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National Education Policy

Empowering the Future

Ministry of Education and Skills Development
Royal Government of Bhutan



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**Excerpts from the Royal Kasha issued on 17th December 2020, corresponding to the
Third Day of the Eleventh Month of the Male Iron Rat Year.**

Our generation has the sacred responsibility of radically rethinking our education system and transforming curriculum, infrastructure, classroom spaces, and examination structures. Educationists and experts have identified what twenty-first-century competencies mean for children everywhere. By developing their abilities for critical thinking, creative thinking, and learning to be life-long learners, we have to prepare them to be inquisitive, to be problem-solvers, to be interactive, and collaborative, using information and media literacy as well as technological skills. We must prioritize self-discovery and exploration, and involve learners in the creation of knowledge rather than making them mere consumers of it.

Druk Gyalpo, His Majesty Jigme Khesar Namgyel Wangchuck

Abstracts from the Constitution of the Kingdom of Bhutan

Article 9: Principles of State Policy

- 15. The State shall endeavour to provide education for the purpose of improving and increasing knowledge, values and skills of the entire population with education being directed towards the full development of the human personality.*
- 16. The State shall provide free education to all children of school-going age up to tenth standard and ensure that technical and professional education is made generally available and that higher education is equally accessible to all on the basis of merit.*

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Acronyms

BCSEA	Bhutan Council for School Examination and Assessment
BPST	Bhutan Professional Standards for Teachers
BQF	Bhutan Qualification Framework
BQPCA	Bhutan Qualifications and Professionals Certification Authority
CSO	Civil Society Organizations
ECCD	Early Childhood Care and Development
GNH	Gross National Happiness
HEI	Higher Education Institutes
ICT	Information Communication Technology
IEP	Individualized Education Plans
NEC	National Education Council
NEP	National Education Policy
PP	Pre-Primary
SEN	Special Educational Needs
SDG	Sustainable Development Goals
STEAM	Science, Technology, Engineering, Arts and Mathematics
STEM	Science, Technology, Engineering and Mathematics
TVET	Technical and Vocational Education and Training

Introduction

On 17th December 2020, on the auspicious occasion of the 113th National Day, corresponding to the third day of the eleventh month of the male iron rat year, His Majesty Jigme Khesar Namgyel Wangchuck issued a Royal Decree for reforming the national education system. Reminding the nation about the irreplaceable role of education in the process of nation-building, the Royal Decree emphasizes the urgent need to revamp Bhutan's education system in light of the rapidly changing global landscape, driven by technological advancements and globalization. It highlights the necessity to overhaul the current education structures, including curriculum, teaching methods, learning processes, and assessments, to adapt to the challenges and opportunities of the 21st century.

The Decree stresses the risks of maintaining a focus solely on traditional textbooks and content, without integrating technology and social learning, which may lead to outdated education that fails to equip students for the future. It warns that without a transformation in education, graduates will lack competitiveness in an evolving world, posing a threat to the nation's progress.

To address these concerns, the Decree tasks the government to develop a comprehensive education roadmap for the 21st century. The goal is to provide children with a world-class education that not only prepares them for the changing landscape but also ensures opportunities for meaningful employment and better livelihoods for all. The decree underscores the importance of this initiative in supporting the Royal Government of Bhutan in its endeavour to secure a promising future for its citizens.

The National Education Policy (NEP) is a step towards transforming the national education system towards fulfilling his Majesty's vision. The policy provides directions in each of the relevant subsector under the education system, while seeking to harmonize the pursuit of individual aspirations with that of the nation, reconciling the common goals of mass education with that of excellence, and bridging the prevailing gaps between technical and general education.

The policy acknowledges that the means of education are as significant as the objectives themselves, particularly when it concerns young children. It underscores the importance of respecting children's right to a happy and nurturing childhood within the embrace of their families. Children's well-being remains at the core of every educational programme.

Recognizing that learning is a lifelong process that commences at birth and extends into adulthood, the policy seeks to optimize the critical early years for holistic development and accommodates various learning stages based on individual capacities and needs, including

those with disabilities. It is structured to facilitate lifelong learning at a pace and format that allows a considerable degree of self-determination.

The policy is mindful of the finite resources under which the national education system operates and the competing demand for resources from other sectors. While remaining optimistic about the sustained prioritization of the education sector, it sets a course which will minimize inefficiencies and will ensure that education funding is wisely directed to areas proven to elevate the relevance and quality of education.

The development of the new policy was an all-encompassing process, marked by a series of consultations with the key stakeholders within and outside the government. It entailed the study and analysis of existing systems including the successes and shortfall, assessments of the lessons learnt from past and ongoing programmes. Moreover, the alignment with international commitments, notably Child Rights and the Sustainable Development Goals (SDGs), added a crucial dimension to the policy's formulation.

1. National Education Vision

Empowering 21st century learning rooted in Bhutanese values of *tha dam-tsig ley gju-drey* and guided by the development philosophy of Gross National Happiness (GNH), harmonising academic excellence with holistic well-being, cultural identity, and sustainable citizenship.¹

2. National Education Goals

- 2.1. Empower individuals with critical thinking and problem-solving skills, encouraging their potential and a lifelong passion for learning.²
- 2.2. Promote core values that encompass social, emotional, ethical, cultural, and personal growth.³
- 2.3. Nurture mindful citizens who lead with integrity and embrace healthy lifestyles.⁴
- 2.4. Strengthen the qualities that bind Bhutanese people together in a shared sense of destiny, belief, and identity rooted in our culture, history, and pursuit of Gross National Happiness.⁵
- 2.5. Educate future generations on climate change, sustainability, and the principles and skills needed for a green economy.⁶
- 2.6. Develop a well-educated and highly skilled population ready to excel in an increasingly globalised and technology-driven world.⁷

¹ *(Encapsulating the goal of providing students with a well-rounded education that prepares them for the challenges and opportunities of the modern world while maintaining a strong connection to their cultural heritage and the principles of GNH. In an educational context, promoting sustainable citizenship means equipping students with the knowledge, skills, and values needed to contribute to a sustainable society, fostering a mindset that encourages responsible and ethical actions at all levels – individual, community, and global).*

² *(The Kasha stresses the importance of holistic development, emphasising the nurturing of caring, dependable, and honest human beings who uphold Bhutanese values. This goal aligns with the Kasha's focus on the moral and ethical growth of students)*

³ *(The Kasha stresses the importance of holistic development, emphasising the nurturing of caring, dependable, and honest human beings who uphold Bhutanese values. This goal aligns with the Kasha's focus on the moral and ethical growth of students)*

⁴ *(This goal aligns with the Kasha's call for prioritising the emotional and psychological development of students and cultivating qualities such as integrity and mindfulness)*

⁵ *(This goal aligns directly with the Kasha's emphasis on grounding students in Bhutan's history, culture, and values, and the importance of a strong national identity)*

⁶ *(The goal of preparing students for the challenges of the 21st century implicitly includes teaching them about sustainability and environmental stewardship)*

⁷ *(The goal aligns with the Kasha emphasis on preparing students for a rapidly changing world, integrating technology and modern skills into the education system to help them succeed in a globalised environment)*

- 2.7. Ensure all have access to quality, inclusive education that supports diverse learning needs.⁸
- 2.8. Foster technological literacy and digital competency.⁹

3. General Policy Statements

- 3.1 GNH shall be the guiding framework for education, fostering the holistic development of learners through values-based education, sustainable practices, and the promotion of equity, inclusivity, and well-being, cultivating mindful and ethical citizens who contribute meaningfully to Bhutan's progress and aspirations.¹⁰
- 3.2 There will be free education up to the tenth standard for all children of school-going age, in line with constitutional provisions. This includes Early Childhood Care and Development (ECCD) programs and its variations, primary education, and secondary education up to grade X.
- 3.3 Standards for infrastructure, teachers, and other educational resources for ECCD, schools, Technical and Vocational Education and Training (TVET) institutes, and Higher Education Institutes (HEIs) shall be established and periodically reviewed.
- 3.4 There shall be a supportive teaching and learning environment in every school and institute, including safety, comfort, and other features essential for nurturing future leaders and agents of progress.
- 3.5 Science, Technology, Engineering and Mathematics (STEM) education shall be prioritized at all levels, incorporating concepts such as Artificial Intelligence (AI), Design Thinking, Robotics, Machine Learning (ML), Computational Thinking, Augmented Reality (AR), and Virtual Reality (VR) into learners' everyday language.
- 3.6 Strong parent-child relationships and collaboration between schools and families shall be promoted to support the holistic development of each child in Bhutanese society.

⁸ *(The Kasha's emphasis on reorienting the education system to meet the challenges and opportunities of the 21st century and on ensuring the holistic development of students aligns with the goal of supporting diverse learning needs)*

⁹ *(The Kasha emphasises the need to integrate technology into the education system to prepare students for the challenges and opportunities of the 21st century. This includes equipping students with the skills necessary to navigate a digital world and excel in an increasingly technology-driven environment)*

¹⁰ *(The statement distinctly integrates GNH as a foundational philosophy, tying it explicitly to the development of mindful and ethical citizens contributing to Bhutan's progress)*

- 3.7 Strategies to ensure the continuation of sustainable and quality education that is resilient against natural and man-made disasters shall be developed and implemented to safeguard the safety and well-being of students and educators.
- 3.8 Education policies and standards shall promote inclusivity and respect for diversity, addressing the needs of students with disabilities and from marginalised communities.
- 3.9 Continuous professional development programs and resources shall be provided to support teachers and educators, ensuring they have the skills and knowledge necessary to effectively educate students in a rapidly changing world.
- 3.10 Programs and standards to address students and educators' mental health and well-being, providing access to support services and resources to manage stress, anxiety, and other challenges shall be implemented.
- 3.11 Career guidance services and incorporating vocational training programs to help students make informed choices about their future paths shall be made accessible to support them in achieving their professional goals.
- 3.12 A clear and fair assessment and evaluation methods for students and educational institutions shall be implemented to measure progress and identify areas for improvement, while also recognising and celebrating achievements.
- 3.13 Sustainability and environmental education shall be integrated across all levels of learning to raise awareness about global and local environmental issues and promote sustainable practices.
- 3.14 Students and educators must be proficient in digital literacy and understand the importance of online safety and responsible use of digital resources.
- 3.15 Values and integrity education shall be infused throughout all levels of the curriculum to cultivate moral character and ethical behaviour in students. This includes teaching students about honesty, respect, compassion, responsibility, and the importance of upholding personal and communal integrity.
- 3.16 Academic and vocational programs shall align with current and emerging industry needs, fostering entrepreneurship, and promoting innovation to create relevant jobs and economic opportunities.
- 3.17 The participation of the people and community in the development of education shall be encouraged, in line with the principles established in the National Education Policy of 1974.

- 3.18 The education system shall be guided by the principle of the United Nations SDGs, promoting quality education, lifelong learning opportunities, and the development of skills essential for sustainable development and responsible citizenship.

4. Governance and Management

The Ministry of Education and Skills Development (referred to as the Ministry), serves as the governing agency of education in Bhutan. It is tasked with overseeing and enhancing the educational landscape in the country through comprehensive roles and effective governance practices. Its key responsibilities and governance principles include:

Educational Governance and Management

- 4.1. Adopting evidence-based practices to guide educational policies and interventions, emphasizing data collection, analysis, and informed decision-making processes.
- 4.2. Promoting transparent communication and information sharing among stakeholders to foster collaboration, accountability and shared responsibility.
- 4.3. Implementing robust financial management systems to ensure responsible and transparent utilization of public resources allocated to education.
- 4.4. Establishing participatory governance structures within schools and Dzongkhags to facilitate partnership, dialogue and joint decision-making with parents/families, educators and communities to support holistic student development and strengthen the education network.
- 4.5. Promoting sustainable resource utilization to align investments in educational infrastructure, technology, and programs align with long-term educational goals.

Autonomy and strategic direction

- 4.6. Empowering schools to set strategic direction, prioritise resources, and exercise control over staffing, budget allocation, and curriculum.
- 4.7. Empowering public TVET institutes to tailor curricula, forge industry partnerships, and innovate through incubation centers.
- 4.8. Upholding autonomy of Tertiary/HEIs in planning, staffing, finance, and academic matters, guided by national policies and regulatory frameworks.

National Education Council

- 4.9. There shall be a National Education Council (NEC) to provide strategic advice, facilitate coordination, and offer high-level guidance on educational reform and policy implementation in accordance with the Royal Kasha, the Constitution and national policies. The NEC will be responsible for establishing linkages and overseeing policies related to ECCD, school, tertiary and technical education.

The NEC's key responsibilities include:

- 4.9.1 Advise on the formulation, review and updating of national education policies aligned with the Royal Kasha, national development, emerging trends and global best practices.
 - 4.9.2 Recommend strategies to enhance educational quality, accessibility, and inclusivity across all levels of education.
- 4.10. Monitor the implementation of national education policies and programs as per the Royal Kasha and NEP, assessing their effectiveness and impact.
- 4.11. Advise on the allocation and utilization of financial resources for education to ensure maximum impact and sustainability.

5. Early Childhood Care and Development (ECCD)

- 5.1 Early childhood, defined as the period from birth to around eight years of age, is a critical time for a child's development as it includes important milestones in physical, cognitive, and psychosocial growth. This foundational stage shapes a child's future health, learning, and behaviour. The ECCD programme shall support early childhood health and development through a multi-sectoral approach, promoting social, emotional, psychological, and intellectual growth.
- 5.2 ECCD services shall offer nurturing, inclusive and play-based learning environments where every child can thrive and reach their full potential.
- 5.3 ECCD services shall comprise two age groups:
- 5.3.1 For children aged 0-36 months, parents will receive education on early stimulation, health, hygiene, and nutrition through the national health system supporting cognitive development. The ideal environment for this age group is within the care of parents and family members, however to support working parents, childcare facilities such as creches shall be encouraged.

- 5.3.2 For children aged 36-71 months, or until primary school age, there will be facility-based ECCD programmes and its variations offering early learning and parental education based on the National Early Learning Development Standards. These standards include cognitive, physical, social and emotional development, language and communication, STEM, social studies, values, and creative arts. Learning methods shall include exploration (including experiential) and play in Dzongkha and English.
- 5.4 ECCD programmes shall follow a play-based curriculum that emphasises exploration, creativity, and social skills development. The curriculum shall also integrate Bhutanese cultural values and traditions, fostering a sense of identity and community among children.
- 5.5 New ECCD centers and its variations will be established in underserved areas on a need basis, ensuring equitable access across the country. The establishment of ECCD centers and creches by the private sector, public corporations, and civil service organisations shall be encouraged.
- 5.6 ECCD programmes shall adopt inclusive education practices to integrate children with special needs and disabilities in the same classroom as their typically developing peers. Educators and staff shall receive specialised training in inclusive education, early intervention and working with children with disabilities.
- 5.7 Routine developmental screening for all children attending ECCD programs shall be conducted in collaboration with relevant government agencies and Civil Society Organizations (CSOs) for early intervention. These screening shall assess physical, cognitive, emotional, and social development to identify potential disabilities or delays. If a disability or developmental delay is suspected, the child shall be referred to specialised healthcare providers for evaluation and diagnosis. Children diagnosed with disabilities will receive individualised support plans, which may include therapy, specialised instruction, and other services.
- 5.8 ECCD Centers shall employ qualified educators and staff trained in early childhood education. Professional development opportunities will be provided periodically to keep educators up-to-date with best practices in play-based-learning and child development. Additionally, educators will be trained to recognise signs of disabilities and developmental delays in children.

- 5.9 ECCD centers shall engage parents in their children’s learning through regular communication and opportunities for involvement in center activities. Parents and families of children with disabilities shall receive guidance and resources to support their child’s development and participation in ECCD programs.
- 5.10 ECCD and creche facilities shall adhere to standards provided by the Ministry covering physical infrastructure, staff qualifications, educational resources, and safety protocols. Compliance with these standards is mandatory for licensing and renewal.

6 School Education

- 6.1 The minimum entry age for Pre-Primary (PP) shall be six years of age (72 months) at the time of admission.¹¹
- 6.2 The annual school academic calendar will include a minimum of 180 days. Variations to this will consider the requirement of seasonal conditions and other relevant factors as determined by the Ministry.
- 6.3 Schools shall not collect any fees or contribution from learners/families other than those approved by the Ministry.
- 6.4 The Ministry shall determine the free learning materials to be provided by the government to the public and private schools, based on the curriculum requirement as well as locations and other factors.
- 6.5 In accordance with the Article 9, Section 16 of the Constitution, technical and professional education will be made generally available and that higher education is equally accessible to all on the basis of merit.
- 6.6 The Ministry shall establish specialized secondary schools tailored to cater to children who would benefit from a range of offerings focusing on STEM, Sports, Arts, and other abilities.

Schooling Structure and Location

- 6.7 To ensure equitable access to quality education, the consolidation of public schools into central school clusters shall be undertaken, wherever relevant and viable. These central Schools will provide an integrated and seamless educational structure,

¹¹ *International best practices (based on the recent data available out of 210, entry age 7 (16%, age), entry age 6 (72 %) and entry age 5 (12%). Source: https://data.worldbank.org/indicator/SE.PRM.AGES?most_recent_year_desc=false&view=map*

catering to students from ECCD and Pre-primary (PP) to grade XII. This continuous learning pathway ensures holistic development, allowing for uninterrupted transition across educational levels and promoting cognitive, social, and emotional growth from early childhood through to higher secondary education. These central school clusters will serve as centers of educational excellence, designed to be accessible to all students, including those with disabilities.

- 6.8 Quality infrastructure shall be prioritized in schools to enable a safe, inclusive, and supportive environment for all learners, conducive to effective teaching and meaningful learning experiences.
- 6.9 Schools shall be strategically located in stable and safe areas, avoiding risks such as landslides, proximity to rivers, and industrial sites. Site selection must prioritize environmental assessments and hazard evaluations to ensure that educational institutions are built in locations conducive to learning and free from potential dangers.
- 6.10 Primary schools will typically serve students from PP to VI, while secondary schools will accommodate students from VII to XII. However, exceptions may be granted based on the specific circumstances of the locality.
- 6.11 In determining the location and level of school provisions, the Ministry shall recognize that schools are more than just institutions of learning; they foster community education and vitality, promote health and wellbeing, culture, social cohesion, and economic opportunity.
- 6.12 School location and facility planning shall also be guided by the principle of keeping the young children closest to their homes, which is the most natural environment for growth and wellbeing of children. The preferential enrollment of children shall be in schools that are nearest to their place of current residence.

Quality of Infrastructure

- 6.13 Standards for physical infrastructure shall be developed for various types of schools, addressing all curricular and co-curricular needs. All education institutions shall be constructed to meet these standards, with compliance monitored regularly.
- 6.14 Infrastructure shall incorporate eco-friendly and climate-resilient designs and materials.

- 6.15 Facilities and amenities within educational institutions must be accessible, safe, and tailored to meet the needs of all students, considering relevant age, gender, and special requirements.
- 6.16 Schools must have dedicated facilities for extracurricular activities including sports fields, arts spaces, and club rooms. These facilities will support students' physical, artistic, and social development by providing access to necessary resources and professional guidance from qualified instructors. The design will prioritise health and safety, foster community involvement, and promote flexible scheduling to encourage active participation, thereby contributing to a well-rounded educational experience for all students.
- 6.17 Schools shall establish regular maintenance plans to ensure facilities are safe and well-kept. Infrastructure will incorporate sustainable practices, including energy efficiency, waste management, and water conservation, fostering environmental responsibility.
- 6.18 Educational institutions will be equipped with modern technology and adaptable spaces to accommodate diverse teaching methods and community needs, promoting innovation and versatility.
- 6.19 Infrastructure must prioritise the health and wellbeing of students, incorporating safety measures, inclusive design for students with disabilities, and areas that promote mental and physical health.

Inclusive Education

- 6.20 The education system shall be inclusive and celebrate diverse talents within the learning community encompassing gender, disability, diversity including learning disabilities, economic and other factors. There shall be equitable and inclusive access to admission, curriculum delivery, assessment and extra-/co-curricular activities. All schools will progressively include basic facilities to support children with special needs.
- 6.21 Schools for Special Educational Needs (SEN) shall be appropriately supported and equipped with safe and accessible physical facilities for curricular and co-curricular activities, adequately trained teachers and other support services.
- 6.22 There shall be continuous improvement of the accessibility and quality of the learning experience for students with SEN through the creation of an inclusive learning environment, enhancing physical infrastructure, providing professional

development for teachers to implement a differentiated curriculum, and ensuring the availability of necessary educational materials and resources.

- 6.23 Educators in collaboration with parents and specialized professionals shall develop Individualized Education Plans (IEPs) which are dynamic and based on students' progress and changing needs.
- 6.24 Inclusivity in STEM education shall be ensured by actively promoting STEM within underrepresented groups through targeted initiatives and outreach programmes.
- 6.25 The Ministry in partnership with other relevant agencies shall offer assistance to children with disabilities attending private and CSO operated schools based on equity and relevant considerations. In addition, there shall be parental involvement and collaboration along with peer support and mentorship programs to foster a culture of empathy and understanding.
- 6.26 A comprehensive transition plan shall be developed for students with special education needs to ensure smooth and seamless transition in between grades, education levels and eventually into post-secondary education and employment. In addition, there shall be collaboration with the community and relevant agencies to facilitate their transition into an independent adult life.
- 6.27 The National Sign Language and other educational products shall be developed continually to help children with disabilities in their education and integration into the larger society.

Private Schools

- 6.28 Private schools shall be encouraged to provide diversity and innovation in the education sector, reduce the burden on the public education system, and provide wider choices of education for children.
- 6.29 The Ministry shall collaborate with relevant government agencies to create a conducive environment for quality private education including international schools. The development of the private schools shall be guided by national priorities, market-driven services, curricular and assessment flexibility.

7 School Curriculum and Assessment (PP-XII)

- 7.1 The school curriculum shall be designed to realize the national educational goals, encompassing the development of essential skills, knowledge, and values appropriate to the age of the students. Emphasis will be on imparting the fundamental concepts and skills, rather than superficial coverage of the materials.
- 7.2 The National School Curriculum Framework, shall offer an overview of how the national education vision and goals are translated into an educational programme, outlining the domain of knowledge, skills, and values to be covered at each stage of learning. The subject-specific curriculum frameworks shall further provide details on what and how it should be taught, and the type of assessment conducted for each subject and for each grade.
- 7.3 A differentiated curriculum for all levels of education for children with diverse educational needs shall be developed and implemented, including those with learning difficulties by providing them the same or different learning pathways.
- 7.4 There shall be special emphasis on STEM education. The development of STEM education shall be based on a comprehensive approach that includes early exposure, integrated curriculum development with real-world applications, innovation and problem-based learning, technology integration, and integrating arts (STEAM) for holistic development of the child. The delivery of these concepts shall be supported through diverse strategies such as innovative industry partnerships, real-world applications, hands-on learning tools, professional development programmes for teachers, inclusive education initiatives, teacher-student mentorship, and continuous assessment and feedback system.
- 7.5 Mental health and physical health shall be an integral part of the curriculum, and shall comprise amongst others, topics such as stress management, resilience building, emotional well-being, and coping strategies.
- 7.6 Co-curricular and extra-curricular programmes shall be provided to supplement and complement classroom learning. This shall include scouting, sports and physical activities, cultural and performing arts activities, literary activities, community service activities, environment related activities, technology related activities and other activities that contribute to the holistic development of children.
- 7.7 Schools shall adopt best practices and promote innovative approaches to learning.

- 7.8 The Ministry shall ensure curriculum and its implementation keeps pace with the advancement of knowledge, and is responsive to emerging needs and evolving global best practices.
- 7.9 Curriculum and pedagogy shall be inclusive of gender, SEN, socio-economic circumstances and other relevant background of the learners.

Primary School Curriculum (PP-VI)

- 7.10 The first 3 years of primary education up to the age of 8 years fall within the early childhood age group and therefore, the curriculum at this level shall be accordingly designed to facilitate seamless transition from ECCD.
- 7.11 Primary grades shall provide a foundation in literacy (English and Dzongkha) and numeracy. In addition, children will be introduced to concepts of other disciplines appropriate to their level. This will include amongst others, Information Communication Technology (ICT), Social Sciences, Sciences, Arts, Climate Change, Physical and Health Education.
- 7.12 Values education and socio- emotional learning will be integrated into the experience of the learning schema, wherein the students will be encouraged to understand, embrace and apply these values in their daily lives.

Secondary School Curriculum (VII-XII)

- 7.13 Building on the foundations set at the Primary level, grades VII-X shall focus on building advanced skills in languages (Dzongkha and English), Mathematics, Sciences including Climate Change, Social Studies, ICT, Rigzhung, TVET, Career education and other subjects to be determined by the Ministry. By Grade X, students should be prepared to assess their own strengths and aptitudes, enabling them to make informed choices about their future academic path, and personal development.
- 7.14 At grade XI-XII, students will have an option of studying Arts, Commerce, Science and Technology, Rigzhung, and TVET streams with further options within and across these streams to cater to individual interests and aptitudes.
- 7.15 In addition to academic studies, secondary students will be provided a holistic education experience that encompasses values education, sustainability and climate education, life skills education including comprehensive health, engagement in games and sports, and a range of creative arts programmes.

Delivery of Curriculum

- 7.16 The delivery of curriculum shall be through progressive education approaches that adopt process and experiential learning styles to cater to diverse needs, interests and abilities.
- 7.17 The curriculum content and presentation shall ensure that the schools move away from rote learning to meaningful learning which emphasizes comprehension and its applications in real world contexts.
- 7.18 Optimal use of digital technology for curriculum delivery shall be ensured through a holistic approach encompassing infrastructure and connectivity, digital content, curriculum integration, teacher training and affordable access to relevant content.
- 7.19 The Ministry shall foster digital skills and promote the use of emerging digital technologies.
- 7.20 SEN schools will be required to establish IEPs, foster peer support and mentorship programs, actively engage parents, ensure inclusivity in extracurricular activities and plan transitions comprehensively.
- 7.21 Medium of instruction in all subjects except for Dzongkha shall be in English.

Student Assessment and Examinations

- 7.22 Student assessment shall be part of the curriculum design. The examination and assessment systems shall shift focus from assessing mere retention and recall of factual knowledge to evaluating the depth of understanding and proficiency in applying that knowledge within real-world situations. Thus, competency-based assessment shall be carried out.
- 7.23 At the school level, the assessment and examination system shall serve as a means to determine strengths and weaknesses in a child's overall development, aiding teachers in customizing educational programs to fulfil curriculum goals.
- 7.24 At the national level, the assessment and examinations shall function as feedback tools, to guide curriculum improvement, teacher professional development, and resource allocation.
- 7.25 Bhutan Council for School Examination and Assessment (BCSEA) shall be responsible for National Education Assessments and Board Examinations at the end of basic education (X) and at the end of Secondary Education (Grade XII) as well as Board Examinations at relevant levels of education to be determined by the Ministry.

- 7.26 The Ministry may provide an opportunity for students who fail in one compulsory subject by a narrow margin, to re-sit the board examination for that subject, provided they have demonstrated exceptional performance in the other two compulsory subjects. The Ministry shall establish the criteria and conditions for eligibility.
- 7.27 BCSEA with the support of the Ministry shall be responsible for continual development of the assessment system including the tools and capacity for education assessments in schools.
- 7.28 BCSEA shall collaborate with international boards of assessment for the continuous enhancement of the assessment system to achieve standards at par with international assessment systems.
- 7.29 Bhutan shall regularly participate in international education assessments to help determine its education outcome relative to other countries within and outside the region.

8 Technical and Vocational Education and Training (TVET)

- 8.1 The TVET system is agile and dynamic, capable of rapidly training a workforce that will not only meet the present and future needs of the economy and society but will also serve as a potent catalyst for productivity and growth.
- 8.2 TVET shall be defined as an educational and skills development system that focuses (in addition to the general education) on providing individuals with the practical and hands-on training, knowledge, and skills related to specific trades, crafts, or professions.
- 8.3 TVET system shall comprise formal and non-formal programmes. The formal programmes will be credit bearing courses leading to qualifications and certifications recognized under the Bhutan Qualifications Framework (BQF). The non-formal programs will cater to non-credit bearing courses tailored mostly to provide skills to those aspirants who have little or no formal education backgrounds.

Access

- 8.4 TVET programmes shall provide equal access for all individuals, irrespective of their gender, socioeconomic background, disabilities or any other factors.
- 8.5 Access to non-formal TVET programmes shall be improved by aligning courses to the assessed needs of the relevant population groups, taking the training programmes

closer to the communities, flexible scheduling, and provision of enabling resources.

- 8.6 Access to formal TVET programmes shall be made available through multiple pathways catering mainly to those who have completed different levels of Secondary education, but also including those who may be currently working. Various strategies aimed at enhancing the TVET's appeal and reach shall be employed through different modes of delivery mechanisms including flexibility in enrollment and coursework.
- 8.7 Increased access to TVET will be facilitated through TVET providers including digital access. To achieve this, the Ministry will work with the TVET providers to improve conditions for their participation and streamline its registration and other procedural requirements.
- 8.8 Access within the public TVET institutions shall be improved by engineering an appealing, engaging, and technology driven TVET learning environment for TVET learners.
- 8.9 TVET programmes shall be diversified in line with the current and future requirements of the economy and the aspiration of youth.

Relevancy of TVET to Labour Market

- 8.10 TVET courses shall be guided by the economic plans/policies and the labour market needs.
- 8.11 The Ministry shall involve industries, employers, and experts while developing standards, curriculum and learning resources to align TVET programs with the current and future job requirements and latest industrial standards.
- 8.12 The TVET systems shall deliver TVET programs to produce graduates with adaptable competencies, enabling them to quickly adapt to future skill requirements and technological advancements. Additionally, TVET systems will emphasize the cultivation of entrepreneurship and 21st century skills.
- 8.13 There shall be a dynamic and robust labour market intelligence and TVET information management system to guide the development of responsive TVET Programs as well as to facilitate real time tracking of key indicators.
- 8.14 The Ministry shall promote international cooperation and collaboration to keep the TVET system relevant and responsive to the emerging needs.
- 8.15 A systematic monitoring and independent evaluation process shall be implemented for TVET programs, including conducting regular assessments of program

effectiveness, student performance, and curriculum relevance.

- 8.16 A culture of research, development, and innovation in the TVET system shall drive innovative approaches and foster analytical and creative mindset among TVET graduates.
- 8.17 All TVET institutes shall strive to adopt the most recent technologies, including digital systems to enhance relevancy, effectiveness and quality of workmanship amongst its graduates. Through the deployment of these technologies and skills, the graduates are expected to help transform their workplace into modern, highly efficient, and technologically advanced environments.
- 8.18 TVET graduates shall be trained to be work-ready through work-based curricula approach, effective on-the-job training, and work-based learning system.

Quality of TVET

- 8.19 The Ministry shall establish and regularly update the minimum standards of infrastructure including laboratories, workshops, ICT, other learning tools and technology for the TVET courses and ensure this is implemented across the TVET institutes.
- 8.20 The Bhutan Qualification Professional Certification Authority (BQPCA) shall establish a dynamic and effective accreditation system that sets quality standards for TVET institutions, programs, and instructors.
- 8.21 The Ministry shall establish linkages and partnership with reputed international TVET providers to enhance the quality of TVET provision, affiliate TVET courses and to make the TVET system agile, dynamic and responsive.
- 8.22 The assessment and certification system shall be developed in line with international best practices.

TVET Promotion

- 8.23 The Ministry and BQPCA will develop and implement a qualification framework that fosters clear and flexible learning pathways between TVET, higher education, and employment.
- 8.24 TVET curriculum will include core academic subjects to facilitate lateral pathways into the general higher education programs.

- 8.25 TVET qualifications shall be ensured to be nationally and internationally recognized.
- 8.26 Effective marketing promotional strategies to promote TVET programs to youths and the wider community shall be implemented.
- 8.27 The Ministry shall promote the internationalization of TVET programmes with the aim of elevating the quality of TVET programs to meet global standards and positioning Bhutan as an attractive destination for international students pursuing TVET studies.

9 Higher Education

- 9.1 The Higher Education Institutes (HEIs) in Bhutan comprise of universities, autonomous educational institutes and colleges.
- 9.2 HEIs in Bhutan shall be developed to provide the following core functions:
 - 9.2.1 To prepare a skilled and specialized workforce that can drive socio economic development through innovation and productivity.
 - 9.2.2 To provide intellectual leadership in the country, by helping deepen the understanding of different facets of knowledge pertinent to the social, cultural, political and economic systems, natural resources and environmental dynamics including that of climate change.
 - 9.2.3 To generate new knowledge and solutions leading to greater prosperity and well-being of the citizens.
- 9.3 40 percent of students passing grade XII shall be encouraged to study at this level.
- 9.4 The principles governing higher education planning and development shall be equitable access, relevancy of programmes to national needs, high quality of teaching, and quality of research programmes.

Equitable Access

- 9.5 HEIs shall adopt an admission policy that prioritizes merit and embraces inclusivity.
- 9.6 Scholarships, partial grants, and student loans shall be administered to promote equitable access.
- 9.7 Merit-based scholarships for Bhutanese shall be continually provided to study outside the country in relevant courses that are not offered in-country.

Relevancy of Higher Education to National Needs

- 9.8 Higher education programmes shall be aligned with the anticipated demands of the job market and shall collaborate closely with relevant industries to develop and deliver these programmes. It shall also offer citizens the opportunities to pursue programmes that fulfil their quests for intellectual growth.
- 9.9 HEIs shall implement a systematic monitoring and evaluation process for its programmes, including conducting regular assessments of programme effectiveness, student performance and satisfaction.

Quality of Higher Education

- 9.10 The Ministry shall set standards for physical infrastructure, faculty qualifications, and management to promote quality of the programmes.
- 9.11 The Ministry shall set benchmarks of quality and encourage HEIs to improve their performance and outcomes towards national and international benchmarks of excellence.
- 9.12 The Ministry shall support the HEIs in capacity building, development of partnerships with international agencies, and other programmes to improve the quality of HEI programmes.

Quality of Research

- 9.13 Research mobilisation shall be promoted for research projects, research infrastructure, research projects, facilitate collaboration and networking among researchers, both within the country and internationally, or other pertinent areas to help enhance the quality of academic research in the country.
- 9.14 In addition to the above, all HEIs shall be encouraged to set aside a minimum of 1 or more percent of their annual budget for research.
- 9.15 Pertinent research findings shall be disseminated to the relevant audience through suitable forums and mediums.

Private Sector Participation in Higher Education

- 9.16 The Ministry shall create an enabling environment for private sector participation in higher education, including measures to attract some of the best international tertiary

education institutions and programmes to Bhutan.

- 9.17 Any private college or campus to be established shall first obtain an approval from the Ministry upon fulfilling all requirements for the establishment of such institutions. Thereafter, unless otherwise specified, they shall be required to be incorporated under the Companies Act of the Kingdom of Bhutan 2016 and be governed by its relevant provisions and amendments thereof.
- 9.18 Any foreign direct investment to the establishment of any private institutes/colleges or university campuses shall be in accordance with the provisions of Foreign Direct Investment Policy 2019 and its revisions thereof.
- 9.19 Any not-for-profit colleges/institutes approved by the Ministry for establishment by charitable trusts and foundations shall be governed by the Civil Society Organizations Act of the Kingdom of Bhutan 2007 and its amendment thereof.

10 Out of School Children and Youth

- 10.1 Monitoring and addressing the specific needs and challenges faced by out-of-school children and youth will be a priority.
- 10.2 Facilitating the return of out-of-school children and youth to the formal education system or providing alternative pathways for learning, including skills development and training shall be introduced.
- 10.3 The holistic development of out-of-school youth shall be facilitated by fostering their physical, mental, and emotional well-being through various educational programs, including life skills education, mental health and substance abuse prevention, and recreational activities.
- 10.4 Active participation and engagement of out-of-school youth in community activities shall be encouraged through volunteerism to promote a sense of belonging and social responsibility among the youth.
- 10.5 There shall be the establishment and operation of integrated youth centers to provide multiple services relevant to youth, including programs related to awareness and employment counselling services.
- 10.6 Supporting education and skills development programs for the youth shall be a committed focus.

11 Literacy and Life-Long Learning

- 11.1 Every Bhutanese should be provided with the basic literacy and numeracy skills for participation in social, cultural and civic life. The programme will be designed to accommodate the varied age groups, with a strong focus on learner-centric approaches that emphasize relevance, self-directed learning, and flexibility, and employing a combination of in-person instruction and self-guided digital mobile learning systems.
- 11.2 The programme shall offer a range of graded courses, starting with basic literacy and numeracy skills in Dzongkha and English followed by post-literacy skills and functional English courses, with opportunities for learners to undertake advanced courses that can lead to certification by the formal education system. The literacy skills amongst others, shall include digital skills and financial literacy skills.
- 11.3 The Ministry shall collaborate with local governments to promote these programmes among the target population, utilizing cost-effective implementation strategies, such as leveraging existing community-owned structures, co-locating services, and sharing teachers with other education programmes.
- 11.4 There shall be a robust monitoring and support system of the programme to ensure quality, deploying as far as possible, the prevailing resources within the education system.
- 11.5 The Ministry shall continue to implement the continuing education programme for those who wish to upgrade their qualification in both general education and TVET streams.

12 Quality Assurance and Accreditation

- 12.1 All schools in the country shall meet the basic education standards as set by the Ministry.
- 12.2 All education personnel working with children and youth shall undergo a comprehensive background check, including security clearance and drug test, as appropriate during recruitment and periodically thereafter. Those found to have offences where it is deemed that children may be at risk of harm will not be employed.
- 12.3 The Ministry shall ensure an internal quality assurance system for all levels and types of schools through clear goals and standards, the implementation of internal and external feedback and assessment mechanisms, and by conveying pertinent

information to the relevant agencies, thus enabling a continuous cycle of improvement.

- 12.4 The Ministry shall continue to be responsible for the approval and regulation of private, CSO owned or operated, international schools, TVET institutes and HEIs.
- 12.5 Bhutan Qualifications and Professionals Certification Authority (BQPCA) shall be responsible for the licensing of teachers, school counsellors, TVET trainers, ECCD facilitators, and other instructors and trainers, both in public and private schools and institutes.
- 12.6 BQPCA shall be responsible for quality assurance of HEIs and TVET Institutes, as well as accrediting all qualifications and programmes offered by HEIs and TVET institutes.
- 12.7 The BQPCA shall continuously improve and strengthen the assessment and certification system to certify the competencies of the TVET graduates at the Certificate and Diploma levels as per the BQF.
- 12.8 The BQPCA shall have overall authority over accreditation, and interpreting and recognizing qualifications. In addition, HEIs shall be encouraged and supported to seek programme accreditations from internationally recognized quality assurance bodies.
- 12.9 BQPCA and BCSEA shall also seek to become members of other international accreditation systems, to enable degrees and certificates awarded in Bhutan to be recognized by universities worldwide.

13 Holistic well-being of Children and Young People

- 13.1 All educational institutes shall provide an environment which is safe and enabling for the well-being and growth of the students.
- 13.2 All educational institutions shall promote a positive and supportive culture for the promotion of mental health and well-being and celebrate achievements and milestones related to mental health and awareness within the community. Diverse strategies such as regular awareness and advocacy campaigns to reduce stigma associated with mental health issues shall be implemented.
- 13.3 An optimal counselor-to-student ratio shall be maintained to ensure effective coverage for every student to have access to timely and individualized counseling services through face to face as well as online sessions. Staffing shall be regularly reviewed and adjusted to the needs of the student population.

- 13.4 There shall be adequate ongoing professional development for the teachers, counsellors and school staff on mental health awareness, identifying signs of distress, referral mechanisms, and cultural sensitivity.
- 13.5 Necessary support services for those with mental issues shall be established and supported by systematic data collection and evaluation process to assess the effectiveness of mental health programs and counseling services. AI-supported analysis of data shall be utilized to enhance screening and diagnosis in addition to improving mental health initiatives.
- 13.6 All schools shall be required to form a multidisciplinary School Wellbeing team consisting of counsellors, teachers, parents, and other relevant stakeholders to collaboratively develop intervention plans and implement support programs. In addition, peer support programs should be implemented to encourage positive relationships among students and provide a network of early intervention and support.
- 13.7 All educational institutions shall develop and implement screening and crisis intervention protocols and plans for students to address mental health challenges and suicidal ideation. Staff members should also be trained in recognizing warning signs and executing appropriate responses to students in crisis.
- 13.8 Counseling Services shall integrate an anonymous reporting system which ensures strong privacy and confidentiality in compliance to legal and ethical standards to encourage open communication for students. The reports shall be thoroughly investigated for the initiation of appropriate interventions.
- 13.9 Educational Institutions should have postvention strategies in place to support the school community in the aftermath of a mental health crisis such as a suicide. This can include prior training on coping with grief and promoting resilience.
- 13.10 All educational institutes shall facilitate, support and care for every learner regardless of ability, challenging circumstances, impairments, learning obstacles and experiences of trauma.
- 13.11 All educational institutes shall provide standard amenities necessary for the safety, health and hygiene of all the students.
- 13.12 All educational institutes shall implement policies, protocols and support mechanisms to address the physical, mental and emotional health and safety of the students, including all forms of neglect, abuse and unsafe online exposures.

- 13.13 All schools shall enforce anti-bullying policies promoting a culture of acceptance and inclusion and specifically address the unique needs of students with special needs.
- 13.14 All educational institutions shall put in place a disaster mitigation plan and regularly conduct safety drills.
- 13.15 All educational institutes providing meals will ensure every meal is balanced and nutritious.
- 13.16 All educational institutes shall safeguard personal information and images/videos of children and youth and establish anonymous reporting mechanisms for safety concerns and grievances.
- 13.17 All educational institutes shall adopt waste reduction and management strategies, encourage eco-friendly lifestyles to minimize carbon footprint, promote volunteerism amongst its students to strengthen community vitality.
- 13.18 All educational institutes shall promote a sense of belonging and unity, by adhering to cultural and national practices, including hoisting of the national flag, singing the national anthem, wearing traditional attire, and promoting the national language, Dzongkha.

14 Teachers and Education Professionals

- 14.1 To attract and retain top talent in teaching and related professions for ECCD, Schools, TVET and HEIs, the Ministry shall endeavour to offer competitive compensation packages, improve the working conditions, collaborate with Colleges of Education and other agencies for rigorous candidate selection and multiple entry pathways.
- 14.2 Colleges of Education in collaboration with the Ministry shall ensure teacher education is responsive with the evolving demands of the curriculum as well as the different contextual challenges faced by the national education system.
- 14.3 The Ministry shall implement the Bhutan Professional Standards for Teachers (BPST) as a foundational reference for teacher-related matters for schools. BPST shall be the basis for categorizing teachers into competency levels for certification and registration system, and linking teacher professional development and incentives to the attainment of these standards.
- 14.4 There shall be ample opportunities for continuous professional development for all teachers that focus on enhancing teachers' competencies aligned with national

priorities and demands of curricular reforms such as STEM education.

- 14.5 All ECCD centers shall be staffed with qualified ECCD facilitators. Towards this, there shall be a system in place for upgrading the qualification of serving ECCD facilitators.
- 14.6 BQPCA shall regulate the teaching profession to promote professional standards through registration and licensure. For schools, two of the key documents for this purpose will be the BPST and Teachers Code of Conduct.
- 14.7 The Ministry shall develop staffing standards for different levels of schools and programmes. Besides teachers and school counsellors, the staffing standards will include other professional services to be determined by the Ministry as per the prevailing curriculum goals.
- 14.8 The Ministry shall regularly update the Teacher and Staff Workload Guidelines for schools for the effective realization of curricular goals, meet the staffing standards and also optimize the efficient utilization of teachers' and specialists' time.
- 14.9 The Ministry shall put in place measures to ensure there is minimal disruption of classes and education programme resulting from staff shortage or absenteeism in schools and educational institutes.
- 14.10 An accurate and fair teacher performance evaluation system shall be implemented to reflect teachers' values and performance in schools and institutes. The results of the performance evaluation shall be linked to recognition and rewards as well as professional development programmes.
- 14.11 There shall be special attention to the wellbeing and morale of teachers at all levels and implement required measures to keep them healthy and motivated at all times. To support this, the Ministry shall implement a teacher grievance redressal system.
- 14.12 Higher Education Institutes shall be encouraged to provide diversity in the composition of teaching staff (Bhutanese and those from abroad) to contribute to a vibrant academic environment and enhance the quality of learning environment for students.

TVET Instructors and professionals

- 14.13 A responsive human resource system shall support the cultivation of highly skilled TVET professionals and it shall be geared towards organization excellence.

14.14 The Ministry shall develop and nurture a pool of competent and passionate TVET leaders and professionals to advance the national TVET system. These shall be in the domain of leadership, governance and management, national competency standard development, curriculum design and development, Training of Trainers, industrial knowledge and relations, digital literacy, tools and technology, data analysis, strategic planning, research and development amongst others.

Education Leadership

14.15 The Ministry will develop a cadre of distinguished professionals across the different agencies and institutes to guide the development of the national education program at the systemic level. This will include specialists in different fields of education, as well as public health specialists, nutritionists, leadership and management experts, sociologists and research methodologists.

14.16 To nurture leadership within schools, the selection process of Principals and Vice Principals will be through a rigorous process from a pool of the highest-performing teaching professionals. Similarly, District Education Officers and Thromde Education Officers will be chosen from the most accomplished Principals and Vice Principals.

14.17 Education leadership development will be a continuous process facilitated by performance monitoring and professional development programmes.

15 Financing and Sustainability

15.1 Education shall be one of the most important investments for the country as it builds the nation's human capital, enhancing its competitiveness, resilience, and long-term prosperity.

15.2 The government shall maintain a high level of financing to the education sector, comparable to other progressive middle income level countries. The government shall maintain a high level of financing to the education sector, comparable to other progressive middle income level countries. In doing so the government shall implement sustainable financing mechanisms to support the operational costs of educational institutions and ensure resource allocation is aligned with student enrolment and educational priorities.

- 15.3 The Ministry on its part will guarantee the prudent allocation of budgetary resources, directing them towards programmes that maximize impact on quality of education and institutional effectiveness.

Schools

- 15.4 The Ministry shall strengthen cost-efficiency features in the education management and services, including, by linking resources spent to educational outcomes.
- 15.5 Greater productivity of its teachers shall be encouraged by linking a portion of their emoluments to workload.
- 15.6 The Ministry will reduce administrative costs by implementing the sharing of services and human resources where possible, centralizing procurement of common items, and simplifying administrative systems.
- 15.7 The Ministry shall invest in early screening and assessment protocols to identify learning challenges at an early stage, potentially reducing the need for costly special education services later on. Timely and targeted interventions shall be provided with individualized learning plans.
- 15.8 Beyond basic education (Grade X), the Ministry may consider additional support for students on a need basis.

TVET

- 15.9 The Ministry shall develop strategies aimed at diversifying financing for TVET, and work towards financial autonomy and sustainability of the TVET systems in the long run.
- 15.10 The Ministry shall explore and establish appropriate mechanisms to create a stable source of funding for TVET.

Higher Education

- 15.11 Public HEIs and its programmes shall continue to be supported by the government through a fair, equitable, performance-based financing system, which takes into account their accreditation status.
- 15.12 Public HEIs shall seek to become self-sustaining through tuitions, grants and endowments, hiring and rental of facilities, offering education services to industries,

participating in competitive consultancy services for the government, enhancing the number of international students and expanding the source of research grants.

16 Partnerships

- 16.1 The Ministry shall collaborate with various government agencies, drawing on multifaceted expertise that is required for planning and developing the national education system.
- 16.2 The Ministry shall enhance systems for involving communities in decisions related to education that affect them, leveraging local expertise and resources to support educational programmes, while also creating opportunities for communities to provide valuable feedback on these programmes.
- 16.3 Every school shall develop and implement a policy on parental involvement in the education of their children, which is uniquely reflective of the ability of the parents of children in the particular schools. This shall amongst others include child safety, protection, wellbeing and their learning outcome.
- 16.4 There shall be parental education programmes and involvement to foster open communication and support on mental health and wellbeing issues. Community partnerships with mental health organizations, communities, local governments and healthcare professionals shall be established to pool resources and expertise in tackling critical mental health and wellbeing issues.
- 16.5 CSOs shall be encouraged to support the Ministry in achieving access and quality targets. Towards this, the Ministry shall create an enabling framework including standard operation procedures and guidelines for operations of CSOs in the sector, monitoring and evaluation frameworks, and mechanisms to prevent duplications.
- 16.6 The Ministry shall open up opportunities for private sector participation by promoting healthy competition, and encouraging investment in education to foster a diverse and dynamic educational landscape. An essential element of this shall be an enabling regulatory environment that balances accountability with autonomy.
- 16.7 The Monastic Education will continue to exist independently of modern education as a historical legacy and as provided for in the Constitution, the Ministry will collaborate with *Zhung Dratshang* and other relevant religious institutions. The objectives of such a partnership are to enhance the well-being of children, elevate the quality and relevancy of programmes through knowledge and resource sharing, and improve pathways between the two systems.

- 16.8 The Ministry shall continue working with the development partners to take full advantage of partnerships including financial support for critical programs, technical expertise, knowledge and solutions.
- 16.9 The Ministry and education institutions shall establish partnerships with local industries, research institutions and STEM professionals to expose students to real-world applications and career opportunities through immersive programs and experiential learning.
- 16.10 TVET institutes shall establish strong partnerships with industries in the delivery of the training programmes. Such partnerships will include amongst others, standards/ curriculum development and review, sharing of resources, employment placement services, and implementation of different work-based learning systems.

17 Implementation, Monitoring & Evaluation

- 17.1 The Ministry in consultation with stakeholders shall develop a policy implementation plan to achieve policy goals and objectives.
- 17.2 The Ministry shall ensure that all educational strategies, programs, and initiatives are aligned with and consistent with the NEP.
- 17.3 The Ministry shall align its budgetary allocations with the commitments outlined in the NEP, ensuring that financial resources are allocated strategically to support its effective implementation across the education system.
- 17.4 The Ministry shall equip its officials and institutes with necessary administrative, financial, and human resource authority to effectively implement the NEP. The Ministry shall undertake regular assessments to identify challenges, measure progress, and enable timely adjustments and improvements to ensure policy goals are met.
- 17.5 The Ministry shall deploy an external agency to conduct independent reviews of the NEP every five years.
- 17.6 The Ministry shall amend the policy in response to the feedback and inputs received from monitoring and evaluation processes and independent reviews.
- 17.7 An appropriate legal framework shall be developed to support and sustain the provision of accessible, inclusive, equitable and quality educational services.