Bhutan – Switzerland Society’s support
In Kagtong and Tradijong Primary Schools under Panbang
Review and Impact Study

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Rationale

I took over Panbang Drungkhag Education Sector as its Dy. Chief DEO from June 2012. It was then officially 7 days from the Dzongkhag Head quarter, Zhemgang to reach here. The only approachable motor road till Panbang Drungkhag head quarter was through Assam road via India’s Manas National Park which frequently became unsafe to travel due to strikes, animal attacks and road blocks. Except Panbang PS and Sonamthang CS none of the schools out of 11 in this Drungkhag had road connectivity ranging from one to five days’ walk.

The furthest schools then, were Tradijong and Barpong at a walking distance of a week through leech infested and strenuous trails, often sighting bamboo thatched houses with roof of banana leaves indicating low economic status of the communities. Still these schools are the farthest. For those Principals and teachers serving from such remote schools, life was harsh on them and endured many unnoticed pain.

In the wake of 100% Net Enrollment Ratio (NER) and to enhance literacy, schools urged parents to admit their children to schools, but economically disadvantaged as many were, reluctance prevailed despite much awareness given on the importance of education. It was then that some Principals started exploring for external support to compliment government’s support in helping these parents send their children to schools. Tradijong and Barpong were the first schools from Panbang Drungkhag to approach Bhutan-Switzerland Society (BSS) for support followed by Kagtong, Bjoka and Tashibi.

Motor roads now connect most of these schools today. Mobile networks and internet are no more luxuries. Except Tradijong, all schools also received electrification. However, the economic status of the communities remains low and continued support from BSS is felt a golden need.

Support from BSS must have definitely benefitted the schools and parents alike a lot, but there was no any study done to understand its impact though both the BSS and this office have desired an impact study such as this. Therefore, based on the directions from BSS through the Chief Program Officer, SAFED, MoE, this office arranged to visit Tradijong and Kagtong PSs.
BSS states, “Information and reports from schools and beneficiaries reveals that support provided by SSB through BSS has benefited the students and parents in general, however, no separate assessment has been carried out since the support began in 2010. Therefore, this assessment shall be undertaken to provide an understanding of the benefits at the grass root level, issues and challenges related to the support and possible way forward” (BSS, ToR)

**Aims of the Study**

This study aims at reviewing the support granted thus far and find out benefits at the school level. The data collected will help BSS determine continuity of the support in wider range like “promoting people to people contact, understanding friendship and cooperation between Bhutan and Switzerland so as to further and sustain the warm, close and friendly relations currently existing between the two countries”. (BSS,ToR).

This study will also make the BSS aware of the beneficiary schools’ future expectations.

**Limitations**

Since this study was limited to only teachers and parents of two schools, it limits the possibility of generalizing the findings. Their responses, whatsoever, are not representative of all the parents and teachers of the other three beneficiary schools in the Drungkhag (viz.,Bjoka PS, Barpong PS and Tashibi PS).

**Methodology and approach**

This is a qualitative study. Qualitative study has five designs of study, namely, Narrative Study, Phenomenology, Ethnography, Grounded Theory and Case Study. Phenomenology is appropriate for this study because a phenomenological study attempts to understand people’s perception, attitudes and understanding of a particular situation, subject or a topic. Creswell (1998) says that phenomenological study is used when the researcher has had personal experiences related to phenomenon in question, and wants to gain better understanding of the experiences of others. The study begins with assumptions developed from various literatures and the researcher knows roughly in advance what s/he is looking for.
Interview

Best and Kahn (2007) opine, “Interviews range from quite informal and completely open-ended to very formal with the questions predetermined and asked in a standard manner” (p.269). Therefore, interview can be both formal and informal conversation between the researcher and the participants in order to generate data. Patton (1990) cited in Best and Kahn (2007) states that “the purpose of interview is to find out what is in or on someone else’s mind” (p.269). Best and Kahn (2007) further say that “interviews are used to gather information regarding an individual’s experiences and knowledge; his or her opinions, beliefs, and feelings” (p.271). So, interview questions are asked to determine past or current information as well as predictions for future (Best and Kahn, 2007, p.271).

For this particular study as desire by BSS, face to face (oral) interview with the participants through a focused group discussion with structured questions, observing their bodily gestures and maintaining field notes, then interpreting them was preferred.

Research Questions

As Marshall & Rossman, (1999), cited in Best & Kahn (2007) explain, “Questions may be theoretical ones, which can be researched in any number of different sites or with different samples. Or they may be focused on a particular population or class of individuals; these too can be studied in various places” (p.257).

Therefore, following key structured question were deployed for interview and focused group discussion:

1. Is the support from BSS your need and priority? (of the students, parents and teachers)
2. Is the support going to the intended individuals?
3. How does this relate to the general economic status of your families?
4. How does this support contribute to the overall academic performance of your child/ren?
5. What are the Intended and unintended outcomes of the support.
6. How do you wish to receive such support? Like the present manner of central procurement and distribution or should the BSS send money to schools for procurement? Which would be cost effective? advantages and disadvantages?
7. Suggest ways for sustainability of such support systems and way forward.
Kagtong Primary School

School profile as April 2016
Location: Kagtong village Gewog: Ngangla Drungkhag: Panbang, Dzongkhag: Zhemgang
Year of establishment: 2001 Area: 3.704 acres Thram No: 328 and 331
No. of students: Girls: 28, Boys: 35 Total: 63
No. of teachers: Female: 2 Male: 4 Total 6
No. of support staff: 2 cooks (male)
Class range: PP to V No. of sections: 6
School going age 6-12 children not enrolled: 0 No. of repeaters: Girls: 1 Boys: 1
School Agriculture land: Approximately half an acre
Road access: Farm road but not accessible during summer
Official days: 1 and half days from Drungkhag Headquarter
School Category: Very Remote, Status: Day School with Informal Boarding

Vision:
To be one of the effective and lively learning centers for children in acquiring basic knowledge, skills and values
Mission:
Inculcate values and skills for overall excellence through the collective efforts of the stakeholders to enable children to pursue their higher education and become socially useful and productive citizens.

Goals:
Endeavor to provide all the required knowledge and skills of the existing subjects. Preserve and promote our rich cultural heritage and tradition. Instill the sense of responsibility, initiative and resourcefulness. Improve the academic standard of students through professional development of the teachers.

Is the support from BSS your need and priority? (of the students, parents and teachers)

Mr. Sonam Wangchuk, Principal of Kagtong PS who initiated in approaching BSS for support to his school has gone on transfer to Zhemgang Central School (A) as its Principal. Mr. Kinga Penjor has taken over as the Tr. Incharge. He has been in this school for the last five years and has good knowledge about this support. He says Kagtong Primary School has been receiving the support since 2013.

Penjor says, “For three years, 2013-2015 Bhutan-Switzerland Society had played a parental role for the children of our school. With the support in the form of school uniforms, laptops, printer, vegetable seeds, water filters and cameras our school had seen dramatic changes in all spheres of school activities. Indeed the supports really eased the burden of the people in the community especially those who would have to struggle to meet the basic needs of their family.” Therefore, it was a need of the school.

The school had also approached SSB/BSS for support to construct one low cost designed Multi Purpose Hall (MPH) since the school conducted most activities outside in absence of a MPH. Indeed, it was a priority of the school, students and parents. Now the school can host variety of programs inside the MPH.
Penjor further says, “Yes, the children feel good and equal in their uniform, the parents need not have to toil hard to provide their children with uniform and the teachers can use the laptops, printer and cameras in their planning and delivery of lessons.”

“Bhutan Switzerland Society has been the most important priority to students, parents and teachers as well for the community like ours”, says another teacher Dhendup Tshering.

Kagtong village is an area where there is no development. Parents do not go for commercial farming since they do not find market for the products resulting in low income and it is difficult to support their children financially at school.

“As teachers, we find it lively when we see our children in uniform without discrimination in their attire. Using ICT during the course of teaching helps them understand lesson more better and it helps us to teach more lesson as well”. Dendup Tshering.
All the parents present in the meeting said that this support is their priority and its continuity would be a blessing.

Is the support going to the intended individuals?

Researcher found that all the students of this school are direct beneficiaries of the support. “Yes, it goes to intended individuals. Every child is benefitted directly with the receipt of uniform set personally. Water filters and vegetable seeds contribute towards good health. Laptops, printer and cameras directly help teachers in delivering effective lessons to the children” Kinga Penjor.

Adorned in the uniform provided by the project through society’s support, the children look uniform in the school. The eye soreing scenes of faded and torn dress on children have now totally disappeared in the school. Even a child from economically ruined huts gets a moment to feel happy and walk in pride in his/her brand new outfits. Therefore, there is no doubt that the support benefitted the children directly.

Dorji Tshering who is looked after by his maternal aunt feels blessed by the society’s support. He rejoices, “I am very happy to come to school in this new gho and shoes because I don’t have to wear my faded ones.” Similarly, Leki Yangzom who is in class four shares, “I feel myself beautiful in the new kira gifted to me by the society.”
Tenzin Yeshey drank a cup of clean water from the filter and says, “I have never seen such filter taps before, forget about drinking water from them.” Water filters are true life savers for the children as they get access to clean and safe drinking water which otherwise would be very difficult in this community. With heavy rainfall spread for almost all the seasons, our water gets dirty most of the time and therefore, filters help the schools in providing children with clean drinking water. Shoes help children protect their feet from mud during rainy seasons.

All the parents with whom the researcher met also agreed that the support directly benefits the children in the school.

**How does this relate to the general economic status of your families?**

Parents said they would have to spend nearly Nu. 3000 (three thousand) on a child’s uniform annually. With this support, they can save this amount and use in buying some other essential items needed in the house for the family. Getting into debts has also declined over the years. Teacher, Kinga Penjor puts, “The annual uniform expenditure, of course the larger portion of what individual family earns, can be channeled towards other priorities such as buying nutritious food”.

When BSS is providing each child with uniform for schooling, it helps parents ease their financial burden, say Teacher Dendup Tshering.

With less or no economic activities in the community, the scope and place to earn cash is not possible. The land is fertile and variety of fruits and vegetables grow throughout the year but the extreme climatic conditions do not favour good yield and worse still with thick forest around, wild animals take at least half the yield. Thus, times are hard for most of the people to earn even
their day’s bread. For most parents, providing a decent uniform to their children is a tough obligation because more than half of their hard earned income goes into it”. Therefore, this support has contributed a lot in stabilizing economy of a family.

School cook, Dorji Kencho whose daughter was a beneficiary of the support says, “Some parents are very poor and are not able to come up with even one ngultrum. They also have large families. We thank BSS for supporting our children with uniforms and other necessities”. For the same reason, Dorji Pelzom, a parent who runs a shop near the school shared the impact of the support saying, “Some parents would have left their children at home had it not been the support from the Swiss Society in providing uniform.”

For Pema Jatu who lives in a thatched hut few minutes’ walk below the school, free uniform from the society had been a blessing to his family. “We have four school going children and it is really challenging for us to meet their needs,” says Pema Jatu. “The assistance relieved our burden of providing them with uniform which are expensive in Panbang, the nearest town.” All the Pema Jatu’s children had been the society’s support beneficiaries. Two of them are now continuing their studies in Sonamthang Central School. Few miles from Pema Jatu’s hut is Karma Gyeltshen’s house with his small family. Let alone for big families, even for small family like Karma’s, the society’s aid means a true burden sharer. “With no worries to buy our children uniform every year, the little saving that we have can be used in buying other important things at home,” shares Karma Gyeltshen with a smile running across his sweaty face.

**How does this support contribute to the overall academic performance of your child/ren?**

When all children wear same dress, it dispels disparity among the children and improves their self-esteem. It encourages children to go to school without hesitation. The school has observed rise in children’s attendance in school. This has contributed to enhance academic performance of the children.

Water filters ensure clean and safe drinking water and reduce the risk of illness, vegetable seeds produce fresh and green vegetables and provide required diets, the electronic gadgets make teachers convenient in planning and delivering both curricular and co curricular activities besides exposing every child towards modern gadgets. All these too contribute towards improvement in overall academic performance. When students have everything in uniformity they don’t feel
themselves discriminated from others. That encourages them to learn. As a result they are encouraged positively to learn without much problems.

Our children are IT natives, but not all schools are fortunate to have access to it. In most rural schools, children are deprived of the real experience of digital gadgets to grow at par with the children of urban areas. However, children of Kagtong are not left behind in terms of some basic electronic facilities because of the society’s laptops, cameras and printers. More than the fun of watching movie on laptops children can learn basics of handling laptops consciously and unconsciously. Some even know how to apply some basic functions of laptop. Dorji Dema, class IV, is proud to do something on laptops. She proudly shares, “My sister who is in class VII still doesn’t know how to use laptop while I can even show movies on laptops.”

Laptops, cameras and printer help teachers to materialize the national policy of ICTizing the school. It is very important in 21st century education system for the teachers to make plans and do presentations using ICT. More than making the teachers’ work quicker, easy and convenient, the electronics also make the teachers fit to survive the digital age. When work becomes easy and convenient, service becomes effective. In the end, the people of the community get themselves showered with effective services of the teachers because their children are the beneficiaries of their teachers’ effective service.

The vegetable seeds from the society’s side improved our school’s garden. Our school vegetable garden became model to the community. Varieties of vegetables in the school garden helped the people to deck their home campus with seasonal vegetables as they copied the practice. More than the benefits of reaching out to the community, school serves fresh and organic vegetables to
the children. It is very difficult for the school to procure vegetables from the community, as most people do not cultivate for commercial purpose.

Co curricular activities (CCAs) such as literary, cultural and prayers are very crucial in enhancing children’s learning, but without a proper MPH, school has been facing lot of troubles in conducting them. BSS supported construction of one MPH with a capacity of around 100 students with a stage and that has enabled school to conduct the CCAs comfortably. The hall is also used as a dining hall saving our children from exposing to dust and rain during meals. Meetings by both public and school are also conducted here besides indoor games. When it rains, morning assembly is also conducted inside this hall. All these have fostered school to facilitate learning in learning in children.

What are the Intended and unintended outcomes of the support.

The findings are presented in the table below:

<table>
<thead>
<tr>
<th>Intended outcomes</th>
<th>Unintended outcomes</th>
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<tbody>
<tr>
<td>Lifted burdens of economically challenged families.</td>
<td>Dispersed disparities among the children and improved their outlook. The parents could also save uniform expenditure on meeting their other priorities.</td>
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<tr>
<td>Provided safe and clean drinking water</td>
<td>Reduced illness especially water-borne diseases in children.</td>
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<tr>
<td>Improved academic performance</td>
<td>Furnished the remote school with modern ICT equipments</td>
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<td>through use of ICT by teachers.</td>
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<tr>
<td>Produced varieties of vegetables annually</td>
<td>Provided required diets to children. The school could save money on buying vegetables and that money could be used for other nutritious food such as meat and egg.</td>
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<tr>
<td>Harvest organic vegetables.</td>
<td>Learnt seasonal plantation and ways of planting vegetables.</td>
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Lop. Kelzang Tshering says, "..."
Similarly, Leki Yangzom who is in class four shares, “I feel myself beautiful in the new kira gifted to me by the society.” In the middle of the corridor Tenzin Yeshey gulps a cup of clean water and says, “I have never seen such filter taps before, forget about drinking water from them.” Water filters are true life savers for the children as they get access to clean and filtered drinking water which otherwise would be very difficult in this community. With heavy rains touching almost all the seasons, our water gets dirty most of the time and therefore, a filter taps helps the schools in providing the children with clean drinking water.

**How do you wish to receive such support? Like the present manner of central procurement and distribution or should the BSS send money to schools for procurement? Which would be cost effective? advantages and disadvantages?**

“Going by the difficult and remote location of the school, central procurement is okay. But it involves a long process and thus delays in the delivery of goods and at times there had been receipt of things which the school already had. So if the school is provided the money, the school gets autonomy to buy needy office equipments and regarding the uniform, the school gets autonomy to choose colour, measure sizes and access quality”. Kinga Penjor, Teacher Incharge.

Another teacher, Dendup Tshering also says, “Whether BSS directly distributes goods or sends money to procure goods by school, BSS has been of much help to all the students and their parents. However, I would prefer BSS sending money to school by calculating the number of beneficiaries. This would help school to prioritize needs of the school procure uniform as per students’ size and of school’s choice on time”. Lopen Kelzang Tshering says,
At present, BSS collects information on children and accordingly procurement is centrally done. Sometimes, BSS reaches the commodities to the schools, but sometimes a staff has to travel to Thimphu to collect them involving extra financial implications.

**Suggest ways for sustainability of such support systems and way forward.**

All parents that the researcher met with say that they have nothing to comment on this except to show their deep gratitude for the support. They only wish that such support should continue in a school like theirs. They are extremely helpless and feel sorry for not being able to do anything in return to help strengthen this support.

On the other hand, teachers have different opinions. Kinga Penjor opines that the BSS should provide the school with money and authorize procurement of goods through a committee with proper and authentic records for audit. Make school to submit annual report. Similarly, another teacher Dendup Tshering says that to have continuous support from BSS it will be wise to have timely monitoring in regard to effective use of recourses from which they could have feedbacks for further improvement. Lopen Kezang also says, “
Tradijong Primary School (TCPS)

Location: Kradijong village, Gewog: Phangkhar, Drungkhag: Panbang, Dzongkhag: Zhemgang

Year of establishment: 2002 Area: 1.14 acres Thram No: 627
No. of students: Girls: 10, Boys: 10, Total: 20
No. of teachers: Female: 00, Male: 2, Total 2

(Present state of Tradijong PS undergoing renovation after it got affected by 23/5/15 windstorm)
No. of support staff: 1 cook (male), 1 Care Taker (male)
Class range: PP to III   No. of sections: 3 ( no class II)
School going age 6-12 children not enrolled: 0   No. of repeaters: Girls: 1   Boys: 1
School Agriculture land: Approximately half an acre
Road access: Farm road but not accessible during summer
Official days: 3 days from Drungkhag Headquarter
School Category: Very Remote, Status: Day School with Informal Boarding

Vision: Vision:
To be one of the effective and lively learning centers in acquiring basic skills and values

Mission:
Inculcate values and skills for overall excellence through the collective efforts of the stakeholders to enable children to pursue their higher education and become socially useful and productive citizens.

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Endeavor to provide all the required knowledge and skills of the existing subjects. Preserve and promote our rich cultural heritage and tradition. Instill the sense of responsibility, initiative and resourcefulness. Improve the academic standard of students through professional development of the teachers.

Review of the Support
BSS Support program came to this school in the year 2011 because of the former Principal Tashi Tshering’s initiatives. The support came in the form of School uniform set for boys & girls which includes tego, wonju & lagey, Shoes, slippers and socks, Mattresses, 4nos of Computers, 1 Digital Camera and 1 Dell laser printer. The school also received variety of vegetable seeds.

Thereafter, the school and the students received constant support from the project for three successful years. The support program brought numerous constructive changes to the school and in the lives of students, teachers and parents. BSS has been generous in granting continuous support till date for which the school is in deep gratitude.
The following are the list of materials supported by the SSB right from the initial year 2011 to 2015:


The beneficiaries have used the entire facilities judiciously and had greater impacts on the school as a whole as expected.

**Is the support from BSS your need and priority? (of the students, parents and teachers)**

The support is the need of the school. The former Principal, Tashi Tshering initiated looking support from outside and that is how BSS support came to the school. Parents are economically not prosperous and sending their children to school has been a challenge because it had financial implication on their families. Therefore, the support is realistically obliging and focused to most underprivileged individuals and rendered to those who are really in need of such support with substantial assessment and verification to the proposal of the School by the Board of the SSB. Such support undoubtedly enabled the deprived parents of the individual students to get their children enroll in the School and received formal education without any difficulties as expected. All parents that the researcher talked to expressed that it came as a blessing and that they look forward for the same generosity from BSS.

**Is the support going to the intended individuals?**

Yes, the support is directly benefitting the beneficiaries. Decked in school uniforms, the students appear neat and clean. Wearing of uniforms boost their physical health and hygiene as they feel the significance of maintaining their own personal hygiene before wearing their newly supplied uniforms sensibly.

School is very fortunate to be given with enough numbers of water filters. Students enjoy drinking safe and clean water. They judiciously enjoy the facilities provided by the support program. This has helped prevent students from waterborne related diseases and helped in accomplishing 100 percent attendances.
Supply of vegetable seeds has enabled school to develop and improve its vegetable gardens. In absence of market nearby and without many households nearby to help school with vegetables, the gardens has been the source of green and fresh vegetables for the children. Therefore, students have enthusiastically taken part in school agricultural program and acquired good knowledge and skills on vegetable gardening. Moreover, the fertile land of school, otherwise fallow is now converted into beautiful gardens.

On the other hand, office equipments such as laptops, printers, solar lighting facilities have enabled teachers to enhance their professionalism as well as to deliver lessons effectively contributing towards children’s learning.

**How does this relate to the general economic status of your families?**

As mentioned earlier, parents of this community are not economically stable. Providing proper dress and beddings to their children is a challenge, forget about affording to buy CGI sheet to build temporary sheds in school for their children to stay here as half way home learners. With BSS’s support, students residing in school as informal boarders are very privileged to enjoy the beddings and CGI roofing facilities. They feel comfortable and satisfied with the facilities and are mindful for what they are provided with.

Through this support, the entire students of the TCPS are genuinely benefited and protected from getting wet, cold, and being homeless. The support program educated every student in maintaining cleanliness in his or her respective huts and surroundings. Students are not the sole beneficiaries to enjoy such amenities, even their parents and relatives who come to look after them equally benefit from the support. Parents share that, through supply of CGI sheets the school and parents in collaborative had been able to rebuilt their huts to further sustain and to make it better place to reside. Parents and the school feel immensely grateful to BSS for helping reduce the risk and worry of unexpected windstorm harming the children.

**How does this support contribute to the overall academic performance of your child/ren?**

All the facilities received from the BSS contributed towards academic enhancement of the student beneficiaries according to the school teachers. Uniforms have made children look neat and tidy and boosted their self-esteem, otherwise many would have felt ashamed in their torn and
faded dress and would have stayed away from school. Staying in school for education would not have been easily affordable had the BSS not supplied CGI sheets to built temporary half way homes. This has directly influenced students in achieving 100% attendance facilitating good learning. Laptops have created an opportunities for the students to get themselves introduced to modern technology and to obtain the basic ICT knowledge and skills.

The present Teacher Incharge Samten says:

“The school is always observant of students’ daily performance and consciously monitors and carries out necessary follow-ups and evaluation to ensure that the students are practicing what have been taught. They are always taught and reminded clearly on virtuous and non-virtuous deeds and how to cultivate good habits in their everyday life. Their mindsets are trained through infusion of values in everyday lessons they learn in their respective classes and through conducting scheduled school prayer activities. They are also provided with clear explanation on every grand and spiritual occasion that school witnesses. The students are also introduced to seven lettered CLDSTAM values. C-Compassion, L-Love, D-Devotion, S-Sacrifice, T-Tolerance, A-Acceptance and M-Meditation. It is an idea that came into my thought after having realized the true essence of BSS’s great support program. It is exceptionally a model to the other world. The school undertakes with devotion and diligence, the oath of allegiance to practice and disseminate every value that your Project has educated”.

**What are the Intended and unintended outcomes of the support.**

After having received regular support from the project, the school candidly witnesses many constructive changes in and around the school. Through liberal and altruistic support, the school could observe the optimistic reforms as follows:

**Clean and green environment:**

The school is all the time green and clean with no single waste littering around the school environment. The entire wastes are disposed with discipline in its respective waste pit as designated. Whoever pays visit to the school is always inspired and appealed by the beauty of its clean environment.
Samten says, “The entire accumulated merits are attributed to BSS. The support enabled TCPS to maintain hygienic and green environment throughout the year. The support program motivated school to maintain proper waste management system and furthermore fostered to adopt and practice healthy habit of waste segregation to further ensure litter free environment”.

**School official works:**

The Project has made the school easily accessible to the basic required office facilities. The supplied materials enabled the school in carrying out the school related official works. Though school is the remotest in this Drungkhag, it is proud of being supported by the project enabling us to catch up with technology services like that of urban schools. Samten, the only teacher available at the time of the researcher’s visit says, “The technologies have undoubtedly helped the school to perform typing, printing, and scanning of the essential documents besides fulfilling many other significant purposes. In precision, the support assisted the school to get introduced to modern ICT amenities, making every official and academic related work easier, comfortable and faster”.

**How do you wish to receive such support? Like the present manner of central procurement and distribution or should the BSS send money to schools for procurement? Which would be cost effective? advantages and disadvantages?**

“BSS had been managing the procurement of the supplies of the school as proposed, exceptionally and systematically. The school is contended with the central procurement and distribution system. We thank Central Office for their unconditional, timely and perfectly envisioned support. The only shortcoming is regarding the transportation of the supplies from the Head Office till the road head and further to this School. The recent Lump sum releases is also another good initiative by the Project Office as it helped the school in procuring the needed materials more conveniently. It can be also maintained as a School Trust Fund in the School for school developmental purposes” Samten, Teacher Incharge.

**Suggest ways for sustainability of such support systems and way forward.**
Samten say that “the sustainability of support can depend on the continuity willingness, acceptance and availability of resource from our valued patron/donors and shall also depend on a genuine proposal and requisition of materials placed by the beneficiary schools”.

He further opines, “To ensure sustainability of support, a Team/Committee can be put in place to visit beneficiary schools for Monitoring and Assessment. The big responsibilities also lie in the hands of the schools to assure the support for long run”.

Some of the most fundamental roles of the schools that Samten shares are:

a. The beneficiary school shall, most sincerely and timely propose for the support,

b. Be cautious and precise while putting up the requisitions,

c. Judiciously management the supplies and funds received with proper records.

If things proceed as apprised above, then there will be good future ahead with eternal rays of support illuminating the welfare of economically challenged children.

**Recommendation and Conclusion**

The education office, Panbang, responsible for looking after all the 11 schools under Panbang Drungkhag Administration strongly recommends the continuity of this generous support from the BSS. It is a significant testimony of close ties between the two societies. This support is also formally channeled through Department of School Education under Ministry of Education, Thimphu, Bhutan.

Beneficiary schools have expressed their deep gratitude for the great benefits they are bestowed with. They have enough reasons to qualify BSS as their true benefactor. BSS and all other kind hearted individuals too must feel that your love did not fall on wrong hearts. Your generosity went to those truly deserving beings, less fortunate than you. We only wish that you all enjoy unprecedented wealth, health and achievements so that your rays of love shall not fade from falling on this little sparkling stars of future.

Quality of education does not lie in the glory of buildings alone, but also in the glory of our teachers and learners. BSS has truly glorified them.
Students of Tradjong in their uniform
MPH at Kagtong PS

Materials at Kagtong PS
Temporary sheds where the informal boarders stay (around the prayer flags) seen from Trs qtr. at Tradijong PS.