



**PERFORMANCE AGREEMENT  
BETWEEN  
PRIME MINISTER  
AND  
Ministry of Education**

**(July 1, 2019 – June 30, 2020)**

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**Preamble**

This Performance Agreement is signed between the Prime Minister and Ministry of Education.

The objectives of this Performance Agreement are:

- a) To establish clarity and consensus about annual priorities for the Ministry of Education consistent with the 12th Five Year Plan , and Government's other priorities;
- b) To make the Ministry of Education fully responsible for driving implementation and delivering the results against the annual priorities;
- c) To provide an objective and fair basis for evaluating the Ministry's overall performance at the end of the year;

The Performance Agreement represents an important accountability mechanism for inculcating a performance based culture at all levels of government.

**THEREFORE**, the parties hereto agree as follows:

## **Section 1: Vision, Mission and Objectives**

### **Vision**

An educated and enlightened society of GNH, built and sustained on the unique Bhutanese values of the dam-tsig ley gju-drey.

### **Mission**

1. Formulate sound educational policies leading towards knowledge-based GNH society. 2. Provide equitable and inclusive quality education and lifelong learning for all through provision of the necessary learning space and opportunity to harness their full potential as productive citizens. 3. Prepare the young women and men with appropriate knowledge, skills and values to cope with the challenges of the 21st century.

### **Objectives**

- 1) To enhance sustainable inclusive quality primary and secondary education
- 2) To enhance Equitable and Quality Tertiary Education
- 3) To enhance teaching profession
- 4) To enhance health and wellbeing of children and youth
- 5) To enhance access to quality training and skills
- 6) To enhance Adult Literacy and Lifelong learning
- 7) To achieve Digital Drukyul Flagship Program Objective
- 8) To ensure full utilization of Budget
- 9) To institutionalize and strengthen Government Performance Management System
- 10) Transparent, accountable & integrity consciousness and culture strengthened
- 11) གཞུང་གི་གཞུགས་པའི་ཚུན་ནང་ཚོང་ལའི་ལག་ལེན་ཏུ་སྐྱེད་གཏང་ནི།

**Section 2: Objectives, Success Indicators & Target**

| Objective  | Weight  | Action   | Success Indicator  | Unit   | Weight | Excellent [100%] | Very Good [90%] | Good [80%] | Fair [70%] | Poor [60%] |
|--|---|--|--|--|--------|------------------|-----------------|------------|------------|------------|
| To enhance sustainable inclusive quality primary and secondary education | 26  | Expand ECCD centres and services   | Net enrollment rate for ECCD by gender   | Percent  | 2      | 25               | 24              | 23         | 22         | <21        |
|  |   |  | Number of additional ECCD Centres established across the country   | Number   | 5      | 115              | 110             | 105        | 100        | <100       |
|  | Enhance students performance                                | Students scoring at least 60% in all four subjects (English, Dzongkha, Mathematics and Science) in CI VI | Percent  | 2  | 22     | 20               | 19              | 18         | <18        |            |
|  |   |  | Students scoring minimum marks of 60% each in Mathematics, Science, English and Dzongkha in BCSE examination.  | Percent  | 2      | 15               | 14              | 13.5       | 13         | <13        |
|  | Enhance School Performance Management System                | Girls scoring above 60% in STEM subjects in BCSE examination   | Percent  | 2  | 17     | 16.5             | 16              | 15.5       | <15        |            |
|  |   |  | Schools scoring above 90% on GNH index   | Percent  | 2      | 91               | 88              | 87         | 86         | <86        |
|  | Increase access to Inclusive and Special Education Services | Number   | Number of schools with SEN programme meeting "Minimum Standards" in at least one indicator under each standard stated in the Standards for Inclusive Education 2017. | Number   | 3      | 5                | 3               | 2          | 1          | 1          |
|  |   |  |  | Time line by which 2 new schools for Inclusive and SEN programme established | Date   | 3                | 12/31/2019      | 01/15/2020 | 01/31/2020 | 02/15/2020 |
|  | Expand access to primary and basic education                | Percent  | Adjusted Net Enrolment Rate Primary  | Percent  | 2      | 97.5             | 97              | 96.8       | 96         | <96        |
|  |   |  |  | Number of students in informal boarding                                      | Number | 2                | 2000            | 2200       | 2400       | 2500       |

| Objective  | Weight  | Action   | Success Indicator   | Unit    | Weight | Excellent [100%]                                    | Very Good [90%]                            | Good [80%]                              | Fair [70%]                              | Poor [60%]                                       |                                 |                                 |   |                                 |    |  |        |      |         |         |
|--|---------|--|---|---------|--------|---|--|---|---|--|---------------------------------|---------------------------------|---|---------------------------------|----|--|--------|------|---------|---------|
| To enhance sustainable inclusive quality primary and secondary | 26      | Enhance integration of ICT in teaching learning.   | Schools with ideal student computer ratio   | Percent | 1      | Primary:20<br>Secondary:16                          | Primary:18<br>Secondary:15                 | Primary:16<br>Secondary:14              | Primary:14<br>Secondary:13              | Primary:12<br>Secondary:12                       |                                 |                                 |   |                                 |    |  |        |      |         |         |
|  |         |  |   |         |        | To enhance Equitable and Quality Tertiary Education | Gender Parity Index for tertiary education | Percent                                 | 2                                       | Within Bhutan:0.87<br>Both:0.84                  | Within Bhutan:0.86<br>Both:0.83 | Within Bhutan:0.85<br>Both:0.81 | Within Bhutan:0.84<br>Both:0.80                             | Within Bhutan:0.83<br>Both:0.80 |    |  |        |      |         |         |
|  |         |  |   |         |        |   |  |   |   | Female students enrolled in STEM courses in TEIs | Percent                         | 2                               | 27  | 26                              | 25 | 24   | <24    |      |         |         |
|  |         |  |   |         |        |   |  |   |   |  |                                 |                                 | Gross enrolment ratio (GER) at tertiary level (19-23 years) | Percent                         | 1  | 20.5   | 20     | 19.5 | 19      | <19     |
|  |         |  |   |         |        |   |  |   |   |  |                                 |                                 |   |                                 |    | Number of undergraduate scholarships implemented (Regular) | Number | 2    | 150-155 | 145-149 |
| Percentage of scholarship slots earmarked for TVET programme   | Percent | 3  | 15  | 12      | 10     | 7   | 5  |   |   |  |                                 |                                 |   |                                 |    |  |        |      |         |         |
|  |         |  | Percentage of scholarship slots earmarked for teaching to be sent to the first world countries.                 | Percent | 3      | 5   | 4  | 3                                       | 2                                       | 1  |                                 |                                 |   |                                 |    |  |        |      |         |         |
|  |         |  |   |         |        | No. of institutes accredited by national body       | Number                                     | 4                                       | 1                                       | -  | -                               | -                               |   |                                 |    |  |        |      |         |         |
| To enhance teaching profession                                 | 15      | Accredit Tertiary Education Institutions (TEIs) and provide recognition of qualifications<br>Enhance teacher professionalism | Teachers availing 80 hours of Professional Development (PD) (40 hours -National Level & 40 hours – other level) | Percent | 5      | National level: 100%<br>Other level: 100%           | National level: 80%<br>Other level: 80%    | National level: 60%<br>Other level: 60% | National level: 50%<br>Other level: 60% | National level: 40%<br>Other level: 40%          |                                 |                                 |   |                                 |    |  |        |      |         |         |

| Objective   | Weight | Action   | Success Indicator  | Unit    | Weight | Excellent [100%]  | Very Good [90%]   | Good [80%]  | Fair [70%]  | Poor [60%]  |
|---|--------|--|--|---------|--------|---|---|---|---|---|
| To enhance teaching profession                        | 15     | Enhance teacher professionalism  | Schools with 18 hours of contact teaching  | Percent | 5      | 40  | 25  | 15  | <15   | <15   |
|   |        |  | Adequate number of teachers by subjects (Shortage reduced)   | Number  | 5      | Dzo:-400<br>Sci:-80<br>Gen:-66                                      | Dzo:-500<br>Sci:-100<br>Gen:-88                                     | Dzo:-571<br>Sci:-150<br>General:-111                                  | Dzo:-571<br>Sci:-150<br>General:-111                                  | Dzo:-571<br>Sci:-150<br>General:-111                                  |
| To enhance health and wellbeing of children and youth | 10     | Support and strengthen youth related services through Guidance & Counseling programme in schools, scouting, games and sports, and youth centres.<br>Enhance nutritional standards and the health of students | Percentage of high at-risk students identified and prevented through referrals to support services | Percent | 1      | >=94  | 93  | 92  | 91  | <91   |
|   |        |  | Youth in conflict with law   | Number  | 1      | 390   | 440   | 487   | 480   | 400   |
|   |        |  | % of secondary schools with functional Guidance and Counseling program                             | Percent | 2      | 75  | 72  | 69  | 67  | 65  |
|   |        |  | Schools with access to safely managed WASH facilities  | Percent | 5      | Functional water supply: 72<br>Functional Toilet: 87<br>Hygiene: 69 | Functional water supply: 71<br>Functional Toilet: 85<br>Hygiene: 67 | Functional water supply: 70<br>Functional Toilet: 84.5<br>Hygiene: 65 | Functional water supply: 69<br>Functional Toilet: 84.5<br>Hygiene: 65 | Functional water supply: 69<br>Functional Toilet: 84.5<br>Hygiene: 65 |
| To enhance access to quality training and skills      | 10     | Promote Technical and Vocational Education and Training in Schools   | Proportion of students within acceptable nutritional level (BMI)                                   | Percent | 1      | 82  | 81.5  | 81  | 80.5  | 80  |
|   |        |  | Construction of TVET Workshop in 7 Pilot Schools   | Percent | 2      | 100   | 90  | 85  | 80  | 60  |
|   |        |  | Secondary schools offering TVET courses/subject  | Number  | 4      | 5   | 4   | 3   | 2   | 1   |

| Objective   | Weight | Action   | Success Indicator  | Unit              | Weight | Excellent [100%]                     | Very Good [90%]        | Good [80%]             | Fair [70%]             | Poor [60%]                              |
|---|--------|--|--|-------------------|--------|--------------------------------------|------------------------|------------------------|------------------------|---|
| To enhance access to quality technical and vocational education and lifelong learning | 10     | Promote Technical and Vocational Education and Lifelong Learning   | Enrolment of students in technical and vocational courses  | Number            | 4      | 260                                  | 230                    | 200                    | 100                    | <100                                    |
| To enhance Adult Literacy and Lifelong Learning                                       | 7      | Enhance adult literacy, develop skills through NFE programme (drafting of operational guidelines for establishing Community Learning Centres). | Additional functional CLCs established<br>NFE learners completing Basic and Post Literacy course | Number<br>Percent | 3      | 2                                    | -                      | -                      | -                      | 1                                       |
| To achieve Digital Drukyul Flagship Program Objective                                 | 5      | Monitor and report flagship program  | Progress as per signed Digital Drukyul Flagship Performance Agreement                            | Percent           | 4      | BLC: 93<br>PLC: 94                   | BLC: 92.5<br>PLC: 93.5 | BLC: 92<br>PLC: 93     | BLC: 91<br>PLC: 92     | Lower than BLC: 91<br>PLC: 92           |
| To ensure full utilization of Budget  | 5      | Ensure Annual Budget Utilization   | Percentage of annual budget utilization  | Percent           | 5      | 100                                  | 90                     | 80                     | 70                     | <70                                     |
| To institutionalize and strengthen Government Performance Management System           | 2      | Strengthen APA Implementation  | Timely submission of APA implementation updates  | Date              | 5      | >94%                                 | 90-94                  | 85-89                  | 80-84                  | <70                                     |
| Transparent, accountable & integrity consciousness and culture strengthened           | 2      | Enhance integrity system by implementing OIP   | Integrity score improved   | Percent           | 2      | On the deadline communicated by GPMD | -                      | -                      | -                      | After the deadline communicated by GPMD |
|   |        |  |  |                   | 2      | 50% of OIP Implemented               | 40% of OIP Implemented | 30% of OIP Implemented | 20% of OIP Implemented | <20% of OIP Implemented                 |



| Objective  | Weight | Action  | Success Indicator   | Unit    | Weight | Excellent [100%] | Very Good [90%] | Good [80%] | Fair [70%] | Poor [60%] |
|--|--------|---|---|---------|--------|------------------|-----------------|------------|------------|------------|
| 1<br>གཞུང་གི་གཞུང་འབྲེལ་གྱི་ཡིག་ལུགས་ཚུ་རྫོང་ལོང་ནང་སློབ་ཤིང་།<br>རྫོང་ལོང་ལག་ལེན་གྱི་སྤྱོད་ཀྱིས་གཏང་ནི། | 1      | གཞུང་འབྲེལ་གྱི་ཡིག་ལུགས་ཚུ་རྫོང་ལོང་ནང་སློབ་ཤིང་།<br>རྫོང་ལོང་ལག་ལེན་གྱི་སྤྱོད་ཀྱིས་གཏང་ནི། | རྫོང་ལོང་ནང་གི་ཡིག་ལུགས་ཚུ་རྫོང་ལོང་ནང་སློབ་ཤིང་།<br>རྫོང་ལོང་ལག་ལེན་གྱི་སྤྱོད་ཀྱིས་གཏང་ནི། | Percent | 1      | 700              | -               | -          | -          | 0          |
|  |        |   | འཇུག་པོ་ལྟར་འབྲེལ་བྱེད་བྱེད་པའི་ཡིག་ལུགས་ཚུ་རྫོང་ལོང་ནང་སློབ་ཤིང་།                          | Percent | 1      | 700              | -               | -          | -          | 0          |
|  |        |   | འཇུག་པོ་ལྟར་འབྲེལ་བྱེད་བྱེད་པའི་ཡིག་ལུགས་ཚུ་རྫོང་ལོང་ནང་སློབ་ཤིང་།                          | Percent | 1      | 700              | -               | -          | -          | 0          |
|  |        |   | འཇུག་པོ་ལྟར་འབྲེལ་བྱེད་བྱེད་པའི་ཡིག་ལུགས་ཚུ་རྫོང་ལོང་ནང་སློབ་ཤིང་།                          | Percent | 1      | 700              | -               | -          | -          | 0          |

**Section 3: Trend values of success indicators**

| Objective  | Action  | Success Indicator  | Unit            | Actual Values [FY 2018-19] | Target Values [FY 2019-20] | Projected Values [FY 2020-21] | Projected Values [FY 2021-22] | Projected Values [FY 2022-23] |
|--|---|--|-----------------|----------------------------|----------------------------|-------------------------------|-------------------------------|-------------------------------|
| To enhance sustainable inclusive quality primary and secondary education | Expand ECCD centres and services                            | Number of additional ECCD Centres established across the country   | Number          | 307                        | 422                        | 522                           | 622                           | 722                           |
|  | Increase access to Inclusive and Special Education Services | Net enrollment rate for ECCD by gender<br>Time line by which 2 new schools for Inclusive and SEN programme established   | Percent<br>Date | 19.2<br>18                 | 25<br>20                   | 30<br>22                      | 40<br>25                      | 50 (M-49, F-51)<br>28         |
|  |   | Number of schools with SEN programme meeting "Minimum Standards" in at least one indicator under each standard stated in the Standards for Inclusive Education 2017. | Number          | 0                          | 5                          | 10                            | 15                            | 20                            |
| Enhance students performance   |   | Students scoring at least 60% in all four subjects (English, Dzongkha, Mathematics and Science) in CI VI   | Percent         | 20                         | 22                         | 24                            | 27                            | 30                            |
|  |   | Students scoring minimum marks of 60% each in Mathematics, Science, English and Dzongkha in BCSE examination.  | Percent         | 14                         | 15                         | 16                            | 18                            | 20                            |

| Objective  | Action   | Success Indicator   | Unit    | Actual Values [FY 2018-19]      | Target Values [FY 2019-20]      | Projected Values [FY 2020-21]   | Projected Values [FY 2021-22]   | Projected Values [FY 2022-23]   |
|--|--|---|---------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| To enhance sustainable inclusive quality primary and secondary education | Enhance students performance                               | Girls scoring above 60% in STEM subjects in BCSE examination                                    | Percent | 16                              | 17                              | 19                              | 21                              | 23                              |
|  | Enhance School Performance Management System               | Schools scoring above 90% on GNH index  | Percent | 88                              | 91                              | 94                              | 97                              | >99                             |
|  | Expand access to primary and basic education               | Adjusted Net Enrolment Rate Primary   | Percent | 97                              | 97.5                            | 98                              | 98.5                            | >99                             |
|  | Enhance integration of ICT in teaching learning.           | Number of students in informal boarding   | Number  | 2600                            | 2000                            | 1500                            | 1000                            | 0                               |
| To enhance Equitable and Quality Tertiary Education                      | Enhance equitable and quality tertiary education           | Schools with ideal student computer ratio   | Percent | Primary:10<br>Secondary:15      | Primary:20<br>Secondary:16      | Primary:30<br>Secondary:25      | Primary:40<br>Secondary:30      | Primary:50<br>Secondary:50      |
|  | Enhance equitable and quality tertiary education           | Percentage of scholarship slots earmarked for TVET programme                                    | Percent | 15                              | 15                              | 15                              | 15                              | 15                              |
|  | Enhance equitable and quality tertiary education           | Percentage of scholarship slots earmarked for teaching to be sent to the first world countries. | Percent | 5%                              | 5%                              | 5%                              | 5%                              | 5%                              |
|  | Enhance equitable and quality tertiary education           | Gross enrolment ratio (GER) at tertiary level (19-23 years)                                     | Percent | 20                              | 20.5                            | 21                              | 21.5                            | 22                              |
| To enhance Gender Parity Index for tertiary education                    | Number of undergraduate scholarships implemented (Regular) | Number of undergraduate scholarships implemented (Regular)                                      | Number  | 1765                            | 1920                            | 2071                            | 2221                            | 2371                            |
|  | Gender Parity Index for tertiary education                 | Gender Parity Index for tertiary education  | Percent | Within Bhutan:0.86<br>Both:0.83 | Within Bhutan:0.87<br>Both:0.84 | Within Bhutan:0.88<br>Both:0.85 | Within Bhutan:0.89<br>Both:0.86 | Within Bhutan:0.90<br>Both:0.87 |

| Objective   | Action  | Success Indicator   | Unit    | Actual Values [FY 2018-19]              | Target Values [FY 2019-20]                | Projected Values [FY 2020-21]             | Projected Values [FY 2021-22]             | Projected Values [FY 2022-23]             |
|---|---|---|---------|---|---|---|---|---|
| To enhance Equitable and Quality Tertiary Education   | Enhance equitable and quality tertiary education  | Female students enrolled in STEM courses in TEIs  | Percent | 26                                      | 27  | 28  | 29  | 30  |
|   | Accredit Tertiary Education Institutions (TEIs) and provide recognition of qualifications   | No. of institutes accredited by national body   | Number  | 12                                      | 13  | 15  | 16  | 18  |
| To enhance teaching profession                        | Enhance teacher professionalism   | Teachers availing 80 hours of Professional Development (PD) (40 hours -National Level & 40 hours – other level) | Percent | National level: 100%<br>Other level: NA | National level: 100%<br>Other level: 100% | National level: 100%<br>Other level: 100% | National level: 100%<br>Other level: 100% | National level: 100%<br>Other level: 100% |
|   |   | Schools with 18 hours of contact teaching   | Percent | 25                                      | 40  | 55  | 70  | 80  |
| To enhance health and wellbeing of children and youth | Support and strengthen youth related services through Guidance & Counselling programme in schools, scouting, games and sports, and youth centres. | Adequate number of teachers by subjects (Shortage reduced)  | Number  | Dzo: -500<br>Sci: -100<br>Gen: -88      | Dzo: -400<br>Sci: -80<br>Gen: -66         | Dzo: -250<br>Sci: -70<br>Gen: -44         | Dzo: -100<br>Sci: -60<br>Gen: -22         | Dzo: -50<br>Sci: 0<br>Gen: 0              |
|   |   | Percentage of high at-risk students identified and prevented through referrals to support services              | Percent | >= 94%                                  | >= 94%                                    | >= 94%                                    | >= 94%                                    | >= 94%                                    |
|   |   | Youth in conflict with law  | Number  | 440                                     | 390                                       | 350                                       | 300                                       | 250                                       |
|   |   | % of secondary schools with functional Guidance and Counseling program  | Percent | 65                                      | 75  | 85  | 95  | ~ 100                                     |

| Objective   | Action   | Success Indicator  | Unit    | Actual Values [FY 2018-19]  | Target Values [FY 2019-20]  | Projected Values [FY 2020-21]                                       | Projected Values [FY 2021-22]                                       | Projected Values [FY 2022-23]                                       |
|---|--|--|---------|---|---|---|---|---|
| To enhance health and wellbeing of children and youth | Enhance nutritional standards and the health of students   | Schools with access to safely managed WASH facilities                | Percent | Functional water supply: 69<br>Functional Toilet: 85<br>Hygiene: 67 | Functional water supply: 72<br>Functional Toilet: 87<br>Hygiene: 69 | Functional water supply: 80<br>Functional Toilet: 90<br>Hygiene: 70 | Functional water supply: 85<br>Functional Toilet: 93<br>Hygiene: 75 | Functional water supply: 90<br>Functional Toilet: 95<br>Hygiene: 80 |
|   |  | Proportion of students within acceptable nutritional level (BMI)     | Percent | 81  | 82  | 86 (Boys-85, Girls-87)  | 87 (Boys-86, Girls-88)  | 88 (Boys-87, Girls-89)  |
| To enhance access to quality training and skills      | Promote Technical and Vocational Education and Training in Schools   | Secondary schools offering TVET courses/subject                      | Number  | 5   | 5   | 6   | 7   | 7   |
|   |  | Enrolment of students in technical and vocational courses            | Number  | -   | 260   | 1250  | 1875  | 2500  |
| To enhance Adult Literacy and Lifelong learning       | Enhance adult literacy, lifelong learning and develop skills through NFE programme (drafting of operational guidelines for equivalency framework and establishing Community Learning Centres). | Construction of TVET Workshop in 7 Pilot Schools                     | Percent |   |   |   |   |   |
|   |  | NFE learners completing Basic and Post Literacy course               | Percent | BLC: 92<br>PLC: 93  | BLC: 93<br>PLC: 94  | BLC: 94<br>PLC: 95  | BLC: 96<br>PLC: 97  | BLC: 98<br>PLC: 98  |
|   |  | Additional functional CLCs established                               | Number  | 22  | 24  | 26  | 28  | 30  |
| To achieve Digital Drukyl Flagship Program Objective  | Monitor and report flagship program  | Progress as per signed Digital Drukyl Flagship Performance Agreement | Percent | 100   | 100   | 100   | 100   | 100   |

| Objective   | Action  | Success Indicator                               | Unit    | Actual Values [FY 2018-19] | Target Values [FY 2019-20] | Projected Values [FY 2020-21] | Projected Values [FY 2021-22] | Projected Values [FY 2022-23] |
|---|---|---|---------|----------------------------|----------------------------|-------------------------------|-------------------------------|-------------------------------|
| To ensure full utilization of Budget  | Ensure Annual Budget Utilization                          | Percentage of annual budget utilization         | Percent |                            |                            |                               |                               |                               |
| To institutionalize and strengthen Government Performance Management System | Strengthen APA Implementation                             | Timely submission of APA implementation updates | Date    |                            |                            |                               |                               |                               |
| Transparent, accountable & integrity consciousness and culture strengthened | Enhance integrity system by implementing OIP              | Integrity score improved                        | Percent |                            |                            |                               |                               |                               |
| ଆମ୍ଭଙ୍କ ସମସ୍ତ ସେବାକୁ ସମ୍ପୂର୍ଣ୍ଣ ଭାବରେ ବ୍ୟବହାର କରିବାକୁ ସମର୍ଥନ ଦେବା           | ଆମ୍ଭଙ୍କ ବାର୍ଷିକ ବյୋଜ ବ୍ୟବହାରକୁ ନିଶ୍ଚିତ ଭାବରେ ବୃଦ୍ଧି କରିବା | ବାର୍ଷିକ ବ୍ୟୟର ପ୍ରତିଶତ                           | ପ୍ରତିଶତ |                            |                            |                               |                               |                               |
| ଆମ ସରକାରର ସେବାକୁ ସମ୍ପୂର୍ଣ୍ଣ ଭାବରେ ବ୍ୟବହାର କରିବାକୁ ସମର୍ଥନ ଦେବା               | ଆମର ସେବାକୁ ସମ୍ପୂର୍ଣ୍ଣ ଭାବରେ ବ୍ୟବହାର କରିବାକୁ ସମର୍ଥନ ଦେବା   | ଆମର ସେବାକୁ ସମ୍ପୂର୍ଣ୍ଣ ଭାବରେ ବ୍ୟବହାର କରିବା       | ତାରିଖ   |                            |                            |                               |                               |                               |
| ପାରଦର୍ଶିତା, ସମ୍ପୂର୍ଣ୍ଣ ଭାବରେ ସମ୍ପୂର୍ଣ୍ଣ ଭାବରେ ବ୍ୟବହାର କରିବାକୁ ସମର୍ଥନ ଦେବା   | ଆମର ସେବାକୁ ସମ୍ପୂର୍ଣ୍ଣ ଭାବରେ ବ୍ୟବହାର କରିବାକୁ ସମର୍ଥନ ଦେବା   | ଆମର ସେବାକୁ ସମ୍ପୂର୍ଣ୍ଣ ଭାବରେ ବ୍ୟବହାର କରିବା       | ପ୍ରତିଶତ |                            |                            |                               |                               |                               |
|   |   | ଆମର ସେବାକୁ ସମ୍ପୂର୍ଣ୍ଣ ଭାବରେ ବ୍ୟବହାର କରିବା       | ପ୍ରତିଶତ |                            |                            |                               |                               |                               |

#### Section 4: Definition of Success Indicators

| Success Indicator  | Description   | Data Collection Methodology     | Data Collection Frequency | Data Source                 |
|--|---|---------------------------------|---------------------------|-----------------------------|
| Net enrollment rate for ECCD by gender   | The indicator measures the participation rate of 3-5 years (36-71 months) old children in both public and private ECCD centers. The Ministry through establishment of ECCD centre with funding support from UNICEF and Global Partnership for Education (GPE) will establish 115 new ECCD centres in this financial year. With these increase ECCD centres, the enrolment of children in ECCD centres is expected to increase as targeted. 115 ECCD centres will be distributed in every dzongkhag and thromde as planned by ECCD&SEN division under DSE. | Children Survey in ECCD Centres | Annually                  | Annual Education Statistics |
| Students scoring at least 60% in all four subjects (English, Dzongkha, Mathematics and Science) in CI VI | The indicator measures the percentage of students who score at least 60 percent in all four subjects (English, Dzongkha, Maths and Science) from class VI year end examinations. This indicator is a proxy indicator for quality of education. Ministry strives to increase the learning score of students through intervention such as provision of professional development for teachers, teaching-learning resources and appropriate infrastructure.   | Performance Management System   | Annually                  | EMD,DSE                     |

| Success Indicator   | Description   | Data Collection Methodology   | Data Collection Frequency | Data Source |
|---|---|-------------------------------|---------------------------|-------------|
| Students scoring minimum marks of 60% each in Mathematics, Science, English and Dzongkha in BCSE examination. | The indicator measures the percentage of students who score minimum marks of 60% each in Mathematics, Science, English and Dzongkha in BCSE examinations (Class X). This indicator is a proxy indicator for quality of education. Ministry strives to increase the learning score of students through intervention such as provision of professional development for teachers, teaching-learning resources and appropriate infrastructure.  | Performance Management report | Annually                  | EMD,DSE     |
| Girls scoring above 60% in STEM subjects in BCSE examination  | Girls scoring above 60% in STEM subjects in BCSE examination. STEM subjects includes Science (Physics, Chemistry and Biology) and Mathematics. This indicator is a proxy indicator for quality of education. Ministry strives to increase the learning score of students through intervention such as provision of professional development for teachers, teaching-learning resources and appropriate infrastructure. This indicator is mainly to gauge girls' performance in STEM subjects. It was found that on an average girls' performance in STEM subjects is slightly lower than boys. | EMD (BCSAE Report)            | Annually                  | BCSEA/EMD   |
| Schools scoring above 90% on GNH index  | This indicator measures the percentage of schools above 90% on GNH index as per performance management system   | Performance management report | Annually                  | EMD, DSE    |



| Success Indicator  | Description  | Data Collection Methodology                              | Data Collection Frequency | Data Source                       |
|--|--|--|---------------------------|-----------------------------------|
| Number of schools with SEN programme meeting "Minimum Standards" in at least one indicator under each standard stated in the Standards for Inclusive Education 2017. | The indicator measures the number of schools with SEN programme meeting the "Minimum Standard" in at least one indicator under each standard as per the Standards for Inclusive Education 2017. After orientation on the standards, schools are expected to implement. The Ministry will monitor and support implementation to ensure progressive achievement of the standards from minimum to excellence. In this fiscal year 5 schools with SEN programme are expected to meet minimum standards as specified above. | Monitoring of Schools with SEN programme (Report)        | Annually                  | ECCD&SEN Division, DSE            |
| Adjusted Net Enrolment Rate Primary  | The indicator measures participation of 6-12 years old children (school going age) in school (primary/secondary) education and other structured forms of learning (Eg. Monastic, Sanskrit). Ministry strives to achieve universal education through creation of space and encouraging parents to enroll their children in school irrespective of their abilities   | Student enrolment from EMIS and population data from NSB | Annually                  | Annual Education Statistics (AES) |

| Success Indicator  | Description   | Data Collection Methodology | Data Collection Frequency | Data Source                             |
|--|---|-----------------------------|---------------------------|---|
| Number of students in informal boarding                          | The indicator measures the number of students reduced in informal boarding situation. Informal boarding means students residing on their own nearby school campus making huts or in rented apartments. Students residing in informal boarding alone or with their guardians lead to many social problems especially for girls. To achieve this, Ministry will initiate additional boarding facilities through creation of additional hostels. Ministry will also look at the possibility of transportation facilities and identify needy students and place them in boarding schools. | Progress Monitoring         | Annually                  | Administrative Record in SPCD/SHND, DSE |
| Schools with ideal student computer ratio                        | The indicator measures proportion of schools with student computer ratio of less than or equal to 1:30 for primary and less than or equal to 1:10 for secondary schools. In the past Ministry supplies computers to schools. With decentralization, dzongkhags are expected to carry out this. The Ministry will explore donors to supply computers and construct computer labs in schools.   | Review                      | Annually                  | SPCD, DSE (Annual Education Statistics) |
| Number of additional ECCD Centres established across the country | This is indicators measure the completion of establishment of new ECCD centres across the country (in every dzongkhag/throwme) in FY 2019-20 through financial support from UNICEF and GPE. This includes the feasibility study of all centres, approval from the Ministry, facilitate the release of budget and complete utilization of budget and make the centres functional.  | Administrative record       | Annually                  | ECCD&SEN Division, DSE                  |

| Success Indicator  | Description   | Data Collection Methodology  | Data Collection Frequency | Data Source                     |
|--|---|--|---------------------------|---------------------------------|
| Time line by which 2 new schools for Inclusive and SEN programme established | This indicator measure the completion of identification of two SEN and Inclusive Education programme schools and orientation of all teachers of the two identified Inclusive and SEN programme schools.   | Administrative Records   | Annually                  | ECCD&SEN Division, DSE          |
| Gender Parity Index for tertiary education                                   | The indicator measures the ratio of male and female enroled in tertiary education. In Bhutan, gender equity at school level has been achieved. However, at tertiary level, there are still more boys than girls. The MoE as the custodian of tertiary education policy aims to reduce this gap over the period of time. This can be done through creation of awareness at the school level and in discussion with providers of tertiary education in the country. | Survey of students as part of Annual Education Statistics (AES)                          | Annually                  | State of Tertiary Education/AES |
| Female students enrolled in STEM courses in TEIs                             | This indicator measures proportion of female students taking up STEM (Science, Technology, Engineering and Maths) courses at tertiary level in Tertiary Education Institutes within Bhutan. Currently, lesser proportion of girls are taking up STEM courses. While the Ministry has no direct role, through sensitization and in consultation with tertiary education providers, the MoE aspires to increase enrollment of female in TEIs.                       | Annual student census conducted by RUB, KGUMSB, RIM, JSWSL, Private TEIs & data of SSSD. | Annually                  | State of Tertiary Education     |

| Success Indicator  | Description   | Data Collection Methodology   | Data Collection Frequency | Data Source                                  |
|--|---|---|---------------------------|--|
| No. of institutes accredited by national body                | The indicator measures the number of TEIs accredited by Bhutan Accreditation Council (BAC). For this financial year Arura Academy of Health Sciences will be accredited. The Tertiary Education Policy mandated all Tertiary Institutes to be accredited.   | Monitoring /progress review   | Annually                  | Accreditation Report, DAHE                   |
| Gross enrolment ratio (GER) at tertiary level (19-23 years)  | The percentage of students studying in tertiary education (Diploma, Undergraduate, and post graduate students) of estimated population of the country in the age group of 19-23.  | Annual student census conducted by RUB, KGUMSB, RIM, JSWSL, Private TEIs, data of SSSD on scholarship students abroad, PHCB 2017/ TESS, data of students studying abroad from ECPFs and other agencies who send tertiary students through scholarships/other modes. | Annually                  | State of Tertiary Education Report/PHCB 2017 |
| Number of undergraduate scholarships implemented (Regular)   | Number of students selected as approved by Steering Committee as per the UG scholarships cycle (Feb onwards).   | Meeting minutes and selection result report.  | Annually                  | SSSD, DAHE                                   |
| Percentage of scholarship slots earmarked for TVET programme | This indicator measures percentage of scholarship slots earmarked for TVET programme. DAHE will ensure at least 15% of scholarship is earmarked for TVET programme. The identification of scholarship will be carried out in February to March, 2020 after the declaration of class XII result. The actual implementation will happen after receiving budget for fiscal year 2020-2021. | Review of scholarship selected in February-March, 2020.   | Annually                  | Administrative data with SSSD, DAHE          |

| Success Indicator   | Description  | Data Collection Methodology  | Data Collection Frequency | Data Source                         |
|---|--|--|---------------------------|-------------------------------------|
| Percentage of scholarship slots earmarked for teaching to be sent to the first world countries.                 | This indicator measures percentage of scholarship slots earmarked for teaching. DAHE will ensure at least 5% of scholarship is earmarked for teaching. The identification of scholarship will be done during the 2020 selection interview. The actual implementation will happen after receiving budget for fiscal year 2020-2021. These scholarship recipients will be sent to the first world countries. | Review of scholarship selected in February-March, 2020.  | Annually                  | Administrative data with SSSD, DAHE |
| Teachers availing 80 hours of Professional Development (PD) (40 hours -National Level & 40 hours – other level) | This indicator measures percentage of teachers who receives a minimum of 40 hrs of PD at national level and 40 hrs of PD at Dzongkhag/Thromde/Cluster/School level in a year.  | Monitoring/progress review   | Annually                  | Administrative Data, TPSD, DSE      |
| Schools with 18 hours of contact teaching   | This indicator measures the percentage of School with an average of 18 hours or less of teaching per week  | Collect total hours per school per week and divide it by total number of teachers. Number of schools with 18 hours divided by total number of schools multiplied by 100. | Annually                  | Admin data, HRD                     |
| Adequate number of teachers by subjects (Shortage reduced)  | This indicator measures teacher shortage against approved teacher strength in key subjects as per Teacher Requirement Exercise (TRE).  | Monitoring /progress review as per TRE   | Annually                  | Admin data, HRD                     |
| Secondary schools offering TVET courses/subject   | The indicator measures the number of secondary schools (classes IX to XII) offering TVET courses   | Progress Review  | Annually                  | Administrative Data, DSE            |
| Enrolment of students in technical and vocational courses   | This indicator measures the number of students taking up technical and vocational electives from class IX-XII. This is only for ADB supported project.   | Survey of pilot schools  | Annually                  | Administrative data, DSE            |

| Success Indicator  | Description   | Data Collection Methodology                                  | Data Collection Frequency | Data Source                             |
|--|---|--|---------------------------|---|
| Percentage of high at-risk students identified and prevented through referrals to support services | The SI measures the percentage of suicides prevented amongst students identified as "high at-risk" of suicide / self harm and were prevented through referrals to support services.   | Monitoring/progress review                                   | Daily                     | Administrative Data with CECD, DYS      |
| Youth in conflict with law   | The SI measures the number of youth (15 - 24) reduced who come in conflict with law. The data on this particular SI will be provided by the RBP through the YDMS system to which DSE has access. For this particular SI, MoE will consider youth who are in schools only. | Monitoring /progress review                                  | Annually                  | Administrative Data, YDMS (DYS and DSE) |
| Schools with access to safely managed WASH facilities  | The indicator measures percentage of schools with access to safely managed WASH (Water, Sanitation and Hygiene) facilities. It will look at water supply and quality, functionality of toilets and placement of trained school health coordinator.                        | School census  | Annually                  | SHND, DSE (AES)                         |
| Proportion of students within acceptable nutritional level (BMI)                                   | This indicator measures the health status of students based on BMI. The Ministry strives to improve the health of students through increasing stipend, provision of nutritious food and implementing Health and Physical Education.                                       | Online student survey  | Annually                  | Administrative Data, SHND, DSE          |
| % of secondary schools with functional Guidance and Counseling program                             | It measures the percentage of secondary schools with School Guidance Counselors in public secondary schools across the country.   | Number of Counselor deployed against total secondary schools | Annually                  | CECD, DYS                               |

| Success Indicator  | Description  | Data Collection Methodology                                  | Data Collection Frequency | Data Source                      |
|--|--|--|---------------------------|----------------------------------|
| Construction of TVET Workshop in 7 Pilot Schools                       | the indicator measures the completion of the construction of TVET workshops in TVET school. Workshop will be completed in following 7 schools: 1. Punakha HSS, 2. Khuruthang MSS, 3. Bajorhang HSS, 4. Babesa HSS, 5. Bayling HSS, 6. Ranjung HSS and 7. Chumey MSS  | Administrative Record  | Annually                  | SPCD, DSE                        |
| Additional functional CLCs established                                 | Additional no. of CLCs established and fully operational.  | Approval letter and reports.                                 | Annually                  | NFCED, DAHE                      |
| NFE learners completing Basic and Post Literacy course                 | The indicator measures the percentage of NFE learners completing Post and Basic Literacy course. The NFE programme plays an important role in increasing literacy rate among Bhutanese. However, there has been an issue to huge drop outs from NFE programme without completing. Therefore, the Ministry strives to increase completion rate among learners. This will assess how many NFE learners who are enrolled in the programme are actually completing the course as expected. | Monitoring /progress review                                  | Annually                  | Administrative Data, DAHE        |
| Progress as per signed Digital Druklyul Flagship Performance Agreement | This indicator measures the status of progress of 3 Success Indicators which are responsibility of MoE as outlined in the Digital Druklyul APA   | Progress Monitoring  | Annually                  | Digital Druklyul Flagship Report |
| Percentage of annual budget utilization                                | This indicator measures the variance between the Revised Budget and the Actual Expenditure at the end of the FY.   | Assessment of variance between annual budget and expenditure | Annually                  | DNB                              |

| Success Indicator   | Description  | Data Collection Methodology   | Data Collection Frequency | Data Source   |
|---|--|---|---------------------------|---|
| Timely submission of APA implementation updates   | <p>This SI shall be evaluated based on the following parameters:</p> <ol style="list-style-type: none"> <li>1. Timeline by which "monthly issue/no issue reported on GPMS.</li> <li>2. Timeline by which "timeline SIs and other achieved SIs are verified and evidence submitted."</li> <li>3. Timeline by which "MYR and year-end self-assessment report is submitted to GPMD."</li> <li>4. "Timely action taken on all the MYR directives."</li> </ol>  | Review of administrative data/documents/records   | Quarterly                 | GPMD  |
| Integrity score improved  | <p>This indicator measures the implementation status of Organisational Integrity Plan (OIP) as determined as Anti-Corruption Commission.</p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> | Survey and Field Monitoring of OIP implementation by ACC  | Annually                  | Administrative report by ACC  |
| <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> | <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>  | <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> | Annually                  | <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> |



**Section 5: Requirements from other Ministries, Agencies & Dzongkhags**

| Organisation Name | Relevant Success Indicator   | Requirement from the Organisation   | Justification for the Requirement  | Requirement detail   | Impact (If Not Met)          |
|-------------------|--|---|--|--|------------------------------|
| All Dzongkhags    | Net enrollment rate for ECCD by gender   | Implementation  | Budget for additional ECCD Centres are with the LGs and implementation are done there.   | Start additional ECCD Centres                                    | Target will not be achieved  |
| All Dzongkhags    | Students scoring at least 60% in all four subjects (English, Dzongkha, Mathematics and Science) in CI VI | Since Schools are under the jurisdiction of Dzongkhags/Thromdes, similar SIs should be added in their APAs. These applies to other indicators related to students' performance in this APA. | Schools are under the jurisdiction of Dzongkhags/Thromdes. Therefore, effort from them is even more crucial.   | Add similar indicators in Dzongkhag/Thromde's APA.               | Target may not be achieved.  |
| All Dzongkhags    | Schools with access to safely managed WASH facilities  | All Dzongkhags/Thromde should provide adequate toilet facilities in schools.  | With decentralization, most of the construction works are done by dzongkhags/thromdes. Therefore, they should strive to provide adequate toilet facilities in schools. | Construction of toilet facilities.                               | Targets may not be achieved. |
| All Dzongkhags    | Girls scoring above 60% in STEM subjects in BCSE examination   | Add same indicator in Dzongkhags/Thromdes APAs.   | All schools are under the jurisdiction of Dzongkhags and Thromdes  | Add SI and implement as all schools are under LGs.               | Target cannot be achieved.   |
| All Dzongkhags    | Number of students in informal boarding  | Add indicator under Dzongkhags/Thromdes APA.  | Schools are under the jurisdiction of Dzongkhags/Thromdes  | Add SI in APA and implement                                      | Target cannot be achieved    |
| All Dzongkhags    | Schools with ideal student computer ratio  | Add SI under Dzongkhags/Thromdes APA.   | Budget is with LGs based on division of responsibility framework.  | Add SI under dzongkhags/thromdes and allocate sufficient budget. | Target will not be achieved  |

| Organisation Name                        | Relevant Success Indicator  | Requirement from the Organisation   | Justification for the Requirement   | Requirement detail  | Impact (If Not Met)  |
|--|---|---|---|---|--|
| All Dzongkhags                           | Teachers availing 80 hours of Professional Development (PD) (40 hours -National Level & 40 hours – other level) | Add SI under dzongkhags APA.  | 40 hours of PD should be provided by dzongkhag/thromdes or schools/cluster. This as per Teacher HR Policy 2014.   | Add same SI and allocate enough budget.   | Target will not be achieved.   |
| MINISTRY OF INFORMATION & COMMUNICATIONS | Progress as per signed Digital Drukyl Flagship Performance Agreement  | Support to implement Digital School Programme under Digital Drukyl Flagship.          | Lead agency for Digital Druk Yul Flagship is MoIC   | Financial and implementation  | Target may not be achieved.  |
| All Dzongkhags                           | Schools with 18 hours of contact teaching   | Dzongkhags are required to deploy and redeploy teachers based on subject requirement. | Placement of teachers from Dzongkhags to schools is decentralised by the Ministry   | Efficient deployment and redeployment within Dzongkhag as per subject requirement | Target may not be achieved   |
| THROMDEYS                                | Schools with 18 hours of contact teaching   | Thromdes are required to deploy and redeploy teachers based on subject requirement.   | Placement of teachers from Thromdes to schools is decentralised by the Ministry   | Efficient deployment and redeployment within Thromde as per subject requirement   | Target may not be achieved   |
| ROYAL CIVIL SERVICE COMMISSION           | Adequate number of teachers by subjects (Shortage reduced)  | Approval from RCSC to recruit teachers as per need                                    | Approval from RCSC need to be sought for any additional teacher recruitment   | Approval  | Target may not be achieved   |
| CABINET SECRETARIAT                      | Adequate number of teachers by subjects (Shortage reduced)  | policy to increase student intake in class XI in 2020                                 | Any additional intake of students will entail additional teacher requirement which has not been accounted during submission of Teacher Requisition to RCSC in May 2019. | Decision of the Govt.   | Teacher shortage may escalate which will affect the fulfillment of set target. |

| Organisation Name                    | Relevant Success Indicator  | Requirement from the Organisation | Justification for the Requirement   | Requirement detail   | Impact (If Not Met)                                       |
|--------------------------------------|---|-----------------------------------|---|--|---|
| THROMDEYS                            | Teachers availing 80 hours of Professional Development (PD) (40 hours -National Level & 40 hours – other level) | Add SI under Thromdes APA.        | 40 hours of PD should be provided by dzongkhag/thromdes or schools/cluster. This as per Teacher HR Policy 2014. | Add same SI and allocate enough budget.  | Target will not be achieved.                              |
| ROYAL CIVIL SERVICE COMMISSION       | Percentage of scholarship slots earmarked for TVET programme  | Timely requisition                | Implementation of scholarship programme for TVET  | Requisition with programme specification for the TVET programme at Diploma/Advanced Diploma level routed through RCSC. | Inability to earmark scholarship slots for TVET Programme |
| MINISTRY OF LABOUR & HUMAN RESOURCES | Percentage of scholarship slots earmarked for TVET programme  | Timely requisition                | Implementation of scholarship programme for TVET  | Requisition with programme specification for the TVET programme at Diploma/Advanced Diploma level routed through RCSC. | Inability to earmark scholarship slots for TVET Programme |

**Whereas,**

We, on behalf of the Ministry of Education, commit to the Prime Minister, the Government and the people of Bhutan to deliver the results described in this Annual Performance Agreement.

I, the Prime Minister, commit to the Minister, Ministry of Education, on behalf of the Government and the people of Bhutan, to provide the necessary support for delivery of the results described in this Annual Performance Agreement.

**SIGNED:**



\_\_\_\_\_  
Dr. Lotay Tshering  
Prime Minister

19/8/19

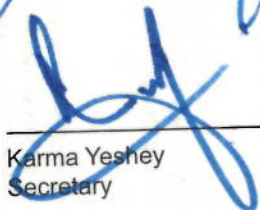
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Jal Bir Rai  
Minister

19/8/19

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Date



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Karma Yeshey  
Secretary

19/8/2019

\_\_\_\_\_  
Date