The research study was undertaken for the Royal Education Council, Bhutan in assistance with iDiscoveri for assessing the quality of education in Bhutan. The study drew relevant insights from the findings on the ground as to why gaps continue to persist in the schools of Bhutan, and provides recommendations for bridging the gaps. The study addressed the following key questions related to the quality of learning outcomes and input processes prevalent across schools in Bhutan.

- How are students learning across the schools in Bhutan and what are the gaps observed in their existing learning patterns? What is the quality of learning outcomes and professional preparation?
- What transpires during the classroom transactions and is there evidence of quality teaching learning process inside the classrooms?
- What school wide processes support teaching and learning for teachers and students?

The research study utilized both qualitative and quantitative techniques. The methods included interviews and focus group discussions with the stakeholders involving school leaders, teachers, students, parents and employers. The study comprised of building a quality criteria, and converting it into a measurable matrix. The metrices were then converted into respondent friendly questionnaires. The questionnaires were administered to a representative sample of 24 schools, 48 teachers chosen for the study. The research study also sought information from school leaders, parents as well as employers. In order to measure student learning outcomes around 1900 children from grades 5, 7 and 9 were tested and the information was triangulated with those obtained from teachers, school leaders and employers.

The study made the following findings in context to the teaching and learning occurring in the schools of Bhutan.

- Students across schools performed below expectations of their grade level, on both basic and advanced academic skills, as well as lacked basic communication and analytical skills.
- Classroom transactions were skewed towards teacher led chalk and talk and there was a lack of real and authentic measurement observed in most of the classrooms.
- Schools surveyed lacked quality processes for developing teacher capacity as well as the autonomy and resources to initiate academic improvement.

The research study facilitated the Bhutan Government to focus on a reform efforts to bridge the gaps existing between educational inputs and student outcomes. The study has been a major cornerstone in influencing and kick-starting a plethora for educational reforms in the country.