



COMPETENCY BASED FRAMEWORK for EDUCATION MONITORING OFFICERS (DRAFT-2)

DRAFT

DECEMBER 1, 2023  
EDUCATION MONITORING DIVISION  
Ministry of education and skills development

---

**Published by:** Education Monitoring Division, Ministry of Education and Skills Development

**Developed by:**

- |   |             |
|---|-------------|
| 1. Sangay Chopel D. Chief EMO, EMD, MoESD     | Member      |
| 2. Kinzang Dendup, Chief TEO, Thimphu Thromde | Member      |
| 3. Deki Yangzom, Assistant HR Officer, ACC    | Member      |
| 4. Rinzin Wangmo, Principal EMO, EMD          | Member      |
| 5. Karma Kuenphen, Principal EMO, EMD         | Team Leader |

**In consultation with:** Education Monitoring Officers, Education Monitoring Division, MoESD

**Endorsed by:** HRC of the Ministry of Education and Skills Development on 3<sup>rd</sup> May 2023

---

## Contents

Abbreviations.....	1
1. Background.....	2
1.1 Education Monitoring Division (EMD).....	2
1.2 Vision of the Department/Agency.....	3
1.3 Missions of the Department.....	3
1.4 Core Values of MoESD (S-H-E-R-I-G).....	3
1.5 Mandates of EMD.....	3
1.6 Core Functions of EMD.....	3
2. Competency-Based Framework for Education Monitoring Officer (EMO).....	5
2.1 Introduction.....	5
2.2 Purpose.....	5
2.3 Aim.....	5
2.4 Objectives.....	5
2.5 Framework Development Processes.....	5
2.6 Structure.....	6
2.7 Identification of Key Role.....	6
2.8 Description of Role Profile.....	6
2.8.1 Identification of Competency.....	7
2.8.2 Identification of Key Competencies.....	9
2.8.3 Identification of Behavioral Indicators.....	10
2.8.4 Classification of Proficiency Levels.....	11
2.9 Training Needs Analysis.....	18
2.8.5 Training Needs Assessment for EMOs.....	19
2.9 Implementation of Competency based Framework.....	24
2.10 Recommendations.....	24
References.....	25

---

## Abbreviations

EMSSD	Education Monitoring and Support Services Division
AEC	Annual Education Conference
DEMSS	Decentralized Education Monitoring Support Services
OD	Organizational Development
TPSD	Teacher Professional Support Division
MoESD	Ministry of Education and Skills Development
GNH	Gross National Happiness
BCSEA	Bhutan Council for School Examinations and Assessment
ECCD	Early Childhood Care and Development
NFE	Non-Formal Education
CLC	Community Learning Center
EMD	Education Monitoring Division
EMO	Education Monitoring Officer
CBF	Competency Based Framework
HRC	Human Resource Committee
M&E	Monitoring and Evaluation
KSA	Knowledge Skills Abilities
ICT	Information, Communication and Technology

## 1. Background

### 1.1 Education Monitoring Division (EMD)

The concept of school monitoring in Bhutanese education system was first established in 1968, at a time when the Royal Government of Bhutan was expanding its educational institutions across the country. Without being named as any section or division, a few selected teachers attached to the Department of Education were called Inspectors. Their roles varied from inspection of schools to supervision of school constructions. In the mid-1980s, a unit called “Inspectorate of Schools” was established which later, at the start of 2000, became a division. The division then was called the Education Monitoring and Support Services Division (EMSSD). It had specific responsibilities to monitor the implementation of educational programmes and provide support services to schools.

As the education system expanded, the 4<sup>th</sup> Annual Education Conference (AEC) 2000, mandated the division to spearhead the decentralization of the monitoring and support services system. Accordingly, EMSSD decentralized the monitoring and support services to the Dzongkhags, cluster schools, school levels, and to the individual teachers through Decentralized Education Monitoring and Support Services (DEMSS) system. Under the DEMSS system, the division performed three core functions, viz. monitoring the implementation of educational programmes and compliance to education policy directives; providing professional support services to the personnel involved in the design and delivery of education programmes; and evaluating the adequacy of facilities of educational institutions and the overall performance of the education system to apprise the Ministry.

However, the Bhutan Education Blueprint (2014-2024) emphasized on access to, quality of, equity in, and system improvement in education, which demanded EMSSD to focus on monitoring. In addition, the HR Organizational Development (OD) exercise recommended the separation of support services from monitoring. Accordingly, EMSSD was bifurcated to form Education Monitoring Division (EMD) and Teacher Professional Support Division (TPSD) in 2014. The Division was under Department of School Education until 2022. It was transferred to the Secretariat of the Ministry of Education and Skills Development (MoESD) under the transformation initiatives in 2023.

## 1.2 Vision of the Department/Agency

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

## 1.3 Missions of the Department

- 1.3.1 Develop sound educational policies that enable the creation of a knowledge-based GNH society.
- 1.3.2 Provide equitable, inclusive and quality education and lifelong learning opportunities to all children and harness their full potential to become productive citizens.
- 1.3.3 Equip all children with appropriate knowledge, skills and values to cope with the challenges of the 21st century.

## 1.4 Core Values of MoESD (S-H-E-R-I-G)

**Selflessness** - Giving priority to Nation's interest and his/her official duty while putting official obligations before personal interest.

**Honesty** - Being truthful and trustworthy.

**Empathy** - Caring for other people by placing oneself in another's position.

**Reliable & Resilient** - Consistently good in quality or performance and able to be trusted.

- Make tough decisions and openly communicate and provide feedback for something professionally or morally unacceptable.

**Integrity** - Putting the obligations of public service above one's personal interest while performing the duty.

**Grit** - Carrying out one's duty with determination, tenacity, perseverance and endurance.

## 1.5 Mandates of EMD

- Oversee compliance to policies and implementation of programmes by Departments, Divisions, Agencies (BCSEA), Dzongkhags/Thromdes, Schools (public and private), Technical Institutes, ECCD centres (public & private), NFE/CLC centres, Youth Centres, and other educational institutions regulated by MoESD.
- Evaluate policies and programmes of the agencies and educational institutions which are under the purview of MoESD.
- Generate monitoring and evaluation reports, provide recommendations, and follow up with stakeholders.

## 1.6 Core Functions of EMD

- Initiate, design and develop an efficient Education Monitoring and Evaluation System.
- Monitor compliance to policies and directives by Departments, Divisions, Dzongkhags/Thromdes, schools (public and private), Technical Institutes, ECCD centres (public and private), NFE/CLC centres, Youth Centres, Tuition and Home schools and other educational institutions.
- Monitor and regulate the performance of schools, ECCD, NFEs, Technical Institutes to ensure quality and standards.
- Assess the implementation of activities, programmes and projects being undertaken by and through various institutions under MoESD.
- Evaluate the impact of policies and outcomes of programmes, projects and activities undertaken by and through MoESD.

- vi. Assess the relevancy, adequacy and quality of infrastructures and facilities in the institutions under MoESD.
- vii. Support the system through written recommendations in the form of reports and facilitating training programmes.
- viii. Represent the nodal agency in establishing linkages between/amongst Departments, Divisions, Dzongkhags/Thromdes, schools and other relevant educational institutions through an informed monitoring and evaluation system.
- ix. Generate monitoring and evaluation reports, provide recommendations, and follow up with stakeholders.
- x. Undertake tasks assigned by the Secretary of the MoESD

DRAFT

## 2. Competency-Based Framework for Education Monitoring Officer (EMO)

### 2.1 Introduction

Monitoring is a process that involves systematic and routine collection of information on policies, projects and programmes for intervention and decision-making. As per UNESCO (2016), Monitoring and Evaluation (M&E) in education is designed to monitor the impact of policies, and progress of programmes & activities, against the overall goals, objectives and targets set. M&E also assess the outcome of an activity, the impact of a programme, and/or the effectiveness, efficiency and sustainability of a policy. Education Monitoring Division is therefore mandated to monitor educational activities, programmes and policies with emphasizes on access of, quality of, equity in, and system improvement as per the Bhutan Education Blueprint (2014), of the then Ministry of Education. Further, the Division is required to liaise between different institutions under the MoESD and ensure seamless coordination among them in the process of delivering their services towards ensuring quality education for our students.

Under the transformative initiatives, EMD was placed under the secretariat of the Ministry of Education and Skills Development to enable the Division to monitor and evaluate the performance of the MoESD covering all the Departments, Divisions at the Headquarters and the institutions in the field. To be able to carry out the mandates and shoulder their key functions with highest level of efficiency, effectiveness and accountability, the Education Monitoring Officers (EMOs) must possess certain non-negotiable competencies. Therefore, this Competency Based Framework (CBF) for EMOs highlights their Key Roles, Competency Areas, and Key Competencies required for three levels of Education Monitoring Officer (EMO), viz. i) EMO, ii) Senior EMO, iii) Principal EMO, iv) Specialist, v) Senior Specialist, and vi) Principal Specialist. However, there is no at specialist level at the moment.

### 2.2 Purpose

The CBF highlights the knowledge, skills and abilities required for Education Monitoring Officer to achieve a high level of professional competence and deliver the highest standard services. The framework is developed with the following aim and objectives.

### 2.3 Aim

Build a fraternity of Education Monitoring Officers who are highly knowledgeable, skillful and competent in delivering efficient and effective services of the highest standard.

### 2.4 Objectives

- i. Equip Education Monitoring Division with competent EMOs who will deliver services of highest standard.
- ii. Identify and provide relevant trainings to ensure all EMOs keep abreast of latest global M&E practices in the field of Education.

### 2.5 Framework Development Processes

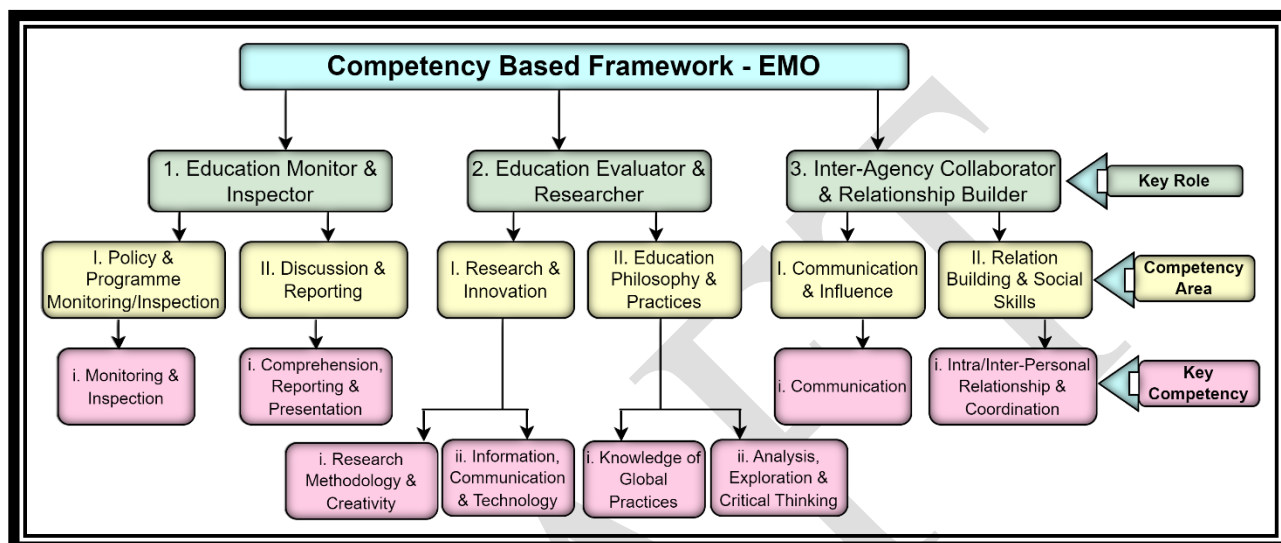
The development of the framework involved identifying Role Profiles, Competency Areas, Key Competencies, Behavioral Indicators and Proficiency Levels through a rigorous, consultative and inclusive process with key stakeholders.



The Competency Based Framework for EMO was developed in close consultation with Master Trainer at Teacher Professional Support Division (TPSD). The final draft was endorsed by the HRC of the MoESD on 3<sup>rd</sup> May 2023.

## 2.6 Structure

### Brief explanation and diagrammatic overview of the CBF



Competency Based Framework for EMO has three Key Roles. These Key Roles are based on the functions they need to deliver under three broad mandates. These Key Roles are:

1. Education Monitor and Inspector;
2. Education Evaluator and Researcher; and
3. Inter-Agency Collaborator and Relationship Builder.

Each of these Key Roles has at least two Competency Areas. Competency Areas are derived based on the type of tasks/functions they carry out as a person in the Key Role. There are a total of six competency areas. Every competency area has either one or two Key Competencies. These are the knowledges, skills and capabilities each EMO at different position levels need to possess to perform the functions efficiently and effectively.

## 2.7 Identification of Key Role

The key role is an organized set of behaviors that are crucial to achieve the current and future goals of the Education Monitoring Division. Following are the key roles expected to be performed by the Education Monitoring Officers:

- a. Education Monitor and Inspector
- b. Education Evaluator and Researcher
- c. Inter-Agency Collaborator and Relationship Builder

## 2.8 Description of Role Profile

The role profile is the description of roles that Education Monitoring Officers are expected to demonstrate in achieving the outcomes of the Department of Education Monitoring Division. It defines outcomes and competencies for an

individual role. It concentrates on outcomes rather than duties, which provides better guidance than a job description on expectations. It does not constrain EMOs to carry out a prescribed set of tasks.

### Role Profile of Education Monitoring Officer

SN	Key Role	Role Description
1	Education Monitor and Inspector	Carry out compliance, diagnostic and performance monitoring and inspection of policies and programmes being initiated and implemented by the institutions under the Ministry of Education and Skills Development using valid and reliable monitoring tools.  Identify and define issues & gaps, generate options, envisage opportunities and propose recommendations for support and interventions for learning and accountability.
2	Education Evaluator and Researcher	Evaluate and report on outcomes & impact of policies and programmes being initiated by institutions under the Ministry of Education and Skills Development using valid and reliable evaluation tools.  Report outcomes and impact of educational programmes and propose recommendations for effective decision making to improve the quality of education.
3	Inter-Agency Collaborator and Relationship Builder	Build, establish and maintain effective working relationships with and among stakeholders to facilitate common understanding of goals, policies and practices of the Ministry of Education and Skills Development in pursuit of achieving the desired goals.

#### 2.8.1 Identification of Competency

The competency area is the clustering of key competencies by related behavior and functions of each role. It comprises a set of Knowledge, Skills and Abilities (KSA) that result in essential behaviors expected from Education Monitoring Officers. The framework has identified six competency areas as follows:

Role #	Key Role	Competency Area
1	Education Monitor and Inspector	1.1 Policy & Programme Monitoring & Inspection
		1.2 Discussion and Reporting
2	Education Evaluator and Researcher	2.1 Research and Innovation
		2.2 Education Philosophy and Practices
3		3.1 Communication and Influence

	Inter-Agency Collaborator and Relationship Builder	3.2 Intra/Inter-Personal Relationship and Social Skills
--	--	---

DRAFT

### 2.8.2 Identification of Key Competencies

The key competency is an observable behavior that indicates the presence of the particular competency. Generally, it is broadly divided as core competency, leadership competency and technical or functional competency. The identified eight key competencies are presented below: -

SN	Key Role	Competency Area	Key Competencies
1	Education Monitor and Inspector	1.1 Policy & Programme Monitoring & Inspection	1.1.1 Monitoring and Inspection ( <i>Knowledge, skills and expertise in carrying out monitoring and inspection of educational plans, policies and programmes</i> )
		1.2 Discussion and Reporting	1.2.1 Comprehension, Reporting and Presentation
2	Education Evaluator and Researcher	2.1 Research and Innovation	2.1.1 Research Methodologies and Creativity
			2.1.2 Information Communication and Technology
		2.2 Education Philosophy and Practices	2.2.1 Knowledge of Global educational practices (Knowledge of educational philosophies and global practices)
			2.2.2 Analysis, Exploration and Critical Thinking
3	Inter-Agency Collaborator and Relationship Builder	3.1 Communication and Influence	3.1.1 Communication
		3.2 Intra/Inter Personal Relationship and Social Skills	3.2.1 Intra & Inter-personal skills and Coordination

### 2.8.3 Identification of Behavioral Indicators

The Behavioral Indicators is the description of competencies based on various proficiency levels. It outlines a collection of desired and observable motives, traits and behaviors when executing or carrying out the assigned task. It serves as a tool to guide evaluations of employee performance. The framework has identified eight behavioral indicators.

<b>Key Role 1: Education Monitor and Inspector</b>		
<b>Competency Area</b>	<b>Key Competency</b>	<b>Behavior Indicators</b>
1.1 Policy and Programme Monitoring and Inspection	1.1.1 Monitoring and Inspection	1. Demonstrates knowledge and expertise in carrying out compliance, diagnostic and performance monitoring of policies and programmes in the field of education using appropriate Monitoring tools and techniques.
		2. Uses critical inspection techniques while conducting field/onsite monitoring/ inspection.
		3. Monitors overall curriculum delivery, classroom teaching, and assessment practices with reference to standards of BPST.
1.2 Discussion and Reporting	1.2.1 Comprehension, Reporting and Presentation	1. Writes and presents succinct and unbiased reports based on monitoring findings/observations to trigger timely and relevant interventions.
		2. Demonstrates effective technology aided presentation skills and convinces clients and stakeholders to implement recommendations.
<b>Key Role 2: Education Evaluator and Researcher</b>		
2.1 Research and Innovation	2.1.1 Research Methodologies and Creativity	1. Demonstrates expertise in research to conduct evidence based evaluation of the outcomes and impacts of policies and programmes.
	2.1.2 Information Communication and Technology	2. Initiates innovative interventions to challenge status-quo and initiate positive changes in the organizations such as, the schools, Dzongkhags, Divisions & Departments to bring about organizational growth.
2.2 Education Philosophy and Practices	2.2.1 Knowledge of Global educational practices (Knowledge of educational philosophies & global practices)	1. Exhibits technological skills in M&E process (data analysis, visualization, interpretation, etc.) to ensure effectiveness in carrying out the key roles in day to day works to promote efficiency and effectiveness in the tasks, at workplace and beyond.
	2.2.2 Analysis, Exploration and Critical Thinking	1. Demonstrates knowledge and awareness of educational philosophies and global practices in enhancing the quality of Education.
		1. Demonstrates skills and abilities to analyze policies and programmes critically and propose creative recommendations both based on research and by generating original ideas.

<b>Key Role 3: Inter-Agency Collaborator and Relationship Builder</b>		
3.1 Communication and Influence	3.1.1 Communication	1. Exhibits ability to comprehend and communicate confidently & succinctly both in written and spoken English/Dzongkha to negotiate, influence and strengthen partnership among the stakeholders.
		2. Demonstrates empathy and responds appropriately taking care of other's feelings and needs.
3.2 Intra/Inter Personal Relationship and Social Skills	3.2.1 Intra & Inter personal skills and Coordination	1. Demonstrates strong social skills such as, intra-personal, inter-personal and relationship-building skills while working with other agencies.
		2. Exhibits efficient skills to coordinate, build, establish and maintain effective working relationships among the stakeholders.

#### 2.8.4 Classification of Proficiency Levels

The proficiency level is categorized based on the level of expertise. It describes the levels of a competency required to perform a specific job successfully. There is a progression of proficiencies at each level. The proficiency level of Education Monitoring Officer is categorized into six levels as i) EMO (P3), ii) Senior EMO (P2), iii) Principal EMO (P1), and iv) Specialist (ES\_III), v) Senior Specialist (ES-II), and vi) Principal Specialist (ES-I). The competencies for specialist however is clubbed together. The process of promotion for to senior and principal specialist is provided in career pathway progression for EMOs. The framework has identified fourteen behavioral indicators across four levels of proficiency.

The proficiency will enable individual officials to distinguish the type of competencies expected in their career path, which will give them an opportunity to enhance competency in achieving current as well future career goals. While the Key Roles of all three professional levels are the same, the officials in different position levels must possess different competencies or same competencies at higher level. Further, the competencies required for proficiency level will set a benchmark for the recruitment of EMOs henceforth. The proficiency levels of each key competency are detailed below:

	<b>Key Role 1: Education Monitor and Inspector</b>
	<b>Competency Area 1.1: Policy and Programme Monitoring and Inspection</b>
	<b>Key Competency: 1.1.1: Monitoring and Inspection</b>
	<p><b>Behavior Indicator:</b> 1. Demonstrates knowledge and expertise in carrying out compliance, diagnostic and performance monitoring of policies and programmes in the field of education using appropriate Monitoring tools and techniques.</p> <p>2. Uses critical inspection techniques while conducting field/onsite monitoring/ inspection.</p> <p>3. Monitors overall curriculum delivery, classroom teaching, and assessment practices with reference to standards of BPST.</p>

EMO	Sr. EMO	Principal EMO	Specialists
<p>1. Demonstrates understanding of the standards and focus areas of an accomplished teacher defined in the BPST.</p> <p>2. Uses appropriate monitoring and inspection tools and techniques and analyze the observations.</p> <p>3. Demonstrates basic understanding of policies, regulations, and procedures relevant to education during monitoring.</p>	<p>1. Demonstrates the in-depth understanding of standards and focus areas of an accomplished teacher.</p> <p>2. Be familiar with and use various monitoring and inspection tools and techniques and carry out basic statistical analysis.</p> <p>3. Provides appropriate reference of policies, regulations, and procedures during monitoring of educational programmes in the field.</p> <p>4. Demonstrates strong leadership and decision-making abilities.</p>	<p>1. Demonstrates the knowledge of standards and focus areas of a distinguished teacher.</p> <p>2. Possesses broader understanding of the education system and policies.</p> <p>3. Demonstrates ability to plan and manage educational programs to be able to support educational institutions.</p> <p>4. Be able to design valid and reliable educational monitoring tools for division.</p> <p>5. Be able to guide junior team members.</p>	<p>1. Demonstrates the in-depth understanding of standards and focus areas of a distinguished teacher.</p> <p>2. Possesses extensive technical expertise and knowledge in a specific area of education, such as, early childhood development, inclusive education, teacher education and training, etc.</p> <p>3. Be able to design and implement relevant monitoring, inspection and assessment frameworks.</p> <p>4. Possesses knowledge of best practices and emerging global trends in education monitoring, inspection &amp; evaluation.</p> <p>5. Be able to coach and mentor junior EMOs.</p>
<b>Key Role 1: Education Monitor and Inspector</b>			
<b>Competency Area 1.2: Discussion and Reporting</b>			
<b>Key Competency: 1.2.1: Comprehension, Reporting and Presentation</b>			
<p><b>Behavior Indicator:</b> 1. Writes and presents succinct and unbiased reports based on monitoring findings/observations to trigger timely and relevant interventions.</p> <p>2. Demonstrates effective technology aided presentation skills and convinces clients and stakeholders to implement recommendations.</p>			
<b>EMO</b>	<b>Sr. EMO</b>	<b>Principal EMO</b>	<b>Specialists</b>

<p>1. Demonstrates comprehension skill in both verbal and written reports.</p> <p>2. Uses basic technology aided presentations including PowerPoint.</p> <p>3. Have good organizational skills and ability to manage time effectively during presentations.</p>	<p>1. Be able to infer verbal and written reports.</p> <p>2. Pays attention to details to ensure accuracy and precision of reports.</p> <p>3. Be able to answer questions and address concerns from the audience in a professional manner.</p> <p>4. Possesses knowledge of effective presentation techniques, such as using PowerPoint, visual aids, storytelling, and engaging the audience.</p>	<p>1. Evaluates and critiques both verbal and written reports.</p> <p>2. Possesses advanced proficiency in using presentation software and ability to incorporate multimedia elements.</p> <p>3. Be able to analyze data and present it with clarity.</p> <p>4. Demonstrates ability to handle questions and objections from diverse audience with professionalism.</p>	<p>1. Possesses ability to synthesize complex information into clear and concise reports.</p> <p>2. Demonstrates excellent skills in facilitating group discussions, workshops, and trainings.</p> <p>3. Be able to use cutting-edge presentation techniques and technologies to create effective presentations.</p> <p>4. Writes reports appropriate to diverse purpose and audience.</p>
<b>Key Role 2: Education Evaluator and Researcher</b>			
<b>Competency Area 2.1: Research and Innovation</b>			
<b>Key Competency: 2.1.1: Research Methodologies and Creativity</b>			
<p><b>Behavior Indicator:</b> 1. Demonstrates expertise in research to conduct evidence based evaluation of the outcomes and impacts of policies and programmes.</p> <p>2. Initiates innovative interventions to challenge status-quo and initiate positive changes in the organizations such as, the schools, Dzongkhags, Divisions &amp; Departments to bring about organizational growth.</p>			
<b>EMO</b>	<b>Sr. EMO</b>	<b>Principal EMO</b>	<b>Specialists</b>
<p>1. Possesses basic knowledge of research methodology and data analysis.</p> <p>2. Be able to conduct basic literature reviews.</p> <p>3. Identifies researchable topics.</p>	<p>1. Conducts researches assisted by mentors.</p> <p>2. Publishes at least one journal article a year.</p>	<p>1. Have advanced knowledge of research methodology and conduct research independently.</p> <p>2. Supports and guides junior officials to conduct research.</p>	<p>1. Be an expert in research methodology and data analysis.</p> <p>2. Demonstrates ability to use advanced statistical techniques and interpret complex data.</p> <p>3. Be able to critically evaluate research findings and communicate them</p>



			effectively to different audiences.  4. Mentors colleagues in the field of research and development.
<b>Key Role 2: Education Evaluator and Researcher</b>			
<b>Competency Area 2.1: Research and Innovation</b>			
<b>Key Competency 2.1.2: Information Communication and Technology</b>			
<b>Behavior Indicator:</b> 1. Exhibits technological skills in M&E process (data analysis, visualization, interpretation, etc.) to ensure effectiveness in carrying out the key roles in day to day works to promote efficiency and effectiveness in the tasks, at workplace and beyond.			
<b>EMO-I</b>	<b>Sr. EMO</b>	<b>Principal EMO</b>	<b>Specialists</b>
<p>1. Possesses basic knowledge of Microsoft Office Suite (Word, Excel, PowerPoint, etc.) and use it in day-to-day works.</p> <p>2. Be able to explore various online platforms and participate in self learning.</p>	<p>1. Demonstrates ability to use different online search engines (Google and scholarly databases like JSTOR and EBSCOhost).</p> <p>2. Be familiar with and use basic statistical software like SPSS or R.</p> <p>3. Have knowledge of social media platforms like Twitter and LinkedIn use them for professional growth.</p>	<p>1. Exhibits ability to use advanced computer software and tools to create reports and presentations.</p> <p>2. Possesses advanced knowledge of Microsoft Office Suite, including Excel macros and data visualization techniques.</p> <p>3. Be able to use specialized databases like ERIC and ProQuest to conduct research.</p> <p>4. Be familiarity with and use qualitative research software like NVivo and use online survey tools like Qualtrics and SurveyMonkey.</p>	<p>1. Be able to use statistical analysis software like SAS or Stata.</p> <p>2. Have experience with programming languages like Python or R for data analysis and visualization.</p> <p>3. Be an expert in advanced qualitative research software like MAXQDA or Nvivo.</p> <p>4. Demonstrates able to use simple data mining tools like Weka or RapidMiner.</p> <p>5. Possesses knowledge of emerging technologies and their potential applications, such as AI, blockchain, or virtual reality.</p>
<b>Key Role 2: Education Evaluator and Researcher</b>			
<b>Competency Area 2.2: Education Philosophy and Practices</b>			

<b>Key Competency: 2.2.1: Knowledge of global Educational Practices (Knowledge of Educational philosophies &amp; global Practices)</b>			
<b>Behavior Indicator:</b> 1. Demonstrates knowledge and awareness of educational philosophies and global practices in enhancing the quality of Education.			
<b>EMO</b>	<b>Sr. EMO</b>	<b>Principal EMO</b>	<b>Specialists</b>
1. Possesses strong understanding of principles and theories of both traditional and contemporary education.	1. Have the understanding of key concepts such as teaching and learning, curriculum development, assessment and evaluation, and educational psychology.  2. Be familiar with various educational philosophies and practices that exist around the world.	1. Exhibits knowledge of national education policies and practices and evaluates them within the context of global educational trends.  2. Be able to evaluate and analyze major trends in the field of education in relation to educational philosophies and theories.	1. Have a deep understanding of the cultural and social contexts in which education takes place, and be able to apply this understanding to develop educational policies and programmes.  2. Demonstrates sound knowledge of different approaches to curriculum and instructions, and models of assessment and evaluation.  3. Organizes symposiums and conferences on educational philosophies, theories and practices.
<b>Key Role 2: Education Evaluator and Researcher</b>			
<b>Competency Area 2.2: Education Philosophy and Practices</b>			
<b>Key Competency: 2.2.2: Analysis, Exploration and Creative Thinking</b>			
<b>Behavior Indicator:</b> 1. Demonstrates skills and abilities to analyze policies and programmes critically and propose creative recommendations both based on research and by generating original ideas.			
<b>EMO</b>	<b>Sr. EMO</b>	<b>Principal EMO</b>	<b>Specialists</b>
1. Be able to collect, process, and analyze simple data to identify trends and patterns, and	1. Be able to pay close attention to details to ensure accurate and reliable data collection and analysis.	1. Analyses complex data sets and identifies trends and patterns that inform the effectiveness	1. Be able to identify and analyze issues related to education policies and programmes, and

<p>draw meaningful conclusions.</p>	<p>2. Provides critical comments on the tasks within the organization.</p> <p>3. Exhibits adaptability to changing circumstances, including changes in policy, programme goals, funding, etc.</p>	<p>of policies and programmes.</p> <p>2. Exhibits ability to identify best practices and make appropriate suggestions.</p> <p>3. Be able to ask probing questions, challenge assumptions, and analyze information from different perspectives.</p>	<p>recommend interventions.</p> <p>2. Analyses and synthesizes complex data from multiple sources.</p> <p>3. Thinks creatively and develop innovative approaches to the monitoring and evaluation of education programs.</p>
<p><b>Key Role 3: Inter-Agency Collaborator and Relationship Builder</b></p>			
<p><b>Competency Area 3.1: Communication and Influence</b></p>			
<p><b>Key Competency: 3.1.1: Communication</b></p>			
<p><b>Behavior Indicator:</b> 1. Exhibits ability to comprehend and communicate confidently &amp; succinctly both in written and spoken English/Dzongkha to negotiate, influence and strengthen partnership among the stakeholders.</p> <p>2. Demonstrates empathy and responds appropriately taking care of other's feelings and needs.</p>			
<p><b>EMO</b></p>	<p><b>Sr. EMO</b></p>	<p><b>Principal EMO</b></p>	<p><b>Specialists</b></p>
<p>1. Demonstrates excellent verbal and written communication skills.</p> <p>2. Exhibits active listening skills.</p> <p>3. Demonstrates openness to different perspectives.</p> <p>4. Be aware of body language and gestures in communication.</p>	<p>1. Be able to communicate information and ideas in a logical sequence.</p> <p>2. Exhibits understanding of diversity of audience and adjust the communication style accordingly.</p>	<p>1. Demonstrates negotiation skills with diverse audience.</p> <p>2. Exhibits skills in facilitating group discussions and managing conflicts.</p> <p>3. Communicates effectively using technology and digital tools.</p>	<p>1. Possesses excellent interpersonal and cross-cultural communication knowledge and skills.</p> <p>2. Be able to facilitate strategic planning and decision-making processes.</p> <p>3. Develops and delivers training programmes and professional development opportunities for educators.</p> <p>4. Be able to advocate for education policies and practices that promote</p>

			student success and well-being.
<b>Key Role 3: Inter-Agency Collaborator and Relationship Builder</b>			
<b>Competency Area 3.2: Relationship Building and Social Skills</b>			
<b>Key Competency 3.2.1: Intra &amp; Inter personal skills and Coordination</b>			
<p><b>Behavior Indicator:</b> 1. Demonstrates strong social skills such as, intra-personal, inter-personal and relationship-building skills while working with other agencies.</p> <p>2. Exhibits efficient skills to coordinate, build, establish and maintain effective working relationships among the stakeholders.</p>			
<b>EMO</b>	<b>Sr. EMO</b>	<b>Principal EMO</b>	<b>Specialists</b>
<p>1. Be able to work collaboratively with colleagues, agencies and also manage independent tasks.</p> <p>2. Coordinates meetings both in-house and with other agencies.</p> <p>3. Demonstrates adherence to the code of conduct as civil servant in general and as EMO in particular.</p>	<p>1. Possesses interpersonal skills to build positive relationships with stakeholders.</p> <p>2. Have the ability to remain calm and composed during difficult and challenging situations.</p> <p>3. Be able to work effectively with others to achieve common goals.</p> <p>4. Exhibits high level of integrity and ethics.</p>	<p>1. Demonstrates ability to lead and manage teams of professionals from both within and outside the organization.</p> <p>2. Have the ability to identify and resolve conflicts and disputes between people and agencies.</p> <p>3. Be able to analyze complex situations, identify potential challenges, and strategies achieving common goals.</p>	<p>1. Have the ability to understand and navigate different cultural contexts and work effectively with diverse people(s).</p> <p>2. Have the ability to analyze, interpret data and inform clients, stakeholders and authorities for decision-making.</p> <p>3. Be able to come up with and propose creative and innovative solutions to complex problems.</p> <p>4. Demonstrates ability to establish and maintain professional relationships with and among stakeholders across different sectors and levels.</p>

## 2.9 Training Needs Analysis

The Training Needs is the difference between desired capability and current capability. The Training Needs Analysis is the process of recognizing the skills gap and needs of training. It is the procedure to determine whether the training will bring out the solution to the problem. It ensures that training is targeting the correct competencies, the correct employees and the needs of the Department. The training can reduce, if not eliminate, the gap by equipping the Education Monitoring Officers with knowledge, skills and capabilities. It should be the shared responsibility of the employee and Department to build and enhance their capability and competency.

The training needs analysis is carried out in consultation with the stakeholders through interview, survey and FGD. The questionnaire consists of both closed and open-ended questions. The questionnaire is based on fourteen behavioral indicators of different proficiency levels on Likert Scale of “Competent” and “Not Competent” followed by open ended questions asking the likely reasons for ‘Not Competent’ and suggest interventions to address the gap. The behavioral indicators were assessed by proficiency level to identify the performance gaps.

## 2.8.5 Training Needs Assessment for EMOs

Key Role 1: Education Monitor and Inspector						
Key Competency	Behaviour Indicator	Proficiency Level	Current Performance (Adequate/ Not adequate)	Capacity development/training Intervention	Learning Objectives: After the training is completed, the participant will be able to:	Remarks
1.1.1 Monitoring & Inspection	1. Demonstrates knowledge and expertise in carrying out compliance, diagnostic and performance monitoring of policies and programmes in the field of education using appropriate Monitoring tools and techniques.	EMO	Not adequate (sl.2)	STT on: Monitoring, Inspection & Evaluation theories and practices; different frameworks and tools; monitoring & inspection techniques; supervision and gathering evidences, etc.	1. Design and use relevant and valid monitoring and inspection frameworks and tools. 2. Carry out effective monitoring and inspection to ensure evidence based reporting.	Compulsory after recruitment
		Sr. EMO	Not adequate (sl.2)	STT: Statistical theory and hands on practice	Carry out data analysis using appropriate statistical tools	
	Principal EMO	Not adequate (Sl. 4)	STT: M&E Theory, best M&E practices, designing M&E framework and tools	Design valid and reliable educational monitoring tools for division.		
	Specialist	No position holder currently				
1.2.1 Comprehension, Reporting	1. Writes and presents succinct and unbiased reports based on monitoring	EMO	Not adequate (Sl. 1&3)	STT on: Report writing and presentation skills	Write good M&E reports; Use technology to make presentations engaging and meaningful.	

and Presentation	findings/observations to trigger timely and relevant interventions.  2. Demonstrates effective technology aided presentation skills and convinces clients and stakeholders to implement recommendations.	Sr. EMO	Adequate			
		Principal EMO	Not adequate	STT on: 1. Accessing and using software and incorporating multimedia in presentations. 2. Negotiation skills	1. Use presentation software and add multimedia in presentation. 2. Deal with and handle difficult questions.	
		Specialist	No position holder currently			
<b>Key Role 2: Education Evaluator and Researcher</b>						
<b>Key Competency</b>	<b>Behaviour Indicator</b>	<b>Proficiency Level</b>	<b>Current Performance (Adequate/ Not adequate)</b>	<b>Capacity development/training Intervention</b>	<b>Learning Objectives: After the training is completed, the participant will be able to:</b>	<b>Remarks</b>
2.1.1 Research, Research-methodologies and Creativity	1. Demonstrates expertise in research to conduct evidence based evaluation of the outcomes and impacts of policies and programmes.	EMO	Not adequate	STT on: Basic research process, literature review, data analysis and interpretation, and reporting	1. Have good understanding of research and its processes. 2. Carry out simple action research	
		Sr. EMO	Not adequate	1. On-Job training attached to experienced researcher.	1. Carry out research jointly with mentor/colleagues; 2. Publish research reports.	
	Principal EMO	Not adequate	For current officials: 1. On-Job training attached to experienced researcher.	1. Carry out research independently 2. Guide junior officials		
	Specialist	No position holder currently				

	about organizational growth.					
2.1.2 Information Communication and Technology (ICT)	1. Exhibits technological skills in M&E process (data analysis, visualization, interpretation, etc.) to ensure effectiveness in carrying out the key roles in day to day works to promote efficiency and effectiveness in the tasks, at workplace and beyond.	EMO	Adequate		Explore and enhance learning	
		Sr. EMO	Not adequate (SI.2)	STT on: 1. Qualitative research software like Nvivo and other survey tools. 2. Using SPSS, R, etc. to analyse data. 3. Orientation on using database search engines such as, JSTOR, EBSCO, ERIC, ProQuest, etc.	Use technology effectively to conduct research.	
		Principal EMO	Not adequate	STT on: Use of different software for data analysis	Produce reports based on accurate data	
		Specialist	No position holder currently			
2.2.1 Knowledge of educational philosophies & global practices	1. Demonstrates knowledge and awareness of educational philosophies and global practices in enhancing the quality of Education.	EMO	Not adequate	Self-Learning	Use and refer to relevant educational philosophies and practices in reports, conversations and discussions, and make appropriate judgements and decisions.	
		Sr. EMO				
		Principal EMO				
		Specialist	No position holder currently			
2.2.2 Analysis, Exploration and Critical Thinking	1. Demonstrates skills and abilities to analyse policies and programmes critically and propose creative recommendations both based on research and by generating original ideas.	EMO	Not adequate	STT covered above	Make concise monitoring and evaluation findings and propose relevant recommendations.	
		Sr. EMO				
		Principal EMO				
		Specialist	No position holder currently			



Key Role 3: Inter-Agency Collaborator and Relationship Builder						
Key Competency	Behaviour Indicator	Proficiency Level	Current Performance (Adequate/ Not adequate)	Capacity development/training Intervention	Learning Objectives: After the training is completed, the participant will be able to:	Remarks
3.1.1 Communication	1. Exhibits ability to comprehend and communicate confidently & succinctly both in written and spoken English/Dzongkha to negotiate, influence and strengthen partnership among the stakeholders.	EMO	Not adequate	STT on: 1. Active listening skills and techniques 2. Orientation on body language	Enhance communication skills	
		Sr. EMO	Adequate			
	2. Demonstrates empathy and responds appropriately taking care of other's feelings and needs.	Principal EMO	Not adequate	STT on negotiation and conflict management skills	Negotiate and manage conflicts among people and agencies to build relationships and synergize their efforts to enhance performance.	
		Specialist	No position holder currently			
3.2.1 Intra & Inter personal skills and Coordination	1. Demonstrates strong social skills such as, intra-personal, inter-personal and relationship-building skills while working with other agencies.	EMO	Adequate			
		Sr. EMO	Adequate			
	2. Exhibits efficient skills to coordinate, build, establish and maintain effective working relationships among the stakeholders.	Principal EMO	Not adequate (Sl. 3)	STT on situation analysis, forecasting future situations and risk management	1. Foresee future potentials and risk of policies and programmes. 2. Propose effective risk management strategies.	
		Specialist	No position holder currently			

**Note:** *Since EMOs work in a single office. Most of tasks they carry out are common in nature. Therefore, the type of basic trainings required for EMOs are same and could be provided together irrespective of proficiency levels. However, trainings required for EMOs at specific proficiency level needs to be conducted separately. A separate list of training needs will be worked out for specialists as and when the division has specialist EMOs. Currently, there are only five EMOs including the Chief, and five more are yet to be recruited.*

DRAFT

## 2.9 Implementation of Competency based Framework

The implementation of training and other intervention has to be based on the mandatory program/interventions listed under section under the training needs analysis (Section 2.7) of this document. The list of trainings includes all the programs against the behavior indicators that are found to be “Not Competent” under the Training Needs Analysis. Implementation has to be initiated and spearheaded by the Division or parent agency in close coordination and collaboration with the HR Division of the MoESD.

## 2.10 Recommendations

Recommendations may include:

- a. Most trainings required for existing EMOs can be provided either in-house or in-country by the Bhutanese experts. However, ex-country trainings from renowned countries would add more mileage to their capacities and prestige.
- b. Occasional visit to countries with efficient education and school monitoring, evaluation and inspection system is required for EMOs to broaden their knowledge and update practices.
- c. Trainings related to research which is crucial for EMOs will not be required in future since ability to carry out research will be one of the requirements for recruitment to EMO. However, the training as reflected in need analysis is required for existing officials.
- d. Orientation and training on usage of Information, Communication and Technology (ICT) will be required for EMOs as per the development in the field.
- e. Impact assessment of trainings received by the EMOs should be instituted.

## 2.11 Conclusion

Education Monitoring Officers (EMOs) play a crucial role in ensuring the quality of education in the country. The monitors do this by consistently monitoring, inspecting and proposing interventions to improve the quality of service delivery by the schools in the field and Dzongkhags/Thromdes and agencies at the MoESD headquarters. They also evaluate the outputs of the educational programmes and policies implemented by the Ministry. The Competency Based Framework of the Education Monitoring Officer is developed to enhance the knowledge, skills and abilities of the EMOs to enable them to deliver their functions efficiently and achieve results. The CBF informs the Knowledge, Skills and Abilities (SKA) required for EMOs at different proficiency levels to achieve high level of professional competence and deliver standard services to their clients. The competency framework has identified three key roles, six competency areas, eight key competencies and fourteen behavioral indicators. Each of these fourteen behavior indicators are further classified into six proficiency levels- EMO (P3), Senior EMO (P2), Principal EMO (P1), Specialist (ES-III), Senior Specialist (ES-II), and Principal Specialist (ES-I). The Framework is developed with the aim to provide a structured approach to build competencies required for the EMOs and develop institutional capacity of the Education Monitoring Division. The CBF key competencies can also be used to guide the recruitment of EMOs in future. The framework details a list of trainings required for the existing EMOs and also for the new recruits. This CBF for EMOs should be used along with the document on career progression pathway for EMOs.

DRAFT

## References

(n.d.). Royal Civil Service Commission. <https://www.rcsc.gov.bt/wp-content/uploads/2019/06/Competency-Framework-Guidebook.pdf>

(n.d.). Royal Civil Service Commission. <https://www.rcsc.gov.bt/wp-content/uploads/2019/06/Principal.pdf>

(n.d.). UNICEF. [https://www.unicef.org/careers/media/1041/file/UNICEF%27s\\_Compentency\\_Framework.pdf](https://www.unicef.org/careers/media/1041/file/UNICEF%27s_Compentency_Framework.pdf)

(n.d.). Royal Civil Service Commission. <https://www.rcsc.gov.bt/wp-content/uploads/2019/06/Competency-Framework-Guidebook.pdf>

(n.d.). Royal Civil Service Commission. <https://www.rcsc.gov.bt/wp-content/uploads/2021/07/HR-Officerdocx.pdf>

Willms, J. D. (2003). *Monitoring school performance: A guide for educators*. Routledge.

Knowlton, L. W., & Phillips, C. C. (2012). *The logic model guidebook: Better strategies for great results*. SAGE.

DRAFT