

**COMPETENCY BASED FRAMEORK FOR
DZONGKHAG/THROMDE EDUCATION
OFFICERS of BHUTAN
JUNE 2020**

Task Force Members:

1. Tashi Namgyal, Chief DEO, Thimphu. (Team Leader)
2. Ngawang Dorji, Chief DEO, Paro.
3. Pema Choden, Asst. HRO, MoE.
4. Sonam Zangpo, Asst. HRO, RCSC.

Table of Content:

SL No.	Content	Page Number
1	Acknowledgement	3
2	Introduction	3
3	Rationale	4
4	Purpose	4
5	Processes	5
6	Literature Review	6
7	Guiding Principle	7
8	General Components of Competency Based Framework	7 - 9
9	The CBF of DEOs/TEOs	10-14
10	Conclusion	15
11	References	15 -16
12	Annexure	16

Acknowledgement:

The members of the Task force would like to express our gratitude to the Royal Civil Service Commission of Bhutan for bestowing the opportunity to learn and grow in the course of developing the Competency Based Framework (CBF) for District/Thromde Education Officers.

We would also like to thank the Ministry of Education for the support and guidance that enabled the task force to complete the assignment.

We are equally grateful to all the Chief/Deputy Chief DEOs and others who invested time and energy on the document and gave us valuable feedback and observations that finally led to the completion of this CBF.

Introduction:

The competency Based Framework for Dzongkhag/Thromde Education Officers is expected to assist the RCSC and Ministry of Education in identifying definite and coherent skill requirements 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 plan at both ministry and the Dzongkhag.

The framework broadly describes three key roles, eleven competency areas, twenty key competencies, and twenty-five 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 programme 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.

Rationale:

Competency Based Framework for Dzongkhag/Thromde Education officers was commissioned by the Royal Civil Service Commission (RCSC) in April 2019. A Task Force comprising of Dzongkhag Education Officers (DEO), Human Resource Officers (HRO) from RCSC and Human Resource Division of 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.

Purpose:

The Competency Based Framework 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, competencies, key competencies and behavioral indicators that are required to discharge the functions and responsibilities of the Dzongkhag/Thromde Education Officers.

Processes Followed:

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 proof reading 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.

Literature Review:

Literature review of the roles and responsibilities of the DEOs/TEOs (called Education Superintendent in western countries) and how the best education systems of the world keep improving conclude the following significant pointers:

1. Most functions of the District Superintendents of Education (DSE) are focused on achieving the set goals on learning outcomes and attainment of students. These functions revolve around leadership in the areas of instruction, curriculum, monitoring and assessment.
2. The DSEs are mandated, by the standards set, to develop capacities of the principals and teachers in areas identified that are considered critical to deliver quality educational services and ensure life-long learning goals are pursued.
3. The Organization for Economic Cooperation and Development (OECD) PISA 2015 assessment study done by Mc Kinsey and Company on ‘how the best improved school systems keep getting better’ highlights that 80% of the interventions implemented to improve student learning attainments are focused on improving teaching-learning processes in the classrooms. The findings also suggest that context, though critical, is only secondary. The interventions which are universal in application and impact are stated to be the primary reasons why schools improve in the first place.
4. 2007 OECD report suggests that the top education systems invested time and energy in ensuring quality of teachers at different levels; entry, in-service and instructional. The standards for Superintendents of Education in most countries revolve around the idea of elevating quality of teachers at different levels just as the OECD report had suggested.
5. Most themes that are covered in the Standards and Strategy documents related to the functions of DSEs focus on Educational Leadership, Management, Supervision and Development. While these terms are broad and mutually inclusive, the details draw professional line of differences in terms of services that come under their purview. Such variations are noticeable in the documents related to DSE’s functions across states of the USA and other countries.

6. One of the primary contrasts between organizational set up of DSE's in western countries and Bhutan is the level of autonomy with which the DSEs operate. The offices of DSEs are well equipped with experts in most areas including monitoring, curriculum and planning. The resources and jurisdiction that their offices are invested with is well aligned to meet their expectations and targets, including hiring and firing of school staff.

Guiding Principle:

The CBF was developed based on research, literature review, consultation and expert views. However, the guiding principle was an excerpt from many of the Royal Audiences received by the Education Fraternity which is,

“Our Education System should produce Globally Competent and Nationally Rooted graduates”.

Therefore, every effort was made to ensure that the CBF development was guided by the principle.

General Components of The Competency Based Framework:

The Competency Based Framework of DEOs/TEOs adopted by the Royal Civil Service Commission consists of key components that have been predetermined for uniformity and consistency across the civil service. These components are:

1. **Key Roles** - are the broad roles that are critical and crucial that must be fulfilled by a position to achieve its mandates.
2. **Competency Areas** - are the thrust or focus areas in terms of competencies required which are essential and required to fulfil and discharge the key roles by a position.
3. **Key Competencies** - are knowledge, skills and abilities required to do well in a competency area.

4. **Behavioural Indicators** - are observable and measurable actions that are required to be executed to exhibit the key competencies required in a position while discharging the mandates of key roles.
5. **Levels** – Entry, Experienced and Expert – are different position levels at different stages in the career track of a position for which the CBF has been developed.

These components of CBF, as they progress from left to right in the annexure attached with this document, translate broad mandates of the DEOs/TEOs to behavioral actions that can be observable and measurable. They are aligned in terms of the objective and focus the key roles are intended to achieve.

The **Key Roles** are split into prioritized **Competency Areas**, which in turn are then subdivided into **Key Competencies** that are deemed necessary and required for the DEOs/TEOs to fulfil the mandates and responsibilities of the position effectively.

The **Key Competencies** are further translated into **Behavioral Indicators** that are observable and measurable actions that the DEOs/TEOs have to perform to indicate that they possess the key competencies. Any assessment that will be targeted to measure the professional effectiveness of the DEOs/TEOs shall factor in the Behavioural Indicators of **specific levels** – **Entry, Experienced and Expert.**

The **Entry level** is the base line for recruitment of DEOs/TEOs which is at the position level of P2A with the title Deputy Chief DEO/TEO. Once the CBF comes into effect, educational professionals desiring to move up to this level will have to exhibit the knowledge, competencies and abilities reflected for this level in the CBF.

The **Experienced Level** is one level higher than the Entry level. The position level for Experienced level is tagged at P1A with position title as Chief DEO/TEO. At this level, DEO/TEO is expected to deliver the roles with greater efficiency and effectiveness using insights and experiences gained from serving the term of four years at the entry level.

The **Expert Level** is the highest level a DEO/TEO can attain. At this point, the position level is framed at ES-III with the title as Dzongkhag/Thromde Specialist Education Officer. The DEO/TEO is now expected to be an expert in the matters relating to the functions at the Dzongkhag/Thromde levels.

The Behavioural Indicators gradually emphasize on higher competencies for a particular key competency as we move up the levels. Against the individual Behavioural Indicators, through consultation, analysis of the experiences of incumbent DEOs/TEOs, and the current scenarios, the CBF mentions whether the key competencies required are **adequate** (indicated by letter A) or **inadequate** (indicated by letters IA).

Trainings and capacity development programs have been recommended for the key competencies that are reflected to be inadequate (IA). The trainings and capacity development topics were identified and endorsed during the consultations.

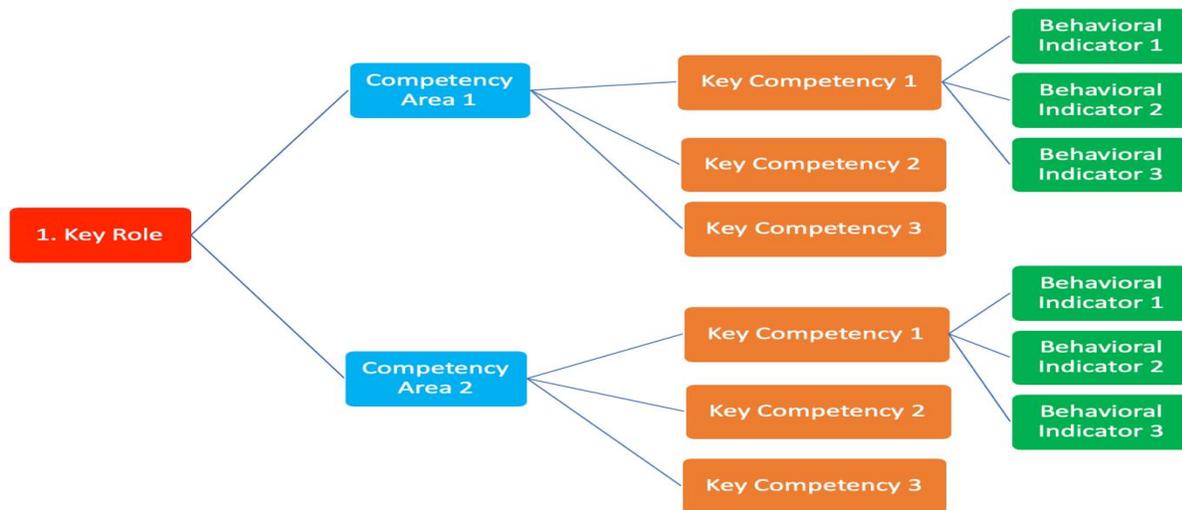


Diagram 1. Schematic representation of how CBF components breakdown into actionable behaviors from left to right.

The CBF of DEOs/TEOs:

Key roles are the broad primary functions that District Education Officers have to fulfill in the line of duty. These are overarching and encompassing responsibilities which are seen to be critical at the Dzongkhag/Thromde levels in meeting the Royal and national aspirations in Education. There are three identified key roles:

1. Educational Leadership
2. Educational Planning and Management and
3. Educational Engagement and Communication.

These three key roles are further divided into 11 Competency Areas, 20 Key Competencies, and numerous Behavioral Indicators for each level.

The following paragraphs explain each Key Role with their respective components.

1. Key Role 1- Educational Leader:

This key role covers carefully selected competency areas that are significant for setting vision, direction and ensuring strategic progress through facilitating performance. It also covers the areas of personal and professional growth through continuous and lifelong learning.

The DEOs/TEOs should establish direction, order, progress and growth for the schools in their jurisdiction. From setting local educational visions aligned to the national aspirations to driving desired progress, performance and results, they are also responsible for facilitating and nurturing enabling environments that will help schools achieve the national standards in education.

Accordingly, to be able to discharge the functionalities that fall under this key role, **three Competency Areas** have been identified based on the analysis of what are critical and how well they align to the current situation and need of the country in education. The three Competency Areas are:

1. Strategic Direction
2. Lifelong Learning and
3. Facilitating Performance.

The Competency Areas are then further specified down to the critical **Key Competencies** required to be possessed by the DEOs/TEOs to be able to achieve or fulfil the Competency Areas. For example, to be able to provide Strategic Direction, the DEO/TEO has to be able to show that she has the abilities to set vision and goal, direct and lead, and drive results at the Dzongkhags/Thromdes.

Table 1: Competency Area, Key Competency and Behavior Indicator and Proficiency Level for Key Role 1: **Educational Leader**

Competency Area	Key Competency	Behavior Indicator	Proficiency Level		
			Entry (P2)	Experience (P1)	Advance (EX3++)
Strategic Directions	Setting vision and goal.	Sets Vision and Goals for Plans and Programs.	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
		Reviews goals and plans periodically	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.
		Aligns plans and programs to the national vision and goals.	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.
	Directing and leading	Provides direction to Principals and Teachers for progress and improvement.	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

		Manages change Effectively for educational excellence.	Assists in managing change effectively for educational excellence.	Manages change effectively for educational excellence.	Spearheads the management of change effectively for educational excellence.	
		Model Shared leadership and decision making strategies.	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	
	Driving Results	Focused on achievements and results.	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	
		Uses data to differentiate instructional support and interventions.	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 principals in using multiple data that offers unique perspective on school and Dzongkhag performance for improvement.	
		Ensures higher student learning outcomes	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	
	Life Long	Organizing	Provides need-based	Conducts need based PD	Leads the professional development of school	Leads professional development of staff in the

Learning	and conducting PD	PDs to enhance performance.	assessment to enhance the performance of teachers based on policies of the Ministry of Education (Eg. BPST)	personnel through a well-planned comprehensive training program.	district to enhance performance.
		Strengthens Professional Learning Communities in schools.	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 Ministry of Education.	Leads in developing the structural guidelines on the formation of professional learning communities in schools.
	Promoting Research and Development.	Promotes action research culture to improve Teaching-Learning in schools.	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
		Carries out research on organizationally significant areas	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
		Develops research capacity for teachers and principals.	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
	Ensuring	Exemplifies personal	Pursues continuing professional development	Pursues continuing professional development	Pursues continuing professional development

	Continuous Learning	drive towards continuous learning.	through reading, attending conferences, and involvement with related agencies	through reading, attending conferences, and involvement with related agencies	through reading, attending conferences, and involvement with related agencies
		Promotes and contributes to the culture of sharing effective practices in the organization and across schools.	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
		Uses data to accurately assess areas of improvement and teaches others to do the same.	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
Facilitating Performance	Coaching and Mentoring Principals.	Mentors and coaches to develop capacities of principals Vice Principals and teachers.	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.
		Engages principals through feedback	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	Develops models and framework for feedback sessions with principals and strategizes, reviews and plans

		sessions aimed at improving system and performance.		and performance	to improve system and performance
Diagnosis and Resolving issues, problems and conflicts.		Models and encourages others to manage conflict openly and productively.	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
		Encourages principals to proactively solve problems and take initiative.	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
		Anticipates problems/issues and addresses them appropriately.	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
	Inspiring and motivating staff.	Creates developmental opportunities for staff to be more	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.

		effective in their roles and progress towards career goals.			
		Promotes culture of respect, fairness and trust.	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
		Institutes a practice of recognition and rewarding of outstanding performers.	Identifies the need for recognition and rewarding outstanding performers	Institutionalizes practices of recognition and rewarding outstanding performers	Institutionalizes practices of recognition and rewarding outstanding performers

2. Key Role 2 – Educational Planner and Manager:

The key role, Educational Planner and Manager covers responsibilities and mandates of DEOs/TEOs that focus on planning and management of programs, resources and their implementations.

It includes the following Competency Areas along with their respective key competencies:

1. Program Planning and Management
2. Resource Planning and Management and
3. Managing implementations of plan and programs.

In turn, there are 9 Key Competencies prioritized based on important documents such as the Draft National Education Policy 2018 and Education Blue Print 2014-2024. There are 3 key competencies under each competency areas that have been identified to ensure that the key roles are fulfilled effectively. These are further translated into respective Behavioural Indicator, which are actions that are observable and measurable.

Table 2: Competency Area, Key Competency and Behavior Indicator and Proficiency Level for Key Role 2: **Educational Planner & Manager**

Competency Area	Key Competency	Behavior Indicator	Proficiency Level		
			Entry (P2)	Experience (P1)	Advance (EX3++)
Program Planning and Management	Supports Effective Planning and management of programs in schools	Guides academic programme planning for schools aligned to national standards and policies.	Provides guidance to schools in planning effective academic programs and interventions based on evidences that are aimed at higher standards and alignment to the national plans and policies.	Provides critical feed back and analysis to schools in improving effective academic programs and interventions based on evidences 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.
		Ensures the planning of non-academic programmes are based on curriculum and desirable learning outcomes at the school level.	Provides input and support to schools in planning and alignning of the Non-Academic programmes to the curriculum and desirable learning outcomes.	Guides schools in reviewing their Non-academic plans based on evidences of its impact on student behavior, attitude and learning.	Organizes review and feedback sessions on the overall Non-academic plans of schools and enusres their effectiveness.
	Planning and Managing Educational Programs at the Dzongkhag/Thromde levels.	Plans educational programmes aligned to national plans and policies.	Ensures that Dzonghag/Thromde educational programmes ar aligned to the national plans and policies.	Provides critical feed back and analysis to schools in improving effective academic programs and interventions based on evidences that are aimed at higher standards and alignment to the national	Oversees and guides the planning of academic programs and related interventions based on evidences and literature to ensure alignment to national standards and policies.

				plans and policies.	
		Plans ECCD and NFE programmes as required by policies and developments.	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 evidences 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.
		Develops strategies for implementation of planned activities.	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.
	Planning and Managing Infrastructure Development	Plans infrastructural development for establishment/expansion/up gradation of schools.	Portrays basic knowledge of planning infrastructure development based on data and relevant evidences.	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.
		Exhibits knowledge and understanding on infrastructure development.	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.
Resource	Planning and	Plans and Ensures	Oversees the the need for	Rationalizes deployment,	Reviews and

Planning and Management	Managing Human Resource.	equitable deployment of staff/teachers across schools as per Teacher Recruitment Exercise(TRE).	planning and ensuring equitable deployment of staff/teachers across schools as per TRE..	redeployment and staffing at the Dzongkhag/Thromde level to ensure schools have the right number of teachers specified for subjects as per TRE.	collaborates with the MoE to ensure that schools are staffed as per existing policies and TRE.
		Plans and manages recruitment and deployment for efficient allocation of human resource at the dzongkhag/Thromde level.	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.
		Facilitates timely promotions of education staffs in the Dzongkhag.	Ensures that mandated process of HR related works for the promotion of staff in time, in consultation with HR office, is carried out.	Guides schools to support their staff to process for timely promotion and benefits as per the rules and regulations.	
		Ensure due processes and procedures are observed when managing human resources.	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.

	Budget and Financing	1 Ensures accurate and sustainable planning for budgeting and financing for all activities.	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.
		Plans and manages budget and financial resources based on priorities and needs.	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.
		Drives a culture of accountability and transparency.	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.
		Demonstrates skills grounded on collaborative governance for efficient planning and utilization of financial resources.	Tries to build relationship 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, cooperations and supports may be needed for efficient and successful management of financial resources.
	Allocating Resources	Allocates resources to schools and programs.	Displays understanding of rules and regulations related to allocation of	Ensures timely and proper resource allocation to schools and programs	Reviews and provides crucial feedback for efficient allocation of

			resources to schools and programs.	based on accurate data.	resources.
		Rationalizes resource allocation at the dzongkhag/thromde level.	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 evidences and data.	
		Provides timely intervention support for ad-hoc developments.	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.	
Managing Implementation of Plans and Programs.	Ensuring Implementation of all plans and programs.	Implement plans and programs.	Ensures that timelines for plans and programs are followed for effective achievement of the targets.	Guides the implementation of plans and programs according to the timelines and targets that are set for schools and Education sector.	Leads in achievement of targets within the datelines that are set for all programs and activities.
		Coordinates the implementation of programs and plans that are crosssectoral in nature.	Collaborates with agencies involved in implementing crosssectoral plans and programs that may have direct impact on the educational outcomes at the dzongkhag/thromde level.	Demonstrates the skills to coordinate crosssectoral plans and programs that are directly linked to educational outcomes at the dzongkhag/thromde level.	Lead in to coordinating crosssectoral plans and programs that are directly linked to educational outcomes at the dzongkhag/thromde level.
	Conducting Periodic	Monitors all plans and programs at the	Shows the understanding	Designs appropriate tools	Leads in monitoring

	Monitoring, Assessment and Reporting.	dzongkhag/thromde level.	of monitoring plans and programs at the dzongkhag/thromde level to ensure effective implementation of all plans and programs.	to monitor plans and programs at the dzongkhag/thromde level to ensure effective implementation of all plans and programs.	the implementation of all educational plans and programs at the dzongkhag/thromde level to gather accurate data and evidences to ascertain effective implementation.
		Conducts Periodic Assessment of all the plans and programs and ensures quality.	Apply or Develops 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.
		Provides review and feedback to Ministry of Education and other relevant agencies as required.	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.
	Providing Timely Intervention and Adjustment.	Provides timely interventions and adjustments for all plans and programs.	Demonstrates understanding of timely interventions and adjustments for plans and programs as deemed necessary through	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

			assessment findings.		all plans and pograms.
		Seeks expert advice and reliable data for interventions and adjustments for all plans and programmes	Consults expert to inform interventions and adjustments programs with reliable data and evidences.	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.

1. Key Role 3 – Educational Engagement and Communication:

The Key role Educational Engagement and Communication is intended to focus on mandates and functionalities of the DEOs/TEOs that relate to engaging, collaborating and partnering with local governments, communities and relevant stakeholders including the parent agency, Ministry of Education, to ensure effective education services at the Dzongkhags/Thromdes.

With the increasing emphasis on decentralization of planning, allocation of resources and implementation of developmental activities to the local governments, engagement and communication competencies to facilitate educational development are crucial for DEOs/TEOs. For example, the DEO/TEO has advisory roles to fulfil to the Ministry of Education in all matters of education pertaining to their respective Dzongkhags/Thromdes.

Building and Sustaining Relationships is the only Competency Area for this Key Role. The 2 key competencies focus on garnering support and advisory roles of the DEOs/TEOs at the Dzongkhags/Thromdes.

Table 3: Competency Area, Key Competency and Behavior Indicator and Proficiency Level for Key Role 3: Educational Engagement and Communication

Competency Area	Key Competency	Behavior Indicator	Proficiency Level		
			Entry (P2)	Experience (P1)	Advance (EX3++)
Building and sustaining Relationship	Garnering support for timely implementation and completion of plan and programs.	Conducts consultations and orientations with communities, LGs and relevant agencies when implementing reforms and changes and informs MoE accordingly.	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.
		Engages LGs for financial support towards improving school infrastructure and programs.	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.
		Educates and informs community and parents on the importance of enrollment to ECCDs, Schools and NFE.	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.
		Garners support from the community, LGs	Liaises with LGs, Communities and stakeholders in	Partners with LGs, Communities and stakeholders in	Leads partnerships with LGs, Communities and

		and stakeholders in implementing initiatives and developments at their levels.	implementing initiatives and developments at their levels.	implementing initiatives and developments at their levels.	stakeholders in implementing initiatives and developments at their levels.
		Ensures 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.	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.
	Ensuring Advisory Functions to the Ministry of Education in all Educational matters at the Dzongkhag/Thromde.	Provides timely information and data to the Ministry of Education on all matters related to Educational Services at the Dzongkhag/Thromde.	Demonstrates the understanding of advisory roles of Education Officers to the Ministry of Education.	Ensures timely and correct information and recommendations on plans and programs are submitted to the MoE.	Provides timely and professional advisory support to MoE based on accurate and relevant information collected at the Dzongkhag/Thromde.

Training Needs and Recommendations for DEOs/TEOs:

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:

Key Role	Competency Area	Training Description	Proficiency Level
Educational Leadership	Strategic Direction	Training on Organizational Development	Entry
		Training on Strategic Planning and Policy Implications	Entry
		Leading Teams	Entry
		Decision Making and Driving results	Entry
		Data Analytics and Inference	Experienced
		Refreshers Training on Data Analytics	Advance
		Research Methodology	Entry

	Life Long Learning Skills	Culture of Good and Effective Schools	Entry
		Facilitation Skills	Experience
		Research and its use for direction	Advance
	Facilitating Performance Skills	Coaching and Mentoring	Entry
		Providing Impactful Feedback	Entry and Experience
		Negotiation and Conflict Management	Entry/Experience/Advance
Education Planner and Manager	Resource Planning and Management	Training on TRE and other tools	Entry/Experience/Advance
		People skills	Entry
		Budgeting and Financing	Entry/Experience/Advance
	Managing implementation of Plans and Programs	Monitoring and supervision	Entry/Experience/Advance
Educational Engagement and Communication	Building and sustaining relationships	Communication and stakeholder engagement	Entry/Experience/Advance

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 basis for recruitment of new individuals for the post of DEOs/TEOs in future.

References:

1. A Competency Framework for Governance. (2017). England: Department for Education.
2. Center For Educational Policy Analysis. (2003). Rutgers, The State University of New Jersey, 10 Seminary Place, New Brunswick, NJ, USA.
3. Competency Descriptions & Proficiency Levels. (2017). BABSON.
4. Connecticut Superintendent Leadership Competency Framework. (2014). LEADCONNECTICUT.
5. Executive Assistant – Superintendent. (2011). Roseville City School District.
6. McKinsey and Company. (2010). How the world’s most improved school systems keep getting better.
7. North Carolina Standards for Superintendents. (2007). The State Board of Education.
8. Northwest Comprehensive Center. (2015). Leadership Qualities of Effective Principals, Education Northwest, Portland, Oregon, USA.
9. OECD (2007), How the world’s best performing school systems come out on top.
10. Preparation Manual Superintendent (195). (2018). Texas Education Agency.
11. Superintendent and District Administrator Rubric. (2019). Massachusetts: Department of Elementary and Secondary Education.
12. The Framework for Superintendent Preparation Program Guidelines. (2008). Pennsylvania Department of Education.

Annexure:

1. Competency Based Framework for DEOs/TEOs in MS Excel Work Sheet.