COMPETENCY BASED FRAMEWORK FOR EDUCATION OFFICERS

Developed by:

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Contents

1.   Overview of the Ministry of Education

The Ministry of Education is the apex institution responsible for formulating sound educational policies tailored towards a knowledge-based GNH society. The Ministry has 4 functional departments such as: Department of School Education, Department of Adult and Higher Education, Department of Youth and Sports and Directorate of Services. Cascading the functions of these aforementioned departments, the Office of District/Thromde Education Officers in the grassroots level caters to the needs of education arising from the teachers, students, and NFEs. Therefore, in order to achieve this vast and noble intentions, following are the vision, missions, and objectives of the Ministry identified:

Vision:

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

Missions:

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

Objectives:

- To improve relevance and quality of education
- To improve access to and sustainability of education
- To strengthen youth development programme and services
- To enhance adult literacy and lifelong learning
- To ensure full utilization of budget
- To enable effective and efficient ICT Service delivery.

2. Introduction

The competency Based Framework(CBF) for Dzongkhag/Thromde Education Officer is expected to assist the RCSC and Ministry of Education in identifying definite and coherent skills required to enhance the functions of the DEOs/TEOs in areas of performance management, succession planning and career progression. This framework will help cultivate the culture of identifying skill needs, assisting continuous development, and professionalizing the DEO/TEOs and help aligning budget mobilization to human resource development plans at both the Ministry and the Dzongkhag levels.

The framework broadly describes three key roles, seven competency areas, twenty key competencies, and fifty-six behavioral indicators of the DEOs which are all based on the national aspiration that the Bhutanese education system should prepare Globally Competent and Nationally Rooted graduates. Varying degrees of expected performance indicators have been identified based on which the DEOs/TEOs can be placed in three different levels of career stage- Entry, Experienced and Expert, and relevant professional development programmes can be provided accordingly.

However, in order to reflect the changing nature of work over passage of time, CBF for DEO/TEOs can be periodically reviewed and informed by future-focused workforce planning to assess the nature and requirements of future roles. Therefore, this Competency Based Framework is a living document and is subject to periodical review and improvement.

3. Purpose

The CBF highlights the knowledge, skills and abilities required for District/Thromde Education Officers to achieve a high level of professional competence and deliver the highest standard services. The CBF for Dzongkhag Education Officers (DEO)/Thromde Education Officers (TEO) will form the basis for their selection, recruitment, training and promotion. It will specify key roles, competency areas, key competencies and behavioral indicators that are required to discharge the functions and responsibilities of the DEOs/TEOs. The framework is developed with the following aim and objectives.

4.   Aim and Objectives

The CBF aims to build a fraternity of DEOs/TEOs who are highly knowledgeable, skillful and competent in delivering efficient and effective services of the highest standard. This paper in achieving the aforementioned seeks the approval of the Royal Civil Service Commission to:

i. Implement the competency based framework for education officers.

ii. Provide competency based training to education officers.

iii. Guide the selection, development and career progression of education officers.

5.   Framework Development Processes

The Competency Based Framework for Dzongkhag/Thromde Education officer was commissioned by the Royal Civil Service Commission (RCSC) in April 2019. A Task Force composed of Dzongkhag Education Officers (DEO), Human Resource Officers (HRO) from RCSC and Human Resource Division of the Ministry of Education was formed to develop the CBF for DEOs/TEOs.

The Task Force members were trained on CBF and the processes involved in developing it. The training was organized in April 2020 at the Financial Institutions Training Institute (FITI), Thimphu.

The following processes were followed while developing the CBF for DEOs/TEOs. These steps were taken to ensure that the document is a shared product of those stakeholders who are directly affected by the roles and responsibilities of DEOs/TEOs. These were also considered necessary to ensure legitimacy and relevancy of the CBF.

1. Consultations with diverse and wide range of stakeholders, including but not limited to, the Chief DEOs/TEOs, Deputy Chief DEOs/TEOs, Education Monitoring Officers, Education Program Officers and finally the Human Resource Committee of the Ministry of Education.

2. Extensive review of literature on the roles and responsibilities of District Superintendents of Education of different countries, notably education systems including USA, Australia and other countries.

3. Extensive review of PISA reports and studies done by McKinsey and Corporation on how the best education systems in the world were able to achieve the desired results and what they did in their pursuit of such excellent and progressive systems.

4. Endorsement of the Chief DEOs/TEOs and Deputy Chief DEOs/TEOs.

5. Endorsement and approval of the Human Resource Committee of the Ministry of Education.

6. Final editing and proofreading of the CBF by the Task Force.

7. Submission to the Royal Civil Service Commission through the Human Resource Division of the Ministry of Education.

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│ Training of  │ →  │ Consultation │ →  │ Identified 3 │ →  │Review        │
│ CBF          │    │ workshop with│    │ Key Roles    │    │literature for│
│ Taskforce    │    │ DEO/TEO      │    │              │    │Competency    │
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│ competency   │    │ Key          │    │ Fifty Six    │    │and           │
│ areas        │    │ Comepetencies│    │ BIs          │    │Recommendation│
│              │    │              │    │              │    │Workshop with │
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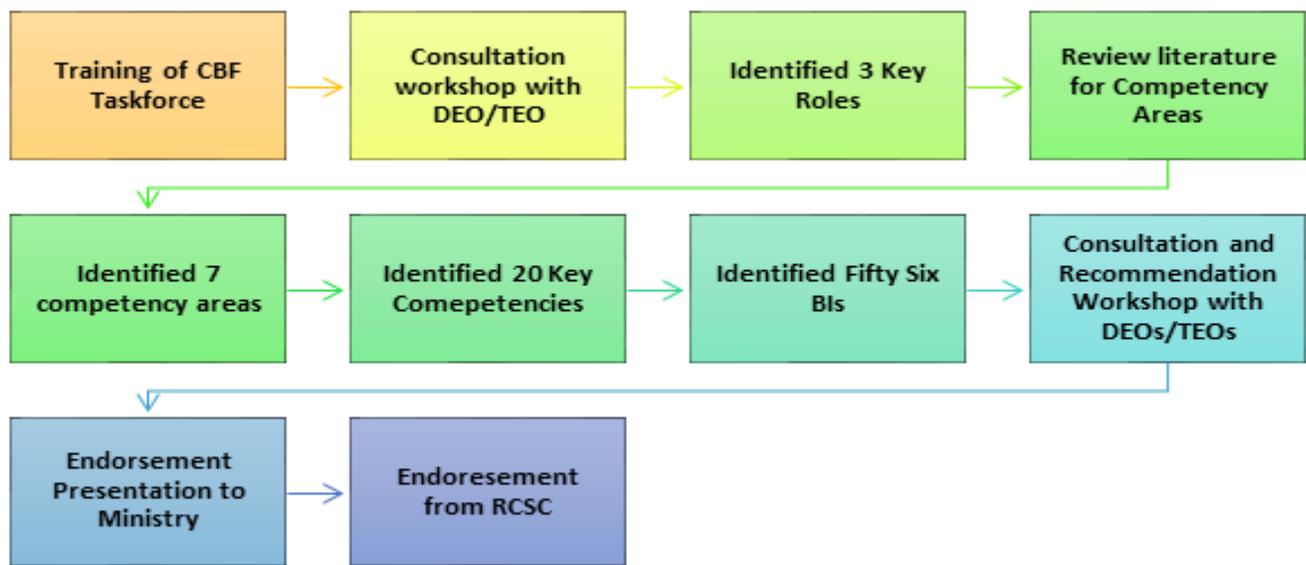
6. Structure

After a rigorous consultation and validation process with concerned stakeholders in the Ministry and education officers of select Dzongkhags and Thromdes over a period, the 3 key roles, 7 competency areas, 20 key competencies, and 56 behavioral indicators were finalized and deemed as necessary for an education officer to effectively and efficiently provision their services. The keys roles, competency areas, and key competencies are as shown in the figure below.
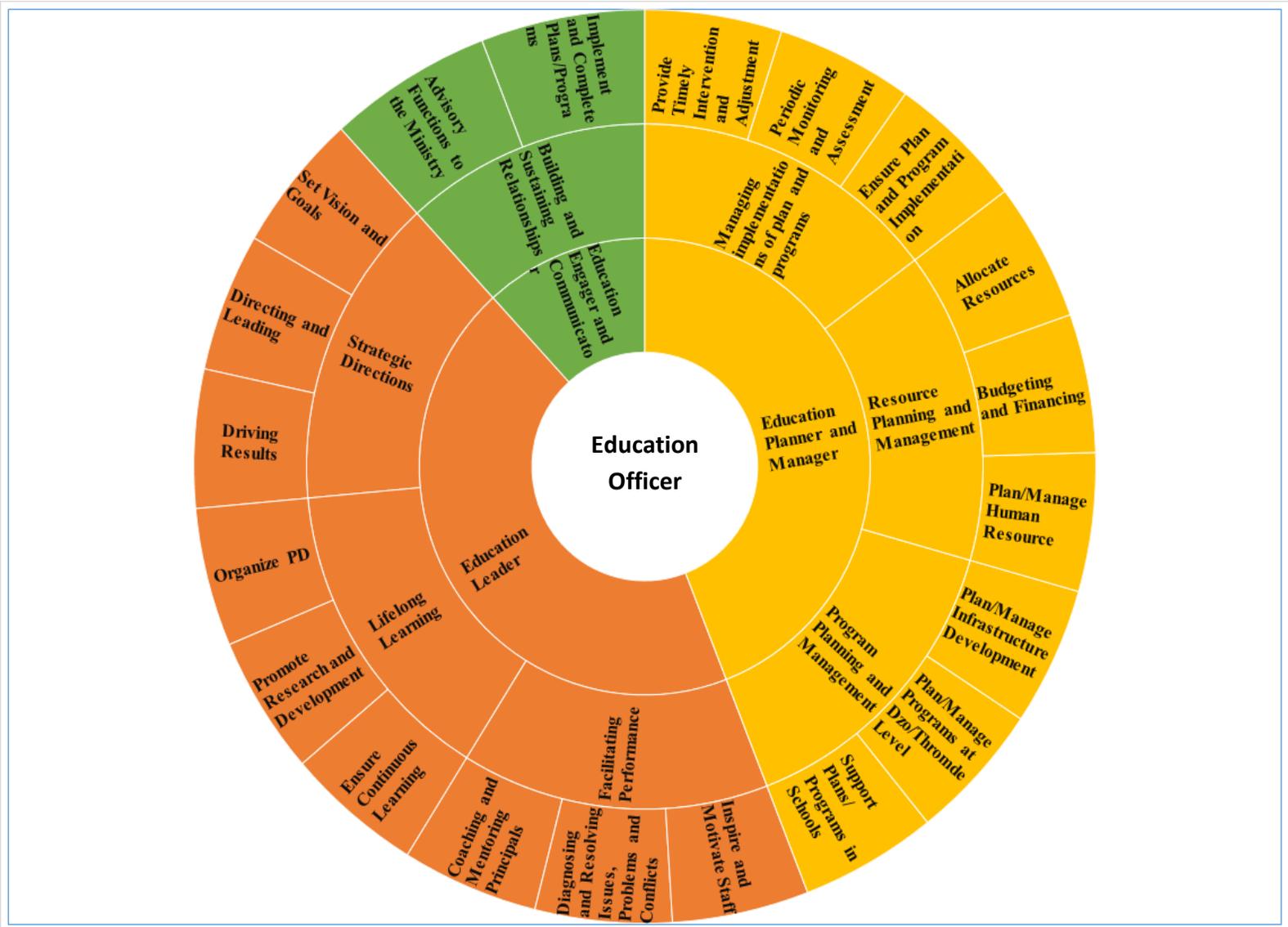
7. Role Profile

Following are the 3 role profiles developed and validated by the team along with education officers during the 3 rounds of identification, consultation, and validation workshops conducted.
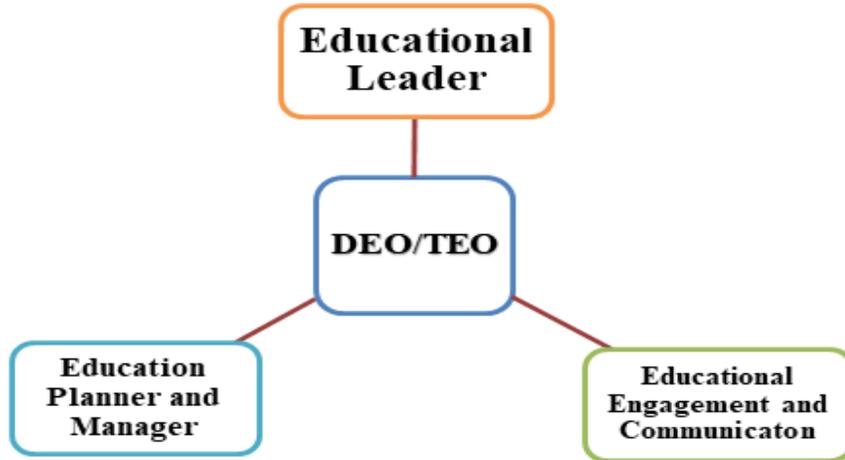
7.1 Role Profile and its Description

Sl #	Key Role	Role Description
1	Educational Leader	1. Strategic Direction 2. Lifelong Learning and 3. Facilitating Performance
2	Educational Planner and Manager:	1. Program Planning and Management 2. Resource Planning and Management and 3. Managing implementations of plan and programs.
3	Educational Engagement and Communication:	1. Raising Awareness 2. Building and Sustaining relationship 3. Stakeholder Involvement

7.2 Competency Areas

Role #	Key Role	Competency Area
1	Educational Leader	1.1 Strategic Directions
		1.2 Lifelong Learning
		1.3 Facilitating Performance
2	Educational Planner and Manager	2.1 Program Planning and Management
		2.2 2. Resource Planning and Management and
		2.3 3. Managing implementations of plan and programs
3	Educational Engagement and Communication:	3.1 Building and sustaining Relationship

7.3 Key Competencies

Role #	Key Role	Competency Area	Key Competencies
1	Educational Leader	1.1. Strategic Directions	1.1.1 Setting vision and goals.
			1.1.2 Directing and leading
			1,1,3 Driving Results
		1.2 Lifelong Learning	1.2.1 Organizing and conducting Professional Development Programmes
			1.2.2 Promoting Research and Development.
			1.2.3 Ensuring Continuous learning
		1.3 Facilitating Performance	1.3.1 Coaching and Mentoring Principals
			1.3.2 Diagnosis and Resolving issues, problems and conflicts
			1.3.3 Inspiring and motivating staff.
2			2.1.1 Supports Effective Planning and management of programs in schools

	Educational Planner and Manager	2.1 Program Planning and Management	2.1.2	Planning and Managing Educational Programs at the Dzongkhag/Thromde levels.
			2.1.3	Planning and Managing Infrastructure Development
		2.2 Resource Planning and Management	2.2.1.	Planning and Managing Human Resource
			2.2.2	Budget and Financing
			2.2. 3	Allocating resources
		2. 3. Managing implementations of plan and programs.	2.3.1	Ensuring Implementation of all plans and programs
			2.3.2	Conducting Periodic Monitoring, Assessment and Reporting
			2.3.3	Providing timely intervention and adjustment
3	Educational Engagement and Communication:	3.1 Building and sustaining Relationship	3.1.1	Garnering support for timely implementation and completion of plans and programs.
			3.1.2	Ensuring Advisory Functions to the Ministry of Education in all Educational matters at the Dzongkhag/Thromde.

7.4 Behavioral Indicators

Competency Area	Key Competency	Behavior Indicators
Key Role 1:Educational Leader		
1.1 Strategic Directions	1.1.1Setting vision and goals.	1.1.1.1 Sets Vision and Goals for Plans and Programs.
		1.1.1.2 Reviews goals and plans periodically

		1.1.1.3 Aligns plans and programs to the national vision and goals.
	1.1.2 Directing and leading	1.1.2.1 Provides direction to Principals and Teachers for progress and improvement.
		1.1.2.2 Manages change Effectively for educational excellence.
		1.1.2.3 Model Shared leadership and decision making strategies
	1.1.3 Driving Results	1.1.3.1 Focused on achievements and results.
		1.1.3.2 Uses data to differentiate instructional support and interventions.
		1.1.3.3 Ensures higher student learning outcomes
1.2 Lifelong Learning	1.2.1 Organizing and Conducting PD	1.2.1.1 Provides need-based PDs to enhance performance
		1.2.1.2 Strengthens Professional Learning Communities in schools.
	1.2.2 Promoting Research and Development.	1.2.2.1 Promotes action research culture to improve Teaching-Learning in schools.
		1.2.2.2 Carries out research on organizationally significant areas
		1.2.2.3 Develops research capacity for teachers and principals.
	1.2.3 Ensuring Continuous Learning	1.2.3.1 Exemplifies personal drive towards continuous learning

		1.2.3.2 Promotes and contributes to the culture of sharing effective practices in the organization and across schools.
		1.2.3.3 Uses data to accurately assess areas of improvement and teaches others to do the same.
1.3 Facilitating Performance	1.3.1 Coaching and Mentoring Principals.	1.3.1.1 Mentors and coaches to develop capacities of principals Vice Principals and teachers.
		1.3.1.2 Engages principals through feedback sessions aimed at improving system and performance.
	1.3.2 Diagnosis and Resolving issues, problems and conflicts.	1.3.2.1 Models and encourages others to manage conflict openly and productively.
		1.3.2.2 Encourages principals to proactively solve problems and take initiative.
		1.3.2.3 Anticipates problems/issues and addresses them appropriately.
	1.3.3 Inspiring and motivating staff.	1.3.3.1 Creates developmental opportunities for staff to be more effective in their roles and progress towards career goals
		1.3. 3..2 Promotes a culture of respect, fairness and trust.

		1.3.3.3 Institutes a practice of recognition and rewarding of outstanding performers.
Key Role 2: Educational Planner & Manager		
2.1 Program Planning and Management	2.1.1Supports Effective Planning and management of programs in schools	2.1.1.1 Guides academic programme planning for schools aligned to national standards and policies.
		2.1.1.2Ensures the planning of non-academic programmes are based on curriculum and desirable learning outcomes at the school level.
	2.1.2. Planning and Managing Educational Programs at the Dzongkhag/Thromde levels.	2.1.2.1 Plans educational programmes aligned to national plans and policies.
		2.1.2.2 Plans ECCD and NFE programmes as required by policies and developments.
		2.1.2.3 Develops strategies for implementation of planned activities
	2.1.3 Planning and Managing Infrastructure Development	2.1.3.1 Plans infrastructural development for establishment/expansion/upgradation of schools.
		2.1.3.2 Exhibits knowledge and understanding on infrastructure development.
	2.2.1 Planning and Managing Human Resource	2.2.1.1 Plans and ensures equitable deployment of staff/teachers across schools as per Teacher Recruitment Exercise(TRE).

		2.2.1.2 Plans and manages recruitment and deployment for efficient allocation of human resources at the dzongkhag/Thromde level.
		2.2.1.3 Facilitates timely promotions of education staff in the Dzongkhag.
		2.2.1.4 Ensure due processes and procedures are observed when managing human resources.
2.2 Resource Planning and Management	2.2.2 Budget and Financing	2.2.2.1 Ensures accurate and sustainable planning for budgeting and financing for all activities.
		2.2.2.2 Plans and manages budget and financial resources based on priorities and needs.
		2.2.2.3 Drives a culture of accountability and transparency.
		2.2.2.4 Demonstrates skills grounded on collaborative governance for efficient planning and utilization of financial resources.
	2.2.3 Allocating Resources	2.2.3.1 Allocates resources to schools and programs.
		2.2.3.2 Rationalizes resource allocation at the dzongkhag/thromde level.
		2.2.3.3 Provides timely intervention support for ad-hoc developments
	2.3.1 Ensuring Implementation	2.3.1.1 Implement plans and programs.

	of all plans and programs.	2.3.1.2 Coordinates the implementation of programs and plans that are cross sectoral in nature.
2.3 Managing Implementation of Plans and Programs.	2.3.2 Conducting Periodic Monitoring, Assessment and Reporting.	2.3.2.1 Monitors all plans and programs at the dzongkhag/thromde level.
		2.3.2.2 Conducts Periodic Assessment of all the plans and programs and ensures quality.
		2.3.2.3 Provides review and feedback to the Ministry of Education and other relevant agencies as required.
	2.3.3 Providing Timely Intervention and Adjustment.	2.3.3.1 Provides timely interventions and adjustments for all plans and programs.
		2.3.3.2 Seeks expert advice and reliable data for interventions and adjustments for all plans and programmes
Key Role 3: Educational Engagement and Communication		
3.1 Building and sustaining Relationship	3.1.1 Garnering support for timely implementation and completion of plans and programs.	3.1.1.1 Conducts consultations and orientations with communities, LGs and relevant agencies when implementing reforms and changes and informs MoE accordingly
		3.1.1.2 Engages LGs for financial support towards improving school infrastructure and programs.
		3.1.1.3 Educates and informs the community and parents on the importance of enrollment to ECCDs, Schools and NFE.

		3.1.1.4 Garners support from the community, LGs and stakeholders in implementing initiatives and developments at their levels.
		3.1.1.5 Ensures incorporation of initiatives and developments in education by the LGs and stakeholders in the planning and implementation process at their levels
	3.1.2 Ensuring Advisory Functions to the Ministry of Education in all Educational matters at the Dzongkhag/Thromde.	3.1.2.1 Provides timely information and data to the Ministry of Education on all matters related to Educational Services at the Dzongkhag/Thromde.

7.5 Proficiency Levels

Key Role 1: Educational Leader:		
Competency Area: 1.1 Strategic Directions		
Key Competency: 1.1.1 Setting vision and goal.		
Behavior Indicator: 1.1.1.1 Sets Vision and Goals for Plans and Programs.		
PL at Entry	PL at Experienced	PL at Advanced
Demonstrates understanding of the concepts of setting vision and goals in the execution of plans and programs.	Applies the understanding of setting vision and goals in the assigned plans and programs	Guides in the implementation of vision and goals in the plans and programs
Behavior Indicator: 1.1.1.2 Reviews goals and plans periodically		
PL at Entry	PL at Experienced	PL at Advanced

Explains the process of reviewing goals and plans periodically	Conducts review of goals and plans periodically.	Leads in the review of goals and plans periodically.
Behavior Indicator: 1.1.1.3 Aligns plans and programs to the national vision and goals.		
PL at Entry	PL at Experienced	PL at Advanced
Aligns plans and programs to the national vision and goals (Eg. In producing globally competent and nationally rooted graduates).	Provides recommendations on the alignment of plans and programs to the national vision and goals.	Leads the alignment of plans and programs to the national vision and goals.
Key Competency: 1.1.2 Directing and leading		
Behavior Indicator: 1.1.2.1 Provides direction to Principals and Teachers for progress and improvement.		
PL at Entry	PL at Experienced	PL at Advanced
Shows understanding of providing direction to Principals and Teachers for progress and change.	Provides direction to Principals and Teachers for progress and change	Leads in providing direction to Principals and Teachers for progress and change
Behavior Indicator: 1.1.2.2 Manages change Effectively for educational excellence.		
PL at Entry	PL at Experienced	PL at Advanced
Assists in managing change effectively for educational excellence.	Manages change effectively for educational excellence.	Spearheads the management of change effectively for educational excellence.
Behavior Indicator: 1.1.2.3 Model Shared leadership and decision making strategies.		
PL at Entry	PL at Experienced	PL at Advanced
Engages in shared leadership and collaborative decision making process	Supports shared leadership and collaborative decision making process	Leads in shared leadership and collaborative decision making process
Key Competency: 1.1.3 Driving Results		

Behavior Indicator: 1.1.3.1 Focused on achievements and results.		
PL at Entry	PL at Experienced	PL at Advanced
Conducts School Performance Review based on existing School Performance Management System (SPMS)	Analyzes School wise performance based on School Performance Management System (SPMS) at the Dzongkhag level	Recommends the best practices of enhancing school performance

Behavior Indicator: 1.1.3.2 Uses data to differentiate instructional support and interventions.		
PL at Entry	PL at Experienced	PL at Advanced
Shows understanding of using evidence based approach to provide instructional support and interventions	Uses multiple sources of data at national, Dzongkhag and school to provide relevant instructional support and interventions	Leads colleagues and principles in using multiple data that offers a unique perspective on school and Dzongkhag performance for improvement.

Behavior Indicator: 1.1.3.3 Ensures higher student learning outcomes		
PL at Entry	PL at Experienced	PL at Advanced
Demonstrates an understanding of curricular alignment to ensure improved student learning outcome	Conducts assessment of student learning needs to enhance higher student learning outcomes.	Leads in the assessment and implementation of student learning needs to drive higher student learning outcomes

Competency Area 1.2 Life Long Learning		
Key Competency 1.2.1 Organizing and conducting PD		
Behavior Indicator: 1.2.1.1 Provide need based PDs to enhance performance.		
PL at Entry	PL at Experienced	PL at Advanced
Conducts need based PD assessment to enhance the performance of teachers based on policies of the	Leads the professional development of school personnel through a well-planned comprehensive training program.	Leads professional development of staff in the district to enhance performance

Ministry of Education (Eg. BPST)		
Behavior Indicator: 1.2.1.2 Strengthens Professional Learning Communities in schools.		
PL at Entry	PL at Experienced	PL at Advanced
Demonstrates the understanding for ensuring structural guidelines on the formation of professional learning communities in schools.	Develops the structural guidelines on the formation of professional learning communities in schools in line with the policies of the Ministry of Education.	Leads in developing the structural guidelines on the formation of professional learning communities in schools.
Key Competency 1.2.2 Promoting Research and Development.		
Behavior Indicator 1.2.2.1 Promotes action research culture to improve Teaching-Learning in schools.		
PL at Entry	PL at Experienced	PL at Advanced
Understands the concept of carrying out action research to improve Teaching-Learning processes in schools	Guides principals and teachers to carry out action research to improve teaching-learning processes in schools	Guides principals and teachers to carry out action research to improve teaching-learning processes in schools
Behavior Indicator 1.2.2.2 Carries out research on organizationally significant areas		
PL at Entry	PL at Experienced	PL at Advanced
Identifies specific areas of carrying out research in the organization	Guides principals and teachers to carry out research on organizationally significant areas	Guides principals and teachers to carry out research on organizationally significant areas
Behavior Indicator 1.2.2.3 Develops research capacity for teachers and principals.		
PL at Entry	PL at Experienced	PL at Advanced
Organizes PD on building research capacity for teachers and principals	Provides PD on building research capacity for teachers and principals	Provides PD on building research capacity for teachers and principals

Key Competency 1.2.3 Ensuring Continuous Learning		
Behavior Indicator 1.2.3.1 Exemplifies personal drive towards continuous learning.		
PL at Entry	PL at Experienced	PL at Advanced
Pursues continuing professional development through reading, attending conferences, and involvement with related agencies	Pursues continuing professional development through reading, attending conferences, and involvement with related agencies	Pursues continuing professional development through reading, attending conferences, and involvement with related agencies
Behavior Indicator 1.2.3.2 Promotes and contributes to the culture of sharing effective practices in the organization and across schools		
PL at Entry	PL at Experienced	PL at Advanced
Demonstrates knowledge on the culture of sharing effective practices in the organization and across schools based on literature and theoretical framework	Applies knowledge on the culture of sharing effective practices in the organization and across schools based on literature and theoretical framework	Leads the culture of sharing effective practices in the organization and across schools based on literature and theoretical framework
Behavior Indicator 1.2.3.3 Uses data to accurately assess areas of improvement and teaches others to do the same.		
PL at Entry	PL at Experienced	PL at Advanced
Demonstrates the understanding of processes for gathering, analyzing, and using data to assess the areas of improvement	Guides principals on processes for gathering, analyzing, and using data to assess the areas of improvement	Leads the organization and schools on using data to assess the areas of improvement
Competency Area 1.3 Facilitating Performance		
Key Competency 1.3.1 Coaching and Mentoring Principals.		
Behavior Indicator: 1.3.1.1 Mentors and coaches to develop capacities of principals Vice Principals and teachers.		
PL at Entry	PL at Experienced	PL at Advanced

Understands the need for providing coaching and mentoring to Principals, Vice Principals and teachers having potential for school leadership.	Coaches and mentors Principals, Vice Principals and teachers having potential for school leadership on school management and related aspects.	Models effective mentoring and coaching programs for Principals and Vice Principals.

Behavior Indicator: 1.3.1.2 Engages principals through feedback sessions aimed at improving system and performance		
PL at Entry	PL at Experienced	PL at Advanced
Demonstrates knowledge on providing feedback to principals to improve system and performance.	Carries out feedback sessions with principals and strategizes, reviews and plans to improve system and performance	Develops models and framework for feedback sessions with principals and strategizes, reviews and plans to improve system and performance.

Key Competency 1.3.2 Diagnosis and Resolving issues, problems and conflicts.		
Behavior Indicator: 1.3.2.1 Models and encourages others to manage conflict openly and productively.		
PL at Entry	PL at Experienced	PL at Advanced
Responds respectfully and appropriately to disagreement and dissent, using both as opportunity for learning, and employs variety of strategies to resolve conflicts in a constructive manner	Uses a variety of strategies for responding respectfully and appropriately to disagreement and dissent, using both as opportunity for learning, and employs variety of strategies to resolve conflicts in a constructive manner	Models a variety of strategies for responding respectfully and appropriately to disagreement and dissent, using both as opportunity for learning, and employs variety of strategies to resolve conflicts in a constructive manner

Behavior Indicator: 1.3.2.2 Encourages principals to proactively solve problems and take initiative.		
PL at Entry	PL at Experienced	PL at Advanced

Responds to problems, issues and opportunities and identifies solutions to the problem identified	Creates relevant options for addressing problems/opportunities identified and acts decisively by committing the option chosen to a course of action	Creates relevant options for addressing problems/opportunities identified and acts decisively by committing the option chosen to a course of action
Behavior Indicator: 1.3.2.3 Anticipates problems/issues and addresses them appropriately.		
PL at Entry	PL at Experienced	PL at Advanced
Identifies potential issues that could negatively impact the organization.	Creates viable solutions to address potential issues that could negatively impact the organization.	Creates viable solutions to address potential issues that could negatively impact the organization.
Key Competency 1.3.3 Inspiring and motivating staff.		
Behavior Indicator: 1.3.3.1 Creates developmental opportunities for staff to be more effective in their roles and progress towards career goals		
PL at Entry	PL at Experienced	PL at Advanced
Plans developmental opportunities for staff to be more effective in their roles and progress towards career goals.	Creates developmental opportunities for staff to be more effective in their roles and progress towards career goals.	Reviews relevancy of developmental opportunities provided for staff to be more effective in their roles and progress towards career goals.
Behavior Indicator: 1.3.3.2 Promotes culture of respect, fairness and trust.		
PL at Entry	PL at Experienced	PL at Advanced
Exhibits professional judgment; adheres to Civil Service Code of Ethics; and high moral standards	Exhibits professional judgment; adheres to Civil Service Code of Ethics; and high moral standards	Models professional judgment; adheres to Civil Service Code of Ethics; and high moral standards
Behavior Indicator: 1.3.3.3 Institutes a practice of recognition and rewarding of outstanding performers.		
PL at Entry	PL at Experienced	PL at Advanced

Identifies the need for recognition and rewarding outstanding performers	Institutionalized practices of recognition and rewarding outstanding performers	Institutionalized practices of recognition and rewarding outstanding performers

Key Role 2:   Educational Planner & Manager

Competency Area: 2.1 Program Planning and Management

Key Competency: 2.1.1 Supports Effective Planning and management of programs in schools

Behavior Indicator: 2.1.1.1   Guides academic programme planning for schools aligned to national standards and policies.

PL at Entry	PL at Experienced	PL at Advanced
Provides guidance to schools in planning effective academic programs and interventions based on evidence that are aimed at higher standards and alignment to the national plans and policies.	Provides critical feedback and analysis to schools in improving effective academic programs and interventions based on evidence that are aimed at higher standards and alignment to the national plans and policies.	Oversees and guides the planning of academic programs and related interventions based on evidences and literature to ensure alignment to national standards and policies

Behavior Indicator: 2.1.1.2   Ensures the planning of non-academic programmes are based on curriculum and desirable learning outcomes at the school level.

PL at Entry	PL at Experienced	PL at Advanced
Provides input and support to schools in planning and aligning of the Non-Academic programmes to the curriculum and desirable learning outcomes.	Guides schools in reviewing their Non-academic plans based on evidence of its impact on student behavior, attitude and learning.	Organizes review and feedback sessions on the overall Non-academic plans of schools and ensures their effectiveness

Key Competency: 2.1.2 Planning and Managing Educational Programs at the Dzongkhag/Thromde levels.

Behavior Indicator: 2.1.2.1 Plans educational programmes aligned to national plans and policies

PL at Entry	PL at Experienced	PL at Advanced
Ensures that Dzongkhag/Thromde educational programmes are	Provides critical feedback and analysis to schools in improving	Oversees and guides the planning of academic

aligned to the national plans and policies.	effective academic programs and interventions based on evidence that are aimed at higher standards and alignment to the national plans and policies.	programs and related interventions based on evidence and literature to ensure alignment to national standards and policies.
Behavior Indicator: 2.1.2.2 Plans ECCD and NFE programmes as required by policies and developments.		
PL at Entry	PL at Experienced	PL at Advanced
Assists in incorporating accurate data in the planning of ECCD and NFE programs to achieve relevant policies and goals.	Guides schools in reviewing their Non-academic plans based on evidence of its impact on student behavior, attitude and learning.	Organizes review and feedback sessions on the overall Non-academic plans of schools and ensures their effectiveness
Behavior Indicator: 2.1.2.3 Develops strategies for implementation of planned activities		
PL at Entry	PL at Experienced	PL at Advanced
Exhibits basic knowledge and experiences on implementation of planned activities	Guides the planning process for Educational programmes at the Dzongkhag/Thromde levels to achieve the prioritized outcomes based on national plans and policies	Guides the planning process for Educational programmes at the Dzongkhag/Thromde levels to achieve the prioritized outcomes based on national plans and policies.
Key Competency: 2.1.3 Planning and Managing Infrastructure Development		
Behavior Indicator: 2.1.3.1 Plans infrastructural development for establishment/expansion/upgradation of schools.		
PL at Entry	PL at Experienced	PL at Advanced
Portrays basic knowledge of planning infrastructure development based on data and relevant evidence.	Develops plans for ECCD and NFE Programmes capturing the needs of the locality adhering to policies.	Reviews plans for ECCD and NFE Programmes and incorporates changes that may be required for future implementation.

Behavior Indicator: 2.1.3.2 Exhibits knowledge and understanding on infrastructure development.		
PL at Entry	PL at Experienced	PL at Advanced
Demonstrates basic understanding on importance of developing quality infrastructures	Develops strategies for implementation of planned activities	Facilitates the development of strategies for implementation of planned activities.

Competency Area 2.2 Resource Planning and Management

Key Competency 2.2.1 Planning and Managing Human Resource

Behavior Indicator: 2.2.1.1 Plans and Ensures equitable deployment of staff/teachers across schools as per Teacher Recruitment Exercise(TRE).		
PL at Entry	PL at Experienced	PL at Advanced
Oversees the need for planning and ensuring equitable deployment of staff/teachers across schools as per TRE.	Rationalizes deployment redeployment and staffing at the Dzongkhag/Thromde level to ensure schools have the right number of teachers specified for subjects as per TRE.	Reviews and collaborates with the MoE to ensure that schools are staffed as per existing policies and TRE.

Behavior Indicator: 2.2.1.2 Plans and manages recruitment and deployment for efficient allocation of human resource at the dzongkhag/Thromde level.		
PL at Entry	PL at Experienced	PL at Advanced
Ensures that relevant and accurate data is maintained at the dzongkhag/thromde level for planning teacher deployment and staffing for all schools.	Develops plans for teacher deployment and staffing for schools based on correct data, TRE and existing policies.	Reviews and changes plans for teacher deployment, redeployment and recruitment of support staff as per latest developments in the schools

Behavior Indicator 2.2.1.3 Facilitates timely promotions of education staff in the Dzongkhag.		
PL at Entry	PL at Experienced	PL at Advanced
Ensures that mandated process of HR related works for the	Guides schools to support their staff to process for timely	

promotion of staff in time, in consultation with HR office, is carried out.	promotion and benefits as per the rules and regulations.	
Behavior Indicator 2.2.1.4 Ensure due processes and procedures are observed when managing human resources.		
PL at Entry	PL at Experienced	PL at Advanced
Exhibits understanding of rules, regulations and procedures that govern deployment, redeployment and staffing at the dzongkhag/thromde level.	Ensures that due procedures, processes, rules and regulations are adhered to when carrying out deployment, redeployment, recruitment and staffing.	Models integrity and ethics when planning and managing human resources at the dzongkhag/thromde level.
Key Competency 2.2.2 Budgeting and Financing		
Behavior Indicator 2.2.2.1 Ensures accurate and sustainable planning for budgeting and financing for all activities.		
PL at Entry	PL at Experienced	PL at Advanced
Demonstrates the understanding of the process/method to prepare sustainable annual budgets based on plans.	Guides schools and others in accurate and sustainable planning of budget and finance for dzongkhag/thromde education sectors.	Reviews, corrects and ensures sustainable budget and financial projections and plans for the Education sector based on Five year plans.
Behavior Indicator 2.2.2.2 Plans and manages budget and financial resources based on priorities and needs.		
PL at Entry	PL at Experienced	PL at Advanced
Demonstrates the knowledge of budgeting and financial management.	Exhibits the ability to prioritize budget and financial resources based on needs and developments.	Leads in planning budget and financial resources based on prioritized needs for the education sector.
Behavior Indicator 2.2.3.3 Drives a culture of accountability and transparency		
PL at Entry	PL at Experienced	PL at Advanced

Demonstrates the importance of accountability and transparency in planning and managing financial resources.	Ensures checks and balances are in place for promoting accountability and transparency as a culture in schools and dzongkhag/thromde.	Models accountability and transparency in managing financial resources.
Behavior Indicator 2.2.3.4 Demonstrates skills grounded on collaborative governance for efficient planning and utilization of financial resources.		
PL at Entry	PL at Experienced	PL at Advanced
Tries to build relationships with people whose assistance, cooperation and support may be needed for managing financial resources.	Builds long lasting relationships with people whose assistance, cooperation and support may be needed for efficient use of financial resources.	Models strong relationships with people whose assistance, cooperation and supports may be needed for efficient and successful management of financial resources.
Key Competency 2 2.3 Allocating Resources		
Behavior Indicator: 2.2.3.1 Allocates resources to schools and programs		
PL at Entry	PL at Experienced	PL at Advanced
Displays understanding of rules and regulations related to allocation of resources to schools and programs.	Ensures timely and proper resource allocation to schools and programs based on accurate data.	Reviews and provides crucial feedback for efficient allocation of resources.
Behavior Indicator: 2.2.3.2 Rationalizes resource allocation at the dzongkhag/thromde level.		
PL at Entry	PL at Experienced	PL at Advanced
Portrays knowledge on rationalizing resources at the ground level based on needs and development	Ensure that resources are redirected to those schools that may need more than others based on evidence and data.	
Behavior Indicator: 2.2.3.3 Provides timely intervention support for ad-hoc developments.		
PL at Entry	PL at Experienced	PL at Advanced

| Networks with relevant agencies to ensure timely allocation of resources for ad-hoc developments | leads in ensuring adequate resources are in place for ad-hoc programs and developments directed by the Government. | |

Competency Area: 2.3 Managing Implementation of Plans and Programs.

Key Competency 2.3.1 Ensuring Implementation of all plans and programs.

Behavior Indicator: 2.3.3.1 Coordinates the implementation of programs and plans that are cross sectoral in nature.

PL at Entry	PL at Experienced	PL at Advanced
Collaborates with agencies involved in implementing cross sectoral plans and programs that may have direct impact on the educational outcomes at the dzongkhag/thromde level.	Demonstrates the skills to coordinate cross sectoral plans and programs that are directly linked to educational outcomes at the dzongkhag/thromde level.	Lead in to coordinating cross-sectoral plans and programs that are directly linked to educational outcomes at the dzongkhag/thromde level.

Key Competency 2.3.2 Conducting Periodic Monitoring, Assessment and Reporting.

Behavior Indicator: 2.3.2.1 Monitors all plans and programs at the dzongkhag/thromde level.

PL at Entry	PL at Experienced	PL at Advanced
Shows the understanding of monitoring plans and programs at the dzongkhag/thromde level to ensure effective implementation of all plans and programs.	Designs appropriate tools to monitor plans and programs at the dzongkhag/thromde level to ensure effective implementation of all plans and programs.	Leads in monitoring the implementation of all educational plans and programs at the dzongkhag/thromde level to gather accurate data and evidence to ascertain effective implementation.

Behavior Indicator: 2.3.2.2 Conducts Periodic Assessment of all the plans and programs and ensures quality.

PL at Entry	PL at Experienced	PL at Advanced

Apply or Develop appropriate assessment criteria and tools to assess progress and impact of all programs in line with the standards of MoE.	Conducts assessment of all programmes and plans based on relevant criteria and tools to gather data and evidences for the purpose of review and reporting in line with the standards of MoE	Leads assessment initiatives, at the dzongkhag/thromde or national level, to assess the impact of effectiveness of plans and programs against desired expectations and goals in line with the standards of MoE
Behavior Indicator: 2.3.2. 3 Provides review and feedback to the Ministry of Education and other relevant agencies as required.		
PL at Entry	PL at Experienced	PL at Advanced
Prepare reviews, reports and feedback as necessitated by plans and programs for future improvements and reports to concerned agencies of the Ministry of Education.	Guides in developing reports and feedback based on monitoring and assessment data that would be useful for improving plans and programs.	Leads in reviewing, reporting on the effectiveness of plans and programs based on evidences gathered and accordingly informs the Ministry of Education and other relevant agencies
Key Competency 2.3.3 Providing Timely Intervention and Adjustment.		
Behavior Indicator: 2.3.3.1 Provides timely interventions and adjustments for all plans and programs.		
PL at Entry	PL at Experienced	PL at Advanced
Demonstrates understanding of timely interventions and adjustments for plans and programs as deemed necessary through assessment findings.	Collaborates to develop appropriate interventions and adjustments with schools and agencies involved based on assessment findings.	Leads in implementing means tested interventions and adjustments to ensure timely achievement of targets and goals for all plans and programs
Behavior Indicator: 2.3.3.2 Seeks expert advice and reliable data for interventions and adjustments for all plans and programmes		
PL at Entry	PL at Experienced	PL at Advanced

Consults experts to inform interventions and adjustments programs with reliable data and evidence.	Collaborates with experts and MoE to develop effective interventions and adjustments based on reliable data and research	Leads in Collaborating with experts and MoE to develop effective interventions and adjustments based on reliable data and research.

Key Role 3: Educational Engagement and Communication		
Competency Area: 3.1 Building and sustaining Relationship		
Key Competency: 3.1.1 Garnering support for timely implementation and completion of plan and programs		
Behavior Indicator: 3.1.1.1 Conducts consultations and orientations with communities, LGs and relevant agencies when implementing reforms and changes and informs MoE accordingly.		
PL at Entry	PL at Experienced	PL at Advanced
Demonstrates the understanding of how to conduct consultations and orientations with LGs, communities and relevant stakeholders when implementing reforms and changes.	Organizes consultations and orientations with communities and LGs when implementing reforms and changes.	Chairs consultations and orientations with communities and LGs when implementing reforms and changes.
Behavior Indicator: 3.1.1.2 Engages LGs for financial support towards improving school infrastructure and programs.		
PL at Entry	PL at Experienced	PL at Advanced
Seeks financial/budget support from LGs to supplement school infrastructure and programs.	Persuades financial/budget support from LGs to supplement school infrastructure and programs	Persuades financial/budget support from LGs to supplement school infrastructure and programs
Behavior Indicator: 3.1.1.3 Educates and informs the community and parents on the importance of enrollment to ECCDs, Schools and NFE.		
PL at Entry	PL at Experienced	PL at Advanced

Conducts awareness programs on enrollment to ECCD, schools and NFE on an annual basis	Leads awareness programs on enrollment to ECCD, schools and NFE on an annual basis.	Leads awareness programs on enrollment to ECCD, schools and NFE on an annual basis.

Behavior Indicator: 3.1.1,4 Garners support from the community, LGs and stakeholders in implementing initiatives and developments at their levels.

PL at Entry	PL at Experienced	PL at Advanced
Liaises with LGs, Communities and stakeholders in implementing initiatives and developments at their levels.	Partners with LGs, Communities and stakeholders in implementing initiatives and developments at their levels.	Leads partnerships with LGs, Communities and stakeholders in implementing initiatives and developments at their levels.

Behavior Indicator: 3.1.1.5 Ensures incorporation of initiatives and developments in education by the LGs and stakeholders in the planning and implementation process at their levels

PL at Entry	PL at Experienced	PL at Advanced
Facilitates incorporation of initiatives and developments in education by the LGs and stakeholders in the planning and implementation process at their levels.	Facilitates incorporation of initiatives and developments in education by the LGs and stakeholders in the planning and implementation process at their levels	Leads in Facilitating incorporation of initiatives and developments in education by the LGs and stakeholders in the planning and implementation process at their levels.

Key Competency: 3.1.2 Ensuring Advisory Functions to the Ministry of Education in all Educational matters at the Dzongkhag/Thromde.

Behavior Indicator: 3.1.2.1 Provides timely information and data to the Ministry of Education on all matters related to Educational Services at the Dzongkhag/Thromde.

PL at Entry	PL at Experienced	PL at Advanced
Demonstrates the understanding of advisory roles of Education	Ensures timely and correct information and	Provides timely and professional advisory support

Officers to the Ministry of Education.	recommendations on plans and programs are submitted to the MoE.	to MoE based on accurate and relevant information collected at the Dzongkhag/Thromde

8. Training Needs Assessment

The incumbent Chief DEOs and Deputy Chief DEOs, during the consultations, identified and suggested a list of areas in which capacity developments would be required aligned to the CBF that was endorsed by them. These areas include:

1. Educational Leadership
2. Program Planning and Financing.
3. Monitoring and Clinical Supervision.
4. Research and Development.
5. Data Analysis and Interpretation.
6. Human Resource Development and Communication.

These broad areas of capacity developments are further elaborated in terms of the specific areas of training required for each level in the CBF as detailed below:

Role 1: Educational Leadership			
Key Competencies	Proficiency Level	Performance (C/NC)	CDIs
1.1.1 Setting vision and goals.	E	NC	Organizational Development and Strategic planning
	Ex	C	
	Ad	C	
1.1.2 Directing and leading	E	NC	Team development and leadership skills
	Es	C	
	Ad	C	
1.1.3 Driving Results	E	NC	Decision Making and Results Based Management
	Ex	NC	Data Analytics and Inferencing

	Ad	C	Refresher Course on Data Analytics and inferencing
1.2.1 Organizing and conducting Professional Development Programmes	E	NC	Facilitation skills on PD
	Es	NC	
	Ad	NC	
1.2.2 Promoting Research and Development.	E	NC	
	Es	NC	Research Methodology and Statistics
	Ad	NC	Research and Application
1.2.3 Ensuring Continuous learning	Entry	NC	Building Effective Schools
	Ex	C	
	Ad	C	
1.3.1 Coaching and Mentoring Principals	E	NC	Coaching and Mentoring Skills
	Ex	NC	Action Learning Workshop on Providing Effective Feedback
	Ad	NC	
1.3.2 Diagnosis and Resolving issues, problems and conflicts	E	NC	
	Ex	NC	Negotiation and Conflict management
	Ad	NC	Negotiation and Conflict Resolution
1.3.3 Inspiring and motivating staff.	E	C	
	Ex	C	
	Ad	C	
Role 2: Education Planner and Manager			
2.1.1 Supports Effective Planning and management of programs in schools	E	C	
	Ex	C	
	Ad	C	
2.1.2 Planning and Managing Educational Programs at the	E	NC	Strategic Educational planning
	Ex	C	

Dzongkhag/Thromde levels.	Ad	C	
2.1.3 Planning and Managing Infrastructure Development	E	C	
	Ex	C	
	Ad	C	
2.2.1. Planning and Managing Human Resource	E	NC	Emotional Skills TRE and HR planning
	Ex	NC	
	Ad	NC	TRE and HR planning
2.2.2 Budget and Financing	E	NC	
	Ex	NC	Crash course on Budgeting
	Ad	C	
2.2. 3 Allocating resources	E	C	
	Ex	C	
	Ad	C	
2.3.1 Ensuring Implementation of all plans and programs	E	C	
	Ex	C	
	Ad	C	
2.3.2 Conducting Periodic Monitoring, Assessment and Reporting	E	NC	M&E in Education
	Ex	C	
	Ad	C	
2.3.3 Providing timely intervention and adjustment	E	C	
	Ex	C	
	Ad	C	
Role 3: Educational Engagement and Communication			
3.1.3 Garnering support for timely implementation and completion of plans and programs.	E	C	
	Ex	C	
	Ad	C	

3.1.4 Ensuring Advisory Functions to the Ministry of Education in all Educational matters at the Dzongkhag/Thromde.	E	NC	Communication and Stakeholder Engagement
	Ex	C	
	Ad	C	

The following are likely reasons for the performance gap: -

a) No Training Needs Assessment Carried Out in the past for education officers.

b) Lack of Standard Induction/Orientation Program for education officers selected through open competition.

c) Limited targeted training for DEO/TEOs according to needs assessment.

d) Limited/Lack of Knowledge and Skills: The following are the list of areas where there is limited or lack knowledge and skills.

      i)   Data Analytics and Application.

      ii)   Research and Analytical Skills:

      iii)   Skills in Planning, Management, and Organizational Development.

      iv)   Coaching and Mentoring Skills and Training

      v)   Lack of formal training in Negotiation and Conflict Management/Resolution.

9. Mandatory Competency Development Interventions (CDI)

Entry Level			
Key Role	Name of CDI	Duration	Methods of Intervention
Educational Leadership	Organizational Development and Strategic Planning	1 week	Workshop and Exercise
	Team Development and Leadership Skills	1 week	Hands-on Training
	Decision Making and Results Based Management	1 week	Workshop and Exercise
	Training and Facilitation Skills on PD	2 days	Hands-on Training
	Research Methodology and Statistics	1 Month	Classroom Training
	Building Effective Schools	1 week	Hand-on Training/Workshop

	Coaching and Mentoring Skills.	1 week	Workshop and Exercise
Education Planner and Manager	Strategic Educational Planning	1 week	Classroom Training
	Emotional Skills	3 days	Workshop
	TRE and HR Planning	1 Week	Workshop/Training
	Crash Course on Budgeting	3 days	Hands-on Training/OJT
	Monitoring and Evaluation in Educational Planning	1 Week	Classroom Training/Online Classes
Educational Engagement and Communication	Communication and Stakeholder Engagement	1 Week	Workshop

Experienced Level			
Education Leader	Data Analytics and Inferencing	1 month	Classroom Training
	Facilitation Skills on PD	3 days	Workshop
	Research Methodology and Statistics	1 month	Classroom Training
	Action Learning Workshop Providing Effective Feedback	1 Week	Workshop
	Negotiation and Conflict Management	1 Week	Workshop
Education Planner and Manager	TRE and HR Planning	1 Week	Workshop/Training
Advanced Level			
Educational Leader	Refresher Course on Data Analytics and Inferencing	15 days	Workshop

	Facilitation Skills on PD	2 days	Workshop
	Research and Application	15 days	Training
	Action Learning Workshop on Providing Effective Feedback	1 Week	Workshop
	Negotiation and Conflict Resolution	1 Week	Workshop
	TRE and HR Planning	1 Week	Workshop/Training

10. Developing Learning Objectives

Entry Level		
Sl. #	**Training/CDI**	**Learning Objectives**
1	Organizational Development and Strategic Planning	- Enable the participants to use design thinking tools - Equip the DEOs with strategic planning skills and enable them to come up with educational strategic plans at the Dzongkhag level

2	Team Development and Leadership Skills	- Discuss the basics of Team Development and Management - Introduce the participants on the importance of Leadership and some leadership Theories - Put into practice some relevant leadership traits in their respective workplace
3	Decision Making and Results Based Management	- Explore concepts of Decision Making Styles - Develop KSA on Results Based Management in Education - Apply some RBM skills in Education Sector
4	Training and Facilitation Skills on PD	- Understand concepts, theories, and importance of PD - Carry out needs and skills analysis on PD in respective Dzongkhags - Coordinate and facilitate meaningful and relevant PDs in their Dzongkhags
5	Research Methodology and Statistics	- Explore and Understand Research and Statistics tools. - Develop Framework for Research Projects in Schools - Enable the participants to use Statistical Package of Social Sciences
6	Building Effective Schools	- Expose the participants on the Characteristics of a good school and effective schools

		- Design roadmaps for effective school in the Dzongkhag/Thromde
7	Coaching and Mentoring Skills.	- Differentiate between coaching and mentoring - Provide skills to build and sustain professional relationship amongst the colleagues they work with - Promote coaching and mentoring programmes for the growth of the colleagues in the Dzongkhag
8	Strategic Educational Planning	- Introduce to Educational Planning and development - Take the participants through strategic planning procedures and methods - Develop Educational Planning and development skills. - Provide hand holding experience in Projecting Future Educational Goals for the Dzongkhag/Thromde
9	Emotional Skills	- Equip the DEOs with skills to deal with difficult people and difficult circumstance - Develop self-awareness and self-management of personal emotions. - Help the participants recognize emotions in others, responding to those emotions in order to inspire high performance.
10	TRE and HR Planning	- Enable the DEOs carry out reliable Teacher Requirement Exercise, plan and manage effective human resource in their respective Dzongkhags

11	Crash Course on Budgeting	- Acquaint the participants on the basic components of annual budgeting - Provide them hands on experience in the field of budgeting
12	Monitoring and Evaluation in Education	-Enable the participants to use logic model of monitoring and evaluation of educational programmes
13	Communication and Stakeholder Engagement	- Expose the participants to the fundamentals of effective communications and the art of communications. - Understand Participatory Management and Stakeholder Analysis. - Apply Importance and Influence Matrix of Stakeholders.
Experienced Level		
1	Data Analytics and Inferencing	- Introduce to Data, Types of Data, and Data Screening for Analysis. - Methods and Tools for Data Analysis. - Infer and apply data in decision making
2	Facilitation Skills on PD	- Enable the participants to plan, coordinate and conduct PDs with standard facilitation skills - Equip them with facilitation skills to run PD programmes.

		- Train them to identify and Plan need-based PD for teachers.
3	Research Methodology and Statistics	- Acquaint the participants on the Fundamentals of Research Methodology and types of Research? - Enable the DEOs to lead workshops on Action Research in Education. - Expose them on Statistical Tools and Methods for planning and management.
4	Action Learning Workshop Providing Effective Feedback	- Explain the importance of Feedback in Organization - Apply effective feedback practice in workplace
5	Negotiation and Conflict Management	- Concepts on Negotiation, Conflict Management, and Alternative Dispute Resolution in Organizations - Application of Alternative Dispute Resolution in the workplace. - Anticipate and resolve issues in organizations
6	TRE and HR Planning	- Enable the DEOs carry out reliable Teacher Requirement Exercise - Plan and manage effective HR plans and policies in their respective Dzongkhags

7	Crash Course on Budgeting	- Take them through annual budgeting and financing procedures. - Provide hands on practice on the effective and efficient use of budgets for plans and projects in organizations
Advanced Level		
1	Refresher Course on Data Analytics and Inferencing	- Introduce to Data, Types of Data, and Data Screening for Analysis. - Discuss on the Methods and Tools for Data Analysis. - Infer and apply data in decision making
2	Facilitation Skills on PD	- Enable the participants to plan, coordinate and conduct PDs with standard facilitation skills - Train the participants to identify and Plan need-based PD for teachers.
3	Research and Application	- Facilitate deliberation on the Fundamentals of Research Methodology and types of Research? - Provide a clear framework and model for Action Research in Education. - Statistical Tools and Methods - Using statistics for planning and management.

4	Action Learning Workshop on Providing Effective Feedback	- Discuss on the Importance of Feedback in Organization - Apply feedback practice in workplace
5	Negotiation and Conflict Resolution	- Discuss the Concepts on Negotiation, Conflict Management, and Alternative Dispute Resolution in Organizations - Apply some Alternative Dispute Resolution in their respective workplace. - Enable the participants to practice some skillful negotiation tactics - Anticipate and resolve conflicts in organization
6	TRE and HR Planning	- Enable the DEOs carry out reliable Teacher Requirement Exercise, plan and manage effective human resource in their respective Dzongkhags

11. Recommendations

The following are the recommendations proposed in order to implement the competency based framework for Education Officers

   a. Disseminate and inform education officers in the Dzongkhags and Thromdes about the CBF by FY 2021-2022

   b. Develop and Implement training for incumbent entry level or new education officers to enhance work efficiency and enhance competency from the beginning.

   c. Institute a culture induction programs for newly selected education officers in the Ministry.

   d. Institutionalize capacity building programs which are effective and timely for education officers.

   e. Implement mentoring and coaching for entry level officers to facilitate preparedness and readiness for the job.

   f. Promote research and development in Dzongkhags and Thromdes to facilitate data-backed and research driven planning and decision making.

12. Conclusion

This Competency based framework for DEOs/TEOs is expected to guide, groom and enable the personnel at the Dzongkhag and Thromde level to provide the desired leadership most effectively and efficiently with heightened sense of professionalism and sharper focus on students learning outcome.

The framework will not only serve as a reminder to the policy makers, relevant divisions in the ministry to provide required capacity development to the incumbent officials but also empower the educational leaders at the Dzongkhag and Thromde to adapt and adopt changes for improved performances. It will also serve as a basis for recruitment of new individuals for the post of DEOs/TEOs in future.

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Annexure I: Overview of the Competency Based Framework for Education Officer

Number of Key Roles Identified	**3**
Number of Competency Areas Identified	7
Number of Key Competencies Identified	20
Number of Behavior Indicators Identified	56
Number of Proficiency Levels Identified	3

Annexure II: Key Roles, Competency Areas, Key Competencies, and Behavior Indicators

Sl. #	Key Role	Competency Area	Key Competencies	Behavior Indicators
1	Educational Leadership	1.1 Strategic Direction	1.1.1 Setting vision and goal .	1.1.1.1 Sets Vision and Goals for Plans and Programs
				1.1.1.2 Reviews goals and plans periodically
				1.1.1.3 Aligns plans and programs to the vision and goals.
			1.1.2 Directing and leading	1.1.2.1 Provides direction to Principals and Teachers for progress and improvement.
				1.1.2.2 Manages change effectively for educational excellence.

				1.1.2.3 Model Shared leadership and decision making strategies.
			1.1.3 Driving Results	1.1.3.1 Focused on achievements and results.
				1.1.3.2 Uses data to differentiate instructional support and interventions.
				1.1.3.3 Ensures higher student learning outcomes.
		1.2 Life-Long Learning	1.2.1 Organizing and conducting PD	1.2.1.1Provides need-based PDs to enhance performance.
				1.2.1.2 Strengthens Professional Learning Communities in schools.
			1.2.2 Promoting Research and Development.	1.2.2.1 Promotes action research culture to improve Teaching-Learning in schools.
				1.2.2.2Carries out research on organizationally significant areas.
				1.2.2.3Develops research capacity for teachers and principals.
			1.2.3 Ensuring Continuous Learning	1.2.3.1Examplifies personal drive towards continuous learning.
				1.2.3.2Promotes and contributes to the culture of sharing effective practices in the organization and across schools.
				1.2.3.3Uses data to accurately assess areas of improvement and teaches others to do the same.
		1.3 Facilitating Performance/Strategic Outlook	1.3.1 Coaching and Mentoring Principals.	1.3.1.1 Mentors and coaches to develop capacities of principals Vice Principals and teachers.

					1.3.1.2 Engages principals through feedback sessions aimed at improving system and performance.
				1.3.2 Diagnosis and Resolving issues, problems and conflicts.	1.3.2.1 Models and encourages others to manage conflict openly and productively.
					1.3.2.2 Encourages principals to proactively solve problems and take initiative.
					1.3.2.3 Anticipates problems/issues and addresses them appropriately.
				1.3.3 Inspiring and motivating staff.	1.3.3.1 Creates developmental opportunities for staff to be more effective in their roles and progress towards career goals.
					1.3.3.2 promotes culture of respect, fairness and trust.
					1.3.3.3 Institutes a practice of recognition and rewarding of outstanding performers.
2	Educational Planning and Management	2.1 Program Planning and Management.		2.1.1 Supports Effective Planning and management of programs in schools.	2.1.1.1 Guides academic programme planning for schools aligned to national standards and policies.
					2.1.1.3 Ensures the planning of non-academic programmes are based on curriculum and desirable learning outcomes at the school level.
				2.1.2 Planning and Managing Educational Programs at the Dzongkhag/Thromde levels.	2.1.2.1 Plans educational programmes aligned to national plans and policies.
					2.1.2.2 Plans ECCD and NFE programmes as required by policies and developments.

				2.1.2.3 Develops strategies for implementation of planned activities.
			2.1.3 Planning and Managing Infrastructure Development.	2.1.2.1 Plans infrastructural development for establishment/expansion/upgradation of schools.
				2.1.3.2 Exhibits knowledge and understanding on infrastructure development.
		2.2 Resource Planning and Management.	2.2.1 Planning and Managing Human Resource.	2.2.1.1 Plans and Ensures equitable deployment of staff/teachers across schools as per Teacher Recruitment Exercise(TRE).
				2.2.1.2 Plans and manages recruitment and deployment for efficient allocation of human resource at the dzongkhag/Thromde level.
				2.2.1.3 Facilitates timely promotions of education staffs in the Dzongkhag.
				2.2.1.4 Ensure due processes and procedures are observed when managing human resources.
			2.2.2 Budget and Financing.	2.2.2.1 Ensures accurate and sustainable planning for budgeting and financing for all activities.
				2.2.2.2 Plans and manages budget and financial resources based on priorities and needs.
				Drives a culture of accountability and transparency.

				2.2.2.3 Demonstrates skills grounded on collaborative governance for efficient planning and utilization of financial resources.
			2.2.3 Allocating Resources.	2.2.3.1 Allocates resources to schools and programs.
				2.2.3.2 Rationalizes resource allocation at the dzongkhag/thromde level.
				2.2.3.3 Provides timely intervention support for ad-hoc developments.
		2.3 Managing Implementation of Plans and Programs.	2.3.1 Ensuring Implementation of all plans and programs.	2.3.1.1 Implement plans and programs.
				2.3.1.3 Coordinates the implementation of programs and plans that are cross sectoral in nature.
			2.3.2 Conducting Periodic Monitoring, Assessment and Reporting.	2.3.2.1 Monitors all plans and programs at the dzongkhag/thromde level.
				2.3.2.2 Conducts Periodic Assessment of all the plans and programs and ensures quality.
				2.3.2.3Provides review and feedback to Ministry of Education and other relevant agencies as required.
			2.3.3 Providing Timely Intervention and Adjustment.	2.3.3.1 Provides timely interventions and adjustments for all plans and programs.
				2.3.3.2 Seeks expert advice and reliable data for interventions and adjustments for all plans and programmes.

3	Educational Engagement and Communication.	3.1 Building and Sustaining Relationships.	3.1.1. Garnering support for timely implementation and completion of plan and programs.	3.1.1.1 Conducts consultations and orientations with communities, LGs and relevant agencies when implementing reforms and changes and informs MoE accordingly.
				3.1.1.2 Engages LGs for financial support towards improving school infrastructure and programs.
				3.1.1.3 Educates and informs community and parents on the importance of enrollment to ECCDs, Schools and NFE.
				3.1.1.4 Garners support from the community, LGs and stakeholders in implementing initiatives and developments at their levels.
				3.1.1.5 Ensures incorporation of initiatives and developments in education by the LGs and stakeholders in the planning and implementation process at their levels.
			3.1.2. Ensuring Advisory Functions to the Ministry of Education in all Educational matters at the Dzongkhag/Thromde	3.1.2.1 Provides timely information and data to the Ministry of Education on all matters related to Educational Services at the Dzongkhag/Thromde.