes VIII and VI and the need to review primary teachers' manual has posed challenges in the day to day implementation of curriculum.

It was also observed that other constraints such as inadequate textbooks, too lengthy content and activities, substandard elementary dictionary supplied and inadequate orientation programmes of teachers hinders effective implementation of new English curriculum.

b. Co-Curricular Activities

It was expressed that co-curricular activities are useful as it keeps children mentally and physically sound and promote all round development. These activities range from literary activities, Cultural programs, Games and Sports, SUPW, Plantation, Cleaning and School Agriculture Programs. CCAs have been planned to ensure maximum and equal opportunity to the children.

However it was felt that CCAs should be minimized and that we need to discourage ad hoc sports programmes. It was also expressed that separate sport instructors and HPE trained teachers need to be employed for the purpose of achieving these objectives effectively. It was also mentioned that CCA certificates are not given due merits and it becomes increasingly difficult to involve students in the CCAs.

C. Professional development programme

It was felt that professional development programmes in terms of monitoring and support has to be further strengthened. It has to be made more meaningful by identifying areas that requires help. It was observed that School based in-service programmes should be allowed to happen during working hours so that teachers are able to focus properly and as a result able to help each other professionally.

In order for the professional development programme to be successful a separate system of budgeting should be in place to support all professional programmes. It was also expressed that refresher need to be instituted to keep them abreast of the changing needs of the classroom practices.

4. OTHER CHALLENGES AND ISSUES

1. School plans to be incorporated in the Dzongkhags' and Ministry's plans, so as to coordinate and channel the funds and resources effectively.
2. In keeping with the resolution of the 10th AEC a minimum of 2 teachers per school, irrespective of level of school should be deployed in order not to compromise with the quality of education.
3. The Distance Education certificates not being attested by RUB to be looked into considering the amount of effort teachers make.
4. Teachers' rights should also be protected for false accusations and also on the issue of the ban of corporal punishment. Teachers also require a platform to redress issues and problems as they form the bulk of civil servants.
5. Class VI & VIII examinations be clubbed with other home exams to allow adequate time for correction of papers and preparation of results.
6. Curriculum and subject period allocation guidelines need to be updated and supplied to all the schools.
7. Updated syllabus book has to be circulated to the schools to avoid unnecessary confusion in the implementation of new curricula.
8. Three years remote posting criteria has to be reviewed to avoid teachers being transferred from one remote school to another.
9. There is a need to revisit the criteria for the selection of DEO, Principals of higher and middle secondary and EMOs for B. Ed primary teachers as they are deprived of the same opportunity.
10. Recruitment of EMOs to be carried out from the focal persons as they would have the necessary skills and experiences.

5. CONCLUSION:

In conclusion, we have made an attempt through this report to capture balanced images of the successes and challenges that the school system has effectively sustained throughout the academic year 2007. However, it must be understood that any balancing act should not eclipse the many issues and challenges that deserve our attention. The increasing number of issues and challenges only indicate our enthusiasm and need to address them urgently. Our schools and teachers have been continuously placed under the microscopic view of the public by the media and yet the need to enhance teachers' morale by way of providing adequate resources and enabling conditions for effective delivery still remain a under a glimmer of hope. Expecting high performance from teachers in minimal working conditions simply exemplifies unrealistic dreams of aspiring first world classrooms in a third world situation! Yet they performed and carried on with their daily grind of teaching, leading and showing our future citizens day in and day out on how things could be better or otherwise. Perhaps, it is time to provide our teachers and children a creative platform to voice out issues and express concern for the benefit of the future citizens. Tashi Delek!

Recommendations of the 10th Annual Education Conference (26th-31st January 2007)

Sl. No	Recommendations	Agency Responsible	Implementation Status / Remarks
I	Curriculum related issues		
1.1	The existing policy for teaching of Dzongkha by the general teachers from classes PP-III be continued.	DSE	It is being implemented but the quality and standard is still questionable as the general subject teachers are not fully trained in the subject as ZLT
1.2	Towards improving the teaching of Dzongkha at these levels:		
i)	Colleges of Education to enhance the content and revise the curriculum stressing a greater Dzongkha competency in those teachers who specialize in teaching elementary classes.	RUB/Colleges of Education	RUB suggested that MoE should put this issue to the forthcoming TEB meeting for implementation
ii)	Schools to study competent teachers and encourage them to teach classes PP to III.	Dz/Schools	In most cases schools do follow class teacher system that has advantage of knowing background of individual students in various activities. It also provides forum for teachers to adjust different subjects. However, some schools do not have class teacher system owing to difficulty in teaching Dzongkha and also sharing of teaching periods where there are excess teachers (S/J). The experienced and energetic teachers are always entrusted with the responsibilities of teaching lower primary classes especially class PP. This is also done based on the consent of the individual teachers to prevent future complications (Lhuentse) Informed schools to frame policy and to conduct schools based Dzongkha development program(Haa)
iii)	As there are not enough Dzongkha teachers, general teachers with necessary competency in Dzongkha be appointed in Community Primary Schools.	DSE/HRD	This is done while placing the teacher graduate but the Dzongkhags will have to do it while placing the teachers in their schools.
iv)	Certificate course in the teaching of primary Dzongkha be introduced.	HRD	RUB is in the process of validating the existing accredited courses and once finalised, new courses will be offered.
v)	Schools to initiate Dzongkha professional development program at the school and cluster levels;	Dz/Schools	Some schools has initiated and some are exploring Dzongkha professional development programs at school level and at cluster level it will be initiated by 2008 on need bases (Samtse) No CBIPs or DBIPs has been organised till date. However, the DDC focal person has been providing continuous support to the needy teachers with meaning, proper letter formation and writing styles. The Dzongkhag has always supported the teachers who have wished to upgrade themselves through appearing Cl. XII exam and DE program (Lhuentse)

Sl. No	Recommendations	Agency Responsible	Implementation Status / Remarks
vi)	HRD/Dzongkhags to work out appropriate procedures for deployment of primary and secondary teachers.	HRD/Dzongkhags	In order to ensure proper deployment, new placement is decentralised Dzongkhag has carried out reshuffling of teachers based on school needs (Gasa) Dzongkhags deploys teachers based on teacher-student ratio and also subject requirement of the school. However, it is subject to the number of teachers sent in by the Ministry (T/Y)
1.3	CAPSD Board to consider increasing period allocation for History, Geography and Economics from classes 7 to 10. Alternatively, consider reducing contents of these subjects.	CAPSD	Will be considered when the curriculum revision occurs in the 10th Plan
1.4	CAPSD Board to re-consider the introduction of EVS workbook in Dzongkha for classes I-III.	CAPSD	Done but not proving to be effective since EVS is specific to the environment of a school which is different from others esp. remote schools
1.5	Schools to enhance the offering of IT as an optional subject from classes IX to XII.	Dz/Schools	Every school ready in terms of no. of computers, lab, and teachers to start the computer application course in IX-X. In classes XI & XII, as of now 7 HSS have started offering. YHSS, Ranjung HSS, Khaling HSS, Damphu HSS, Zhemgang HSS, MHSS and Haa HSS.
1.6	Draft ICT guidelines developed by CAPSD be revisited to explore the possibility of extending IT literacy programme to children in classes IV-VIII.	CAPSD	The Guidelines has been reviewed by ICT subject committee and distributed to all HSS & LSS. For the distribution to PS, copies has been given to DEO's.
1.7	Computer literacy program at both the Colleges of Education be further strengthened.	RUB/Colleges of Education	To be discussed during the forthcoming TEB meeting.
1.8	In-service ICT literacy program be provided for teachers.	HRD	The ICT focal teachers in HSS & MSS are providing SBIP to Teachers DBIP & CBIP has been already planned by the onset of the 10th Plan
1.9	Due to the shortage of trained health and physical education instructors in schools, Dzongkhags to make use of the available trained teachers in providing and training other teachers on health and physical education within their clusters.	Dzongkhags	School level training are carried out in schools by health coordinators (T/Phu) Organised 5 days training with the help of trained teacher of Tashiyantse LSS and BOC (T/Yangtse) Most of the schools under this Dzongkhag are well equipped with health instructors but pertaining to physical instructors, most of the schools are not deployed. This will be looked into as per the need based expresses by the schools (Samtse)

Sl. No	Recommendations	Agency Responsible	Implementation Status / Remarks
1.10	More physical education instructors to be appointed in the schools.	HRD/DYS	A proposal for recruitment of physical instructors on contract basis has been submitted to MoE and RCSC. At the same time teachers are being trained to act as physical instructors in schools. To this effect a start will be made with teachers from selected schools in the western region during this winter.
1.11	CAPSD Board to consider increasing the period allocation for health and physical education (HPE).	CAPSD	Need to study the use of HPE period in schools
1.12	Colleges of Education to consider offering HPE as an elective to non-science students.	RUB/Colleges of Education	Discussed and resolved in the 31st TEB meeting held on 12th June 2007.
1.13	Some modules on HPE be introduced in B.Ed. Primary.	RUB/Colleges of Education	Discussed in the 31st TEB meeting held on 12th June 2007. It was resolved that RUB to continue secondary HPE, but reduce gradually. However, primary HE may be continued for some people to specialize later on.
1.14	Major curriculum reforms be communicated officially to the Dzongkhags and schools, in addition to CAPSD Newsletter and EPGI.	CAPSD	Done through letters and also involving teachers
1.15	Any book to be sold to schools be approved by CAPSD Board.	CAPSD	Not possible, not routed through CAPSD
1.16	In the light of major curriculum reforms, schools to modify the progress report register in line with the progress report card as an interim measure.	Dz/Schools	Informed and implemented at the school level (Haa) The matter on this was discussed and informed to heads of schools during the 1st round principals' conference of 2007 (S/J)
1.17	1.17 All schools be supplied with copies of national newspapers.	Dzongkhags	Implemented and supplying to all the schoolos (3 types of news paper) (Haa) Schools have been supplied with however, the schools have expressed their concern of not receiving on time and in few case schools do not receive all editions. The schools were informed to write to Dzongkhag on non-receipt of newspaper for follow-up with the concern supplier (S/J) Schools have started prescribing with their budget allocation (T/Phu) Supply of national newspaper made to schools, however for Laya and Lunana CPS, the office has to discontinue the supply as there is no proper postal services and the papers were either deliberately taken away from post office of never delivered to these schools (Gasa)
1.18	1.18 Strengthen Monitoring and Support Services to ensure regular and effective services.	EMSSD	Clusters increased to 96 and DEOs/ADEOs made mandatory to monitor schools

Sl. No	Recommendations	Agency Responsible	Implementation Status / Remarks
1.19	DEOs to identify focal persons/school monitors (senior teachers/master teachers) who need training, and such trainings to be organized by DEO/EMSSD.	DEOs/EMSSD	As of now, the Dzongkhag Education Sector was able to carry out monitoring of schools twice a year. The heads and teachers in general were informed on SLMSS and its efficiency to promote greater degree of teaching-learning process. As of now, the Dzongkhag education sector could not provide separate trainings to heads and monitors. On the strength of findings of SLMSS there is a need to train school monitors and focal persons which Dzongkhag may need to initiate in future (S/J) The existing focal persons are well trained and carrying out their monitoring activities successfully in their respective clusters. If situation demands more school monitoring teachers will be appointed and will be provided training accordingly (Samtse)
1.20	DSE to translate Monitoring tools into Dzongkha and circulate to the schools for the benefit of the focal persons (Senior or Master Teachers and Deputies).	DSE/EMSSD	Draft completed but not edited and printed
1.21	Cluster schools with longer distances be regrouped to have fewer schools in the clusters with a minimum of 2 schools.	EMSSD	DEOs instructed to propose to EMSSD- some Dzongkhags already done
1.22	Network of professional support mechanisms be strengthened by DEOs in the Dzongkhags and clusters in line with the 9th AEC resolution.	DEOs	Professional support mechanism are strengthened through regular monitoring and support visits to schools by the Dzongkhag Education office even if focal teachers and monitors were not able to make visits (Gasa) Schools are grouped under different clusters and conduct RCBIP is being practised as per the needs of the school (S/J)
1.23	Schools to work out innovative ways of building English speaking culture.	Dz/Schools	Respective schools have worked out rule where the children are required to speak English and Dzongkha in the school time. All the schools has worked out this strategies to help the children develop fluency in spoken language (Dzo & Eng)- Lhuentse All schools have programmes/activities worked out and included in their year calendar to enhance spoken and written English (T/Phu)
1.24	Drama, poetry, debate and other literary and cultural activities be encouraged in all schools.	DYS	The Scouts and Culture Education Division had initiated and planned to organize Literary and Cultural Competition amongst the school and had proposed a budget of Nu. 0.750m in 2007-2008 fiscal year. But the budget was not approved. However, Cultural Competitions were conducted in six districts through a project from UNESCO. Musical items were also procured to support programmes in music.

Sl. No	Recommendations	Agency Responsible	Implementation Status / Remarks
2	School Constructions		
2.1	Schools in colder regions be allowed to use non-wood heating system.	DSE	Policy has been adopted
2.2	SPBD to include provision for insulation and heating systems in their designs and drawings especially for schools in colder places.	SPBD	All of these recommendations will be considered while preparing new design in future
2.3	SPBD to consult with the Dzongkhag Administration and schools prior to the development of designs and drawings.	SPBD	
2.4	SPBD to design schools suitable to different climatic conditions.	SPBD	
2.5	MoE to support teachers' quarter construction in remote schools where private accommodation is not available.	DSE	
2.6	Any adhoc changes suggested by the visiting officials from Education Head Quarter be supported by technical sanctions from SPBD and necessary budget be made available for such changes.	DSE	This is being pursued, no changes being suggested without involving SPBD
2.7	Double storied designs to be developed for community primary schools with limited space.	SPBD	Will be considered while preparing new design in future
2.8	SPBD to develop phase wise schematic master plans for all schools.	SPBD	Ongoing
3	Youth related issues		
3.1	MoE to carry out an impact analysis in establishing scouting as an NGO. To this extent, financial support be continued from the government at least in the initial stage in order to ensure the sustainability of the programme.	DYS	Following a series of discussions and analyzing the feasibility of making scouting a NGO it was found that this may not be possible at present since Scouting has its base in the schools and also with no possibility of external funding. However, it is felt that the association must work hard to sustain all its programmes by itself in future and gradually establish itself as an NGO.
3.2	School Health Programme be strengthened.	DYS	During the OD exercise in the Ministry, a proposal was made for CSHP to be up-graded to a division to help CSHP to implement and monitor the program more effectively. Presently two new officers have joined the program. In the 10 th plan the program will be further strengthened and expanded to provide more effective health services to the school children.
3.3	Nurses be placed in schools where their services are needed the most. DYS to work out criteria for placing nurses after a thorough study.	DYS	During the joint meeting between Senior members of MoH & MoE, It was suggested that in view of the HRD constraints faced by the MoH, MoE should explore possibilities of hiring nurses from India to be placed in larger schools. While it was agreed that a nurse could visit big day schools the members decided that a pilot study need to be done to see the benefits of having a full time nurse in a school.

Sl. No	Recommendations	Agency Responsible	Implementation Status / Remarks
3.4	Training for school health coordinators be continued to ensure that each of the schools are staffed by a trained health coordinator.	HRD/DYS	The program has trained teachers in important areas such as Adolescent Reproductive & Mental Health, HIV/AIDS, STIs, Hygiene and Sanitation, First Aid, Treatment of minor Ailments, Wounds, Nutrition, Substance Abuse, Common Diseases, Avian Flu, Primary Ear and Hearing care/ Eye care/ Dental. In 2007, 65 teachers have been trained and in January 2008 another 60 teachers will be trained. The 10 th Plan will address this by conducting more such trainings to School Health Coordinators.
3.5	The budget for constructing sanitation facilities in community primary schools be proposed and provided as a package.	DYS	During the Annual Review Meeting with the donar agency this proposal was discussed extensively. It was decided that the donar agency will study this proposal and discuss it internally.
3.6	Supplies to schools and budget for constructing toilets and water supply be provided based on the total enrolment.	DYS/PPD	All supplies are now being provided based on the number of students in schools. This has been achieved with proper coordination and communication between CSHP, PPD and MoH.
3.7	DYS and CAPSD to discuss and consider allocation of periods and other related matters on Health and Physical Education.	DYS/CAPSD	In consultation with CAPSD, possibilities are being explored to incorporate Health Education into the curriculum.
3.8	Based on the various guidelines provided by DHS, schools to prioritize their school health activities and programmes as per their need.	Dz/Schools	The Dzongkhag has made it compulsory for the schools to have a comprehensive school level health policy where their aims, objectives and strategies of carrying out the health related activities and programs are spelt out in details. The Dzongkhag also ensures that the schools carry out the programs in a desired manner through continuous monitoring (Lhuentse) Schools are coordinating and organising health related activities in collaboration with health centres. As instructed by DHS, schools have started maintaining health book for each individual student (Gasa)
3.9	Counseling program be strengthened by appointing counselors with basic counseling training in each of the schools.	DYS	The Division conducts basic guidance and counseling workshop every year to place at least one male and a female counselor in all the secondary schools. As per our records as of March 2007 we have trained 344 teacher counselors in 150 schools. However, due to transfer of the focal teacher and up-gradation of schools, there are still some schools without counselors. To address this issue, basic guidance and counseling workshop has been planned for 30 teachers during the winter vacation of academic year 2007-2008

Sl. No	Recommendations	Agency Responsible	Implementation Status / Remarks
3.10	School Based Parenting Education and Awareness program be expanded, consolidated and institutionalized in each school.	DYS	<p>To expand and strengthen the SPEA program the following activities were carried out:</p> <ul style="list-style-type: none"> · The program was introduced in 13 more schools in 2007. The schools were selected based on the need and specific request from the individual Head teachers. In 2008 the program will be introduced in another 13 schools. Likewise, the program will be introduced in a few schools each year so that all the HSS, MSS and LSS are covered by the 10th five year plan. · A TOT workshop for a group of focal teachers was conducted during the year. · An Implementation Guideline for the program was developed and printed to be used by all those who are involved in this program. · The Dzongkha version of the handbook was revised and printed
3.11	Youth centres with relevant facilities be established in the Dzongkhags with sizeable urban youth population.	DYS	<p>Additional Youth centres were established in Changiji and also in Dechencholing. Currently there are five such centres. Setting up such centres involves additional budget as well as human resource apart from having a sizeable urban youth population as a basic criteria for justifying such a centre. On analysis of the current youth centres the DYS has prioritized the improvement of the existing youth centres to provide quality services rather than expansion. Discussions are also being held with DSE to pilot few urban schools to be used as youth centres particularly during the winter vacation period.</p>

Sl. No	Recommendations	Agency Responsible	Implementation Status / Remarks
3.12	DYS to develop and circulate to schools general guidelines on games and sports to facilitate mass participation of students, and to ensure continuity of the program.	DYS	In order to encourage mass participation, provide equal opportunity to all children (PP-XII) and to build strong sport culture at grassroots levels, GSD has reviewed its programs and came-up with a new approach. Henceforth, sports in schools have to be played session-wise, division-wise and organize cluster meets among the schools that are in close proximity. Schools must also encourage all children in school to participate in sport and physical activities on regular basis. To this effect, guidelines have been issued to DEOs and same has been passed through 26th EPGL. In addition cluster meetings with DEOs, Principals and sport personnel were conducted from May to June 2007. One achievement has been the grant of separate fund by MoF, which is now released directly to Dzongkhags for promotion of school sports at the Dzongkhag level. Initiative has also been taken to recruit full-time school sport instructors in schools and a proposal to make sport mandatory in schools is under review. As a pilot program GSD will implement the program first in the boarding school.
3.13	Schools to work out their own strategies to enable mass participation in games and sports. The head teachers' conference to work out strategies at the cluster level.	Dz/Schools	Schools have developed their own strategies for mass participation in games and sport as per instructions. At the cluster level, all the schools in the Dzongkhag are divided into clusters for implementation and focal person for the same is also identified (Trongsa)
3.14	Appropriate sports facilities be developed for all levels of schools.	DYS	As a first step, the GSD has been building up a database of available sport facilities in the schools. This is yet to be completed and verified. (4 Dzongkhags have failed to send the details). The Games and Sports Division has also drawn up standards for school sport facilities and plan to conduct a workshop with DEOs prior or after the AEC to discuss on the School Sports Program.
4	Human Resource related Issues		
4.1	Home posting be allowed to encourage teachers to work in remote schools.	HRD	Home posting was considered for teachers since 2002. However, there are some restrictions to urban Dzongkhags. Teachers reaching superannuation are given priority.
4.2	Possibility of recruiting qualified temporary teachers including class XII graduates be explored.	HRD	Written to RCSC for recruitment of temporary teachers in lieu of apprentice teachers
4.3	Deployment of teacher graduates to schools be fully decentralized to the Dzongkhags.	HRD	Implemented, placed 419 teacher graduates (B.Ed & PGCE) to Dzongkhags in December 2007.

Annexure 2

Sl. No	Recommendations	Agency Responsible	Implementation Status / Remarks
4.4	Temporary teachers (especially fresh graduates) to serve a minimum of one year in a school and adhere strictly to school rules.	HRD	Implemented for graduate temporary teachers
4.5	Teachers should be capable of teaching at least two subjects at the secondary levels.	HRD	HRMD has done teacher placement as per their subject combinations but HRMD has not done any assessment whether they are capable of teaching both the subjects for which we require feedback from the field
4.6	A District Education Officer and a senior principal be included in the recruitment team of expatriate teachers on rotational basis.	HRD	Principal Nima HSS went and principal Reldri will be going this year
4.7	Scarcity allowance be considered for Physics and Maths teachers regardless of nationality and for other teachers.	HRD	Submitted to Government for approval
4.8	Teacher requisition be routed through the Dzongkhags.	HRD	Implemented, placed 419 teacher graduates (B.Ed & PGCE) to Dzongkhags in December 2007 based on Dzongkhags requisition.
4.9	All fresh teacher graduates to serve in remote schools for at least three years.	HRD	This has been followed since 2001
4.10	Those teachers who cannot take up remote postings due to medical and family reasons be encouraged to join private schools.	HRD	As per BCSR, pre service training fresh teachers need to serve at least double the period of the training. This does not allow them to join in the pvt schools. Further they are not willing to join Pvt. schools because they would lose seniority in service
4.11	Teachers posted in very remote schools be transferred out to a more comfortable place after a minimum of three years or otherwise, their difficulty allowance be increased significantly.	HRD	This is implemented . In 2007-08 transfer, about 60% of teachers were transferred from remote to morre comfortable places
4.12	MoE to issue a letter of authority to the Dzongkhags for re-deployment of existing teachers within the Dzongkhag.	HRD	Implemented. Letter of authority issued to the Dzongkhags vide letter No. MoE/HRMS-MISC/13/2007/8023 dated 19/04/2007
4.13	DEOs and Principals be held accountable for retaining excess teachers and wasting human resources.	HRD	Ongoing
4.14	Office Assistants be recruited in all schools, irrespective of the level, to relieve teachers from other duties.	HRD	RCSC proposed to put up in the OD exercise but there is zero growth policy in OD
4.15	ADEOs be posted in Dungkhags depending on the number of schools and remoteness of the location.	HRD	Ongoing
4.16	In addition to the professional studies programmes that the Teacher Education Colleges offer, avenues for enhancing academic qualifications in colleges of RUB be explored.	HRD	This is being explored
4.17	Priority in training and higher studies be given to teachers who have served in remote schools	HRD	Remoteness given preference already. 20% weightage is given to the remotness of the school. Even in later selection, schools served will be looked into.
4.18	Teachers involved in multigrade teaching be allowed to enroll in Multigrade modules in DE Programme on priority basis.	HRD	MultigradeDE-no new intake after a batch is being taken. Introduction in B.Ed. DE will be given preference

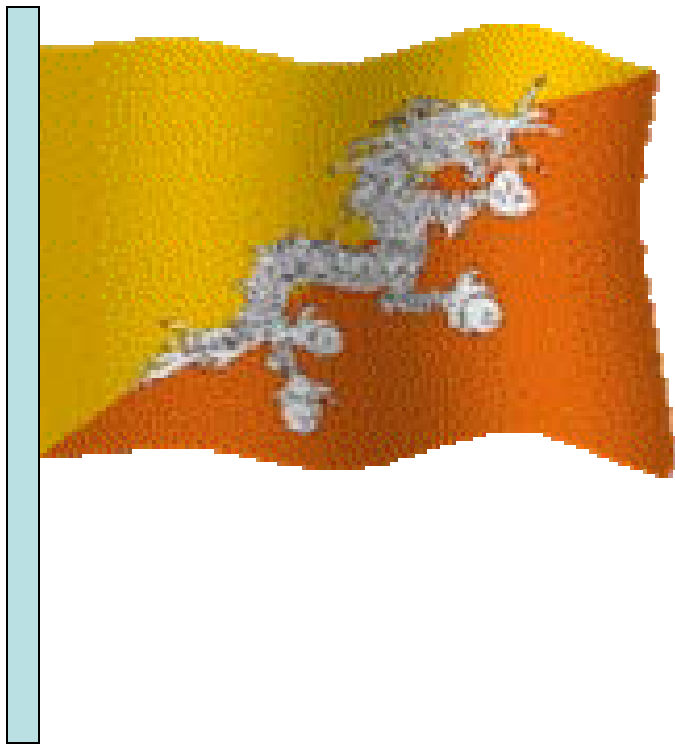
Sl. No	Recommendations	Agency Responsible	Implementation Status / Remarks
4.19	Both the past and present locations to be considered amongst the criteria for selection for trainings and further studies.	HRD	Will be taken into consideration in future selection
4.20	The Chief EMO be included as one of the members of the Human Resource Committee for trainings and further studies.	HRD	HRD committee as per the RCSC order already formed where chief EMO is represented by Director, DSE
4.21	While making selection for long term studies that require future commitment, the ability of individuals to honour that commitment after the course be considered such as work place and position of spouse, health of the individuals etc.	HRD	Will be done in future selection
4.22	Teachers from special schools (NIDs) be given equal opportunity.	HRD	Teachers from special school are given more opportunity compared to regular normal school teacher
4.23	MoE to explore the possibility of appointing separate wardens and matrons for all boarding schools and provide relevant trainings.	HRD	OD approval awaited, however we have been informed that there will be only 10% increase for the support staffs
4.24	All computer Lab assistants be properly trained on computer maintenance.	DSE/HRD	No computer lab. assistants post is available, however, a month long training is scheduled for 2/01/08 till 2/02/08 for 30 HSS and MSS for interested support staff. Rest to be covered in 2008 winter
4.25	MoE to check on the uniformity of house rent for teachers working as wardens/matrons.	HRD	Under process with MoF
4.26	Specialized trainings and courses that teachers have taken be reflected in their relieving orders with copies endorsed to the concerned departments.	HRD	Relieving order cannot reflect CVs. CVs needs to be given seperately
5	Education Staff Welfare Scheme		
5.1	Semso amount of Nu. 10,000.00 be given for the demise of a child, irrespective of the age.	AFD	Implemented
5.2	The Management Committee of ESWS to study and wherever possible take decisions on the following:	AFD	
5.21	Semso amount for the demise of the legal spouse of a member be increased from Nu. 15,000.00 to Nu. 20,000.00.	AFD	The Management Committee decided that a proposal will be drawn and submitted in the 11th AEC for consideration
5.22	Semso amount for the demise of the parents of a member be increased from Nu. 10,000.00 to Nu. 15,000.00.	AFD	
5.23	Semso amount for the demise of a member be increased from Nu. 20,000.00 to Nu. 30,000.00.	AFD	
5.24	A full time Manager for ESWS be appointed.	AFD	
5.25	Sanction of ESWS loans be expedited.	AFD	ESWS Loan for 10 people approved but yet to be disbursed.

Sl. No	Recommendations	Agency Responsible	Implementation Status / Remarks
6	Non Formal Education and related issues		
6.1	Recruitment of NFE instructors be decentralized to the Dzongkhags from 2007. Minimum qualification for such instructors be class XII.	DAHE	Implemented as directed through a letter from Hon'ble Education Minister to all the Dzongkhags vide letter no. MoE(PS)-22/9670 dated 22.6.2007 as well as widely circulated through the 26th EPGL.
6.2	Refresher courses for the new NFE Instructors be conducted by the Dzongkhags with support from DAHE.	DAHE	Conducted CBIP in 8 different clusters for about 200 old and new NFEIs. NFCED officials resourced some of the sessions. The program was funded by UNICEF
6.3	NFE centers be established in the schools as far as possible.	DAHE	The NFCED encourages establishing the centers in the schools as far as possible but most of the communities requesting for the NFE program are located quite far from the school and in such cases the center needs to be established in the community itself
6.4	Considering the popular demand for English from the NFE learners, an impact analysis to include English in the NFE curriculum beyond post literacy level be conducted by DAHE and the findings be reported to the Steering Committee and then to the 11 th AEC.	DAHE	The NFCED proposed to conduct the impact analysis to include English in NFE curriculum along with the impact study on NFE program, but it was differed due to some inconvenience associated with the foreign consultant.

Sl. No	Recommendations	Agency Responsible	Implementation Status / Remarks
7	School Supplies		
7.1	Supply of stationery, sports goods, science equipment and library books be decentralized to all the Dzongkhags by 2008-09 financial year. To this end, MoE to carry out during the year 2007 an impact analysis as well as draw up clear cut procedures for final adoption during the 11th AEC.	AFD	Annual work plan meeting in July 2007 approved the AFD's proposal to decentralize the procurement to Dzongkhags (except textbooks). Letters to all Dasho Dzongdags to this effect had been also sent. AFD will also make a presentation during the 11th AEC.
8	General Issues		
8.1	MoE to bring out Annual Education Calendar incorporating important national and Ministry events.	PPD	Done, posted on education website
8.2	Students reporting date be brought forward from February 20 to February 15 every year after 2007 to enable the schools to celebrate the 5th King's Birth Anniversary on February 21.	DSE/AFD	Circular issued stating students to report on 15th February and teachers to report on 10th Feb, 2008
8.3	DSE to make a thorough study on the consolidation of schools and boarding facilities before implementing the plan.	DSE	This is being followed, consolidation is being planned in phased manner: 1. a. Phase I for new schools proposed b. Schools proposed for upgradation 2. For primary boarding for scattered settlements 3. Consolidation of small (less than 50 students) community schools. Further, school consolidation is also pursued by REC in consultation with PPD and DSE. A committee is also formed and will continue to work together
8.4	MoE to conduct an impact analysis of decentralizing selected higher secondary schools in urban areas.	DSE/PPD	The idea is to decentralize a couple of HSS in urban areas in terms of management including finance. As this involves a major policy decision, DSE have not been able to pursue in 2007.
8.5	DEOs/ADEOs to give priority to the problems in remote schools.	DEOs/ADEOs	As per the directives of the MoE, the Dzongkhag Education Sector gives top priority to the remote schools but the geographical factors and adhoc programs in the Dzongkhag is a major hindrance to give an immediate action and support (Samtse) The problems of the remote schools has been given top priority and their needs addressed as and when it arises. The maximum opportunity has been given to the principal's and teachers of remote schools for both in-country and ex-country trainings and seminars (Lhuentse)
8.6	Coordination between the Departments/Divisions in the MoE be improved.	Directors' Meeting	As a move towards this, the weekly director's meeting has been replaced by weekly management meeting. A system of recording minutes and circulating it to all the Depts./Divs. for compliance has also been initiated

11th Annual Education Conference

Presentation by HR Division on Human Resource
Development and Management practices



Sonam Tshering
Deputy Chief HRO

OVERVIEW

1. Policies on HR Practices

1.1 Teacher Deployment/transfers/training

1.2 Selection criteria for

DEOs/ADEOs/Principals and Vice Principals

1.5 Promotion

2. HR Procedures (transfers)

3. HR issues from field and responses

Policies on HR Practices

1.1.1 Teacher deployment Policy

- All teachers should compulsorily work for a minimum period of 3 years in a remote school in ones service period
- All teachers should teach a minimum of 22 (34 periods)hours a week, all heads of schools 8 (12 periods) hours a week and all assistant/ VPs 12 (16 periods)hours a week.

Policies on HR Practices

- The average size of a class /section is 36 and hence teacher-pupil ratio is 1:32
- There should be at least two teachers in a school irrespective of the size of a school. This is to allow consultation between the teachers while teaching and managing the schools.
- Teachers posted in very remote places should be transferred out to a more comfortable place after a minimum of three

Policies on HR Practices

- Basis used for deployment of Teachers
 - Annual requisition from the DEOs
 - Teacher Deployment Formula (software)
 - Annual Statistics

Policies on HR Practices

1.1.2 Teacher Transfer

- Transfer is done annually (Oct)
- MOE exercises transfer on need based
- MOE deals with inter- Dzongkhag transfers only
- Transfer requests should be recommended by Dzongkhag in the prescribed form (TPF)
- Transfer is approved by HR committee

Policies on HR Practices

1.1.3 Training

- All training opportunities available with the Ministry are implemented fairly and professionally. The criteria for selection were published in the EPGI 2007.
- In the 10th Plan all long term trainings will be awarded through open competitions
- DEO/Principals shall be fully involved in selection process
- Priorities are given to teachers serving in remote schools

Policies on HR Practices

1.2.1 Selection criteria for DEOs

- A minimum of 5 years experience as principals of MSS/HSS
- A minimum of Bachelors degree
- Having proven leadership qualities
- A minimum of first degree professional
- M.Ed/PGCE/B.Ed secondary
- P3A/P2B/P2A (min 2 years in P3A)

Policies on HR Practices

1.2.2 Selection criteria for ADEOs

- A minimum of 5 years experience as principals of CPS/LSS
- A minimum of Diploma/Certificate
- Having proven leadership qualities
- B.Ed primary/PTC with B.Ed (DE)/ undergoing DE
- P4A/P3 B/P5A (min 2 years in P5A)

Policies on HR Practices

1.2.3 Selection Criteria for Principals (CPS/PS)

- A minimum of one years experience as VP
- Having proven leadership qualities
- Qualification of B.Ed Pry/PTC/ ZTC/B.Ed (DE)

Policies on HR Practices

1.2.4 Selection Criteria for Principals (LSS)

- A minimum of one year experience as VP
- Having proven leadership qualities
- Qualification of B.Ed Pry/PTC/ B.Ed (DE) or undergoing DE B.Ed

Policies on HR Practices

1.2.5 Selection Criteria for Principals (MSS/HSS)

- A minimum of one year experience as VP
- A minimum of Bachelors degree
- Having proven leadership qualities
- M.Ed/PGCE/B.Ed secondary
- Two years in P4A or P3 B

Policies on HR Practices

1.5 Promotion

- Promotion is strictly based on PCS rules prescribed in BCSR
- Promotion is granted twice a year(Jan and July)
- Up to P3 level is decentralized to line agencies and P2 and above are submitted to RCSC through Ministry

HR Procedures

1. Transfers for Teachers

- Teachers apply through principals to Dzongkhag
- Dzongkhag submit to HR Division by August
- HRD compile and scrutinize transfer requests in September and HR committee approves
- Transfer orders are issued in November

HR Procedures

1.2 Transfers for Principals

- Principals apply to DEO
- DEOs submit to HR Division by September
- HRD compile and scrutinize transfer requests in October
- HR Committee approves in October
- Issues transfer order in November

HR Procedures

1.3. Transfer criteria

- Should have served a minimum of 3 years in remote and five years in urban
- Applicants' preference should match with the available vacancy
- Transfer application should be routed through Dzongkhag
- Should submit all supporting documents

HR Procedures

1.2. Special Consideration

- Marital cases
- Genuine Health Problem
- Nearing retirement
- Genuine domestic problem
- Disciplinary cases

HR issues from field

- **Teacher deployment**
- **Teaching Allowance**
- **Transfers**
- **Training opportunity**
- **Promotion and PCS**
- **Administrative issues**
- **Support staff requirement**

Strategies and Recommendations for Improving Quality of Education

The main strategies and recommendations which came out from the discussion following the group presentations are summarized below:

1. Teacher Deployment
 - a. Adequate numbers of teachers to be posted
 - b. Fair and transparent deployment and transfer
 - c. Deployment based on subject requirements/specialization
 - d. Headteachers to be kept in a school for 4-5 years
 - e. Certain number of female teachers to be posted in rural and remote schools, especially where there are boarding facilities
 - f. Master teachers to be placed in every school to provide support, especially in secondary schools.

Recommendation: Dzongkhags and HR(lead role) to carry out an exercise on teacher requirements by August 2008. The outcome report should include strategies to meet teacher deployment policies to be prepared in consultation with NIEs.

2. School Level Monitoring and Support System
 - a. Schools and teachers need to internalize the system of peer monitoring and support within themselves
 - b. SLMSS to be strengthened through provision of sufficient master teachers in schools/clusters
 - c. Monitoring and support to be enhanced through community participation

Recommendation: DEOs to review SLMSS guidelines and propose revisions by September 2008 and to be presented in the next AEC.

3. Provision of Adequate Infrastructure/Teaching Learning Materials
 - a. Dzongkhags to study infrastructure needs and provide as per minimum standard requirements
 - b. Provide adequate, appropriate and quality teaching learning materials and equipments
 - c. Strengthen resource centres

Recommendation: MoE to draw up list of minimum standards for both infrastructure and teaching learning support materials/equipments and provide to Dzongkhags for prioritized incorporation into Dzongkhag Plans.

4. Improve Teacher Commitment and Competence
 - a. Reduce non-academic responsibilities of teachers by providing relevant focal persons and support staff
 - b. Upgradation of teacher qualifications
 - c. Teacher assessment and training
 - d. Educational leadership training

- e. Provide teaching allowance/improved remuneration to improve teacher motivation

Recommendations:

-Teachers needs assessment to be carried out (Action: REC and MoE)

-Teaching allowance to be provided to improve teacher motivation and retention

-DSE and DYS to coordinate and streamline activities/programmes to be carried out in schools.

- Status of support staff and their utilization in schools to be reviewed.

5. Curriculum and Support

- a. Reduce frequent changes in curriculum
- b. Provide adequate training in new curriculum
- c. Improve/strengthen CA for better impact
- d. Strengthen value education in schools

6. Priority to be given to Primary Levels

Recommendation: As the foundation level, priority should be given to the provision of infrastructure and resources to primary levels.

7. Purpose of School Education Document to be reviewed

8. Stock Taking of Implementation of PM's Executive Order on Quality of Education

Recommendation: Status of 88 point strategy should be done by the Ministry of Education and informed to Dzongkhags and posted on the website.

Welcome Address by the Education Minister at the 11th AEC

On behalf of all my colleagues in our education family, particularly those who are present here at today's Conference, I would like to extend a warm welcome as well as my deep appreciation to the Hon'ble Prime Minister of Bhutan for gracing over this year's 11th Annual Education Conference. Your Excellency's personal presence here, inspite of very busy schedule, is in itself a proof to the importance that Your Excellency and RGoB attaches to this Annual Conference in particular and our education sector in general. I would also like to take this opportunity to welcome and express our appreciations for the presence of a large number of senior officials of the Royal Government as well as our friends and donors. We would like to wish you all a very happy New Year.

I take special happiness in welcoming all my colleagues, the participants of the 11th Annual Education Conference consisting of DEO(s), Headteachers and teachers from the 20 Dzongkhags as well as officers from the Education Headquarter and other senior officers. Following a popular request, the Conference is being held in the Capital City, Thimphu, instead of our usual venue at Punakha. Although Thimphu is quite cold these days, I hope you will have both a productive and enjoyable stay here during the Conference.

Since our last meeting in Punakha last year, we have many new leaders in our education system. Aum Sangye Zam has taken over as the new Education Secretary replacing Dasho Pema Thinley, who is now the new Vice Chancellor of the Royal University of Bhutan. The Government has also replaced 2 of the 3 Directors with new appointments, namely, Director Karma Yeshey for the Department of Adult and Higher Education and Director Chenchho Dorji for the Department of Youth and Sports. Also, we soon expect to fill several posts of Joint Directors presently lying vacant by new faces. Above all, we are looking forward to a new Education Minister sometimes soon this year, a Minister who is elected under the new political system, and a Minister who will take Bhutan's education system and its quality to even greater heights.

In 2007, we have a total of 527 schools and institutes. With the inclusion of students in the Non Formal Education and monastic systems as well as those Bhutanese students studying abroad, there were during the year a total 190,288 students taught by nearly 6,000 teachers. Also, with the baseline data from the first National Census held in May, 2005, we had during the year for the first time crossed a Gross Enrolment Ratio of 100%, in fact 106% for the year. The Net Enrolment Ratio (NER) for the year is 84%, with almost identical boys girls enrolment ratio. The country's Basic Education is 11 years, which is one of the highest amongst the developing countries. Recent surveys show that Bhutan is well on track in achieving many of the UN MDG goals in the education sector. Also, as per the same National Census, the Kingdom's literacy rate in 2005 was 60% and since then, with a minimum annual growth rate of 5%, we expect the national literacy rate to have reached around 75% in 2007. In short, I would like to reiterate here that in a mere 48 years since the start of modern education system in 1960, we in Bhutan can boast of achieving what some countries have taken hundreds of years.

Annexure 5

Our 11th Annual Education Conference is being held amongst these and other developments in our education sector in particular and in the country in general. Besides, the Conference should always bear in mind the series of momentous historical developments which will take place during the year 2008, and beyond.

We have received from the 20 Dzongkhags some 224 issues to be included for discussions during the 11th AEC and you will find that these have been accordingly reflected in the agenda. In fact, many of them should have been by now already thrashed out during the 3 days' Pre Conference meetings. Anyway, they are mostly either administrative or technical in nature which can be addressed at the Dzongkhag level under the decentralization policy. I would like to remind you that since the 5th Plan in 1980, education has been the most decentralized amongst all the sectors and the RGOB has now decided, under the OD exercise and other policy directives, that there shall be further decentralization of powers and functions to the Dzongkhags and schools, which would now include deployment of teachers, all procurements and distribution of supplies, budgeting and constructions of all schools including those funded by the donors. Your deliberations at the 11th AEC should include brainstorming of how these new policy directives on additional decentralization of issues relating to education should be implemented.

Quality of Education currently remains to be the hottest issue of national debate and I am glad that the Conference has decided to adopt 'In Pursuit of Excellence in Education' as the theme for the 11th AEC session. In this context, our participants are already aware of my views on the subject and I shall, therefore, refrain myself from repeating them. In short, the abovementioned impressive achievements in our education sector during the past 48 years should not only enable us but also demand upon us to consolidate and improve the quality of our education. To this end, His Majesty has repeatedly commanded that the future of Bhutan lies in the hands of our children. Our children are most important to us all and they constitute the real wealth of the nation. Therefore, it is imperative that our children receive the best quality education when they are with us in schools, so that they may grow up to be fully educated and productive citizens who would serve their parents as well as Bhutan's *Tsa-Sum* well, towards fulfilling His Majesty's vision of a strong, peaceful and prosperous Bhutan.

Finally, I would once again like to thank the Hon'ble Prime Minister's and other guests for gracing today's inaugural program of our Annual Conference as well as welcome all my fellow participants.

TASHI DELEK!

Honourable Prime Minister's Opening Statement

Honorable Lyonpo, Minister for Education, Dasho Dzongdag, Representatives from the donor partner agencies, Secretaries, DEOs, teachers and colleagues

It is my privilege to address this most important conference "in pursuit of excellence in education", today. This conference comes at a time when our country is going through momentous changes.

We are at a critical juncture of history today. We are witnessing a peaceful political transition from an era of Monarchy to a Constitutional Democratic Monarchy. Even as we gather here today, the National Council elections for 15 of the Dzongkhags have already been conducted and we look forward to the rest of the elections. The elections for the National Assembly will be held sometime in March and by the end of March this same year, we will be governed by our newly elected government. At this time, let us pay our tribute to His Majesty the 4th Druk Gyalpo, who has successfully steered our nation through the development progress and brought us all to this juncture.

His Majesty the 4th Druk Gyalpo has always stated in several of His statements that "our children are the future of the nation". In this regard, His Visionary Majesty has always considered education to be of utmost importance in the nation building process. Because of this high emphasis and commitment to education, today we are proud to boast of our achievements in the education sector where the number has grown from a mere 11 schools and 400 students in the early 1960's to over 500 schools and over 150,000 students currently.

It is also fitting that this commitment is shared by His Majesty the Fifth Druk Gyalpo. In His Majesty's recent speech to the National Graduates' Orientation Programme in 2007, His Majesty stressed the importance of "a strong education system" as one of the main factors for achieving the goals of GNH. His Majesty also spoke of the development of a strong democracy as the key to achieving GNH. All of these ideas are interlinked and this goes to prove that in this day of tremendous changes in the country, education plays an ever more important role.

It is through education and through our role as teachers, parents and mentors that we bring forth an educated and productive citizenry that is capable of participating in the development process and most importantly to contribute positively to the growth of a strong and vibrant democracy. Therefore, I consider myself privileged to be able to join you today and share about some of our achievements and what we can look forward to at a period in history when Bhutan is facing three major events: the centennial celebration of the Institution of Monarchy, the Coronation of His Majesty the Fifth Druk Gyalpo and the Introduction of Constitutional Democratic Monarchy.

Ladies and Gentlemen,

Looking back at the 9th Five Year Plan, we see that we have made a lot of achievements not only in terms of physical achievements but also in making major and positive steps toward recognizing national concerns and addressing them. The physical achievements which are mainly in terms of expansion of infrastructure and access to education I need not elaborate here. It is plain for all to see. But what is more important is the fact that concerns on the quality of education have been voiced and noted both in the National Assembly and in the public arena. In response, the Royal Government has issued an Executive Order to address the concerns on the quality of education. This order, which contains some 88 strategies and

measures towards improving the quality of education, is currently being implemented. To highlight some:

- The curricula in English, Mathematics and Dzongkha have been reformed.
- Towards improving reading habits, budgets for developing school libraries amounting to Nu. 10,000 per year per school, and an additional Nu. 200-300 per student per year depending on the level of classes, has been put in place.
- In order to carry out a more in-depth analysis of the quality of education in the country, a ten member Education Sector Review Commission (ESRC), has instituted and a comprehensive review of the education sector is being carried out.
- Various in-service trainings to upgrade the professional skills of teachers are also being implemented.
- The pre-service curriculum for primary teaching at the teacher training colleges is also being reviewed in order to improve the quality of the programme.

All these strategies and measures are additional to the other achievements of the 9th Plan, which include the introduction of continuing education classes for those who dropped out of school but now wishing to complete their high school education, the increase in basic remuneration for non formal instructors, the provision of teaching learning facilities including computers in our schools, the establishment of a deaf education unit and the establishment of youth centres in urban hubs. The list is long but I will not go on with the achievements since you know better than me, being involved firsthand in the development at the grassroots level.

This year also marks the end of the 9th Plan and the start of the 10th Plan. While the focus in the 9th plan has been on increasing access and improving quality, the 10th Plan will focus on building upon and consolidation of those achievements. A major shift in the 10th Plan is in the approach towards increasing access through the consolidation of schools so that children from smaller catchment areas and scattered settlements can avail a better quality education in larger schools with improved facilities. This would also be supported by the focus on child friendly schools which would lead to not only increasing access and retention but also improving quality of education.

As in the earlier plans, the Education Sector continues to receive priority in the 10th Plan with a fund allocation of approximately Nu 13 billion.

The main programmes in the 10th Plan would also target demand side inputs such as boarding facilities, building up of child friendly infrastructure, provision of free uniforms etc. On the supply side, it will target teacher development and teacher incentives such as teacher quarters for remote and rural schools and professional development of teachers. It will also continue the quality interventions initiated by the 88-point government strategies on quality of education.

While I have spoken at length about the successes of and the importance of education, it is also important to mention the contributions of our teachers both in the past and present. At the end of the day, learning happens in the four walls of the classroom and without teachers, there would be no learning. So, on behalf of the Royal Government and all our parents and students, I would like to acknowledge and

appreciate the contributions of our teachers across the country, of whom, we have a wide representation here today. It is your contributions that have brought us here today, and it is your contributions that will help us achieve our development goals in the future. Today, more than ever, you have a great responsibility in moulding our youth to become productive and responsible citizens, capable of participating in the modern democratic process and with the ability to, in the words of His Majesty the Fifth King, “love your country in the most intelligent manner”. If the future of the nation lies in the hands of our youth, the future of our youth lies in the hands of you – our teachers!

Lastly, I would like to thank all our donor partners, without whose generous support, we would not have been able to achieve what we have achieved. On behalf of the Royal Government, the parents and children of Bhutan, I would like to convey our sincere gratitude and appreciation for their un-stinting support in this core area, which forms the basis and foundation for all other human and economic development. While we have the commitment and dedication of our civil servants, Bhutan still lacks adequate human capacity and financial resources to fully carry out all the work that is required. At this juncture of history, I would like to remind that the support has not been in vain - the benefits are visible for everyone to see it, and it is vital that the support be continued in the same spirit so as to help us progress even further towards the achievement of our national objectives and ultimately GNH.

In concluding, I would like to say that the conference has also picked a most apt theme “in pursuit of excellence in education”. This theme echoes the importance given to education by both Their Majesties the Fourth and Fifth Druk Gyalpos and Their vision. I wish all the participants a successful conference “In Pursuit of Excellence in Education”.

Tashi Delek!

Decentralization of Procurement

Administration & Finance Division

Rationale

- **Decentralization policy of RGoB**
- **10th AEC resolution**
- **Annual Work Plan presentation forum**
- **OD Exercise of the RGoB**
- **Budget already decentralized**

Decentralize what ?

- **Procurement of stationeries**
- **Procurement of sports items**
- **Procurement of library books**
- **Procurement of science equipments**

Advantages of decentralization

- **Correct projection of requirement**
- **Better quality control**
- **Timely delivery of goods**
- **Accountability/responsibility**
- **Boost the local economy**

Issues that's likely to be encountered

- **Manpower constraint**
- **Storage problem**
- **Tendering procedures**

Workplan/Procedures for supplies (Textbook)

- **10/2 –28/2** **ECS sends forms to Dzongkhags**
- **1/3 -15/3** **Schools/Dzongkhags work out requirement**
- **16/3 – 30/3** **Dzongkhags submit requirements to Stores**
- **April** **Stores compile requisitions and submit to CAPSD**
- **May** **CAPSD finalize tech spec/purchase list**
- **June** **Tendering/evaluation/award**
- **July/Aug** **Printing/delivery (1st Batch)**
- **Aug** **Tech spec/CRCs**
- **September** **Tendering/evaluation/award**
- **October** **Printing/delivery to stores**
- **Nov-Feb** **Delivery to schools**

Issues/Difficulties encountered

- **Requisition never realistic and late**
- **Dzongkhags never refunding money in time**
- **Not officially complaining about shortage/defect items**
- **No properly designated delivery points**
- **Goods not properly received/acknowledged**
- **No proper stock entry in the schools/
Dzongkhags**
- **Less attention on supplies**
- **Lack of training on store management**

Recommendations

- Procurement of stationeries, sports items, library books and science equipments be completely decentralized from 2008 – 2009 financial year
- All schools/DEOs to fully comply with the supply work plan & immediately pay the stores upon receiving the textbooks.
- MoE to take up the outstanding dues from the dzongkhags with the MoF.

Royal Civil Service Commission



Presentation to the Annual Education Conference

January 11, 2008



Roles and Functions of RCSC

- 1973 Manpower Department established under Ministry of Development.
- The Royal Charter of 1982 established the RCSC as an autonomous central personnel agency to :
 - 1) Formulate, review and ensure implementation of personnel policies and Civil Service Rules and Regulations in order to ensure efficiency and effectiveness in the functioning of the Civil Service;



Roles and Functions contd.

- 2) Formulate, review and ensure implementation of a rational system of administration for the recruitment, appointment, transfer, promotion, reward, discipline, conduct and separation of Civil Servants;

- 3) Motivate and promote morale, loyalty and integrity among Civil Servants by ensuring uniformity of personnel actions.



What is PCS?

- It is a process of grouping positions that are similar with respect to duties and responsibilities for the purpose of all human resource actions.
- PCS is an internationally recognized system for promoting performance and professionalism in the Civil Service.



Objective of the PCS

- The PCS policy aims to maintain a small, compact and efficient Civil Service, and promote professionalism, fairness, transparency and accountability.
- The PCS promotes meritocracy through a performance-based system.



Principles of PCS

PCS is guided by the following key principles:

- Professionalism
- Meritocracy
- Efficiency
- Fairness
- Transparency
- Accountability



Key features of the PCS

- Structure of the PCS
- Performance Management System
- Recruitment and Selection
- Human Resource Development
- Remuneration and Benefits



Royal Civil Service Commission

PCS Position Structure

CODES	POSITION CATEGORIES:	POSITION LEVELS
EX/ES	Executives (Bachelors/Masters) Specialists (Masters/PhD)	EX1 EX2 EX3 ES1 ES2 ES3
P	Professional and Management (Bachelors/Masters)	P1 P2 P3 P4 P5
S	Supervisory and Support (Diploma/Certificate)	S1 S2 S3 S4 S5
O	Operational (Class 10)	O1 O2 O3 O4



PCS structure in relation to positions

All positions will be classified under the Major Occupational Group (MOG).

- 19 MOG Groups these are broad categories based on professions.
- 77 Sub-Groups which group roles similar in their specialized line of work.
- 682 positions reviewed and evaluated so far.



19 Major Occupational Groups

- Agriculture and Livestock Services
- Architectural & Engineering Services
- Arts & Culture Services
- Education & Training Services
- Executive Services
- Finance & Audit Services
- Foreign Services
- Forestry & Environment Protection Services



19 Major Occupational Groups Contd..

- General Administration & Support Services
- Human Resource Development & Management Services
- Information, Communication & Technology Services
- Laboratory & Technical Services
- Legal & Judiciary Services
- Library, Archives & Museum Services



19 Major Occupational Groups Contd..

- Medical Services
- Planning & Research Services
- Sports & Youth Services
- Trade, Industry & Tourism Services
- Transportation & Aviation Services



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Scholarships looked after by RCSC for teaching profession

- AUSAID
- GOI Scholarship
- MONBUSHO Scholarship
- TICA (Gov. of Thailand Scholarship)
- ALA (Australian Leadership Award)



New Features

- Increase age limit from 40 to 45 years (Bachelors, P.G. Certificate and Diploma, Masters and higher level courses)
- Increase study leave from 18 to 36 mm in entire service period for any long-term studies.
- Study leave: to pursue Bachelor degree courses. (Compared to restrictions under past rules)



New Features Contd.

- Establish a National Qualification and Standards Authority to set standards, recognize qualifications and determine equivalency of qualifications acquired from private/public in-country and ex-country institutes. In the interim in consultation with RCSC:
 - RUB – tertiary level education
 - MoE – general level education
 - MoLHR – vocational education



New Features Contd.

- Institute Induction, refresher and up-gradation programs (in-house, in-country or ex-country)
- Management Development Program (MDP) for executives, managers and supervisors.
- Institute modes of CE programs for civil servants (MoE, RUB and other relevant authorities to facilitate CE Programs)
- Promote training and development opportunities for civil servants with Dzongkha qualification/profession.
- Introduce Dzongkha courses for civil servants with English qualifications only.



Recruitment & Selection Policy

- Maintain a small, compact, efficient & effective civil service;
- Ensure professionalism in the civil service; and
- Facilitate recruitment of qualified persons with right attitude for the right job.



Royal Civil Service Commission

R & S contd...

Process

- Competitive selection process using any one or a combination of the following methods:
 - ✓ Academic performances (min. qualification required for the position);
 - ✓ Written Examination;
 - ✓ Panel Interview.

- Civil Service Common Examination (CSCE) for university graduates for entry into the civil service including Professional & Technical Graduates.



Royal Civil Service Commission

CODE OF CONDUCT AND ETHICS

Towards excellence in the civil service

| Position Classification System



Code of Conduct and Ethics

- ✓ A civil servant bestowed with the privilege and honour to serve the *Tsawa Sum* and with confidence and trust reposed in him shall:
- ✓ Strive to maintain the highest standards of integrity, honesty, fortitude, selflessness, loyalty, right attitude, right aptitude, patriotism and endeavour to maintain professional excellence in the service of the *Tsawa Sum*.
- ✓ Not misuse his official position and authority.
- ✓ Maintain the confidentiality of official information and decisions.



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- ✓ Render services with due respect, courtesy and sincerity.
- ✓ Ensure transparency, efficiency, effectiveness, professionalism, meritocracy and accountability.
- ✓ Ensure cooperation within the Civil Service and judicious use of resources.
- ✓ Avoid all forms of discrimination and favour in discharging official responsibilities.
- ✓ Avoid the conflict of interest in discharging official responsibilities.



Royal Civil Service Commission

- ✓ Not accept, for self or family members, favours, gifts, benefits or donations which can be construed by the authority as affecting the decisions and performance of his duties.
- ✓ Be apolitical, non-partisan and not engage in proselytization.
- ✓ Refrain from unauthorized communication of information, which shall be detrimental to the smooth and efficient functioning of the Government and the prestige, territorial integrity, national security and stability of the Kingdom as a sovereign and independent nation.



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- ✓ Refrain from making any statement of fact or opinion in any medium or in any document which may have adverse effects against policies or actions of the Government.
- ✓ Abstain from indulging in any activity or association that adversely affects an institution, national sovereignty and integrity of the country.
- ✓ Not coerce, attempt to coerce, order or advise an individual to pay, lend or contribute anything of value to a party, association, non-governmental organisation (NGO), Agency or person whose activities are prejudicial to the *Tsawa Sum*.



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- ✓ Not undertake any activity, private trade/commercial activity or additional employment that causes conflict of interest with his official duties and responsibilities.
- ✓ Declare personal assets, including assets in the name of spouse and children, at the time of joining the service and subsequently on an annual basis to the respective Agency in the prescribed format. The individual civil servant is responsible for declaring the asset, as and when he acquires the asset to the Head of Agency.
- ✓ Refrain from imbibing intoxicating spirits within the duty premises and refrain from consuming alcoholic drinks after office hours that may affect his normal behavior or endanger the safety of other people. Further, a civil servant shall totally abstain from use of psychotropic or habit-forming drugs, unless prescribed by a competent medical officer.



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- ✓ Maintain Driglam Namzhag, official decorum and refrain from indulging in gambling or other habits and behaviour that affects one's performance of official duties and/or tarnishes the image of the Civil Service.
- ✓ Be conversant with all the provisions of BCSR.
- ✓ Cherish, subscribe and promote the values of Tha Damtsi and Ley Jumdrey.



Royal Civil Service Commission

TASHI DELEK

Towards excellence in the civil service

| Position Classification System