

12th AEC

Annual Education Conference

1st - 4th January 2009

Phuntsholing Higher Secondary School

REPORT AND RESOLUTIONS

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REPORT

Opening Address by Secretary

The Pre-Conference of the 12th Annual Education Conference, on 1st and 2nd January, 2009 was chaired by the Hon'ble Secretary for Ministry of Education. Addressing the opening session, the Hon'ble Secretary welcomed all the participants to the Conference and wished them a very happy and successful new year.



Secretary recalled that 2008 was a year of historic changes and celebration. For the first time, Bhutan held a nation-wide parliamentary election in 2008, fulfilling the vision of the Fourth Druk Gyalpo Jigme Singye Wangchuck to empower the citizens to participate in the nation-building process. Bhutanese from all walks of life joined in the celebration to commemorate 100 years of monarchy and the coronation of the Fifth Druk Gyalpo King Jigme Khesar Namgyel Wangchuck. Memories of these historic events will live forever in the hearts of Bhutanese.

Secretary informed the august gathering that amidst the above events, a lot of significant changes also occurred in the Ministry. She said that the Ministry was fortunate to have Lyonpo Thakur S. Powdyel as the Minister, whose entire career spanning over 25 years had been spent working for and with the children of Bhutan.

Speaking on other developments in the Ministry, she said that the vacant positions in the various divisions had been filled following the appointment of Sonam Tshering as Chief Programme Officer of NFCED, Maina Kharga as Chief Programme Officer of Tertiary Division, Rinzin Wangdi as Chief Programme Officer of Games and Sports Division, Tashi Pelzom as Chief Programme Officer of Career Education and Counselling Division, Karma Dorji as Chief Programme Officer of Education Monitoring and Support Services Division and Sonam Wangyal as Chief Programme Officer of HR Division.

The participants were also informed about the appointment of a full-time manager for Education Staff Welfare Scheme (ESWS) and the new Dzongkhag Education Officers for Dagana, Gasa, Samdrup Jongkhar and Trashigang Dzongkhags.

In line with the theme of the Conference “Enhancing Professionalism in Education”, Secretary reminded the participants to act responsibly and professionally without fear or favour, especially at a time when rapid changes are taking place in the country. As bureaucrats and civil servants, we must ensure that our decisions are based on facts and figures, policies and available resources. Secretary also underscored the importance of enhancing professionalism of teachers to improve quality of education and assured continued support for the various professional development programmes during the 10th Five Year Plan.

“...as bureaucrats and civil servants, we must ensure that our decisions are based on facts and figures, policies and available resources.”

Speaking on the 10th Five Year Plan, Secretary said that the objective of the Ministry was to increase access to school, while improving quality of education, a challenging yet realizable objective. She noted that as in the previous Plan periods, the government has allocated a major share of the 10th Plan outlay to the Ministry of Education, reflecting priority accorded to education over other sectors. In view of this, and also in view of the national target to admit all school-age children in school by the end of the Plan period, Secretary acknowledged the need to plan meticulously and work harder than ever before, in spirit and in action.

Secretary also said that we have many good policies in place but like in every other sector, there is a gap in implementation. Perhaps one of the reasons could be a lack of clarity or understanding of policies and decisions. The participants were, therefore, encouraged to ask questions and seek clarifications. The Chair said that in order for the Conference to come out with concrete resolutions, we must contribute and participate actively.

In conclusion, Secretary thanked the AEC organizing committee for their effort and hard work and wished the conference a successful deliberation.

Teachers' Day Celebration

The Education Monitoring Support and Services Division (EMSSD) presented a proposal for the celebration of Teacher's Day on 2nd May, which is also celebrated as the birth anniversary of the Third Druk Gyalpo Jigme Dorji Wangchuck. The rationale behind this was to acknowledge teachers for their hard work and contributions to the society. Amongst others, the proposal included giving cash awards and certificates to the best teachers and providing some budget to the schools to celebrate the day.

While acknowledging that the proposal was good, it was felt that a proper study should be undertaken to ensure that the teacher award scheme is fair, transparent and objective.

The Conference resolved that EMSSD would conduct a study on a teacher award recognition scheme to inform the decision on this proposal (Action: DSE/EMSSD). Meanwhile, the schools should celebrate the Teacher's Day on an informal basis, as is the current practice, without posing extra burden on the students.

Human Resource Management Issues

The Human Resource Division presented the existing policies on recruitment, promotion, deployment and transfer. Issues regarding the inability of the expatriate teachers to communicate effectively in English were raised. The members expressed that teaching is all about communication, and therefore, those who cannot communicate well should not be considered for selection. Attention was also drawn to difficulties faced by schools when the expatriate teachers leave school in the middle of the academic session or prior to the expiry of contract. **The house resolved that the contract terms and conditions and selection process for expatriate teachers be reviewed and**

“ Secretary acknowledged the need to plan meticulously and work harder than ever before, in spirit and in action.”

made more stringent (Action: HRD).

The issue of non-availability of PCS and BCSR manuals in remote schools was raised. It is often the teachers working in remote areas, who miss out on their promotions, due to the lack of awareness on the promotion procedures. The chair acknowledged that this would have negative impact on teacher morale and motivation and subsequently on the quality of education. **In view of this, the conference resolved that a survey be conducted to determine how many schools have access to PCS and BCSR manuals and where not available, copies to be supplied (Action: HRD/Dzongkhags). To ensure timely promotions, it was resolved that Dzongkhags maintain promotion records and inform the teachers in advance of the due date (Action: DEOs).**

The house also discussed issues regarding the implementation of the Position Classification System. The Human Resource Division explained that like every change, PCS too is grappling with teething problems. However, RCSC is in the process of reviewing the PCS in consultation with the sectors and agencies. It was clarified that the Ministry had submitted a proposal to RCSC for consideration.

With regard to the concern over teacher shortage, it was informed that the Ministry was aware of the issue and that while a proposal for attractive incentive packages for the teachers had been submitted to the Pay Commission; it was difficult to say to what extent the proposal would be considered.

The need for support staff for community primary and primary schools was also presented and discussed. The main objective was to relieve teachers from non-teaching responsibilities so that they get more time for academic pursuits. **The house resolved that the proposal for staffing primary and community primary schools with office assistants and wet sweepers be pursued with RCSC. (Action: HRD).**

Financial and Administrative Issues

The discussion on financial and administrative issues focused on formula based budgeting. It was informed that the formula based budgeting did not allocate resources as per need. For example, Dzongkhags reported that the budget allocation is not enough for travel, transportation, supplies, etc.

when the budget is estimated using the formula. The Conference noted this as an important issue and **resolved that the formula for allocation of budget, particularly for activities like supplies, transportation, TA/DA, etc. be reviewed in consultation with the Ministry of Finance and revised accordingly so as to ensure adequate allocation of resources (Action: PPD/DSE/AFD).**

One of the Dzongkhags alluded to a notification issued by the Ministry of Finance regarding the freeze on the construction of staff quarters. Members felt that staff quarters construction should be allowed in places where private accommodation is not available. It would also help to attract teachers to remote schools where teacher shortage is acute.

The Chair said that the Ministry was not aware of any such notification and noted that the issue would be taken up with the Ministry of Finance. **The house resolved that teacher quarters be constructed as a priority in schools, especially in remote areas.**

Temporary jobs for students during winter break

Concern was raised on the lack of budget for temporary jobs for students during the winter vacation. It was informed that until last year, Dzongkhags received some budget to provide temporary jobs. However, from the current fiscal year, the Ministry of Finance withdrew the budget. The house discussed that winter work programs were useful in keeping the students meaningfully engaged and providing much-needed income to pay for school expenses, besides helping schools with campus development. In view of these benefits, **the Conference resolved that the need for budgets for temporary jobs students during the winter vacation be taken up with the Ministry of Finance (Action: DSE)**

School Fees

Schools collect fees from students at the rate of Nu 30 for PP-VI, Nu 100 for VII-VIII and Nu 200 for IX-XII. Since the amount collected is inadequate, some of the members suggested revision of fees.

The house felt that raising fees would mean extra cost, which may be beyond the means of poor families. Moreover, in a number of studies, cost of schooling, amongst others, is highlighted as one of the factors deterring parents from enrolling their children in school. In light of these reasons, **the Conference recommended that the school fees be maintained at the present level. Furthermore, Dzongkhags should monitor schools to ensure that no other forms of contribution are collected in the name of School Development Fund.**

Fast track promotion for over-age students

A proposal for fast-track promotion for over-age students was presented and discussed. The rationale behind this was to fast-track the older children, who meet the minimum academic requirements, to higher levels so that they catch up with or come nearer to their age cohort. Also presented were the broad guidelines, which highlighted, amongst others, the need for support mechanism such as extra coaching and remedial classes for the children after fast track promotion. It was clarified that fast track promotion was meant as an interim measure, especially in the recently opened schools where the children of different age groups are enrolled in the same class.

The house resolved that a targeted interim measure with suitable criteria to fast-track over-age students with additional support from class teachers be instituted (Action: DSE)

Professional development programme through various modes

The house discussed issues related to the various professional development programmes, the major issues being:

- Non-compliance with one teacher one workshop policy
- Unfair selection criteria for training

- TOTs ineffective and reference materials insufficient
- DSA rates for teachers not at par with other civil servants for training
- Non-recognition of in-service programmes (e.g. Diploma in Leadership)

The Chair explained that efforts were being made within the Ministry to come up with fair and transparent criteria for training. The Chair also clarified that the reason for paying lower DSA rates for the winter workshops is to enable the Ministry to train as many teachers as possible. On the issue of non-recognition of in-service programmes, **the house resolved that the accreditation and recognition of in-service Diplomas would be pursued with the Royal University of Bhutan (Action: DSE/HRD).**

The Chair noted that further discussion on this agenda was not necessary as the issue would be looked at in greater details under the agenda “Enhancing Teacher Professionalism”.

Curricular Issues

The discussion on curricular issues centered around mismatch between syllabus, textbooks, and teachers’ guides. Also discussed were issues regarding incompetencies of B. Ed IT teachers to teach IT in Classes XI and XII.

Based on the deliberations, the house endorsed the following recommendations, which would be further submitted to the CASPD Board for review and consideration:

1. Textbooks to be aligned with the existing syllabus
2. Curriculum change to be preceded by impact studies
3. Teaching-learning materials to be supplied to schools before the implementation of new curriculum
4. Illustrations, names, etc. in lower classes to be Bhutanized
5. Information to be updated in social studies-History/Civics/Geography/Economics
6. Teaching-learning materials to be fine-tuned at the time of developing the curriculum
7. Ensure competent IT teachers in higher secondary schools

Presentation on stationery, textbooks, furniture and lab consumables

This was based on the agenda submitted by the Dzongkhags on the procurement and supply of textbooks, stationery, sports goods, furniture and science laboratory consumables. Issues presented and discussed ranged from poor print and poor packing to goods supplied not meeting required specifications. Also discussed was a proposal to revise budget for science laboratory consumables in higher and middle secondary schools.

The members were reminded that except for textbooks and reference materials, procurement of all other supplies are decentralized to the Dzongkhags. It is, therefore, within the purview of the Dzongkhags to improve the quality. To ensure uniformity and quality, **the house resolved that specifications and standards and samples for the supplies ranging from textbooks and stationery to science laboratory consumables be provided to schools (Action: CAPSD). The house also resolved that the proposal to increase higher and middle secondary school science laboratory consumables from Nu 0.06 m to Nu 0.14 m be taken up with the Ministry of Finance (Action: CAPSD/Dzongkhags).**

Issues on school furniture based on SPBD design were also discussed. The common problems are poor assembly, lack of storage space for learning materials and rubber washers coming off quickly from the furniture, causing damage to the floor. **The Conference resolved that furniture materials and designs be reviewed, keeping in mind the convenience of students including storage space, and approved samples be presented in the 13th AEC (Action: SPBD).**

Safety and health care issues

The house discussed the importance of safety and health care in schools and various issues related to it. On school safety, the main issues were found to be long walking distances to schools through forest and across rivers, bullying, eave teasing, archery range on the school campus, selection of inappropriate school sites, etc. On school health and sanitation, the major issues discussed were lack of proper water and toilet facilities, overcrowded and poorly ventilated hostels, etc.

The Chair noted that safety and health issues are important components of wholesome education. Therefore, it is the responsibility of the schools to ensure that the children are safe and secure when they are within the school premises. **The house resolved that comprehensive school health and safety policy guidelines be drawn up and presented in the 13th AEC (Action: DYS).**

Presentation by CERD on quality of education

Representatives from the Centre for Education Research and Development (CERD) presented the issues and recommendations of the 3 day seminar on quality of education held in the Paro College of Education in November 2008. The presentation is attached as Annex 1.

Commending the CERD for the comprehensive presentation, the Chair reminded the participants to view the feedback on quality of education as positive criticisms, which reflect the concern about quality of education. Secretary informed that some of the recommendations of the seminar are already being implemented, while some recommendations are conflicting.

The house also discussed and agreed that there was no need for a separate committee to assess the quality of education. It was informed that BBE conducts National Education Assessments periodically to monitor standard and quality of education across schools in the country.

Clarification was sought on the definition of quality of education. In our context, the issue arose from the employers who believe that the young people coming out of the education system are not properly equipped with the required skills, especially communication skills. It was recommended that CERD come up with a standard definition for quality of education.

Enhancing teacher professionalism

The house discussed various issues related to professional development programs, the major issues being:

- Lack of professional development support
- Low morale and dissatisfaction
- Mismatch in qualification and deployment
- Poor working environment
- Unequal distribution of training opportunities
- Lack of effective recruitment procedure

The house acknowledged the importance of enhancing quality of teachers through various professional development programmes to improve quality of education. What matters most was what was being taught in the schools and whatever happens in schools has to do with teachers. Therefore, schools are the first place where continuous professionalism development should take place followed by similar programmes in the school clusters using the available pool of master teachers and resource centres. Also discussed was the issue of lack of budget and guidelines for Dzongkhags to implement these programs.

The house endorsed the following resolutions:

- **A comprehensive programme for the continuous professional development of teachers at schools and school clusters be formulated (Action: HRD)**
- **The necessity of creating a separate budget head in the Dzongkhag for professional development of teachers be pursued with the Ministry of Finance (Action: PPD/DSE/HRD)**

In the meantime, **HRD should carry out a training needs analysis (TNA) in order to ascertain the types of training needed for teachers.**

The house also discussed the idea of de-linking teaching profession from the civil service. To this end, **the house resolved that licensing and de-linking of teaching from civil service be explored (Action: HRD).**

How can school curriculum be made responsive to the needs of the future?

The presentation on how to make school curriculum responsive to the future needs highlighted the following issues:

- Inadequate preparation for the new curriculum in terms of teaching-learning materials and teacher preparation
- Overcrowding of school curriculum due to incorporation of irrelevant topics
- Lack of continuity and connectivity in curriculum across different levels
- Frequent curriculum reforms

The presentation also highlighted that future curriculum reforms should be guided by the principles of Gross National Happiness. It is only through education that we can achieve the goals of GNH. While Bhutan is known globally for GNH, not enough is known about GNH within the country. Therefore, it was suggested that the concepts of GNH be embedded in the school curriculum so that our children learn about GNH at an early age. It was also suggested that education in emergencies be included in the school curriculum since Bhutan is located in an ecologically fragile environment with imminent risks of earthquake and Glacial Lake Outburst Flood (GLOF).

Curriculum being a vast and technical subject and considering that this was not an appropriate forum to decide on technical issues, **it was recommended that that the recommendations of the house be resubmitted to the CASPD Board for further deliberation and endorsement.** Recommendations are attached as Annex 2.

The house also discussed the need for coming up with differentiated curriculum to suit different learning abilities. Basically this would mean having a challenging curriculum for students who are competitive and have better learning abilities beyond their cohorts.

The Conference resolved that the possibility of introducing differentiated curriculum from Class IX onwards be explored and presented to the CAPSD Board meeting and the 13th AEC (Action: CAPSD).

How can School Management be improved?

The house discussed the issues and recommendations for improving school management. The main issues that came to light were:

- Lack of management skills amongst the principals
- Non-recognition of Diploma in Leadership and Management of Course by RUB
- Deployment of teachers not as per the requirements of schools
- Lack of proper management plan

- Frequent curriculum change
- Overburdening of teachers, especially in primary and community primary schools

The house commented that a lot of the issues seemed to be overlapping between curricular issues and school management and noted that the recommendations presented were general. The house stressed that leadership is critical in bringing about improved efficiency and effectiveness, while involving teachers in decision-making process should also be looked at and encouraged. As leaders, principals should be sensitive to the needs of teachers, students and the community in general. It was emphasized that leadership is not just about giving directions; it is also about giving guidance and advice and building capacity of the peers and subordinates.

Noting the lack of management skills amongst the principals, **the house endorsed that the erstwhile short course on leadership and management for new principals be reintroduced, resourced by knowledgeable and experienced people in the Education Sector (Action: HRD).** Further, it was resolved that **CAPDS review and revise the guidelines on school management incorporating recommendations of the Conference and copies be made available to all schools (Action: CAPSD).**

Presentation on Special Needs Education and Arts Education

Kim McCormack made a short presentation on Special Needs Education and Arts Education. The Chair said that the Ministry is looking forward to working together with Kim especially in special needs education, youth centres, arts education and in bringing about creativity in students. The presentation is attached as Annex 3.

Presentation by SCF, US

A brief presentation was made on the programs and projects supported by SCF, USA in Bhutan. In particular, the presentation highlighted the following core areas of assistance: Adolescent development, school based parenting education and awareness program, youth education and advocacy through media, child protection, children in conflict with the law, gender based domestic violence, livelihood readiness/food security, Bhutan Souvenir Making Training Centre and primary education.

SCF, USA indicated continued support for the above programs including ECCE, extended classrooms, etc. in the 10th Plan.

The Chair thanked the SCF, USA for giving an overview of their on-going programs and projects in Bhutan. The Chair also acknowledged the support of the SCF, USA for the 12th Annual Education Conference and for the past Conferences and hoped for similar assistance in future.

Opening of the main conference

The opening session of the main conference was presided over by the Hon'ble Minister for Education Lyonpo Thakur S. Powdye. The welcome address by Lyonpo is attached as Annex 4.

Report on the follow up of 11th AEC Resolutions

The PPD presented the status of the 11th AEC resolutions. The detailed report is attached as Annex 5.

10th Plan presentation

PPD presented the 10th Plan for the Education Sector. The presentation covered the 10th Plan key objectives and strategies, total capital outlay for the Sector, and Dzongkhag-wise allocation for capital activities. The presentation is attached as Annex 6.

Outsourcing of mess in HSS

Based on the recommendations of the 11th AEC, outsourcing of school mess was piloted in Bajo Higher Secondary School. Wangdue ADEO, on behalf of the school, presented the findings of the pilot study. According to the presentation, the advantages of outsourcing were many and varied. For the school, it ranged from cost savings to reduced workload for the Principals, who otherwise would have to worry about appointment of mess in-charges and store keepers, including the purchase of supplies. For the private entrepreneurs, it meant new business opportunities, thereby promoting private sector development.

Commending the Wangdue ADEO for the presentation, the members noted that it was not clear to what extent the cost and workload have been reduced as a result of outsourcing. It was felt that a detailed cost-benefit analysis would have helped to understand the issue better. Some of the members also suggested getting feedback from the students on the quantity and quality of food served.

Based on the discussion, the house recommended that outsourcing of mess should be tried in other schools and their findings presented at an appropriate forum to inform the decision on this issue.

Guidebook on culture

The Department of Youth and Sports presented a Guidebook on Culture, which had been developed upon the recommendation of the 11th AEC, for discussion and endorsement.

The house was reminded that the guidebook describes broad guidelines on how to promote culture in schools and that culture being a wide phenomenon, the guidebook does not prescribe any implementation plan for the schools. Each school should come up with their own activities and programs within the framework of the guidelines.

School supplies

AFD made a presentation on the procurement and supply of textbooks. The presentation is attached as Annex 7.

Issues on procurement especially with regard to inaccurate requisitions, budget shortfall, and lack of ownership were discussed. Also presented and discussed were recommendations on how to improve the existing procurement procedures.

Overstocking of textbooks was reported as a concern, leading to resources not being allocated efficiently. To minimize wastage, **the house resolved that inventory of textbooks stock in schools be done and excess stock redistributed to other schools within the Dzongkhag or in other Dzongkhags (Action: DEOs).**

Dzongkhags also reported difficulty in accurately working out budget using formula based budgeting. It was informed that the formula does not work for transportation, travel, etc. **The house recommended that as far as possible, Dzongkhags should use formula based budgeting, and where not practical, Dzongkhags should provide proper justification and submit to the Ministry of Finance.** In the meantime, the Ministry would take up the issue with the Ministry of Finance.

The house also emphasized the importance of involving DEOs in budget preparation. This is especially important since they would know best about the Education Sector in the Dzongkhags. **Therefore, the Dzongkhag administrations should involve all DEOs in budget preparation and finalization in order to avoid problems of inadequate budget.**

Education Staff Welfare Scheme

The Manager for Education Staff Welfare Scheme (ESWS) presented an overview of the fund status under ESWS and follow-up actions taken by the ESWS Unit on the resolutions of the 11th AEC.

As recommended by the 11th AEC, the ESWS Unit also presented the computer loan procedures and criteria for discussion. Many members felt the loan modalities needed to be reviewed, keeping in mind the number of members eligible for loan and the minimum reserve that has to be maintained so that adequate amount is available for semso and reimbursement of members leaving the scheme at any point in time.

The house resolved that the criteria, amount and interest rate for computer loans be reviewed and presented to a forum including field personnel (Action: ESWS Committee).

Teacher deployment/placement and transfer policy

The HR Division presented the existing policy for and issues related to deployment/placement and transfer. The house noted that the issue had been presented a number of times in the past conferences and that unless there were some compelling issues, there was no need for further discussion.

The following resolutions were endorsed:

A teacher projection to be carried out and provided to Colleges of Education/Royal University of Bhutan for appropriate subject teacher selection (Action: HRD/DSE/PPD)

- **Teacher placement to be conducted in a transparent manner as per the guidelines issued by the Ministry of Education (Action: HRD/Dzongkhags).**

NFE Impact Study

The Non-formal and Continuing Education Division presented the findings and recommendations of the NFE impact study supported by UNICEF in 2008.

The house noted that NFE programmes are important for more reasons than just increasing literacy. With the advent of democracy, it has an important role to play in building knowledge at different levels in the society so that everybody is well-informed on the values of democracy and adequately prepared to participate meaningfully in the political process. Therefore, over the next years, our target is to achieve adult literacy of 70 percent, which will require a massive expansion of the NFE programme.

Based on the presentation and discussion, the house endorsed the following resolutions:

- **A training needs assessment for NFE Instructors be conducted and the findings be presented to the NFE Board (Action: DAHE/NFCED)**
- **Adequate budget for NFE programme be included under a separate head in the overall Dzongkhag budget based on guidelines issued by the Ministry (Action: DAHE/NFCED)**
- **The proposal to introduce English in the NFE curriculum be presented to the NFE Board for review (Action: DAHE/NFCED)**

Continuing Education

Currently, the CE programme is offered only in the private schools in Thimphu, Paro and Chukha Dzongkhags. With the programme gaining popularity especially amongst the in-service candidates, there is demand in other places. To meet the growing demand, the Non-formal and Continuing Education Division presented a proposal to expand the programme in the other Dzongkhags in the public schools.

Members were of the view that this would mean additional responsibilities for the teachers in public schools, who are already overloaded. This may have a negative impact on the quality of teaching.

The house resolved that an in-depth study of the proposal be done (Action: DAHE/NFCED). The house also resolved that the curriculum for different age groups be rationalized (Action: DAHE/NFCED).

Impact Assessment of DYS Programmes

The Department of Youth and Sports presented the findings of the impact study on DYS programmes, supported by SCF, US. The presentation is attached as Annex 8.

Curriculum reforms

A presentation was made on the curriculum reforms. Commending the CAPSD for the presentation and for the good job it was doing, the house noted that there was no need for further deliberation since most of the issues were discussed extensively in the pre-conference.

Value education and GNH

The Director, DSE made a short presentation on value education and Gross National Happiness. This was followed by deliberations on the inclusion of GNH concepts in the school curriculum. It was pointed out that Bhutan is known world-wide for GNH, but there seems to be a general lack of awareness of the concepts of GNH within the country. School being a place where we teach children about all the good things in and about life, the onus of increasing awareness of GNH falls on the Ministry of Education.

The house endorsed the following resolutions:

- **GNH concepts/ ideas be incorporated in the curriculum (Action: DSE/CAPSD)**
- **A value education steering committee be established (Action: DSE)**
- **The celebration of 2nd June as Social Forestry Day be reinstated in schools (Action: DYS/Dzongkhags/Schools)**

Impact study on DEMSS

The EMSSD presented the findings of the impact study of DEMSS and the revised monitoring tools. **The house endorsed that the revised Dzongkhag level Education Monitoring tools be used henceforth (Action: Dzongkhags/Schools)**

DEO's Manual

PPD presented an outline and the rationale for the DEO's manual which was being prepared. It would be a living document and updated annually.

Commending the PPD for this initiative and noting its usefulness to the DEOs, **the Conference recommended that the manual be circulated for comments in February 2009, to be finalized by April 2009.**

Education website

PPD made a presentation of the revamped education website. Like in other sectors, the purpose of the website would be to promote transparency and facilitate information-sharing. To keep the information current, the website would be updated regularly. The website was endorsed and declared officially launched.

Conflict of interest

The Internal Audit Unit made a short presentation on conflict of interest. According to the presentation, the conflict of interest is a situation in which a person has a private or personal interest, which may directly and significantly affect professional judgment of that person in exercising his or her duty. The three types of conflict of interest were: financial/pecuniary interest; close personal relationship and other personal relationship.

The house was reminded that since the Education Sector is responsible for shaping future leaders of the country, everything that is done in the Sector must be above board and exemplary. This is especially important given that the Sector receives maximum donor funding and we must maintain the trust of the donors.

Some of the members expressed difficulty in filling out the different forms for conflict of interest. In view of this, **it was resolved that the forms be revised and uploaded on the website (Action: Internal Audit Unit). It was also resolved that the conflict of interest forms be used whenever decisions on procurement and HR are to be made (Action: All relevant officers).**

State of Education Report

The EMSSD presented the report on the State of Education 2008. The detailed report is attached as Annex 9.

Closing Session

The Closing Session of the 12th Annual Education was presided over by the Honourable Chief Justice, Lyonpo Sonam Tobgye. Lyonpo's closing speech is attached as Annex 10.



RESOLUTIONS

Enhancing Professionalism

1. A comprehensive programme for the continuous professional development in schools teachers and DEOs be formulated.
Action: HRD
2. The erstwhile short course on leadership and management for new principals be reintroduced, resourced by experienced and knowledgeable people in the Education Sector.
Action: HRD
Timeline: With immediate effect
3. The accreditation and recognition of in-service Diplomas be pursued with the Royal University of Bhutan.
Action: DSE/HRD
Timeline: With immediate effect.
4. The licensing and de-linking of Teachers from the Civil Service will be explored.
Action: HRD
Timeline: Reported to the 13th AEC
5. The necessity of creating a separate Budget head in the Dzongkhag for professional development of teachers be pursued with the Ministry of Finance.
Action: PPD/DSE/HRD
Timeline: Before the next fiscal year.

Administrative Issues

6. To ensure adequate allocation of resources, the formula for allocation of budget, particularly for activities like supplies, transportation, TA/DA, etc. be reviewed in consultation with the Ministry of Finance and accordingly revised.
Action: PPD/DSE/AFD (Budget Officer)
Timeline: Before the next fiscal year.
7. Teachers' quarters to be constructed as a priority in schools, especially in remote areas.
Action: Dzongkhags/PPD
Timeline: By June 2009
8. The forms for declaring Conflict of Interest to be revised and uploaded on the Education website.
Action: All relevant officers.
Timeline: With immediate effect
9. Conflict of Interest forms to be used whenever decisions on procurement and HR are to be made.
Action: All relevant officers.
Timeline: With immediate effect.

10. A teacher projection to be carried out and provided to the COEs/RUB for appropriate subject teacher selection
Action: HRD/DSE/PPD
Timeline: By June
11. Teacher placement to be conducted in a transparent manner as per the guidelines issued by the Ministry of Education
Action: HRD/Dzongkhags
Timeline: With immediate effect
12. The need for budgets for temporary jobs for students during the winter vacation to be taken up with the Ministry of Finance
Action: DSE
Timeline: Before the budgeting for the next fiscal year.

School Policies

13. A study on a teacher recognition award scheme (ensuring it is fair, transparent and objective) be conducted to inform the decision on this issue.
Action: DSE (EMSSD)
Timeline: By April 2009
14. A targeted interim measure with suitable criteria to fast-track over-age students with additional support from class teachers be instituted.
Action: DSE
Timeline: Starting Academic year 2009
15. Comprehensive school health and safety policy guidelines to be drawn up and presented
Action: DYS
Timeline: 13th AEC

Human Resource Management

16. The contract terms and conditions and selection process for expatriate teachers be reviewed and made more stringent
Action: HRD
Timeline: January 2009
17. A survey to determine how many schools have access to PCS and BCSR manuals be conducted. Where not available, copies to be supplied.
Action: HRD/Dzongkhags
Timeline: By June 2009
18. To ensure timely promotions, Dzongkhags to maintain promotion records and inform teachers in advance of the due date.
Action: DEOs
Timeline: With Immediate effect

19. The proposal for staffing Primary and Community Primary school with Office Assistant and Wet Sweepers to be pursued with the RCSC
Action: HRD
Timeline: With Immediate effect

Curriculum and Supplies

20. Proposal to increase budget for Higher and Middle Secondary School science laboratory consumables from Nu.0.060m to Nu0.140m be taken up with the Ministry of Finance.
Action: DSE (CAPSD)/Dzongkhags
Timeline: Fiscal 2009-2010
21. Inventory of textbook stock in Schools to be done and excess stock redistributed to other schools within the Dzongkhag or in other Dzongkhags
Action: DEOs
Timeline: By June 2009
22. The furniture designs and material be reviewed, considering the convenience of students (including storage space), and samples be presented
Action: SBPD
Timeline: By 13th AEC
23. Specifications and standards and samples for the supplies for schools (that are needed in schools ranging from textbooks and stationary to science lab. Consumables) to be provided to Schools.
Action: Dzongkhags
Timeline: By 13th AEC
24. GNH concepts/ideas be incorporated in the school curriculum
Action: DSE (CAPSD)
Timeline: CAPS Board Meeting
25. Possibility of introducing differentiated curriculum from class IX onwards be explored and presented to the CAPSD Board meeting and the 13th AEC.
Action: CAPSD
Timeline: 13th AEC
26. A value education steering committee be established
Action: DSE
Timeline: With Immediate Effect

School Management

27. The guidelines on school management be reviewed and revised incorporating recommendations of the Conference and made available to all schools
Action: DSE/(EMSSD)
Timeline: 13th AEC

28. The celebration of June 2nd as Social forestry day be reinstated in schools.
Action: DYS/Dzongkhags/Schools
Timeline: 2009 academic year.
29. The revised Dzongkhag level Education Monitoring tools to used henceforth.
Action: Dzongkhags/schools
Timeline: With immediate effect.

Education Staff Welfare Scheme (ESWS)

30. The criteria, amount and interest rate for the ESWS computer loans be reviewed and presented to a forum including field personnel.
Action: ESWS Committee
Timeline: June 2009

Non-formal and Continuing Education

31. The proposal to introduce English in the NFE curriculum be presented to the NFE Board for review.
Action: DAHE (NFCED)
Timeline: NFE Board Meeting
32. A training needs assessment for NFE Instructors be conducted and the findings be presented to the NFE Board.
Action: DAHE (NFCED)
Timeline: NFE Board Meeting
33. Adequate budget for NFE programme be included under a separate head in the overall dzongkhag budget based on guidelines issued by the Ministry.
Action: Dzongkhags/DAHE (NFCED)
Timeline: NFE Board Meeting
34. A thorough in-depth study of the proposal to introduce the CE programme in public schools be done.
Action: DAHE (NFCED)
Timeline: NFE Board Meeting
35. The CE curriculum be rationalized for different age groups.
Action: DAHE (NFCED)/DSE (CAPSD)
Timeline: NFE Board Meeting



ANNEXURES

Presentation by CERD on quality of education

Summary & recommendations from the national seminar on the

"Quality of Education"

(8-10 December, 2008)

Report to the Annual Education Conference (AEC)

Aims and Objectives

- Create opportunities to express the views and opinions about the issue of quality education in Bhutan.
- Holistically define what "quality" means in education and "why" quality education matters in a Bhutanese context.
- Authenticate with evidences if the quality of education in Bhutan has really deteriorated despite the immeasurable growth the education system has seen over the years.
- Detect some of the core factors that determine and influence the overall quality of education in Bhutan.
- Identify the roles and responsibilities that different stakeholders can take in combating the decline in the quality of education or in improving the overall quality of education.
- identifying core factors/barriers that contribute to quality of education
- identifying key possible strategies for the overall improvement of the quality of education in Bhutan.

Pertinent Areas and Challenges

1. Creation of a strong child-friendly education system – An important factor/foundation for quality education

For children to learn they need :

- to be physically fit to learn better
- Access to effective content of learning and learning materials
- Positive early childhood experiences-important to children's success in school
- to be sensitive to gender
- A good support from the parent to the children.
- Good learning environment – create healthy and safe learning space will give children time to think and space to be creative.
- Water and sanitation facilities contributing to healthy attendances to schools.

Challenges

According to the Presentations made by the Education Specialist, UNICEF:

- There are over 3, 300 children with immediate special learning need in the country.
- 54% of the schools have no water supply
- 49% with no road accessibility
- Teacher-pupil ratio challenges: Samtse, Dagana, Tsirang, S/Jongkhar

2. The Role of Parents in Education - biggest factor identified

- Role of parents as important teachers
- role of parents-Minimal

How can parents help:

- Mentor the child
- Support school administration:
- Provide study guidance
- Spend quality time with children
- Promote parent-teacher bond
- Be a partner in the child's education
- Recognizing strength and weaknesses through class teachers

Suggested areas of parent involvement (in school)

- in co-curricular activities
- on School management board
- on Committees in schools
- in resource development
- in designing educational goals and missions.
- guest speakers
- Child's Progress
- Learning outside school

3. The Role of Community and Society

- Need for more community and society's support

4. Motivation of Teachers: a big challenge

- Work load
- Less professional support
- Not much financial incentives/recognition
- Difficult working environment
- Lack of resources

5. Teacher Morale:

- Narrow societal view
- Workload and stress
- Difficult working environment
- Need Administrative support,
- Need for positive school environment,
- Teacher independence
- Community and society support,
(e.g seeing other civil servants playing archery on Saturday)

How to boost teacher morale?

- Reassess the value of teachers,
- Teacher themselves assess,
- Support teachers in terms of crisis not blame them

8. Curriculum:

- Need for Introduction of market bound curriculum
- Collaborative involvement: students, parents, teachers and curriculum developers
- Curriculum reviewed and tested before implementing comprehensively
- Rigorous and comprehensive curriculum according to changing times
- Authentic assessment and establishment of tools (eg. functioning portfolios for language and checklist for other analytical subjects)

Challenges

- Mismatch between the curriculum and examination
- Need for review and revision of curriculum
- Curriculum more theoretical

11. Pedagogy

- Need for major pedagogical changes of our teachers.
- Change in attitude and approach of teaching
- Teacher and technology
- Need to focus on "passive" teaching to "active" learning

12. Remote Posting

- Teachers in the schools for many years
- Not much exposure
- Not much learning facilities
- Teachers de-motivated and passive

14. Role of Principal Leadership

- School Principals as Change Initiators, Facilitators, Instructional leaders etc.

15. Role of Teachers' :

- as critical change agents
- as Change Implementers
- Instructional leadership
- Enhancing effective school culture and climate
- Building learners attitude towards education
- Building self esteem
- Operate educational pedagogy in a safe and orderly manner
- Building home – school relationship
- Upholding cultural responsibility
- Effective with children

16. Role of students:

- Students role from consumer to partner in learning
- as Change Implementers
- Building self esteem
- Building home-school relationship

6. Self-Esteem and quality of education: psychological aspect of child Development

- Self-esteem could be an important factor affecting the quality of education
- Self-esteem as an important factor for student performance.
- Some of our school children were found to have low self-esteem
- Causes of our school children's low self-esteem were found to be related to their relation with teachers, family, their personal competencies in various school activities.
- Teachers and parents to help children build a healthy self-esteem

7. Concerns for rural youth:

- Competition
- Youth (urban) opportunities
- Balance the opportunity of our youths

9. Lack of Resources

- Lack of adequate teaching learning materials
- Slow delivery of services
- Disparity in issue of resources

10. Over crowded classrooms

- Ineffective learning
- Low achiever remaining passive

Challenges

- Reduction in class size
- Good learning environment

13. Teacher Shortage and Teacher Quality: Concern

- Most of those trained have a qualification lower than bachelor's degree
- Colleges of Education (CoEs) not able to meet current teacher requirements
- CoEs programmes highly theoretical & exam-oriented
- Teachers fail to function as 'reflective practitioners'
- Teacher candidates joining teaching as last employment option.
- Mismatch in teacher deployment (between teachers and teaching subject)
- Need to groom more master teachers – roles and responsibilities to be specified and evaluated.

Challenges

- Making teaching profession attractive is a challenge, e.g service conditions
- Maintaining quality through effective support systems and monitoring, proper appraisal system that rewards excellence in performance.
- Raising the status and standard of teaching through professionalism

14. Less professional Support Programme

- Majority of teachers have no professional training

15. Drop out cases (alarming)**16. Less collaboration among the educational stakeholders****Need for:**

- Top-down & bottom up collaborations
- Empower people & organizations
- School-based change initiatives
- Non-judgmental communication amongst the stakeholders

17. Quality Difference in Urban & Rural

18. Challenges for men and women to go to remote schools and the need for particular type of skills to be in remote schools

Recommendations

1. CERD to initiate creation of network of educational researchers and institute for regular seminar and workshops to study and resolve national educational issues immediately.
2. Participation of key people in the future seminars including officials from MoE, RJB, Principals, EMOs, DEOs, teachers and parents to encourage effective ways to address the issue in education.
3. MoE to provide subject based teacher requirement projection for 5 years to the CoEs to reduce the mismatch between demand and supply of teachers in future.

Using and capitalizing indigenous knowledge of field teachers/researchers to improve the quality of education.

5. Develop a system for adequate and timely supply of resources including teaching learning materials (create budget head) to schools
6. Strong mechanism of regular review and revision of curriculum based on the research studies
7. Reduction in class size


8. Follow teacher development policy/equitable distribution of teachers.
9. Institute the working committee to address the issues related to quality education and urgent need to carry out research/survey to confirm that the quality has declined and develop benchmarks based on research data.
10. Study the mismatch between the curriculum and examination.
11. Updated examination system based on the change in the curriculum

12. Legitimize the involvement of parents/train teachers
13. Institute teacher award
14. Coordination between stakeholders need to be improved
15. Share the recommendations of the seminar during AEC
16. Institute the in-service professional development programme to address the needs of effective professional development of teachers

17. Standardizing the enrolment of student teachers to Colleges of Education/entrance examination
18. Institute teaching incentives
19. Uplift the teacher morale through service recognition
20. Protection of instructional time/less disturbance from other school activities/regularize extra curricular activities
21. Urgent need to develop strategies to retain teachers in the profession.


22. Additional Support for Rural teachers
23. Introduce teaching license for teacher graduates
24. Recognition of recommendations provided by the heads of the schools for prospective heads
25. Introduction of Kindergarten classes in primary schools
26. Open fair and open competition for any in-service scholarship nominations and other appointments based on the performance ratings rather than mere marks to improve teacher motivation, transparency and efficacy in the system
27. Developing Principals as instructional leaders

Presentation on recommendation on SchoolCurriculum



Group IV Presentation

How can school curriculum be made responsive to the needs of the future?




“Education is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century”. (Dakar Framework for Action, April 2000).”




Curriculum change to be guided by the philosophy of Gross National Happiness

- Equitable socio-economic development
- Promotion and preservation of culture
- Conservation of environment
- Good governance



Recommendations

1. Computer studies to be introduced from the lower classes
2. Cultural, environment, and values education to be consolidated in the curriculum
3. Discontinue integrated subjects
4. Frequent curricular reforms to be discouraged
5. Inclusion of basic aspects of vocational education in the curriculum from the lower classes



Recommendations (contd)

6. Curriculum change should be effected from bottom-up (gradually from PP through to 12)
7. Sequential connectivity and continuity in the curriculum
8. Pedagogy and content of Dzongkha to be reviewed and reformed
9. Dzongkha to be offered not only as a compulsory but weighting to be given in all admissions
10. Disaster prevention and preparedness to be included in the curriculum
11. More emphasis needed on civics and commerce


Presentation on Art and Special Education

Learning For All



A creative approach to education

Kim McCormack



Creative: an innate ability to use imagination for new ideas
Curiosity: an eagerness to know about or gain information

People Learn in Different Ways

Learning Styles: Visual * Kinesthetic * Oral

Does your student show strengths in

Words	Linguistic
Numbers	Logical
Art	Visual
Body Use	Kinesthetic
People Skills	Interpersonal
Self Awareness	Intrapersonal
Nature/Environment	Natural
Sound/Rhythm	Musical

These are the Multiple Intelligences

Learning Disabilities

Some Labels: Attention deficit / dyslexia / hyperactivity

Consistent pattern of problems with learning or behavior

- Gross/fine motor skills
- Language
- Reading
- Written Language
- Math
- Social/emotional
- Attention

Creative expression and hands-on learning, can help children with learning disabilities begin to overcome the challenges they face in learning, giving them a chance to express themselves in different ways and gain confidence.

Why the Arts?

"Throughout time, the arts have been essential to human existence.

When people create with sound, images, gestures, and words, they discover ways to shape and share their thoughts and feelings with others.

The arts enrich the quality of life.

All students deserve access to the arts through creation, performance and study"

Illinois State Board of Education

Creative Learning Skills

The ability to use these skills will greatly influence students' success in school, in the workplace and in the community.

- Solving Problems - recognize and investigate
- Communicating - express and interpret
- Working on Teams - learn and contribute
- Making Connections - identify and apply
- Using Technology - access and process

"The arts, when they are taught well, cultivate imagination.

They refine sensibility.

The arts encourage youngsters to take risks and rely upon their own judgment."

Elliot Eisner, Professor of Education and Arts, Stamford University

General Electric

"What a company like ours needs are broad abilities; creativity, discipline, self-confidence and an ability to work with others.

Ideas are what built American business and it is the arts that build ideas, nurturing a place in the mind for them to grow.

Arts in Education programs can reinforce American education and better prepare workers for the 21st Century."

Critical Thinking Skills Developed through the Creative Process

Evaluation
Analysis
Synthesis

Arts Integration is an **APPROACH to TEACHING** in which students construct and demonstrate **UNDERSTANDING** through an **ART FORM**. Students engage in a **CREATIVE PROCESS** which **CONNECTS** an art form and another subject area and meets **EVOLVING OBJECTIVES** in both.

The Creative Process

The same for writing and art

Imagine Examine Perceive
Explore Experiment .. Develop
Create Re-examine .. Revise
Reflect Assess Share

Creating From Nature

Understanding the Environment



Creativity in Science



Compound machines,
building with found materials

Reduce, Reuse, Recycle

Environmental Awareness

Using found objects to
create works of art



Community Model

Elements of Design

Social Studies

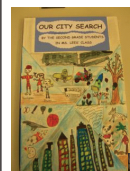
famous people



water bottles,
paper mache
and
fabric scraps

Bookmaking Encourages Literacy

Communities
City and Rural



Pride and ownership of books

Shadow Puppetry brings Fairy Tales alive

Science, history, culture and art

Creative literacy

Social Studies Reflections

in fabric collage



Cultural Heritage

Community

Symbolism

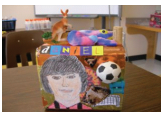
Geography



Shadow Box Displays

Self portraits

Historic portraits



Social Issues

World History



Portrait Development



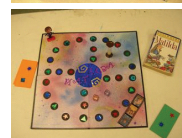
Creating Games from the Curriculum

making learning fun

Skill development

memorization

teamwork



Shadow Puppetry brings Fairy Tales alive

Science, history, culture and art

Creative literacy

Social Studies Reflections

in fabric collage




Cultural Heritage

Community

Symbolism

Geography




Shadow Box Displays

Self portraits






Historic portraits






Social Issues

World History








Portrait Development







Creating Games from the Curriculum

making learning fun



Skill development



memorization



teamwork



Opening Address by Hon'ble Minister for Education

VERBS FOR THE NATION

I love verbs. I rejoice at the magic and the might that they hold. I, therefore, commend the thoughtfulness of my colleagues in deciding on a giant of an action-packed verb rather than the usual non-committal, tentative and leisurely preposition or some such excuse.

So often, one encounters conference themes introduced by the words like *towards* improving the quality of education, *towards* enhancing professionalism or some rather lethargic wayside inn of grammar. This time, it is straight *enhancing* professionalism in education.

I am fascinated by the power of verbs. They made our world the way it is. Verbs gave our world its purpose and its life. That is why the mountains stand, the sun shines, the wind blows, the river runs, plants grow, humans breathe, birds fly, fire burns, and every other object has a reason to be and to become.

Thanks to the power of verbs, we cut the immensity of space into intelligible units and called it Bhutan or Britain, India or Indonesia, America or Armenia, and such other entities that stand as tokens of our attempt to express our desire for sorting and ordering which are themselves supreme examples or verbs.

We segmented the infinity of time and called it seconds and minutes and hours and days and months. We created our masterpieces and celebrated our fine arts. We sent jumbo jets into outer space and launched giant ocean-liners. Look at our inventions and our discoveries. But for verbs, we could not have our letters and our numbers.

If we had only the numerous nouns or prominent pronouns or proper nouns, our universe would have come to a standstill. Life would be dull and uneventful. The marvels of the human mind and the fecundity of nature would lie waste.

Verbs built our Dzongs and our monuments, our bridges and our national highways, our military installations and our financial infrastructure. Without verbs, our national airlines could not take to the sky, we could not farm our land, play our national sport, or come down to Phuentsholing to attend this conference.



Verbs are of paramount importance particularly for small countries like ours. If any nation in the world has achieved greatness, it was through the exploitation and celebration of the promises of verbs. It will be through the creative possibilities of verbs distilled as work that we will be able to fulfill our vision of gross national happiness and take our country to her destined future.

When it comes to education, the place of verbs is non-negotiable. Building a knowledge-based society defined by citizens who espouse not only the resources of brains and skills but also of faith and character will take all the power that verbs are capable of.

The Ministry of Education is charged with the crucial responsibility to building knowledge both as a means to an end as well as an end in itself. It is called upon to meet the need for ever higher levels of competence and creativity in a rapidly growing knowledge economy that contemporary Bhutan is increasingly focusing on becoming.

I am not talking about knowledge in the old Faustian sense of the term. We want knowledge that fulfills at least two conditions – that it is *useful* and at the same time *good*, knowledge that, in other words, makes the scholar both smart as well as graceful.

We have to be mindful or else we lose our path in the flashy and the fashionable and quite forget the soul of education that we are required to discover and to celebrate in a mission called learning.

How have we been faring as a system in creating and sustaining a level of education worthy of the hallowed tradition of our country, nurtured and sustained over the centuries by the vision and sacrifices of our leaders? How have we received and advanced the hopes of a system that values and honours the place and promise of our youth? Where do we stand vis-à-vis the expectations of our role that we so often claim should be an example, a model? What has been the public impression of our presentation and of our performance?

“The Ministry of Education is charged with the crucial responsibility to building knowledge both as a means to an end as well as an end in itself.”

Let us not forget our verbs. In the next five years, that is the period of the Tenth Five Year Plan, the Ministry of Education has two major goals to achieve – access and quality. We have a national commitment to provide basic education to all the children of our country right up to the tenth standard.

However, even to this day, we have over 16,000 children who are still not able to access education for varied reasons. And there will be an addition of several thousand new entrants every year. We have to ensure that every child of school-going age is in school, which is to say that we have to achieve 100% enrolment. We have to reach out to the last child in the last hamlet.

To this end, we have a large expansion programme as well as introduction of the Extended Classroom idea to expand enrolment, among other interventions.

To address quality, we have several plans in the pipeline which include, but are not limited to, formalization and fine-tuning of our education policy, refinement and rationalization of the curriculum, strengthening pedagogical practices, improving assessment, professionalizing management and enhancing provision.

The Ministry will commission several research projects to the Royal Education Council to assess the need for targeted intervention aimed at improving the quality of education.

We would like to encourage establishment of a few fine international schools and recruit some international volunteers to teach in our schools especially subjects like Science and Mathematics as well as English. We are also appealing to the Royal Civil Service Commission to second some interested and committed civil servants to join education for a year or two. We will recruit teachers on contract and engage seasoned retired teachers under the **Light Druk Yul** project.

Our major focus area will remain the professional development of teachers. Today, we are talking about not just quality, but about quantity as well. We have serious shortages especially in Mathematics, Science, English, and even in Dzongkha. As a matter of fact, we need good teachers in all subjects, including Physical Education and Values Education. We need good educational leaders who can inspire and lead.

“Education has two major goals to achieve – access and quality.”

Today, we stand at the threshold of a new age. The advent of democracy has brought in new responsibilities as the demand of the system changes and becomes more varied. People’s expectations have risen and the government is called upon to deliver. Therefore, as servants of the people, we cannot afford to continue doing our business as usual. Otherwise, we will be swept overboard by the wave of change that is taking place faster than we seem to be able to manage.

As you know, the second session of our parliament is underway. Education has again been a subject of discussion. Quality has always remained the centerpiece of public debate over the years. Today, the discussion includes even more serious issues that concern the very self and soul of education – integrity. How does it feel when we hear that one of our fellow-educators has been convicted for rape or for corruption?

When this so-called noble sector gets infected by greed and temptation, even one single case of misdemeanour is sufficient to soil the image of the whole system and to do disservice to the many thousands who give their best to the system.

It is unfair to our many colleagues to sacrifice their maternity leave to be with their students because they were going unattended and the devoted others who do not count their days in chetrum and in ngultrum, but in terms of the labour of love and the love of learning.

We are concerned about basic issues like the security of our children and our teachers. We worry about how the children might get to school and back home. Even our own temples of learning are not always safe for our children. We worry about what our children learn, about what kind of company they keep, what they consume and where they end up.

I think, this year should be declared as the *Bhutanese year of Verbs*. The national euphoria and the positive energy so abundantly generated by the momentous events in the country must be sustained and converted into action. Otherwise, we will have squandered a great opportunity. We must match the hour, or else the hour will pass us by, and we will be left high and dry!

“People’s expectations have risen and the government is called upon to deliver. Therefore, as servants of the people, we cannot afford to continue doing our business as usual.”

It is my wish that we will be able to establish the true meaning of education as a process that gently draw the human mind to discover and to love what is True and Good and Beautiful. That we, as educators and facilitators, will be able to guide the scholars in our charge to discover and to celebrate *the grace of great things* hidden away in our Physics and our Mathematics, in our Geography, in our Literature and our Philosophy, in our Language and our Social Studies.

Indeed, it is my wish that when we have our next Annual Education Conference, we will have different dzongkhags education officers presenting their vision of science or mathematics education in their Dzongkhag, our principals mounting a discourse on how they see the role of social studies and humanities as the autobiographies of our own life and our dreams, our teachers sharing their finest examples of language teaching and student success.

I have a dream that many years into the future, we will have a Bhutanese man traveling to space, a Bhutanese woman gliding in an astronaut’s outfit. I have a dream that our temples of learning will be the cradles of our young philosophers and thinkers, of our writers and our composers, of our scientists and our leaders. How do we make that happen?

Recommendations of the 11th Annual Education Conference		
Recommendations	Agency Responsible	Implementation Status / Remarks
Comprehensive Policy on School Safety be drawn up and presented in the 12th AEC	DSE	The work is in progress and the status will be presented in the 12th AEC
Full time Counselors post be created	HRD	CECD has submitted comprehensive proposal to institute the post of full time counsellor in the secondary schools to RCSC for approval. During the MoE's recent meeting with the RCSC, Dasho Secretary has pledged his full support towards institution of post of full time counsellor in the schools.
Full time Sports Instructors post be created	HRD	In september 2008, 50 School Sports Instructors (SSIs) were trained and posted in different schools in the country. They are on 2 years contract term with possibility of extension depending on their performance.
Art Education be introduced in Schools	CAPSD	Art Section established at CAPSD. The 1st meeting of the Arts Education subject Committee will be conducted from 5th to 13th of January,2009 in Gelephu HSS. This period will also be used to develop the Arts Education Curriculum Framework.

Annexure V

<p>Impact study on teaching of history in Dzongkha be undertaken by RUB within June 2008 and decision be taken by CAPSD Board</p>	DSE	<p>Research carried out by a team of researcher form PCoE. The final report will be submitted to MOE by end of November. The preliminary findings of the study was presented to MoE in October, 2008</p>
<p>Comprehensive Guidelines on Strengthening Cultural Education in schools be developed and presented in 12th AEC</p>	DYS	<ol style="list-style-type: none"> 1. One day workshop was conducted on 8th August 2008 to form a core group and draw a framework for the guidelines from class PP-XII. 2. Identified seven core topics as a base for the guideline. 3. From the seven core topics, sub topics were further identified. 4. A five days workshop from 19-23 Dec. 2008 has been schedule at Khuruthang MSS in which the fifteen core group members will work on developing comprehensive guideline based on the seven core topics and sub topics. 5. From this five days workshop, two days will be spent on finalizing the guideline and by 23rd December, the Comprehensive Guideline on Strengthening Cultural Education will be ready for presentation in the 12th AEC.
<p>Principals to maintain teacher portfolio and share with relevant agencies when required</p>	Schools/DEOs/HRD	<p>Teachers portfolio being maintained by all schools and Dzongkhag Education Office and shared as and when required. (Tashigang)</p> <p>Schools have started maintaining the portfolio, also discussed during the Annual Dzongkhag Principals conference held on 11/10/2008. (T/Yangtse)</p> <p>The issue was discussed during the principals meeting in the beginning of the year and agreed that staff information will be updated and made available when required. (Thimphu Dzongkhag)</p>

Textbooks be made available for sale in the market from 2008	ECS	As of now book vendors are not interested to buy text books since these are available free of cost from the school. However, the same could be further pursued in 2009 and explore if book vendors are interested and forthcoming
Proposal to hand over Class VI and VIII examinations to schools be resubmitted to the BBE Board for further discussions and endorsement	BBE	The matter was discussed in the 18th BBE Board meeting in May 2008 and it was resolved that the decision will be taken after the Education Policy is endorsed.
All schools upgradation be planned one year in advance to ensure that adequate facilities/resources are in place. Conditional approval be sought by December	Dzongkhags/ PPD/DSE	Being implemented in consultation with Department of School Education
Outsourcing of School Mess be piloted in 1 HSS	DSE	Bajo HSS hostel mess has been outsourced. The feedback collected from students and the mess management will be presented in the 12th AEC
Private candidates be allowed to sit for class VIII examinations	BBE/DSE	The Department of School Education has sent letter to schools regarding the matter.
Needs Assessment on Teachers Interested to buy Computers at Subsidized Rate be carried out by June 2008 .	Dzongkhags/DSE	Need Assessment of teachers interested to buy computers completed by way of advertisement in TV, Radio and print media. List compiled. The modalities on the procurement of computers at subsidized rate will be decided by the ESWS Management.
Comprehensive Exercise on teacher deployment and requirements be carried out by August 2008	Dzongkhags and HRD	Done in T/phu, Pling and Paro. The findings will be presented to the 12th AEC.

School Level Monitoring and Support Services guidelines be reviewed and revisions proposed by September 2008 and presented in the next AEC	DEOs	Schools were circulated with the recent EMSSD forms to review and submit the feedback to Dzongkhag. Some feedback were already collected by the EMSSD officials during their visit to schools. S/Jongkhar Schools have submitted their views through the Dzongkhag Education Office to EMSSD. (T/Phu)
Priority for provision of infrastructure and resources be given to primary levels .	DSE and Dzongkhags	Provision of infrastructure and resources prioritised and budget proposed accordingly in consultation with Dzongkhags. This is also considered whenever opportunities arises. E.g. Placement of Graduate teachers to CPS under ‘Light Drukylul’ Project
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	PPD/DSE	List drawn up and shared with the Dzongkhags during the 10th plan workshop with DEOs held in September 2008
Teacher training needs assessment be carried out	REC and HRD	REC made a presentation on teacher training needs assessment to MoE.
Teaching allowance be provided to improve teacher motivation and retention	HRD	The proposal was submitted to Pay Commission
Centrally supported activities/programmes to be carried out in schools be coordinated and streamlined	DSE/DYS	This is being done
Status of support staff and their utilization in schools be reviewed	HRD/DSE	Proposal has been incorporated in the 10th FYP

	The document Purpose of School Education be reviewed and updated by June 2008	CAPSD	Review will be done after the curriculum reforms are completed
	DEO's office be strengthened in keeping with decentralization policy	HRD/Dzongkhags	Discussed during the Dzongkhag level conference, but there is no provision as per RCSC's staffing pattern. (Haa) DEOs office needs to be strengthened by recruiting additional support staff. (Wangdi) This needs to be followed up strictly by HRD. (T/Yangtse)
	Tenth Plan be finalized in consultation with dzongkhags	PPD	Draft 10 FYP finalised in consultation with Dzongkhags and shared with them during the 10th plan workshop with DEOs held in September 2008
	Procurement of stationeries, sports items, library books and science equipments be completely decentralized from 2008 – 2009 financial year	AFD/Dzongkhags	Procurement of stationeries, sports items, library books and science equipment completely decentralized to Dzongkhags. (AFD) The procurement of stationeries and equipments have been carried out by the Dzongkhag. The procurement of library has been further decentralised to the schools and principals bought books from book fair. The stationary supply order has been placed to the lowest bidders and the samples, quality and brands were approved by the principals during the 15th DEC (Lhuentse)



Annexure V

	Budget for school library, stationeries, science equipments, games and sports etc not be re-appropriated	Dzongkhags/Schools	Not re-appropriated and the procurement of these items were done as allocated under particular budget heads. (Haa) Re-appropriation not done and budget is judiciously used for the procurement of the specified activities/items. (T/Yangtse) Certain amount had to be re-appropriated for DEC as no budget was approved for the same. (Trongsa)
	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	Committee led by HRD	Not carried out due to lack of human resource in HRD
	Ban on Corporal Punishment be fully enforced in schools	Dzongkhags/Schools	To sensitise the rule and the risk involved with corporal punishments in schools, the Dzongkhag had invited Dzongdag and Drangpon during DEC and awareness was created amongst the school heads. The DEOs office has also circulated 3 letters reminding the schools to do away with this practice. Repeated reminders has been made to the principals and teachers during the monitoring visits. The last circular was sent to schools by Dzongdag. (Lhuentse) The issue was discussed during the year beginning meeting of the principals and a letter was sent to all the schools on the cited matter. This was also discussed during the principals conference. Principals reported that this is being followed and all teachers are aware of it. (T/Phu) Discussed and resolved for strict compliance of the AEC resolution. Also few examples were quoted, the consequence faced by some principals and teachers. (Wangdi)

<p>Corrective action to combat substance abuse in schools be initiated involving community and parents</p>	<p>Dzongkhags/ Schools/DSE/DYS</p>	<p>Through the School Parenting Education and Awareness (SPEA) programme, parents attending the programme have been made aware of the commonly abused drugs and also simple tips to keep their children away from drugs. SPEA programme has also collaborated with the Police in their “Youth Police Partnership” campaign and conducted a session for the parents at Loselling LSS. Through Career Education and Counselling (CEC) programme, some students who have been referred to the Division has been counselled and also through the focal teachers, talks/campaign on harmful effects of drugs has been conducted.</p>
<p>Full time Manager for ESWS be recruited at P4 level by March 2008</p>	<p>ESWS Management Committee</p>	<p>A full time manager has been appointed since May 2008.</p>
<p>Soemso amount be enhanced immediately:</p>	<p>ESWS Management</p>	<p>Soemso amount for the demise of the spouse of a member, direct parents of a member and the member has been increased to Nu. 20,000, Nu. 15,000 and Nu. 30,000 respectively with effect from 14 January 2008</p>
<p>a. For the demise of the legal spouse of a member to Nu. 20,000</p>		
<p>b. For the demise of the direct parents of a member to Nu. 15,000</p>		
<p>c. For the demise of a member to Nu. 30,000</p>		

Proper procedures and criteria for ESWS loan be drawn up	Committee comprising of Manager ESWS, CAO, TEO, Director DSE-Chair, 1 Principal and 2 Teachers from T/Phu	Committee met and drew up the criteria for ESWS loan. Loan has not been sanctioned yet because the punching of data of all the members has not been completed yet.
ESWS loans be suspended until proper criteria and procedures are drawn up.	ESWS Management	
Teaching of Dzongkha as a compulsory subject from PP-XII be strengthened .	DSE	
Scarcity allowance be provisioned for Dzongkha teachers	HRD	Overall teacher incentive package proposal submitted to Pay Commission. However, subject scarcity allowance has been dropoed by MoE
Principals and DEOs to take full responsibility and extra initiatives for the promotion of Dzongkha within their schools/dzongkhags	DEOs/Principals	20% of the library budget is used for procuring Dzongkha library books. (Trongsa) Various Dzongkhag level literary and cultural activities organised by Dzongkhag. (T/Yangtse) As discussed during the year beginning meeting of principals, school are encouraged to take extra initiatives to promote Dzongkha through the conduct of various literary activities. (T/Phu) Various initiatives being taken up by the schools to promote Dzongkha. Dzongkha promotion activities are being carried out through DDC fund. (T/Gang)

		MoE	This is being done
Regular orientation workshops/trainings for Dzongkha teachers be conducted to enhance and update their knowledge/skills and teaching methods			
The Syllabus for the Dzongkha B.Ed. students be revised appropriately.		PCoE/CAPSD/DDC	The whole B.Ed Program including Dzongkha is revised. The duration for B.Ed program will be 4 years from 2009
Dzongkha be introduced as a stream in classes XI and XII		CAPSD	Dzongkha as a stream is not introduced in classes XI and XII, however, Dzongkha as a subject is taught in all existing streams (Science, Arts & Commerce. Some HSS also offers Rigzhung as a optional subject.
Time tested traditional methods for teaching Dzongkha be reintroduced in the primary levels .		CAPSD	Reformation of Dzongkha curriculum under process. The revision of Dzongkha curriculum in classes PP-III will be done in Jan-Feb 2009
Facilities to support Dzongkha Teachers in the Resource Centers be enhanced		DSE	Dzongkha books encouraged at the Book Fair, from where schools buy their stock
Distribution of Dzongkha Textbooks, Readers and reference books to schools be improved .		DSE	A large number of Dzongkha books encouraged at the Book Fair

Presentation on 10th Plan by PPD



Ministry of Education

Draft 10th Plan (2008-13)

12th Annual Education Conference, P/ling HSS
1st – 4th January, 2009

Key objectives

1. Increase access
2. Improve quality of education

12th Annual Education Conference, P/ling HSS : 1st – 4th January, 2009

Key strategies (contd)

4. Provide support facilities in selected schools to allow children with special needs to access general education in regular schools
5. Carry out curriculum reforms and provide support for the implementation of the new curricula
6. Improve teacher quality and professionalism through in-service training, incentives and staff quarters particularly in rural and remote areas

12th Annual Education Conference, P/ling HSS : 1st – 4th January, 2009

Key targets

1. Increase Primary Net Enrolment Ratio to 100%
2. Increase Basic Net Enrolment Ratio to 90%
3. Reduce teacher pupil ratio to 1:24 in regular schools and 1:20 in multi grade schools
4. Enhance girls' enrolment in tertiary education to at least 80 girls for every 100 boys
5. Enhance adult literacy rate to 70%

12th Annual Education Conference, P/ling HSS : 1st – 4th January, 2009

Overview of the presentation

1. Key objectives
2. Key strategies
3. Key targets
4. Total capital outlay (indicative)
5. Capital outlay by Dzongkhags (indicative)
6. School building and expansion programs
7. School development programs by Dzongkhags

12th Annual Education Conference, P/ling HSS : 1st – 4th January, 2009

Key strategies

1. Establish CPS/PS and extended classrooms to enroll the last 12-15 percent school age children who are out of school
2. Upgrade selected CPS/PS and establish new secondary schools to increase space at this level
3. Encourage private provision of schools to provide a wider range of options and alleviate burden on the government

12th Annual Education Conference, P/ling HSS : 1st – 4th January, 2009

Key strategies (contd)

8. Provide teaching-learning materials such as library books, reference materials, computers and ICT infrastructure
9. Expand and strengthen career guidance and counseling program, physical education, scouting, etc. to promote wholesome education
10. Enhance tertiary education provision to meet the increasing learning needs in terms of numbers as well as in diversity
11. Support decentralized policy for establishment of NFE Centres, supply of teaching-learning materials and recruitment of NFE Is to expand NFE programme

12th Annual Education Conference, P/ling HSS : 1st – 4th January, 2009

Total indicative outlay (million Nu.)

Departments/Agencies	Capital	HRD	Total
Secretariat	71.50	34.58	106.08
Department of School Education	8,352.84	664.71	14,049.66
Department of Adult and Higher Education	706.33	14.39	720.72
Department of Youth and Sports	327.70	46.45	473.15
Total	9,468.37	760.12	10,218.49

12th Annual Education Conference, P/ling HSS : 1st – 4th January, 2009

Capital outlay by Dzongkhags (million Nu.)

Dzongkhags	Total
Bumthang	216.83
Chhukha	654.34
Dagana	483.67
Gasa	53.63
Haa	148.59
Lhuentse	227.60
Mongar	299.92
Paro	239.56
Pemagatsel	309.98
Punakha	331.27
S/Jongkhar	349.41

12th Annual Education Conference, Piling HSS : 1st – 4th January, 2009

Capital outlay by Dzongkhags (million Nu.)- contd

Dzongkhags	Total
Samtse	467.44
Sarpang	260.89
Thimphu	446.87
Trashigang	597.72
T/Yangtse	443.10
Trongsa	280.19
Tsirang	197.91
W/Phodrang	276.13
Zhemgang	281.37
Total	6,566.42

12th Annual Education Conference, Piling HSS : 1st – 4th January, 2009

School building and expansion programme

- Build 80 new schools
 - 51 CPS
 - 13 PS
 - 1 LSS
 - 11 MSS
 - 4 HSS
- Upgrade 61 schools
- Establish 99 extended classrooms

12th Annual Education Conference, Piling HSS : 1st – 4th January, 2009

School building programme by Dzongkhags

Dzongkhags	ECRS	New schools	Upgraded
Bumthang	1	0	3
Chhukha	5	10	3
Dagana	10	12	10
Gasa	1	0	0
Haa	4	1	3
Lhuentse	4	1	2
Mongar	5	3	3
Paro	3	3	2
Pemagatsel	4	5	1
Punakha	4	2	2
S/Jongkhar	2	3	6

12th Annual Education Conference, Piling HSS : 1st – 4th January, 2009

School building programme by Dzongkhags (contd)

Dzongkhags	ECRS	New schools	Upgraded schools
Samtse	15	17	6
Sarpang	9	6	1
Thimphu	2	6	3
Trashigang	10	2	8
T/Yangtse	0	1	5
Trongsa	4	2	0
Tsirang	4	3	1
W/Phodrang	7	1	1
Zhemgang	5	2	1
Total	99	80	61

12th Annual Education Conference, Piling HSS : 1st – 4th January, 2009

Thank You & Tashi Delek !!!

12th Annual Education Conference, Piling HSS : 1st – 4th January, 2009

Presentation on Supplies by AFD

Presentation on supply of textbooks

Administration and Finance Division

12th Annual Education Conference
1st to 4th January 2009
P/ling HSS

Presentation on procurement/supply of school textbook

Weaknesses/Drawbacks:

- Coordination between actors weak/ no clear ownership
- Curriculum reform process resulting in frequent changes in requirements
- School requisitions are inaccurate/ and always submitted late
- Follow up/monitoring weak at all levels

- continued

- Lack of synchronization between budget proposed and books procured
- Shortage of budget in the dzongkhags; (therefore) huge outstanding dues to ECS
- No proper information on new schools/ upgraded schools
- Over stocking of textbooks, (which are within the syllabus) in the schools
- Eg.LMSS- Nu. 792,504 & YHSS –Nu.628,953 and MHSS – Nu. 2,9700 worth blocked

Improving existing processes

- CAPSD to send stabilized textbook list including prices to the DEOs and schools preferably by November
- DEOs to inform the PPD/DSE the list of new/upgraded school by November
- DEOs to work out appropriate textbook budget and submit to the MoF
- DEOs to submit the correct requisition to the ECS/CAPSD/AFD by April every year

-continued

- CAPSD to prepare the CRCs, PPD to work out the projection and AFD to work out the quantity to purchase
- AFD to send the NIT by end of June/July
- Supply to be completed to the Dzongkhags before closure of schools
- DEOs/Schools to maintain a good inventory system.

-continued

- Proper stock register to be done and receipt of goods to be acknowledged as per the distribution list
- Dzongkhags to include separate transportation budget in the textbook budget line
- Re-distribute usable books to other schools through DEOs
- Auction/damage/write off obsolete books

New SRMIS software to be developed in Feb 2009:

- Enable accurate, efficient & transparent record keeping
- Efficient resource requisitioning and budgeting process
- Effective distribution of supplies
- Quality monitoring and rapid reporting on stock levels, etc...

Delivery Schedule

- 1st Batch textbooks to the stores by end December 2008
- Stores to deliver to EDPs by 3rd week January 2009
- 2nd batch textbooks to the stores by end January 2008
- Stores to deliver to EDPs by 3rd week Feb 2009

Contd.

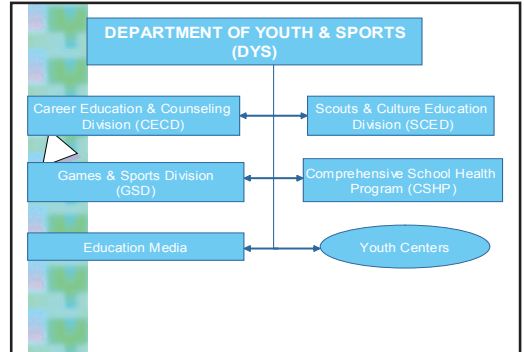
- DEOs to ensure all schools pick up the deliveries in time
- Instruct all Principals to crosscheck the items received with the distribution list
- Verify all bills/challans accordingly without delay
- Instruct all Principals to prepare the requisitions for 2010 immediately

Proposed Recommendation

- Delivery of goods to the schools directly by the suppliers from 2009-10 financial year.

A Happy New Year
Tashi Delek &
Kadrinchey

Presentation on impact study of DYS programs



- Objectives**
- assess the impact of the DYS programs on the target groups & other stakeholders;
 - assess the quality of program management;
 - identify gaps, barriers and constraints of implementation, and determine why these gaps/barriers & constraints occurred & how can they be resolved;

- contd.
- Assess the capacity of DYS & implementers & determine which capacity building activities are needed;
 - Identify lessons learned suggesting reasons for successes & failures & how these lessons learned can be used in future programming with recommendations

- General findings**
- Sustainability
 - Limited staff at head office and schools
 - Limited time at the disposal of focal teachers to implement the program
 - Inadequate facilities in schools affecting program implementation
 - Planning and M&E at all levels inadequate
 - Transformation of knowledge-attitude-practice takes time
 - All programs are found to be useful

- Major findings**
- Need to improve on external visit procedures and allocation of resources (SCED)
 - Many students unaware of the Looking Ahead (CECD)
 - Career Resource Corners & Career Portfolio Workbook not widely spread (CECD)
 - Counseling in schools is more reactive than proactive (CECD)

- Major findings**
- Insufficient facilities (VE)
 - Instructors-inadequate in quality & quantity (VE)
 - Long term impacts on students not clear (VE)
 - Inadequate materials for carrying out sessions (SPEA)
 - Slow development of PSG (SPEA)

- Major findings**
- Students are benefiting from preventive & curative services at school (CSHP)
 - Health education knowledge shared but not practiced (CSHP)
 - Water facilities still inadequate (CSHP)

Major findings

- **Less encouragement from teachers and parents (GSD)**
- **Limited facilities (GSD)**
- **Facilities and services are generally in demand (YC)**
- **Facilities inadequate in all YC (YC)**

Follow up

- **Open selection at dzongkhag & national levels (SCED)**
- **Proposal for full time counselors (CECD)**
- **Recruitment of 50 School Sports Instructors (GSD)**
- **Institutionalizing LSE (CSHP)**
- **Survey on facilities (CSHP)**
- **Strategy for Youth Centers (YC)**

Recommendations

- **Recruit and train more Program Focal Teachers so that work loads are shared**
- **BSA could improve especially in allocation of resources among schools and improve procedures for selection for external visits (SCED)**
- **Institute systems and support for Career Newsletter, Career Resource Corners in school libraries and Career Portfolio Workbooks (CEC)**

Recommendations

- **Vocational curriculum to be made more practical-based (chances to apply trades more intensively) and be in line with that of the VTI (VE) Formulate guidelines on forming and supporting the Parents Support Groups (PSG)**
- **Assess water supply and sanitation needs mainly in Community Primary Schools (CSHP)**
- **Implement regional/dzongkhag sports meets during vacations (GSD)**
- **Explore possibilities to establish and manage more YC (YC)**

Presentation on State of Education - 2008

Presentation to the 12th AEC.
State of Education Report
2008

- Annual State of Education – An annual feature of the AEC.
- Achievements for the past 5 years 2004 until 2008.

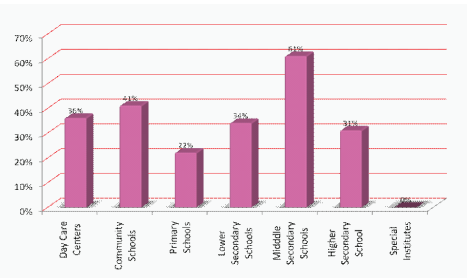
State of Education 2008

- The glimpses of the developments taken place in 2008
- An evaluation and the health of the DEMSS system
- An evaluation of the performance by the schools
- Other challenges and issues affecting the quality of education

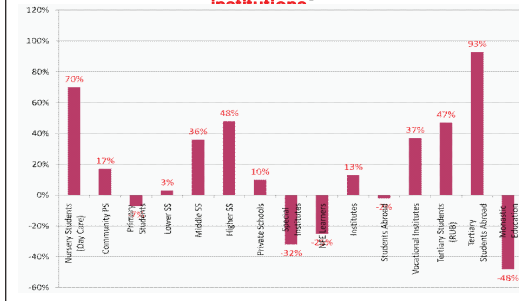
State of Education 2008

- Growth and expansion of the schools, institutes and other learning centers;
- Growth of the students enrolment at the various educational institutions;
- Growth of teachers, lecturers, Instructors and Care-givers in schools, institutions and centers;
- Enrolment growth rate.

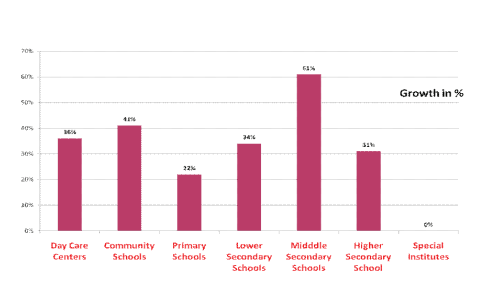
GROWTH OF SCHOOLS SINCE 2004



Growth of students at the various educational institutions



Growth of the teachers, lecturers, instructors and Care-givers in schools, institutions and centers:



New Schools in 2008 : 21

1. Chukha : 1
2. Dagana: 1
3. Lhuentse: 1
4. Punakha: 1
5. Mongar: 2

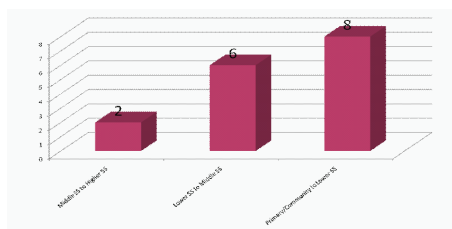
New Schools Established in 2008

5. S/Jongkhar: 4
6. Thimphu: 2
7. Trashigang: 1
8. T/Yangtse : 2
9. Trongsa : 1
10. Wangdue : 3
11. Zhemgang : 2

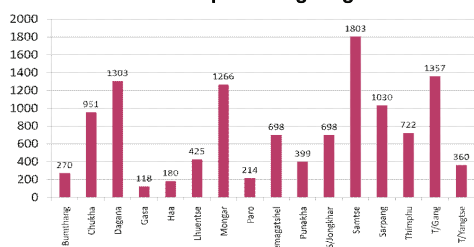
Up-Gradation of schools in 2008

1. S/Jongkhar : 3
2. Zhemgang : 1
3. Sarpang : 5
4. Samtse : 1
5. Trashigang :2
6. Mongar : 3
7. Bumthang : 1

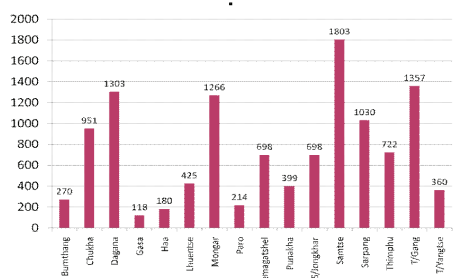
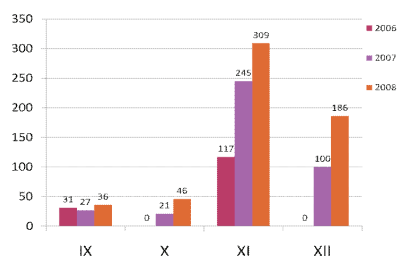
Schools up-graded in 2008



NFE learners per Dzongkhag 2008



Continuing Education since 2006



DEMSS

- 2002 as a nation wide program to institutionalize.
- SLMSS to be strengthened through Monitors.
- Create a school driven process of monitoring and providing timely support to the teachers.
- EMSSD's major role to support through visits to selected schools and Dzongkhags.

DEMSS

- schools have derived greater benefits from the professional support services rendered by the Dzongkhags/ Cluster and school level Monitors according to the Reports from the DEOs.

Performance by schools in 2008

- School management
- Management of Human Resources
- Teaching Learning materials
- Curriculum implementation
- Non-Academic activities
- Professional development programme

School management

- Schools have their written document
- Collaborative management
- SMB
- SMT
- Committees

Management of Human Resources

1. Shortage of Maths, Science & Dzongkha Teachers.
2. Druk Lightyul Project
3. Opportunities to teachers serving in remote schools.

Teaching Learning materials

- Decentralization of budgeting
- Books fairs useful
- Provision for reading place in the PS & CPS
- Additional materials support to MGT schools

Other challenges and issues

- Unplanned transfers in the middle of the academic year.
- Untrained Principals in Management and Leadership.
- Lack of trained personnel in some trades/skills.
- Primary teachers- basic counselling skills.
- Library Training for the primary Teachers.

Other Challenges contd..

- Deserving candidates to be selected for the post of the Principal.
- Separate budget head to support professional development programs.
- Support programs for the academically challenged students.

Conclusion

- The quality of education is currently being a nation's concern and a theme of debate:
- The quality support to the teachers is one of the main means to determine the quality of education in our schools.
 - Expecting high performance from the teachers with minimum or no support would be unrealistic and in-material.

Conclusion

- High time for all of us to act tough with determination so that our teachers and students derive maximum benefit from the decisions and resolutions from this august gathering, and "come on board and be pilgrims on the journey towards" "*Sherig Century*" as envisioned by our Hon'ble Lyonpo (15th September, 2008, Minutes of the Review of Ninth FYP).

Concluision

- "Our leaders should remember that acting tough is more important than talking tough"

Dasho Neten Zangmo, ACC

Closing Speech by Hon'ble Chief Justice

I am honoured to attend the Closing of the Twelfth Annual Education Conference. This Conference reminds me of my unfulfilled ambition and insatiable appetite for knowledge. Therefore, it is my pleasure to attend it and offer my appreciation to Lyonpo Thakur for his rare invitation.



You have comprehensive agenda covering wide topics. I am sure that you have addressed the various topics in four days Conference. If I repeat them, it is emphasis only.

We have passed a historic milestone: the advent of the Constitutional Democratic Monarchy, 100 years of peace and prosperity and the Coronation of His Majesty the Fifth Druk Gyalpo. On this occasion, I would like to pay tribute to Their Majesties the Kings of Bhutan for their tireless effort to introduce and improve the education system of Bhutan.

First Education

Gongsar Ugyen Wangchuck unfurled the education system and courageously diverted from the established past of the monastic education. In 1914, forty six boys were sent to India for western education. The record shows that Haa School was established in 1915 under teachers like Ugyen Chiring and Dawa Namgya Targyen. By 1918, more teachers came to Bhutan – notably Kiran Kumar Sarkar, R.S. Karthak, S. Sitling, H. Pradhan and Joseph Stein. On this historic occasion, I would like to pay tribute to them and pledge our support for our future generation through Enhancing Professionalism in Education under His Majesty's great reign.

Education in general

Education is essential to the fulfillment of talent and the most powerful weapon to change situations and liberate oneself from the slavery of difficulties. In Aristotle's words, "Education is an ornament in prosperity and refuge in adversity". It can liberate and usher in social upliftment. In short, our education system must support and lead people in transforming the challenges into opportunities, realize growth, improve benefits, create a learning network and unleash talents. The indomitable energy and uncompromising motivation to do our best today, will give the nation new aspirations for tomorrow.

Mass Literacy

I gratefully acknowledge the achievement of the Ministry of Education in the mass literacy programme. In this context, I comment the adult education programme. Through the Non-Formal Education programme, many have acquired the three Rs and has steadily progressed towards universalization of education.

Vocational Education

To strive for the brightest and the best should be the legitimate goal of every person in Bhutan. However, it may not be possible. The foundation of Bhutan requires a strong education system that encompasses vocational education for job market and skill requirement. Skills create art and beauty and human comfort. Therefore, education system must incorporate higher and personal relevance. Input of education must generate proportional output of education to the job market. Bhutan must have attractive and alluring vocational facilities in the future to satisfy the hunger for skills. The mismatch of growing unemployment in the country and the necessity for foreign workers requires introspection. Therefore, the education system must incorporate personal relevance and national interest.

Our painters and sculptors are bringing prestige to the kingdom with their skill and expertise around the World. The Vocational training Institutes are doing well but there is room for further improvement. We need more such institutes. Lord Buddha said, "Ample opportunities for training should be made available to help the people master the trade that they chose." If we succeed in producing more skilled people, they will put us on the path to success and prosperity. I know that a few of you may feel that it is not within your Ministry but we are Bhutanese. With co-operation, we will succeed.

Higher Learning

Higher education must be competitive, relevant and professional. The private sector has been contributing to providing quality education to our youths. We should let the private sectors cater to this. If we stop them, they will go out and import different values and lower the standards. We must encourage the pursuit of higher learning. It is responsibility in the accomplishment of the mandates of the Constitution.

"...our education system must support and lead people in transforming the challenges into opportunities, realize growth, improve benefits, create a learning network and unleash talents "

Value Based Education

"Wholesome education" provides a holistic approach through critical educational thinking and innovative approaches to develop the mind and body. The moral practical aspects of "education" involves along side intellectual training, the laying of a moral foundation which helps to make the individual a good citizen who is conscious of his innate strength. I want to congratulate the Ministry of Education for adopting this approach.

To name a few of them, our values start with sixteen virtues acts, Bhutanese sayings, etc. The responsibility of moulding the future of Bhutan lies in you "educators".

Excellence

Static knowledge will degrade one's ability but continuing education will exalt one's capability. It can be achieved by building a system par excellence and translate His Majesty's vision for peerless education and excellence. While, the education system in Bhutan has impressive past records, it has to do more in future in terms of acquiring new knowledge, latest skills and building of moral and ethical values. Bhutan demands the best from every one of us.

I applaud distribution of opportunities by establishing Junior Colleges in every Dzongkhag but it is not an excuse for stifling excellence. Pardon my ignorance. It is not possible to dedicate a few schools for higher science, literature, arts, commerce, sports, etc? It is not a new and genius suggestion. Larger coverage will dilute concentration. Let us dream of building a nation with best of scientists, academicians, economists, mathematicians and sportspersons.

The Sherubtse College had produced excellent results in 1980s. Their best result was 98.8% in ICSC. We have the Sword of Honours from the Indian Military and Indian Police Academies.

Past Performance

The Education Ministry is extremely privileged to have a Minister, past secretary, directors and officers from within the Education system. Not many ministries can boast of such opportunity.

You know the system. You must have desires to improve, compete and lead as His Majesty said, "Bhutan must not tolerate mediocrity. We must be achievers, we must excel. It is no longer enough to say, "I am the best in Bhutan." I expect you to be the best wherever you go in this world."

The Education Ministry has excellent teachers and administrators. You have the required resources and it must be utilized effectively. The Education Ministry needs to study the frequent transfer of heads of the Schools and teaching staff to administrative positions, which deprives the nation of success and excellence.

"...[education] has to do more in future in terms of acquiring new knowledge, latest skills and building of moral and ethical values."

Quality of Teachers

I am not being diplomatic. If past is the testimony of quality, you have proved it correct. The Hon'ble Minister and many of you have studied in Bhutan. As witness of the past and from your own experiences, you can choose and mould good teachers. You have means and resources to attract the best. Higher education is in your Ministry. You had done that in the past. The Ministry had selected a few good students to teach.

The Minister, Secretaries and Directors must participate in the development of teachers through lectures and interactions with the teachers training colleges. Impart values through skilful means. They can multiply and spread them. The Ministry can achieve His Majesty's vision of "a culture of Hard Work, Dynamism and Excellence."

Aims of Education

Education can mould character and empower people to do right thing and to do the best. Education will help raise the national conscience. Thus, the Education Ministry has the envious position and national responsibility for shaping future citizens of Bhutan through text books and curriculum. The work of education may start with reviewing of text books, which has values, knowledge and tools for learning. The contents must be electrifying and alluring. They must enhance growth in knowledge and improve language and skill.

Conclusion

There is a lurking danger. With change, the system is apprehensive. With change, we are deprived of the wisdom of experience. We must improve. Static knowledge will degrade one's ability. With dawn of democracy, we must accept criticism. I know that you are under the public gaze but good persons will not suspect anyone. Moreover, a propensity for praise and intolerance to criticism may lead us to self-annihilation.

My speech is not an epigram of regret and sorrow and certainly not doling out advice. Bhutan does not have time for big talks and hollow promises. We have freedom and opportunities to change and contribute to making a better kingdom. The choice is ours. Let our choice and not chance determine our future. That choice is to continue our education, build our moral and ethical values and work culture.

On the conclusion of the Conference, I have great pleasure in congratulating and is expressing my best wishes to all of you for success and happiness. I also take this opportunity to congratulate Lyonpo Thakur for his book "Sherig Saga" which accords the recognition to the past contribution and inspire the future. The desires for success and happiness must unite our body, speech and mind to do our best to make Bhutan one of the greatest nations on this earth.

"...Education Ministry has the enviable position and national responsibility for shaping future citizens of Bhutan..."

Tashi Delek

