

Manual for the District Education Officers



**Policy and Planning Division
Ministry of Education
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DEOs Manual

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1. Introduction

The District Education Officer (DEO) plays a very important role in planning and managing education in the Dzongkhags. Although a part of the Dzongkhag staff, the DEO's role is manifold, representing both the Ministry and the field. To the Ministry, the DEO represents the schools, identifying their needs, projecting the enrolment growth and resulting infrastructure and resource requirements, and obtaining necessary resources, for ensuring the achievement of the education goals for the Dzongkhag. The DEO is also responsible for human resource development, projecting and requesting human resources required for schools within the Dzongkhag.

At the same time, the DEO is also responsible for monitoring all education programs in the Dzongkhag and providing feedback and support, where necessary, for improvement.

Since the DEOs' term is four years, and the role of a DEO is quite different from the role that the new DEO would have had before, this Manual has been developed to provide some basic guidelines. The main purpose of this manual is to guide and facilitate new DEOs in their positions and provide a reference for existing DEOs so as to ensure optimal productivity of the DEOs.

This manual is divided into three parts. Part I contains useful ideas and tips on how to get new DEOs started in their positions. Part II outlines the functions of the DEOs for planning, implementing and monitoring of education programmes and policies within the Dzongkhag. Procedures for budgeting, supplies and requisition, personnel management, and human resource development are also described in Part II. Part III presents the procedures for handing-taking over between the in-coming DEO and out-going DEO so as to maintain continuity in terms of institutional memory and implementation of programmes within the Dzongkhag.

Needless to mention, every DEO must read this manual before starting and during his/her term as a DEO as often as possible so that maximum benefits can be obtained from this manual.

It is hoped that this manual will be useful for the current and future DEOs in supporting their work. Being the first edition, this manual is by no means perfect, and we will continue to improve and update it based upon feedback from the users and new developments in the system. The updated version shall be available from the Ministry of Education's website: www.education.gov.bt

2. Getting Started as a New DEO

Step 1: We strongly advise you to read the DEOs' roles and responsibilities as well as that of the ADEOs. To avoid confusion and duplication of responsibilities, sit with your staff and come to a common understanding of individual and collective responsibilities.

Step 2: Get to know your fellow sector heads and other staff in the Dzongkhag as well as the schools and gewogs, including the gups, school heads and teachers.

Step 3: Get to know your counterparts at the Education Ministry in Thimphu and in the various government agencies. For e.g, call up and introduce yourself to the Chief Planning Officer and the focal Planning Officer for your Dzongkhag, as well as the Chief Human Resource Officer and other Directors and Chiefs of Divisions in the MoE. This will set the tone for your future working relationship and will also be useful in getting tips and hints. You may also ask for a short briefing over the phone or in person.

Step 4: Familiarize yourself with the five year plan and annual budget for your Dzongkhag. Look at the progress already made and what remains to be done, noting the lessons learned.

Step 5: Together with your staff, develop a plan of action. Make a timeline for yourself.

Step 6: While ensuring that activities are implemented, it is also important to ensure that they are monitored and new ideas for improvement are continuously pursued.

Additional Tips

1. Whenever you are in Thimphu, drop by in the different Departments and Divisions in the Ministry, Department of National Budget, Department of Public Accounts and the GNH Commission to meet with your counterparts and relevant officers. Such visits will allow you to discuss any issues that you may have and also help in developing a rapport with key officers leading towards improved and faster work flow when you have to telephone from the Dzongkhag.
2. Always maintain a schedule of activities and a calendar so that you have a ready reference point to implement and monitor progress.
3. Always ensure that reports are submitted before the deadline. In case you have any problems in submitting them on time, inform well in advance why.
4. No plans are perfect. If you have any problems with implementation of activities or budgeting, and are unable to resolve at the Dzongkhag level, write or call the Ministry (PPD or the relevant Division) and discuss.
5. To remind yourself of your functions, read this guideline as often as possible. Should you have any suggestions or feedback for improvement, please send them at jambaywangchuk@education.gov.bt or thinleyrinzin@education.gov.bt or singyenamgyal@education.gov.bt
6. To access the latest information and announcements in the Ministry, visit www.education.gov.bt.

3. Roles and Responsibilities of District Education Officers

3.1 Overall Role of the DEOs

The DEOs have a wide range of functions. Some of the core functions are:

1. Planning the establishment of new schools including expansion/upgradation of existing schools to ensure adequate provision of educational facilities within the Dzongkhag.
2. Planning the human resources and ensuring equitable deployment of staff/teachers across schools.
3. Planning and coordinating non-formal education programs and co-curricular activities such as scouting, school parenting programmes, school agriculture, etc.
4. Preparing the annual budget based on the annual plan, which should be guided by the Five Year Plan and ensuring proper utilization of the budget.
5. Monitoring all education programs implemented in the Dzongkhag and providing timely feedback and support where necessary.
6. Monitoring and evaluating the performance of teachers/school heads and recommending promotions, training, etc.
7. Assessing quality of education in the Dzongkhag.
8. Advising the Dasho Dzongdags on matters related to the development of education in the Dzongkhag.

Each DEO is assisted by one or more ADEOs depending on the size of the Dzongkhags. The detailed mandate of the DEOs and ADEOs are attached as Annex I and II respectively.

3.2 DEO's Role Vis-à-Vis the Ministry of Education

As the representative of the Ministry of Education in the Dzongkhag, the DEO is responsible for ensuring that the national level goals and objectives for education are translated down to the Dzongkhag and school level and understood and implemented by all stakeholders in the Dzongkhag. In keeping with that, the DEO is responsible for dissemination of information, instructions and guidelines related to education as well as planning and implementation of Dzongkhag level programmes.

Likewise, the DEO must identify problems and priorities within the Dzongkhag and the schools and communicate them to the Education Ministry. Any issues that cannot be resolved at the Dzongkhag level must be communicated by the DEO to the Ministry and a resolution worked out in consultation. Any new proposals, personnel requests, etc must be communicated to the Ministry through the DEOs office. The Ministry does not entertain any proposals or requests that are not routed through the DEO's office.

3.3 Administration and Planning

The DEO must manage all matters related to administration and planning of education in the Dzongkhag. Here are some useful tips for ensuring effective and efficient functioning:

a. Calendar

The DEO must set the education calendar for the Dzongkhag, based on the overall national calendar and ensure that 180 days of instruction are maintained. Based on this, the DEO must ensure that all education related activities including academic and school based activities are carried out on time. The calendar is meant to help the DEO coordinate all education activities within the Dzongkha and also monitor and support the schools and teachers in a timely manner.

b. Budgeting (recurrent and capital)

It is the responsibility of the DEOs to prepare annual budgets for the education sector in the Dzongkhag. The DEOs must ensure that the budget proposals are prepared in consultation with the schools based on their requirements for the next fiscal year as per the school calendar and the five year plan. In doing this, the DEO will be helped by the Dzongkhag Finance officer. The budget proposals, endorsed by the Dzongkhag Administration, should be sent to the Chief Planning Officer, PPD by February every year in both soft and hard copies as per the format prescribed by the DNB, MoF. Copies should also be sent to the Director, DSE for information and feedback, if any. The PPD will then review the budget proposals and make adjustments or changes, where necessary, in consultation with the Dzongkhags before submitting its recommendations to the Ministry of Finance for endorsement.

It is extremely important to have a thorough budget discussion at all levels (schools and Dzongkhag) before submitting the budget proposals. This is because once the budget allocation is finalized and approved, supplementary budget will have to comply with the provisions contained in the Public Finance Act 2007.

For construction related works, technical estimates and all necessary clearances must be prepared before proposing the budget. This ensures that budget once approved can be implemented on time.

When budgeting, the following points should be kept in mind:

- Is the activity under consideration in the five year plan?
- Is the activity absolutely necessary to be implemented?
- How much of the activity can be completed within the budget year, depending on which the budget should be proposed.
- What are the possible problems/setbacks anticipated that could impact the implementation of the activity?
- If the activity is construction, has the land been acquired and the necessary clearances been obtained such as environmental clearance?
- For recurrent budget, the formula issued by the Department of National Budget must be used.
- However, in case the formula does not meet the requirements of the activity under consideration; a separate proposal with strong justification should be prepared.

- Budget proposed should be realistic i.e do not over or under budget and ensure that the amount can be spent in the fiscal year planned for, otherwise only budget the amount that can be spent.
- Some important items to be included under recurrent budget, based on activities and programmes in the 10th FYP are the skilled labour component for water and sanitation in primary and community schools, transportation costs for WFP and other supplies, transportation costs for textbooks and equipments, etc.

c. Budget incorporation

All activities should be budgeted at the beginning of the fiscal year. No funds can be released (hence no new activities requiring budget can be undertaken) without a budget head. In case an activity, which had not been budgeted, becomes an urgent priority, the budget request, with strong justification should be submitted to the Department of National Budget which will wait for the next session of Parliament to seek approval.

However, in case of donor funded activities, the incorporation of budget can be sought through the Gross National Happiness Commission. Once informed that a donor funded project has been approved, the Dzongkhag may write to GNH Commission requesting the incorporation of budget under the particular budget code. A copy of the letter should be endorsed to the Ministry for information and any interventions that may be required. The GNHC would then write to the DNB. Once informed that the activity has been incorporated, the Dzongkhag should then send release request.

Once the donor funds are released to the Ministry of Finance, the donor usually expects regular progress reports. For e.g GOI, UNICEF, SCF, etc require quarterly progress reports. These reports, although different in format for different donors, usually require reports on expenditures, fund balance and physical progress, along with explanations for delays or lack of progress. These are very important, and non compliance with progress reporting conditions can affect future funding both for the RGoB as well as for the Dzongkhag.

In case the activity budgeted and amount approved is not completed within the fiscal year, it must be re-proposed for the next fiscal year, as spill over.

d. Implementation of Planned/Budgeted Activities

DEOs must ensure that all budgeted activities are implemented on time. To avoid duplication and error free implementation, DEOs must be familiar with the five year plan for the Dzongkhag and cross check that the planned/budgeted activities to be implemented are in keeping with the plan.

Tips for implementation:

- Find out the source of the funds and relevant reporting and procedural requirements.
- Compare the technical estimate for the activity with the approved budget in the Plan.
- In case of any discrepancies or doubts, consult with relevant agencies such as the District Engineer, Ministry of Education or the Department of National Budget, etc.
- Before tendering out any activities, technical estimate must be compared with the five year plan estimate and any issues or problems resolved.

e. Supplies and Requisition

Supplies are an integral part of the support to the teaching learning process. Therefore, it is the responsibility of the Dzongkhags to ensure adequate and timely supplies to schools, be it textbooks, library books, sports goods or stationeries, and check the appropriateness and quality of the goods supplied.

To reduce wastage and ensure efficiency, Dzongkhags must advise and help schools rationalize requisition and monitor quality of supplies. With regard to procurement of teaching learning materials:

- Procurement of library books, science and sports equipments and stationery are decentralized to Dzongkhags. Therefore, it is the responsibility of the DEOs to ensure that proper projections are made and supplies procured and supplied to schools.
- Procurement of textbooks and reference materials are done centrally. However, the DEO must ensure that schools keep proper stock inventory and that accurate requisitioning is done. This includes procurement (textbooks and reference materials) for private schools.
- To avoid wastage of teaching learning materials, DEOs must visit the school stores and mobilize to redistribute books from schools with surplus textbooks to the ones where there is shortage. This may even help to resolve textbooks shortage issues within the Dzongkhag.
- The DEO must ensure that the schools have the latest information with regard to list of textbooks and reference materials so that proper planning and requisition can be made.
- It is also the responsibility of the Dzongkhag to ensure that the budget for the procurement of all supplies including textbooks, library books, science equipment and materials, sports good, stationeries etc are included in the Dzongkhag budget.

f. Personnel Management

Although the Dzongkhag has a HRO, that officer will be responsible for all the staff of the Dzongkhag and not just the education staff. Therefore, the DEO must maintain a profile of each and every staff in schools in the Dzongkhag. This will help in making good and logical decisions while recommending trainings, transfers, promotions or in dealing with any personnel matters.

It is the responsibility of the DEO to ensure that not only are teachers and staff equitably distributed across all schools but that correct requisition and placement of teachers and staff is done and surplus teachers surrendered to the Education Ministry.

The DEO must ensure that his office has a copy of the BCSR and that all schools also have a copy so that all staff are aware of the civil service rules and regulations.

g. Transfers, Promotions and Recognition

All transfers and promotions have to be routed through the DEO. In case of intra-dzongkhag transfers, the Dzongkhag HR Committee will decide the transfer once the requests have been submitted to the DEO. In case of inter-dzongkhag transfers, the completed transfer request form must be submitted to the DEO, who will forward the request to the Ministry of Education with remarks and or recommendations.

In case of promotions, completed promotion forms must be submitted to the DEO for processing of promotions. However, it is the responsibility of the DEO to maintain the promotion log of all the teachers and remind them well in time to start processing for their promotions. The guidelines for transfer of teachers and principals are attached as Annex 3. Needless to mention, all transfers and promotions must be done fairly and impartially.

It is also the responsibility of the Dzongkhag to maintain a record of excelling staff and schools in the areas of academic/management/innovation and submit the nominations to the Ministry for the best teacher/school awards.

h. Human Resource Development

Based on the enrolment projections and plans for new and upgraded schools, as well as the requests for staff from the schools, the DEO must plan his human resource requirements. He/she must then send requests to the Education Ministry for staff well ahead of time. The planning of human resource requirements will also depend upon the RCSC approved staffing pattern for the schools.

The DEO also must recommend teachers and staff within his Dzongkhag for trainings based on their needs. For example, if some teachers require upgrading their academic or professional qualifications, the DEO must identify them and send in recommendations for their further training or studies along with recommendations. In case there are any training slots advertised or informed to the DEO, it is the responsibility of the DEO to ensure that the teachers receive the information on time and are able to respond in time. Any teacher applying for scholarships or training opportunities must send in their applications through the DEO's office.

The role of the DEOs is vital in providing support to address the needs of the schools. Should the DEO feel the need for the development of certain skill sets in the teachers in his/her Dzongkhag, the DEO should make relevant proposals and budget accordingly. The Revised Monitoring Tools will now help to identify the needs of the individual schools. To address the training needs, the DEO may look for capacity within his own Dzongkhag first. The DEO may also avail of Education Personnel across the country to organize training, including DEOs and teachers in other Dzongkhags.

Any additional support may be garnered by writing to the HRD or relevant Departments in the Education Ministry.

i. Planning of new schools, expansion and upgrading

The DEO must plan the establishment of new schools, and expansion and upgrading of existing schools, keeping in mind the RGoB's plans and policies and overall national and Dzongkhag wise objectives for the plan period as well as the long term goals. Accordingly, the DEO must project enrolment trends for every catchment area and school, keeping in mind population trends, including migration both in and out of the catchment area, as well as the impact of the establishment of new schools or upgradation of existing schools on the enrolment in neighbouring schools. All proposals for new establishment or upgradation of schools must follow the guidelines attached as Annex 4. The proposals should be submitted to the Ministry along with the details on catchment areas, number of school-age children, etc. as per the prescribed format attached as Annex 5, 6 and 7, respectively.

The process of planning school infrastructure should be as follows:

1. Check/Assess the population living in the area under consideration.
2. For new establishment of community and primary schools:
 - a. How many 6-12 year olds are there? This will be the first cohort of children to be enrolled in a new school.

- b. How many 0-5 year olds are there, by age level? This will be the successive cohorts to enroll for the next 6 years.
 - c. What is the population trend? Is it decreasing or increasing? Is there out migration or in migration? Are any projects or businesses coming up nearby, or any ending or closing?
 - d. What are the benefits of establishing this school? Could these children not go to the nearest boarding school?
 - e. Is there adequate water supply; is the water source sufficient to meet the needs of the school?
 - f. Is there sufficient space for the school including sports facilities?
 - g. Is the site identified for school centrally located from the catchment areas and safe from natural disasters such as flood, landslides, etc?
 - h. Is there adequate land for expansion of school in future?
3. For ECRs, there are guidelines for establishment and management which need to be followed by Dzongkhags and schools. While there are specific guidelines for establishment of ECRs, Dzongkhags must ensure that the parent schools are fully accountable for the resource planning and academic support and monitoring of the ECRs. An ECR should be treated like any of the classrooms in the parent school.
4. For upgrading of existing schools or establishment of new secondary schools:
- a. Which are the catchment schools? How far these schools are and how many students are in the last grades, in the feeder schools (and school being upgraded) to project the enrolment in the new or upgraded school.
 - b. Are the facilities in the existing school sufficient for the new levels, especially classrooms and water and sanitation facilities? What are the additional resources required, such as science laboratories etc?
 - c. Is there sufficient space to build the necessary facilities or to expand?
 - d. Is there adequate water supply? What are the options?
 - e. Again, it will be good to consider the population trend in the catchment area. What is the population trend? Is it decreasing or increasing? Is there out-migration or in-migration? Are any projects or businesses coming up nearby, or any ending or closing?
 - f. Where are the children of the catchment area currently going for their secondary study? How far do they have to walk? How far would they have to walk to access the school being proposed?
 - g. Are there any added benefits from upgrading or establishing the school proposed as opposed to maintaining status quo? E.g. to reduce walking distance, removal of boarding need, reduce pressure on current recipient schools etc.
 - h. In case of new school, is the proposed site identified for school centrally located from the catchment areas and safe from natural disasters such as flood, landslides, etc?

j. Checklist for smooth functioning

- a. Main contacts (who are the people I should know?)

The DEO must make sure that he/she and the ADEOs are aware of who their main contact persons are and also maintain their contact email and telephone numbers. These would be:

- (i) The Chief Planning Officer and relevant focal planning officers in the Ministry of Education for issues related to plan implementation and monitoring.
- (ii) The Chief HRO and relevant officers in HRD for issues related to human resources.
- (iii) The Director of School Education and relevant officers for issues related to school placements and academic and management issues.
- (iv) The Chief EMO and focal EMOs for issues related to monitoring and academic supervision.
- (v) The Secretary, GNHC and relevant officers for the sector and various projects for issues related to budget incorporation and donor coordination.
- (vi) The Director Budget and relevant officer for the sector and the Dzongkhag in DNB with regard to budgeting and incorporation.
- (vii) The Director, DPA and relevant officer for the sector and the Dzongkhag with regard to budget release issues.

k. Budgeting (how do I get resources)

a. Planning (what are the plans for our Dzongkhag, how do we implement them?)

There are different types of plans. All long term plans including major infrastructures and human resource development must be included in the five year plan. However, in case some important activities have been left out, there is also the possibility of including them during the mid term review.

In case of new ideas or innovative programmes, Dzongkhags may float the proposals through the Policy and Planning Division and if found feasible, the PPD could look for funds and try to incorporate into the Plan.

In terms of resources, ad hoc funds may also be explored through WWF, BTFEC, SCF, UNICEF, WFP, and other donors. The potential for obtaining funds here depends on the type of programme and its relevance to the mandate of these donors. For example, projects related to environment have potential for funding from WWF and BTFEC, while projects related to child friendly initiatives, youth related programme, non-formal education, education in emergencies, may have potential for funding from, UNICEF, UNFPA, SCF, etc. WFP and also UNICEF may fund projects related to water, sanitation, hygiene and nutrition.

b. Monitoring, evaluation and reporting

It is the responsibility of the DEOs to monitor the implementation of all education activities in the Dzongkhag, regardless of whether they are under contract or to be implemented by the schools, and give support if required. The activities to be monitored could range from school infrastructure development and non-formal education programmes to co-curricular activities such as scouting, school parenting programmes, school agriculture, hygiene and sanitation, etc.

Another important responsibility of the DEOs is to assess quality of education in the Dzongkhag and present the assessment report at the Annual Dzongkhag Education Conference. In addition, the DEOs should also ensure that there is adequate monitoring and support mechanism within the school and/or the school cluster to provide quality education. Where such mechanisms are inadequate or ineffective, additional support should be provided. For instance, the DEO may request the Principals or Senior and Master Teachers within the school clusters in monitoring

schools and organizing support activities across the curriculum areas. The DEO must also monitor and ensure implementation of policy guidelines and instructions of the Ministry by schools.

As mentioned earlier, DEOs must maintain a schedule or calendar which notes down timeline for implementation, monitoring and reporting. This will help in monitoring progress and timely implementation. At every point, DEOs and ADEOs must ask themselves these key questions:

- is our Dzongkhag on track with plan implementation
- what is going well, what is not?
- what are the issues?
- do we need to revise the plans and how do we improve implementation?
- are we sending our reports on time?

Based on these questions, DEOs can be proactive and efficient. At any point, should doubts arise, the DEO must consult relevant agencies and officers in the Ministry to resolve them.

c. Coordination with stakeholders and partner agencies

All activities, planned and unplanned, cannot be implemented without support from others. The stakeholders may include, among others, the Dzongkhag sector heads, finance section, the Ministry of Education, the donors and the schools. Coordination is key to the success of all plans and programmes since there are always many stakeholders for any activity, be it in terms of implementation, funding or as beneficiaries. Therefore, it is important to always remember these questions with regard to any activity or programme:

- Who are the key stakeholders?
- What are their functions with respect to this activity or project?
- Am I keeping partner agencies informed?
- Am I receiving adequate support?
- How can I improve coordination and communication?
-

At times, if there is doubt as to how coordination or communication can be improved, it will help to consult and discuss with the stakeholders themselves.

However, it must also be remembered that there are procedures to be followed. For example, in order to communicate with external donors, the proper channel is always through the PPD of the Ministry and the GNHC.

All donor agencies require reporting of progress. For example, GOI, UNICEF and SCF require quarterly progress reports via the PPD of the Ministry. A sample of the reporting format for different donors is attached as Annex 8.

d. DEO's office as a frontline office

Because the DEOs and ADEOs have to deal with the public, teachers, parents and students, in addition to other sector heads, the DEOs office can also be seen as a public service office. Therefore, DEOs, ADEOs and staff in their office should always strive to maintain good public relations, be transparent in their work and reduce administrative burden as far as possible. To help them do this, these are questions that should be on their mind:

- Are we, as DEOs and ADEOs, accessible and approachable to all our stakeholders and clients?
- Are all our policies and procedures clear to our clients?
- Have we made our procedures as easy and less burdensome as possible for all our stakeholders?
- How can we improve our services?
- Do we have a good feedback mechanism?
- Are we switching off our phones and making ourselves inaccessible during admission time and times when there is a lot of pressure on us?
- Are we receiving all calls and enquiries and taking the time to explain things?

Similarly, at the school level, Principals and teachers must also be sensitized on the idea of being public servants and therefore responsible for minimizing administrative burden for the clients. In other words, our clients, be it parents, students or general public, must not be made to spend any more time than they need to in order to get their work done.

4. Handing-Taking Over

Given that the term of a DEO is only four years, there is a need to maintain continuity in terms of institutional memory and implementation of programmes within the Dzongkhag. Therefore, proper handing/taking over is very important. To facilitate building of institutional memory and also proper handing-taking over, maintain proper records of all the activities carried out as well as copies of all correspondence and reports. This will help when handing over to the in-coming DEO to give a fair idea about what has happened, is happening and what needs to be done next.

The out-going DEO must:

1. Make a checklist of:
 - All the programmes including the 10th Plan for the Dzongkhag with details.
 - All activities and projects that the DEO is responsible for.
 - Status of implementation of programmes, problems, issues, changes required and recommendations for addressing issues.
 - All stock, office equipment, and files and records.
2. Introduce the new DEO to all the relevant officials in the Dzongkhag Administration.
3. Brief the new DEO on all the procedures both written and unwritten with regard to his post.

The in-coming DEO must:

1. Make sure all the equipment and records are handed over properly.
2. Get adequate briefing from the outgoing DEO.
3. Get the outgoing DEO's contact email and cell number in case you need to contact him/her for help or clarifications.
4. Work alongside the outgoing DEO for at least a month to ensure smooth and effective transition.

5. Annexure

Annex I: Roles and Responsibilities of DEOs

ROYAL GOVERNMENT OF BHUTAN ROYAL CIVIL SERVICE COMMISSION

POSITION DESCRIPTION

1. JOB IDENTIFICATION:

- 1.1 **Position Title:** Dzongkhag Education Officer
- 1.2 **Position Level:** P2
- 1.3 **Major Group:** Education and Training Services Group
- 1.4 **Sub-Group:** Education Support Services
- 1.5 **Job Code No.:** 04.310.08
- 1.6 **Job Location: (Complete as appropriate):**
Ministry: Education **Department: School Education**
Division:
Section..... Unit.....
- 1.7 **Title of First Level Supervisor (Official title of the Supervisor): Dzongdag**

2. PURPOSE, DUTIES AND RESPONSIBILITIES (Describe the purpose, duties and responsibilities, indicating what is done and how it is done. Duties should be presented in decreasing order of relative importance):

Purpose: DEO has a wide range of executive responsibilities for managing various administrative and professional functions in the District. Incumbent is expected to provide direction and management over assigned functional area (s) such as Human Resources, Risk Management, Employee Relations, as well as Government affairs, District-wide policies and procedures, records management, community relations or other assigned areas of responsibility.

The DEO advises Dzongdags on matters related to the development of education in the Dzongkhag and are the representative of the Ministry of Education in the Dzongkhag.

Duties and Responsibilities	% of time
Professional and academic responsibilities <ul style="list-style-type: none">▪ Provide professional supervision, guidance and support to the teachers/head teachers in the Dzongkhag;▪ Organize INSET programmes in the Dzongkhag such as:<ul style="list-style-type: none">▪ School based in-service programmes (SBIP);▪ Cluster based in-service programmes (CIBP);▪ Dzongkhag Education Conference;	50

<ul style="list-style-type: none"> ▪ Emergency meeting. ▪ Carryout periodical monitoring of all educational programs and also provides support wherever necessary; Review the status/quality of the education in the Dzongkhag (conduct study) ▪ Monitor and evaluate performance of schools/staff, and recommend promotions, training, retirements, etc.; ▪ Monitor <ul style="list-style-type: none"> ○ teaching time tables and deployment of teachers by heads; ○ compliance of school-planned calendar and see if they cater towards providing quality wholesome education; ▪ Carry out placement of class VII & IX and XI students; ▪ Make constant tour and observe teaching and provide feedback, support and guidance for improvement. 	
<p>Policies and Planning</p> <ul style="list-style-type: none"> ▪ Prepare the Education plans for the Dzongkhag. ▪ Implement Educational plans and policies; ▪ Initiate and consolidate planning for school development programmes such as; the School Master Plan reflecting both short and long term indicating capital and current works; ▪ Develop general guidelines for head teachers and teachers to establish clear understanding of the academic and administrative procedures in the Dzongkhag; and ▪ Explain to the community and stake holders the policies and priorities of the government. 	20
<p>Management and Administration</p> <ul style="list-style-type: none"> ▪ Prepare quarterly progress report on developmental activities and process budget releases with the Department of Budget and accounts; ▪ Execute all the planned and non-planned developmental activities annually as per approved budget; ▪ Coordinate both national and intra-Dzongkhag Educational programmes for the promotion of Wholesome Education; ▪ Plan human resource and teacher/staff deployment in the Dzongkhag; ▪ Provide support and guidance to all heads of the schools to ensure good management and administration. ▪ Ensure for provision of equitable distribution of educational facilities within the Dzongkhag/Geogs/communities. ▪ Plan and coordinate Non formal education programs in the district. ▪ Monitor NFE centres and management of NFE teachers. ▪ Establishment of new schools/NFE centres. 	20
<p>Financial management</p> <ul style="list-style-type: none"> ▪ Prepare the annual budget for education programs in the Dzongkhag; ▪ Ensure proper utilization of the budget and timely disbursement of teachers salary, LTC, increment and travel claims; ▪ Provide support and guidance in the schools' financial management system. 	10

3. KNOWLEDGE AND SKILLS REQUIREMENTS *(Minimum requirement for performance of work described (Level of Education, Knowledge, Skill and Ability):*

3.1 Education: Bachelors degree with teacher training.

3.2 Training: Education Leadership and Management; Education Monitoring & Evaluation

3.3 Length and type of practical experience required: Minimum of four years of relevant experience in Position Level P3 or equivalent experience

3.4 Knowledge of language(s) and other specialized requirements: He/she should have proficiency in both English and Dzongkha languages

4. COMPLEXITY OF WORK *(Describe the intricacy of tasks, steps, processes or methods involved in work, difficulty and originality involved in work):*

The DEO's work is challenging having to lead and manage a number of schools in his/her Dzongkhag. The complex duties demand normal office work, attending to all head teachers' need, monitoring and providing appropriate guidance support at all times, and interacting with many agencies which requires good human relationships and communication skills. Because of having to deal with a wide range of teachers having different intellectual capability and personality, a tremendous amount of time is required in managing personnel affairs. Especially resolving conflict needs correct judgment and solutions to problems.

5. SCOPE AND EFFECT OF WORK *(Describe the breadth of work performance and the effect the work has on the work of others or on the functions of the organization):*

DEOs role will have a strong impact on the quality of education in the Dzongkhag and affect all head teachers and teachers in the Dzongkhag. Touring the schools mostly located in the remote areas would allow regular monitoring and timely feedback for effective implementation of education policies and programs. The position would also require close interaction with stakeholders in the education sector.

6. INSTRUCTION AND GUIDELINES AVAILABLE

6.1 Instructions: *(Describe controls exercised over the work by the Superior; how work is assigned, reviewed and evaluated):*

The DEO would receive few straight directions from Dzongdag and the Department of School Education but otherwise, would exercise his/her full judgment and creativity in translating and implementing the broad directives into meaningful services to schools and teachers to ensure provision of quality education. This can be understood through constant review and evaluation and providing feedback.

6.2 Guidelines: *(Indicate what written or unwritten guidelines are available and the extent to which the employees may interpret, adapt or devise new guidelines):*

Guidelines available are in the form of-

- Circulars
- Education Policy and Guideline Instruction (EPGI)
- Annual Education Conference Resolutions
- Syllabus and Manual Books
- Curriculum and Professional Support Division (CAPSD) Newsletter

- Financial Manual
- RCSC Rule book

7. WORK RELATIONSHIP: *(Indicate the frequency, nature and purpose of contacts with others within and outside the assigned organisation other than contacts with superiors):*

The DEO will need to interact closely with stakeholders and establish relationship and contacts for successful implementation of the education plans and programs. For e.g.

- Parents and the community on school development plan quite regularly.
- Extension agencies at the geog level and sector heads at the Dzongkhag level (e.g. DAO, DAHO, DHSO, HROs, District Engineer, Finance Officer, Planning Officer, Dzongdag) and other school heads while implementing the Dzongkhag Education plans and programs;
- Private firms for supply of office equipment/furniture and books;
- Contractors for supervision of constructions and maintenance;
- Government guests, visitors from within and outside the country.

8. SUPERVISION OVER OTHERS *(Describe responsibility this position has for supervision of other employees, including the nature of supervisory responsibilities and categories and number of subordinates, both directly and indirectly supervised):*

The DEO has the responsibility to supervise, monitor, review and evaluate the performance of the head teachers and review the performances of the teachers in the schools. DEO would also need to supervise and monitor construction, maintenance, renovation and developmental works in the school. ADEO is also guided and trained by him.

9. JOB ENVIRONMENT *(Describe physical demands required, such as walking, standing, lifting heavy objects, etc., and/or any risks or discomforts like exposure to hazards such as exposure to chemicals, infections, radiation, extreme weather and other hostile working conditions):*

The DEO needs to travel very frequently to all schools located in remote and inaccessible by vehicles to monitor both academic and administrative management and provide necessary support. This causes physical pressure and exertion. The DEO's work requires him/her to regularly meet with the head teachers, teachers, gups, chimis, parents and people from other agencies to resolve issues and problems, which are physically and mentally exerting.

The DEO has to also work under pressure from both Dzongdag and the education authorities.

Annex II: Roles and Responsibilities of ADEOs

ROYAL GOVERNMENT OF BHUTAN ROYAL CIVIL SERVICE COMMISSION

POSITION DESCRIPTION

1. JOB IDENTIFICATION:

1.8 Position Title: Asst. Dzongkhag Education Officer

1.9 Position Level: P4

1.10 Major Group: Education and Training Services Group

1.11 Sub-Group: Education Support Services

1.12 Job Code No.: 04.310.07

1.13 Job Location: *(Complete as appropriate):*

Ministry: Education _____; Department: School Education _____;
Division: _____; Section: _____; Unit:

1.14 Title of First Level Supervisor *(Official title of the Supervisor):* DEO.

2. PURPOSE, DUTIES AND RESPONSIBILITIES *(Describe the purpose, duties and responsibilities, indicating what is done and how it is done. Duties should be presented in decreasing order of relative importance):*

Purpose: This position would help the District Education Officer to implement the education plans and programs in the Dzongkhag effectively and to achieve quality education.

Sl No	Duties and Responsibilities	% of time
1	Assist the DEO: <ul style="list-style-type: none">▪ In the development of education plans and programs of the Dzongkhag.▪ Plan human resource and teacher/staff deployment in the Dzongkhag;▪ Placement of students in the dzongkhag class VII, IX and XI.▪ To coordinate both national and intra-Dzongkhag Educational programmes for the promotion of Wholesome Education;▪ Organize INSET programmes in the Dzongkhag.▪ Prepare annual budget for the dzongkhag education sector;▪ Coordinating execution of budget utilization and proper accounting;	50

2	Monitor and evaluate academic performance of the school and check if the schools are complying with the plans and policies of the Ministry of Education.	25
3	Carryout constant tour, provide professional supervision, guidance and support to the teachers in the area of:	15
	<ul style="list-style-type: none"> ▪ School Curriculum; ▪ Teaching plans and executions; ▪ Preparation Teaching materials; ▪ Assessment and examination; ▪ Classroom organization; and ▪ Recording. 	
4	<ul style="list-style-type: none"> ▪ Provide support and guidance in the schools financial management system in line with the financial norms. ▪ Coordinate supply of textbooks, stationery and equipment to all schools. ▪ Officiate DEO in his/her absence. 	10

3. KNOWLEDGE AND SKILLS REQUIRMENTS *(Minimum requirement for performance of work described (Level of Education, Knowledge, Skill and Ability):*

3.1 Education: Bachelors Degree with teacher training

3.2 Training: Education Administration and Management.

3.3 Length and type of practical experience: Minimum of four years of relevant experience in Position Level P5 or equivalent experience.

3.4 Knowledge of language(s) and other specialized requirements: Should have proficiency in both English and Dzongkha languages.

4. COMPLEXITY OF WORK *(Describe the intricacy of tasks, steps, processes or methods involved in work, difficulty and originality involved in work):*

Most of the time the Assistant DEO will have to work under the instruction received from the DEO but would have to officiate the DEO and execute his/her responsibility in DEO's absence. He/she would also be required to visit and monitor schools in the Dzongkhags and provide necessary direction and support. ADEO should be able to resolve conflicts and personnel problems in the school.

5. SCOPE AND EFFECT OF WORK *(Describe the breadth of work performance and the effect the work has on the work of others or on the functions of the organization):*

This post will enable the DEO to contemplate more on policy matters and interaction with other agencies while the Assistant DEO will fully support the process and the system in the following manner:

- Assist DEO and enhance educational activities in the Dzongkhag;
- Implement Government policies;
- Provide directions and supervise teachers and students;
- Formulate plans and programs for the Dzongkhag Education programs; and
- Keep the Education Department and Dzongkhag informed about what is happening in the Dzongkhag.

The work will result in getting quick and timely support and guidance to the schools. This would directly boost the proficiency of the school management and thereby bringing about expected changes in fulfilling the broad national goals. The DEO's job to look after the overall management is a daunting task, but contributions from the ADEO will have high impact in the input and output of education services from the Dzongkhag Headquarters.

6. INSTRUCTION AND GUIDELINES AVAILABLE

6.1 Instructions: *(Describe controls exercised over the work by the Superior; how work is assigned, reviewed and evaluated):*

ADEOs will be given full autonomy in executing the responsibilities vested upon them. The work will be assigned to them through directives/instructions requiring them to exercise their full judgment and creativity in translating and implementing the broad directives into meaningful services.

Their impact would be measured by their effectiveness in the promotion of quality education and the support received by the DEOs at the Dzongkhag.

6.2 Guidelines: *(Indicate what written or unwritten guidelines are available and the extent to which the employees may interpret, adapt or devise new guidelines):*

The Assistant DEO would have instructions and guidelines from the DEO and Dasho Dzongdag.

The written guidelines available include:

- Syllabus and Manual Books
- Education Policy and Guideline Instruction (EPGI)
- Annual Education Conference Resolutions
- Curriculum and Professional Support Division (CAPSD) Newsletter.

7. WORK RELATIONSHIP: *(Indicate the frequency, nature and purpose of contacts with others within and outside the assigned organisation other than contacts with superiors):*

The nature of the work of this position will require close interaction and cooperation with stakeholder like:

- Parents and the community on school development plan quite regularly.
- Extension agencies at the geog level and sector heads at the Dzongkhag level (e.g. DAO, DAHO, DHSO, District Engineer, Finance Officer, Planning Officer, Dzongdag) and other school heads while implementing the Dzongkhag Education plans and programs;

- Private firms for supply of office equipment/furniture and books;
- Contractors for supervision of constructions and maintenance;
- Government guests, visitors form within and outside the country.

8. **SUPERVISION OVER OTHERS** *(Describe responsibility this position has for supervision of other employees, including the nature of supervisory responsibilities and categories and number of subordinates, both directly and indirectly supervised):*

The ADEO has the responsibility to supervise, monitor, review and evaluate the performance of the head teachers and teachers in the schools. ADEO would also need to supervise and monitor construction, maintenance, renovation and developmental work in the school.

9. **JOB ENVIRONMENT** *(Describe physical demands required, such as walking, standing, lifting heavy objects, etc., and/or any risks or discomforts like exposure to hazards such as exposure to chemicals, infections, radiation, extreme weather and other hostile working conditions):*

The ADEO's has to travel frequently to monitor schools and provide necessary support. His/her work while working at the office would be mentally tiring in having to attend to head teachers, teachers, gups, chimis, parents and people from other agencies for discussion of matters relating to educational programmes and personal problems.

Annex III: Guidelines for processing transfer of teachers and principals

For teachers

1. Transfer policy
 - a. Reduce cancellation of transfer order as far as possible
 - b. Try transferring teachers from urban to remote and vice-versa
 - c. Requirement of relevant documents to support transfer request
 - i. Transfer processing form duly recommended by heads/DEOs/ Dzongdags/ HROs
 - ii. Marriage Certificate for marital cases
 - iii. Medical certificate
2. Types of transfer
 - a. Transfer by Ministry
 - b. Due for transfer
 - c. Marital
 - d. Medical
 - e. Domestic
3. Priority
 - a. Transfer by the Ministry.
 - i. Heads who have been more than five years in the same school
 - ii. Teachers who have been more than ten years in the same school
 - iii. Disciplinary cases
 - iv. Give due recognition to those who volunteered to go to remote places at the initial placement (from remote to urban)
 - v. Consider remote transfer requests
 - b. Substitute for Apprentice Teachers
 - c. Substitutes for teachers who have left for training
 - d. Teachers who have worked more than five years in the same school
 - e. Teachers with marital cases
 - f. Teachers with genuine medical problems
 - g. Domestic problems
 - h. Genuine recommendations from heads and DEOs
4. Frequency of transfers to be reviewed
5. Check on the number of teachers transferred from each school-30% of the total staff
6. Check on the composition of teachers in terms of genders, national and non- Bhutanese
7. Earlier records of transfer cancellations to be checked
8. To differ request if preferred schools/Dzongkhags are not available

For principals

9. Transfer policy
 - a. Reduce cancellation of transfer order as far as possible
 - b. Try transferring Principals from urban to remote and vice-versa
 - c. Requirement of relevant documents to support transfer request
 - i. Transfer processing form duly recommended by heads/DEOs/ Dzongdags/HROs
 - ii. Marriage Certificate for marital cases
 - iii. Medical certificate

10. Types of transfer
 - a. Transfer by Ministry
 - b. Transfer Request from individuals on
 - i. Marital
 - ii. Medical
 - iii. Domestic
 - iv. Time for transfer

11. Priority
 - a. Transfer by the Ministry.
 - i. Principals who have been more than five years in the same school
 - ii. Principals who have been more than ten years in the same school
 - iii. Disciplinary cases
 - iv. Give priority to those who worked in remote places
 - b. Substitutes for Principals who have left for training
 - c. Principals who have worked more than five years in the same school
 - d. Principals with marital cases
 - e. Principals with genuine medical problems
 - f. Domestic problems
 - g. Genuine recommendations from heads and DEOs

12. Frequency of transfers to be reviewed
13. Earlier records of transfer cancellations to be checked

Annex IV : Guidelines for the establishment and upgradation of schools

1. Community Primary/Primary Schools: To be constructed within 1 hour walking distance from the community, subject to the fulfillment of the following conditions:

- 1.1. Minimum number of children should be 100 from PP-VI and at least 20 in the entry cohort (PP) in the first year to start a CPS/PS.
- 1.2. Population trend in the catchment areas should be considered to ensure sustainability of the school.
- 1.3. Proposal for the new CPS should be accompanied by details such as the size of catchment areas, number of school-age children, etc. as per the format attached.
- 1.4. The proposed site for the school should be stable and safe from the natural calamities such as glacial lake outburst floods (GLOF), landslides, earthquake, etc.
- 1.5. Approval for the school should be requested well in time to ensure adequate time for provision of minimum standard facilities, teachers and teaching-learning materials.
- 1.6. Approval for the new school will be further subject to review of the prevailing security situation.

2. Extended Classrooms (ECRs): To be established in places where there is no CPS/PS within 1 hour walking distance from the community or in places where the children have to walk through dense forest, cross rivers, etc, subject to the fulfillment of the following conditions:

- 2.1. Minimum number of children should be 10 to open an ECR. In places where the number of children is too less to warrant an ECR, alternative arrangements should be made for these children in the nearest boarding school.
- 2.2. As far as possible, ECRs shall be located in lhakhangs, community learning centres, NFE centres, outreach clinics, village houses, etc. to reduce burden on the government
- 2.3. ECRs shall be affiliated to the nearest CPS/PS for support in terms of teachers, teaching-learning materials and overall management. The enrolment of the ECR should be reflected as part of the enrolment of the parent school.
- 2.4. All ECRs shall be multi-grade under the supervision of 1-2 teachers who have been trained in multi-grade teaching.
- 2.5. The community shall provide accommodation to the teacher in-charge either for free or on rent.
- 2.6. Proposal for ECRs should be accompanied by details on school-age population and catchment size as per the attached format.
- 2.7. Minimum facilities should be in place before the commencement of the ECRs.
- 2.8. Approval for ECRs will be further subject to review of the prevailing security situation.

3. New secondary schools: To be provided based on need, subject to the fulfillment of the following conditions:

- 3.1. There must be at least one section in every grade in the school being proposed for establishment. For example, if it is a new MSS, there must be a minimum of one section in every grade from Class VII through to Class X.
- 3.2. To assess the sustainability of the school in terms of enrolment, the proposal should be submitted along with details on the number of students in the feeder schools, distance from the feeder schools, etc. as per the format attached.
- 3.3. There should be a motorable road to the proposed school. If it does not have one, then it should be there in the current FYP. This is imperative as the costs and time required to complete the construction would increase significantly.
- 3.4. Adequate appropriate land must be secured for the construction well ahead of the construction and for future expansion as per table below from SPBD:

	LSS		MSS		HSS		Remarks
	Day (D)	Boarding (B)	Day (D)	Boarding (B)	Day (D)	Boarding (B)	
Minimum acreage required	2.7 acres	3.5 acres	3.7 acres	4.5 acres	3.7 acres	4.5 acres	D:B (50%) For 200 students based on flat site

- 3.5. The proposed site for the school should have access to electricity and a reliable and regular water supply. If it does not have one, then it should be there in the current FYP.
- 3.6. The proposed site for the school should be stable and safe from the natural calamities such as glacial lake outburst floods (GLOF), landslides, earthquake, etc.
- 3.7. Approval for the new school should be requested well in time to ensure provision of minimum standard facilities, teachers and teaching-learning materials.
- 3.8. Approval will be further subject to review of the prevailing security situation.

4. Upgradation of schools: To upgrade to the next level, the school should be preferably centrally located from the community within 1 hour walking distance, subject to the fulfillment of the following conditions:

- 4.1 There should be at least 32 **day students** that will move on to the next level from the school being proposed for upgradation and from the feeder schools located within one hour walking distance. For example, for a LSS to be upgraded to a MSS, there should be at least 32 **day students** completing Class VIII from the school being proposed for upgradation and from the feeder schools located within one hour walking distance.
- 4.2 Sustainability in terms of enrolment must be considered by looking at the enrolment in the lower classes. That is, there should be at least 32 day students in each cohort in the school being considered for upgradation and in the feeder schools located within one hour walking distance.

4.3 There should be a motorable road to the school being proposed for upgradation. If it does not have one, then it should be there in the current FYP. This is imperative as the costs and time required to complete the construction will increase significantly.

4.4 Adequate appropriate land should be secured to accommodate additional facilities as per the table below from SPBD:

	LSS		MSS		HSS		Remarks
	Day (D)	Boarding (B)	Day (D)	Boarding (B)	3 Day (D)	4 Boarding (B)	5 D:B (50%)
Minimum acreage Required	2.7 acres	3.5 acres	3.7 acres	4.5 acres	6 3.7 acres	7 4.5 acres	8 For 200 students based on flat site

4.5 There should be electricity and a reliable and regular water supply in the school being proposed for upgradation. If it does not have one, then it should be there in the current FYP.

4.6 Approval for upgradation will depend on the prevailing security situation and safety of the school from the natural calamities such as GLOF, flood, earthquakes, landslides, etc.

4.7 Approval to upgrade must be requested one year in advance to ensure adequate time for provision of necessary minimum facilities and resources.

Annex VI: Information required for upgradation of schools

Form II: Information for upgradation of schools

Dzongkhag	Gewog	School Name	Name of Feeder schools	Class Range		Present enrolment	Projected enrolment				Total projected enrolment in the school proposed for upgradation = (a)+(b)+(c)+(d)+(e)	Distance to the school from feeder school (in hrs)	Expected boarders in the upgraded school	Remarks
				Present	After upgrade		Class VII	Class VIII	Class IX	Class X				
						(a)	(b)	(c)	(d)	(e)				

Signature of DEO

Signature of
DASHO
DZONGDAG

Annex VII: Information required for establishment of secondary schools

Form III: Information required for establishment of secondary schools							Projected enrolment						Total projected enrolment in the new school = (a)+ (b)+ (c)+(d)+(e)+(f)	Distance to the school from feeder school (in hrs)	Distance to the school from the alternate school (in hrs)	Expected boarders in the new school	Remarks
Dzongkhag	Gewog	Name of the proposed School	Name of the feeder school	Name the alternate school in case the proposed school is not approved	Class Range of feeder school	Enrolment	Class VII	Class VIII	Class IX	Class X	Class XI	Class XII					
							(a)	(b)	(c)	(d)	(e)	(f)					
							0	0	0	0	0	0	0				0

Signature of DEO

Signature of DASHO DZONGDAG

Annex VIII: Reporting format for UN Agencies

STANDARD PROGRESS REPORT for UN Agencies (UNICEF, WFP, and UNFPA)

FINANCIAL YEAR:

REPORTING PERIOD:

Administrative Unit:	Department:
Division/Field Office/Regional Office: (if it is an independent budgeting entity)	Program & AWP Title:

1. Contribution to UNDAF Outcomes & Other Goals

Classification (e.g. UNDAF Outcome, MDGs)	Indicators	Baseline	Targets	Progress

2. Contribution to CT Outcomes

Outcome	Indicators	Baseline	Targets	Progress

3. Output & Activity Progress Details

Outputs & Activities	Indicators	Annual Target	Physical Progress		Budget (Nu.) (A)	Expenditure (Nu.)			Explain Progress in detail
			Current Quarter	Cumulative		Current Quarter	Cumulative (B)	Balance (A)-(B)	
<i>Output:</i>			Information in these shaded columns at the output level is not required. Please leave these columns blank.						
<i>Activity 1:</i>	Indicators and targets not required at the activity level								
<i>Activity 2:</i>									
<i>Activity 3:</i>									
<i>Activity 4:</i>									
<i>Output:</i>			Information in these shaded columns at the output level is not required. Please leave these columns blank.						
<i>Activity 1:</i>	Indicators and targets not required at the activity level								
<i>Activity 2:</i>									
<i>Activity 3:</i>									
<i>Activity 4:</i>									
Total									

4. Summary of Issues & Recommendations

<p>Key Achievements: (Highlight the main achievements in the current Quarter)</p>	
<p>Constraints & Issues: (List the constraints/problems & issues faced)</p>	
<p>Recommendations: (Include your recommendations/remedial actions to improve implementation.)</p>	
<p>Additional comments:</p>	

Prepared by	Name:		Designation:		Agency:		Date:	
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Verified by	Name:		Designation:		Agency:		Date:	
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Annex IX: Reporting format for GoI projects

A sample of the GoI Physical Progress Report

Project Title: Expansion and renovation of Ugyen Dorji HSS
 Project Duration: 30 months
 Implementing Agency: Dzongkhag Administration, Haa
 Work-Plan for the period: December 2008 - June 2010

Sl.no	Detailed Project Activities	Annual Implementation Plan																				Remarks
		Year 1				Year 2				Year 3				Year 4				Year 5				
		2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
1	Package 1																					
	Tender		■																			
	Construction			■	■																	Tender awarded
2	Package 2																					
	Tender		■	■																		Tender evaluation on-going
	existing structures			■	■																	
3	Package 3																					
	Tender						■															
	Construction						■	■	■	■	■	■	■									
	existing structures						■	■	■	■	■	■	■									
4	Package 4																					
	Tender							■														
	Work								■	■	■	■										

Page 1

Package 1

Construction of
 Construction of 2 AP

Package 2

Renovation of existing structures

Package 3

Construction of two 64 bedded hostels and procurement of furniture
 Construction of 2 hostel toilets
 Renovation of existing structures

Package 4

Realignment of electrical lines
 Septic tanks
 Heating system
 Improvement of assembly ground
 Procurement of equipment

A sample of the GoI Financial Progress Report

Project Title: Expansion and renovation of Ugyen Dorji HSS
 Project Duration: 30 months
 Implementing Agency: Dzongkhag Administration, Haa

Sl.no.	Detailed Project Activities	Annual Financial Plan															Grand Total
		Year 1			Year 2			Year 3			Year 4			Year 5			
		2008-2009			2009-2010			2010-2011			2011-2012			2012-2013			
		July-Dec	Jan-June	Total	July-Dec	Jan-June	Total	July-Dec	Jan-June	Total	July-Dec	Jan-June	Total	July-Dec	Jan-June	Total	
	Package 1																
	Construction					4.45	4.45										
	Package 2																
	Renovation					0.45	0.45										
	Package 3																
	Construction				2.30	3.46	5.76	3.46	2.30	5.76							
	Renovation of existing structures				0.21	0.33	0.54	0.33	0.22	0.55							
	Package 4																
	Work					2.20	2.20	2.20		2.20							
	Total				2.51	10.89	13.40	5.99	2.52	8.51						21.91	

Package 1

Construction of kitchen cum store and procurement of furniture
 Construction of 2 AP toilets

Package 2

Renovation of existing structures

Package 3

Construction of two 64 bedded hostels and procurement of furniture
 Construction of 2 hostel toilets
 Renovation of existing structures

Package 4

Realignment of electrical lines
 Septic tanks
 Heating system
 Improvement of assembly ground
 Procurement of equipment

Annex X: Reporting format for SCF assisted projects

A sample of the Quarterly Progress Report for SCF assisted projects										
Quarter & Months for which this QPR is submitted : 4th Quarter, (July - September 2006)										
Name of Project : Construction of Community Primary School at Kezare, Chukha										
Implementing Agency : Department of School Education, Ministry of Education										
Focal Person from Implementing Agency : Mr. Rinchen Samdrup										
Project Start Date : October 2005										
Project End Date : September 2006										
SC/US-Bhutan Program Focal Person : Dechen Chime										
A: PROGRAM SECTION										
Key Activities	Supporting Activities	Indicators	Planned Target for FY	Achievements	Remarks					
Land acquisition	Land acquisition	Land acquired	1							
	NEC clearance	NEC clearance obtained	1							
Construction of buildings as per SPBD design and standard	Construction of classroom building	# of cl. Rooms	3 cl. Room block							
	Construction of Head Teacher's quarter	# of HT quarter	1							
Water and Sanitation	Const. of staff toilet	# of staff toilets constructed								
	Construction of student toilet	# of students toilet constructed								
	Construction of drinking water systems	drinking water system installed								
Procurement of Furniture as per SPBD standard list	Procurement of furniture to schools	# of furniture by type porcured (attach a list)	As per SPBD standard list							

B. FINANCE SECTION												
Please note that the Finance Section of the QPR should be filled in jointly by the Program Focal Person and the Finance Section of the respective agency.												
Key- Activity	Sub-Activity	BUDGET				EXPENSES					Balance Funds till the Qtr. Reported (4-9)	Remarks
		Approved Budget (AS PER PROJ AGREEMENT)	Un-spent Bal. B/F from Previous FY	Actual Releases Received till this Quarter as per Proj. Agreement	Total Funds Available till this Quarter (2+3)	Quarter 1 (Oct - Dec)	Quarter 2 (Jan-Mar)	Quarter 3 (Apr - Jun)	Quarter 4 (Jul-Sep)	Total Expenses (5+6+7+8)		
		1	2	3	4	5	6	7	8	9	10	
Construction of buildings as per SPBD design and standard and Procurement of Furniture as per SPBD standard list	Construction of buildings as per SPBD design and standard and Procurement of Furniture as per SPBD standard list	900,000.00				-	-	-	-	0.00	0.00	
	Total :	900,000.00				-	-	-	-	-	-	
C: NARRATIVE SECTION												
1. Where applicable, state reasons why planned activities were not completed according to agreed timeframe (as outlined in the approved project proposal) and describe when they are proposed to be completed.												
<ul style="list-style-type: none"> 1. <i>Change in Community leader</i> 2. <i>Delay in getting timber permit</i> 3. <i>Parallel construction of Out Reach Clinic</i> 												
2. State request for any redirection of funds between line items or project sub-activities.												
D: ATTACHMENTS SECTION												
If there was a workshop, training, seminar, conference or study tour that was undertaken during this quarter both in-country and outside the country, please attach a separate report with this QPR.												
If SC funds were used to purchase equipments, furniture, books etc, please attach the list of such items.												