



ANNUAL PERFORMANCE AGREEMENT (APA)

(July 1, 2016 - June 30, 2017)

Between

SHERIG LYONPO AND CHAIRPERSON
BCSEA Board of Directors

AND

SECRETARY
Bhutan Council for School Examinations and Assessment

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1. PREAMBLE

The Performance Agreement is entered into between the Hon'ble Minister, Ministry of Education, the Chairperson of the Board of Directors and the Secretary, Bhutan Council for School Examinations and Assessment.

The objectives of this Performance Agreement are:

- a) To establish clarity and consensus about annual priorities for the Bhutan Council for School Examinations and Assessment consistent with the 11th Five Year Plan and other priorities of the Government;
- b) To make the Council fully responsible for driving implementation and delivering the results against the annual priorities;
- c) To provide an objective and fair basis for evaluating the Council's overall performance at the end of the year;

The Performance Agreement represents an important accountability mechanism for inculcating a performance based culture at all levels of government.

NOW THEREFORE, the parties hereto agree as follows:

SECTION 1

VISION, MISSION AND OBJECTIVES

Vision

An internationally recognized centre of excellence in educational assessment that provides quality services to build the integrity and profile of the education system and improve the quality of learning in Bhutan.

Mission

1. BCSEA shall guide the Bhutanese education system in its progressive shift in policy focus and support the education ministry in bringing about improvements in schooling so that students not only fulfill their potentials and meet the international learning standards, but are also better prepared for the world of work.
2. BCSEA shall not only professionalize the assessment system and move beyond the rudiments of measuring the minimal tasks of rote and recall but also gauge the integrity of curricular programs, selection of learning materials, the way they are delivered, and the quality of output through modern scientific assessment methods.
3. BCSEA as a highly professional and autonomous national evaluation and assessment agency shall carry out periodic centrally-organized national examinations, assessments, monitoring and research activities to set new standards in schooling system that will lead to positive educational reforms.

Objectives

Following objectives are aligned with the Bhutan Education Blueprint 2014-2024 recommendations and the 11th Five Year Plan:

1. To enhance the standard, efficiency and credibility of Bhutanese examination and assessment system,
2. To improve the efficiency of examination related public service delivery,
3. To provide effective and efficient operational and directional services, and
4. To implement National Integrity and Anti-Corruption Strategy.

SECTION 2
OBJECTIVES, SUCCESS INDICATORS AND TARGETS

Objectives	Weight	Actions	Success Indicators	Unit	Weight	Target/ Criteria Value				
						Excellent	Very Good	Good	Fair	Poor
						100%	90%	80%	70%	60%
1) To enhance the standard, efficiency and credibility of Bhutanese examination and assessment system	90	Strengthen examination management and administration system (19)	Computerization (automation) of manual working system	Date	4	Jul 2016	Sept 2016	Nov 2016	Jan 2017	Mar 2017
			Security personnel (JSS/BESS) recruited	Date	2	Aug 2016	Sept 2016	Oct 2016	Nov 2016	Dec 2016
			Public examination policy document endorsed by Cabinet	Date	4	Dec 2016	Feb 2017	Apr 2017	May 2017	June 2017
			% of ICTization of examination process	%	5	70	60	50	40	30
			% of result processing system (RPS) enhanced	%	4	70	65	60	55	50
		Improve the quality of board examination questions (18)	% of board examination test items reviewed and made more competency based	%	8	25	20	15	10	<10
			% of examinations & assessment processes reviewed and improved by various subject	%	10	50	40	30	20	<15
		Train teachers on holistic test development	No. of teachers trained on Test Development annually	Nos	3	>150	140	130	120	110
		Build capacity of teachers to carry out examination invigilation duties	No. of teachers involved as invigilators for board examinations annually	Nos	5	1300	1200	1100	1000	900
		Train teachers as supervising examiners	No of teachers trained as supervising examiners annually	Nos	3	60	55	50	45	40
		Train teachers on evaluation of examination papers	No. of teachers trained on evaluation of examination papers annually	Nos	5	1150	1035	920	805	690
		Publish reports on board examinations	No of reports on examinations published annually	Nos	2	2	1	<1	0	0
		Build capacity for in-house braille embossing for visually impaired candidates	No. of braille embossing machine (Index Basic V4D) procured	Nos	2	1	-	-	-	-
			No. of support staff trained in basic braille literacy and embossing	No	3	2	1	-	-	-
		Conduct National Education Assessment (NEA)	No. of National Education Assessment (NEA) conducted	Nos	7	1 (Cl.X Hist)	-	-	-	0
			No. of teachers trained in marking of NEA tests and data tabulation annually	Nos	2	27	25	23	21	20
		Strengthen institutionalization of Competency Based Assessment system in schools	No. of teachers trained in development of learning outcomes for competency based assessment annually	Nos	2	9	8	7	6	5
			No. of teachers trained on competency based assessment test development annually for Teachers' reference for competency based assessment books (TRCBA)	Nos	2	30	28	26	24	22

			No. of teachers trained on competency based assessment test development annually for grades III (4 subjects) and VI (5 subjects) year-end testing	Nos	2	26	25	24	23	22
			No of teachers' reference books (3 subjects for 3 grade levels) on CBA published and implemented	Nos	5	3	2	1	<1	0
			% of grades III & VI year-end test items made more competency based	%	7	50	45	40	35	30
			Analyze and produce a report on grade III year-end testing for the last 3 years	No.	3	1	-	-	-	-
Mandatory Objectives										
1) To enhance effectiveness and efficiency of public service delivery	4	Improve examination related public services	No of online examination related public service delivery made available	Nos	5	5 services	4	3	2	1 service
2) To provide effective and efficient operational and directional services	3	Provide effective and efficient finance and administration services	Timeline by which monthly pay and allowances are credited into individual account.	Days	2	4 th week of every month	0	0	0	1 st week of next month
			Turnaround time (TAT) for Bill clearance	Days	1	Within 5 working days	0	0	0	More than 5 days
3) To implement National Integrity and Anti-Corruption Strategy	3	Implement national integrity and Anti-corruption strategy	Turnaround time (TAT) for HR services	Days	1	Within 3 working days	3 working days	4 working days	5 working days	More than a week
			No. of Executives making asset declaration on time	Nos.	1	4	3	2	1	0
	100				100					

SECTION 3
TREND VALUES OF THE SUCCESS INDICATORS

Objectives	Actions	Success Indicators	Unit	Actual 12-13	Actual 13-14	Actual 14-15	Actual 15-16	Target 16-17	Projected 17-18	
1) To enhance the standard, efficiency and credibility of Bhutanese examination and assessment system	Strengthen examination management and administration system	Computerization (automation) of manual working system	Date	-	-	-	-	Jul 2016	-	
		Security personnel (JSS/BESS) recruited	Date	-	-	-	-	Aug 2016	-	
		Public Examination Policy draft endorsed by Cabinet	Date	-	-	-	draft	Dec 2017	-	
		% of ICTization of examination process	%	-	-	-	30	70	80	
		% of result processing system (RPS) enhanced	%	-	-	-	50	70	80	
	Improve quality of board examination questions	% of board examination test items reviewed and made more competency based	%	NA	NA	10-15	15-20	20-25	25-30	
		% of examinations & assessment process reviewed and improved by various subject	%	NA	NA	NA	NA	40-50	60-70	
	Train teachers on holistic test development	No. of teachers trained on Test Development annually	Nos	NA	NA	150	150	150	150	
	Build capacity of teachers to carry out examination invigilation duties	No. of teachers involved as invigilators for board examinations annually	Nos	NA	NA	1300	1300	1300	1300	
	Train teachers as supervising examiners	No of teachers trained as supervising examiners annually	Nos	NA	NA	60	60	60	60	
	Train teachers on evaluation of examination papers	No. of teachers trained on evaluation of examination papers annually	Nos	NA	NA	1150	1150	1150	1150	
	Publish reports on board examinations	No of reports on examinations published annually	Nos	2	2	2	2	2	2	
	Build capacity for in-house braille embossing for visually impaired candidates	No. of braille embossing machine (Index Basic V4D) procured	Nos	-	-	-	-	-	1	-
		No. of support staff trained in basic braille literacy and embossing	No	-	-	-	-	-	2	1
	Conduct National Education Assessment (NEA)	No. of National Education Assessment (NEA) conducted	Nos	1	-	-	1	Class 3 & 6 year end testing		
		No. of teachers trained in marking of NEA tests and data tabulation annually	Nos	-	25	25	25	27	27	
	Strengthen institutionalization of Competency Based	No. of teachers trained in development of learning outcomes for competency based assessment annually	Nos	-	10	10	10	10	10	

	Assessment system in schools	No. of teachers trained on competency based assessment test development annually for Teachers' reference for competency based assessment books (TRCBA)	Nos	-	25	25	33	25	30
		No. of teachers trained on competency based assessment test development annually for grades III (4 subjects) and VI (5 subjects) year-end testing	Nos	10	10	10	10	30	20
		No of teachers' reference books (3 subjects for 3 grade levels) on CBA published and implemented annually	Nos	3	2	3	3	3	3
		% of grades III & VI year-end test items made more competency based	%	-	-	20-30	30-40	40-50	50-60
		Analyze and produce a report on grade III year-end testing for the last 3 years	No.	-	-	-	-	1	-
Mandatory Objectives									
1) To enhance effectiveness and efficiency of public service delivery	Improve examination related public services	No of online examination related public service delivery made available	Nos	-	-	-	-	5	5
2) To provide effective and efficient operational and directional services	To provide effective and efficient finance and administration services	Timeline by which monthly pay and allowances are credited into individual account.	Days	2	4 th week of every month	0	0	0	1 st week of next month
		Turnaround time (TAT) for Bill clearance	Days	1	Within 5 working days	0	0	0	More than 5 days
		Turnaround time (TAT) for HR services	Days	1	Within 3 working days	3 working days	4 working days	5 working days	More than a week
3) To implement National Integrity and Anti-Corruption Strategy	Implement national integrity and Anti-corruption strategy	Gift Register instituted	Date	-	-	-	N/A	Aug 2016	-
		No. of Executives making asset declaration on time	Nos.	-	3	3	4	4	4

SECTION 4

DESCRIPTION, DEFINITION AND MEASUREMENT OF SUCCESS INDICATORS

SI	Success Indicator	Description (Purpose of the Indicators)	Data Collection Methodology (Mention the procedure of data collection and also the method behind calculations used)	Frequency of Data Collection (Annual, Half Yearly, Quarterly, Monthly)	Data Source (Name of Publication, Survey, Office Name, Year of Publication)
1	Draft Public Examination Policy endorsed by Cabinet	Public Examination Policy was drafted and presented to the 5 th Board of Directors' meeting which directed to submit the same to the Cabinet; The draft was submitted to the Cabinet as directed. The Cabinet redirected MOE, BCSEA and GNHC to review the need for it and to redraft it for resubmission to the Cabinet.	Maintain minutes of meetings and progress reports on drafting process.	Quarterly	Public Examination Act 2016/17
2	% of ICTization of examination process	Launch on-line registration of BCSE (X) and BHSEC (XII) candidates from schools, on-line submission of internal marks from schools, automation of result processing and online accessibility of results to increase work efficiency, cost effectiveness and transparency. <i>ICTization of manual processes will include</i> <ul style="list-style-type: none"> • <i>TA/DA System</i> • <i>Centre Payment Calculation System</i> • <i>Examinations Inventory System</i> • <i>Issue of duplicate examination documents.</i> • <i>Replacement of examination documents</i> • <i>Issue of English Language Proficiency Certificate</i> • <i>Re-check of examination marks</i> • <i>Dissemination of examination results.</i> 	Through system inspection and school/ student reports	Annually	Annual Pupil Performance Reports.
3	No. of braille embossing machine (Index Basic V4D) procured	In the absence of the in-house facility, the embossing of the final question papers into braille has to be done in visually schools. This has potential risk for breach of confidentiality and also entails additional cost. The purchase of the item will remove the risks and cut down on cost.	Embossing done at BCSEA office.	Annually	Bills and stock register
4	% of board examination system reviewed to make it more competency based	Education Blueprint recommendations examination question items to be made competency-based by 5% annually. In 2016-2017 test development, the % of CBA items in question papers shall be 20-25%. In 2016-17 BCSEA will review the CBQs set in all subjects and & analyze it with student responses to determine future course	Through the table of specification or test blueprint, and question papers; and review of the standard of CBQs through student response	Annually	Table of specification/ test blueprint, and actual question papers.

5	% of examinations & assessment process reviewed and improved by various subject	<p>Test Development</p> <ul style="list-style-type: none"> • Ensure qualitative, comprehensive coverage of the syllabus across all subjects • Ensure key learning objectives are tested and covered • Questioning pattern format reviewed for all subjects <p>Test Moderation</p> <ul style="list-style-type: none"> • Ensure quality & standard questions appropriate to the level for all subjects <p>Marking</p> <ul style="list-style-type: none"> • Ensure clear, comprehensive and transparent model answers and marking scheme for all levels and subjects • Item analysis for all subjects to improve question banking 	Subject coordinators will review and analyze the quality of each question paper set to ensure highest standard of error free question items at every stage of examination process/ this will be presented to management/quality control committee for review & feedback for adoption	Annually	<ul style="list-style-type: none"> • Test blue print for every test/subject • Question bank • PPR • Examination Report & minutes of reviews/meet
6	No. of National Education Assessment (NEA) conducted	<p>Class 3 & 6 Year end setting of question paper by BCSEA</p> <ul style="list-style-type: none"> • Issue of much debate and discussion • Need & timely for a thorough study/ research to review its mandate, execution practices, benefits & requirement in view of its financial implication and stake holders' view. • Findings to be presented to stake holders and resolution to AEC for immediate implementation in 2017 	Dissemination and publication of results	One time	NEA Reports, BCSEA
7	No of teachers' reference books on Competency-based Assessment (CBA) published	Teacher's reference books for CBA refer to booklets that contain competency-based test/ activity items for use by teachers and students during teaching-learning process and also for student learning outcomes periodically and annually. Two-three such books are developed by BCSEA and circulated to schools every year.	Collection of feedback and reports from schools	Annually	Schools/ BCSEA
8	% of Classes III & VI test items made more competency based	Education Blueprint (EBP) recommends BCSEA examination question items be made more competency-based. The % of increase in competency-based items is 10% annually. In the current FY, the % of CBA items in question papers shall be 40-50%.	Through the table of specification or test blueprint, and question papers.	Annually	Table of specification/ test blueprint, and actual question papers.
9	Analyze and produce a report on grade III year-end testing for the last 3 years	Class year-end testing was initiated to maintain a national standard at the end of the key learning stage of lower primary education since 2011. The results of this testing are required to be periodically analyzed to provide feedback to schools and other stakeholders.	Through publication of analysis report.	Annually	Class III Pupil Performance Report 2017

SECTION 5

SPECIFIC PERFORMANCE REQUIREMENTS FROM OTHER MINISTRIES/AGENCIES

Organization Type	Organization Name	Relevant Success Indicators	What is your requirement from this organization	Justification for this requirement	Please quantify your requirement from this organization	What happens if your requirement is not met
Ministry	Ministry of Education	Draft Public Examination Policy endorsed by Cabinet	BCSEA requires MoE's collaboration to conduct NEAs and CBA as they involve students and teachers in schools	MoE is expected to provide collaboration and endorsement to conduct NEAs/ CBAs, use schools, teachers and students for these activities.	NEA is a large-scale assessment that is conducted by BCSEA to assess the quality of education delivered to our children. It is conducted once in 3-5 years in various key learning stages such as grades VI and X. MoE's approval is, therefore, crucial.	The concerned activities cannot be implemented.
		No. of National Education Assessment (NEA) conducted				
		Analyze and produce a report on grade III year-end testing for the last 3 years	Facilitating dissemination of results to schools and stakeholders		As justified	The concerned activities cannot be implemented.
		% of ICTization of examination process	Administrative support as schools are the main stakeholders/ clients.		As justified	The concerned activities cannot be implemented.
Commission	Gross National Happiness Commission	Draft Public Examination Policy endorsed by Cabinet	Drafting of policy documents have to go through the protocols set by the GNHC.	BCSEA requires GNHC to expedite the drafting process without fulfilling all the requirements of the protocol	As justified	The concerned activities cannot be implemented.
Autonomous	Royal Education Council	% of board examination test items made more competency based	Professional and administrative Collaboration with BCSEA	Competency-based assessment is largely linked to curriculum development and its delivery in schools.	REC must respond to BCSEA's initiative of introducing CBA question items by making the curriculum and teaching learning process more competency-based.	BCSEA's initiative of making the questions more competency-based may not be effective.
		% of Classes III & VI test items made more competency based				

WHEREAS,

I, the Secretary, Bhutan Council for School Examinations and Assessment (BCSEA), commit to the Chairperson of the Board of Directors, Bhutan Council for School Examinations and Assessment, the Government and the Bhutanese people to deliver the results described in this annual performance agreement.

I, the Chairperson of the Board of Directors, commit to the Secretary, Bhutan Council for School Examinations and Assessment, on behalf of the Government and the Bhutanese people, to provide the necessary fund and resources for delivery of the results described in this annual performance agreement.

SIGNED:



Tenzin Dorji
Secretary, BCSEA

24/8/2016.

Date



Lyonpo Norbu Wangchuck
Chairperson, BCSEA Board of Directors

24th August 2016

Date