



PERFORMANCE AGREEMENT

BETWEEN

Secretary and Director General

**DEPARTMENT OF SCHOOL EDUCATION
MINISTRY OF EDUCATION**

(July 1, 2019 – June 30, 2020)

TABLE OF CONTENTS

Section 1: Vision, Mission and Objectives

Section 2: Objectives, Actions, Success Indicators and Target

Section 3: Trend Values of Success Indicators

Section 4: Description and Measurement of Success Indicators.

Section 5: Requirements from other Departments & Secretariat Divisions

Preamble

The Performance Agreement is entered into between the Secretary and Director, Directorate of Services and Chiefs of Secretariat.

The objectives of this Performance Agreement are:

a) To establish clarity and consensus about annual priorities for the 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 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

School Education of Excellence

Mission

1. Provide wholesome education to be innovative, creative, and enterprising
2. Provide educational services and maintenance of service standards.
3. Monitor educational programmes, evaluate and assess performances of education system and adequacy of facilities
4. Monitor implementation of educational programmes through checks on compliance to education policy and directives Ensure access to inclusive quality education.
5. Provide support to teachers for continuous enhancement of teaching and learning competencies
6. Improve health and well-being of school children
7. Enhance access and quality of ECCD program.
8. To strengthen disaster preparedness and response of the education system

Objectives

- 1) To enhance sustainable inclusive quality primary and secondary education
- 2) To enhance health and well-being of children and youth
- 3) To enhance teaching profession
- 4) To enhance access to quality training and skills
- 5) To Achieve Digital Drukyul Flagship Program Objective
- 6) 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 sustainable inclusive quality primary and secondary education	40	Enhance School Performance Management System Expand ECCD centres and services Expand access to primary and basic education Enhance students performance Increase access to Inclusive and Special Education Services	Schools scoring above 90% on GNH index	Percent	3	91	90	89	88	<88
			Annual School Performance Report published	Date	4	04/08/2020	04/15/2020	04/22/2020	04/29/2020	05/06/2020
			Net enrollment rate for ECCD	Percent	3	25	24	23	22	21
			Number of ECCD Centres established across the country	Number	4	115	110	105	100	<100
			Number of ECCD Facilitators trained	Number	3	70	65	60	55	<55
			Adjusted Primary Net Enrolment Ratio (%) m/f	Percent	2	97.5	97	96.5	96	<96
			Students scoring at least 60% in all four subjects (English, Dzongkha, Mathematics and Science) in CI VI	Percent	3	22	21	20	19	18
			Students scoring minimum marks of 60% each in Mathematics, Science, English and Dzongkha in BCSE examination.	Percent	2	15	14.8	14.6	14.4	14
			Girls scoring above 60% in STEM subjects in BCSE examination	Percent	2	17	16	15	14	13
			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	02/29/2020
			Number of teachers and other professionals trained/oriented on Inclusive and SEN	Number	3	150	130	110	90	<70
Number of schools with SEN programme meeting "Minimum Standards" in atleast one indicator under each standard stated in the Standards for Inclusive Education 2017.	Number	3	5	4	3	2	1			

To enhance teaching profession	19	Enhance teacher professionalism	Teacher availing 40 hours at Dzongkhag/Thromde/Clusters/School	Percent	1	~100	98	96	94	<94
			Teachers availing 40 hours of Professional Development (PD) at National Level	Percent	5	~100	96	92	88	<88
To enhance access to quality training and skills	13	Strengthen and expand Technical and Vocational Education in School System	Timeline by which Orientation of Bhutan Professional Standard for Teachers (BPST) completed	Date	4	12/31/2019	01/31/2020	02/29/2020	03/31/2020	04/30/2020
			Construction of TVET Workshop in 7 Pilot Schools	Percent	3	100	90	85	80	60
			TVET Instructors are inducted on teaching TVET curriculum	Date	3	01/31/2020	02/12/2020	02/29/2020	03/15/2020	03/29/2020
			Secondary school offering TVET courses or subjects	Number	4	5	4	3	2	1
To Achieve Digital Drukylul Flagship Program Objective	5	Monitor and report flagship program	Enrolment of students in technical and vocational courses	Number	3	200	195	190	185	<185
			Progress as per signed Digital Drukylul Flagship Performance Agreement	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	Others	2	On the deadline communicated by PPD	-	-	-	After the deadline communicated by PPD

Section 3: Trend values of success indicators

Objective	Action	Success Indicator1	Unit	Year I	Year II	Year III	Year IV	Year V
To Achieve Digital Drukyul Flagship Program Objective	Monitor and report flagship program	Progress as per signed Digital Drukyul Flagship Performance Agreement	Percent	NA	100			
		Construction of TVET Workshop in 7 Pilot Schools	Percent	NA	100	NA	NA	NA
To enhance access to quality training and skills	Strengthen and expand Technical and Vocational Education in School System	Enrolment of students in technical and vocational courses	Number	NA	200	500	1500	2000
		Secondary school offering TVET courses or subjects	Number	5	5	6	7	7
To enhance health and well-being of children and youth	Enhance nutritional standards and the health of students	TVET Instructors are inducted on teaching TVET curriculum	Date	01/31/2020	01/31/2020	01/31/2020	01/31/2020	01/31/2020
		Number of Focal Agriculture Teacher Trained	Number	340	370	400	430	460
		Number of informal boarding	Number	2600	2000	1500	1000	0
		Number of schools implementing 'Integrated Approach'	Number	10	16	22	30	40
		Proportion of students within acceptable nutritional level (BMI)	Percent	81	82	83	84	85

To enhance health and well-being of children and youth	School Health and Sanitation Improved	Number of additional schools with safe drinking water facilities	Number	57	97	137	177	217	
		Percent of schools with functional water supply	Percent	69	72	75	85	90	
		Percentage of Schools with Functional Toilet	Percent	85	87	90	93	95	
		Percentage of Secondary Schools visited by health personnel and conducted health talk	Percent	70	72	74	76	78	
		Schools practicing menstrual hygiene	Number	50	100	150	200	250	
	To enhance sustainable inclusive quality primary and secondary education	Enhance integrating ICT in teaching learning.	Schools with ideal student computer ratio	Percent	Primary:10 Secondary:15	Primary:20 Secondary:16	Primary:30 Secondary:25	Primary:40 Secondary:30	Primary:50 Secondary:50
		Enhance School Performance Management System	Annual School Performance Report published	Date	04/08/2019	04/08/2020	04/08/2021	04/08/2022	04/08/2023
			Schools scoring above 90% on GNH index	Percent	88	91	94	97	>99
		Enhance students performance	Girls scoring above 60% in STEM subjects in BCSE examination	Percent	16	17	19	21	23
		Students scoring at least 60% in all four subjects (English, Dzongkha, Mathematics and Science) in CI VI	Percent	20	22	24	27	30	

To enhance sustainable inclusive quality primary and secondary education	Enhance students performance	Students scoring minimum marks of 60% each in Mathematics, Science, English and Dzongkha in BCSE examination.	Percent	14	15	16	18	20
Expand access to primary and basic education	Adjusted Primary Net Enrolment Ratio (%)	m/f	Percent	97	97.5	98	98.5	>99
Expand ECCD centres and services	Net enrollment rate for ECCD	Centres established across the country	Percent	19.2	25	30	40	50
Increase access to Inclusive and Special Education Services	Number of ECCD Facilitators trained	Number of schools with SEN programme meeting "Minimum Standards" in atleast one indicator under each standard stated in the Standards for Inclusive Education 2017.	Number	307	422	522	622	722
	Number of ECCD	Number of teachers and other professionals trained/oriented on Inclusive and SEN	Number	100	170	240	310	390
	Time line by which 2 new schools for Inclusive and SEN programme established		Number	0	5	10	15	20
			Number	100	200	300	400	500

To enhance sustainable inclusive quality primary and secondary education	Remove cut-off point for class X graduates	Percentage of Class X passed candidates enrolled in class XI in both government and private HSS	Percent	95-100	95-100	95-100	95-100	95-100
To enhance teaching profession	Enhance teacher professionalism	Number of Action Research approved under Sherig Endowment Fund	Number	40	80	120	160	200
		Number of in-country award bearing programmes slots implemented	Number	180	360	540	720	960
		Teacher availing 40 hours at Dzongkhag/Thromde/Clusters/School	Percent	~100	~100	~100	~100	~100
		Teachers availing 40 hours of Professional Development (PD) at National Level	Percent	~100	~100	~100	~100	~100
		Timeline by which Orientation of Bhutan Professional Standard for Teachers (BPST) completed	Date	12/31/2019	12/31/2019	12/31/2019	12/31/2019	12/31/2019
To institutionalize and strengthen Government Performance Management System	Strengthen APA Implementation	Timely submission of APA implementation updates	Others	NA	ON the deadline communicated by PPD	-	-	-

Section 4: Definition of Success Indicators

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.	Progress Completion Reports	Annually	SEN Division
Number of teachers and other professionals trained/oriented on Inclusive and SEN	This indicator measures the completion of capacity building of teachers and other professionals (DEOs/TEOs and officials) on Inclusive and Special Education related Professional Development programme. In this financial year, teachers and officials will be trained on IE module, RNDA/RFA and standards for inclusive education.	Training Completion report	Annually	SEN Division
Number of ECCD Centres established across the country	This is indicators measure the completion of establishment of new ECCD centres across the country (in every dzongkhag/thromde) 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.	Completion Reports	Annually	DEO's Office, AFD, MoE & ECCD&SEN Division
Number of ECCD Facilitators trained	This indicators measure the completion of training of new and untrained ECCD Facilitators	Training completion report	Annually	ECCD-SEN Division

Net enrollment rate for ECCD

Children Survey in ECCD Centres Annually ECCD EMIS

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 enrollment 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.

Adjusted Primary Net Enrolment Ratio (%) m/f

Student enrolment from EMIS and Annually AES
population data from NSB

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.

<p>Students scoring at least 60% in all four subjects (English, Dzongkha, Mathematics and Science) in CI VI</p>	<p>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.</p>	<p>year end examination report for class VI students</p>	<p>Annually</p> <p>SPMS report - EMD</p>
<p>Students scoring minimum marks of 60% each in Mathematics, Science, English and Dzongkha in BCSE examination.</p>	<p>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.</p>	<p>BCSE Examination Mark</p>	<p>Annually</p> <p>SPMSS Report & Pupil performance Report (BCSEA)</p>
<p>Schools scoring above 90% on GNH index</p>	<p>This indicator measures the percentage of schools scoring above 90% on GNH index as per performance management system. There are 16 indicators under GNH index. The schools are expected to come-up with an action plan to achieve more than 90%. Some schools are provided intervention by Dzongkhag/Thromde and EMD.</p>	<p>Monitoring report</p>	<p>Annually</p> <p>SPMS report</p>

Annual School Performance Report published	the indicator measures the timeline by which the school performance report is published	EMD	Annually
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.	BCSE Marks	Annually
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.	Data from EMIS	Annually
		Annual Education Statistics	

Number of schools with SEN programme meeting "Minimum Standards" in atleast 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	SEN Division
Percentage of Class X passed candidates enrolled in class XI in both government and private HSS	The indicator measures the percentage of class x pass graduates enroll in class XI in 2020 academic session	Data from EMIS	Annually	SPCD/PSD & AES
Schools practicing menstrual hygiene	It measures the number of schools practicing menstrual hygiene	Progress monitoring Report	Annually	SHND-database
Number of 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.	Monitoring reports	Annually	SNHD-Data base

Number of Focal Agriculture Teacher Trained	This indicator measures the number of teachers trained on farming knowledge and skills to be imparted to students through schools agriculture programme	Course Completion report	Annually	SAP-Unit, SHND and Department of Agriculture, MOAF
Percent of schools with functional water supply	The indicator measures the percentage of schools with continuous water supply with functional water taps	Annual Data from EMIS	Annually	SHND-Database
Percentage of Schools with Functional Toilet	This indicator measures the percentage of schools with functional toilets	Annual Data from EMIS	Annually	SHND-Database
Percentage of Secondary Schools visited by health personnel and conducted health talk	The indicator measures the percentage of schools visited by health officials and conduct health check up and health talk	Progress reports submitted by schools	Annually	SHND-database
Proportion of students within acceptable nutritional level (BMI)	This indicator measures the health status of students based on BMI	BMI report submitted by the schools	Annually	SHND-Database
Number of additional schools with safe drinking water facilities	The indicator measure the number of additional schools installed with Sky-hydrant or Mawongpa water solution that provides safe drinking water to the students	installation completion report	Annually	SHND-database
Number of schools implementing 'Integrated Approach'	Integrated approach is strengthening the linkages between Health, Nutrition and SAP programme through school feeding programme for the improvement of nutritional status of student. The identified schools are expected to implement this approach.	Monitoring report	Annually	SHND-Database
Number of In-country award bearing programmes slots implemented	This indicator measure the number of teachers upgrading their qualification in various colleges under RUB, such as B.Ed Primary and Masters programmes.	Award letter	Annually	TPSD, DSE

Teachers availing 40 hours of Professional Development (PD) at National Level	Annually, Ministry is mandated to provide 40 hours of PD to all the teachers at the National level and 40 hours of PD at LG level. This indicator measure the percentage of teachers availing 80 hours of PD. (Teachers on leave are excluded)	PD completion report	Annually	TPSD, DSE
Timeline by which Orientation of Bhutan Professional Standard for Teachers (BPST) completed	The indicator measure the timeline by which all the teachers (both Public and Private) are oriented on BPST	Completion report	Annually	Report
Number of Action Research approved under Sherig Endowment Fund	This indicator measures the number of Action research approved by the Ministry under the Endowment fund scheme.	Approval letter	Annually	Approval Letter sent by TPSD
Teacher availing 40 hours at Dzongkhag/Thromde/Clusters/School	Indicator measures the teachers availing 40 hours of PD at Dzongkhag/Cluster/School Level.	Monitoring data, report	Annually	Dzongkhag/Thromde/cluster and schools; TPSD
TVET Instructors are inducted on teaching TVET curriculum	The indicator measure the completion of induction of the TVET instructors on teaching of TVET curriculum	training completion report	Annually	SPCD
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.	Data from EMIS & monitoring report	Annually	SPCD
Secondary school offering TVET courses or subjects	The indicator measures the number of secondary schools (classes IX to XII) offering TVET courses	Course Introduction report	Annually	SPCD/DSE
Construction of TVET Workshop in 7 Pilot Schools	the indicator measures the completion of the construction of TVET workshops in TVET school	completion report	Annually	SPBD, SPCD
Progress as per signed Digital Drukylul Flagship Performance Agreement	This indicator measures the status of progress of Success Indicators which are responsibility of MoE as outlined in the Digital Drukylul APA	Completion Report	Annually	SPCD & TPSD

Timely submission of APA
implementation updates

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

Quarterly PPD

- the following parameters: 1. 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	Number of ECCD Centres established across the country	(RCSC) Approval for recruiting ECCD facilitators as per the requirement of ECCD Centres	T0 make ECCD centres functional, it is must to have ECCD facilitators recruited and placed	approval for recruitment of ECCD facilitators for newly established ECCD Centres	ECCD Centres won't be functional
All Dzongkhags	Time line by which 2 new schools for Inclusive and SEN programme established	Identified Dzongkhag to accept and support the identification of Inclusive and SEN programme schools	It is also dependent of the Dzongkhag of the acceptance and should be reflected in their plan.	to accept and support the identification of Inclusive and SEN programme schools	Target may not achieve on time
All Dzongkhags	Students scoring at least 60% in all four subjects (English, Dzongkha, Mathematics and Science) in CI VI	Dzongkhags, Thromdes and Schools to work towards achieving the target	Monitoring and support to individual schools are with LG	Monitoring and Support from Dzongkhag/Thromde towards achieving the target	Target won't be achieved
All Dzongkhags	Schools with ideal student computer ratio	Supply of the computers to the schools	Supply of computers to the schools has been decentralized to the Local Governments	Set-up computer labs in Primary Schools and Supply additional computers to the Secondary schools	Target won't achieve
THROMDEYS	Schools with ideal student computer ratio	Supply of the computers to the schools	Supply of computers to the schools has been decentralized to the Local Governments	Set-up computer labs in Primary Schools and Supply additional computers to the Secondary schools	Target won't achieve
All Dzongkhags	Net enrollment rate for ECCD	Establishments of ECCD Centres	Budget Decentralized	Construction of Community based ECCD Centres	Target Won't be achieved

MINISTRY OF HEALTH	Percentage of Secondary Schools visited by health personnel and conducted health talk	Health check-up for schools children	for timely intervention	Deputation of health personnel to the schools to carry out annual students' health check up	target won't be achieved
All Dzongkhags	Teachers availing 40 hours of Professional Development (PD) at National Level	40 Hours PD at Dzongkhag/Thromde/Ciuster/School	Local Government is mandated to support teachers in availing 40 hours of PD at LG level. Further, PD budget has been decentralized to LG.	Conduct 40 hours of PD at LG level - Dzongkhag/Thromde/Cluster/School	teachers will not meet 80 hours of PD annually, which is mandated by Teacher HR Policy 2014.
THROMDEYS	Teachers availing 40 hours of Professional Development (PD) at National Level	40 Hours PD at Dzongkhag/Thromde/Ciuster/School	Local Government is mandated to support teachers in availing 40 hours of PD at LG level. Further, PD budget has been decentralized to LG.	Conduct 40 hours of PD at LG level - Dzongkhag/Thromde/Cluster/School	teachers will not meet 80 hours of PD annually, which is mandated by Teacher HR Policy 2014.
SECRETARIAT	Net enrollment rate for ECCD	(RCSC) Approval of additional ECCD facilitator	RCSC is the approving authority	Approval to recruit additional ECCD Facilitators and centre establishment	target won't achieve
SECRETARIAT	Number of informal boarding	Infrastructure Development	to reduce the informal boarder depend on the schools built in the borders	Construction of Hostel	target won't be achieved
All Dzongkhags	Number of informal boarding	Infrastructure Development	to reduce the informal boarder depend on the hostels built in the borders	Construction of Hostel	target won't be achieved

MINISTRY OF AGRICULTURE AND FORESTS	Number of Focal Agriculture Teacher Trained	Technical and financial support	MoE do not have technical capacity to train teachers on integrated farming	carry out training at CNR and Rural Development Training Centre, Zhemgang	SAP Programme may not be effective in the schools
MINISTRY OF HEALTH	Proportion of students within acceptable nutritional level (BMI)	Health intervention	The micro-nutrient survey 2015 of MoH revealed that our children are suffering from micro-nutrient deficiencies resulting in stunting, wasting and anemic.	health intervention like supplementation of iron folic tablets, vitamins & de-worming tablets	there will be major health issues associated with micro-nutrient deficiencies
All Dzongkhags	Percent of schools with functional water supply	ensure schools to have enough water for drinking and washing with functional water taps for better hygiene	Infrastructure development has been decentralized to the LGs	construction of water tanks, water pipeline and taps.	lack of continuous water supply will lead to poor sanitation and hygiene
THROMDEYS	Percent of schools with functional water supply	ensure schools to have enough water for drinking and washing with functional water taps for better hygiene	Infrastructure development has been decentralized to the LGs	construction of water tanks, water pipeline and taps.	lack of continuous water supply will lead to poor sanitation and hygiene
All Dzongkhags	Percentage of Schools with Functional Toilet	construction of toilets	to improve sanitation and hygiene of students and schools. moreover, the infrastructure development is decentralized	Construction of sufficient pour-flush toilets with continuous water supply	will lead to poor sanitation and hygiene
THROMDEYS	Percentage of Schools with Functional Toilet	construction of toilets	to improve sanitation and hygiene of students and schools. moreover, the infrastructure development is decentralized	Construction of sufficient pour-flush toilets with continuous water supply	will lead to poor sanitation and hygiene

All Dzongkhags

Schools scoring above 90% on GNH index Monitoring, reporting and support

DEOs/TEOs has monitoring and reporting role as per the school performance management and also support needy schools

Monitor twice in a year and timely submission of monitoring findings and support schools not achieving the set target

schools do not meeting the target if not monitored and supported, the school won't achieve the target resulting to poorly managed school

THROMDEYS

Schools scoring above 90% on GNH index Monitoring, reporting and support

DEOs/TEOs has monitoring and reporting role as per the school performance management and also support needy schools

Monitor twice in a year and timely submission of monitoring findings and support schools not achieving the set target

schools do not meeting the target if not monitored and supported, the school won't achieve the target resulting to poorly managed school

SECRETARIAT

Construction of TVET Workshop in 7 Pilot Schools (SPCB) timely completion of workshops

SPBD is implementing the construction of the workshop

Timely completion of the workshop with proper monitoring and supervision

the delayed construction will hamper the introduction of TVE courses in TVET schools

All Dzongkhags

Teacher availing 40 hours at Dzongkhag/Thromde/Cluster s/School conduct 40 hr of PD for teachers

Local Government is mandated to support teachers in availing 40 hours of PD at LG level. Further, PD budget has been decentralized to LG.

Conduct PD at Dzo/Throm level, Cluster level and school level

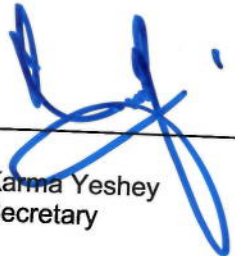
Target won't achieve

Whereas,

I, the Director General, Department of School 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 School Education to provide necessary support for the delivery of results described in this Annual Performance Agreement.

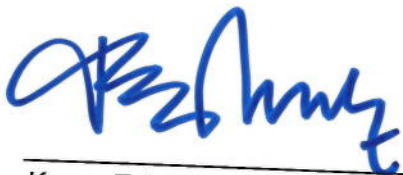
SIGNED:



Karma Yeshey
Secretary

19/8/2019

Date



Karma Tshering
Director General

19/8/2019

Date