YOUTH INTEGRITY PROGRAM

(For strengthening the national integrity consciousness)

Anti-Corruption Commission
Thimphu: Bhutan

June 2020

"It is in our hands to build a better future for our children. One of our most important national objectives is to empower every single child in Bhutan for success. Bhutan's future will be mirrored by the strength and capabilities of our youth. For our children to excel, they must adhere to the highest standards, and have capability, integrity, discipline, 21st century education, unity, and solidarity."

His Majesty the King's address on 112th National Day, 2019

Acknowledgment

ACC would like to acknowledge all the officials for their time and contribution of ideas that went into the formulation of the Youth Integrity Program (YIP). The officials consulted came from a broad spectrum of agencies and institutions representing:

Ministry of Education, Royal Education Council, Bhutan Council for School Examination and Assessment, Royal University of Bhutan, Ministry of Labour and Human Resources, Ministry of Works and Human Settlement, Royal Institute of Management, Institute of Science of Mind, Druk Holding and Investments Limited, Local Government and Civil Society Organizations. The full list of the officials consulted is attached in the Annexure.

Table of Content

Abbreviations

ACC	Anti- Corruption Commission
BCMD	Bhutan Centre for Media and Democracy
BCSR	Bhutan Civil Service Rules & Regulation
BTI	Bhutan Transparency Initiative
CDCL	Construction Development Corporation Limited
CSO	Civil Society Organization
DAISAN	Druk Adolescents' Initiative on Sexual Awareness Network
DEO	Dzongkhag Education Officer
DHI	Druk Holding and Investments Limited
DLG	Department of Local Governance
DSE	Department of School Education
DYS	Department of Youth and Sports
ECB	Election Commission of Bhutan
ECCD	Early Childhood Care and Development
ECCD & SEN	Early Childhood Care and Development & Special Education Needs
EMD	Education Monitoring Division
GER	Gross Enrollment Ratio
GNH	Gross National Happiness
GNHC	Gross National Happiness Commission
HPE	Health and Physical Education
ISM	Institute of Science of Mind
IZC	Institute of Zorig Chuesum
JSWSL	Jigme Singye Wangchuck School of Law
KGUMS	Khesar Gyalpo University of Medical Sciences
LFS	Labour Force Survey
MoHCA	Ministry of Home & Cultural Affairs
MoE	Ministry of Education
MoLHR	Ministry of Labour and Human Resources
MOU	Memorandum of Understanding
MoWHS	Ministry of Works and Human Settlement
NKRA	National Key Result Area
NSB	National Statistics Bureau
PCE	Paro College of Education

PGD	Post Graduate Diploma
PGDNL	Post Graduate Diploma in National Law
PP	Pre-Primary
REC	Royal Education Council
RIM	Royal Institute of Management
RUB	Royal University of Bhutan
SDG	Sustainable Development Goals
SIP	School Improvement Plan
SPMS	School Performance Management System
SSA	School Self-Assessment
TEO	Thromde Education Officer
TTI	Technical Training Institute
TVET	Technical and Vocation Education Training
YBN	Young Bhutan Network
BYDF	Bhutan Youth Development Fund
YIP	Youth Integrity Program

1. Executive Summary

1.1. Rationale

The Anti-Corruption Act of Bhutan 2011, Chapter three, Section 41 (1, C) mandates the Anti-Corruption Commission to "Ensure that training and educational institutions have legal and ethical subjects in their curriculum, teach and educate their trainees or students about social harm and dangers of corruption, and actions needed to prevent it, and instill in them intolerance for corruption."

The ACC's 2012 survey report on *Integrity and Value Education in Schools* reveals that nearly one in two students feel that they have to lie or cheat to succeed in life, and 91 percent of the teachers feel that values and integrity in the present youth are degenerating. Towards this, the ACC believes that the most sustainable and most robust shield against corruption is education, which should form a vital component of the anti-corruption strategy. Since more than 45 percent of the Bhutanese population consists of youth, this substantial social capital has to be educated on anti-corruption principles and moral values at the very initial stage to develop a culture of non-tolerance to corruption.

Therefore, in pursuit of producing honest generations, in addition to the current initiatives of establishing Integrity Clubs in schools and integrating moral values into the existing curricula of schools and Technical and Vocational Education and Training institutions, there is a need to develop a Strategic Youth Integrity Program, encompassing a wide array of behavioral change programs catering to the entire youth of the country. The impact shall eventually be far-reaching as the youth grow into responsible citizens and leaders.

1.2. Objective

The Youth Integrity Program is aimed at meeting the mandate of ACC, which is to eliminate corruption in the country and to realize the national vision of the country that adheres to the highest standards of integrity and discipline.

1.3. Context

YIP has been framed within the backdrop of the 12th FYP and reforms that are already underway. This includes the revision of the Value Education Curriculum, the reduction in admission age of PP from six to five years, the targeted expansion of the Early Childhood Care and Development program to cover 50 percent of 3-5 years old by 2023, improvement in relevancy and quality of education at all levels, as well as the envisaged introduction of *Gyalsung* program to enable our youth to become strong, independent thinkers, capable of serving the country.

While value education is central to all education and training objectives in the country, most people, including educators, agree that values and integrity are degenerating instead of improving. It is also generally acknowledged that the approach of disciplining rather than educating has its shortcomings.

There are also systemic shortcomings demonstrated by the lack of adequate coordination amongst the key stakeholders, including the parents. There appears to be a greater realization that values cannot just be taught, but has to be a whole community-wide approach, with educators and national leaders providing the role models.

On the positive side of things, the education sector has made rapid strides in improving the professional profile of teachers, which are keys to enhance the quality of education, including Value Education. Also of significance is the emergence of number of Civil Society Organizations engaging in education and youth programs. They bring in new perspectives and fresh ways of approaching old problems. These may be added in the possibilities opened by the development within the Information Technology and Telecom sector, the improved level of education of the communities, and the continuing priority and attention provided for education and youth by all elected governments.

1.4. Scope

Overall, YIP will seek to focus on strengthening values such as honesty, moral courage, and trustworthiness as the bedrock of integrity. YIP will also seek to expand the space for the youth to strengthen integrity in their institutions and communities.

The target population for YIP is children and youth. Since 76 percent of the youth are currently enrolled in a school or an institute of learning, greater attention has accordingly been given to strengthening the relevant programs within these institutes.

1.5. Programs/Activities

YIP will seek to establish a strong foundation of integrity, beginning at the formative age by strengthening integrity education within the Early Childhood Care and Development curriculum as well as through Parenting Education. This will be undertaken through the development of curriculum, related education material, and training of facilitators.

For schools (PP-XII), YIP will support the development and implementation of a School Integrity Program. This shall include curricular and co-curricular activities, teacher training, and action research. It will also strengthen the school management based on good governance principles, including strengthening the participation of the students in management. YIP will also support the Scouts programs and infuse integrity education in its programs. Furthermore, YIP will provide a course on ethics and integrity for the *Gyalsungs*.

For the Technical and Vocational Education and Training, YIP will seek to consolidate the tasks being undertaken by the ACC and Ministry of Labour and Human Resources in implementing Ethics, Integrity and Professionalism curriculum within the Technical Training Institutes and Institute of Zorig Chusum and further incorporate the relevant modules within the private sector TVET programs. It will also support student engagement in promoting integrity within their institutes and communities through the institution of Integrity Clubs.

For tertiary education, YIP will support the development of an Ethics and Integrity Curriculum for the constituent and affiliated colleges of the Royal University of Bhutan. Scouts and Integrity Clubs shall also be promoted to support good governance and integrity within the colleges and their communities. The Khesar Gyalpo University of Medical Sciences, the Royal Institute of Management, and the Jigme Singye Wangchuck School of Law will also be encouraged to follow suit.

YIP will seek to work with the Institute of Science of Mind to strengthen the Value Education amongst the youth population using the expertise available within the monastic system. Furthermore, it will seek to expand and deepen student engagement in Dharma activities and the *choeshed layrims*. In addition, joint research between the Royal Education Council and the Institute of Science of Mind shall be encouraged to support meaningful interaction between our two national education systems.

YIP will seek to continue strengthening integrity amongst the youth population beyond the schools through Ethics and Integrity Education, promoting good governance in youth organizations, promoting Community Scouts, and promoting Youth Forums to provide youths in the peripheral part of the country a space to contribute to good governance. YIP will also support the Civil Service in helping implement measures to imbibe integrity amongst the young recruits.

1.6. Implementation and Monitoring

To support the implementation, YIP provides a costed Implementation and Monitoring Plan and Risk Analysis and Management Framework for all the planned activities.

2. Context and Inspiration of the Plan

The Youth Integrity Program (YIP) is aimed at meeting the mandate of ACC, which is to root out corruption in the country. But this mandate itself is nested in a larger national goal expressed in all our key documents as follows:

> *"Every person shall have the duty to uphold justice and to act against corruption." The Constitution of the Kingdom of Bhutan, Article 8.9;*
>
> *"The vision of the National Education Policy is to develop an educated and enlightened society of Gross National Happiness, built and sustained on the unique Bhutanese values of Tha-Dam-Tshig Ley Gyu-Drey." The Draft National Education Policy 2018; and*
>
> *"The vision of the National Youth Policy is to instill in young Bhutanese an abiding awareness of, and adherence to, the principles and values enshrined in the Constitution of Bhutan, with an unswerving commitment to the Tsa Wa Sum, patriotism, national security, and to uphold our traditional values of Driglam Namsha, Tha Damtshi & Ley Jumdrey." National Youth Policy 2011.*

There are many agencies contributing to these national aspirations. YIP has been framed to bring together all the activities under a coherent structure and strengthen the program by filling in the gaps and building synergies across the programs.

3. Methodology

The development of the YIP began with a literature review of national laws, policy documents, plans, systems, and manuals[1]. Based on this, a mapping of the existing system was undertaken, including the roles played by the different agencies within the Government and Civil Society Organizations (CSOs). It helped provide a basic understanding of the objectives, scope, and reach of programs, as well as issues associated with youth and integrity.

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[1] A list of documents referred.

Following this, a series of discussions were undertaken with senior and middle-level officials of the agencies involved in the planning and delivery of education and training programs for the youth. The discussions adopted a structured format to (a) confirm the findings from the literature study, (b) fill in the gaps of information, and (c) elicit issues and recommendations that could become part of the YIP. The following table describes the type of information gathered during this part of the exercise.

Agencies met	Subject of discussions	Program Objectives	Information elicited		
			Activities	Issues/ Gaps	Recommendations
MoE MoLHR RUB PCE BCSEA REC Phobjikha Central School Chhukha Central School Jigme Losel Primary School	*In-school youth*	✓	✓	✓	✓
BCMD BTI YDF	*Out-of-School Youth*	✓	✓	✓	✓
MoWHS, Wangdue Phodrang Dzongkhag Administration, Construction Development Company Ltd (a DHI company)	*First Year recruits*	✓	✓	✓	✓

Because of the prevailing situation related to the Covid-19 pandemic, the YIP team was not able to meet with some of the stakeholders. Instead, interviews and discussions were undertaken through telephonic calls[2].

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[2] Refer list of the officials consulted.

Based on this, a concept note, summarizing the main findings of the study and outlining the next steps for YIP development was prepared and shared for ACC's feedback and approval. Based on the feedback and approval received from the ACC, the first draft was produced. This was shared with the relevant officials within the Department of Prevention and Education, ACC. Based on their feedback, the draft was revised and shared with the relevant stakeholders for validation of the findings as well as the proposed programs, and consequently enriched and endorsed by the Commission. The approved final document represents the result of this consultative process.

4. Bhutanese Youth: who are they and what are they doing?

It is estimated that 45.8 percent (338,118) are under the age of 24 years. The population between 6-24 years is 256,000[3]. Of these, 76 percent are in schools, 11 percent are employed, and the rest 13 percent are neither in schools nor employed[4].

With the near attainment of universal education for basic education (PP-Class X), most children are now continuing to higher secondary (Classes XI and XII), with Gross Enrollment Ratio (GER) nearing 84 percent at this level. Many are also continuing into tertiary education.
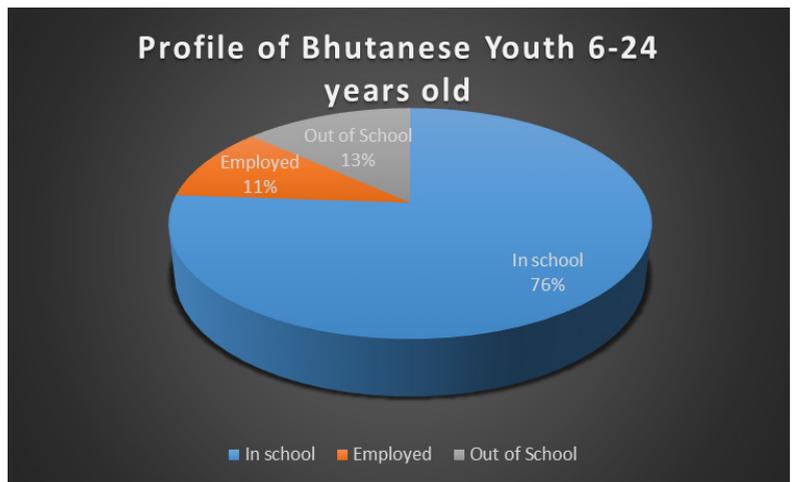
Figure 1: Where are our Youth?

While the GER at the tertiary education level is 21 percent, the subsector is growing rapidly, but not rapid enough to meet the demand, resulting in many pursuing their studies outside the country. Of the total 17,497 students in tertiary education program in

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[3] Based on the Population Projection for Bhutan 2017-2047, National Statistics Bureau.

[4] Based on Annual Education Statistics Report 2019, Labour Force Survey Report 2019

2019, 32 percent were studying outside the country. Of these, 74 percent were on private financing or private scholarships. Therefore, the youths are a positive force; they are investing time and resources to get an education and become part of the national labor force and contribute to national development.
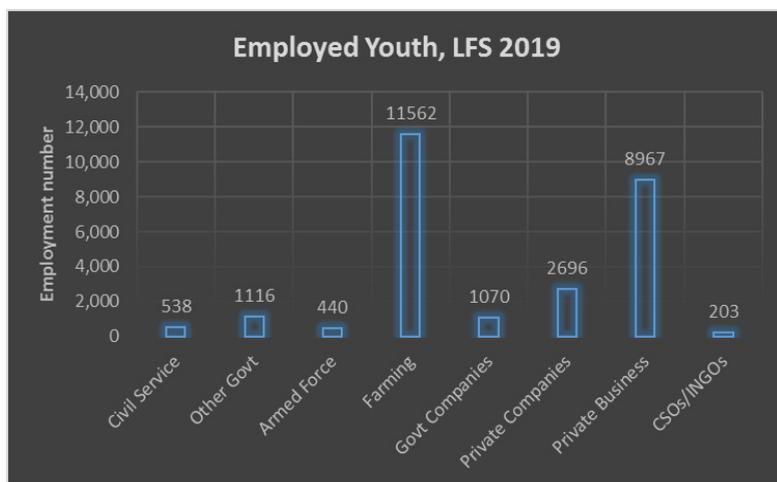
Figure 2: Youth Employment, 2019- LFS 2019

Of the employed youth, the majority is in the agricultural sector, followed by private businesses. The Government employs 1,500[5], which is not that significant compared to the Agriculture sector (12,000) and private business (10,000). This is because the civil service takes in people with tertiary education or with professional degrees by which time, many have crossed the threshold age of youth.

Those who are neither employed nor in schools are estimated to be 34,000 in 2019. Of these, 3,636 are unemployed and actively seeking work, resulting in a youth unemployment rate of 11.9 percent, much higher than the national unemployment rate of 2.7 percent[6]. The youth unemployment rate is much higher in the urban areas at 19.4 percent compared to rural areas at 7.8 percent. Besides the unemployed, not much is known about the other 30,000 youths.

The youth population is decreasing. Between the two national censuses of 2005 and 2017, the under 24 years of age population has decreased from 355,769 to 333,118 while the total population increased from 634,982 to 727,145. This trend is expected to continue with the under 24 years of age population decreasing by 20,000 within the 12th FYP[7].

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[5] Civil service and other types of employment in government agencies

[6] Labour Force Survey 2019, NSB

[7] Based on National Statistics Bureaus' projections

This has implications for the YIP, but more so for education sector plans. YIP will need to focus on three categories of youth, with the greatest attention being provided to those that are enrolled in schools. Not only is this the largest group, but they are also at a formative age. Significant policy development of recent times is the Government's plan to expand the Early Childhood Care and Development (ECCD) program to cover 50 percent of the 3-5 years of the population by 2023 and to reduce the age of admission into PP from six to five years of age. Considering that many children will not only complete basic education of Grade 10 as guaranteed by the Constitution but can continue to higher secondary and tertiary education, which enables the education system to engage with the youth for that many more years.

With regard to the out of school youth, what is essential to bear in mind is that these are not the youths of yesteryears who missed out on their schools or early school dropouts. Almost all the youth these days are literate, an increasing number having the benefit of tertiary education.

Of the employed, 12,000 are in rural areas, and unless something drastic happens to improve the employment situation, their numbers will increase. These are positive developments if used well. The YIP will seek to position itself so that its programs also help in empowering the lives of these youth.

5. Mapping the existing programs that contribute to Youth Integrity

5.1. In-School Programs

The education and training institutions have a pervasive influence on the quality of citizenship, but more so in Bhutanese society where children are encouraged to spend all their formative years in schools through increased schooling years as well as the promotion of boarding schools. This section lays down the current state of moral/ value/ integrity education across the education system extending from the ECCD to tertiary education.

5.1.1. ECCD Program

There are currently 8,743 children aged 3-5 enrolled in the ECCD program, comprising 25 percent of the relevant population group[8]. This is slated to double within the 12th FYP. There appears to be a universal consensus about the critical role played by ECCD for the holistic development of the child, supported by a wealth of international evidence which confirms children who have participated in quality ECCD exhibit tremendous gains in their overall social, cognitive and intellectual development.[9]

Given that values have to be ingrained early on in life, it is important to establish how many of these values are explicitly and implicitly imparted by the national ECCD system. ECCD program in Bhutan is guided by International Early Learning and Development Standards and provides for holistic growth of the child encompassing: (i) physical health and motor development; (ii) socio-emotional development; (iii) development of approaches to learning; (iv) language development, literacy and communication; and (v) cognitive development and general knowledge acquisitions. Values are covered within the socio-emotional development, which seeks to build in the child a positive self-image, self-confidence, and competence in interactions with the surroundings and the peers, ability to understand their own emotions, control of their feelings and respect and responsibility toward similarities and differences in the community. Also, all ECCD centers have a spiritual corner for children to remind the children of their cultural and spiritual heritage.

In 2015, Save the Children, Bhutan supported an evaluation of the benefits of the ECCD program. The assessment was based on International Development and Early Learning Assessment (IDELA) and adapted to the Bhutanese context. The assessment covered over a thousand children representing a full range of organized ECCD experiences. The children were assessed for the following: (i) Physical Well-Being, Health, and Motor Development; (ii) Social and Emotional Development; (iii) Language, Literacy and Communication; (iv) Approaches to Learning; (v) Cognition and General Knowledge; and (vi) Spiritual, Moral, and Cultural Development. The study showed that their overall score on all six areas was 15 percent higher than those who did not attend the program.

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[8] Annual Education Statistics 2019, MoE.

[9] Early Childhood Development, The Key to a Full and Productive Life, UNICEF

There is no doubt that with the right program, this is where the basic foundation of character and moral intelligence of our children can be firmly established. Indeed, that is an objective of the ECCD program as pronounced: "ECCD program shall be based on the concept of holistic development. By applying the holistic approach, centers are expected to carry out activities designed not only to prepare children's readiness for learning at school but also to teach them social values and skills to lead a happy and harmonious life in society"- Guidelines for ECCD Centers, MoE, 2011.

ECCD centers have a dual objective of engaging with their children as well as providing parenting education to the parents, although the latter has not really taken off. ECCD centers in Bhutan are attached to a school that is tasked to monitor and provide support to the centers. While there are apparent pragmatic reasons for this, it poses an additional burden on an already stressed schooling system. Moreover, while all the educators appreciate the importance of the program, the reality is that these centers are run mostly by class 12 graduates who are given two weeks of training. This is nowhere near the standard set for primary school teachers who now require a bachelor's degree in education.

Long-term efforts are underway to bring in more qualified teachers with a Diploma program for ECCD introduced in Paro College of Education since 2016. But for the immediate and medium-term (5-10 years), this will remain one of the biggest challenges confronting the ECCD program.

5.1.2. Primary Education

Primary Education is the first introduction to institutionalized learning for most Bhutanese children. To that extent, it is the essential phase of our children's lives, because it is here that foundations for basic literacy, numeracy, and aptitude for future learning are established. It is also where the foundations of values and integrity are laid.

Of the 194,701 children enrolled in education and training programs in 2019, 89,894 were at the primary level (PP-VI). The enrollment at this level has been reducing over the years as a result of the low fertility rate and improvements in the efficiency of the system, with fewer students repeating the grades[10]. The official age for admission into PP till 2019 was six years, but has been reduced

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[10] Between 2011 to 2019, the enrollment reduced from 111,173 to 89,894 or by 19 percent, according to MoE's Annual Statistics.

to five years. Children in these grades start with the core subjects of Dzongkha, English, and Mathematics, and at Grades IV to VI, they also study Science and Social Studies. Health and Physical Education (HPE) and Value Education are taught as non-core subjects throughout the primary grades.

The 12th FYP identifies the quality of education as one of the priority areas for action. Towards this, the education system is tasked to reform and revise the existing curriculum to meet emerging needs, enhance teacher development and support through in-service training and workshops and enhance the quality/ standard of examination and assessment systems. Specifically, for primary level students, the plan seeks to improve the scores in English, Dzongkha, Mathematics, and Science. Integrity is addressed as part of Value Education, which is currently being reviewed and reformed.

5.1.3. Lower and Middle Secondary Education

Out of the 194,701 students in the 2019 academic year, 54,221 were studying at lower and middle secondary levels. Children at Lower Secondary (VII and VIII) study Dzongkha, English, Mathematics, Science, History & Civics, and Geography as core subjects. In the Middle Secondary (IX and X), the science subjects are further bifurcated into Physics, Chemistry, and Biology. Besides, both the lower and middle secondary schools offer Value Education, Music, Visual Arts, Media Literacy, TVET orientation, HPE, and Buddhist Studies[11].

The Lower and Middle Secondary school age is the age of adolescence when children go through critical physiological changes through puberty and into sexual maturity. But physiological changes are not the only aspect of the growth process, which, although widely varying in its rate, is nevertheless predictable. More complex is the social and emotional dimension of the growth, triggered by physiological growth. Generally, adolescence is a time of self-discovery and experiments. This is the age when most children start exerting their independence to seek their place and identity in their circles. For some, it is also an age of recklessness and carefree indulgence. Adolescence is also a period for consolidating the learning and skills imbibed in the early grades of primary education and acquiring higher levels of knowledge and skills. In addition, many children in Bhutan are required to move from the comfort zone of their primary schools to bigger, boarding schools, where they come into contact with

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[11] Refer to Annual Education Statistics 2019, MoE.

pupils from different socioeconomic backgrounds and values. All this adds to the complexity of their learning experience and may put stress on their values of integrity.

5.1.4. Higher Secondary Education

Higher Secondary (XI and XII) is the last stage of learning for many of the youth. According to the Constitution, admission into this level is to be merit-based. However, in reality, most children continue up to this level. There were 22,671 students at this level in 2019, translating into GER of 84 percent. The progress was accelerated in large part by removing the prevailing merit-based admissions in 2019. Within a year, the system saw enrollment increase by over 3,000, and the enrollment ratio increased from 72 percent to its current level.

The academic programs are offered under four streams- Science, Commerce, Humanities, and Rigzhung. Besides the core subjects and optional subjects offered under the different streams, Values and Buddhist Studies are also compulsory elements of the curriculum at this stage.

Most students at this level would know what is right and wrong and about integrity. But this is an age when the students will want to exercise greater autonomy, free will, including questioning and re-examining the value system that they have grown up with. This requires more reflective sessions on value clarification and creative programs for internalizing these values amongst the students. The role model provided by the teachers, so critical throughout the education system, becomes even more important at this stage because the students will now be more influenced by the actions of their teachers than their words.

Value education under constant reform (Primary to Secondary)

While values have been an integral part of the national education program, of recent years, there have been several initiatives to strengthen Value Education in schools, the principal being *Educating for Gross National Happiness* (GNH). This replaced the erstwhile Value Education program of *Teaching Learning to Be,* which provided the basis of a structured Value Education program in the schools. The Educating for GNH sought to cultivate the values related to creative thinking, ecological literacy, the practice of the country's profound ancient

wisdom and culture, contemplative learning, a holistic understanding of the world, genuine care for nature and others, competency to deal effectively with the modern world, preparation for right livelihood, and informed civic engagement. A related initiative to realize the overall objective of educating for GNH was the adoption of the Green Schools concept. Green Schools seek to nurture and shape a child's development in the school system through eight greenery dimensions: environmental, intellectual, academic, social, cultural, spiritual, aesthetic, and moral greenery. In short, it addresses the physical and psychosocial climate of schools to help nurture individuals with GNH values. While the terminologies are no longer used as frequently, the elements propounded in these two documents run deep within the current school curriculum, school management as well as the monitoring framework used by the education system. Concerned by the continuing youth-related issues, the second elected Government (2013-2018) surmised that the program was not effective. Upon its instruction, the Royal Education Council (REC) undertook an impact assessment in 2014 and confirmed that the program was not delivering the intended results.

After that, the REC and the Ministry of Education (MoE) directed the schools to devote the first week of the academic year to value and life skills education[12]. The directive, while further propounding the traditional value systems that underpin our national identity, provided a range of values and suggested activities focusing on themes as follows:

    i)   Value Education;
    ii) Life Skills Education;
    iii) Driglam Namzha;
    iv) Citizenry and National Identity; and
    v) Traditional songs and dances.

Each of the five themes carries with it a list of suggestive topics. The suggested topics for the "values orientation week" are:

    i)   Purpose and Goal of life
    ii) Needs for value education:
        (a) pha-da-bhugi-thadamtsi
        (b) Ghoem-penyoug gi- thadamtsi
        (c) Lopen-dang-loptrhu gi- thadamtsi

    iii) Harmony and peace within self, with family, society, and nature

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[12] 31st Education Policy and Guidelines (2013-2017), MoE.

(a) Trust (is the foundational value)
(b) Respect
(c) Affection
(d) Care
(e) Guidance
(f) Reverence
(g) Gratitude
(h) Love (complete value)

In 2019, REC and ACC signed a Memorandum of Understanding (MOU) and, since then, have been collaborating to complete the development of the new Value Education curriculum, initiated by REC. ACC has contributed to this effort through the appointment of Value Subject Committee members, participating in the development of Value Education Framework (PP-XII), and the development of Value Education Materials, mainly related to integrity. The curriculum focuses on the foundational principal values of *Thag-damtshig, ley Judrey, Meleyrinchen*, harmonious coexistence, which guides the teaching of the five core and twenty sub-values in terms of the concepts, reasoning, skills, and applications:

Five core values	Twenty sub-values
Compassion	love, kindness, generosity, sharing, care, friendliness, helpfulness, cooperation
Integrity	honesty, trustworthiness, honor
Respect	courtesy, gratitude, respect
Responsibility	punctuality, determination, duty
Loyalty	patriotism, obedience, unity

The curriculum, covering PP-XII grades, is slated to be completed by June 2020. Side by side, textbooks, and workbooks for PP-III have been developed and are being piloted in 15 schools. Meanwhile, schools are continuing to implement education for GNH, as well as the one-week Value Education program.

5.1.5. Integrity Club

Another program is Integrity Clubs introduced in 20 Central Schools. The Integrity Clubs function under ACC's guidance based on the nine core values. The club's activities include (i) integration of values in their "Values Orientation Week" at the beginning of the academic year to help reinforce values of integrity, transparency, accountability, honesty, collaboration, and respect for public property among others; (ii) incorporation of the nine values in their lesson planning and random visits to classes by the coordinators to observe lessons and providing feedback to both teachers and students; (iii) presentations on the importance of integrity to teachers, students, other club members, and scouts during the year; (iv) demonstration of integrity principles through skits, role play, drama, and activities during sports events; (v) organizing *Choe Shay Lay Rim and Drig Lam Namzha* sessions for all students (except PP-III), teachers, and non-teaching staff; (vi) coordinating community outreach involving cleaning campaign and collecting garbage and extended awareness creation on integrity to nearby school by the club members; (vii) using the Parent-Teacher Meeting platform to talk about integrity; and (viii) conducting action research on student awareness on corruption. The coordinators also conduct pre and post-tests on integrity based on the questionnaires mentioned in the guidelines. Schools generally scored better in the post-tests, indicating the clubs are making an impact. There were also far fewer disciplinary issues, less vandalism of school property, and less loss of property even if left unattended.

5.1.6. Technical and Vocational Education Training (TVET)

This program is implemented by the Ministry of Labour and Human Resources (MoLHR). The core of the TVET program is the certificate level technical education provided in the six Technical Training Institutes (TTI) and the two Institute of Zorig Chusum (IZC). Together they take in about 1,400 students annually. Besides these, there are over 100 private training institutes. MoLHR also supports and finances various programs such as the Pre-Employment Engagement Program, University Graduate Internship Program, Direct Employment Scheme, Entrepreneurship Program, apprenticeship program, and a host of skills training programs in the private training institutes. Integrity values are part of the TVET curriculum. It features as one of the five Zorig commitment of Bhutan's TVET program as follows:

    i)   Commitment to Quality;

    ii) Commitment to Integrity;

    iii) Commitment to Dignity of Labour;

    iv) Commitment to Enterprise; and

    v) Commitment to Lifelong Learning**.**

Every Institute is expected to infuse these values in the teaching-learning experience of its trainees. Moreover, Commitment to Enterprise is taught as a course module. The Commitment to Integrity used to be provided in the form of Moral and Value Education classes offered by the Principals and the Vice Principals of the Institutes. To take this commitment further, the Department of Technical Education, MoLHR, and ACC are partnering to develop a course module dedicated to developing ethics, integrity, and professionalism amongst its trainees. The development of the course module, titled *Ethics, Integrity, and Professionalism,* has been completed while the training of the instructors is in the pipeline. The courses are to be introduced in the six TTIs and two IZCs.

Skills development in the country also faces the challenge of a lack of quality and relevance. With the rising youth unemployment, the TVET sector continues to be in the spotlight for government reforms. The sector is at the cusp of another significant review and restructuring. An independent TVET Council has been formed to undertake this.

5.1.7. Tertiary Education

Value Education is vital in tertiary education because they are the apex learning education program, responsible for shaping the leadership of the country, as well as training and grooming key personnel to staff its front line services such as health and education. The tertiary education currently consists of the Royal University of Bhutan (RUB) with its ten constituents and two affiliated colleges, the Khesar Gyalpo University of Medical Sciences of Bhutan (KGUMS) with its three constituents and one affiliated college, Jigme Singye Wangchuk School of Law (JSWSL) and the Royal Institute of Management (RIM).

5.1.7.1. *Royal University of Bhutan*

RUB is not only the largest but is also the only University with multidisciplinary faculty for undergraduate and graduate programs in Science, Liberal Arts, Engineering, Computer Science, Teacher Education, Business Studies, and Cultural Studies. Of the 11,781 studying in tertiary education in the country in 2019, RUB accommodated 10,793 (92 percent) of the students. Its constituent colleges are (i) Gedu College of Business Studies, (ii) Sherubtse College (Science and Humanities), (iii) College of Language and Culture Studies, (iv) College of Natural Resources, (v) College of Science and Technology, (v) Paro College of Education, (vi) Samtse College of Education, (vii) Jigme Namgyel Engineering College, (viii) Gyalpozhing College of Information Technology, and (ix) Yonphula Centenary College. Further, Royal Thimphu College and Norbuling Rigter College are affiliated to RUB. The core values of RUB are as follows:

i)   Love for learning;
ii)   Compassion and fairness;
iii)   Creativity and innovation;
iv)   Community services;
v)   Accountability;
vi)   Responsibility;
vii)   Professionalism;
viii) Respect for diversity of views; and
ix)   Respect for the environment.

The Academic Wheel of Law further sets out the general intellectual, cultural, personal, and communication skills that the RUB graduates should possess. Amongst these qualities is a sense of service and moral responsibility for himself/herself, for other people, for his/her community, and the country.

Values were taught in its constituent colleges through a course titled *Universal Human Values and Professional Ethics*. But this was abandoned some years ago, as it was found too philosophical and not very effective in instilling national values. Instead, this aspect of the tasks is left to the individual member colleges. Every course has a set of learning outcomes, which includes the affective domain (adopting Bloom's Taxonomy). The colleges and the lecturers find this to be the most challenging part, in terms of defining the learning outcomes and in getting these values across to the students. In some colleges such as Taktse College of

Language and Cultural Studies, the President has adopted this as his mission and tries to address this through lectures and interactive sessions with the student body weekly.

5.1.7.2. Khesar Gyalpo University of Medical Sciences of Bhutan

The KGUMS has three constituent faculties: Faculty of Nursing and Public Health, Faculty of Traditional Medicine, and Faculty of Post Graduate Medicine. A private institute, Reldri Academy of Health Science, is also affiliated with it. Professional ethics is part of the courses offered under the University.

5.1.7.3. Royal Institute of Management

The RIM's core responsibility is pre-service training of the young recruits of civil servants in the administrative, financial, legal and technical cadre through its PG Diploma programs and induction programs at RIM. It also undertakes a range of courses from certificate courses to courses leading to diploma and Master's program catering to government and private sector management training needs.

RIM used to provide a module called *Universal Human Values*. This was discarded as it was seen as not reflecting enough Bhutanese core values. Instead, a course on *Ethics and Governance* has been introduced for three PGD programs since 2020. Besides, as part of its course on core management theory, RIM provides a program called "*Search Inside Yourself,*" which is a neuroscience-based emotional intelligence leadership program structured around Buddhist values and practices. RIM also organizes Workshops on Leadership of the Self, which has components on work values and ethics, as part of the three PGD programs.

5.1.7.4. Jigme Singye Wangchuck School of Law

Established under the Royal Charter in 2015, the JSWSL offers a five-year undergraduate course of study leading to awarding of a joint "Bachelor of Laws / Post Graduate Diploma in National Law" (PGDNL).

5.1.8. Monastic Body

Spiritual leaders and personalities have always played an important role in promoting integrity and moral values amongst the population. Over the years, their roles have somewhat diminished as the influence of new institutions such as the western schooling system became more pervasive. There is, however, a renewed interest in the traditional institutions, with people from all walks of life and ages seeking spiritual guidance in its ancient wisdom.

The central monk body has responded by making its teachings more accessible to the population. One of the most recent initiatives was the establishment of the Institute of Science of Mind (ISM). Established in 2014 by His Holiness the Je Khenpo, the Institute offers a bachelor's degree in Buddhist studies for regular grade 12 students. The students are taught basic *Choked* grammar, Mahayana path, translation, and English, among others. In addition to the regular course, the Institute offers Dharma Camps and events to the interested youths in the country. The Institute seeks to build a strong foundation of values in its students, based on the traditional concept of *karma* and *lay judray*. The Institute also collaborates with RCSC to teach *bavana-karma* based mindfulness to senior civil servants.

The Institut**e** provides a critical window of opportunity for the youth as well as the general population to avail Buddhist teachings provided by some of the most competent masters in the Kingdom. Recognizing its potential, ACC has signed MOU with the ISM, which opens up new possibilities to work together towards strengthening Integrity and Value Education.

5.2. Out-of-School Programs

The youth programs being promoted within and outside of the school system are inadvertently geared towards addressing issues not adequately covered by the formal school curriculum. They address adolescent development, knowledge on reproductive and health sciences, drugs and substance abuse, HIV and AIDS, Child Protection, etc. which are seen as "*youth issues*." There are also a significant number of programs being engineered both by the Government and Civil Society Organizations (CSOs) that deal with matters of youth engagement in community and national development. Listed below are some of the agencies and their programs.

5.2.1. Department of Youth and Sports (DYS) of the Ministry of Education

DYS is mandated to coordinate youth policies and development in the country. Apart from being the custodian of the National Youth Policy, the Department conducts various programs for the health and well-being of young people in collaboration with the Youth Centers, Youth Friendly Integrated Service Centers, and Youth-led Groups. The target groups are in-school and out-of-school youths. The DYS provides the youth with the space to contribute to national policies and programs such as the SDGs. International Youth Day is also used to bring youths together to celebrate their achievements and to promote an understanding that youth is an essential partner in nation-building. It provides capacity development for youth organizations such as Y-PEER, NEET *"Not in Education, Employment or Training"* youth and design basic life skills and employability skills and try to link the participants with potential employers/training providers based on their career interests. It organizes regular forums to educate young people on emerging youth concerns and equip them with appropriate knowledge/skills to cope with them effectively. The forums are designed mainly for vulnerable youth, such as those children from broken families, drug users, students with disciplinary issues in schools, children from economically disadvantaged families, and unemployed youth. Some of the topics covered through the forum include resilience building, drug education, alcohol abuse, sexual and reproductive health, suicide prevention, and child protection. It organizes summer and winter engagement programs during which the youth are provided opportunities to develop new knowledge and skills through different educational and recreational activities such as reading, dancing, music, coaching classes, and indoor/outdoor games. DYS also organizes leadership programs for volunteers to build their capacity to lead a socially responsible life and become assets for their communities. The training also facilitates the exchange of ideas, exposure, and networking between the members of different Youth Volunteer Groups. Under its *YouTurn* program, it organizes motivational talks for young people by successful individuals. It creates a safe space for youth to discuss and find appropriate solutions specific to their needs.

One of the significant initiatives of DYS is in bringing together all the youth organizations/ groups under the banner of the Young Bhutan Network (YBN). This is to enable greater coordination while at the same time providing a common forum to address issues faced by these groups.

One of the most successful youth programs to date of DYS is the Scouts program. Scouts support the wholesome development of youth as enshrined in the scout promise and law. It also supports the youth to become responsible, patriotic citizens through values-based activities that focus on personal development and inculcating positive attitudes towards life. The Scout program is categorized into five sections starting from the age of five to adulthood. More than 90 percent of the 60,000 scouts in the country are school-based. The program has had very good feedback from educators. Improved discipline, a strong sense of association with their communities, and the spirit of volunteerism and responsibilities are generally alluded to as benefits of the program.

Youth Programs are under review and are expected to be strengthened and expanded with the revision of the National Youth Policy. This is being undertaken through a collaborative approach involving the stakeholders and youth representatives. ACC is a stakeholder of the new policy and is participating in its development.

5.2.2. Civil Society Organization's Program

5.2.2.1. Bhutan Youth Development Fund (YDF)

YDF was established as a CSO in 1998. YDF's mission is to support, inspire, and empower young people by providing resources and platforms to define their future and bring about positive, sustainable change in their communities. Its programs range from setting up alternative education program rooted within the community based on GNH values (Gakid school), providing the space and opportunities to the youth to participate in community development and social enterprises, skills development, well-being (including drug rehabilitation) and promoting excellence in arts and creativity. Values are embedded in all these programs. One of the most successful programs to date in terms of coverage is the Youth Volunteers in Action, with over 7,000 members. This is a school-based program[13] where volunteers are encouraged to come up with social projects to support their communities. This not only helps youth build empathy, but in the process of volunteering activities, the youth learn about the issues facing the societies and provides them with an opportunity to resolve this at their level and through their means.

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[13] Only 200 were from outside the school system.

5.2.2.2. Bhutan Centre for Media and Democracy (BCMD)

BCMD is a CSO that is dedicated to strengthening democracy and governance. Its objectives are to (i) create a responsible citizenry that will actively engage in the practices of democracy; (ii) create public spaces for civic discourse; (iii) develop multimedia resources for/on media and democracy and promote their distribution; and (iv) strengthen the institutions of civil society, most of which are newly created.

Youth is an essential target for its programs. Two of its regular programs are the Youth Summit and the Youth Initiative. The Youth Summit is offered to the high school students and for the youth of 18 years old and below. It is an induction program into social-political consciousness. During the four-day program, BCMD takes them through a reflective journey to explore the issues around them and make them think about how they can be part of the solutions. Each summit can accommodate about 100 students. On the last day of the summit, participants are required to make a small presentation on the issues that speak to their hearts and their solutions. Upon their return from the summit, the participants are required to share their learning experiences with their friends. The youth summit does not have a fixed topic. It is guided by the interests of the youth.

Youth Initiative is for college students and those who are already employed. It starts with a winter camp for 25 youths, followed by a membership program that lasts for a year. During this period, the members are trained to undertake focused group discussions, undertake research activities or online surveys. These skills are used to provide a focused study on a social or current public policy. The current batch is supporting the review of the National Youth Policy, being spearheaded by DYS.

5.2.2.3. Bhutan Transparency Initiative (BTI)

BTI was founded in April 2013 by a group of volunteers who came together to establish a reference institution to put corruption under the spotlight by increasing transparency, integrity, and accountability in Bhutan through the provision of policy-oriented research, development of training tools and facilitation of policy dialogue. The ACC and BTI signed MoU to foster partnership in preventing corruption in Bhutan. It has two programs dedicated to the youth. Under the Youth for Accountability Program, it is working with four tertiary institutes to bring

about greater integrity in the governance of their institutes and their respective area of focus. Namely (i) Gedu College of Business- integrity in business; (ii) College of Natural Resources- Integrity in Agriculture; (iii) Royal Thimphu College- Integrity in governance; and (iv) Paro College of Education- Promoting integrity in Schools. Each college has an Accountability Club comprising of memberships from the student body. BTI provides some seed money to carry out tasks associated with its objectives.

Another youth program that BTI initiated is the Youth Engagement Support (YES) program. The target groups for this are out-of-school youth. The activities for YES include education programs on corruption, accountability, and integrity; capacity building on social accountability; training on research, and engaging the youth members in the research programs of BTI. BTI has sensitized all the 20 dzongkhags covering over 1000 youths. A national youth forum followed this in Thimphu. These youths were also deployed by BTI to undertake surveys for BTI as part of its research works. However, because of the dwindling financial support from donors, this program has been discontinued.

5.2.2.4. Other CSOs

In addition, there are other CSOs dedicated to specific issues such as Nazhoen Lamten which supports Children with Difficult Circumstances, Chithuen Phendey which supports those with addiction issues, Loden Foundation which supports entrepreneurship programs and Tarayana Foundation which under its overarching objective of addressing poverty support education and entrepreneurship programs for the disadvantaged sections of the society.

5.2.3. Program for young recruits in the civil service

Apart from the RIM programs, an induction program is organized by the agencies within a few weeks of recruitment, focusing on providing information about the organization's role and systems. This includes talks by senior officials where organizational values and ethos are communicated. Although there is general awareness amongst the leadership about the importance of inculcating the right values amongst its young staff, there are no systems to give special attention to this aspect of staff development.

All civil servants are expected to abide by the Civil Service Values and Conduct. Every new Civil Service recruit is expected to study and sign the Civil Service Values and Conduct upon their appointment. With just one page in 1990, this has been expanded to a full chapter of 17 pages in the current edition of Bhutan Civil Service Rules and Regulations (BCSR).

6. Status of integrity amongst youth

All these programs should have impacted the characters of our youth by now. The biggest and the most significant of its impact is provided by the records related to law and order. As per statistics compiled by the Royal Bhutan Police[14], most of the crimes tend to be committed by the youth and young adults. Moreover, according to the National Statistics Bureau, while most of the crime tends to be associated with young adults, they are committed by those who have little or no formal education. It was found that 68 percent of the offenders of all ages had no formal education. Less than two percent of the total offenders were in college or had college degrees. Almost 15 percent of the offenders had a secondary level of education, and 17 percent had primary education. Out of young offenders (12-24), 495 (62 percent) reported they had no schooling[15]. This is one of the strongest pieces of statistical evidence to support that the education program does strengthen positive values amongst the youth.
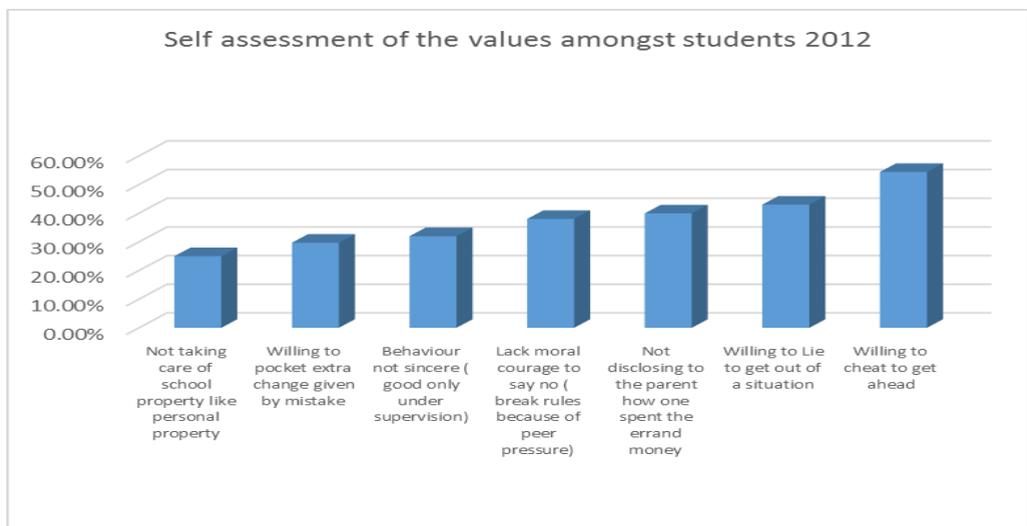

Figure 3: Value statement amongst youth, 2012

14 Please refer the Statistics Yearbook, RBP 2018.

15 Crime and Mental Health Issues Amongst Young People, NSB, 2015.

But values related to integrity transcend beyond that of staying out of prison. Integrity should manifest in everyday affairs, contributing to the general well-being of individuals and society. The only study to determine this was undertaken by ACC in 2012. The study, *Integrity and Value Education in Schools 2012*, was based on a sample survey of school heads, teachers, and students and provides the most in-depth understanding to date of where the Bhutanese youth are concerning the professed values related to integrity. The report showed a significant proportion of the students are generally willing to cheat, lie, and lack the moral courage to say no even if they know what they are doing is wrong. Therefore, according to this study, Value Education in schools needs to provide further focus on strengthening the children's moral courage and honesty.

While more than seven years have passed since the study, there is little evidence that things have improved. The GNH Survey 2010 indicated that nearly 80 percent of youth aged 15-25 thought that lying could never be justified, but this had plummeted to about 60 percent of youth in the GNH Survey 2015. Echoing these are our teachers. In the same 2012 Report, 91 percent of the teachers agreed that values and integrity in the present youth are degenerating as compared to the youth of yesteryears.

The same report also gives us a glimpse into the challenges faced by the education system. To the extent, the youth's behavior mirrors the world around them, what the youth see and experience is equally, if not more important than what they are told in schools. In this regard, 57.3 percent of the students believed they saw corrupt practices around them, with 54.4 percent of the urban students and 42.9 percent of the rural area students having witnessed misuse of government resources. More pertinent, 41 percent of the students felt that their teachers favored students whose parents were wealthy and held important positions.

Therefore, we have two issues here. One is a situation where, despite the efforts and the stated goals of the Education system, many of the students lack the fundamental values of integrity. Underlying is their perception that the society is corrupt, with their teachers failing to live up to the moral codes expected of them.

6.1. Issues and Gaps within the school programs

The overriding issue is not so much the lack of programs, but the lack of well-tested programs that are known to work and deliver their intended objectives. Most schools use a system of strict rules and a monitoring system to control the behavior of the students. This system has its roots in traditional education, and continues to prevail, albeit to a lesser degree. Such a method, according to the Principals and the Education Monitoring Division (EMD) official, is only effective within the school premises, if at all.

There is no encouragement in the system for teachers to find creative ways of addressing the challenges of teaching values. There are no systems where teachers can share their experiences and collectively contribute towards building an effective system for the national education system. For example, Jigme Losel Primary school in Thimphu has a good track record of engaging students in value-based activities, working closely with the parents and the community. But this knowledge and system continue to remain within the confines of the school.

One of the most potent factors for inculcating values is the values amongst the teachers. Teacher education colleges have the task of inculcating these values. But more so, they have to ensure that they get teacher students who already embody these qualities. The current system of admission for B.Ed. Program and PGDE are based on academic scores and competencies. There are no considerations for character and other pertinent traits of a good teacher.

There is also a disconnect between what is taught in schools and society at large. For example, parents, instead of reinforcing the values being taught in school, often encourage their children to engage in negative behaviors such as sending them to buy alcohol, fight in front of them, gamble, chew doma, etc.

While the national education policy and curriculum objectives put a high premium on values, in practice, value elements play a secondary role in the education process. Grade promotions, scores, and certifications are based on academic performance and not on the acquisition of any values.

Teachers complain that they cannot give attention to their students because of the curriculum overload and large class sizes. They do not have enough time to monitor the works of the students or to reflect on their work. This notion prevails

despite the statistical evidence that shows the pupil to teacher ratio has improved drastically over time.

There is a lack of dialogue and communication amongst the key agencies, such as REC, MoE, and Bhutan Council for School Examinations and Assessments (BCSEA). Even within MoE, there appears to be limited interaction and understanding between the Departments, such as the DSE and DYS, and between these offices and the schools.

Overall, there is a lack of a holistic approach to imparting values. Parents and communities are bystanders rather than active participants of education, including the Value Education program. If some relationship exists, it is because of the effort of individual school management and not as part of a wider national strategy.

While all schools now are implementing programs to provide greater space for the students in the governance of schools, this appears to be only in form rather than substance. Most committees are headed or led by a faculty member or teacher, making it rather difficult for student representatives to exert their positions on any issue indeed. While the issue is generally recognized, no effort seems to have been made to find alternatives.

6.2. Issues concerning out-of-school programs

While there have been several initiatives made by the CSOs to contribute to the youth program, which would have directly contributed to strengthening their integrity, it appears to be a one-shot program dependent on donor financing. Also, most of the youth programs, including those organized by the CSOs, tend to focus on youth who are in schools and who are more easily accessible.

The youth programs are not very well coordinated. The DYS, which is tasked to coordinate all youth programs, is itself underfunded and compelled to compete with the other agencies for its programs. The revision of the National Youth Policy is expected to help resolve such issues.

6.3. Opportunities

6.3.1. Openness to reform

There is a general feeling within the education system that values are degenerating amongst the population, and more needs to be done about it. The national education system is in the continuous process of reform, and its administrators and teachers have an open mind towards it.

6.3.2. Greater intellectual resources with the national education system

There are great strides being made in improving the qualification of teachers. A majority of the teachers have a Bachelor's degree in education, while a significant number also have a Master's degree. There is amongst the older groups of teachers a wealth of experience that the system can draw upon. The student-to-teacher ratio has also improved drastically, decreasing from 28:1 to 18:1 between 2008 and 2019. All these make it possible for engaging these teachers in innovative pedagogies that would not have been possible a few years ago.
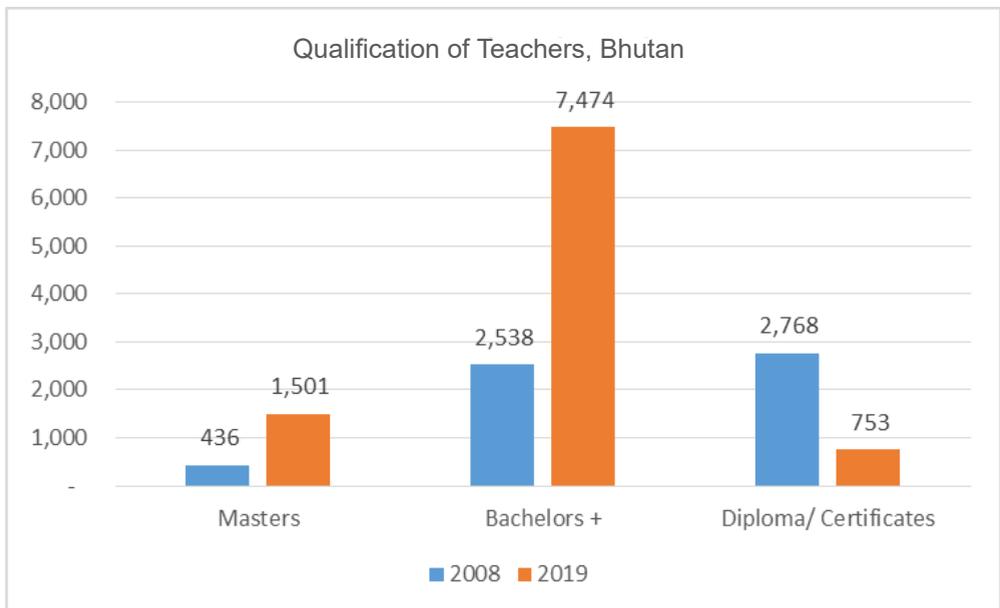
Figure 4: Qualification of Teachers 2008 and 2019

6.3.3. Education: a priority Sector

Overall, all succeeding governments have been very generous to the education sector. The sector receives the highest per capita spending amongst all the SAARC countries and spends annually around seven percent of its GDP for the sector, double that of countries like India and Bangladesh. It appears that it is willing to spend even more given the nature of the plans described in the Education Blue Print, which is very cost-intensive.

6.3.4. Emergence of CSOs

Coming into the national development scene is several CSOs. Being small and without the hassle of bureaucratic baggage, they can often be more efficient in delivering projects and be more responsive to the needs of a program. Some of them, such as BCMD have established their institutional resources and knowledge systems related to youth and values. These organizations can add value to what the Government is doing if given the space and opportunity.

6.3.5. Immense opportunities offered by ICT and social media platforms

Of the 601 schools in the country, 385 are connected to the internet. Of the 210 Secondary schools, only one school (Private) is not connected to the internet. ICT brings in a new dimension of possibilities in education by enthusing and inspiring students to be more engaged in learning, leading to better educational outcomes. It also opens up new opportunities to deliver Value Education as well as promote positive institutional values of good governance. At present most schools have not even bothered to create a webpage.

6.3.6. Parents and Community members more educated

Compared to a decade ago, parents and community members are more literate and more educated. This offers immense opportunities for the schooling system to draw on the knowledge of the parents and involve them in the education of their children.

7. Going forward: Youth Integrity Program

The obvious way forward is to find ways of addressing the gaps while leveraging the opportunities. YIP will try to translate some of the aspirations and wish list characteristics of the sector plans into action points. One also needs to bear in mind that by and large, we are dealing with a youth population that is very small in comparison to many other countries. In keeping with this unique feature, YIP will encourage systems and solutions that address the unique needs of each population group and situation rather than treating the population as a mostly homogenous group. Specifically, YIP will raise the importance of integrity in all national plans dealing with youth development, promote specific measures to imbibe these values in the youth population, promote effective partnerships amongst the agencies and strengthen research capacities in this field, and build a body of knowledge on the subject.

The program will take a two-pronged approach which is complementary and mutually reinforcing:

i) Strengthen and promote Value Education related to integrity in all the education, training, and youth programs, and

ii) Expand the space for the youth to strengthen integrity in their institutions and communities.

8. Which Values?

In Bhutan, values are cultivated for personal development as well as a socialization imperative. The basis of this can be found in the Buddha's five moral precepts, which are to refrain from killing, stealing, sexual misconduct, lying, and intoxicants. Zhabdrung Ngawang Namgyel further elaborated this in his code of law for Bhutan in the form of

Respectful
Dutiful
Obedient
Determined
Honest, Caring
Honourable
Grateful Kind
Courteous
Loyal Trustworthy Helpful
Integrity Punctual Loving
Friendly United Sharing
Patriotic Generous
Cooperative
Responsible
Compassionate

Figure 5 Values for Children (Based on REC's New Value Education Curriculum)

the ten pious acts of virtues, (Lhachoe Gyewa Chu) and the sixteen virtuous acts of social piety, (Michoe Tsangma Chudrug). Further down, various national documents have added other values in keeping with the exigencies of the times.

The REC's Curriculum on Value Education explicitly details out 25 values for our children, integrity being just one of them. Similarly, the BCSR's Values and Conduct have a listing of over 50 qualities that a civil servant must exhibit, which include a strong sense of patriotism and loyalty. Integrity is a value, but its manifestation is also dependent on a person's other values.

Overall, there does not appear to be one agreed definition of integrity. CS Lewis describes integrity as "doing the right thing even when no one is watching." This, however, begs the question of what is that "right thing"? Transparency International defines integrity as "behaviors and actions consistent with a set of moral or ethical principles and standards embraced by individuals as well as institutions, which create a barrier to corruption." ACC has attempted at a more exhaustive listing of integrity at the individual, organizational and national levels. At the individual level, this includes being true to oneself, being honest, keeping promises even if it takes extra effort, being punctual in attending to one's duty, being faithful to one's spouse or partner, being accountable for one's actions, not misusing the public properties, not shirking responsibilities, etc. [16]
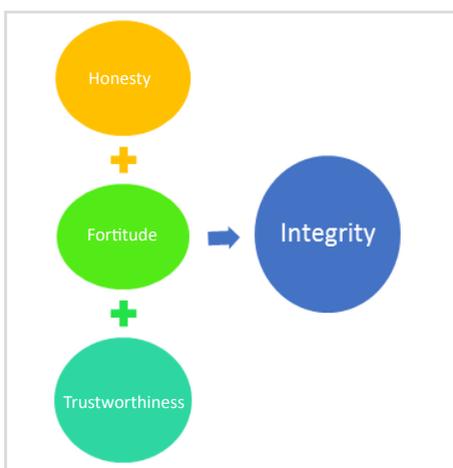
Figure 6: Values contributing to Integrity

Therefore, we can take integrity as a positive attribute associated with the individuals (citizens), the organization (public and private), and the nation (social mores). Each of these impacts the other. YIP will be directed to addressing integrity at the formative stage of the individuals (youth). And to a lesser degree also address the integrity within the organizations that directly deal with youth, such as the educational institutions.

For a working definition of YIP, one can use the *2012 Report on Integrity and Value*

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[16] Refer to ACC's Draft Ethics and Integrity Management Handbook: 2017 Chapter 1: Understanding Ethics and Integrity (what is Integrity?) for a full listing.

Education in Schools. This report points to the lack of honesty and the inability to resist peer pressure as the two characteristics that require the highest attention amongst our children. Therefore, YIP proposes that honesty and fortitude (to resist different forms of pressure) be considered as the bedrock of values related to integrity for our youth. Furthermore, integrity also connotes trustworthiness. Therefore, a person who exhibits these three values in all circumstances would be considered as a person of integrity. These are also necessary constituents to other higher-order level values such as those embedded in the traditional value system such as *tha-damtsi, lay judray,* and *sampa-semke,* which are pronounced value system for the national education system[17].

9. Scope of YIP

The target population for YIP is children and youth from three years to twenty-four years. The primary reach is through the formal schooling program, from ECCD to tertiary education. This shall be complemented through out-of-school programs directed to young adults. This includes employed as well as unemployed youth.

The scope of activities under YIP includes strengthening the national education system to impart Integrity Education through the curriculum and co-curricular programs, providing support for teacher education and training, and strengthening the management of the education system to reflect core values of good governance. YIP will also seek to empower the youth and provide them with greater space to contribute to improved governance within the public service providers and institutions through the creation of the necessary forums and education. Recognizing the leadership provided by Civil Service in national affairs, YIP will seek to ensure young recruits imbibe the values enshrined in the BCSR, early in their career.

Because of the population concentrated within the education system (76 percent), most of the YIP activities will focus on the schools and institutes. The table below provides a broad overview of the in-school activities under YIP. The details of the activities under each of the thematic areas are presented hereunder by sub-sectors, to align the YIP with the manner in which 12th FYP is structured.

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[17] Draft National Education Policy, 2018.

Institutes	Programs							
	Curriculum development	Enrich values education program	Teacher training and support	Action Research	Scouts	Good Governance	Integrity Club	Assessment
ECCD Centres	■		■			■		
Schools		■	■	■	■	■		■
Gyalsung		■						
TTI/IZC	■				■	■	■	
Other TVET programs	■					■		
RUB					■	■	■	
KGUMS					■	■	■	
RIM					■	■	■	
JSWLS					■	■	■	

10. In-School Program

10.1. ECCD

It will be recalled that while the value is integral to the ECCD curriculum, questions remain as to how much of it is being implemented as envisaged in the policies, especially since most of the facilitators have had limited professional training. Therefore, in collaboration with the ECCD & SEN Division of MoE, YIP will support the ECCD centers (public and private) to:

i) Strengthen Value Education Curriculum, including Integrity by:

  a. Developing Value Education Curriculum materials, including activity guidelines, teaching-learning materials, along with assessment tools;

  b. Enhancing the capacities of ECCD facilitators to deliver the curriculum, using a ToT format; and

  c. Supporting the implementation of Value Education through role modeling and scaffolding the ECCD facilitators.

ii) Strengthen Parenting Education by:

a. Reviewing the current National Parenting Education Manual to strengthen support mechanisms for inculcating Integrity values among their children;

b. Developing the capacity of ECCD facilitators to provide that role through a ToT format; and

c. Supporting the facilitators to provide parenting education to uphold integrity at home through role modeling and scaffolding. The Career Education and Counselling Division of the DYS, which also undertakes parenting education, and the ECCD & SEN Division of the DSE, should work together on this.

10.2. Schools (PP-XII)

As mentioned above, the curriculum from PP-XII is being reviewed and reformed. But because of the diversity of learners and learning situations, it is unlikely that a singular approach to Value Education will be effective. Individual schools and their teachers will need to come up with their ways of addressing this vital subject. Although the teaching of values has received the highest attention in its policies and objectives, there does not seem to be a working model that the teachers can adopt for their situations. And while there are subject specialists and experts, there are no corresponding experts related to Value Education. There appears to be little documentation on this aspect of education.

On the other hand, because of more qualified teachers, the system can now expect from the teachers' greater professional responsibility, creativity, and innovation, perhaps far more than the planners and the curriculum developers, because they know best their students, the environment, and learning situation. YIP will seek to create an environment for teachers to apply their professional training to find new ways of teaching values and documenting them. This will contribute to the objective of the education system, where schools not only disseminate learning but also become conscientious learners. This appears to be the intent of the 12th FYP[18].

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[18] Refer 12th FYP NKRA 7.8: Quality of Education and Skills Improved, Research Culture Enhanced.

Specifically, YIP will: (i) build on the experience of the School Integrity Clubs and seek to replace it with School Integrity Program in all the schools; (ii) build a critical mass of teachers who act as champions and resource persons for integrity education in their respective schools; (iii) establish a school-to-school feedback system on the values exhibited by the students; (iv) support Scouts program to strengthen its integrity education component; (v) strengthen the school management system based on the good governance principles of accountability and transparency, and (vi) implement a course on Ethics and Integrity for the Gyalsungs.

10.2.1. Establish School Integrity Program

All schools henceforth will be encouraged to plan, develop, and implement the Integrity Education Program for their students based on a needs assessment conducted at the beginning of the academic year.

a. Towards this, EMD will look for the possibility of including few indicators during SPMS review to ensure the implementation of YIP in the schools.

b. Orient the key stakeholders (school principal and a focal person) on implementing of School Integrity Program using a ToT approach.

c. Introduce targeted Student Integrity Education Programs. Based on the needs analysis, schools will identify those students who need special attention related to Value Education. One of the likely groups is those that have been placed in the school or come on transfer. The schools shall design a program to orient the students about the values of the school and, at the same time, help them settle in and feel at home and cared for in their new environment. Similarly, schools should identify other target groups and provide relevant programs for them.

d. Expand school-wide reflective and literary events and programs related to integrity education. For example, lower secondary, middle and higher secondary students will be tasked to participate in national-level essay writing, short story writing competitions that embody the challenges of value conflicts they see and experience within their communities. Prizes can be awarded for the best works on the International Anti-Corruption Day.

e. YIP will encourage student integrity projects where the students (middle and higher secondary students) develop their ability to recognize and appreciate the values of integrity within their communities. A team of students can explore and identify personalities or events, work on documenting and presenting it in a medium of their choice, such as essays, cartoons, songs, documentary videos, etc. The best of these projects could be awarded a prize on the International Anti-Corruption Day. The pedagogic principle behind this is not only to make the children think about integrity but think of it more positively.

f. Enrich resources for teaching integrity values in the schools (books, pamphlets, idea folders). Teachers will be encouraged to come up with stories and materials to promote Value Education. And the best ones will be selected, published, and distributed to other schools. These will include case studies, individual experiences of the teachers, and stories from the field, which are inspirational or of educational value. DEOs will be tasked to select the best practices which will be published and circulated to all the primary schools in the country at the start of the next academic year. This will help create a system whereby not only is creativity encouraged in a school, but the rest of the system benefits from it.

10.2.2. Build a critical mass of teachers

YIP will seek to build a critical mass of teachers who act as champions and resource persons for integrity education in their respective schools. Generally, most schools can identify teachers who possess the values of integrity and who are known to be active in imbuing these values amongst the students.

a. The best of such 30 teachers will be selected from the dzongkhags/thromdes and provided with a workshop during their vacation and tasked to come up with specific projects for the rest of the schools in their dzongkhags to enhance integrity amongst the students. This will be shared with other teachers in a workshop setting in the individual dzongkhags/thromdes. During the following year, another 30 teachers shall be selected, and so on. This will keep the momentum of development while contributing to the development of a critical mass of teachers who act as champions and as resource teachers for this aspect of education.

b. YIP will also support Action Research. None of the Research publications and journals in Bhutan has published any materials relating to value education. Therefore, the ACC will provide financial and technical support to encourage teachers to take up research projects or contribute to the academic discourse on teaching values.

10.2.3. Establish a school-to-school feedback system

Schools shall develop a school-to-school feedback system on the values exhibited by the students. While such feedback from host schools to feeder schools is provided on an ad-hoc basis, this is not formalized and needs to be instituted as a system-wide requirement. The following shall be implemented:

a. Developing a system for lower, middle, and higher secondary schools to provide feedback on the values exhibited by the students of the feeder schools. This shall henceforth become a feature of the annual EMD's School Monitoring Report; and

b. Reviewing the system of providing character certificates to the students, so that it is reflective of a comprehensive and objective assessment of the student's character and values.

10.2.4. Support the Scout program

YIP will support Scout programs to infuse integrity values through its program. The mission of Scouts is to contribute to the education of young people, through a value system based on the Scout Promise and Law to help build a better world where people are self-fulfilled as individuals and play a constructive role in society as responsible citizens, contributing towards GNH. The program has received excellent reviews and feedback, both within the education system and outside. YIP will support the DYS in its effort at expansion as well as strengthening the values of integrity within the value system being promoted through the program as follows:

a. Strengthen integrity values in the Scouts program. YIP will seek ways of infusing integrity-related values within the popular activities under the Scouts program, without changing the essential nature of the program which is associated with fun, adventure, and outdoor activities;

b. Develop innovative activities to instill integrity in scout members; and

c. Capacitate the scout leaders using a ToT format to include integrity in the scouting programs.

10.2.5. Strengthen the School Management System

Based on the good governance principles of accountability and transparency, the YIP will pursue to strengthen the school management system. Integrity being one of the core values of the School Management Guidelines, the School Integrity Program will further support this goal. The following additional activities are planned for the schools:

a. Developing and promoting School Websites. The national education system is still largely a big black box. This needs to change if education is to be made into a collective enterprise of the community. Towards this, schools should henceforth be required to create and maintain a website with basic minimum information covering key legal and policies documents, program and curriculum, results of school and in national level examinations, school performance and rankings for different facets of learnings, clubs, arts and other non-scholastic pursuits that are offered, as well as school budget and expenditure details. The objective for this is to not only make the schooling system more transparent but help facilitate a dialogue between the school and the parents as well as community members. Towards this, the relevant authorities, such as the MoE, will have to come up with policies and standards for the information systems.

b. Strengthening student participation in school management. All schools in the country elect school captains, house captains, and councilors. Through the support of the Election Commission of Bhutan (ECB), the elections for these positions have become more sophisticated, even to the extent of schools deploying ECB's Electronic Voting Machines. These elected representatives participate in the running of the school mess, planning co-curricular activities, sitting on discipline committees, and carrying out other directives from the management and teachers. The type and depth of these roles differ depending on the level and type of schools, but generally, they function under the supervision of an adult.

It is not clear how much of the spirits of democracy or good governance are being imbibed in our youth through these offices. The current school management guideline (the Green Book) does not give as much coverage to this as it does for other matters. Therefore, it is suggested that the MoE examine the role and space provided for the student in its various schools. Based on this, MoE could work out a system for more student involvement in ensuring transparency, accountability, and integrity within the school/institute's administration. This has to be undertaken with sensitivity, with an overall goal being educative and therefore guided by well-tested pedagogic principles.

10.3. Technical and Vocational Education Training

The module on *Ethics, Integrity, and Professionalism* for TTIs and IZC has been developed and is in the pipeline for implementation by 2020. While this is a significant achievement, the TTIs and IZC accommodate less than three percent of the training needs of those entering the labor force[19]. Since values and work ethics are crucial for the whole working population, there is a need to integrate or strengthen such programs in the privately run TVET programs as well as those supported by the government such as entrepreneurship programs, internship programs, and direct employment schemes. In addition to helping implement the courses designed for TTIs and IZC, YIP will undertake the following:

(i)   Design and implement a range of ethics and integrity program for the different training programs being implemented outside of the TTIs and IZC. This will require incorporating the relevant modules already developed for TTIs and IZC in private TVET institutions' training;

(ii) Provide support to Scouts to continue their role as champions of integrity within the institute and the community; and

(iii) Improve the management of the TTIs and IZC based on good governance. Students should be given greater space in managing the affairs of the institutions for leadership training as well as ensuring transparency, accountability, and integrity within the administration. The integrity club shall also be promoted to support integrity education as well as positive actions to promote integrity within their communities.

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[19] About 12,000 enter the labour force every year, while the intake capacity of the TTI and IZC is 1,400 annually.

10.4. Royal University of Bhutan

RUB has a pervasive influence over the national education system and the society, through its teacher education program and its role in nurturing the future workers and leaders of the country. YIP will support the following activities of RUB:

(i) Introduce Ethics and Integrity courses. After doing away with the Universal Human Values module, RUB has not worked on a replacement course. Therefore, an Ethics and Integrity module will need to be developed and implemented in all colleges under RUB. A Two-part (modules) is suggested for this. The first part will be a common module for all the colleges. The second part of the course will be specific to the discipline of the college. For instance, Paro and Samtse Colleges of Education will have a module on Ethics in Education, Colleges of Engineering will have a module on Ethics in Engineering, the College of Natural Resource can have a module on Ethics in Rural development or Extension Services, etc.

(ii) Improve the pre-service teacher education selection system. While the government has undertaken a series of reforms to attract better teacher candidates, including setting up clearer career pathways and better salary packages, not much attention has been given to their selection processes, leaving it solely to the academic grades. RUB and the Colleges of Education will need to review this and find ways of ensuring that the candidates they take in for teacher education not only meet the academic grades but have the required aptitude and the ethical and moral strength to serve as role models, as is expected of them by the national curriculum.

(iii) Support for Good Governance. The activities within the RUB college campuses offer a microcosm of services and activities reflecting the world outside. There are various service providers, from those involved in student welfare schemes to sporting events and cultural activities. There are also numerous collections being made for a range of services. In addition, new services are being introduced, and new policies being framed on matters that affect their academic and social life. All these offer opportunities for students to participate in the decisions and contribute to the growth of the colleges and the well-being

of the student body. Colleges have evolved their system of inviting student representations. There is a need to take stock of the different ways students are participating in these activities, and work out ways to make these bodies function based on good governance principles where officeholders can be held to account by their constituencies, the students. Therefore, as part of the YIP activity, ACC will coordinate with RUB to (a) strengthen the role of student representative to support the management in implementing principles of good governance, (b) establish Integrity Clubs to undertake the role as described in the box below. ACC will also need to coordinate with BTI, which has made some important initiatives towards this direction through its Youth for Accountability Program.

Progressive Role of Integrity Clubs

1. During the first year, the club can make an integrity assessment of a sample group of students/ or the whole institute population. Based on this the club can plan and undertake programs within the institute to enhance their knowledge/attitude of integrity amongst the students. This can be undertaken through guest speakers, inspirational stories, and celebration of events and personalities to showcase integrity around the world, both historical and at present. The club can collect inspiring stories of integrity which can be displayed on the notice board every week to inspire the students. The current guideline for integrity clubs issued by ACC also provides a listing of additional activities that the club can undertake. It can also make an assessment of the different clubs and the management system based on the tools provided by ACC and gauge them against standards of transparency and accountability as well as the democratic process of decision making, and based on the results, make a recommendation to the institute management.

2. During the second year, the club can extend its focus beyond the institute to encompass the community and the local government. They could collect inspirational stories related to integrity amongst the local people and ordinary citizens. They could visit the local government offices and hear about plans and issues to make the government more transparent, accountable, and free of corruption. This could lead to joint projects to support integrity within the community.

3. In the third year, the clubs can embark on more ambitious projects focused on finding solutions for integrity education and governance within the Institute and the community.

4. Given that the students are a moving population, there is going to be new members to replace the old members every year. To establish a formal institutional memory, all clubs will be required to keep a journal of their activities which can be the basis of an annual report.

5. While seed money of NU 20,000 is provided to the club, it is left up to the club to make its activities self-sustaining through various activities listed in the guidelines. This should be continued.

(iv) YIP will also support the Scouts (Rover) so that existing scouts from the schools have a platform to continue working as champions of integrity within their new environment.

10.5. Royal Institute of Management

RIM has a dual role in management training: providing the technical skills and addressing values amongst its trainees. Given the crucial role that RIM plays in grooming the future leadership of the country, the courses addressing values have to be given more considerable attention by continuously monitoring their impact and keeping it relevant, engaging, and effective. Towards this, YIP will support RIM to:

(i)   Undertake an impact assessment of the values/ and ethics-related part of the programs to see how much of an impact it is making. This will be addressed by the ACC's National Youth Integrity Studies;

(ii)   Institute a feedback loop mechanism to colleges about the values and integrity exhibited by their graduates. RIM takes in the top graduates from the Royal University as well as from other Universities. So from this unique vantage point, it will be able to provide valuable feedback on how our national college graduates compare amongst themselves as well as to the graduates from foreign universities; and

(iii) RIM will also be encouraged to establish an Integrity Club.

10.6. KGUMS and JSWSL

All the colleges under these two Universities will be encouraged to (i) establish Integrity Clubs; and (ii) organize their management based on the Good Governance principles.

10.7. Monastic Education

When it comes to Value Education, there is no other institution in the country that can come close, let alone compare with the model offered by the Monastic education system. Based on a curriculum and pedagogy tested and practiced for centuries, the products of the system are there for everyone to see, embodied in the big and small, the prominent and the obscure personalities. If one wants a role model, one can go no further than the present Je Khenpo himself, who embodies the qualities of all that is good. However, our national education system has

not been able to benefit much from it, as it is driven by exigencies of the times, preparing its young citizens for more worldly affairs. As the country's modern education system matures and reflects on the fundamental goal of education, it might want to examine what can be learned from this ancient yet, still vibrant institution. Towards this, YIP will support the following:

(i) Expand and deepen student engagement in Dharma activities. The Dharma Camps, organized by ISM, offer opportunities to the youth to learn about basic spiritual practice. Although ISM has not advertised itself, the program has become quite popular amongst the youth and is often oversubscribed. The program needs to be continued and promoted. A graded program could be developed from the basics to the more advanced;

(ii) Encourage REC and the Monastic education system to undertake joint research on pedagogy and practice related to Value Education, comparing the modern and the monastic system, using the platform of co-operation established between the ISM and ACC. This will help create a new level of dialogue between the two systems, and it is possible both can benefit from each other; and

(iii) The *choshed layrim* in the schools are other ways of getting the children to connect with spiritual practice. However, this has to be done in a sensitive and non-coercive way. Schools need to be careful who they select to lead this program as it can also be counterproductive. Therefore, it is recommended that the EMD too closely monitor all such programs.

11. Out-of-School Youth

Youths out of school constitute 24 percent of the 6-24 years old population[20]. They are dispersed across the country, both employed and unemployed. They are a potent force because of their idealism, energy, and ability to connect with peers. They are also a highly mobile population, searching for opportunities for further education and employment. Many of them would have the first-hand experience of services provided by the government, related to processing for

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[20] Based on NSB's population projection, Annual Education Statistics 2019 and LFS 2018.

further education, employment, licenses, and attending to the health and other issues. In rural areas, they would also have had to deal with the local government and extension service providers.

YIP will seek to continue its work undertaken in the schools related to strengthening integrity amongst the youth population through ethics and integrity education, promoting good governance in youth organizations, promoting Community Scouts, and promoting Youth Forums and Space to contribute to Good Governance.

The target groups for these programs are Employment Seekers, Youth Voluntary Organizations, youths who are already working in an organized sector, rural youths, and Sports Associations. The support to be provided under each of the target groups are described below:

Youth Organizations/ Groups	Programs			
	Integrity/ Ethics Education	Good Governance	Scouts	Youth Forums
Employment Seekers	✓		✓	✓
Voluntary Organizations	✓	✓	✓	✓
In-Service Youths	✓	✓	✓	✓
Rural Youths	✓	✓	✓	✓
Sports Associations	✓		✓	✓

11.1. Employment Seekers

YIP will support in providing ethics and integrity education in pre-employment training programs. Of the 12,000 youths entering the labor market every year, 3,500 are provided with some kind of skilling program under the various pre-employment programs administered by MoLHR. Ethics and Integrity should be a necessary part of this program, as reflected above under the TVET section.

11.2. Youth employed in the civil service

Because of the crucial role played by the Civil Service as an active agent of change and as a role model for other institutions, it is absolutely essential that it remains clean and above board. YIP will support the Civil Service to:

(i)   Enhance integrity and ethics amongst the new recruits of the Civil Service through the following:

   a. Design and implement an Ethics, Integrity, and Professionalism Program to be delivered during the agency induction programs. For the technical graduates, it could be part of RCSC's Foundational In-service Training (FIT);

   b. Strengthen the mentorship program to ensure new recruits are provided with mentors who are not only professionally competent but also are morally upright; and

   c. Strengthen the appraisal system for the probation period. The first year of service is seen as the most crucial in instilling the basic values of integrity.   Towards this, all civil servants during the probation period will require to be monitored by their immediate supervisor on the following: punctuality, responsiveness (timeliness), willingness to learn, willingness to share information, and being polite to the customers. RCSC will develop the required tools and scoring method for uniform implementation across the agencies.

(ii) Help implement the Civil Service Values and Conduct by:

   a. Improving and fine-tuning the Performance Appraisal System. While all civil servants are supposed to sign the code of conduct, very few new recruits appear to have read the BCSR, let alone the code of conduct. The new Performance Appraisal system is expected to address values, as well. While 70 percent of the rating is provided for target-based performance, 30 percent is assigned to competency behavior under which are featured analytical and intellectual capacity, influence & collaboration (teamwork), and motivation for excellence, which covers qualities like honesty and integrity. But because of the subjectivity and difficulty in assessment, these values are often sidelined by the managers. RCSC will need to review the practical challenges of implementing performance assessment and competency behavior and address these through fine-tuning the tools as well as through capacity enhancement of the managers.

   b. Address favoritism and nepotism[21]. This not only is affecting the morale of the civil servants but encourages sycophancy, which is

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[21] Refer National Corruption Barometer Survey, 2016, BTI

an the antithesis of integrity, which the Civil Service Values and Conduct explicitly forbids[22]. This needs to be addressed immediately, as the impact of this is not only on the Civil Service but the whole country because of the breadth and depth of its influence. The ACC and the RCSC can jointly work towards a resolution to this.

11.3. Youth Organizations

Bhutan Sharing and Loving Youth, Generation Y Youth, Druk Clean Pledgtheon are some of the youth organizations that have been established through the initiatives of the youth themselves. Besides, there are many youth organizations established through the support of the government and CSOs. Amongst the prominent ones are DAISAN supported by RENEW, Youth Peer Group supported by DYS, and Young Volunteers in Action supported by YDF. DYS has made some significant headways in bringing these groups together under its YBN. YIP will undertake a two-prong program for these groups, using YBN:

(i)   Help consolidate and strengthen these groups through:

   a. Strengthening of management based on good governance principles of transparency, accountability, and integrity.

   b. Encouraging the youth members to attend Foundational Leadership Program conducted by the Royal Institute for Governance and Strategic Studies.

(i)   Make these groups champion the causes of integrity within the society and communities:

   a. By getting those to help disseminate messages related to good governance and anti-corruption messages amongst their target groups. The groups will be facilitated to use ICT and social media platforms to discuss corruption issues and anti-corruption measures (hashtag challenges, crowd-sourcing, etc...) and recognizing the champions.

   b. Involving the members of the youth groups to institutionalize a greater sense of social accountability within their communities.

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[22] Refer Bhutan Civil Service Rules & Regulations 2018

11.4. Sports Associations

Sports Associations are already contributing to youth development in several ways. Self-discipline and respect for the rule of law are fundamental values all games and sports promote. YIP will seek to support these groups by patronizing some of their events and using these events to promote anti-corruption messages.

11.5. Youth in Rural Areas

YIP will help establish and promote Youth Forums for improved governance in all the dzongkhags, in a phased manner. These forums will support the ACC in promoting good governance based on accountability, transparency, and integrity, focusing on common services availed by the youth in the dzongkhags and rural areas, and which is generally associated with greater abuse of functions[23]. The youths can play a pivotal role in strengthening social accountability amongst their communities. In addition to being agents of good governance, the youth forums will provide opportunities to support each other as they try to make a living in rural settings. ACC and DLG can support them with some seed money, technical support, and guidance during the first few years of its establishment to ensure success. CSOs, notably BYDF, BCMD, and BTI, can be part of this, with each of them bringing in their expertise to make it a success.

12. Gyalsung Program

Beginning in 2022, all citizens attaining the age of 18 will be required to undertake a one-year Gyalsung or National Service. The program will include a three-month military-style training, and a nine-month program in areas like agriculture sciences, entrepreneurship, computers and coding, and health sciences. As pronounced by His Majesty, "Gyalsung will provide direction and encourage our youth to be strong, independent thinkers, capable of serving the country. It will bring the youth of Bhutan together in a shared experience and act as a rite of passage, irrespective of their economic or regional backgrounds." YIP will support this noble initiative by implementing an e-learning course on ethics and integrity for the Gyalsungs.

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[23] Annual Report 2018, ACC

13. Implementation Plan

An implementation plan is being proposed under the YIP. While the implementation of this plan may require some additional financial resources, the activities will be implemented using the existing structures and programs. However, synergies across various implementing agencies and collaboration will be critical in the successful implementation of these activities and their outcomes. For all school-related activities, it will be critical to get the MoE, Dzongkhag Education Office, and the Thromde Education Office on board. Refer Annexure 1 for the detailed Implementation Plan and Annexure 2 for the Risk Analysis and Management Framework.

14. Monitoring and Evaluation

Responsible agencies identified in the implementation plan shall monitor the implementation of the YIP, deploying existing national and agency monitoring systems and personnel. These agencies will need to provide an annual status report of all the actions contained in the action plan to the ACC's Education and Prevention Department. Based on this, ACC will produce a status report of the YIP in the Annual Report and share it with the stakeholders. The process will not only be used to gauge progress but to determine issues, if any, in the execution of the activities.

Besides this, the 12th FYP Mid Term Review should devote appropriate space for YIP. While YIP would have just commenced, this will nevertheless provide the needed attention for the program across a broad spectrum of the government. It will also be an opportune time to add activities or resources that might have been missed out in the YIP.

A National Youth Integrity Study is scheduled to be conducted by the ACC. In addition, a national assessment of values related to integrity for grades VII and X students should be conducted by BCSEA starting 2021 and thereafter every three years to determine the status of integrity amongst the students. The assessment should be done on the model used for the academic subjects, providing not only the current status but critical gaps and issues to help improve curriculum policies and strategies.

Resource permitting, other impact studies can be conducted. While such studies are always desirable, they can be expensive and of questionable quality. An option may be to be informed by other studies such as GNH Surveys being conducted by the Centre for Bhutan & GNH Studies. ACC could also piggyback surveys being undertaken by the National Statistics Bureau, such as those related to Multi-Indicator Surveys. Refer to Annexure 1 and Annexure 2 for the specific activities related to monitoring and risk management.

Conclusion

Youths are our hopes for a better future. But such a future can only be realized if the youth is embodied with the right attitude and values. YIP contributes to this effort by bringing together some of the disparate parts of the national program together into a single document and highlighting those actions that are seen as key to transforming the outlook and attitude of our youth. However, putting the activities under YIP does not in any way abrogate the responsibilities of the sectors/ agencies who will continue to be responsible for their programs. The intent is for greater responsibility than less, and more rigorous action from all.

YIP is intended to be an enabling document. It does not peddle a ready-made set of solutions. Such methods have proved ineffective in the past. Instead, it creates new space for frontline workers, such as our teachers, to apply their knowledge and expertise.

But YIP alone will not suffice in bringing about a total transformation in the attitude of our youth. The civil and political institutions and their leadership have to follow suit and lead by example. That is an issue that the ACC is, of course, conscious of, and addressing it through various institutional reforms and measures.

In the end, YIP is about more than simply fulfilling the ACC's mandate. If we want a future where we continue to be safe in our homes and in the streets, where we can take comfort that the rule of law will always prevail, we need citizens who will stand up against injustice and will neither tolerate corruption nor be bought or bribed to do immoral acts. We need citizens with strong moral values. We need citizens with integrity. And that is what YIP seeks to deliver.

Annexure 1: YIP Implementation Plan

1.   ECCD Program

Outcome	Output/ Activities	Means of Verification	Short Term 1-2 Years	Medium Term 3-4 Years	Long Term 5-6 years	Budget (Million)	Agency Responsible	Linkages with 12 FYP programs/ KRAs
1.1 Include integrity and values education within the ECCD curriculum	(a) Develop guidelines, teaching-learning materials, and assessment tools	Teaching/Learning Materials and assessment tools developed	✓			0.500	ECCD & SEN Division with support from PCE ECCD DS	-NKRA12.3 Integrity consciousness enhanced.
	(b) Train facilitators	Number of facilitators trained	✓			10.000	-do-	-Education Sector's Central Program- ECCD curriculum, training packages, ECCD impact evaluation, revision of monitoring tools.
	(c) Implement the Value Education through role modeling and scaffolding the ECCD facilitators	Number of ECCDs implementing the curriculum		✓		1.000	-do-	
1.2 Include integrity values in Parenting Education	(a) Develop a module within National Parenting Education Manual on the importance of integrity and ways of supporting children to inculcate integrity	The module on Integrity for Parenting Education developed	✓			0.500	-do-	-do-
	(b) Train ECCD facilitators to provide parenting education through a ToT format	Number of ECCD Facilitators trained		✓		included in 1.1(b)	-do-	
	(c) Support the facilitators to provide parenting education to uphold integrity at home through role modeling and scaffolding.	Number of parenting education sessions provided to parents in each academic year		✓		included in 1.1 (c)	-do-	

2.Schools (PP-XII)

Outcome	Output/ Activities	Means of Verification	Short Term 1-2 Years	Medium Term 3-4 Years	Long Term 5-6 Years	Budget (Million)	Agency Responsible	Linkages with 12 FYP programs/ KRAs
2.1 Introduce School Integrity Program in all schools	(a) Create a new parameter within the School Performance Management System (SPMS) with an accompanying set of indicators and scorecards within the School Self-Assessment Tools and School Improvement Plan.	SPMS has school integrity program incorporated as one of the parameters	✓			0.500	EMD/ACC	
	(b) Orient the key stakeholders (school principal and a focal person) on implementing the guidelines using a TOT approach	Number of Principals and Focal Persons Trained	✓			5.000	EMD/ACC	-NKRA12.3 Integrity consciousness enhanced. NKRA 7.7. Quality and relevance of the curriculum and assessment system strengthened
	(c) Introduce targeted Student Integrity education programs	The program introduced in Schools (Number)		✓		-	School Heads	
	(d) Introduce reflective and literacy events and programs related to integrity	Number of schools participating in the program		✓		1.000	School Heads	
	(e) Introduce Student Integrity Projects. YIP will encourage projects where the students (middle and higher secondary students) develop their ability to recognize and appreciate the values of integrity within their communities	Number of schools participating in the program		✓		1.000	School Heads	
	(f) Enrich resources for teaching integrity values in the schools (books, pamphlets, idea folders).	Number of teaching resource developed in-house and used		✓		1.000	School Heads/REC	
2.2 Build a critical mass of teachers who have expertise in teaching Value Education (including integrity)	(a) Identify and provide training to the teachers to develop programs and resource materials for Value Education (including integrity).	Number of teachers qualifying as champions and resource persons	✓			5.000	DEO/TEOs	-NKRA12.3 Integrity consciousness enhanced.
	(b) Support action research on teaching Value Education	Number of Action Research published		✓		10.000	REC	-NKRA7.6 Teacher Profession

Outcome	Output/ Activities	Means of Verification	Short Term 1-2 Years	Medium Term 3-4 Years	Long Term 5-6 Years	Budget (Million)	Agency Responsible	Linkages with 12 FYP programs/ KRAs
2.3 Establish a school to school feedback on the value imbibed by the system	(a) Develop a format to be adopted for providing the school-school feedback.	Number of schools collaborating in this program	✓			0.100	EMD	enhanced -NKRA12.3 Integrity consciousness enhanced.
	(b) Review and improve the system of assessment for character certification	Number of schools adopting the new system	✓			0.100	EMD/ACC/REC	
2.4 Support Scout program to infuse integrity values through its program.	(a) Incorporate integrity values in the key documents of scouts	Documents revised	✓			0.100	DYS/ACC	--NKRA12.3 Integrity consciousness enhanced.
	(b) Develop innovative activities and include in scout handbook to instill integrity in scout members.	New programs developed	✓			0.100	DYS/ACC	-MoE's program on Improving Health and Well-being of Children and Youth through Scouts program
	(c) Train the scout leaders using ToT format to teach about integrity in the scouts programs.	Number of Scout leaders trained in integrity		✓		10.000	DYS/ACC	
2.5 Strengthen the School management system based on the good governance, principles of accountability and transparency	(a) Develop and promote school websites	Number of schools with functional websites that meet minimum criteria set by MoE	✓			10.000	EMD/PPD of MoE	-NKRA12.2 Transparent, accountable & integrity culture strengthened
	(b) Strengthen student participation in school management	Develop and implement a system to improve students in school management that promote transparency and accountability.	✓			0.100	EMD/PPD of MoE	-NKRA9.8 Application of ICT for promoting efficiency,
2.6 Introduce Integrity course for Gyalsung Program	Develop and incorporate integrity values in Gyalsung Program	Number of Gyalsungs taking the program	✓			0.500	ACC	governance, and economy strengthened.

Outcome	Output/ Activities	Means of Verification	Short Term 1-2 Years	Medium Term 3-4 Years	Long Term 5-6 Years	Budget (Million)	Agency Responsible	Linkages with 12 FYP programs/ KRAs
								-NKRA9.9 Access to Information and Media enhanced
3. Technical and Vocational Education Training								
3.1 Implement the new Integrity and Ethics program introduced in all TVET programs	(a) Design ethics program for the different training programs being implemented outside of the TTIs and IZC	Modules developed and introduced in other TVET programs including private sector programs.		✓		0.100	TVET Dept/ ACC	
	(b)Train teachers on TOT model	Number of teachers trained		✓		5.000	TVET Dept/ ACC	-NKRA12.2 Transparent, accountable & integrity culture strengthened
	(c) Implement in all training programs	Number of programs which has introduced integrity modules		✓		0.1000	TVET Dept/ ACC	
3.2 Support Scouts	Encourage TVET institutions to support scouts program	Number of Scouts in the TVET programs	✓			1.00	DYS/ACC	-NKRA12.3 Integrity consciousness enhanced
3.3 Improve Governance of the TVET institutions	(a)Strengthen student participation in school management	Number of TVET institutions where the elected student representatives are seen as holding real responsibilities	✓			-	TTI/IZC Principals	
	(b) Establish Integrity Clubs	Number of TVET institutions with Integrity Clubs	✓			0.160	TTI/IZC Principals	
4. Royal University of Bhutan								
4.1 Introduce Integrity and Ethics courses in the	(a) Develop a two-part integrity and ethics courses: a common integrity module for all colleges and modules on	Courses /modules developed	✓			0.500	RUB/ACC	-NKRA12.3 Integrity consciousness

Outcome	Output/ Activities	Means of Verification	Short Term 1-2 Years	Medium Term 3-4 Years	Long Term 5-6 Years	Budget (Million)	Agency Responsible	Linkages with 12 FYP programs/ KRAs
constituent and affiliate colleges of RUB	ethics that are specific to the discipline offered in the colleges.							enhanced. -NKR7.7. Quality and relevance of curriculum and assessment system strengthened
	(b) Pilot the modules	Modules piloted	✓			0.500	-do-	
	(c) Finalize the modules	Modules approved for implementation		✓		-	-do-	
4.2 Improve the pre-service teacher education selection system	(a) Identify the values that the teaching cadre is looking for, and develop a set of selection tools based on international best practice, if any. This could include written tests and an array of interview questions.	Teacher Selection Tools developed	✓			1.500	RUB/ACC	NKRA7.6 Teacher Profession Enhanced
	(b) Pilot the tools	Teacher Selection Tools piloted	✓			0.100	-do-	
	(c) Finalize the tools based on the experience and results of the piloting.	Teacher Selection Tools approved for implementation		✓		-	-do-	
4.3 Ensure Colleges management functioning based on Good Governance principles of transparency, accountability, and integrity	(a) Review and strengthen the role of the student representatives in their different governance/management positions.	The number of student representatives for various positions.	✓			0.500	-do-	-NKRA12.2 Transparent, accountable & integrity culture strengthened -NKRA12.3 Integrity consciousness enhanced
	(b) Establish Integrity Clubs	Number of Clubs established		✓		0.240	ACC/ BTI	
4.4 Introduce Scouts Program in	Establish Scouts program in the member colleges	Number of Scouts in the colleges	✓			1.200	Constituent and affiliate colleges	-NKRA12.3 Integrity consciousness

Outcome	Output/ Activities	Means of Verification	Short Term 1-2 Years	Medium Term 3-4 Years	Long Term 5-6 Years	Budget (Million)	Agency Responsible	Linkages with 12 FYP programs/ KRAs
the colleges								enhanced
5. Royal Institute of Management								
5.1 Strengthen Integrity and ethics courses	(a) Undertake an impact assessment of the values/ and ethics-related part of the programs to see how much of an impact it is making.	ACC's National Youth Integrity Studies incorporate this aspect of the assessment	✓			0.500	ACC/RIM	NKRA12.3 Integrity consciousness enhanced.
	(b) Provide feedback based on the above assessment to RIM	Feedback provided	✓			-	ACC	
5.2 Institute a mechanism to provide feedback about the values and integrity exhibited by their graduates to the colleges in Bhutan	Implement a feedback mechanism	Number of colleges covered by RIM in its report.		✓		0.250	RIM	-NKR7.7. Quality and relevance of the curriculum and assessment system strengthened
5.3 Strengthen the Management of RIM through the involvement of the students	Establish an Integrity Club to support the institute in its effort to strengthen management based on good governance.	Integrity Club Established	✓			0.020	RIM	-NKRA12.2 Transparent, accountable & integrity culture strengthened -NKRA12.3 Integrity consciousness enhanced.
6. Khesar Gyalpo University of Medical Sciences and Jigme Singye Wangchuk School of Law								
6.1 Strengthen governance and management based	(a) Establish Integrity Clubs	Integrity Clubs Established	✓			0.080	KGUMS/ JJSWSL/ ACC	NKRA12.2 Transparent, accountable &

Outcome	Output/ Activities	Means of Verification	Short Term 1-2 Years	Medium Term 3-4 Years	Long Term 5-6 Years	Budget (Million)	Agency Responsible	Linkages with 12 FYP programs/ KRAs
on principles of accountability and transparency	(b) Seek a greater role of students to participate in their management.	System developed and implemented for GG and involvement of students	✓			-	-do-	integrity culture strengthened -NKRA12.3 Integrity consciousness enhanced.
7. Monastic Education								
7.1 Expand and deepen the Student Engagement in Dharma Activities	(a) Develop graded programs for different levels of students based on a review of the existing programs and feedbacks from the participants	Number of participants in the dharma trogar programs		✓		1.000	ISM	-NKRA12.3 Integrity consciousness enhanced.
	(b) Encourage choshed programs	Number of schools organizing cheeseshed programs		✓		-	All Secondary schools	
7.2 Deepen dialogue between the general education and monastic education system through joint research.	(a) Develop a Concept Note	Concept Note	✓			0.200	REC/ACC/ISM	-NKR4.2 School curriculum embedded with cultural and value components.
	(b) Identify the researchers based on interests	Researchers and the research proposals approved	✓			-	-do-	
	(c) Implement the research program	Research published		✓		1.500	-do-	
8. Out of School Youths (those seeking employment) covered under the TVET section above								
9.Youth employed in the civil service:								
9.1 Strengthen integrity and ethics amongst the new recruits of the Civil Service	(a) Design and implement an Ethics, Integrity, and Professionalism program to be delivered during the agency induction programs/ FIT program.	Number of Agencies providing these training with the number of beneficiaries	✓			0.250	RCSC/ACC	- NKRA12.3 Integrity consciousness enhanced.
	(b) Strengthen the mentorship program to ensure new recruits are provided	Number of Agencies providing such	✓			-	-do-	

Outcome	Output/ Activities	Means of Verification	Short Term 1-2 Years	Medium Term 3-4 Years	Long Term 5-6 years	Budget (Million)	Agency Responsible	Linkages with 12 FYP programs/ KRAs
	with mentors who are not only professionally competent but also are morally upright.	mentorship programs						
	(c) Strengthen the appraisal system for the probation period based on punctuality, responsiveness (timeliness), willing to learn, willing to share information and to be polite to the customers	Number of agencies implementing the appraisal system.	✓			0.250	-do-	
9.2 .Strengthen the implementation of Civil Service Values and Conduct.	(a) Review the practical difficulties of implementing performance assessment and competency behavior and address these through fine-tuning the tools as well as through capacity enhancement of the managers	Number of HR officers satisfied with the quality of performance assessment within their organizations	✓			0.250	-do-	- NKRA12.3 Integrity consciousness enhanced.
	(b) Address favoritism and nepotism through review of current practices and putting in effective measures	Surveys of civil servants				0.500	-do-	
10. Youth Organizations and Associations								
10.1 Consolidate and strengthen the management of the Youth Groups	(a) provide technical assistance to improve management based on good governance principles of transparency, accountability, and integrity	The number of Youth Groups provided with technical support.	✓			1.500	ACC	- NKRA12.3 Integrity consciousness
	(b) Encourage the youth members to attend Foundational Leadership Program conducted by the Royal Institute for Governance and Strategic Studies	Number of youths from the youth groups attending the RIGSS program	✓			-	ACC/RIGSS	
10.2 Make the groups champion the	(a) Involve the Youth Groups to disseminate messages related to good	Number of youth groups engaged in advocating	✓			3.000	ACC/CSO	- NKRA12.3 Integrity

Outcome	Output/ Activities	Means of Verification	Short Term 1-2 Years	Medium Term 3-4 Years	Long Term 5-6 years	Budget (Million)	Agency Responsible	Linkages with 12 FYP programs/ KRAs
causes of integrity within the society and communities	governance and anti-corruption messages amongst their target groups using hashtags challenges, crowdsourcing, and recognizing the champions.	against corruption						consciousness enhanced -NKRA 13.7Social Accountability (SA) framework implemented
-	(b) Involve the members of the youth groups to institutionalize a greater sense of social accountability within their communities.	Number of youth groups involved in undertaking social accountability related programs		✓		3.000	-do-	
10.3 Support Sports Associations by patronizing some of their events and using these events to advocate integrity amongst the public.	Sponsor events in return for advocating values of integrity and anti-corruption messages.	Number of sports associations supported by ACC	✓			3.000	ACC	- NKRA12.3 Integrity consciousness enhanced
11. Youth in Rural Areas.								
11.1 Establish and promote Youth Forums for improved governance in all the dzongkhags	(a) Develop a concept note	Concept Note	✓			0.500	ACC/DLG	-LGKRA 8: Democracy and decentralization strengthened
	(b) Draft a charter for the Youth Forum	Charter	✓			0.300	ACC/DLG	- NKRA12.3 Integrity consciousness enhanced
	(c) Identify the promoters for the first 3 Dzongkhag Youth Forums		✓			0.100	ACC/DLG/ CSOs	
	(d) Advertise and confirm memberships for the 3 DYFs		✓			0.100	ACC//DLG/ CSOs	-LGKRA 7: -- Transparent, effective and efficient public service delivery enhanced.
	(e) Convene the first meeting of the 3 DYFs during which office bearers are elected, charter is finalized and approved and an outline of the years activities undertaken			✓		0.300	ACC/DLG/ CSOs	

Outcome	Output/ Activities	Means of Verification	Short Term 1-2 Years	Medium Term 3-4 Years	Long Term 5-6 Years	Budget (Million)	Agency Responsible	Linkages with 12 FYP programs/ KRAs
	(f) Expand the DYFs in a phased manner to other dzongkhags				✓	1.500	ACC/DLG/CSOs	
12. Monitoring and Evaluation of YIP								
12.1 Annual Reports on the status of YIP	(a) Develop a format for Responsible Agencies to submit information		✓			-	ACC	
	(b) Collect and compile the information		✓			0.500	ACC	
	(c) Analyze and publish		✓			1.500	ACC	
12.2 National Youth Integrity Studies	(a) Finalize the scope and tools of the survey		✓			0.500	ACC	- NKRA12.3 integrity consciousness enhanced
	(b) Conduct the national survey		✓			0.500	ACC	
	(c) Analyze and publish the report		✓			1.500	ACC	
12.3 National Assessment of Integrity for grades PP, VII and X students	(a) Determine the scope of the assessment. Domains to assess, categories to distinguish (region, gender, boarding/day scholar, parental background and education,etc.)					0.500	BCSEA/ACC	- NKRA12.3 Integrity consciousness enhanced
	(b) Develop the tools of assessment					1.500	BCSEA	NKRA4.2 School curriculum embedded with cultural and value components.
	(c) Pilot the tools					0.300	BCSEA	
	(d) Finalize the tools and conduct nationwide assessment					3.000	BCSEA	
	(e) Analyze the results					1.000	BCSEA	
	(f) Publish and disseminate the results and analysis report					0.500	BCSEA/ACC	

Annexure 2: Risk Analysis and Management

Outcome	Output/ Activities	Risk Factors			Mitigating Measures
		High	Medium	Low	
1.3 Include integrity and Value Education within the ECCD curriculum	(a) Develop guidelines, teaching-learning materials, and assessment tools		Responsible agencies such as Paro ECCD Demonstration School may not have the time to undertake this.		Provide some incentives in the form of honorarium or daily subsistence rate to the experts providing this service. A total of Nu 5 lakhs have been kept for this in the plan.
	(b) Train facilitators			A one-shot training workshop may not be adequate for this.	DEOs and ECCD & SEN Division, along with the parent school, have to provide continuing support to the ECCD facilitators.
	(c) Implement the Value Education through role modeling and scaffolding the ECCD facilitators	ECCD & SEN Division may not be able to cover all the ECCD centers fully.			The ECCD & SEN Division have to assess which centers require the greatest support and prioritize its support services.
1.4 Include integrity values in parenting education	(a) Develop a module within National Parenting Education Manual on the importance of integrity and ways of supporting children to inculcate integrity		Responsible agencies such as Paro Demonstration School may not have the time to undertake this.		Provide some incentives in the form of honorarium or daily subsistence rate to the experts providing this service. A total of Nu 5 lakhs have been kept for this in the plan.
	(b) Train ECCD facilitators to provide parenting education through a ToT format			A one-shot training workshop may not be adequate for this.	DEOs and ECCD & SEN Division, along with the parent school, have to provide continuing support to the ECCD facilitators.
	(c) Support the facilitators to provide parenting education to uphold integrity at home through role modeling and scaffolding.	Parents do not have time to attend to full modules			Develop a one-page guideline for the parents which has to be explained to them during the time of admission of their children

Outcome	Output/ Activities	Risk Factors			Mitigating Measures
		High	Medium	Low	
	(a) Create a new parameter within the School Performance Management System (SPMS) with an accompanying set of indicators and scorecards within the School Self-Assessment Tools and School Improvement Plan.			EMD officials may be too busy to undertake this.	Provide some incentives in the form of honorarium or daily subsistence rate to the experts providing this service. A total of Nu 5 lakhs have been kept for this in the plan.
	(b) Orient the key stakeholders (school principal and a focal person) on implementing the guidelines using a TOT approach			A one-shot training workshop may not be adequate for this.	EMD and ACC will have to monitor and provide continual support until the system has been established.
2.1 Introduce School Integrity Program in all schools	(c) Introduce targeted Student Integrity education programs			-do-	-do-
	(d) Introduce reflective and literacy events and programs related to integrity			-do-	-do-
	(e) Introduce Student Integrity Projects. YIP will encourage projects where the students (middle and higher secondary students) develop their ability to recognize and appreciate the values of integrity within their communities			-do-	-do-
	(f) Enrich resources for teaching integrity values in the schools (books, pamphlets, idea folders).			-do-	-do-
2.2 Build a critical mass of teachers who have expertise in teaching values education (including integrity)	(a) Identify and provide training to the teachers to develop programs and resource materials for Value Education (including integrity).			The School heads may not be supportive as it takes away time from other programs	Ensure that the schools have adequate staffing to allow for this responsibility.
	(b) Support action research on teaching Value Education			The School heads may not be supportive as it takes away time from other programs	Ensure that the schools have adequate staffing.

Outcome	Output/ Activities	Risk Factors			Mitigating Measures
		High	Medium	Low	
2.3 Establish a school to school feedback on the value imbibed by the system	(a) Develop a format to be adopted for providing the school-school feedback.			EMD officials may be too busy to undertake this.	Provide some incentives in the form of honorarium or daily subsistence rate to the experts providing this service. A total of Nu 1 lakh has been kept for this in the plan.
	(b) Review and improve the system of assessment for character certification			-do-	-do-
	(a) Incorporate integrity values in the key documents of scouts			DYS officials may be too busy to undertake this.	Provide some incentives in the form of honorarium or daily subsistence rate to the experts providing this service. A total of Nu 1 lakh has been kept for this in the plan.
2.4 Support Scout program to infuse integrity values through its program.	(b) Develop innovative activities and include in scout handbook to instill integrity in scout members.			-do-	-do-
	(c) Train the scout leaders using ToT format to teach about integrity in the scout's programs.		Teachers will not have time for training		Plan the training during the school vacation.
2.5 Strengthen the School management system based on the good governance, principles of accountability and transparency	(a) Develop and promote school websites	School heads may not be conversant with the technological requirement. The internet connection may also be limited.			School should use their IT teachers who have the competencies for developing the websites. Others will need to be supported by the MoE's ICT Division. Support could also be sought from the DIT, MoIC. A budget of 50,000 is earmarked per school that requires financing support. MoE also needs to negotiate with Telecom for better internet connections and prices.
	(b) Strengthen student participation in			EMD officials	Provide some incentives in the form

Outcome	Output/ Activities	Risk Factors			Mitigating Measures
		High	Medium	Low	
	school management			may be too busy to undertake this.	of honorarium or daily subsistence rate to the experts providing this service. A total of Nu 1 lakh has been kept for this in the plan.
2.6 Introduce e-learning course for Gyalsung Program	Develop and incorporate integrity values in Gyalsung Program			Internet connection may not be adequate	Ensure that internet connectivity is addressed while planning the locations of Gyalsung training programs.
3. Technical and Vocational Education Training					
	(a) Design ethics program for the different training programs being implemented outside of the TTIs and IZC, using the courses already developed for these institutions.			TVET Dept. officials may be too busy to undertake this.	Provide some incentives in the form of honorarium or daily subsistence rate to the experts providing this service. A total of Nu 1 lakh has been kept for this in the plan.
3.1 Implement the new Integrity and Ethics program introduced in all TVET programs	(b)Train teachers on TOT model	There may be frequent staff turnovers in private sector training institutions.			Focus the training on the more permanent staff who can pass on the skills to new staff members as may be the case.
	(c) Implement in all training programs	There may be lesser compliance of the requirement compared to government-run institutions			ACC/TVET will need to monitor the private-run training programs more frequently
3.2 Support Scouts	Establish Scouts program in the TTIs and IZC			Principals may not consider this a priority	Some financial incentives can be provided. Nu 10 lakhs have been budgeted for eight institutes currently under TVET
3.3 Improve Governance of the TVET institutions	(a)Strengthen student participation in school management		Student participation may be only token instead of		TVET/ACC need to ensure that they provide the necessary guidance and direction to make the participation real

Outcome	Output/ Activities	Risk Factors			Mitigating Measures
		High	Medium	Low	
	(b) Establish Integrity Clubs		being real	Principals may not consider this a priority	Provide Nu 20,000 as seed money for each institute to encourage them.
4. Royal University of Bhutan					
4.1 Introduce Integrity and Ethics courses in the constituent and affiliate colleges of RUB	(a) Develop a two-part integrity and ethics courses: a common integrity module for all colleges and modules on ethics that are specific to the discipline offered in the colleges.		The RUB may not have the necessary expertise		ACC will need to support this by bringing its experience working on the TVET ethics and integrity curriculum.
	(b) Pilot the modules		-do-		-do-
	(c) Finalize the modules		-do-		-do-
4.2 Improve the pre-service teacher education selection system	(a) Identify the values that the teaching cadre is looking for, and develop a set of selection tools based on international best practice, if any. This could include written tests and an array of interview questions.	There is a lack of expertise			If required, an international expert will need to be recruited to support this. Nu 1.5 million is kept for this.
	(b) Pilot the tools	-do-			-do-
	(c) Finalize the tools based on the experience and results of the piloting.	-do-			-do-
4.3 Ensure Colleges management functioning based on Good Governance principles of transparency, accountability, and integrity	(a) Review and strengthen the role of the student representatives in their different governance/management positions.		Student participation may be only token instead of being real		RUB/ACC need to ensure that they provide the necessary guidance and direction to the colleges to make the participation real
	(b) Establish Integrity Clubs			College management may not consider this a priority	Provide Nu 20,000 as seed money for each institute to encourage them.
4.4 Introduce Scouts Program in the	Establish Scouts program in the member colleges			College management may not consider this a	Provide Nu 1 lakh as seed money for each institute to encourage them.

Outcome	Output/ Activities	Risk Factors			Mitigating Measures
		High	Medium	Low	
colleges				priority	
5. Royal Institute of Management					
5.1 Strengthen Integrity and ethics courses	(a) Undertake an impact assessment of the values/ and ethics-related part of the programs to see how much of an impact it is making.			Management may not consider this as a priority since they take post-program feedback from their students	ACC will need to talk to the RIM management about the salient features of their study, which goes beyond what RIM does as part of its course evaluation.
	(b) Provide feedback based on the above assessment to RIM			-do-	-do-
5.2 Institute a mechanism to provide feedback about the values and integrity exhibited by their graduates to the colleges in Bhutan	Implement a feedback mechanism			RIM may not give this a priority	Nu 2.5 lakhs have been set aside as incentives for the relevant faculty members to work on the revision if required.
5.3 Strengthen the Management of RIM through the involvement of the students	Establish an Integrity Club to support the institute in its effort to strengthen management based on good governance.			The management might not give this priority	Provide Nu 20,000 as seed money to encourage the students.
6. Khesar Gyalpo University of Medical Sciences and Jigme Singye Wangchuk School of Law					
6.1 Strengthen governance and management based on principles of accountability and transparency	(a) Establish Integrity Clubs			Management may not consider this as a priority	Provide Nu 20,000 as seed money to encourage the students
	(b) Seek a greater role of students to participate in their management.		Student participation may be only token instead of being real		ACC needs to ensure that they provide the necessary guidance and direction to the institutes to make the participation real

Outcome	Output/ Activities	Risk Factors			Mitigating Measures
		High	Medium	Low	
7. Monastic Education					
7.1 Expand and deepen the Student Engagement in Dharma Activities	(a) Develop graded programs for different levels of students based on the review of the existing programs and feedbacks from the participants			There may not be adequate staffing to support the expansion	ACC needs to continue working with ISM to ensure that it continues to evolve as per the demands.
	(b) Encourage choshed programs		Schools might not always get competent resource persons for these.		DYS and EMD have to monitor that such programs are resourced by competent persons with an impeccable reputation.
7.2 Deepen dialogue between the general education and monastic education system through joint research.	(a) Develop a Concept Note			REC may not give priority to this.	Nu 2 lakhs have been set aside to support and incentivize this.
	(b) Identify the researchers based on interests		Lack of researchers who are competent for such a task		An attractive research allowance has to be provided to attract the right caliber of researchers. Nu 15 lakhs has been budgeted for this.
	(c) Implement the research program		-do-		-do-
8. Out of School Youths (those seeking employment) covered under 3.1 under TVET above.					
9. Youth employed in the civil service:					
9.1 Strengthen integrity and ethics amongst the new recruits of the Civil Service	(a) Design and implement an Ethics, Integrity and Professionalism program to be delivered during the agency induction programs	Agencies tend to provide too much information within a limited time with the result that there is minimal impact			ACC has to ensure that at least one day is devoted to values and ethics during their induction program.
	(b) Strengthen the mentorship program to ensure new recruits are provided with mentors who are not only professionally competent but also are morally upright.		Mentors have limited time for the added responsibilities		ACC has to ensure that the relevant HR Divisions have a system in place to ensure that mentors and the mentees meet frequently and make it a productive experience
	(c) Strengthen the appraisal system for	Some managers can			ACC has to ensure that the Heads

Outcome	Output/ Activities	Risk Factors			Mitigating Measures
		High	Medium	Low	
	the probation period based on punctuality, responsiveness (timeliness), willing to learn, willing to share information and to be polite to the customers	be very casual, while others are very strict			of agencies monitor this rigorously and that there is uniformity throughout the Civil Service.
9.2 . Strengthen the implementation of Civil Service Values and Conduct.	(a) Review the practical difficulties of implementing performance assessment and competency behavior and address these through fine-tuning the tools as well as through capacity enhancement of the managers	The system will still be dependent on individual managers biases			RCSC has to be more rigorous in its monitoring to ensure compliance with the performance assessment system that is in place.
	(b) Address favoritism and nepotism thorough review of current practices and putting ineffective measures	Unless the top echelons of the Civil Servants lead by example, this is going to be challenging to change.			ACC/RCSC has to come up with adequate measures.
10. Youth Organizations and Associations					
10.1 Consolidate and strengthen the management of the Youth Groups	(a) provide technical assistance to improve management based on good governance principles of transparency, accountability, and integrity		Youth Organizations are currently not well structured to be able to benefit from such interactions.		ACC will need to work through the different agencies such as DYS and BYDF to assess how best to strengthen these institutions.
	(b) Encourage the youth members to attend Foundational Leadership Program conducted by the Royal Institute for Governance and Strategic Studies		-do		-do-
10.2 Make the	(a) Involve the Youth Groups to		-do-		-do-

Outcome	Output/ Activities	Risk Factors			Mitigating Measures
		High	Medium	Low	
groups champion the causes of integrity within the society and communities	disseminate messages related to good governance and anti-corruption messages amongst their target groups using hashtags challenges, crowdsourcing, and recognizing the champions.				
-	(b) Involve the members of the youth groups to institutionalize a greater sense of social accountability within their communities.		-do-		-do-
10.3 Support Sports Associations by patronizing some of their events and using these events to advocate integrity amongst the public.	Sponsor events in return for advocating values of integrity and anti-corruption messages.		Wastage of resources on advocacy materials if it is not done professionally		ACC will need to hire professional communication experts for designing its advocacy materials
11. Youth in Rural Areas					
	(a) Develop a concept note	This may not be a priority for DLG			ACC will need to talk to DLG about the intent and scope of the program
11.1 Establish and promote Youth Forums for improved governance in all the dzongkhags	(b) Draft a charter for the Youth Forum	-do-			-do-
	(c) Identify the promoters for the first 3 Dzongkhag Youth Forums		The program may not get the right promoters which can be disastrous		ACC will need to seek the support of some of the CSOs such as BCMD, who has done some good work with the youth.
	(d) Advertise and confirm memberships for the 3 DYFs		The program may not attract the youths as it is new, and they		Depending on the response, ACC/DLG will have to come with an additional strategy to advertise the program.

Outcome	Output/ Activities	Risk Factors			Mitigating Measures
		High	Medium	Low	
	(e) Convene the first meeting of the 3 DYFs during which office bearers are elected, Guidelines is finalized and approved and an outline of the year's activities undertaken		have no way of knowing how it is going to help them.	The meeting can be an event without many concrete results	ACC/DLG has to ensure that there is a clear set of agenda, including a list of activities lined up for the 1st year to make the meeting productive.
	(f) Expand the DYFs in a phased manner to other dzongkhags		The phased expansion will depend on the success of the first 3.		ACC/DLG has to ensure this is successful. It is suggested they work with a CSO who will help nurture the forum during their initial year of establishment and growth.
12.Monitoring and Evaluation of YIP					
12.1 Annual Reports on the status of YIP	(a) Develop a format for Responsible Agencies to submit information			The format can become complex and challenging for agencies	ACC needs to share copies of the format before finalization.
	(b) Collect and compile the information	Agencies do not respond in time			ACC will need to find multiple ways /source of getting the information.
	(c) Analyze and publish			Accuracy of Information	ACC will need to cross-check with multiple sources.
12.2 National Youth Integrity Studies	(a) Finalize the scope and tools of the survey				
	(b) Conduct the national survey				
	(c) Analyze and publish the report				
12.3 National Assessment of Integrity for grades PP, VII and X	(a) Determine the scope of the assessment. Domains to assess, categories to distinguish (region, gender, boarding/day scholar, parental	BCSEA may not see this as a priority area			ACC will have to convince BCSEA about the central role assessment plays in helping implement this part of the national curriculum

Outcome	Output/ Activities	Risk Factors			Mitigating Measures
		High	Medium	Low	
students	background and education, etc.)				objectives.
	(b) Develop the tools of assessment	BCSEA may not have the expertise			If required, BCSEA/ACC should seek external Technical Assistance for this. Nu 1.500 million has been budgeted for this.
	(c) Pilot the tools			Pilot student, not representative	Ensure that a representative cross-section of the target groups are included in the piloting
	(d) Finalize the tools and conduct a nationwide assessment			Disturbance to normal school activities	To minimize the disturbance, the assessment dates have to be chosen at a convenient time for all and communicated well in advance
	(e) Analyze the results			Lack of adequate skills to fully capture the nuances of information provided by the assessment	BCSEA/ACC could seek support from other agencies such as NSB and other relevant agencies.
	(f) Publish and disseminate the results and analysis report	The report is distributed but not used as feedback to improve the education system			ACC/BCSEA must ensure that the assessment and the analysis lead to a set of recommendations that should be followed up with the relevant agencies.

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