



PERFORMANCE AGREEMENT

BETWEEN

Secretary and Director General

**DEPARTMENT OF ADULT & HIGHER EDUCATION
MINISTRY OF EDUCATION**

(July 1, 2019 – June 30, 2020)

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Preamble

The Performance Agreement is entered into between the Secretary and Director General , Department Of Adult & Higher Education.

The objectives of this Performance Agreement are:

- a) To establish clarity and consensus about annual priorities for the Department of Adult & Higher Education consistent with the 12th Five Year Plan of the Ministry, and Government's other priorities;
- b) To provide an objective and fair basis for evaluating the overall performance of the Department of Adult & Higher Education at the end of the financial 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

Access, quality and sustainability of higher education and lifelong learning opportunities

Mission

1. To enable participation of private individuals in providing tertiary education and facilitate institutions to endeavour in transforming Bhutan into a knowledge hub.
2. To ensure provision for pursuit of quality tertiary education both within and abroad with systematic mechanism in place.
3. To empower individuals for personal and professional development by enhancing continuing and lifelong learning opportunities.
4. To create a pool of highly trained graduates and professionals that shall form the basis of national human capital.

Objectives

- 1) To enhance access and equitable quality tertiary education
- 2) To enhance adult literacy and lifelong learning
- 3) To institutionalize and strengthen Government Performance Management System

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 access and equitable quality tertiary education	74	Expand access to tertiary education	TAT to issue disbursement letter for payment of fees to loan students	Days	3	10	12	14	16	>16
			State of Tertiary Education published	Others	5	2nd Week of March 2020	4th Week of March 2020	2nd Week of April 2020	4th Week of April 2020	After April 2020
			Gross enrolment ratio (GER) at tertiary level (19-23 years)	Percent	4	20.5	20	19.5	19	<19
			Gender Parity Index for tertiary education	Others	5	Within Bhutan: 0.87; Both: 0.84	Within Bhutan: 0.85; Both: 0.82	Within Bhutan: 0.83; Both: 0.80	Within Bhutan: 0.81; Both: 0.77	Within Bhutan: <0.81; Both: <0.77
			Female student enrolled in STEM courses in TEIs	Percent	5	27	26	25	24	<24
			Number of undergraduate scholarships implemented (Regular)	Number	6	150-155	145-149	140-144	135-139	<135
			No. of ad-hoc scholarships implemented	Number	5	18-20	15-17	12-14	10-11	<10
			Percentage of scholarship slots earmarked for TVET programme	Percent	6	15	12	10	7	5
			Percentage of scholarship slots earmarked for teaching to be sent to the first world countries.	Percent	6	5	4	3	2	1
			Facilitate Private sector participation in education			Self-financed students in Tertiary Education	Percent	3	20	18

74	Accredit Tertiary Education Institutions (TEIs) and provide recognition of qualifications	Time taken for recognition of qualifications	Days	In- country - 10; Ex- country - 40	In- country - 12; Ex- country - 45	In- country - 14; Ex- country - 50	In- countr y - 15; Ex- countr y - 55	In- countr y - 15; Ex- countr y - 55
5				3rd Week of March 2020	1st Week of April 2020	3rd Week of April 2020	1st Week of May 2020	After 2nd Week of May 2020
6	TEIs accredited by national body		Number	1	-	-	-	-
5	Time line by which the revised Accreditation manual is published		Others					
5	Monitor Education Consultancy and Placement Firms	Time taken to approve the establishment of ECPFs	Days	28	30	32	35	>35
5		Percentage of ECPFs monitored	Percent	95-100	90-94.9	85-89.9	80-84.9	<80
5	Facilitate and monitor CE centres	% of CE candidates enrolled as per CE enrollment guidelines	Percent	90-100	80-89.9	70-79.9	60-69.9	<60
5	Enhance lifelong learning and skill development through Community Learning Centres (CLCs)	Additional functional CLCs established	Number	2	-	-	-	1
5	Draft operational guidelines for equivalency framework	Timeline by which the draft operational guidelines is finalized	Others	Last Week of May 2020	1st Week of June 2020	2nd Week of June 2020	3rd Week of June 2020	After 3rd Week of June 2020
6	Enhance NFE completion rate	NFE Learners completing Basic and Post Literary Course	Percent	BLC: 93 PLC: 94	BLC: 92 PLC: 93	BLC: 91 PLC: 92	BLC: 90 PLC: 91	BLC: <90 PLC: <91

To institutionalize and strengthen Government Performance Management System

5

Strengthen APA Implementation

Timely submission of APA implementation updates.

Others

5

On the deadline communit cated by PPD

Section 3: Trend values of success indicators

Objective	Action	Success Indicator ¹	Unit	Year I	Year II	Year III	Year IV	Year V	
To enhance access and equitable quality tertiary education	Accredit Tertiary Education Institutions (TEIs) and provide recognition of qualifications	TEIs accredited by national body	Number	12	13	15	17	18	
		Time line by which the revised Accreditation manual is published	Others	-	-	-	-	-	
	Expand access to tertiary education	Time taken for recognition of qualifications	Days	In-country - 10; Ex-country - 40	In-country - 10; Ex-country - 40	In-country - 10; Ex-country - 40	In-country - 10; Ex-country - 40	In-country - 10; Ex-country - 40	
		Female student enrolled in STEM courses in TEIs	Percent	26	27	28	29	30	
		Gender Parity Index for tertiary education	Others	Within Bhutan: 0.86; Both: 0.83	Within Bhutan: 0.87; Both: 0.84	Within Bhutan: 0.88; Both: 0.85	Within Bhutan: 0.89; Both: 0.86	Within Bhutan: 0.90; Both: 0.87	
			Gross enrolment ratio (GER) at tertiary level (19-23 years)	Percent	20	20.5	21	21.5	22
			No. of ad-hoc scholarships implemented	Number	220	240	260	280	300
			Number of undergraduate scholarships implemented (Regular)	Number	1765	1920	2071	2221	2371

To enhance access and equitable quality tertiary education	Expand access to tertiary education	Percentage of scholarship slots earmarked for teaching to be sent to the first world countries.	Percent	-	5	5	5	5
		Percentage of scholarship slots earmarked for TVET programme	Percent	-	15	15	15	15
		State of Tertiary Education published	Others	-	-	-	-	-
		TAT to issue disbursement letter for payment of fees to loan students	Days	NA	10	9	8	<8
	Facilitate Private sector participation in education	Self-financed students in Tertiary Education	Percent	16	20	24	27	30
	Monitor Education Consultancy and Placement Firms	Percentage of ECPFs monitored	Percent	95-100	95-100	95-100	95-100	95-100
		Time taken to approve the establishment of ECPFs	Days	30	28	27	26	25
To enhance adult literacy and lifelong learning	Draft operational guidelines for equivalency framework	Timeline by which the draft operational guidelines is finalized	Others	-	-	-	-	-
	Enhance lifelong learning and skill development through Community Learning Centres (CLCs)	Additional functional CLCs established	Number	22	24	26	28	30

To enhance adult literacy and lifelong learning	Enhance NFE completion rate	NFE Learners completing Basic and Post Literary Course	Percent	BLC: 92 PLC: 93	BLC: 93 PLC: 94	BLC: 94 PLC: 95	BLC: 96 PLC: 97	BLC: 98 PLC: 98
	Facilitate and monitor CE centres	% of CE candidates enrolled as per CE enrollment guidelines	Percent	90-100	91-100	92-100	93-100	94-100
To institutionalize and strengthen Government Performance Management System	Strengthen APA Implementation	Timely submission of APA implementation updates.	Others	On the deadline communicated by PPD	On the deadline communicated by PPD	On the deadline communicated by PPD	On the deadline communicated by PPD	On the deadline communicated by PPD

Section 4: Definition of Success Indicators

Success Indicator	Description	Data Collection Methodology	Data Collection Frequency	Data Source
Gender Parity Index for tertiary education	The indicator measures the ratio of male and female enrolled 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 Department under 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.	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
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
TAT to issue disbursement letter for payment of fees to loan students	Time taken (no. of working days) to verify, process and issue the disbursement letter for payment of fees for existing students under Student Loan Scheme for Tertiary Education from the date of receipt of progress report from all the TEIs (the receipt of report from the last TEI shall be considered as receipt date).	Fees structure from RUB, KGUMSB, Private TEIs and Progress report from TEIs.	Biannually	HEPD, DAHE

State of Tertiary Education published	Date of publication	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	HEPD, DAHE
Female student 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 Division/Department has no direct role, through sensitization and in consultation with tertiary education providers, the Division/Department aspires to increase enrolment of female in TEIs.	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
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
No. of ad-hoc scholarships implemented	No. of candidates nominated for bilateral and institutional offers.	Offer letter and Selection results.	Annually	SSSD, DAHE
Self-financed students in Tertiary Education	Percent of students pursuing TE on self-financed mode (both within and outside Bhutan).	Annual student census conducted by RUB, KGUMSB, RIM, JSWSL, Private TEIs and ECPFs.	Annually	State of Tertiary Education
Time line by which the revised Accreditation manual is published	Publication date.	Published accreditation manual.	Annually	QAAD, DAHE

Time taken for recognition of qualifications	Time taken (average number of working days) from the date of receipt of application by the Secretariat of BAC to the date of signing the recognition certificate.	Google sheet data base.	Annually	QAAD, DAHE
TEIs 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. Initially, the institute was given provisional accreditation status with grade C. Accreditation validity has been expired since June 2019. The Tertiary Education Policy mandates all TEIs to be accredited.	Accreditation Certificate copy.	Annually	QAAD, DAHE
Time taken to approve the establishment of ECPFs	No. of working days from the date of presentation till issuance of in-principle approval for the establishment of ECPFs.	In principle approval copies.	Biannually	QAAD, DAHE
Percentage of ECPFs monitored	Percentage of operational ECPFs monitored.	Monitoring reports as per the guidelines template.	Annually	QAAD, 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	SSSD, DAHE

<p>Percentage of scholarship slots earmarked for teaching to be sent to the first world countries.</p>	<p>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.</p>	<p>Review of scholarship selected in February-March, 2020.</p>	<p>Annually</p>	<p>SSSD, DAHE</p>
<p>Additional functional CLCs established</p>	<p>Additional no. of CLCs established and fully operational.</p>	<p>Approval letter and reports.</p>	<p>Annually</p>	<p>NFCED, DAHE</p>
<p>Timeline by which the draft operational guidelines is finalized</p>	<p>Date by which the draft operational guidelines is presented to NFCED Board.</p>	<p>Draft guidelines copy and minutes of NFCED Board meeting.</p>	<p>Annually</p>	<p>NFCED, DAHE</p>
<p>NFE Learners completing Basic and Post Literary Course</p>	<p>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 adult citizens of the country. However, completing the course after enrollment has been an issue due to huge dropouts. Therefore, the division/department strives to increase completion rate among learners both in BLC and PLC. This will assess how many NFE learners who are enrolled in the programme are actually completing the course as expected.</p>	<p>Statistics report.</p>	<p>Biannually</p>	<p>NFCED, DAHE</p>
<p>% of CE candidates enrolled as per CE enrollment guidelines</p>	<p>Percentage of CE candidates enrolled from the total number of applicants as per the CE enrollment guidelines.</p>	<p>Review of monitoring and verification reports.</p>	<p>Annually</p>	<p>NFCED, DAHE</p>

Timely submission of APA
implementation updates.

This SI shall be evaluated based on Review of administrative
data/documents/records.

Quarterly DAHE

Timeline by which "monthly
issue/no issue reported on GPMS.

2. Timeline by which "timeline SIs
and other achieved SIs are verified
and evidence submitted." 3.

Timeline by which "MYR and year-
end self-assessment report is
submitted to GPMD." 4. "Timely
action taken on all the MYR
directives.

Section 5: Requirements from other Departments & Secretariat Divisions

Organisation Name	Relevant Success Indicator	Requirement from the Organisation	Justification for the Requirement	Requirement detail	Impact (If Not Met)
SECRETARIAT	Gender Parity Index for tertiary education	Gender wise data from all the TEIs within Bhutan.	To determine gender parity index	Gender wise statistics undergoing TE within Bhutan	Inaccuracy in gender parity index.
SECRETARIAT	State of Tertiary Education published	Student data	For publication of state of tertiary education	Coursewise, genderwise, year wise, funding mode wise and country wise.	State of tertiary education may not be published.
JIGME SINGYE WANGCHUK SCHOOL OF LAW	State of Tertiary Education published	Student data	For publication of state of tertiary education	Coursewise, genderwise, year wise, funding mode wise and country wise.	State of tertiary education may not be published.
Khesar Gyalpo University of Medical Sciences	State of Tertiary Education published	Student data	For publication of state of tertiary education	Coursewise, genderwise, year wise, funding mode wise and country wise.	State of tertiary education may not be published.
ROYAL INSTITUTE OF MANAGEMENT	State of Tertiary Education published	Student data	For publication of state of tertiary education	Coursewise, genderwise, year wise, funding mode wise and country wise.	State of tertiary education may not be published.
ROYAL UNIVERSITY OF BHUTAN	State of Tertiary Education published	Student data	For publication of state of tertiary education	Coursewise, genderwise, year wise, funding mode wise and country wise.	State of tertiary education may not be published.

JIGME SINGYE WANGCHUK
SCHOOL OF LAW

Gross enrolment ratio (GER) at tertiary level (19-23 years) Require tertiary students data of the respective TEIs both within and outside the country. This is dependent on agencies such as RUB, KGUMSB, and other TEIs within and outside Bhutan. It also depends on estimated population between age group 19-23 in NSB report.

To determine the GER in Tertiary Education. Number of students undergoing tertiary education both within and outside Bhutan. Inaccuracy in GER.

Khesar Gyalpo University of
Medical Sciences

Gross enrolment ratio (GER) at tertiary level (19-23 years) Require tertiary students data of the respective TEIs both within and outside the country. This is dependent on agencies such as RUB, KGUMSB, and other TEIs within and outside Bhutan. It also depends on estimated population between age group 19-23 in NSB report.

To determine the GER in Tertiary Education. Number of students undergoing tertiary education both within and outside Bhutan. Inaccuracy in GER.

NATIONAL STATISTICS
BUREAU

Gross enrolment ratio (GER) at tertiary level (19-23 years) Require tertiary students data of the respective TEIs both within and outside the country. This is dependent on agencies such as RUB, KGUMSB, and other TEIs within and outside Bhutan. It also depends on estimated population between age group 19-23 in NSB report.

To determine the GER in Tertiary Education. Number of students undergoing tertiary education both within and outside Bhutan. Inaccuracy in GER.

ROYAL INSTITUTE OF MANAGEMENT	Gross enrolment ratio (GER) at tertiary level (19-23 years)	Require tertiary students data of the respective TEIs both within and outside the country. This is dependent on agencies such as RUB, KGUMSB, and other TEIs within and outside Bhutan. It also depends on estimated population between age group 19-23 in NSB report.	To determine the GER in Tertiary Education.	Number of students undergoing tertiary education both within and outside Bhutan.	Inaccuracy in GER.
ROYAL UNIVERSITY OF BHUTAN	Gross enrolment ratio (GER) at tertiary level (19-23 years)	Require tertiary students data of the respective TEIs both within and outside the country. This is dependent on agencies such as RUB, KGUMSB, and other TEIs within and outside Bhutan. It also depends on estimated population between age group 19-23 in NSB report.	To determine the GER in Tertiary Education.	Number of students undergoing tertiary education both within and outside Bhutan.	Inaccuracy in GER.
Khesar Gyalpo University of Medical Sciences	Female student enrolled in STEM courses in TEIs	Programme and gender-wise data from all TEIs within Bhutan.	To determine female participation in STEM courses.	Programme and gender-wise data.	Inaccuracy in determining female participation in STEM Courses.
ROYAL INSTITUTE OF MANAGEMENT	Female student enrolled in STEM courses in TEIs	Programme and gender-wise data from all TEIs within Bhutan.	To determine female participation in STEM courses.	Programme and gender-wise data.	Inaccuracy in determining female participation in STEM Courses.

ROYAL UNIVERSITY OF BHUTAN	Female student enrolled in STEM courses in TEIs	Programme and gender-wise data from all TEIs within Bhutan.	To determine female participation in STEM courses.	Programme and gender-wise data.	Inaccuracy in determining female participation in STEM Courses.
MINISTRY OF LABOUR & HUMAN RESOURCES	Number of undergraduate scholarships implemented (Regular)	MoLHR/RCSC: Timely requisition as per actual national HR requirement and approval by the Steering Committee.	Ensure implementation of scholarships in the critical need areas.	Actual requisition as per HR requirement.	Mismatch of HR requirement and scholarship implemented.
ROYAL CIVIL SERVICE COMMISSION	Number of undergraduate scholarships implemented (Regular)	MoLHR/RCSC: Timely requisition as per actual national HR requirement and approval by the Steering Committee.	Ensure implementation of scholarships in the critical need areas.	Actual requisition as per HR requirement.	Mismatch of HR requirement and scholarship implemented.
SECRETARIAT	Number of undergraduate scholarships implemented (Regular)	Timely process and release of fund for scholarships.	For timely implementation of scholarships.	Yearly release of approved budget and admission confirmation on time to enable students to report on time.	Delay in implementation of scholarships and loss of time for students.
Khesar Gyalpo University of Medical Sciences	Self-financed students in Tertiary Education	Data on self financing students from TEIs both within and outside Bhutan.	To determine the percentage of self financing students.	Number of students pursuing TE on self-funding mode	Inaccurate data on self-financing students.
ROYAL EDUCATION COUNCIL	Self-financed students in Tertiary Education	Data on self financing students from TEIs both within and outside Bhutan.	To determine the percentage of self financing students.	Number of students pursuing TE on self-funding mode	Inaccurate data on self-financing students.

ROYAL INSTITUTE OF MANAGEMENT	Self-financed students in Tertiary Education	Data on self financing students from TEIs both within and outside Bhutan.	To determine the percentage of self financing students.	Number of students pursuing TE on self-funding mode	Inaccurate data on self-financing students.
ROYAL UNIVERSITY OF BHUTAN	Self-financed students in Tertiary Education	Data on self financing students from TEIs both within and outside Bhutan.	To determine the percentage of self financing students.	Number of students pursuing TE on self-funding mode	Inaccurate data on self-financing students.
SECRETARIAT	TEIs accredited by national body	Timely submission of ISAR by the TEI.	To conduct accreditation as planned.	Submission of documents and support during the accreditation.	Delay in accreditation.
SECRETARIAT	Time line by which the revised Accreditation manual is published	Professional input, approval and timely tendering.	For timely publication.	Professional input from the TEIs, approval from the BAC and timely tendering for printing.	Delayed publication and subsequent accreditations.
JIGME SINGYE WANGCHUK SCHOOL OF LAW	Time taken for recognition of qualifications	Timely response and confirmation.	To issue recognition certificate on time to the applicants and make the service efficient.	Confirmation letter as per the request.	Delay/regret in issuing recognition certificates.
Khesar Gyalpo University of Medical Sciences	Time taken for recognition of qualifications	Timely response and confirmation.	To issue recognition certificate on time to the applicants and make the service efficient.	Confirmation letter as per the request.	Delay/regret in issuing recognition certificates.
ROYAL INSTITUTE OF MANAGEMENT	Time taken for recognition of qualifications	Timely response and confirmation.	To issue recognition certificate on time to the applicants and make the service efficient.	Confirmation letter as per the request.	Delay/regret in issuing recognition certificates.

ROYAL UNIVERSITY OF BHUTAN	Time taken for recognition of qualifications	Timely response and confirmation.	To issue recognition certificate on time to the applicants and make the service efficient.	Confirmation letter as per the request.	Delay/regret in issuing recognition certificates.
All Dzongkhags	Timeline by which the draft operational guidelines is finalized	Professional expertise and support.	Professional expertise and support for developing and finalizing the draft operational guidelines.	Participation and professional input of the participants.	Delay in finalizing the draft operational guidelines, resulting in delay in implementing equivalency framework.
BHUTAN COUNCIL FOR SCHOOL EXAMINATION & ASSESSMENT	Timeline by which the draft operational guidelines is finalized	Professional expertise and support.	Professional expertise and support for developing and finalizing the draft operational guidelines.	Participation and professional input of the participants.	"Delay in finalizing the draft operational guidelines, resulting in delay in implementing equivalency framework."

MINISTRY OF LABOUR & HUMAN RESOURCES

Timeline by which the draft operational guidelines is finalized

Professional expertise and support.

Professional expertise and support for developing and finalizing the draft operational guidelines.

Participation and professional input of the participants.

"Delay in finalizing the draft operational guidelines, resulting in delay in implementing equivalency framework."

ROYAL EDUCATION COUNCIL

Timeline by which the draft operational guidelines is finalized

Professional expertise and support.

Professional expertise and support for developing and finalizing the draft operational guidelines.

Participation and professional input of the participants.

"Delay in finalizing the draft operational guidelines, resulting in delay in implementing equivalency framework."

All Dzongkhags

Additional functional CLCs established

Timely submission of proposal for the establishment of CLCs.

For due diligence and timely approval for the establishment of CLCs.

Submission of detailed proposal as per the guidelines for the establishment of CLC.

Delay in establishment of additional CLCs.

All Dzongkhags

NFE Learners completing Basic and Post Literary Course

Monitoring and professional support to the NFE centres and reporting by Dzongkhags and schools.

To ensure proper functioning and delivery of NFE programmes and timely completion.

Monitoring and reporting as per the guidelines.

Accuracy of data, quality of programme and completion rate affected.

All Dzongkhags	<p>% of CE candidates enrolled as per CE enrollment guidelines</p> <p>% of CE candidates enrolled as per CE enrollment guidelines</p>	<p>Statistics of CE candidates enrolled.</p> <p>Statistics of CE candidates enrolled.</p>	<p>To determine the percentage of CE candidates enrolled as per the guidelines.</p> <p>To determine the percentage of CE candidates enrolled as per the guidelines.</p>	<p>Enroll as per the guidelines and maintain records for verification.</p> <p>Enroll as per the guidelines and maintain records for verification.</p>	<p>Inaccuracy of data and disqualification of candidates.</p> <p>Inaccuracy of data and disqualification of candidates.</p>
BHUTAN COUNCIL FOR SCHOOL EXAMINATION & ASSESSMENT	<p>Percentage of scholarship slots earmarked for TVET programme</p>	<p>Timely requisition</p>	<p>Implementation of scholarship programme for TVET.</p>	<p>Requisition with programme specification for the TVET programme at Diploma/Advanced Diploma level routed through RCSC.</p>	<p>Inability to earmark scholarship slots for TVET Programme.</p>
MINISTRY OF LABOUR & HUMAN RESOURCES	<p>Percentage of scholarship slots earmarked for TVET programme</p>	<p>Timely requisition</p>	<p>Implementation of scholarship programme for TVET.</p>	<p>Requisition with programme specification for the TVET programme at Diploma/Advanced Diploma level routed through RCSC.</p>	<p>Inability to earmark scholarship slots for TVET Programme.</p>
ROYAL CIVIL SERVICE COMMISSION	<p>Percentage of scholarship slots earmarked for TVET programme</p>	<p>Timely requisition</p>	<p>Implementation of scholarship programme for TVET.</p>	<p>Requisition with programme specification for the TVET programme at Diploma/Advanced Diploma level routed through RCSC.</p>	<p>Inability to earmark scholarship slots for TVET Programme.</p>
MINISTRY OF EDUCATION	<p>Percentage of scholarship slots earmarked for teaching to be sent to the first world countries.</p>	<p>Timely requisition from HRD, MoE for teaching slots.</p>	<p>Implementation of scholarship programme for teaching.</p>	<p>Requisition for specific programme routed through RCSC.</p>	<p>Inability to earmark scholarship slots for teaching.</p>
ROYAL CIVIL SERVICE COMMISSION	<p>Percentage of scholarship slots earmarked for teaching to be sent to the first world countries.</p>	<p>Timely requisition from HRD, MoE for teaching slots.</p>	<p>Implementation of scholarship programme for teaching.</p>	<p>Requisition for specific programme routed through RCSC.</p>	<p>Inability to earmark scholarship slots for teaching.</p>

THROMDEYS

Additional functional CLCs established

Timely submission of proposal for the establishment of CLCs.

For due diligence and timely approval for the establishment of CLCs.

Submission of detailed proposal as per the guidelines for the establishment of CLC.

Delay in establishment of additional CLCs.

THROMDEYS

Timeline by which the draft operational guidelines is finalized

Professional expertise and support.

Professional expertise and support for developing and finalizing the draft operational guidelines.

Participation and professional input of the participants.

Delay in finalizing the draft operational guidelines, resulting in delay in implementing equivalency framework.

THROMDEYS

NFE Learners completing Basic and Post Literary Course

Monitoring and professional support to the NFE centres and reporting by Dzongkhags and schools.

To ensure proper functioning and delivery of NFE programmes and timely completion.

Monitoring and reporting as per the guidelines.

Accuracy of data, quality of programme and completion rate affected.

THROMDEYS

% of CE candidates enrolled as per CE enrollment guidelines

Statistics of CE candidates enrolled.

To determine the percentage of CE candidates enrolled as per the guidelines.

Enroll as per the guidelines and maintain records for verification.

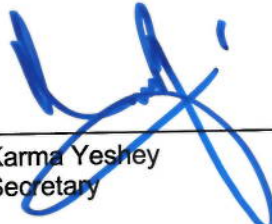
Inaccuracy of data and disqualification of candidates.

Whereas,

I, the Director General , Department of Adult & Higher Education, commit to the Secretary and the Minister, Ministry of Education to deliver the results described in this Annual Performance Agreement.

I, the Secretary, commit to the Director General , Department of Adult & Higher Education to provide necessary support for the delivery of results described in this Annual Performance Agreement.

SIGNED:



Karma Yeshey
Secretary

19/8/2019

Date



Kesang Choden Dorji
Director General

19/08/2019

Date