

# National HRD Advisory Series

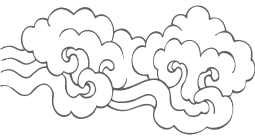


## a focus on TVET & Labour Market Dynamics

**Developed and Designed by**  
Human Resource Development Division  
Department of Human Resources  
Ministry of Labour and Human Resources

**March 2015**





“Our education system built and nurtured with your hard work and dedication has served us well. But we must understand that the times have changed here in Bhutan and all around us in the world. We cannot face new challenges with the same tools. The private sector is adjusting itself to new challenges and opportunities; the bureaucracy is finding its place in new system of governance; the entire country is adapting to new roles in our young democracy. Thus, every person and institutions must evolve to meet the aspirations of our people and the changing needs of our nation.”



His Majesty's address at the third convocation of the Royal University of Bhutan

Paro College of Education, 17<sup>th</sup> February 2009





## FOREWORD



*“The greatest and the most valuable wealth we have in Bhutan is our people”* was His Majesty’s recent address to the Graduates who attended the Graduate Convocation in March 2015. His Majesty further stated that *“We can never go wrong if we invest in human resources – no matter how much it cost, that investment will give our Nation rich dividends”* and *“What we lack in number, we must make up in talent”*. Bhutan’s long-term growth prospects and the future nature of our society depends largely on the skills of our people and the way these skills are effectively utilized. Therefore, Bhutan can prepare itself to meet its Human Resource needs by taking action to sustain economic growth and raise productivity by diversifying relevant skill development opportunities and their engagements in those critical sectors where we have competitive edge and by positioning our HRD institutions to be dynamic, relevant and responsive to the labour market requirements.



The Technical and Vocational Education and Training (TVET) is increasingly having an important role to play in providing skilled workforce that is needed for advancement of our economy. An efficient and effective TVET system can enhance productivity, competitiveness and promote entrepreneurship activities in the country. TVET is also an important tool for creating employment, a foundation for building knowledge workers and an instrument for individual growth.

Therefore, the Ministry of Labour and Human Resources (MoLHR) is proud to present the third advisory with focus on TVET. The Advisory has made detailed assessment into different dimensions of TVET so that the readers are in position to understand the profile of our TVET institutions and industry outlook and perception on TVET. The Ministry hopes that the Advisory will provide a useful guide and reference to the Royal Government of Bhutan, policy makers, TVET institutions, employers/industries, students, parents, and all other important stakeholders and agencies for any relevant policy or other interventions. The Ministry hopes that the HRD Advises highlighted in this document are taken into serious consideration for implementation by respective agencies and concerned stakeholders/ individuals.

**Tashi Delek!**

**Ngeema Sangay Tshempo**  
MINISTER, MoLHR



Vocational education puts  
young men and women in  
poistion from which  
they can by their  
own efforts work  
themselves  
to independence

Howard Taft

WE HAVE NEED FOR  
VOCATIONAL TRAINING  
IN ORDER TO  
BUILD  
FUTURE WORKFORCE

Doug Hock

Those who work with their  
hand is a laborer. Those  
who work with their hand  
and head is a craftsman.  
Those who work with their  
hand, head and heart is an  
artist

Fransic of Assisi

Vocation Education programs  
have made real difference in  
the lives of countless young  
people nationwide. They build  
self-confidence and leadership  
skills by allowing students to  
utilize their unique gifts and  
talents

Conrad Burns

We are witnessing a young  
generation frustrated by the  
cronic mismatch between  
skills and work. The best  
answer to the economic  
downturn and youth  
unemployment is to ensure  
that young people acquire the  
basic skills and relevant  
training they need to enter  
the world of work with  
confidence.

Irina Bokova (UNESCO DG)







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# INTRODUCTION





## INTRODUCTION




The National Human Resource Development (HRD) Advisory Series is an annual HRD Advisory document issued by the Ministry of Labour and Human Resources (MoLHR). The Advisory looks into the existing human resource development and labour market challenges facing the country and provides HRD advices, in terms of policy or program interventions required from the policy makers and key HRD institutions and stakeholders in the country.

While the first advisory provided broad HR policy intervention required in specific sector/area, the second advisory was developed under the theme ‘a focus on graduates and labour market dynamics’. An assessment was made into the tertiary education institutions, university graduates post-graduation and the industries. The advisory provided guidance and reference for the tertiary education agencies like Department of Adult and Higher Education (DAHE), Royal University of Bhutan (RUB) and University of Medical Science of Bhutan (UMSB) in planning their HRD programs and the prospective undergraduate students and job seekers on the future labour market scenario.

In this third advisory series, a focused assessment has been made on the Technical and Vocational Education and Training (TVET) and labour market dynamics. With growing issue of unemployment in the country, TVET has an important role to play in tackling youth unemployment. TVET’s orientation towards the world of work and the acquisition of employable skills means that it is well placed to address labour market challenges such as skill mismatch that have impeded smooth school-to-work transition for many young people. Further, an efficient TVET can lead to accelerated economic activities in the country through supply of skilled workforce, thus contributing to the Government’s vision of achieving full employment and promoting social inclusion and ultimately promoting Gross National Happiness amongst our citizens.



As per the First National HRD Advisory, it is estimated that more than 120,000 job seekers will enter the labour market in the 11<sup>th</sup> FYP period. The MoLHR has been mandated to ensure adequate access to quality TVET and prepare school leavers and youth for gainful employment and sustainable livelihood. In the 11<sup>th</sup> Plan, continuing to diversify and strengthening of TVET is seen as one of the key strategies to tackle unemployment issue in the country. Further TVET is seen as a means for promoting Bhutan as a knowledge-based society so that our workforce is equipped with globally marketable and competitive knowledge, skills and values.

An efficient and effective TVET system will enhance productivity, competitiveness and promote entrepreneurship activities in the country. TVET is further understood to be:

-  a very important tool for creating employment and a means for preparing scarce human resources for effective engagement and gainful employment in the world of work;
-  an aspect of lifelong learning and a preparation for responsible citizens;
-  a foundation for building knowledge workers and a knowledge-based society;





-  a foundation for economic growth and development through supply of skilled workforce;
-  an instrument for facilitating poverty alleviation, balance regional development and sustainable growth.

Therefore, in this advisory the MoLHR will try to look into different aspects or domains of TVET, which are the TVET graduates, the industry/employers in the country and the TVET institutions. An assessment has been made to identify gap between these different domains and provide recommendation to bridge the existing gaps. The outcome and result of this advisory will also provide an important foundation or basis for the development of the TVET Blueprint, which is currently being developed by the MoLHR. The TVET Blueprint is a long-term strategic document which will guide and influence TVET reforms and development in the country over the next five to ten years.

The advisory has five parts or sections. The first provides a brief summary of the labour market and other macro-economic profile in the country. The second part looks into the profile of TVET institutions and programs in the country. The third part looks into the industry outlook and perception on TVET and TVET graduates. The fourth part gives a gap assessment on the supply (TVET institutions) and demand (industry). The last or the fifth part will provide specific HRD Advices to Government bodies, policy makers and TVET stakeholders on HRD policy and other interventions required.

A total of two surveys were conducted to develop the current advisory document. First, the TVET Institutions Survey, in which a total of 65 registered training providers in the country participated. Second, the TVET outlook survey, in which a total of 1029 industries/ employers in the country participated. The survey outcome and result has been used to develop the Advisory document.





## TVET IN BHUTAN

The importance of vocational education and training was recognized early on at the beginning of the second Five Year Plans (FYP) during the mid 1960s. It was during that time that the first technical school, the Kharbandi Technical School was established in the country. A decade later, the government took a step further by restructuring and reviewing the courses of the school and shifting the focus more on the technical and vocational aspect of it. The school was renamed the Royal Technical Institution (RTI) under the then Ministry of Social Services. Further, the need for a national authority for technical education was conceived during 1974. However, it was only in May 1999 that the Technical and Vocational Education Section was disengaged from the Department of Education under the then Ministry of Health and Education to create the National Technical Training Authority (NTTA) through a Royal Charter. The NTTA was established with the aim to develop a vocational education and training system to produce skilled and productive workforce for the growing economy of the country.

The NTTA was responsible for implementation of vocational education and training through the existing training institutions and different training schemes as well as regulating the quality of vocational education and training. In line with the mandate, technical and vocational institutions under the then department of education were transferred to the NTTA.

In 2003, the functions of the NTTA were transferred to the newly established MoLHR. With this, the roles and responsibilities of NTTA was bifurcated into two departments, the Department of Occupational Standards (DOS) and the Department of Human Resources (DHR). The DOS had the mandate to develop/support quality assurance system and vocational qualification framework and to develop/implement National Accreditation System to accredit TVET programs within the country, whereas the DHR was mandated to ensure availability of adequate human resources both in terms of numbers and quality to facilitate sustainable socio-economic development of the country. Also all the vocational institute previously under the NTTA came under the direct administration of the DHR. As such, the DHR is responsible for all aspects concerning TVET and skill development in the country.

Prior to the year 2000, TVET was institute based, however, major efforts to reform and improve the vocational education and training received a big impetus in early 2000 with the construction of new vocational training institutes in different parts of the country and initiative in area of non-formal TVET. Since then a number of vocational training centres and institutes have been established in the country. In addition different government agencies have opened up their own vocational training centres to cater to their sector needs. Further with the development of Establishment Regulation in 2010, Bhutan has seen an increasing number of private participation in TVET delivery in the country.

While the MoLHR is committed to make TVET as the mainstream choice for school leavers and youth, TVET in Bhutan is faced with hordes of challenges. While there are more than 90 TVET providers in the country, the programs are limited to few skill areas due to lack of resources and



knowhow in diverse training areas. Further, most programs are offered at certificate level and lacks higher skills orientation. TVET also require higher investment and dynamics to match the technological changes, industry needs, rapid globalization of trade and commerce, sustainable development and of emergence of knowledge economy, thus requiring financial sustainability mechanism put in place. Despite the policies defined under the Bhutan Qualification Framework (BQF), TVET is still not integrated with the general education system. Therefore coordination and networking among different TVET stakeholders and agencies needs to be more fluid and frequent. Further public owned TTIs/IZCs needs to take forefront in building image of TVET in Bhutan.

Further, global TVET policy reform in the form of green technology, ICT innovation and workers' mobility, poses profound implication in our TVET system. In the era of Knowledge society, the role of workers have expanded from one dimensional role of manual worker to critical and creative thinker, problem solver and an innovator. Rapid changes in ICT and green technology is also having strident effect on ways TVET should evolve and be implemented.

In the 11<sup>th</sup> FYP, a greater emphasis will be placed on improving quality and relevance of TVET through implementation of employment based skills training program, diversifying and innovating TVET program in Arts and craft, introducing diploma level course, and building capacity of TVET instructors. Further efforts will be made in developing green skills, entrepreneurship skill, e-learning, improving industry linkages, and strengthening monitoring and evaluation mechanism. A budget of Nu. 960 million has been planned for implementation of these activities.

Another strategy that the MoLHR will adopt in the 11<sup>th</sup> FYP is to develop short-term and long-term workforce demand and projection for the various economic sectors in the country so that TVET institutions and stakeholders are in position to align their TVET plans and programs to meet the imminent workforce requirements of the labour market, thus resulting in effective employment, lower skills mismatch and effective utilization of resources.











# Part One

# Labour Market Profile





## PART ONE LABOUR MARKET PROFILE

Bhutan’s demography has been undergoing significant progression with high young aged population, falling birth rate (1.8% as of 2013) and rural-urban migration. 60% of the population are within the age bracket of 0 to 29 years in 2014 and 44% are within the young age bracket of 15 to 29 years age from the total working age population of 15 to 69 years. Bhutan has relatively high population in the working age group (15-65 years) and a dependency ratio of 52.8 (NSB 2014).

Bhutan’s population is estimated at 0.745 million in 2013. Over the years labour force participation rate has remain consistent within the range of 65% to 68% from 2007 to 2013. In accordance to the Labour Force Survey (LFS) 2013, labour force participation has increased from 64.4% in 2012 to 65.3% in 2013. While the male labour force participation has increased from 65.7% to 72.1% over the last two years, female labour force participation has decreased from 63.2% to 58.9%. Further labor force participation is higher in rural areas (67.9%) as compared to the urban areas (59.5%).

*Table 1: Labour force profile from 2009 to 2013*

Labour Force Indicators	2009	2010	2011	2012	2013
Labour Force Participation (%)	68.5	68.6	67.4	64.4	65.3
Male	72.8	73.6	72.3	65.7	72.1
Female	64.6	63.9	67.4	63.2	58.9
Unemployment (%)	4.0	3.3	3.1	2.1	2.9
Male	2.6	2.7	1.8	1.9	2.2
Female	5.3	4	4.5	2.2	3.7
Youth Unemployment ( % )	12.9	9.2	9.2	7.3	9.6
Male	10.7	7.1	6.8	7.3	9.2
Female	14.7	11	10.9	7.2	9.9

Unemployment rate has increased from 2.1% in 2012 to 2.9% in 2013. Male unemployment has increased from 1.9% in 2012 to 2.2% in 2013 and female unemployment has increased from 2.2% in 2012 to 3.7% in 2013. Youth unemployment rate has also increased to 9.6% in 2013. The past trend shows that female unemployment rate has always been slightly higher than male unemployment. Further, in 2013, labour force participation for female has significantly reduced to 58% thus widening the gap between male and female employment.

LFS 2013 also indicates that rural unemployment is significantly lower (1.5%) than urban areas (6.3%). Further female unemployment in urban areas is significantly higher (10.3%) than male unemployment (3.6%).





Figure 1: %Share of Labour Force participation by major economic sector

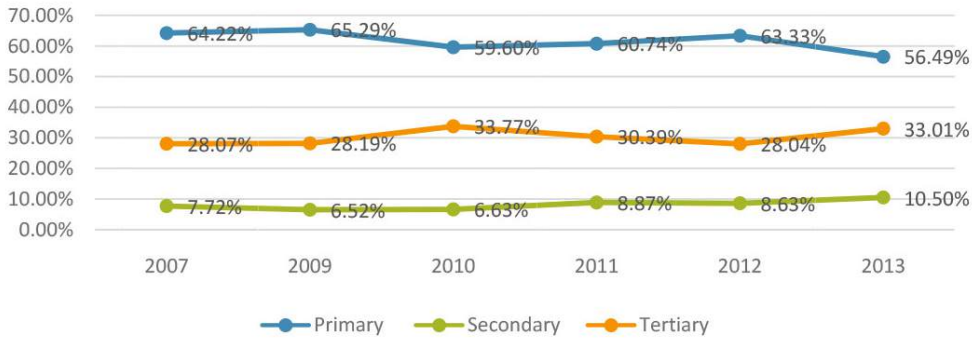
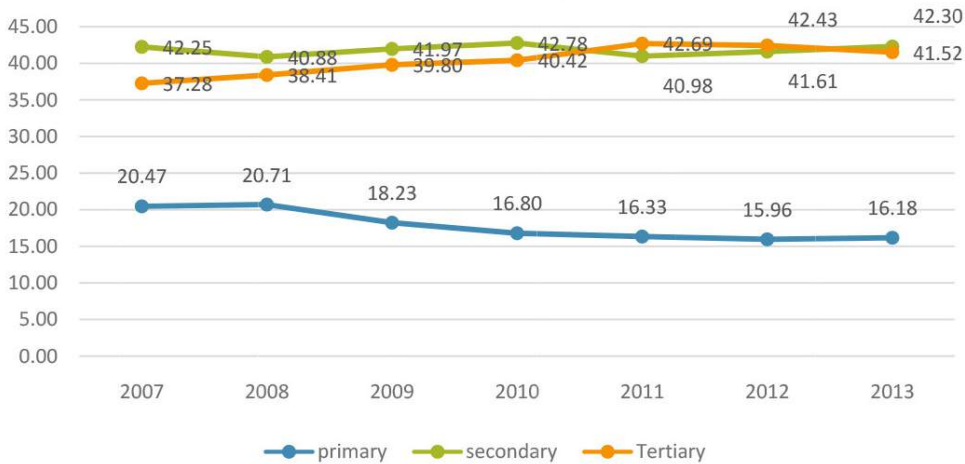


Figure 2: %Share of GDP by Major Economic sector

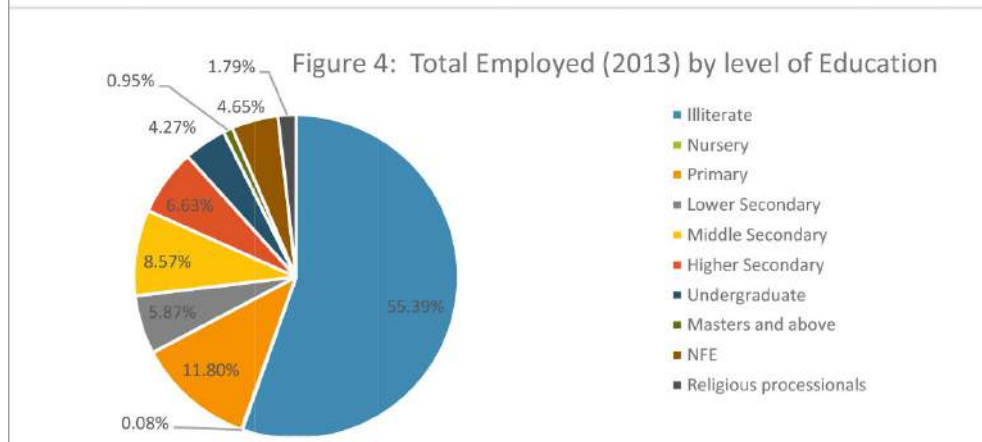
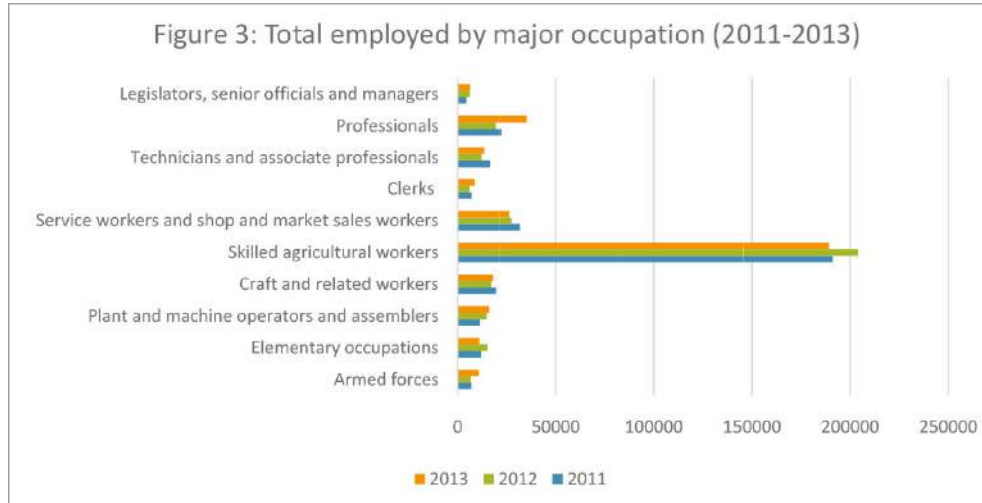


Primary sector which consist on agriculture, livestock and forestry has been the main employing sector over the years. Since 2007, share of labour force participation in the primary sector has been consistent within 56% to 60%. The labour force participation in the secondary sector which consist of manufacturing, electricity, water and construction has also been consistent over the year employing 7% to 10% of the total workforce. The above figure also gives an indication that whenever labour force decreased in the primary sector, there was an increase in the tertiary sector and when labour force increased in the primary sector, there was a decrease in the tertiary sector.

Bhutan is still very much an agrarian society, of subsistence characteristic with low yield resulting from climatic and geographic features that restrict the cultivation season and technological deployment. While agriculture contributes to only 16.18% to the GDP (2013), it employs 56.3%



of the labour force (2013). As per the NSB report 2013, within the tertiary sector, hotels and restaurants recorded the highest growth of 27.8% in 2012 followed by wholesale and retail trade. Within the secondary sector, the major contributors to GDP was the construction and the manufacturing sector.

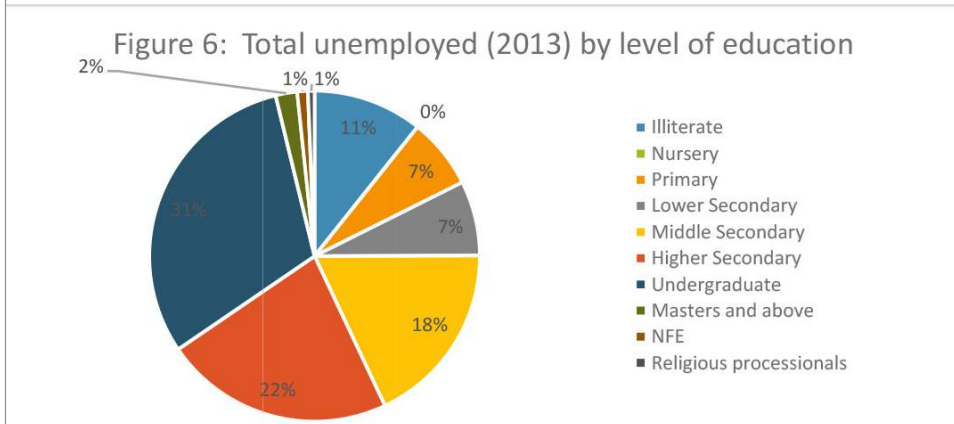
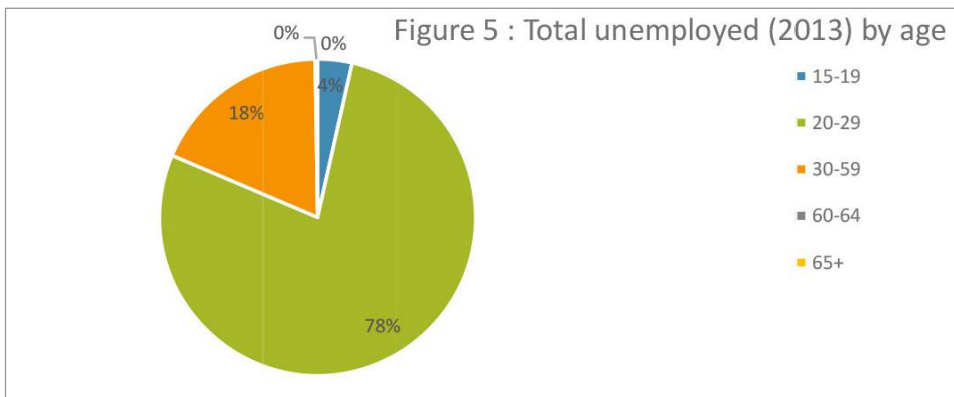


Skilled agricultural workers are the major occupations recorded as per the LFS of 2011 to 2013 followed by service, shop and market sales workers. The profile of employed by major occupation indicates that Bhutan has a large number of workforce engaged in the informal sector. Further, Bhutan's labour force lacks diversity in terms of skills and occupation which can be attributed to the profile of TVET providers in the country. Further, a look into the labour force of the employed by major occupation has remained consistent over the last three years (2011 to 2013). Besides the slight increase of labour force in the professional occupation, there has not been much changes in other areas of occupations.





Bhutan also has a very high illiteracy rate. As indicated 55.4% of the employed labour force are illiterate and 11.8% are with primary education. 17.2% of these are within the young age bracket of 15 to 29 years and 24.5% are within the age bracket of 30 to 39 year. This is contradictory to the high enrollment ratio, near universal access to education, a policy that guaranties 11 years free education for all, and a continuing free education program for higher secondary and tertiary education for those that meet the academic grades. The reason could be because full enrollment was only recently been attained. Consequently those that have missed out on the education drive have accumulated over the years to form the mainstay of the labour force, especially in the rural areas. This has obvious implications on productivity, as supported by numerous international studies which provide for a positive correlation between the labour forces' education level and productivity.

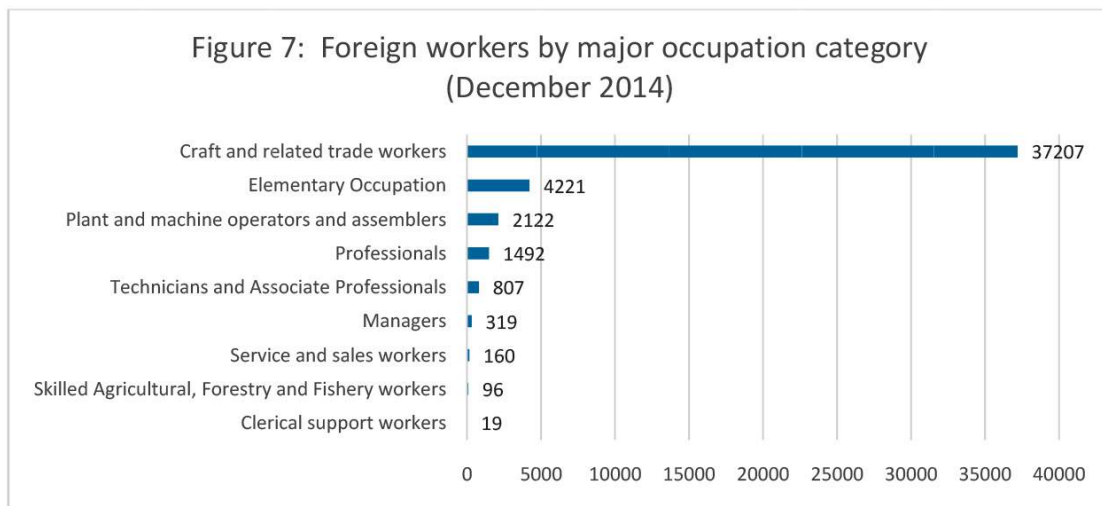


Unemployment as per LFS 2013 is 2.9%, which is approximately 9900 unemployed. From these, majority are within the young age bracket of 20 to 29 years (78%) and age bracket of 30 to 59 years (18%). LFS 2013 also indicated that most unemployed are with middle/higher secondary qualification (40%) and university degree qualification (31%). This can be attributed to the nature of employing sector and industry within the country. As already explained, most of the Bhutan's workforce are engaged in primary and informal sector. Therefore, to raise employment, Bhutan will have to promote growth of formal sectors which will require skilled and educated workforce.





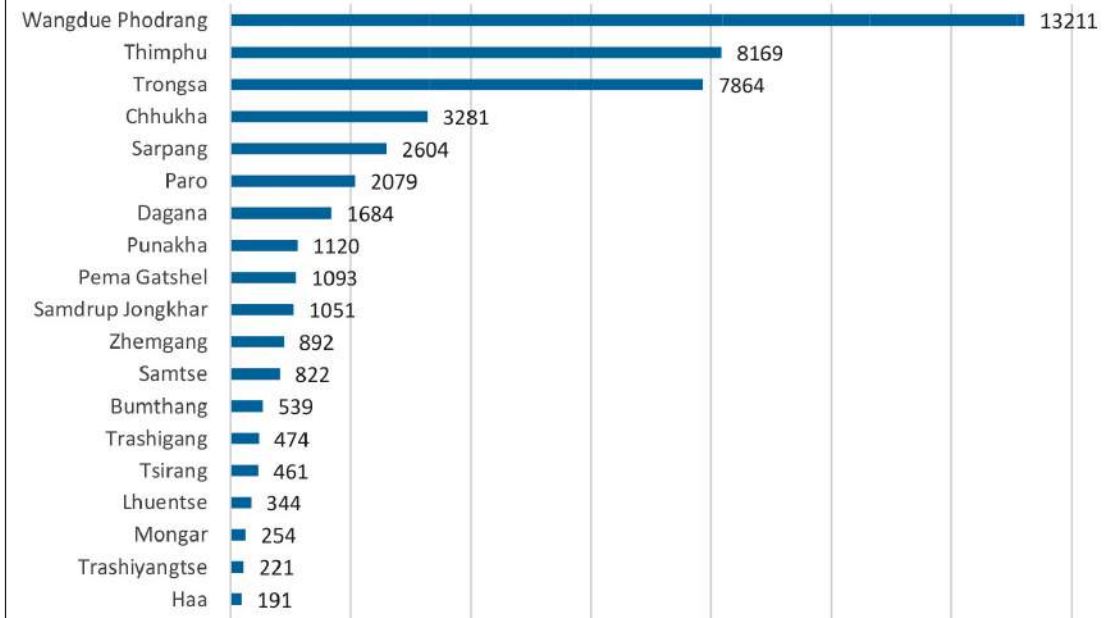
Despite the unemployment situation, Bhutan imports a high number of skilled foreign workers. One major cause of unemployment can be attributed to the skills mismatch. As of December 2014 there are 46,441 foreign workers were residing or working in the country as per the Labour Net information of Department of Labour (DoL), MoLHR. Most foreign workers are in the major occupation category of craft and related trades workers, elementary occupation, and plant and machine operators and assemblers as indicated in the following figure. The data also indicates that 99.5% of the foreign workers are male and most of them are engaged in the construction and the hydro-power construction.



As indicated in the following figure, majority of foreign workers are in Wangdue Phodrang Dzongkhag since the two major hydro-power projects are in the Dzongkhag, Punatsangchu (PHP 1 and 2). The hydropower projects currently demands a huge number of highly skilled workers which are currently imported from the neighboring regions.



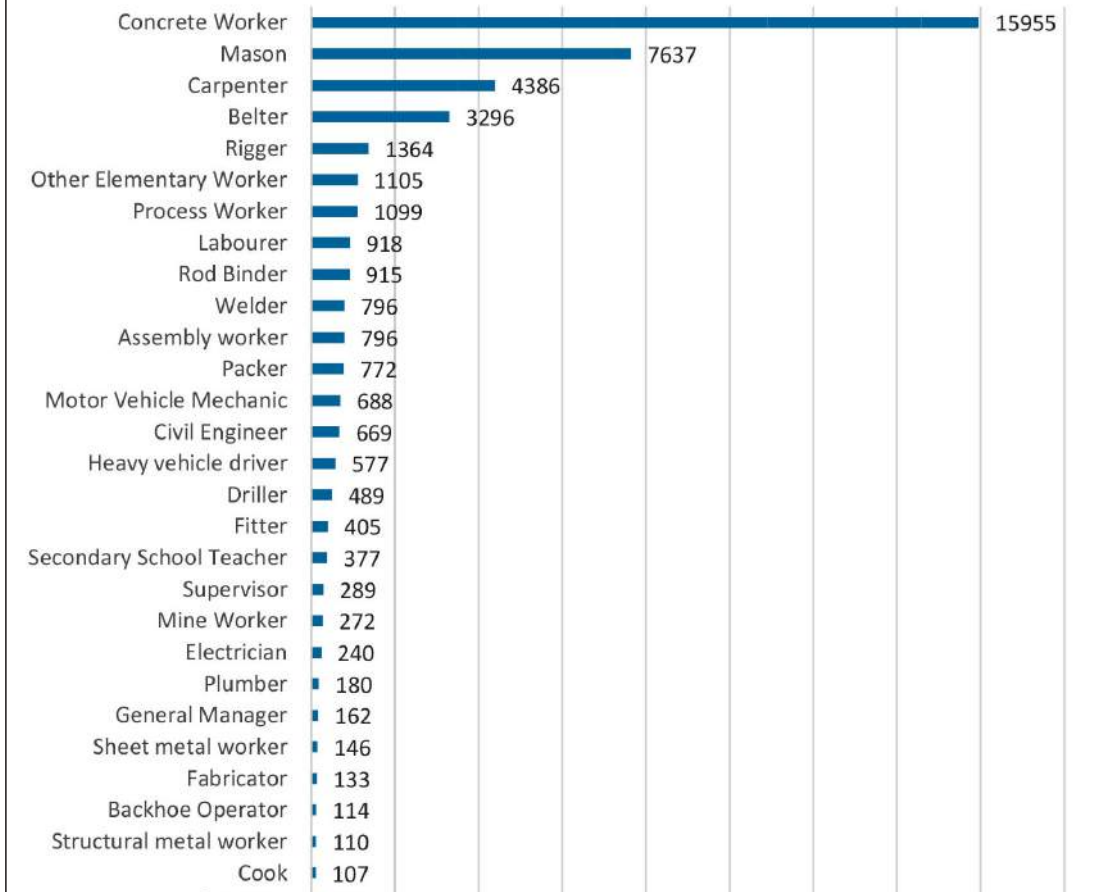
Figure 8: Foreign workers by location (December 2014)



The following figure gives an understanding into those occupations or trades where there are more than 100 foreign workers in the country. As indicated in the figure, a large number of foreign workers are working in construction trades such as concert workers, mason, carpenter, belter, rigger, other elementary worker and process worker. Bhutan also has a high number of foreign workers in civil engineering and secondary school teaching.



Figure 9: Foreign workers by highest trade/occupation  
(December 2014)



While there are huge requirement of skilled workforce which is currently being met through the import of foreign workers, Bhutan also has a high youth unemployment as indicated in the earlier table. In accordance to the Unemployed Youth Perception Survey 2014 conducted by the MoLHR, 43% of the surveyed youth did not avail any skills training. Majority (65.2%) had attended only certificate level training and only 1.1% had attended training through the Government vocational institutes (TTI/IZC). Formal vocational training provided through the 6 TTIs and the 2 IZCs have very limited intake capacity. In the 10<sup>th</sup> FYP period, only a total of 2640 technical graduates were churned out of these institutions with annual graduation of 450 to 665 students. Further some of the courses offered by the TTIs and IZC were not subscribed or under-subscribed.

The Youth Perception also report indicates that youth look for conditions such as high salary, good working condition, location of workplace and job security. If these conditions are not fulfilled, there is high probability of jobs being rejected. And further, an overwhelming 77%



of the youth said they prefer desk jobs to non-desk jobs. This was especially true among the female youth as compared to male youths. In terms of employment sector, approximately 83% of the youth said they would prefer working either in government or government-owned corporations. Only 5.5% indicated their interest to work in the private sector and 5.4% in self-employment. Similar perception and preference was seen among the university graduates as indicated in the second advisory document and the Beyond Graduation Survey 2014.

#### Labour market challenges

Globalization has increased both opportunities as well as challenges for the economic, social and political development across all nations and Bhutan is no exception. Labour mobility across nations, technological change and innovation in the industry, ICT and global networking has both positive as well as negative impact on the domestic labour force. While advanced nations are in position to reap the benefit of these transitions, smaller underdeveloped and developing nations like Bhutan struggle in terms of labour market reform, inadequate ICT infrastructure, lack of technical innovation within the industry and inadequate capacity within TVET and education system to bridge the gap. While Bhutan, through its internal reforms is trying to resolve the domestic labour market challenges, it will also have to take into account the changes and reforms in the regional and international labour market as well.

Bhutan is also aspiring to become a knowledge-based society. Thus, innovation and ICT led development are the key or foundation to any knowledge-based society. A knowledge-driven society requires significant increase of highly skilled people in technical, professional, and managerial positions. The development of human resources has to be complemented with enabling factors such as ease of doing business, well developed ICT infrastructure and network and enabling legal and policy structure put into place. Therefore, Development of human capital, social and physical infrastructure along with a supportive business environment is important for increasing productivity and economic competitiveness is important.

While the tertiary sector is growing in terms of GDP contribution, the labour force engagement in this sector has been consistent over the years. Secondary sector which is one of the largest contributor to Bhutan's GDP has not generated any new jobs and is the least employing sector. On the other hand, primary sector's share to GDP is the least but more than half of the workforce are engaged in this sector. This trend has been common over the years and more than half of the workforce engaged in the labour force are illiterate or unskilled. Further the Industry lacks diversity and vibrancy to adapt to the development in the education and TVET system which will gradually see a shift in the demography of workforce from unskilled and illiterate to more educated and skilled workforce.

Over the last two years, the gap between male and female labour force participation has also widened. The LFS 2013 indicates a gap of 13.2%. Further unemployment of women has always been higher than male and labour force engagement of women are higher in sectors and trades which require higher physical effort and time and has lower income prospect. Women constitute more than half of Bhutan's population. Efforts aiming to improve the living conditions of the poor households cannot be effective unless quality of women's participation in the labour force





is improved. The current gap in the labour force can also be indicative of the fact that the economic sector such as power, construction and manufacturing are not generating jobs for the women workforce.

Skills mismatch continues to be a major challenge. While there are more than 10,000 unemployed, Bhutan imports a high number of skilled foreign workers, especially in the construction and hydro-power construction. However, the rudimentary nature of works and lack of job security impaired by poor working condition have resulted in the young people not taking up these occupations/trades despite the high demand.







# Part Two

## TVET Institution Profile







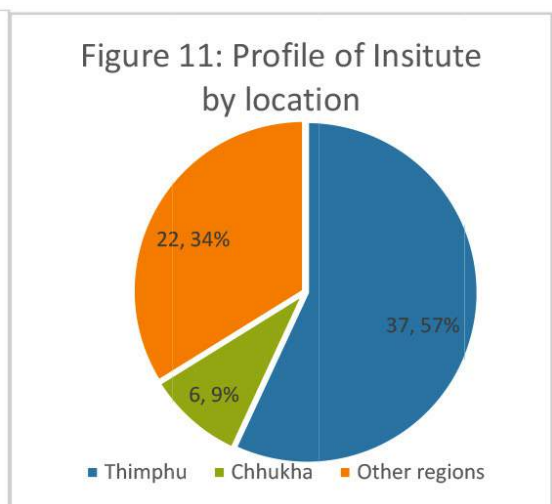
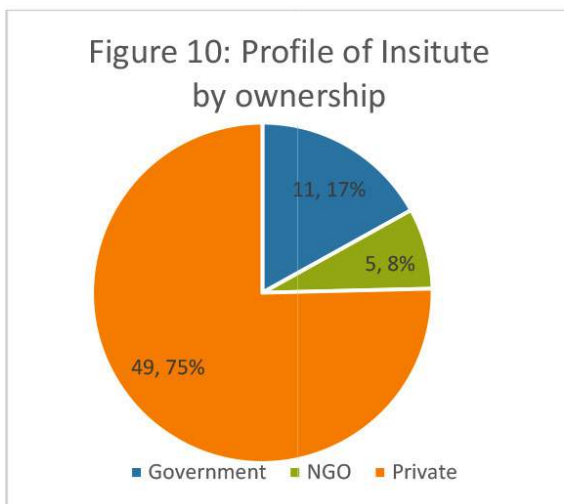
## PART TWO TVET INSTITUTION PROFILE

TVET institutions in Bhutan consist of public and private training providers offering training which falls within the Bhutan Vocational Qualification Framework and policy. Bhutan currently has 91 training providers registered under the TVET Registration Regulation of the country. This number includes the six Technical Training Institute (TTI) and the two Institute of Zorig Chusum (IZC) under the direct administration of MoLHR. In total there are 11 public, 7 NGO training and 73 private training providers in the country.

The TVET institution survey was conducted targeting all registered training providers in the country. However, 11 providers are not operational and others did not participate in the survey. A total of 65 TVET providers participated in the TVET Institutions survey. Out of those who participate, 17% are government owned, 8% are NGO owned and the remaining 75% are private owned. Most training providers are located in the capital (57%) followed by Chhukha (9%) and the rest in the other regions.

Though, not all TVET providers have participated in the survey, the survey result and outcome highlighted in this section should give an indicative of overall TVET institutions in the country and a broad understanding into following:

- Profile of different TVET institutions in the country,
- Existing and new TVET programs offered in the country,
- Level of support and facilities provided by institutions to its beneficiaries during and after the training,
- Profile of TVET trainers/instructors in the country, and
- TVET linkages and level of awareness.



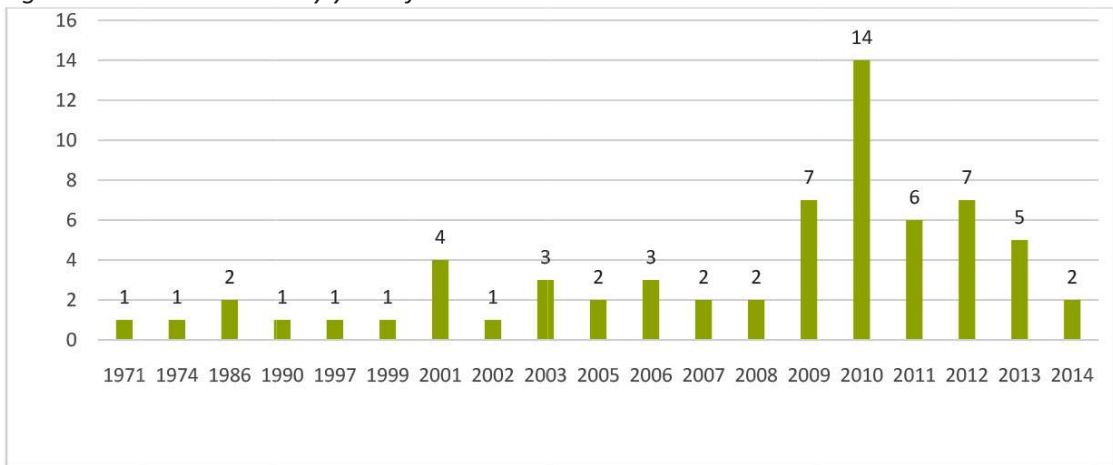


The Royal Government of Bhutan is increasingly placing emphasis on the expansion and improvement of TVET in Bhutan. The first Establishment Regulation for training providers was developed in 2009 and launched in 2010. The Regulation was developed with the objective to foster establishment of TVET institutes by private promoter. This Regulation provided directives and procedures for processing establishment and licensing of TVET institutes, thus ushering in private participation in TVET delivery. As indicated in the following figure, more than 60% of the training providers were established post 2009-10 and almost 21 training providers were established in 2009-2010.

11 training providers established before 2010 are government owned, 3 are NGO owned and 17 are private owned. Whereas post 2010, 32 private owned and 2 NGO owned TVET providers were established. The Registration Regulation was also developed and launched in the same year. This regulation allowed all training providers in the country to be mandatorily registered with the MoLHR.

It is also interesting to note that TVET establishment peaked in 2010 and over the years the number of establishments have gradually declined. In 2014, we see only 2 new TVET establishments.

Figure 12: TVET Provider by year of establishment

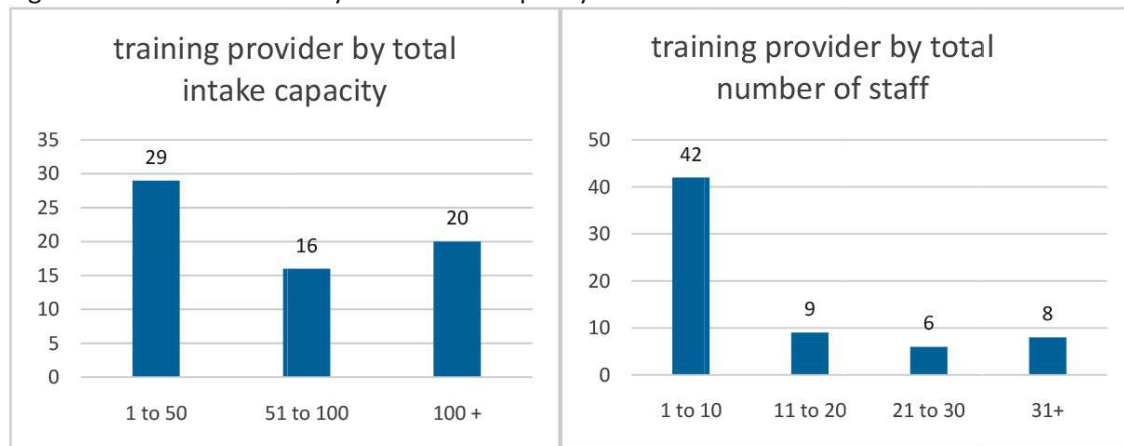


Looking into the intake capacity of the training providers, 29 providers can accommodate 1 to 50 students, 16 providers can accommodate 51 to 100 students and 20 providers can accommodate more than 100 students. Therefore there are different range of training providers catering to smaller to larger number of students.

Considering the total number of employees/staff, 42 training providers have 1 to 10 employees, 9 providers have 11 to 20 employees, 6 providers have 21 to 30 employees and 8 providers have more than 31 employees, thus indicating different range and scale of training providers in the country.



Figure 13: TVET Providers by total intake capacity and total number of staff



## TRAINERS

Trainers form core of any TVET institutions. The role of a trainer is very complex and diverse. They are responsible not only for course planning, process, delivery, monitoring and evaluation but they are also expected to take the role of a career counselor, labour market expert, mentor, project manager, advocator and skills expert. Although many variables affect the success of TVET program, it is the nature of the interaction between trainer and students that has the greatest impact on the learning. The qualification of skills workers is a key issue for the competitiveness of economics all over the world, and the quality of TVET trainers is crucial in determining the skills of future workers.

Building capacity of the TVET trainers is seen as one of the surest strategies to improve quality and delivery of TVET. As such MoLHR since its inception has provided its professional and technical support to all the public and private TVET providers through implementation of Training of Trainer (TOT) in pedagogy. The Department also provided support in capacity development in curriculum development and provides instructional material support to various institutes.

As indicated in the following table and figure, there are 202 trainers engaged in government TVET institutions (which includes both the TTIs/IZCs and vocational institutes with other line Ministries), 69 in NGOs and 380 in the private TVET institutions.

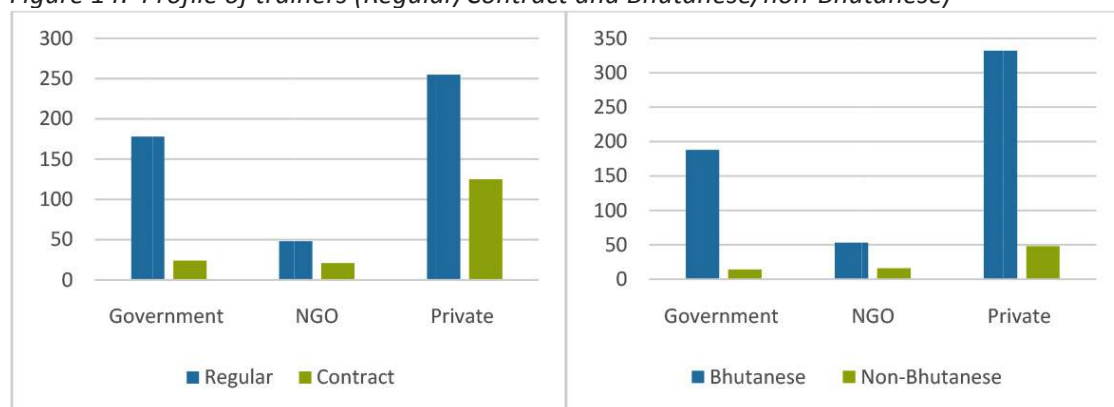
There are higher number of contract trainers in the private institutes as compared to the government and NGO institutes. Similarly there are comparatively higher number of foreign trainers in the private institutes.



Table 2 : Trainers profile by TVET ownership type

Ownership type	Number of Institute	Regular	Contract	Bhutanese	Non-Bhutanese	Total trainers
Government	11	178	24	188	14	202
NGO	5	48	21	53	16	69
Private	49	255	125	332	48	380
<b>Total</b>		<b>481</b>	<b>170</b>	<b>573</b>	<b>78</b>	<b>651</b>

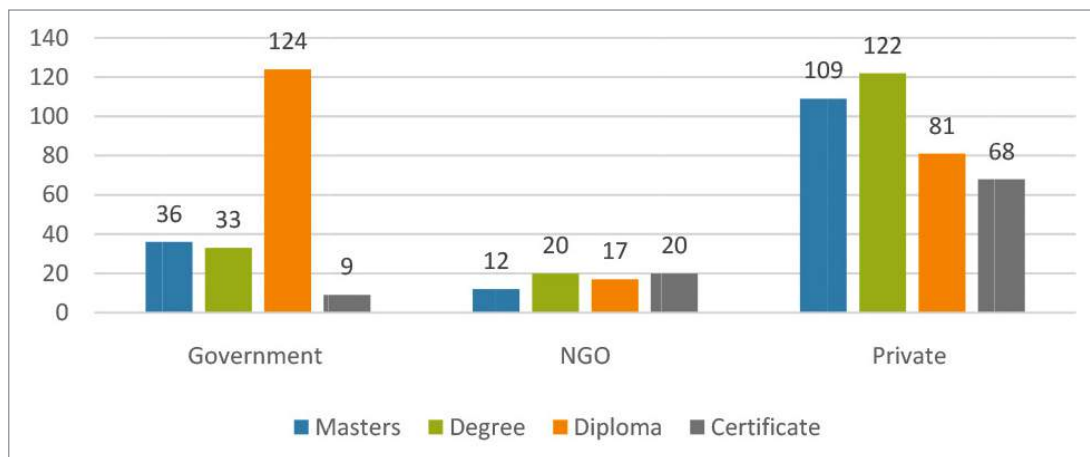
Figure 14: Profile of trainers (Regular/Contract and Bhutanese/non-Bhutanese)



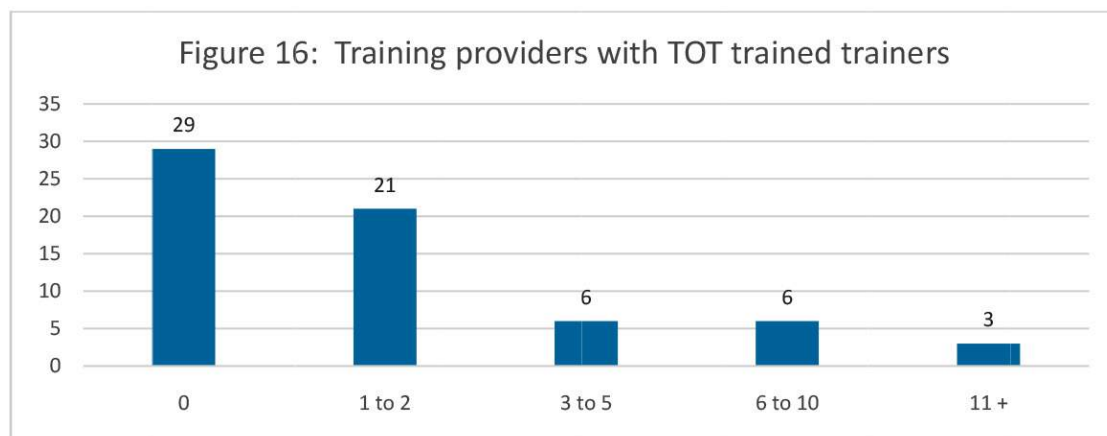
As indicated in the following figure, government owned training providers have higher number of diploma level trainers, whereas in the private TVET institute, there are higher number of masters and degree level trainers. The higher number of trainers with diploma qualification in the government institute could be indicative of the effort put in by the DHR to built capacity of its instructors by upgrading them from certificate to diploma level. The courses currently being offered in the TTIs/IZC are at certificate level and as per the Bhutan Vocational Qualification Framework (BVQF), trainers are required to have one level higher qualification to offer any skills training. Whereas, private providers also delivers other services like consultancy and having trainer with higher qualification puts them in an advantageous position compared to their competitors. Further, the MoLHR partners only with those providers with better qualified trainers in implementation of various Skills Training Programs (STP) which are mostly sourced to private training providers.



Figure 15: Profile of Trainer by level of qualification and ownership type



TOT has been one of the HRD support provided by MoLHR to build capacity of instructors in training delivery. As indicated in the following figure, only 3 institutes had more than 11 trainers who have undergone TOT program of DHR. 6 institute have 6 to 10 instructors who have undergone TOT program and another 6 have 3 to 5 instructors who have undergone TOT program. However 21 training providers have only 1 to 2 trainers who have undergone TOT and 29 providers have not availed the TOT support. Most training providers who have not availed TOT support are private institutes. This is due to the fact that TOT support to the private institute was initiated very recently in 2012. Further, the Trainer Registration Regulation of DOS mandates any TVET trainer to have TOT pedagogy certificate. Therefore, the number of trainers who would have undergone TOT will improve in future.

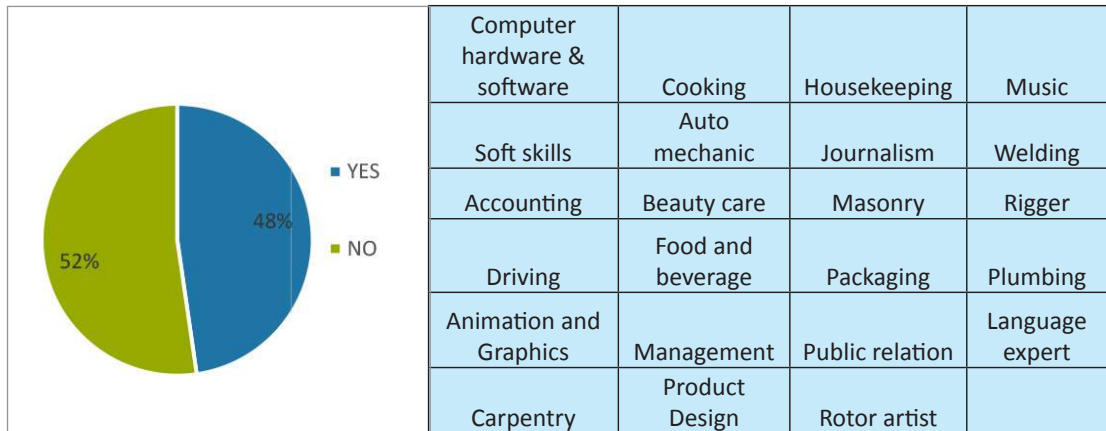


The training providers were also asked if it was challenging for them to recruit or hire trainers for any specific trades or skills. As indicated in the following table, 48% of the training providers said that they had difficulty in hiring trainers for some specific trades whereas others feel that they are in position to get trainers within the domestic labour market without any difficulty. Those who specified that it was difficult to get trainers were asked to specified those skills set.



As highlighted in the following table, providers highlighted that it was difficult to get trainers for hospitality, media, IT, construction and trading trades. While there is pool of human resources skilled in trades highlighted in the following table, being a trainer requires additional competencies such as planning, TOT in pedagogy, curriculum development, counseling, mentoring, learning review and others, besides the skills specialty. The areas highlighted are also those that are demanded by the industry at large.

Figure 17: TVET providers who indicated difficulty in hiring trainer and areas



### TVET LINKAGES AND SUPPORT

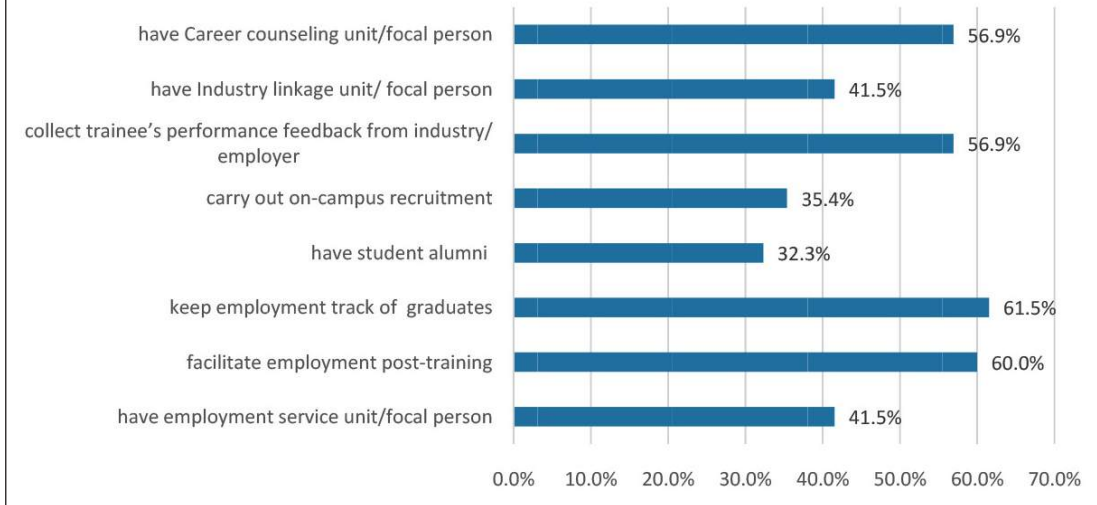
The survey also looked into various employment support and services provided by the TVET providers. As indicated in the following figure, 41% of the training providers have mentioned that they have an industry linkage unit or focal person. Equal percentage have specified that they have employment service unit or focal person. This could also mean that the same unit or focal person is doing both aspect of the jobs.

More than 50% of the training providers have a career counseling unit or focal person. They also facilitate employment and keep employment track of their graduates post-training. However, only 35% of the training providers facilitate on-campus recruitment and 32% of the training providers have indicated that they have a student alumni which could be a indicative of poor ICT infrastructure within most TVET providers.

Overall, most TVET providers have strong employment facilitation support. In the TTIs/IZCs it is mandatory for the institute to track students post-graduation and keep student alumni and as per the Registration Regulation for TVET provider, employment facilitation support post-training is mandatory. Further, employment guarantee is as important aspect of most MoLHR supported programs to the private providers, which could have encouraged such employment support services to the students/trainees.



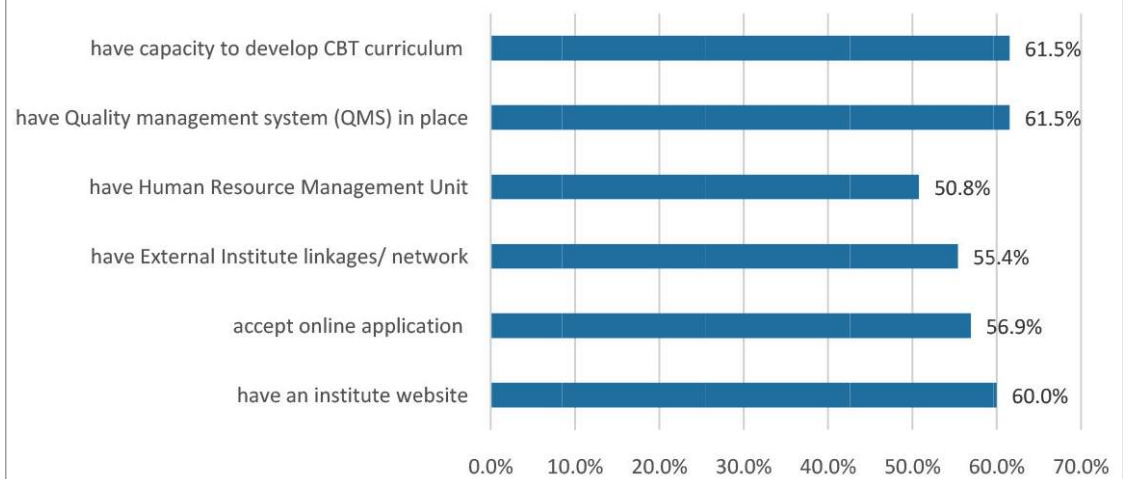
Figure 18: Employment facilities provided by institute



61.5% of training providers have indicated that they have quality management system (QMS) in place and have capacity to develop Competency Based Training (CBT) curriculum. Only 50% have indicated that they have human resource unit and 55% have specified that they have linkages or network with external training providers.

While 60% have indicated that they have an institute website, 58% have indicated that they accept application for training online. On an all, most TVET providers seem to have good employment and other support facilities.

Figure 19: Other services provided by insitutes





## TVET programs

The training providers were asked to submit a maximum of five skills training program which are offered regularly by their institute. Training providers were also asked to provide details of the level of certification. As shown in the figure below, most TVET program offered in Bhutan are at certificate level. From the profile of 276 course details submitted through the survey, 80.8% are certificate level program, 5.1% are diploma level program and 2.5% are certificate/diploma program. However, only 9.8% are providing National Certificate program as accredited by the Department of Occupational Standards and 1.8% are providing National Diploma level program. Currently there are no diploma program accredited by the DOS. The 1.8% represents the health program certified under the Bhutan Medical Health Council (BMDC). Therefore, a lot of efforts needs to be made in streaming TVET programs in the country in accordance to the Bhutan Vocational Qualification Framework (BVQF).

The subsequent figure indicates that most programs are offered in the generic field of Information & technology, language & communication and finance & accounting. Only few TVET programs are offered in specialized field such as power and health. The detailed profile of TVET programs offered in the country are provided in annexure I.

Figure 20: TVET program by certificate level

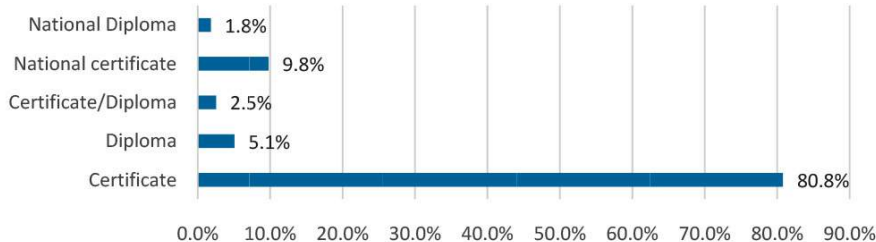
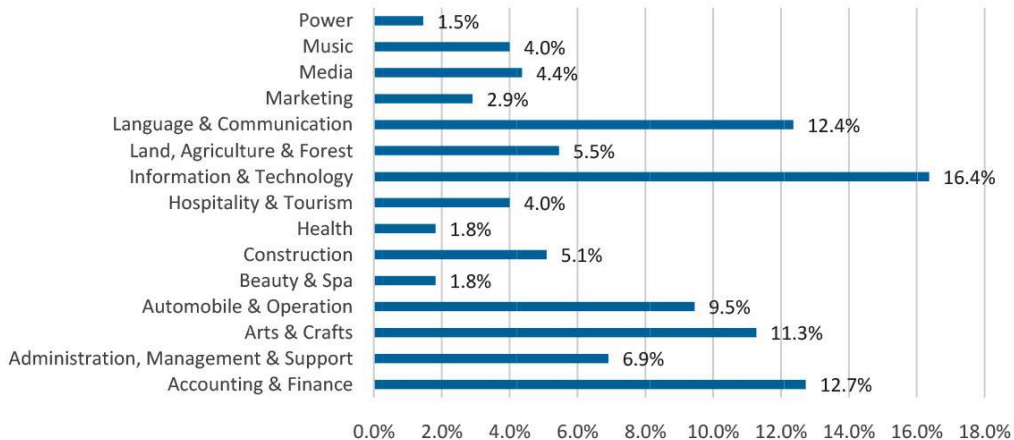


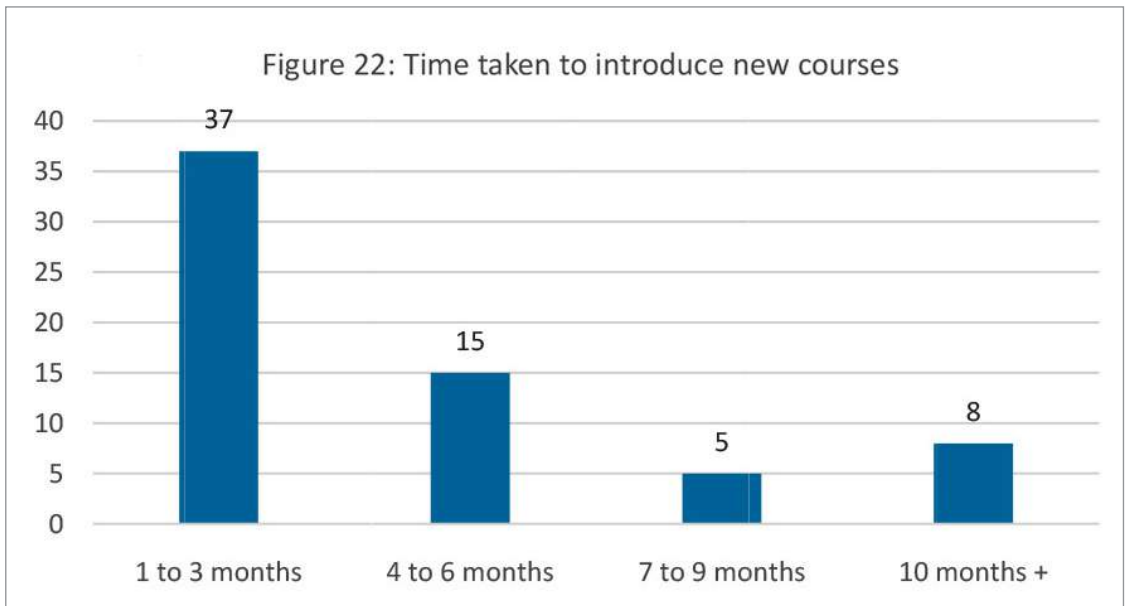
Figure 21: TVET program by broad field







Training providers were asked how long it take for them to introduce a new TVET program. As indicated in the following figure, 37 training providers have specified that they take 1 to 3 months, 15 training providers take 4 to 6 months, 5 training providers take 7 to 9 months and 8 training providers take 10 to 12 months. This indicates that most training providers, with the facilities and human resource capacity that they have, are in position to introduce new TVET programs speedily. This could also be because most courses offered by the different institutions are short-term in nature and are at certificate level, which are easier to design and implement.

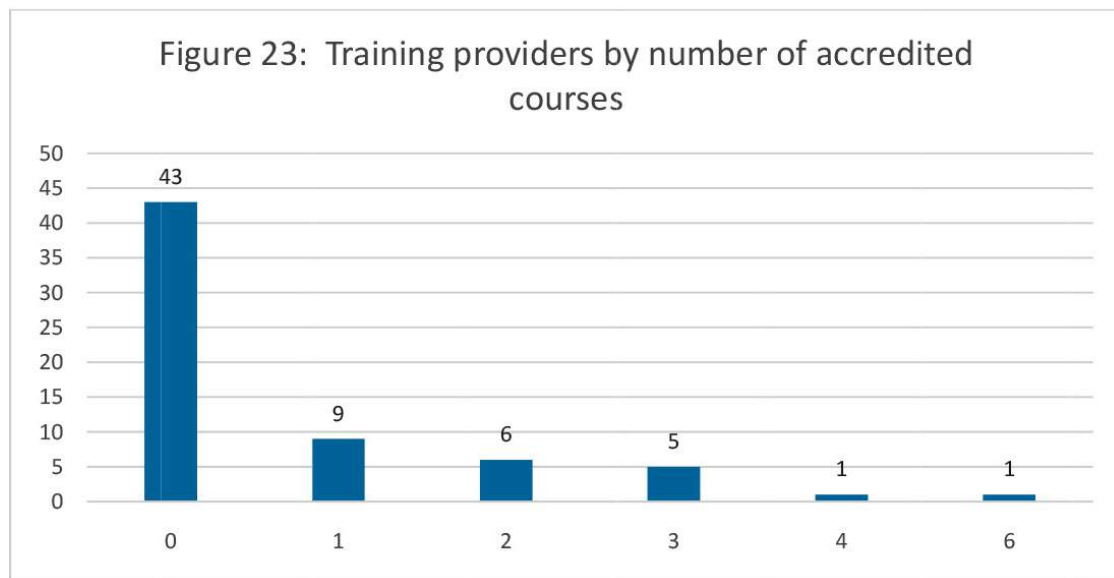


The National Accreditation of TVET programs or courses is administered by the Department of Occupational Standards (DOS). Accreditation is expected to support the effort in development of internationally competitive workforce at the craftsmen and technician levels. DOS provides accreditation at National Certificates (NC Levels 1, 2, and 3). All registered Training Providers are eligible to apply for accreditation of their courses though it is not mandatory.

Course accreditation is an important component of quality assurance system being put in place by the DOS. Accreditation, being both a process and a status, focuses on the continual improvement of training quality. The current Guideline for Accreditation of TVET course was launched in June 2011. However, during the span of last four year, there are only two training providers with 4 to 6 course accredited. 5 training providers have 3 courses accredited, 6 training providers have 2 courses accredited and 9 training providers have one course accredited. A total of 43, which is almost 66% of the training providers, does not have a single course accredited. This can be attributed to the current standing of training providers, in terms of facilities, curriculum and capacity, which do not allow them to get their courses accredited as per the accreditation standards. However, many of training providers have indicated their willingness and keenness to get their courses accredited since it allows them to provide National Level certification.



Accreditation also has direct impact on the TVET quality. More courses accredited would mean higher quality of TVET graduate supply in the country.



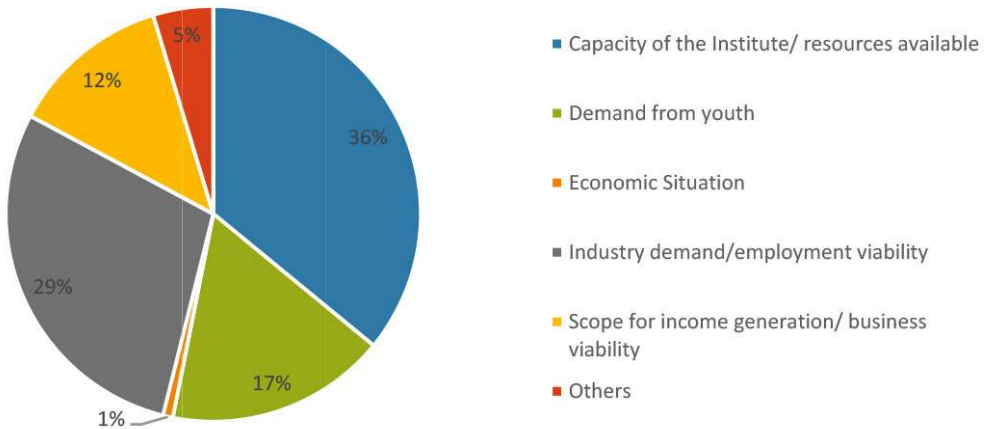
Training providers were asked to list down the factors which they considered important while deciding to offer new sets of skills programs. These factors were capacity of the institute/ resources available, demand from the youth, economic situation, industry demand or employment viability, scope for income generation or business viability.

As indicated in the figure, majority have said that capacity of the institute or resource available with the institute is the major factor for deciding to offer new skills program, followed by industry demand or employment viability. However external factors such as economic situation does not have much weightage. Further only 12% of the training providers look into scope of income generation or business viability while deciding to offer new programs.

However the answer differ while looking at these institutes by ownership type. 86% of the government owned institute have indicated that availability of resources and industry demand as the major factor for deciding on a new program. Whereas 14% of the privately owned training providers have specified scope for income generation or business viability as an important factor. They also consider factors such as demand from youth and employment viability.



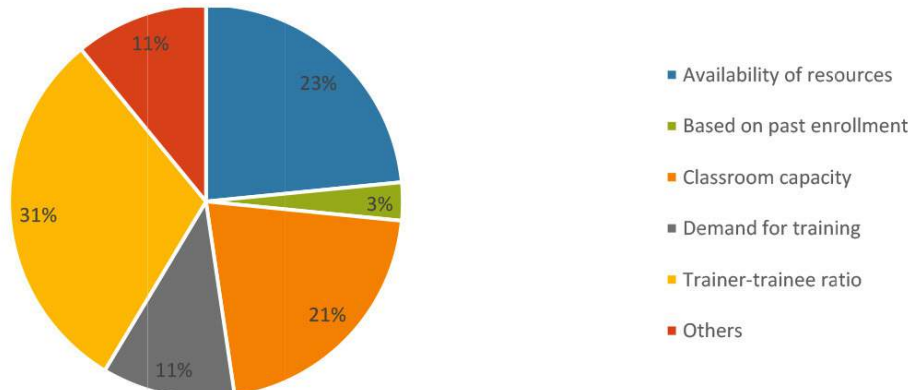
Figure 24: Factors considered in offering new skills programs



Besides the factors considered for deciding on new program, training providers were also asked to list out factors they look into while deciding on the intake capacity or number for each program. These factors being availability of resources, past enrolment trends, classroom capacity, demand for training and trainer-trainee ratio.

Majority have said that they look into factors such as availability of resources, class room capacity and trainer-trainee ratio in considering the intake capacity. The assessment is similar for both public and private owned institutes.

Figure 25: Factors considered in deciding intake capacity







# Part Three

# Industry Outlook





## PART THREE INDUSTRY OUTLOOK

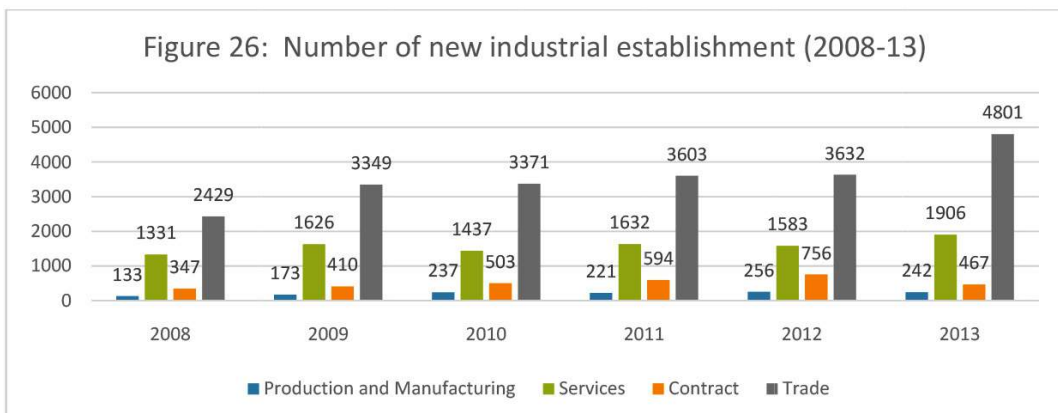
Bhutan's GDP according to 2013 is recorded at Nu. 104.4 billion. The country's GDP grew by 2.05% in 2013. The agriculture sector contributes 16.18% to the country's GDP, while the industry sector contributes 42.3% and the services sector contributes 41.52% to the GDP.

Agriculture and forest has a labor force engagement of more than 59%. The main driver of Bhutan's economic are the hydropower, tourism and hospitality, construction, agriculture, forestry and arts & craft sector/industry.

Private sector is seen as an important driver for economic growth and employment generation though it is largely depended on the Government for its sustenance and development. Bhutan's private sector is described as weak and at a nascent stage of development. Some of the challenges, as highlighted in the Economic Development Policy 2010 are inadequate infrastructure, high transportation cost, small domestic market, inconsistent policies, lack of management skills, lower productivity of labour, absence of R&D capability, access to land and shortage of professional.

However, as per the Statistical Yearbook of Bhutan 2014 (NSB), there has been steady growth of new industrial establishment every year. In 2013, the number of industrial license holders increased to 2485 against 2177 in 2012. More than 90% of these establishments were operated by the private sector. As per the cottage and small scale industry report 2012, cottage and small industry constitute more than 95% of the total industry in Bhutan.

The highest number of registration of industrial establishment has been in trade. Since 2008, 2500 to 4800 new trade licenses have been issued and there has been more than 1300 to 1900 new registrations in the service industry. In 2013, 242 new licenses in production and manufacturing and 467 contract services were issued.



The outcome and result in this section has been derived from the Industry Outlook survey conducted targeting a wide range of industries and establishments in the country ranging from cottage scale to large scale. A total of 1283 industries participated in the survey, however, survey data pertaining to 1029 industries were used for the analysis.

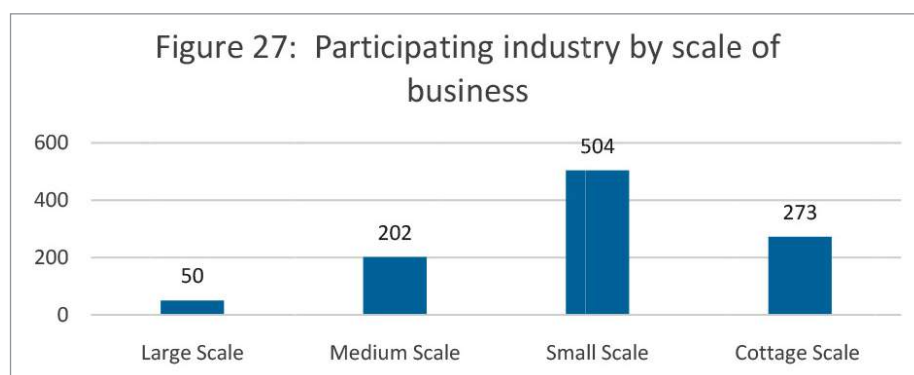




These industries are broadly classified into five sectors; Government, Autonomous, NGO, Private Businesses and Government owned Corporation. Further the industries are categorized by their area of businesses and by scale of operation. Large scale firms are expected to employ over 100 people, medium scale employs between 20 to 99 people, small scale employs between 5 to 19 people and cottage scale employs between 1 to 4 people.

In this section a detailed assessment will be made into the industry profile, skilled workers employment trend and profile, recruitment practices, performance of skilled workers, workers attrition trend and causes, and the income and benefit structure. An assessment will also be made into the profile of demand of skilled workers in the country.

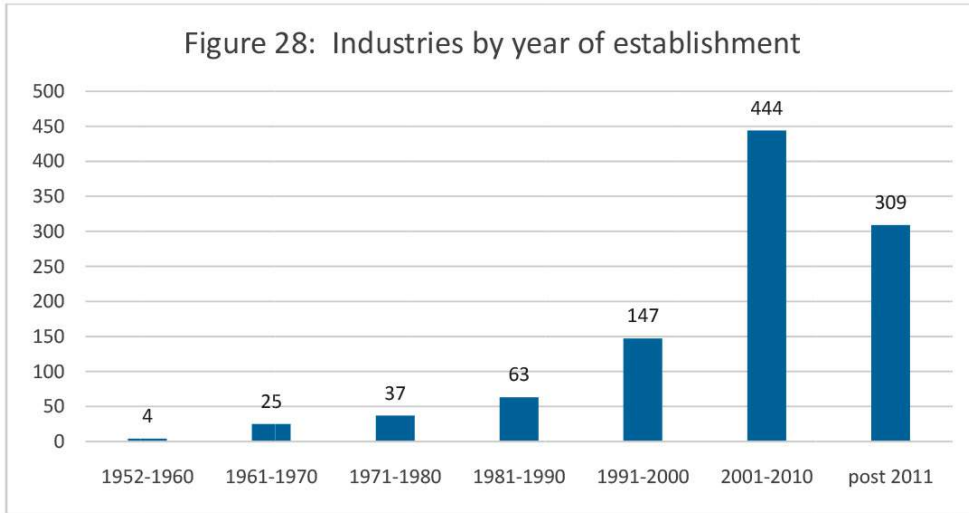
As indicated in the following figure, a total of 273 cottage scale, 504 small scale, 202 medium scale and 50 large scale industries participated in the survey. While the survey does not capture the entire industry population in the country, the survey outcome and result from the 1029 industries should provide a deeper understanding on profile and outlook of the overall industries in the country.



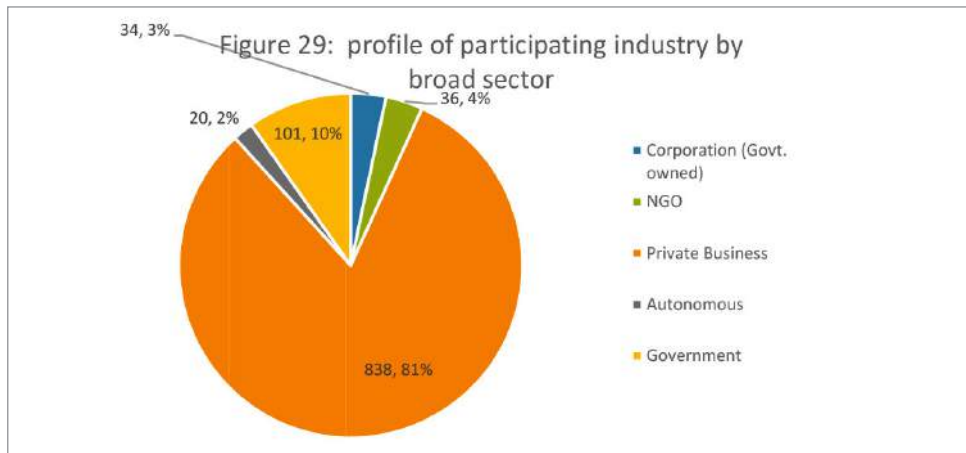
The establishment were also asked to provide details on their year of establishment. Most establishment as indicated in the following table, were established between 2001 to 2010 and post 2011. Most establishment established before 2001 are government and government-owned enterprises. However, post 2010, there were many establishment that sprang up, most of which are private businesses. This can also be attributed to the expansion in the hydro-power sector. Further, the Economic Development Policy and the Foreign Development Policy were both endorsed in 2010 ushering in new businesses in various economic sectors.







As indicated in the following figure, out of the 1029 participating industries, 81% are private businesses, followed by Government (10%), NGO (4%), Government-owned Corporation (3%) and Autonomous Agencies (2%). However, most government and government-owned corporation are large or medium scale in nature whereas most private businesses are small or cottage scale in nature.



A large number of those who participated in the survey are with trading & services businesses followed by tourism & hospitality and building & construction. As indicated in the subsequent figure, most of the industries/ establishments are located in the Capital Thimphu followed by Paro, Chukha and S/Jongkhar.



Figure 30: profile of participating industry by area of business

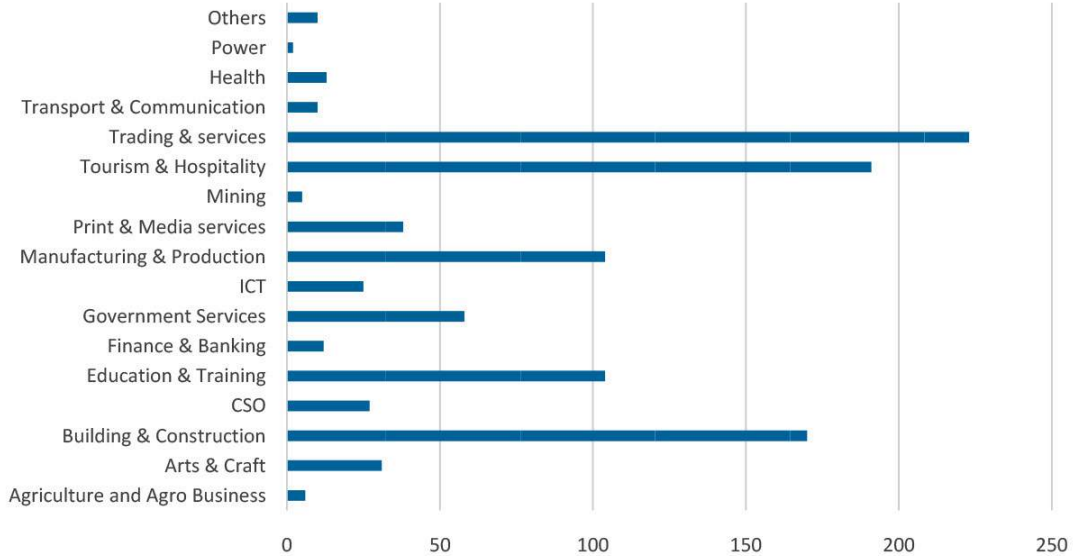
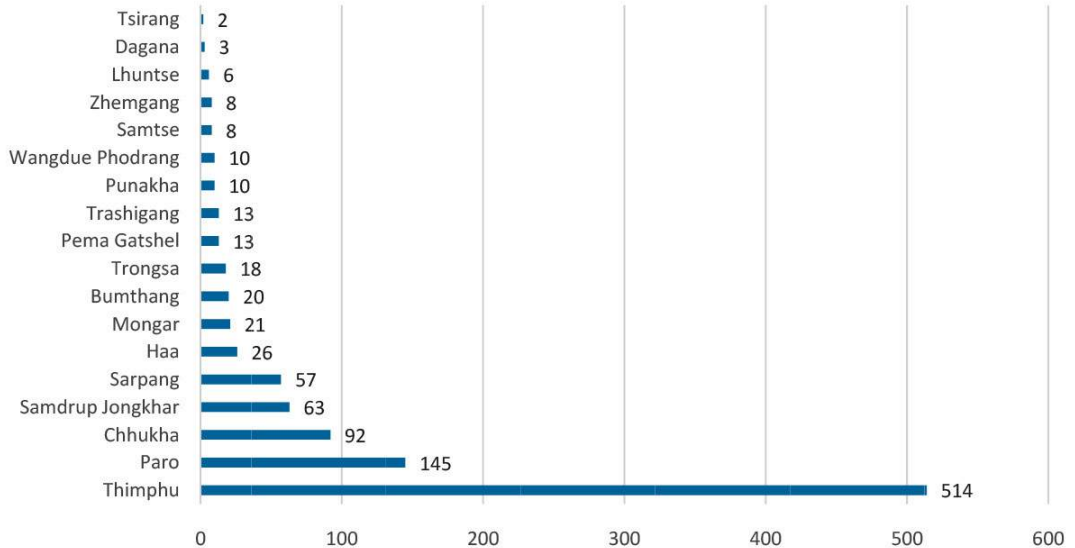


Figure 31: Profile of participating industry by location

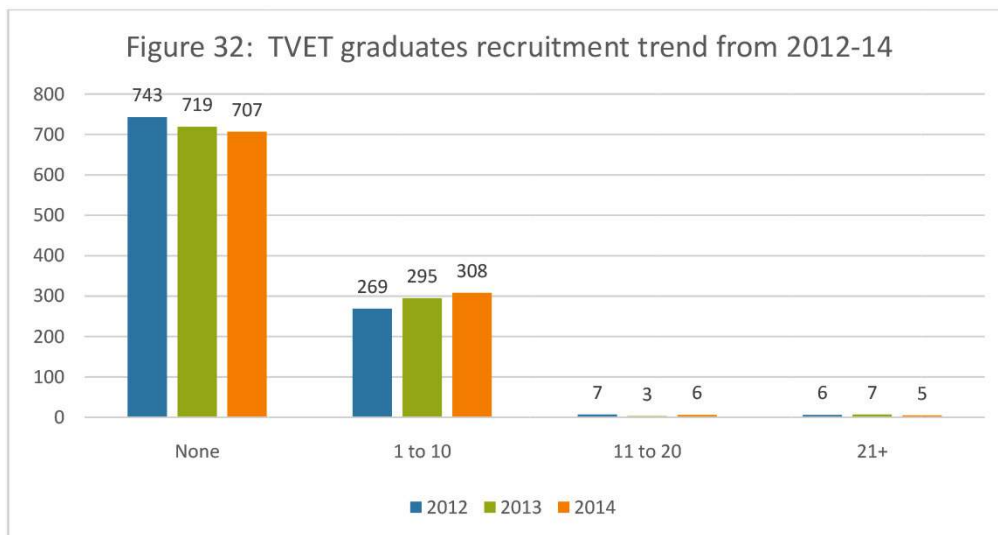


### Employment trend and profile

In this section, an assessment has been made into the employment trend and profile. Industries were asked to provide details on the number of TVET graduates recruited by their organization in the recent three years (2012 to 2014). As indicated in the following figure, a total of more than



700 industries have not recruited any TVET graduates in the last three years. Whereas, 269 to 308 industries have recruited 1 to 10 TVET graduates in the last three years. Only few industries have recruited between more than 11 TVET graduates. However, the trend of industries not recruiting TVET graduates are on decline and those recruiting TVET graduates is increasing over the last three years.



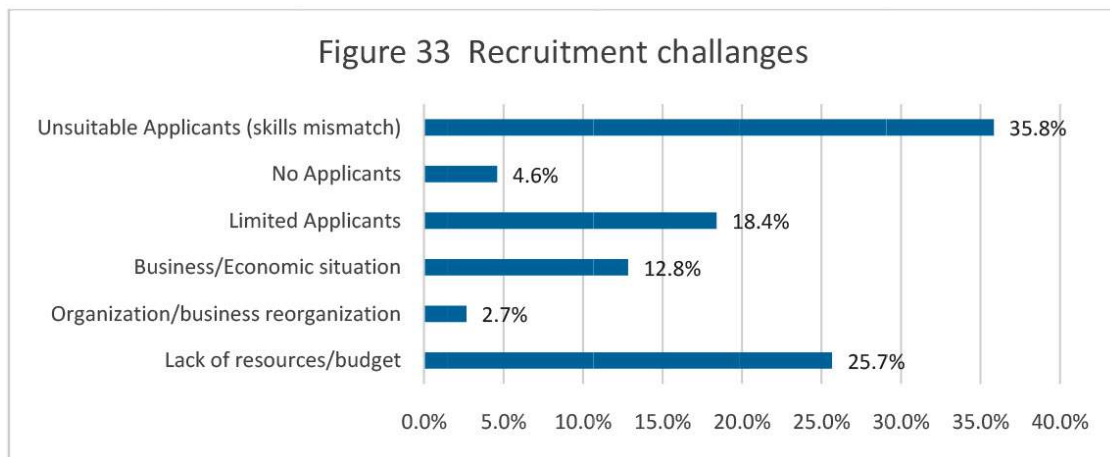
The establishment were also asked to provide details on the number of existing TVET graduates working with their organization. 35.4% of the establishments indicated that they have no TVET graduates working in their organization. 84% of these were private businesses. Whereas 10.9% of the establishments said that 20 to 29% of their total employees constitute TVET graduates. 11.5% of establishment has 30-49% TVET graduates and 20.68% of the establishments have more than 50% of their total employees as TVET graduates.

Further, a total of 517 surveyed establishments said that for the past consecutive years (from 2012 to 2014) they have not recruited any TVET graduates. Sector wise, 79.3% of these establishments are private business and 11% are government. Scale wise 31.7% are cottage scale, 51.5% are small scale, 14.9% are medium scale and only 1.9% are large scale firms.

The industries were further asked if it was challenging for them to recruit skilled workers for any vacancies or position. Out of the 1029 industries, 247 industries indicated that they had difficulties recruiting skilled workers for certain position. 35.8% highlighted unsuitable application or skills mismatch as the main issue. 25.7% said they lack resource or budget to hire new people.



Figure 33 Recruitment challenges



From those industries who carried out TVET graduate recruitment in 2013/2014, only 8% indicated that they had difficulty in hiring or sourcing TVET graduates in some of the skills/trades. Employer who indicated they had difficulty sourcing graduates were also asked to identify the particular skills where they could not hire or source workers. The industry indicated a wide range of skills like plumber, cook, electrical, baker, civil engineer, carpenter, auto electrical and other 70 trades where they could not source people for the 2013/14 recruitment (details in annexure V)

The surveyed industries were also asked about the methods they used for recruitment of TVET graduates for job positions or vacancies available in their organization. A vast majority (62.2%) of employers indicated that they used hiring through personal contact or relationship followed by TV or Newspaper advertising. 34% used their organization website and 23.6% used head-hunting or talent hunting. 27.7% has used the Employment website (Job Portal system) to hire new recruits and 16.2% have used the job fairs as a means to hire new recruits.

When recruitment methods are examined by the scale of organization, a number of notable difference emerge. As indicated in the subsequent figure, larger scale industries are in position to use all forms of promotion methods as compared to medium, small or cottage scale industries. This is expected since larger industries would have bigger income at their disposal to take advantage of all modes of recruitment processes and methods.

Another notable difference is that hiring through personal contact or relationship is not so popular in larger organization but very much prevalent in the smaller scale industries. Talent or head hunting is also more prevalent in smaller scale industries. TVET and newspaper advertisement is popular across all industry level.





Figure 34: Recruitment methods used by industries

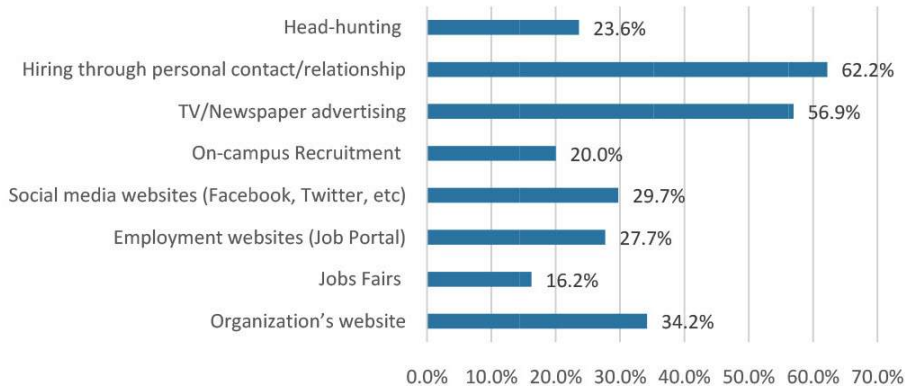
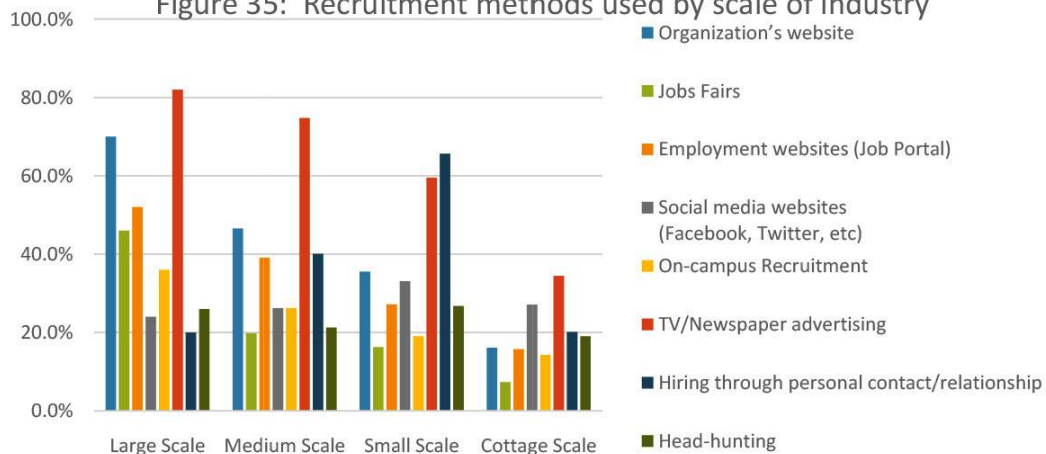


Figure 35: Recruitment methods used by scale of industry



### Future Recruitment Plan

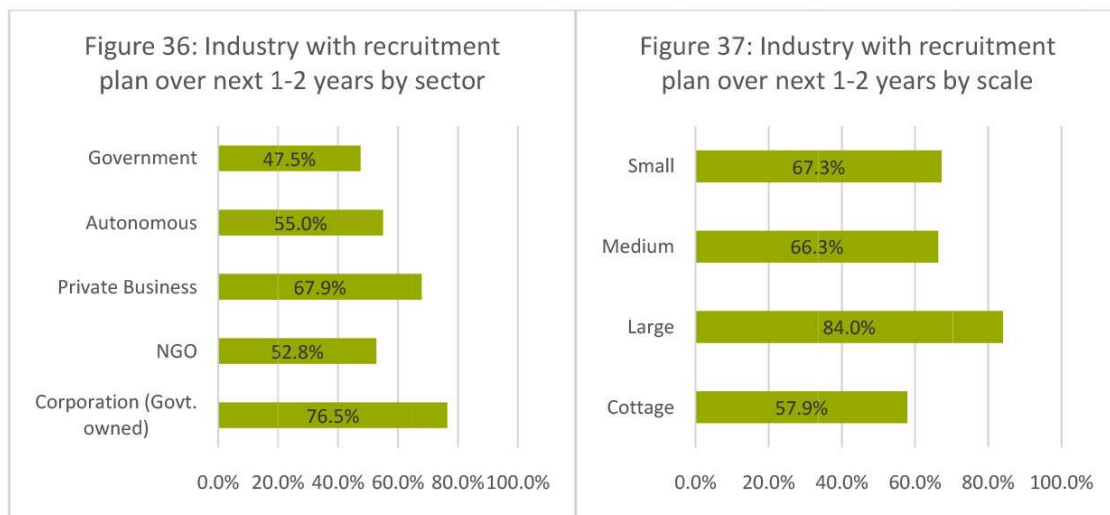
Through the industry Outlook Survey, the surveyed establishments were asked to provide details on the kind of skilled worker their organization would recruit in next 1 to 2 years. The surveyed establishment were asked to list out a maximum of five trades with their requirement in number. A total of 356 (34.6%) establishment said they have no plans to hire TVET graduates over the next 1 to 2 years. However a total of 673 (65.41%) establishment provided details on their future human resource requirement.

As indicated in the following figure, 76% of the Government owned corporation have plans for recruitment of TVET graduates in the next 1 to 2 years. Similarly, 67% of the private businesses, 55% of the autonomous body, 52% of the NGO and 47% of the Government bodies have plan to recruit TVET graduates within next two years.



Though the past recruitment trend over the last three years were not very optimistic as indicated in the earlier figures, there seem to be a good indication of TVET requirements from all industry in the future.

Scale wise, most small scale industry (67%) have indicated their plan to hire TVET graduates over the next two years. 84% of the large scale industry, 66% of the medium scale industry and 58% of the cottage scale industry will be making recruitment within the next two years as indicated in the following figures.



As indicated in annexure IV, over the next 1 to 2 years, surveyed industries have specified wide range of human resource requirements. Those number exceeding 50 are nurses, laboratory technician, laborer, electrician, construction carpenter, engineer, house keeper, photo designer, motor vehicle mechanic, cook, F&B attendant, plumber, mason, photo editor, welder, lines man, medical doctor, concrete worker, electrical engineer and heavy vehicle driver (Figure 51).

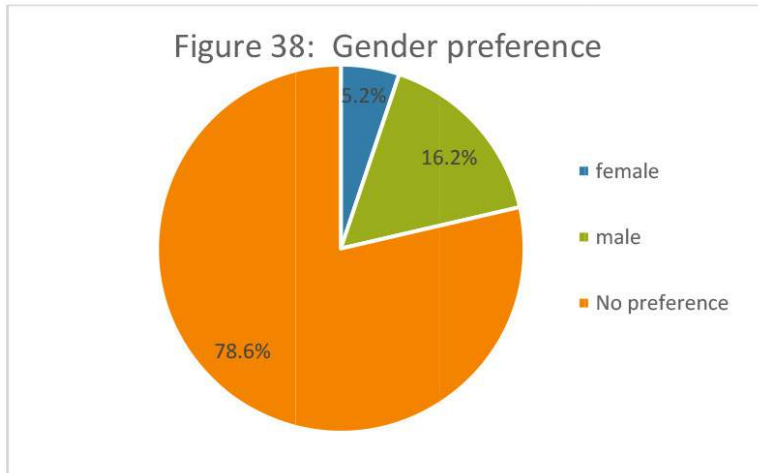
### Gender Preference

The industries were asked if their organization have any gender preference while recruiting or hiring people for their organization. As indicated in the following figure, majority of the industry (78.6%) indicated that they have no gender preference, whereas 16.2% indicated they prefer male workers and 5.2% indicated that they prefer female worker. Those industries who have indicated preference for male workers said it is because of the nature of work, hard/heavy labour, long working hours, requirement of physical strength, experience, confidence, flexibility, requirement for constant traveling and location of work site as their reasons.

Those industries that indicated preference for female worker said it is because female are perceived to be hardworking, better at communication, responsible, organized, caring, good manager, committed in their work, processes good public relation, customer friendly and are



hardworking. Therefore, while male are preferred in jobs which require physical strength and mobility, female worker are preferred in jobs that require organization, communication and soft skills.



### Performance and Attrition

The industry were asked to rate their TVET graduates in their organization on eight aspects; teamwork and initiative, commitment to organization, analytical & critical skills, communication skills, attitude towards work, relevancy of skills/knowledge from the training to the organization, work knowledge and adaptability/preparedness to the work environment.

In considering these findings it is important to note that different individual across an agency or organization and different sector group would likely have different expectation and rating. The evaluation given would also be constrained by the time factor since an individual performing well in one aspect would fall short in a different time period. Therefore the survey outcome is a generic indicative of TVET graduates in these different dimensions. Further, the survey was participated by the Human Resource Officer or the manager of the organization who provided their assessment of the TVET graduate performance.

As indicated in the following table, most industries have made positive assessment of TVET graduates in all the eight trades. A higher level of assessment is made on teamwork and initiative, commitment to organization, attitude towards work and work knowledge.



Table 3: Employer’s assessment of TVET graduate performance

Particulars	Very poor	Poor	Average	Good	Excellent
Adaptability/Preparedness to the work environment	1.5%	2.2%	36.6%	40.9%	18.8%
Work Knowledge	0.9%	1.9%	31.9%	43.4%	21.9%
Relevancy of skills/knowledge from their training to the company/organization	1.6%	8.0%	37.5%	37.8%	15.2%
Attitude towards work	1.3%	4.5%	32.7%	39.0%	22.6%
Communication skills	0.9%	3.5%	33.3%	41.8%	20.5%
Analytical & Critical Skills	1.3%	7.7%	42.3%	34.1%	14.7%
Commitment to organization	1.6%	5.2%	30.2%	39.8%	23.1%
Team work and initiative	1.5%	3.8%	27.0%	39.7%	28.1%

The survey also assessed turnover of TVET graduates over the last three years (2012 to 2014). Majority of industry (636 to 712) indicated that no TVET graduates left their organization. However, a total of 282 industries indicated that 1 to 4 TVET graduates left their organization in 2012. This number increased to 354 in the year 2013 and 299 in the year 2014. Around 27 to 30 industries indicated that 5 to 9 TVET graduates left their organization in 2012 to 2013. Very few employer indicated that more than 10 TVET graduates left their agencies.

The industries were asked to provide details on the reason for TVET graduates leaving their organization. As indicated in the following figure, most said that they lacked commitment / loyalty to the organization. Others left because they found better job opportunities or they desired for better salary. However, it is important to note that these are the reasons given by the employer. A similar survey carried out from the employee’s prospective would give a different result.







Figure 39: Attrition of TVET graduates 2012-14

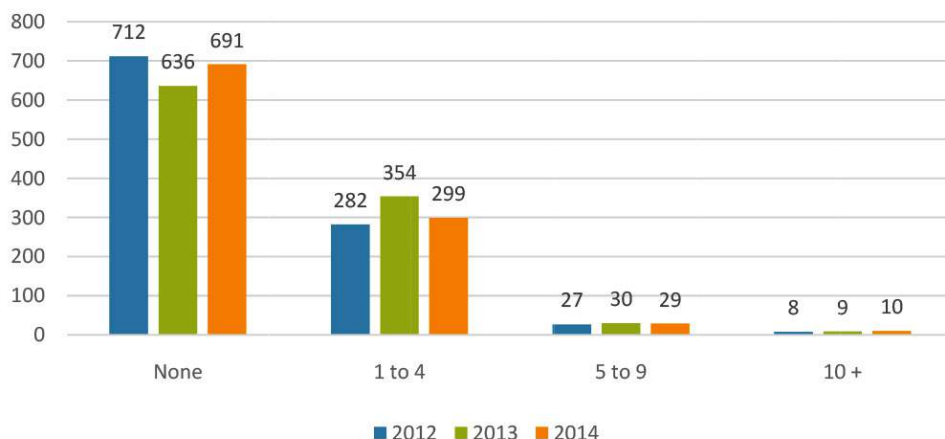
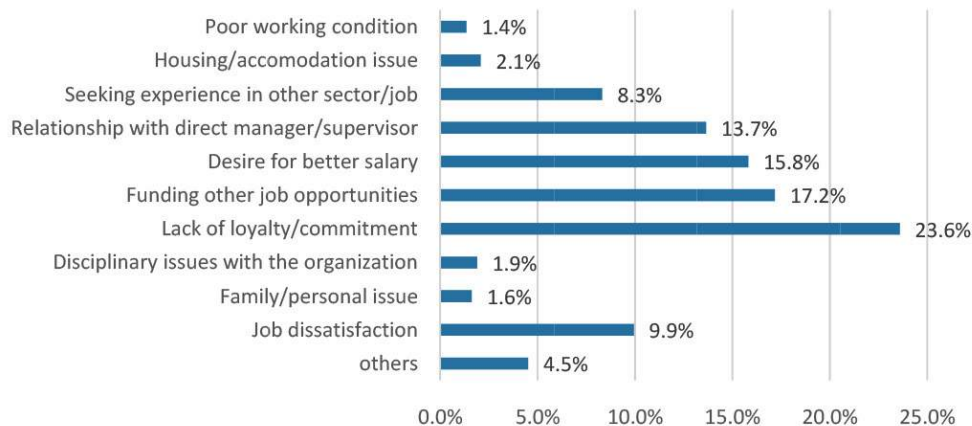


Figure 40: Reasons for attrition



### Income and benefit structure

The establishments were asked to provide details on the first monthly salary for a full time regular skilled worker and for a contract skilled worker. As indicated in the following table majority of full time worker (53%) are paid within the salary range of Nu. 5,000 to 9,999 and 23% are paid within the salary range of Nu. 10,000 to 14,999. However 13% of the surveyed industries are paying less than Nu. 5000 for a full time while there are few industries paying salary within the range of Nu. 20,000 to 24,999 and also above Nu. 25,000.

With respect to contract workers, a smaller majority of 32% are paying within the salary range of Nu. 5000 to 9999. 19.7% of the industries are paying less than Nu. 5000, 25% are paying with the salary range of 10,000 to 14,999. A higher 11.8% of the industries are playing salary of more than Nu. 20,000.



*Table 4: Salary range for full-time and contract TVET worker*

Salary Range (in Nu.)	Full Time Worker	Contract Worker
Less than 5000	13.0%	19.7%
5000 to 9999	53.0%	32.2%
10,000 to 14,999	23.1%	25.8%
15,000 to 19,999	7.0%	10.4%
20,000 to 24,999	2.2%	5.4%
25,000+	1.8%	6.4%
	100.0%	100.0%

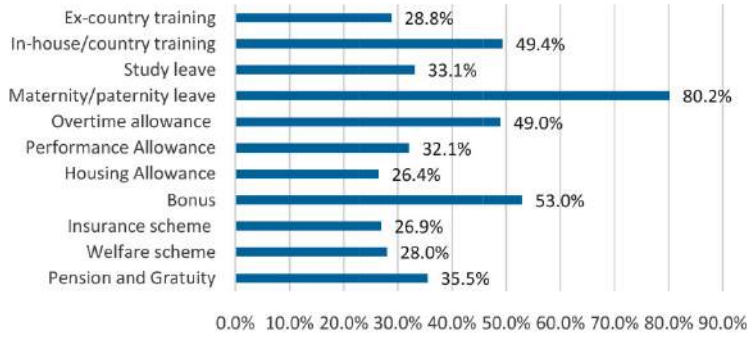
Besides the first monthly salary, an assessment was made into other benefits with the 1029 establishments. The establishment was asked if they have bonuses, performance allowance, training support, pension and gratuity scheme, welfare scheme and other benefits for their employees. As indicated in the following table, most establishments have maternity and paternity leave in place. This could also be because the Labour and Employment Act which mandates all industries to have one month maternity leave. However, 20% of the establishment do not have this in place. Bonuses and in-house/ in-country training support are also available in more than half of the establishments. However, only 35% of the establishments have pension and gratuity, 28% have welfare scheme and 26% have insurance schemes for their employees.

As indicated in the subsequent figure, larger firms are in position to provide all different benefits as compared to smaller firms. While bonuses, performance allowance and maternity leave are equally prevalent at all industry scale, pension, gratuity, insurance, ex-country training and other benefits are more prevalent in larger scale industries.



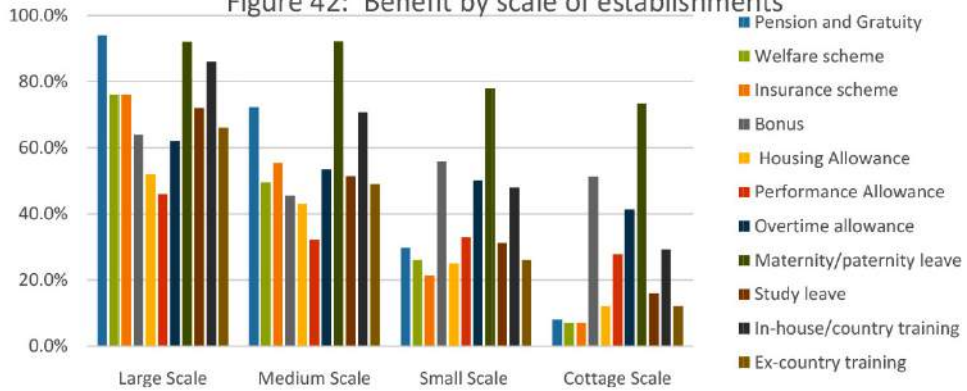


Figure 41: Benefit provided by surveyed establishment



0.0% 10.0% 20.0% 30.0% 40.0% 50.0% 60.0% 70.0% 80.0% 90.0%

Figure 42: Benefit by scale of establishments







# Part Four

# Gap Assessment





## PART FOUR GAP ASSESSMENT

The current unemployment and under-employment in Bhutan can be largely attributed to inadequate skills and skills mismatch. As a result, the country's development has been supported by import of large number of skilled foreign workers. An efficient and effective TVET is seen as a means to develop the skills and technical capacity of Bhutan's human resource in various economic sectors and to bridge gap between skills and jobs.

In this section, an assessment has been made into the existing gap between the industry (demand) and the current capabilities of the TVET institutions (supply). The mismatch between the TVET output and the employer's needs includes the type of trades or occupation offered against those in demand, competencies acquired compared with industry's requirement, understanding and awareness on TVET linkages and support programs and participation in various TVET linkages.

The assessment has been made from the two surveys; the TVET institution survey conducted with 65 TVET institutions and the Industry Outlook Survey conducted with 1029 industries in the country. Following gaps have been identified based on the survey reports:

### **GAP 1: Lack of HR Guide or Strategy within the Industries**

While larger organization and government or government-owned enterprises have a proper structure within the organization, most private sector organization lack the structure and organization within their establishment. Out of the 1029 surveyed establishment, only 51% indicated that they have HR plan or strategy for their organization and employees where as 49% indicated that they do not have any HR Plan. Similarly, out of the 65 TVET providers only 50% said they have Human Resource Unit within their organization. The lack of human resource direction would means that the recruitment plan and human resource management within organization are very ad-hoc in nature or non-existence.

As indicated in the following table, majority of Government owned corporation, autonomous agencies, government and NGO agencies have HRD plan or direction. However only 45% of private businesses have an HR plan.

As indicated in the subsequent figure, 33% of the cottage scale and 49% of the small scale industry have HR plan. Majority of large scale industries and 68% of the medium scale have HR Plan.

Lack of HR plan within organization makes it difficult to collect human resource requirement of the organization as the businesses expand and grow in future. Even with most sector/industry association and council, the lack of human resource strategy has been one of the biggest disadvantages thus making it difficult to collect data and information for development of national level HR planning or making skills forecast.





Figure 43: Agencies with HR Plan by sector

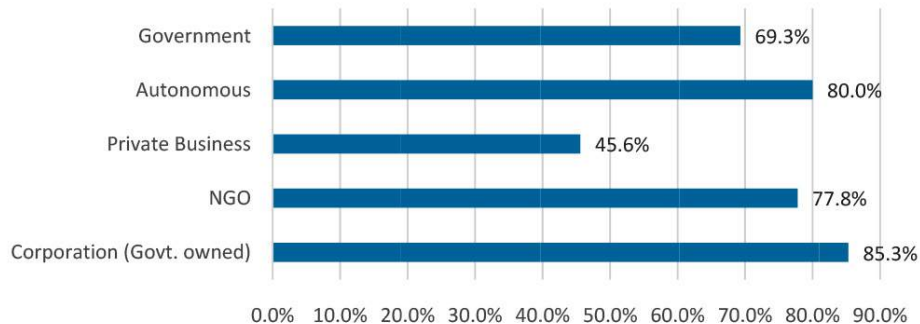
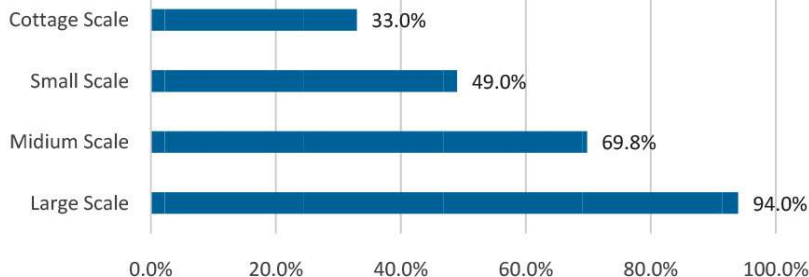


Figure 44: Agencies with HR Plan by scale of industry



## GAP 2: Soft skills in demand against provided

Through the TVET Institution survey, training providers were asked what additional competencies (mainly soft skills) they provide besides the skills training they offer. Similarly the 1029 surveyed industries were asked what soft skills they wanted in their skilled workers.

As indicated in the following figure, while TVET providers have identified interpersonal and communication skills as the number one soft skills, they have also identified creativity and innovativeness as the main competency they want in a skilled worker. Other popular soft skills provided by TVET providers are creativity/ innovativeness, passion/ commitment/ attitude skills and entrepreneurship skills. Whereas, competencies identified by the industry, besides creativity and innovativeness are teamwork skills, passion/ commitment/ attitude and interpersonal and communication skills.

It is also odd to note that both the industry as well as the TVET provider placed least emphasis on analytical competencies of skilled workers. However, the soft skills in demand would vary by the nature and type of businesses and also the sector they represent. Therefore, TVET institutions should further liaise with the industries (they specifically cater to) in determining relevant competencies or soft skills to be provided to the trainees of their program since the assessment provided here is very generic and represent all industry/sector type.





Figure 45: Soft skills offered by TVET providers

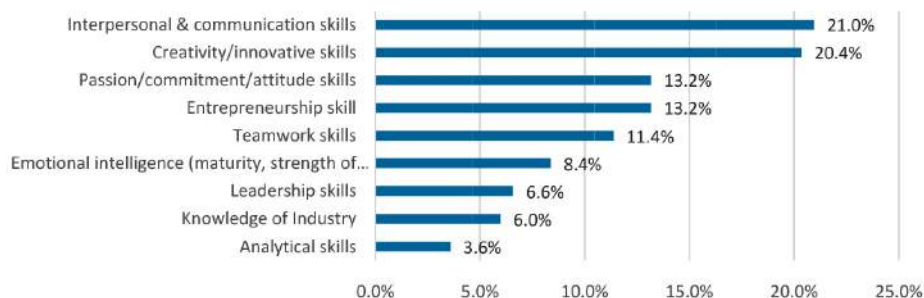
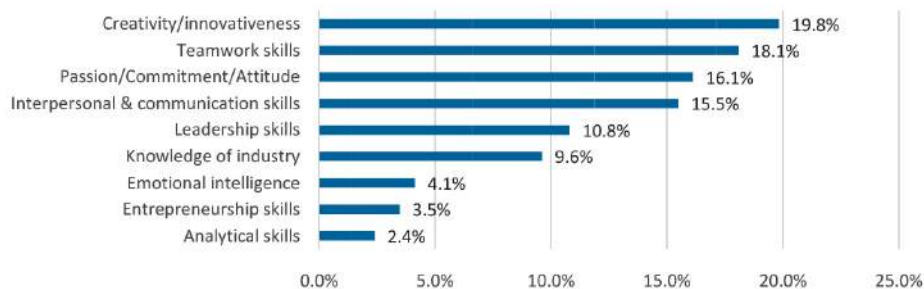


Figure 46: Soft skills demanded by the industry



### GAP 3: Poor awareness and weak support on TVET linkages

The success of any TVET system is heavily dependent on the relationship between the TVET institutions, industry/employers, TVET stakeholders and social partners. With any TVET program or reform implementation, this relationship needs to be strengthened and formalized. Despite efforts from both sides, TVET linkages in Bhutan is still weak, adhoc and needs formalization. Further there is lack of capacity within the industry as well as the MoLHR to carry out TVET linkage activities actively.

Through the TVET Institutions survey, as assessment was made into familiarity of the participating providers on various TVET reforms, policies and concepts. Institutions were asked what is their level of understanding on the VET Policy, major TVET reforms like Bhutan Vocational Qualification Framework (BVQF), National Competency Standards (NCS), Competency Based Training (CBT) and Recognition for Prior Learning (RPL) and dominant TVET linkage programs such as Skills Competition, on-the-job training and TOT.

The BVQF has been developed to supplement and complement the Bhutan Qualification Framework (BQF) which sets out the relationship between the tertiary education system, the technical and vocational education and training, and the school system. The BVQF specifically provides horizontal and vertical pathways to technical and vocational education and to higher education.



As indicated in the following figure, most TVET providers have good grasp on on-the-job training which are implemented in partnership with the industry. They also have a good understanding on TOT program support offered through the MoLHR, though not many have availed the program support as indicated in the earlier chapter. Most providers are also aware of the VET policy. However, providers needs to be made more aware of Bhutan Vocational Qualification Framework (BVQF) and Recognition for Prior Learning (RPL).

Similar assessment was made with the industries. As indicated in the subsequent figure, most industries are not aware of various TVET terms, reforms and programs. On an average, 55% of the industry have mentioned that they have no awareness on the existence of the Technical Training Institute (TTIs) and the Institute of Zorig Chusum (IZCs). Only 14.8% are aware of National Competency Standard and 13.8% are aware of Competency Based Training. Compared to the TVET providers, industries have low level of awareness and understanding on various TVET programs.





Figure 47: Training provider's awareness on TVET linkages and programs

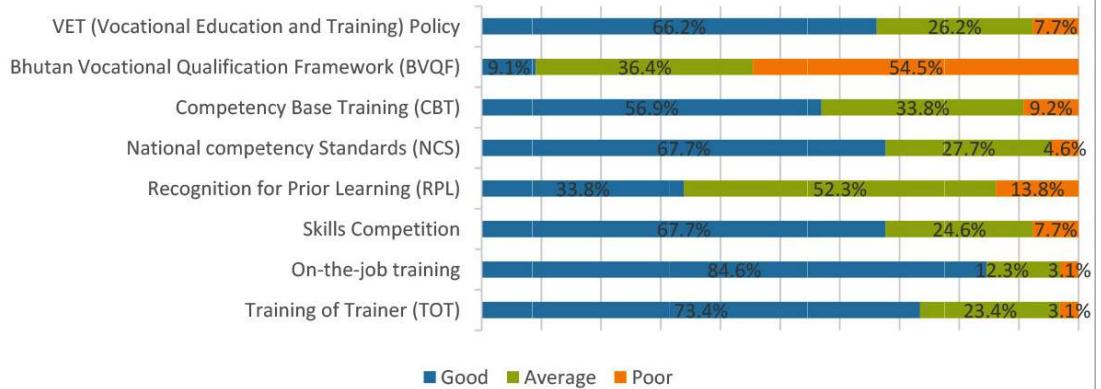
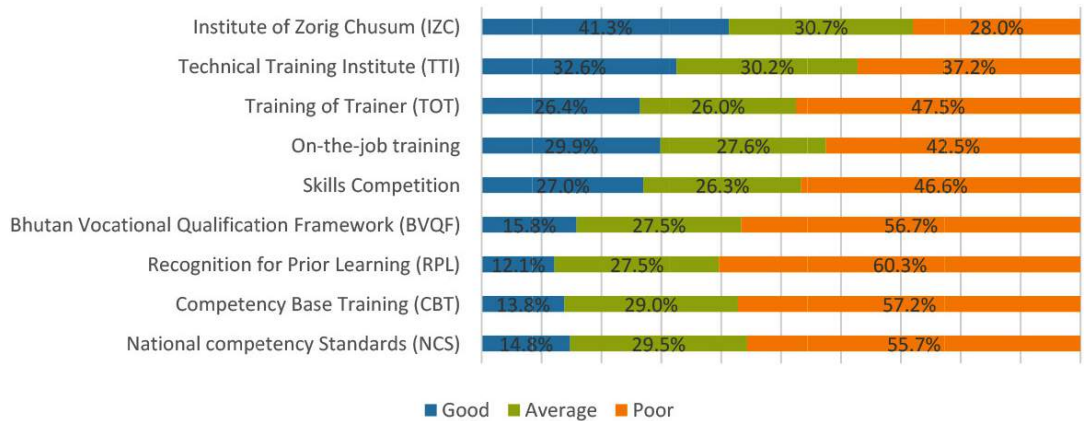


Figure 48: Industry's awareness on TVET linkages and programs



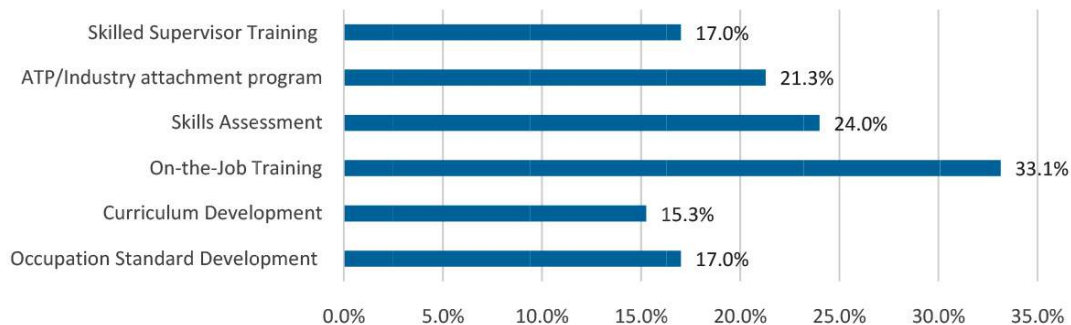
The following figure gives an indication of partnership by the TVET providers and Industry/ Employer on various TVET programs. As indicated, 41% of the TVET providers have collaborated in providing ATP program, 50% have collaborated in skills assessment and 46% in development of national competency standards. While 61% of the TVET providers have collaborated in the curriculum Industries on the other hand have lower level of collaboration on various TVET linkages and support programs. As indicated in the subsequent figure, only 15 to 17% of the surveyed industries have collaborated in curriculum development, skill supervisor training and occupational standard development. 20 to 30% of the industries have collaborated in ATP, skills assessment or on-the-job training support.



Figure 49: Training providers participation in TVET linkage programs



Figure 50: Industry participation in TVET linkage programs



#### GAP 4: Skills in Demand vs. Skills offered

Through the TVET institution survey, training providers were asked to list out the programs they will be diversifying into in future. Similarly, the industry were asked to identify their skills worker requirement over the next 1 to 2 years.

As indicated in annexure II and annexure III, most existing training providers do not have a diversification plan. On the other hand, industries (annexure IV) have listed out a wide range of HR requirement over the next 1 to 2 years as indicated in figure 51. Further, the areas of diversification specified by the TVET providers are the ones already in existence and the current capacity within the institutions does not allow them to offer higher level or more specialized program. Private training providers are also not very keen on offering TVET courses which requires high investment (in terms of training materials, trainer). So programs which are in demand but does not attract private participation/investment will have to be taken up by public TVET institutions.

The Economic Development Policy (EDP) 2010 has identified high quality green services, agro and forest based production, energy, information and culture industry, natural resources, transportation and related services, construction, manufacturing and waste management



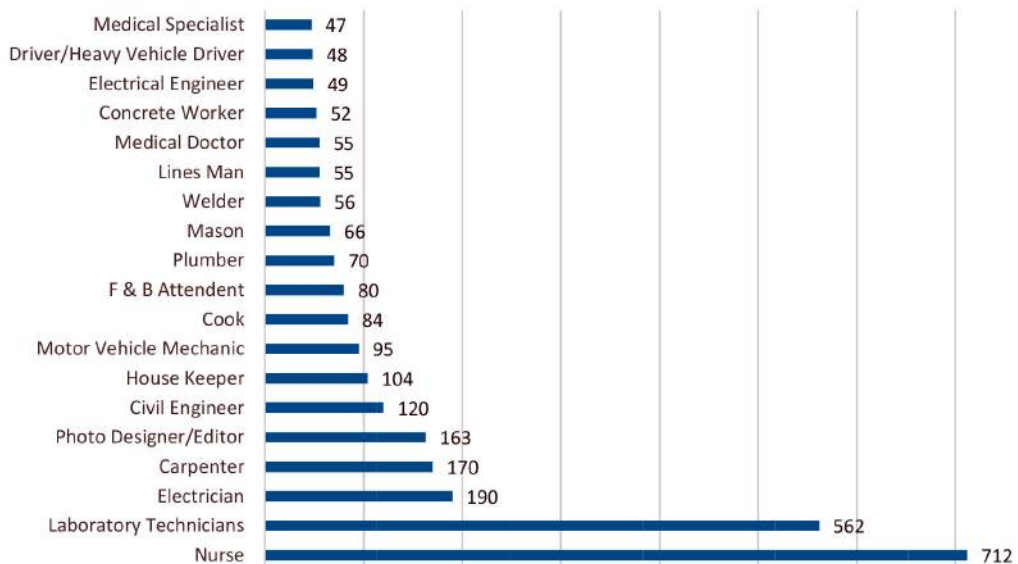


services as the economic sectors for revenue and employment generation. Further, the strategies identified under the EDP is to diversify economic base, harness value added services, increase and diversify exports, and promote brand Bhutan while taking into consideration to sustainable and environment aspect. Further the Economic Stimulus Plan (ESP) 2013 will support 'productive economic activities that will promote youth employment, cottage, small and medium enterprise (CSMEs), entrepreneurship and start-up business, agro-business, import substitution, construction/housing, green business development, women empowerment among others'.

To foster growth of the sectors identified under EDP and ESP, HRD intervention in form of appropriate TVET support needs to be put in place so that human resource capacities in these sectors are built. Currently majority of TVET providers are providing very generic short-term certificate level program in basic IT, administration, marketing and other areas which are cross sectorial in nature.

While the newly established Jigme Wangchuck Power Training Institute (JWPTI) will cater to high-end specialized training for the power/energy sector which will enable Bhutan to develop human resource expert in the hydropower, similar institutes are not available in other areas thus requiring the gap to be filled through assistance of external training providers and experts. Bhutan, however has good institutions in the area of hospitality and tourism, agriculture and forest, construction, traditional arts and craft and traditional & modern health. However, training in these areas IV needs to be at a higher level (National Diploma) and aligned with the Bhutan Vocational Qualification Framework which is not the case with most TVET institutions.

Figure 51: Skills in demand (47+ only) by surveyed industries over next 1-2 years



Note: Details in annexure IV





# Part Five

# HRD Advice







## PART FIVE HRD ADVICE

The HRD Advices highlighted in this section are targeted to the Royal Government of Bhutan, policy maker, TVET sector/institutions, students and all other TVET stakeholders for any relevant policy or program intervention. The advices are presented under three broad topics (a) TVET Relevance and Quality, (b) TVET Promotion and Partnership, and (c) TVET support and information. In this section, recommendation of new TVET courses/institutions are also highlighted.

### (a) IMPROVE RELEVANCY AND QUALITY OF TVET

#### **Strengthen the role of TVET as foundation for economic development**

Bhutan's labour market is characterized by high level of youth unemployment and widespread of underemployment. At the same time, there is lack of skilled workers to satisfy the needs to the industry and also to support development in sectors identified under the Economic Development Policy (EDP). Bhutan currently imports a high number of foreign workers especially in the construction and hydro-construction sector. The role of TVET needs to be given stronger emphasis on sustainable economic development. There should be alignment between the TVET strategy and the EDP or economic direction of the government. TVET's orientation towards the industry and economic needs means that it is well placed to address labour market challenges such as skill mismatch and unemployment. Further an efficient TVET can lead to development of various economic activities in the country through supply of skilled workforce and professionals and achieving our Government's vision of achieving full employment and promoting social inclusion and ultimately promoting Gross National Happiness amongst our citizens. Therefore, a stronger push from the Government in terms of policy and budgetary support needs to be in place.

#### **Increase number of Accredited TVET programs**

While there are more than 90 TVET providers providing offering a wide range of programs in the country, there are only handful providing accredited course. This means that most TVET programs in the country are not aligned with the Bhutan Vocational qualification Framework (BVQF), which in turn means that there is very little scope for TVET graduates to align themselves with higher education as per the Bhutan Qualification Framework (BQF).

While accreditation is not mandatory, low number of course accreditation directly correlates on the quality of TVET graduates. Therefore support, facilities and mechanism to encourage accreditation of TVET courses needs to be strengthened. One strategy could be to align national minimum wage with the BVQF, which would encourage greater push from the training providers and skilled individuals to get their courses/skills accredited. Further, the accreditation mechanism and facilities in place should be conducive to encourage more TVET providers in accrediting their programs.



## Provide soft skills component in TVET delivery

Most industries look for soft skills such as interpersonal relationship, teamwork, creativity & innovation, communication skills, passion, attitude and leadership besides the skills component. Further, in the era of Knowledge society, the role of workers have expanded from one dimensional role of manual worker to a critical and creative thinker, problem solver and an innovator. Therefore, skilling along with appropriate soft skills that are required by the industry should go hand in hand.

## Diversify TVET Programs

While there are more than 300 different TVET programs offered in the country, these programs are mostly limited to certificate and short-term programs frequently in the area of ICT, finance & accounting, management since Human Resources requirement of these programs are across all sector and industry type. Bhutan has a good number of TVET institutions in hospitality & tourism, traditional arts & craft, hydropower (with the establishment of new Power Training Institute), construction, agriculture and health. However, programs offered in these institutions are not tied with the BVQF and are offered only at certificate level. Therefore these programs need to diversify into higher level programs

Further, the Economic Development Policy 2010 has identified areas such as organic farming, agro processing, fisheries, health food, solar and wind technology, high end education, water-based products, textile, fine arts, film & media including animation, green technology, building materials, waste management, mass transportation and railway, ropeways and cable cars as the economic thrust areas. Currently there are no TVET providers in these areas of needs. Therefore course diversification with the TVET providers needs to be supported so that they can diversify into more technical and high-end TVET programs to support the economic development. Appropriate policy enabling TVET diversification as per the EDP and economic direction of the country needs to be in place.

## Develop ICT based learning in TVET

Information and Communication Technology (ICT) is seen as one of the major driving forces for Bhutan to become a knowledge based society. To this end, ICT infrastructure and facilities, ICT based learning and basic ICT literacy of all citizens is being given a lot of emphasis by the Royal Government. Globally, gainful employment increasingly depends on a person's ability to effectively and efficiently use ICT knowledge. Further with mechanization and development of high-end technology, the way industry delivers its services and develops products is changing drastically. Technology and ICT is having a big influence on how an industry does business and how it evolves. In a globalized world, ICT is seen as one of the major driving forces of the new economy.

ICT based learning in the field of traditional and contemporary Arts & Crafts, product development (wood and agro) and other relevant areas should be explored and supported.





## **(b) STRENGTHEN TVET PROMOTION AND PARTNERSHIP**

The level of understanding on various TVET reforms and linkage programs is quite weak among the TVET partners, especially among the industries. Further, collaboration on TVET linkage programs such as ATP, on-the-job program, skills assessment, curriculum development and occupation standard development is frail and these collaborations are ad-hoc in nature and not very systematic.

Therefore, efforts needs to be made to strengthen and structure TVET partnership and linkages between the TVET agencies, the employers and the TVET providers in the country. Further, MoLHR needs to carry out wider-reached advocacy on various TVET reforms and initiatives so that the general public (especially the training providers, employer and students) are made aware. TVET advocacy also needs to be tied to all career counselling units within the secondary education level.

The MoLHR is currently carrying out numerous advocacy in the form of success stories, skills competition, TVET winter camp, Zorig Day Celebration and TVET convocation among many others. However, these advocacies lacks stronger media coverage. Other advocacy areas should also be explored to make general public aware of BVQF pathways and other TVET reforms and programs.

## **(c) IMPROVE TVET SUPPORT AND INFORMATION**

### **Improve Labour Market Information and skills forecasting**

Accurate labour market information and skills forecast data is essential for TVET providers in providing TVET programs that are relevant and up-to-date to the labour market needs, for students to make decision on availing programs that has higher employment prospect and for secondary institutions to make accurate career guidance to the students. Currently, the labour market information are available only on the existing profile of jobs, industry and TVET courses, which lacks credibility since the industry requirements changes with business diversification and growth.

The MoLHR will have to take the lead role in developing an annual skills forecast for the country which should be shared with all TVET providers (both existing as well as the prospective), students, job seekers, secondary institutions ( at class X, Class XII) and colleges. The skills forecast will be a guide for aligning various TVET institutions to the future labour market needs of the country.

However, the challenge for MoLHR would be in terms of gathering information since Bhutan has a large number of informal sector. Further, most formal sector do not have appropriate HR plan in place and do not have a clear organizational direction. The MoLHR will have to work on developing a mechanism or tool for gathering accurate information from the industry. Further, incentives to businesses for sharing their information could be explored.





## **Strengthen career counselling at secondary level**

One of the advices highlighted in the first as well as the second Advisory Document was to improve career counselling at secondary education system. Middle and higher Secondary (class X and XII) education level are the key turning point for students since their decision will have direct impact on the kind of jobs they will take up later. At class X, a student decides either to enroll for higher education under different stream (science, commerce, IT) or opt for vocational programs. At class XII a student decides on various under-graduation programs or technical/vocational training available through TVET institutions.

Currently, career counseling offered at the secondary education level are very ad-hoc in nature and there are no systematic approach put into place. The MoLHR on the other hand lacks capacity to provide clear labour market information and skills forecast data which will be useful guide for any career counseling.

The MoLHR will have to take the lead and partner with the Ministry of Education (MoE) and other TVET institutions is developing a mechanism and putting a system in place for career counseling in all middle and secondary education level. MoLHR will have to further build capacity of partner agencies and provide up-to-date labour market information and data.

## **Enhance and improve technical support by MoLHR to TVET institutions**

The MoLHR provides various technical support and capacity development support to the TVET providers in the country. Some of these are assistance for development of Competency Based Training (CBT) curriculum development, Training or Trainer (TOT) in pedagogy, guide on Quality Management System and instructor's manual. The survey with the TVET providers indicated that most of the TVET providers have not availed these support. In fact, 29 providers have not availed the TOT (pedagogy) support which is basic requirement for training delivery as per the trainer's registration of DOS.

Therefore, there is need for MoLHR to enhance and improve its technical support to all TVET providers in the country in the form of TOT or curriculum development assistance. Further, these support facilities needs to be sustainable. For instance, TOT delivery capacity could be built within the private sector or institutions that will provide TOT program could be encouraged through the Registration Regulation of DOS.



## RECOMMENDED TVET COURSES

Bhutan has good number of TVET providers in the area of agriculture & forest, construction, power, health, traditional arts & crafts, tourism & hospitality, basic finance and accounting, ICT and administration & management (listed in annexure I). However, against these existing institutions, TVET institutions or courses in following areas should also be encouraged and supported to meet the human resource requirements of growth sectors as identified in the Economic Development Plan 2010, Economic Stimulus Plan 2013 and the Royal Government's plan in the 11<sup>th</sup> Five Year Plan.

Acting	Agro Processing	Animation (2D and 3D)	Barista training	Cane & Bamboo product development
Ceramic and pottery	CGI and special effect	Chocolatier	Community Tourism	Dairy product development
E-business	Eco Tourism	Event Management	E-waste management	Fabric Design and development
Fabricator	Floriculture	Food/Fruit Processing	Furniture & wood works	green car technology and maintenance
Green Technology	Health food development	Heavy machine operation	Heavy Vehicle driving	High-end Wall Painting
Home Appliances repair	Interior Design	internal heating and cooling	jewelry design and development	Local Governance



Media and graphics	Mobile Accessory development	mobile application development	Mobile Repair (Android and IOS)	Mountain hiking/tracking guide
Mud-rammed construction	organic cosmetic development	organic soap making	Packaging design and technology	Paper development (wood & bamboo)
Photography	Post-Harvest technology	Product Design & Development (manufacturing & production)	Product development (forest/agriculture & water base)	Product development (using local textile)
Product Development (using traditional arts & craft)	Production and Manufacturing trades	Research & Innovation (Agriculture)	Sales & Retail services	Screen play writing
Script writing	Select mineral based product development	software & application development	Solar and Wind Energy	souvenir design & development
Tailoring (traditional & contemporary)	Textile Art and Design	Training of Trainer	transportation and logistic	Waste management
	Waste management services		Welding (furniture and homes)	













## ANNEXURES

### Annexure I Profile of TVET programs currently offered in Bhutan

(Each institute were asked to list out only maximum of 5 programs they offer regularly)

SN	Name of the Institute	Ownership	Skills Program	Broad Training Area	Certification Level
1	Kun-Jung Institute of Technology and Innovation	Private	Computer Application Assistant	Information & Technology	Certificate
2	Kun-Jung Institute of Technology and Innovation	Private	Commercial Accounting	Accounting & Finance	Certificate
3	Kun-Jung Institute of Technology and Innovation	Private	Diploma in Commercial Accounting	Accounting & Finance	Diploma
4	Kun-Jung Institute of Technology and Innovation	Private	Store and Inventory Management with Tally9	Accounting & Finance	Certificate
5	Kun-Jung Institute of Technology and Innovation	Private	Office Management	Administration, Management & Support	Certificate
6	Manju Shiri International Language and Culture	Private	German Language	Language & Communication	Certificate
7	Manju Shiri International Language and Culture	Private	French Language	Language & Communication	Certificate
8	Manju Shiri International Language and Culture	Private	Chinese Language	Language & Communication	Certificate
9	Ugyen Wangchuck Institute for Conservation and Environment	Government	Conservation ,Forestry and Environment Studies	Land, Agriculture & Forest	Certificate
10	Ugyen Wangchuck Institute for Conservation and Environment	Government	GPS AND GIS	Land, Agriculture & Forest	Certificate
11	Ugyen Wangchuck Institute for Conservation and Environment	Government	Basic R-Statistics	Land, Agriculture & Forest	Certificate
12	Ugyen Wangchuck Institute for Conservation and Environment	Government	Analysis of Infrastructure from a Conservation Economics Perspective	Land, Agriculture & Forest	Certificate
13	Computer Management Institute	Private	Computer Application Assistant	Information & Technology	Certificate
14	Computer Management Institute	Private	Commercial Accounting	Accounting & Finance	Certificate
15	Computer Management Institute	Private	Office Management	Administration, Management & Support	Certificate
16	Computer Management Institute	Private	Diploma in IT	Information & Technology	Diploma
17	Computer Management Institute	Private	Diploma in CA	Accounting & Finance	Diploma
18	BISHT	Private	Front Office	Hospitality & Tourism	Certificate
19	BISHT	Private	House Keeping	Hospitality & Tourism	Certificate
20	BISHT	Private	Food and Beverage	Hospitality & Tourism	Certificate
21	BISHT	Private	Bakery Guide	Hospitality & Tourism	Certificate
22	BISHT	Private	Culinary	Hospitality & Tourism	Certificate
23	BISHT	Private	Diploma in Culinary Skills	Hospitality & Tourism	Diploma
24	Institute of Management Studies (IMS)	Private	Customer/ Client Course	Marketing	Certificate
25	Institute of Management Studies (IMS)	Private	HR Management	Administration, Management & Support	Certificate
26	Institute of Management Studies (IMS)	Private	Leadership	Administration, Management & Support	Certificate



27	Institute of Management Studies (IMS)	Private	Office Management	Administration, Management & Support	Certificate
28	Institute of Management Studies (IMS)	Private	Guide Course	Hospitality & Tourism	Certificate
29	Aa- Yang Music School	Private	Music Theory	Music	Certificate
30	Aa- Yang Music School	Private	Music Practical	Music	Certificate
31	Aa- Yang Music School	Private	Singing/ Vocals	Music	Certificate
32	Aa- Yang Music School	Private	Folk Music, Songs and Dances	Music	Certificate
33	Aa- Yang Music School	Private	Contemporary Music (keyboards, guitar, violin, drums)	Music	Certificate
34	TTI-Samthang	Government	Automobile Engineering	Automobile & Operation	Certificate
35	TTI-Samthang	Government	Heavy Vehicle Driving	Automobile & Operation	Certificate
36	TTI-Samthang	Government	Earth Mover Operator	Automobile & Operation	Certificate
37	TTI-Thimphu	Government	Service Engine Auxiliary System	Automobile & Operation	National Certificate
38	TTI-Thimphu	Government	Overhauling Power/ Drive Train	Automobile & Operation	National Certificate
39	TTI-Thimphu	Government	Service Clutch System	Automobile & Operation	National Certificate
40	TTI-Thimphu	Government	Service Steering System	Automobile & Operation	National Certificate
41	TTI-Thimphu	Government	Service Brake System	Automobile & Operation	National Certificate
42	TTI-Thimphu	Government	Practicing Occupational Health and Safety	Automobile & Operation	National Certificate
43	Gangung Driving Center of Excellence	Private	Light Vehicle Driving	Automobile & Operation	Certificate
44	Gangung Driving Center of Excellence	Private	Driving Introductory Course	Automobile & Operation	Certificate
45	Rigsum Institute of Information and Technology Management	Private	Commercial Accounting NC	Accounting & Finance	National Certificate
46	Rigsum Institute of Information and Technology Management	Private	Diploma in Commercial Accounting	Accounting & Finance	Diploma
47	Rigsum Institute of Information and Technology Management	Private	Tally	Accounting & Finance	Certificate
48	Rigsum Institute of Information and Technology Management	Private	Diploma in Information Technology	Information & Technology	Diploma
49	Rigsum Institute of Information and Technology Management	Private	Office Management	Administration, Management & Support	Certificate
50	Nyishar Training Institute	Private	Commercial Accounting	Accounting & Finance	Certificate
51	Nyishar Training Institute	Private	Computer Application Assistant	Information & Technology	Certificate
52	Nyishar Training Institute	Private	Tally ERP9	Accounting & Finance	Certificate
53	Nyishar Training Institute	Private	Customer Relationship Management	Marketing	Certificate
54	Nyishar Training Institute	Private	Office Management	Administration, Management & Support	Certificate



55	GPY Computer Training Institute	Private	Commercial Accountancy	Accounting & Finance	Certificate
56	GPY Computer Training Institute	Private	Computer Application	Information & Technology	Certificate
57	GPY Computer Training Institute	Private	Tally	Accounting & Finance	Certificate
58	GPY Computer Training Institute	Private	Hardware and Networking	Information & Technology	Certificate
59	GPY Computer Training Institute	Private	IT	Information & Technology	Certificate
60	Bhutan Center for Japanese Studies	Private	J-1 Basic i	Language & Communication	Certificate
61	Bhutan Center for Japanese Studies	Private	j-2 Basic ii	Language & Communication	Certificate
62	Bhutan Center for Japanese Studies	Private	j-3 Intermediate i	Language & Communication	Certificate
63	Bhutan Center for Japanese Studies	Private	j-4 Intermediate ii	Language & Communication	Certificate
64	Bhutan Center for Japanese Studies	Private	s-1 Basic -intermediate	Language & Communication	Certificate
65	Niche Institute of Management and Technology	Private	Commercial Accounting	Accounting & Finance	Certificate
66	Niche Institute of Management and Technology	Private	Business Management	Administration, Management & Support	Certificate
67	Niche Institute of Management and Technology	Private	Financial Management	Accounting & Finance	Certificate
68	Draktsho Vocational Training for Special Children and Youth	NGO	Traditional Painting	Arts & Crafts	Certificate
69	Draktsho Vocational Training for Special Children and Youth	NGO	Tailoring	Arts & Crafts	Certificate
70	Draktsho Vocational Training for Special Children and Youth	NGO	Embroidery	Arts & Crafts	Certificate
71	Draktsho Vocational Training for Special Children and Youth	NGO	Weaving	Arts & Crafts	Certificate
72	Draktsho Vocational Training for Special Children and Youth	NGO	Souvenir Making and Paper Making	Arts & Crafts	Certificate
73	Draktsho Vocational Training for Special Children and Youth	NGO	Envelope Making	Arts & Crafts	Certificate
74	Youth Media Center	NGO	Animation	Media	Certificate
75	Youth Media Center	NGO	VFXart,3Dmodelling, Roto	Media	Certificate
76	Youth Media Center	NGO	Graphics and Design	Media	Certificate
77	Youth Media Center	NGO	Sound and Music	Music	Certificate
78	Youth Media Center	NGO	Videography	Media	Certificate
79	Bhutan Media and Communication Institute	Private	Journalism	Media	Certificate
80	Bhutan Media and Communication Institute	Private	Communication	Language & Communication	Certificate
81	Bhutan Media and Communication Institute	Private	Public Relation	Marketing	Certificate
82	Bhutan Media and Communication Institute	Private	Film Making	Media	Certificate
83	Bhutan Media and Communication Institute	Private	Language	Language & Communication	Certificate
84	Dechen IT and Management Institute	Private	ICT and Office Management	Information & Technology	Certificate
85	Dechen IT and Management Institute	Private	Information and Communication Technology	Information & Technology	Certificate



86	Dechen IT and Management Institute	Private	Customer Relationship Management	Marketing	Certificate
87	Dechen IT and Management Institute	Private	Advance Microsoft Office	Information & Technology	Certificate
88	Dechen IT and Management Institute	Private	Accounting in Tally	Accounting & Finance	Certificate
89	AMTC	Government	Farmer Training	Land, Agriculture & Forest	Certificate
90	AMTC	Government	Agriculture Ext. Officer	Land, Agriculture & Forest	Certificate
91	AMTC	Government	Agriculture Mechanical Training	Land, Agriculture & Forest	Certificate
92	National Language and Rigzung Institute	Private	Dzongkha Language and Literature	Language & Communication	Certificate
93	National Language and Rigzung Institute	Private	Information Technology	Information & Technology	Certificate
94	National Language and Rigzung Institute	Private	Office Management	Administration, Management & Support	Certificate
95	National Language and Rigzung Institute	Private	Financial Management	Accounting & Finance	Certificate
96	National Language and Rigzung Institute	Private	Tally	Accounting & Finance	Certificate
97	Jachung Security Services Pvt. Ltd.	Private	Basic Security Course	Administration, Management & Support	Certificate
98	Wood Craft Center Ltd.	Private	Furniture Making and Machine Operator	Arts & Crafts	Certificate
99	Wood Craft Center Ltd.	Private	Human Resources Development and Entrepreneurship	Administration, Management & Support	Certificate
100	Rural Development Training Center	Private	Vegetable Production	Land, Agriculture & Forest	Certificate
101	Rural Development Training Center	Private	Fruit Production	Land, Agriculture & Forest	Certificate
102	Rural Development Training Center	Private	Mushroom Production	Land, Agriculture & Forest	Certificate
103	Rural Development Training Center	Private	Dairy Production	Land, Agriculture & Forest	Certificate
104	Rural Development Training Center	Private	Poultry Production	Land, Agriculture & Forest	Certificate
105	Rural development training center	Private	Piggery Production	Land, Agriculture & Forest	Certificate
106	Rural development training center	Private	Horticulture Certificate	Land, Agriculture & Forest	Certificate
107	TTI-Shershong	Government	Construction Carpentry	Construction	National Certificate
108	TTI-Shershong	Government	Plumbing	Construction	National Certificate
109	TTI-Shershong	Government	Masonry	Construction	National Certificate
110	TTI-Shershong	Government	Mechanical	Construction	National Certificate
111	TTI-Shershong	Government	Upholstery	Construction	National Certificate
112	Bhutan School of Management and Technology	Private	ERP Tally	Accounting & Finance	Certificate



113	Bhutan School of Management and Technology	Private	Red Hat Linux	Information & Technology	Certificate
114	Bhutan School of Management and Technology	Private	Accounting in Tally	Accounting & Finance	Certificate
115	Bhutan School of Management and Technology	Private	Project Management	Administration, Management & Support	Certificate
116	Bhutan School of Management and Technology	Private	Auto CAD	Automobile & Operation	Certificate
117	TTI-Rangjung	Government	Electrical	Construction	National Certificate
118	TTI-Rangjung	Government	Computer Hardware	Information & Technology	National Certificate
119	TTI-Rangjung	Government	Networking	Information & Technology	National Certificate
120	TTI-Rangjung	Government	Automobile	Automobile & Operation	National Certificate
121	TTI-Rangjung	Government	Furniture Making and Machine Operator	Construction	National Certificate
122	IZC Thimphu	Government	Lhadi (Traditional Painting)	Arts & Crafts	Certificate and Diploma
123	IZC Thimphu	Government	Patra (Wood Craving)	Arts & Crafts	Certificate and Diploma
124	IZC Thimphu	Government	Tshemzo (Tailoring )	Arts & Crafts	Certificate and Diploma
125	IZC Thimphu	Government	Jimzo (Sculpture)	Arts & Crafts	Certificate
126	IZC Thimphu	Government	Trezo (Sculpture)	Arts & Crafts	Certificate
127	IZC Thimphu	Government	Chagzo (Black Smithery)	Arts & Crafts	Certificate
128	Bhutan Institute of Information Technology	Private	Basic Course in IT	Information & Technology	Certificate
129	Bhutan Institute of Information Technology	Private	Advance Course in IT	Information & Technology	Certificate
130	Bhutan Institute of Information Technology	Private	Certificate in IT	Information & Technology	Certificate
131	Bhutan Institute of Information Technology	Private	Diploma in IT	Information & Technology	Diploma
132	Bhutan Institute of Information Technology	Private	Diploma in Computer Hardware and Networking	Information & Technology	Certificate
133	Karma Driving Training Institute	Private	3 Months Light Vehicle Driving Training	Automobile & Operation	Certificate
134	Karma Driving Training Institute	Private	One Day Refresher Course	Automobile & Operation	Certificate
135	Druk Driving Training Institute	Private	3 Months Light Vehicle Driving Training	Automobile & Operation	Certificate
136	Druk Driving Training Institute	Private	One Day Refresher Course	Automobile & Operation	Certificate
137	Institute of Professional Studies	Private	Culture Tourist Guide	Hospitality & Tourism	National Certificate
138	Institute of Professional Studies	Private	Diploma in Financial Management	Accounting & Finance	Diploma
139	Institute of Professional Studies	Private	Diploma in Information & Technology	Information & Technology	diploma
140	Institute of Professional Studies	Private	Office Management	Administration, Management & Support	Certificate



141	Institute of Professional Studies	Private	Short Course for Couching Summer/Winter	Information & Technology	Certificate
142	Rigsum Institute of Information and Technology Management	Private	Diploma in Commercial Accounting	Accounting & Finance	diploma
143	Rigsum Institute of Information and Technology Management	Private	Diploma in Information Technology	Information & Technology	diploma
144	Rigsum Institute of Information and Technology Management	Private	Diploma in Financial Management	Accounting & Finance	diploma
145	Rigsum Institute of Information and Technology Management	Private	Certificate in Computer Application	Information & Technology	National Certificate
146	Rigsum institute of information and technology management	Private	Certificate in Commercial Accounting	Accounting & Finance	National Certificate
147	Karma Driving Training Institute	Private	3 Months Light Vehicle Driving Training	Automobile & Operation	Certificate
148	National Language and Rigzung Institute	Private	Basic Computer Skill	Information & Technology	Certificate
149	National Language and Rigzung Institute	Private	Dzongkha Unicode Skill	Language & Communication	Certificate
150	Norchuck Institute of Technology	Private	Information Technology	Information & Technology	Certificate
151	Norchuck Institute of Technology	Private	Hardware and Networking	Information & Technology	Certificate
152	Norchuck Institute of Technology	Private	Accounting with Tally	Accounting & Finance	Certificate
153	TTI-Chumey	Government	Carpentry	Construction	National Certificate
154	TTI-Chumey	Government	Masonry	Construction	National Certificate
155	TTI-Chumey	Government	Plumbing	Construction	National Certificate
156	TTI-Chumey	Government	Welding and Fabrication	Construction	National Certificate
157	Technical Training Institute Khuruthang	Private	NCII electrical	Construction	Certificate
158	Technical Training Institute Khuruthang	Private	NCII welding	Construction	Certificate
159	Technical Training Institute Khuruthang	Private	NCII MACHINIST	Construction	Certificate
160	Dzongkha Language Institute	Private	Dzongkha IT	Language & Communication	Certificate
161	Dzongkha Language Institute	Private	Dzongkha Special Program for Graduates	Language & Communication	Certificate
162	Dzongkha Language Institute	Private	Writing Coaching	Language & Communication	Certificate
163	Guide Association of Bhutan	Private	Refresher Course for Tour Guide	Hospitality & Tourism	Certificate
164	Green Dragon Media Academy	Private	Animation	Media	Certificate
165	Green Dragon Media Academy	Private	Graphics and Design	Media	Certificate
166	Bright Life Institute of Management	Private	Computer Application Assistant	Information & Technology	National Certificate
167	Bright Life Institute of Management	Private	Commercial Accountant	Accounting & Finance	National Certificate
168	Bright Life Institute of Management	Private	Diploma I practical Accountant	Accounting & Finance	National Certificate





169	Bright Life Institute of Management	Private	Tally and IT	Accounting & Finance	Certificate
170	RITH	Government	Hotel Management	Hospitality & Tourism	Certificate
171	RITH	Government	Tourism Management	Hospitality & Tourism	Certificate
172	Bhutan Institute of Training and Development	Private	Bhutan Sales executive	Marketing	Certificate
173	Bhutan Institute of Training and Development	Private	practical Research Pedagogy	Administration, Management & Support	Certificate
174	Bhutan Institute of Training and Development	Private	Advanced Office Secretarial Course	Administration, Management & Support	Certificate
175	Bhutan Institute of Training and Development	Private	Project Management	Administration, Management & Support	Certificate
176	Druk Tshemzo Training Institute	Private	Level I- Tego and Wanju	Arts & Crafts	Certificate
177	Druk Tshemzo Training Institute	Private	Level II-Gho,Modern Tego and Modern Kira	Arts & Crafts	Certificate
178	Druk Tshemzo Training Institute	Private	SPC I-Boot Making	Arts & Crafts	Certificate
179	Druk Tshemzo Training Institute	Private	SPCII-Religious Costumes and Accessories	Arts & Crafts	Certificate
180	Druk Tshemzo Training Institute	Private	SPCIII-Upholstery	Arts & Crafts	Certificate
181	Druk Tshemzo Training Institute	Private	SPC IV-Western Attires and Production of Textile Handicraft	Arts & Crafts	Certificate
182	Himalayan Institute of Information Technology	Private	Commercial Accounting	Accounting & Finance	Certificate
183	Himalayan Institute of Information Technology	Private	Computer Application Assistant	Information & Technology	Certificate
184	Himalayan Institute of Information Technology	Private	Computer Application Assistant	Information & Technology	Certificate
185	Himalayan Institute of Information Technology	Private	Commercial Accountant tally	Accounting & Finance	Certificate
186	Khuenphen Computer and Management Training	Private	Basic Computer Skill	Information & Technology	Certificate
187	Khuenphen Computer and Management Training	Private	Information Technology	Information & Technology	Certificate
188	Khuenphen Computer and Management Training	Private	Dzongkha Unicode	Language & Communication	Certificate
189	Khuenphen Computer and Management Training	Private	Office Management	Administration, Management & Support	Certificate
190	Kuenphen Dzongkha Dissemination Training Center	Private	Dzongkha Grammar Course	Language & Communication	Certificate
191	Kuenphen Dzongkha Dissemination Training Center	Private	Official Correspondence Training	Language & Communication	Certificate
192	Kuenphen Dzongkha Dissemination Training Center	Private	Reading and Writing Skills Training	Language & Communication	Certificate
193	Kuenphen Dzongkha Dissemination Training Center	Private	Dzongkha Continuing Education	Language & Communication	Certificate
194	Kuenphen Dzongkha Dissemination Training Center	Private	Dzongkha Foundation Course	Language & Communication	Certificate
195	Eastern Computer Training Center	Private	Certificate in Assistant Application	Information & Technology	Certificate



196	Eastern Computer Training Center	Private	Certificate in Commercial Accounting with Tally	Accounting & Finance	Certificate
197	Eastern Computer Training Center	Private	Certificate in Computer Operation	Information & Technology	Certificate
198	Eastern Computer Training Center	Private	Certificate in Tally	Accounting & Finance	Certificate
199	Eastern Computer Training Center	Private	Basic Computer Operator	Information & Technology	Certificate
200	Gangung Driving Center of Excellence	Private	Light Vehicle Driving Skill	Automobile & Operation	Certificate
201	Ghadyen Driving Training Institute	Private	Theory and Practical	Automobile & Operation	Certificate
202	Ghadyen Driving Training Institute	Private	Basic Maintenance ,Traffic Rules and Signs	Automobile & Operation	Certificate
203	Ghadyen Driving Training Institute	Private	Accident Awareness	Automobile & Operation	Certificate
204	USD Driving Training Institute	Private	Basic Driving Training	Automobile & Operation	Certificate
205	Bhutanese Language and Culture Institute	Private	Basic Computer	Information & Technology	Certificate
206	Bhutanese Language and Culture Institute	Private	Dzongkha Essay Writing and Dzongkha Letter Writing	Language & Communication	Certificate
207	Bhutanese Language and Culture Institute	Private	Dzongkha Unicode	Language & Communication	Certificate
208	Bhutanese Language and Culture Institute	Private	Dzongkha English Translation	Language & Communication	Certificate
209	Tenzins Hair and Beauty Acadmey	Private	Hair Care with Machine	Beauty & Spa	Certificate
210	Tenzins Hair and Beauty Acadmey	Private	Beauty Care with Machine	Beauty & Spa	Certificate
211	Tenzins Hair and Beauty Acadmey	Private	Make up	Beauty & Spa	Certificate
212	Tenzins Hair and Beauty Acadmey	Private	Body Massage	Beauty & Spa	Certificate
213	Tenzins Hair and Beauty Acadmey	Private	Nail care	Beauty & Spa	Certificate
214	USD Driving Training Institute	Private	Basic Driving Training	Automobile & Operation	Certificate
215	USD Driving Training Institute	Private	Basic Driving Training	Automobile & Operation	Certificate
216	Thimphu Techpark	Private	Customer Service	Marketing	Certificate
217	Thimphu Techpark	Private	Finance to Non-Finance	Accounting & Finance	Certificate
218	Thimphu Techpark	Private	Communication	Language & Communication	Certificate
219	Thimphu Techpark	Private	m-Health and m-Mobile	Language & Communication	Certificate
220	Thimphu Techpark	Private	IP-Intellectual Property	Administration, Management & Support	Certificate
221	Dzongkha Development Training Institute	Private	Official Correspondence Training	Language & Communication	Certificate
222	Dzongkha Development Training Institute	Private	Reading and Writing Skills Training	Language & Communication	Certificate
223	Dzongkha Development Training Institute	Private	Translation Training	Language & Communication	Certificate



224	Dzongkha Development Training Institute	Private	Dzongkha Unicode Computing	Language & Communication	Certificate
225	Dzongkha Development Training Institute	Private	Dzongkha Refresher Course	Language & Communication	Certificate
226	Highland Driving Institute of Excellence	Private	Light Vehicle Driving	Automobile & Operation	Certificate
227	Central Maintenance and Training Division	Private	Refresher Course for Line Men	Power	Certificate
228	Central Maintenance and Training Division	Private	SAP ERP Training	Construction	Certificate
229	Central Maintenance and Training Division	Private	VEEET Training	Construction	Certificate
230	Central Maintenance and Training Division	Private	Power System Protection	Construction	Certificate
231	Central Maintenance and Training Division	Private	Customer Care Training	Marketing	Certificate
232	Global Computer Training Center	Private	Certificate in Information Technology	Information & Technology	Certificate
233	Global Computer Training Center	Private	Certificate in Computer Assistance Application	Information & Technology	Certificate
234	Global Computer Training Center	Private	Basic in Computer Application	Information & Technology	Certificate
235	Global Computer Training Center	Private	Basic in Computer Operation	Information & Technology	Certificate
236	Global Computer Training Center	Private	Advance in TallyErp.9.0, Photoshop, Dzongkha Unicode, Web Designing	Information & Technology	Certificate
237	Bhutan Media Foundation	NGO	Training on Basic Journalism (English and Dzongkha)	Media	Certificate
238	Bhutan Media Foundation	NGO	Training for Editors (Dzongkha and English)	Media	Certificate
239	Bhutan Media Foundation	NGO	Management Training for CEOs and Managers	Administration, Management & Support	Certificate
240	Bhutan Media Foundation	NGO	Marketing/Circulation and PR Training for Marketing Executives	Marketing	Certificate
241	Bhutan Media Foundation	NGO	Training on Photography for Photo Journalist	Media	Certificate
242	Kheyrig Institute of Accounts and Management	Private	Commercial Accounting (NC1,NC2 and NC3)	Accounting & Finance	National Certificate
243	Kheyrig Institute of Accounts and Management	Private	Diploma Course in Business Accounting	Accounting & Finance	diploma
244	Kheyrig Institute of Accounts and Management	Private	Advance Diploma in Accounting and Finance	Accounting & Finance	Diploma
245	Kheyrig Institute of Accounts and Management	Private	Book-keeping with Tally and Income Tax Filing	Accounting & Finance	Certificate
246	Kheyrig Institute of Accounts and Management	Private	Certificate Course in Computer Application and Basic Computer Course	Information & Technology	Certificate
247	Dzongkha Learning Center	Private	Basic Dzongkha Training	Language & Communication	Certificate
248	Dzongkha Learning Center	Private	Dzongkha for Foreigners	Language & Communication	Certificate
249	Dzongkha Learning Center	Private	Dzongkha Communication Course	Language & Communication	Certificate
250	Dzongkha Learning Center	Private	Advanced Dzongkha Course	Language & Communication	Certificate



251	RIHS	Government	Medical Technician	Health	National Diploma
252	RIHS	Government	Health Assistant	Health	National Diploma
253	RIHS	Government	General Nurse Midwife	Health	National Diploma
254	RIHS	Government	Bachelor in Public Health	Health	National Diploma
255	RIHS	Government	Bachelor in Nursing and Midwifery	Health	National Diploma
256	Himalayan School of Music	Private	Guitar Instruction	Music	Certificate
257	Himalayan School of Music	Private	Keyboard Instruction	Music	Certificate
258	Himalayan School of Music	Private	Drums Instruction	Music	Certificate
259	Himalayan School of Music	Private	Violin Instruction	Music	Certificate
260	Himalayan School of Music	Private	Bass Instruction	Music	Certificate
261	IZC Tashiyangtse	Government	Lhadir (Traditional Painting)	Arts & Crafts	Certificate and Diploma
262	IZC Tashiyangtse	Government	Patra (Wood Craving)	Arts & Crafts	Certificate and Diploma
263	IZC Tashiyangtse	Government	Trezo (Sculpture)	Arts & Crafts	Certificate
264	IZC Tashiyangtse	Government	Jimzo (Sculpture)	Arts & Crafts	Certificate
265	IZC Tashiyangtse	Government	Tshemo (General Tailoring and Embroidery and Machine Embroidery)	Arts & Crafts	Certificate and Diploma
266	IZC Tashiyangtse	Government	Shagzo /Saezo (Wood Turning and Lacquering)	Arts & Crafts	Certificate and Diploma
267	Athang Training Academy	Private	ICT(software, mobile apps)	Information & Technology	Certificate
268	Athang Training Academy	Private	GIS(geo spatial)	Land, Agriculture & Forest	Certificate
269	Athang Training Academy	Private	Engineering Tools	Information & Technology	Certificate
270	Athang Training Academy	Private	Media Training	Media	Certificate
271	Draktsho Vocational Training for Special Children and Youth	NGO	Traditional Painting	Arts & Crafts	Certificate
272	Draktsho Vocational Training for Special Children and Youth	NGO	Tailoring	Arts & Crafts	Certificate
273	Draktsho Vocational Training for Special Children and Youth	NGO	Embroidery	Arts & Crafts	Certificate
274	Draktsho Vocational Training for Special Children and Youth	NGO	Weaving	Arts & Crafts	Certificate
275	Draktsho Vocational Training for Special Children and Youth	NGO	Souvenir Making and Paper Making	Arts & Crafts	Certificate
276	Draktsho Vocational Training for Special Children and Youth	NGO	Envelop	Arts & Crafts	Certificate



## Annexure II Profile of new TVET programs

- 1 3D Portrait Making
- 2 Acting
- 3 Advance Translation
- 4 Advanced Hair and Beauty Course
- 5 Agriculture mechanic course
- 6 Animation
- 7 Auto CAD Advance
- 8 Auto Electrical
- 9 Auto Panel Beater
- 10 Basic Makeup Course
- 11 Basic Skin and Nail Care Course
- 12 Brass and Music
- 13 Business Income Tax Filling
- 14 Business Management
- 15 Business Planning
- 16 Cable TV Technical
- 17 Carpentry
- 18 Culture Tourist Guide
- 19 Disaster Management
- 20 Doll Making
- 21 Driving on Different Road Gradient
- 22 Dzongkha Communication Skill
- 23 Dzongkha English Translation Training
- 24 Dzongkha Essay Writing
- 25 Dzongkha Letter Writing Training
- 26 Earth Ramming Course
- 27 Emergency Medical Technician
- 28 Entrepreneurship Course
- 29 Ethical Hacking
- 30 Farmers Group and Cooperatives Governance
- 31 Financial Management
- 32 Food Handlers Training
- 33 Foundation of Learning
- 34 GNA- Bhutanese Way of Development
- 35 GNH Training
- 36 Graphic Designers and Modelling
- 37 Graphic Designing
- 38 Guide Training
- 39 Heavy Vehicle Driving
- 40 Horticulture Certificate
- 41 Intermediate Course for Guitars, Piano and Violin
- 42 Intermediate Level Course for Cable Joining
- 43 Intermediate Level Course for Power System
- 44 Intermediate level for Transformer
- 45 International Language
- 46 IT-mobile Apps
- 47 Jandum Making
- 48 Leadership of the Wise(Ex - Country)
- 49 Leadership Training for Women Journalist
- 50 Library Management
- 51 Marketing and Management
- 52 Mobile Repairing
- 53 National Diploma in Commercial Accountancy
- 54 Night Driving
- 55 Office Management
- 56 Official Correspondence
- 57 Painting (short-term training)
- 58 Photographer and Video
- 59 Prepare for Degree Program
- 60 Product Design and Packing
- 61 Public Relationship Management
- 62 Red Hat
- 63 Refresher Course in Carpentry, Plumbing, Masonry
- 64 Report Writing with Analytical Skill
- 65 Researcher in Business Management
- 66 S.A.P
- 67 Sales and Marketing
- 68 Sales Executive
- 69 SAP
- 70 Short Term Courses on Specific Computer Application
- 71 Short-term Tailoring
- 72 Short-term Wood Carving Courses
- 73 Short-terms Courses for In-Department Candidates
- 74 Soft Skills
- 75 Software Development
- 76 Spanish Language
- 77 Special Driving
- 78 T- Shirt and Cups Printing
- 79 Tally ERP
- 80 Television and Radio Reporting
- 81 Tyre Rethreading
- 82 Tour Guide
- 83 Training on Investigative Journalism
- 84 Diploma for Medical Technician
- 85 Wood Carving and Carpentry



## Annexure III Profile of skilled workers in the surveyed industry (trades and number of industries)

Electrician	119	Designer	7
Civil Engineer	111	Forester	7
Accountant	104	Lower Secondary Teacher	7
Laborer	90	Polisher	7
Carpenter	72	Spa Therapist	7
F&B Attendant	71	System Analyst	7
Sales Person	71	Clerk	6
Manager	69	Consultant	6
Marketing Officer	69	Human Resources Officer	6
Cook	66	IT Teacher	6
Housekeeper	66	Labour Officer	6
Site Supervisor	60	Mining Engineer	6
Driver	57	Technical Training Institute Trainer	6
Computer Hardware Technician	54	Contractor	5
Motor Vehicle Mechanic	53	Education Consultant	5
Chef	49	Fitter	5
Sales Manager	45	IT Instructor	5
Software Developer	44	Lawyer	5
IT Technician	43	Legal Officer	5
Tour Guide	41	Librarian	5
Mason	35	Mechanical Engineer	5
Program Officer	34	Medical Doctor	5
Concrete Worker	32	Nurse	5
Welder	32	Reservation And Booking Agent	5
Receptionist	31	Ticketing Officer	5
Plumber	29	Weavers	5
Finance Officer	28	Assembly Worker	4
Spray Painter	25	Bar Tender	4
Auto Electrician	24	Cable Operator	4
Electronic Mechanic	22	Counsellor	4
Upholsterer	22	Dish Washer	4
Denter	21	Environmentalist	4
Machine Operator	19	Health Assistant	4
Administrative Officer	18	Line Man	4
Electrical Engineer	18	Middle Secondary Teacher	4
Baker	14	Network Professional	4
Painter	14	Pattern Maker	4
Printing Machine Operator	14	Pharmacist	4
Beautician	13	Planning Officer	4
Early Child Care Teacher	13	Reservation Officer	4
Hair Dresser	13	Surveyor	4
Office Assistant	13	Technician	4
Primary School Teacher	13	Teller	4
Graphic Designer	12	Web Designer	4
Animator	11	Auditor	3
Public Relation Officer	11	Binder	3
Mechanical Engineer	10	Broadcasting Equipment Operator	3
Sawyer	10	Car Washer	3
Teacher	10	Care Taker	3
Ticketing And Reservation Agent	10	Charter Accountant	3
IT Officer	9	Computer Technician	3
Bill Collector	8	Delivery Man	3
Child Care Giver	8	Driving Instructor	3
Higher Secondary Teacher	8	Economist	3
Logger	8	Forest Ranger	3
Tailor	8	Gardner	3
Architect	7	Heavy Vehicle Driver	3
Cashier	7	Helper	3
Chemist	7	IT Personal	3



Laundry Worker	3	Air Condition Technician	1
Lecturer	3	Aluminum Fabricator	1
Licensing Officer	3	Archery Repair Man	1
Mechanic	3	Archivist	1
Mechanics	3	Assistant Librarian	1
Music Teacher	3	ATM Repairer	1
Photo Editor	3	Automobile Engineer	1
Psychologist	3	Banking Officer	1
Reservation And Ticketing Officer	3	Biologist	1
Special Education Teacher	3	Board Filler	1
Trekking Tour Guide	3	Book Binder	1
Veterinarian	3	Book Designer	1
Agriculture Machine Operator	2	Boot Designer	1
Agriculture Officer	2	Budget Officer	1
Agriculturist	2	Business Consultant	1
Animal Husbandry Officer	2	Business Expert	1
Author	2	Cabinets	1
Basic Health Worker	2	Cabinet Secretary	1
Bicycle Technician	2	Camera Operator	1
Cable Technician	2	Ccm Operator	1
Camera Man	2	Chemical Engineer	1
Cloth Designer	2	cinematographer	1
Computer Programmer	2	Civil Aviation and Transport Experts	1
Crane Operator	2	Civil Technician	1
Dairy Product Maker	2	Coach	1
Database And Network Professional	2	Commissioner	1
Editor	2	Community Teacher	1
Employment Officer	2	Computer Trainer	1
Executive Director	2	Construction Labour	1
Executive Officer	2	Construction Supervisor	1
Fabricator	2	Consular Officer	1
Financial Advisor	2	Consular Warden	1
Film Editor	2	Courier	1
Forestry Machine Operator	2	Crop And Vegetable Grower	1
Government Licensing Officer	2	Currency Counting Machine Repairer	1
Immigration Officer	2	Custom Officer	1
Interior Designer	2	Cutting Machine Operator	1
Journalist	2	Dairy Farm Worker	1
Judge	2	Dancer	1
Laboratory Technician	2	Day-care Teacher	1
Livestock Officer	2	Dietitian	1
Mining Machinery Operator	2	Diplomats	1
Network Engineer	2	Director	1
Offset Machine Operator	2	Dispatcher	1
Operator	2	Doctor	1
Photo Designer	2	Domestic Helper	1
Physical Education Teacher	2	Drug Controller	1
Radio Jokey	2	Drug Inspector	1
Report Writer	2	Ecologist	1
Research Officer	2	Election Officer	1
Sales Executive	2	Electrical And Instrumentation	1
Security Guard	2	Electrical Hardware Technician	1
Store In-charge	2	Employment Agent	1
Sweeper	2	Engineer	1
Tile Layer	2	Entrepreneurship Trainer	1
Town Planner	2	Excavator Operator	1
Tyre Repairer	2	Extension Operator	1
Waiter	2	Extruder Operator	1
Accounts And Finance Trainer	1	Financial Accounting With Erp Knowledge	1
Administrative Staff	1	Financial Consultant	1
Advertisement Producer	1	Fish Farmer	1
Advocator	1	Food And Beverages	1
Agriculture Extension Officer	1	Food And Vegetable Preserver	1



Food Expert	1	Pastry Chef	1
Food Inspector	1	Patra	1
Food Lab Technician	1	Photo Copy Machine Repairer	1
Food Preserver	1	Photographer	1
Foreign Relation Officer	1	Physiotherapist	1
Foreman	1	Plant Operator	1
Forest Guard	1	Post Master	1
Furnace Operator	1	Printing Technician	1
Gang saw Operator	1	Procurement Officer	1
Garbage Collector	1	Production	1
Gas Filler	1	Protocol Officer	1
General Manager	1	Psychotropic Substance Experts	1
Graphic Editor	1	Radio & TV Announcer	1
Guard	1	Ragger	1
Guide	1	Ranger	1
Hardware Technician	1	Regulatory Officer	1
Health & Food Inspector	1	Researcher	1
Heavy Machine Operator	1	Reservation Agent	1
Hotel Manager	1	Road Safety Experts	1
Hotel Operator	1	RSTA Officer	1
Hvac And Medical Gas Technician	1	Sawing Machine Operator	1
ICT Specialists	1	Script Writer	1
Instrumentation Engineer	1	Sewing Machine Operator	1
Insurance Representative	1	Skills In Polymer Process	1
Investment Management Officer	1	Software Technician	1
Knitting	1	Sports Instructor	1
Land Mappers	1	Stamp Collector	1
Land Surveyors	1	Stamp Maker	1
Language Trainer	1	Steel Fabricator	1
Language Translator	1	Steel Furniture Maker	1
Law Graduates	1	Stocker Operator	1
Lhazo	1	Store Keeper	1
Linguist	1	Supervisor	1
Livestock Farmer	1	System Administrator	1
Logistic Incharge	1	Telephone Servicer	1
Machine Driver	1	Textile Printer	1
Machinery Instructor	1	Textile Skills	1
Maintenance Personal	1	Ticketing And Reservation Officer	1
Make Up Artist	1	Ticketing Agent	1
Managing Director	1	Tourism And Hospitality Agent	1
Mask Dance Instructor	1	Town Planning Officer	1
Mechanical Fitters/Welders	1	Traditional Dance Teacher	1
Media And Communication Trainer	1	Traditional Folk Dancer	1
Media experts	1	Traditional Instrument Musician	1
Medical Personal	1	Trainer	1
Member Of Parliament	1	Translator	1
Metallurgist	1	Tshemdru	1
Microbiologist	1	Tshemzo	1
Mill Wright Fitter	1	Waste Collector	1
Mines Surveyor	1	Waste Manager	1
Mobile Crushing And Screening Plant Mechanic	1	Web Developer	1
Mobile Plant Operator	1	Work Supervisor	1
Movie Director	1	Zorig Chusum Trainer	1
Music Director	1		
Musician	1		
Narcotic Drugs Specialists	1		
National Council Member	1		
Night Guard	1		
Nutritionist	1		
Occupational Therapists	1		
Office Management	1		
Office Staff	1		
Park Attendants	1		





## Annexure IV Skilled workforce requirements profile of Surveyed Industry (trades and requirement in number in next 1 - 2 years)

Nurse	712	Upholsterer	9
Laboratory Technicians	562	Ccm Operator	8
Labourer	358	Electrical Technician	8
Electrician	190	Fabricator	8
Carpenter	170	Crane Operator	7
Civil Engineer	120	Editor	7
House Keeper	104	Electronic Mechanic	7
Photo Designer	100	Finance Officer	7
Motor Vehicle Mechanic	95	ICT Specialist	7
Cook	84	Language Tour Guide (Japanese)	7
F & B Attendant	80	Logger	7
Plumber	70	Mining Engineer	7
Mason	66	Polisher	7
Photo Editor	63	Ticketing Officer	7
Welders	56	Garbage Collector	6
Line Man	55	Land Mappers	6
Medical Doctor	55	Sales Manager	6
Concrete Worker	52	Sawyer	6
Electrical Engineer	49	Animator	5
Driver/Heavy Vehicle Driver	48	Auditor	5
Medical Specialist	47	Bill Collector	5
Painter (Building/Spray)	44	Car Washer	5
Tour Guide	44	Chemist	5
Site Supervisor	42	Land Surveyors	5
Technician	42	Musk Dancer	5
Accountant	41	Media Specialist	5
Software Developer	40	Textile artist	5
Auto Electrician	34	Tool Maker	5
Chef	33	Waste Collector	5
IT Technician	28	Aviation Expert	4
Computer Hardware Technician	27	Construction Skilled Labour	4
Marketing Officer	26	Driving Instructor	4
Civil Technician	25	Helper	4
Denter	24	Higher Secondary Teacher	4
Mechanical Engineer	22	IT Instructor	4
Teacher	22	Laundry Workers	4
Dancer (Traditional/Folk)	21	Net Work Professional	4
Machine Operator	21	Night Guard	4
Sales Person	20	Operator	4
Baker	19	Researcher	4
Designer	19	Reservation Officer	4
Tailor	19	Security Guard	4
Fitter	17	Spa Therapist	4
Mechanic	15	Special Education Teacher	4
Park Attendants	15	Store Keeper	4
Manager	14	Sweeper	4
Receptionist	14	System Administrator	4
Surveyor	14	System Analyst	4
Motor Vehicle Mechanic Assistant	13	Tile Layer	4
Forester	11	Transport Experts	4
Office Assistant	11	Tyre Repairer	4
Program Officer	11	VTI Civil Engineer	4
Weaver	11	Web Designer	4
Agriculturists/CNR graduates	10	Agriculture Machine Operator	3
Beautician	10	Binder	3
Dish Washer	10	Cable Operator/Technician	3
Early Child Care Teacher	10	Camera Man	3
Furnace Operator	10	Child Care Giver	3
Printing Machine Operator	10	Cloth Designer	3
Sales Assistant	10	Computer Technician	3
Architect	9	Cultural Tour Guide	3
Hair Dresser	9	Dairy Product Maker	3
Technical Training Institute Trainer	9	Engineer	3



Financial Advisor	3	Chemical Engineer	1
Gang saw Operator	3	Communication	1
Inspector	3	Counselor	1
Instrumentation Engineer	3	Courier	1
Lawyer	3	Custom Officer	1
Mechanical Technician	3	Dairy Technology	1
Radio Jockey	3	Database And Network Professional	1
Sales Executive	3	Day Care Teacher	1
Sewing Machine Operator	3	Delivery Man	1
Stocker Operator	3	Dietitian	1
Tapper	3	Drilling Machine (ROC) Operator	1
Trekking Tour Guide	3	Environment Lawyer	1
Veterinarian	3	Evaluator	1
Administrative Officer/Staff	2	EVM Technician	1
Aluminum Fabricator	2	Finance Manager	1
Cashier	2	Food Technologist	1
Clerk	2	Foreman	1
Computer Programmer	2	Front Desk Manager	1
Dispatcher	2	Fund Raiser	1
Domestic Helper	2	Gardener	1
Economist	2	GCP Operator	1
Employment Agent	2	General Manager	1
Film Editor	2	Gold Smith	1
Food and Beverages	2	Health And Food Inspector	1
Food Technician	2	Immigration	1
Graphic Designer	2	IT Officer	1
Hardware Technician	2	Knitter	1
Health Assistant	2	Lab Assistant	1
Human Resource Officer	2	Labour Officer	1
Hvac And Medical Gas Technician	2	Lhazo	1
Instructor	2	Library Assistant	1
Interior Designer	2	Lightening Technician	1
Land Registers	2	Linguistic	1
Language Trainer (French and German)	2	M & E Officer	1
Lecturer	2	Make up Artist	1
Legal Officer	2	Marketing Executive	1
Life Stock Officer	2	Meter Reader	1
Mental Worker	2	Microbiologist	1
Metallurgist	2	Mobile Crushing and Screening Plant	1
Mining Machine Operator	2	Mechanic	1
Music Teacher	2	Mobile Repair Trainer	1
Offset Machine Operator	2	Multi Skilled Worker	1
Pastry Chef	2	Multimedia Trainer	1
Pattern Maker	2	Narcotic Drugs Specialist	1
Photographer	2	Nutritionist	1
Project Developer	2	Office Management	1
Reservation Manager	2	Patra	1
Software Engineer	2	Pay Loader Operator	1
Steel Fabricator	2	Pharmacist	1
Steel Furniture Maker	2	Photo Copy Machine Repairer	1
Steward	2	Post Master	1
Teller	2	Production Manager	1
Translator	2	Project Manager	1
Tsharzo	2	Psychotropic Substance Expert	1
Tshemdru	2	Public Relation Officer	1
Vediographer	2	Quality Control	1
Veterinarian Assistant	2	Radio Advertisement Producer	1
Web Developers	2	Radio Announcer	1
Wet Sweeper	2	Report Writer	1
Work Supervisor	2	Sawing Machine Operator	1
Zorig Chusum Trainer	2	Sound Technician	1
Air Condition Technician	1	Sports Teacher	1
Atm Technician	1	Sub-Contractor	1
Banking Officer	1	Town Planer	1
Bar Tender	1	Trainer	1
Boot Designer	1	TV Announcer	1
Care Taker	1	Visa Officer	1
Ccna Certified Engineer	1	Waste Manager	1



## Annexure V Trade where Industry (81) could not source TVET graduates for the 2013/14 recruitment

### *(trades and number of industries)*

Plumber	15	Dispatcher	1
Cook	12	Driver	1
Electrician	12	Electrical Engineer	1
Baker	10	Finance Officer	1
Civil Engineer	6	Financial Accounting	1
Carpenter	4	Fitter	1
F&B Attendant	4	Food Technology	1
Motor Vehicle Mechanic	4	Furnace Operator	1
Tailor	4	Hair Dresser	1
Auto Electrician	3	Hot Press Operator	1
Mechanical Engineer	3	Housekeeping	1
Site Supervisor	3	Language Expertise	1
Chef	2	Lightening Technician	1
Denter	2	Maintenance Personal	1
Electrical Engineer	2	Manager	1
Electronic Mechanic	2	Marketing Officer	1
Home Appliances Technician	2	Mason	1
Housekeeper	2	Massage	1
IT Technician	2	Mechanic	1
Laundry Man	2	Mining Engineer	1
Machine Operator	2	Mining Supervisor	1
Mechanical Foreman	2	Music Teacher	1
Spray Painter	2	Offset Machine Operator	1
Author	1	Painter	1
Bar Tender	1	Pay Loader Operator	1
Barker	1	Plant Operator	1
Blacksmith	1	Procurement Officer	1
Board Filler	1	Receptionist	1
Camera Operators	1	Research Assistant	1
Ccm Operator	1	Sawyer	1
Chemist	1	Sound Technician	1
Civil Engineer	1	Store Keeper	1
Computer Hardware Tec	1	Trained land surveyor	1
Crane Operator	1	Upholsterer	1
Cutting Machine Opera	1		
Dairy Technology	1		



## Annexure VI List of TVET Institutions who participation in TVET Institutions Survey

1	Aa- Yang Music School	35	IZC Tashiyangtse
2	AMTC	36	IZC Thimphu
3	Athang Training Academy	37	Jachung Security Services Pvt. Ltd.
4	Bhutan Center for Japanese Studies	38	Karma Driving Training Institute
5	Bhutan Institute of Information Technology	39	Karma Driving Training Institute
6	Bhutan Institute of Training and Development	40	Kheyrig Institute of Accounts and Management
7	Bhutan Media and Communication Institute	41	Khuenphen Computer and Management Training
8	Bhutan Media Foundation	42	Kun-Jung Institute of Technology and Innovation
9	Bhutan School of Management and Technology	43	Manju Shiri International Language and Culture
10	Bhutanese Language and Culture Institute	44	National Language and Rigzung Institute
11	BISHT	45	National Language and Rigzung Institute
12	Bright Life Institute of Management	46	Niche Institute of Management and Technology
13	Central Maintenance and Training Division	47	Norchuck Institute of Technology
14	Computer Management Institute	48	Nyishar Training Institute
15	Dechen IT and Management Institute	49	Rigsum Institute of Information and Technology Management
16	Draktsho Vocational Training for Special Children and Youth	50	Rigsum Institute of Information and Technology Management
17	Draktsho Vocational Training for Special Children and Youth	51	RIHS
18	Druk Driving Training Institute	52	RITH
19	Druk Tshemzo Training Institute	53	Rural Development Training Center
20	Dzongkha Development Training Institute	54	Tenzins Hair and Beauty Acadmey
21	Dzongkha Language Institute	55	Thimphu Techpark
22	Dzongkha Learning Center	56	TTI-Chumey
23	Eastern Computer Training Center	57	TTI-Khuruthang
24	Gangung Driving Center of Excellence	58	TTI-Rangjung
25	Gangung Driving Center of Excellence	59	TTI-Samthang
26	Global Computer Training Center	60	TTI-Shershong
27	GPY Computer Training Institute	61	TTI-Thimphu
28	Green Dragon Media Academy	62	Ugyen Wangchuck Institute for Conservation and Environment
29	Guide Association of Bhutan	63	USD Driving Training Institute
30	Highland Driving Institute of Excellence	64	USD Driving Training Institute
31	Himalayan Institute of Information Technology	65	Wood Craft Center Ltd.
32	Himalayan School of Music	66	Youth Media Center
33	Institute of Management Studies (IMS)		
34	Institute of Professional Studies		



## Annexure VII List of Industries who participated in TVET Outlook Survey

1	2Q Construction	45	Bank of Bhutan Ltd	88	Bhutan Institute of Information Technology
2	3G electronic Centre	46	Barma Chemicals Industry	89	Bhutan Insurance Ltd
3	A & Di Furniture	47	BBSCl	90	Bhutan Insurance Ltd
4	A C Electronics	48	Beauty Saloon	91	Bhutan International
5	A N Enterprise	49	Better Product	92	Bhutan Jobs
6	AA-Yang Music School	50	BG Consultancy and Services	93	Bhutan Kaze Tours
7	AB Travel	51	Bhim Saloon and Massage	94	Bhutan Kula Adventures and Ticketing
8	ABC Travel Solution	52	Bhutan Handicraft Service	95	Bhutan Life Exposure Tours and Treks
9	Ability Bhutan Society	53	Bhutan-Bhutan Travel	96	Bhutan Media and Communications
10	Ace Travels	54	BHU (Samdrupcholing)	97	Bhutan Milk and Agro Pvt Ltd
11	ADP Bhutan Construction	55	BHU Grade 1	98	Bhutan Narcotic Control Agency
12	Adrukpa Pvt Ltd	56	Bhutan Agro Industry	99	Bhutan National Bank Ltd
13	Agriculture Machinery Training Centre	57	Bhutan Archery Shop	100	Bhutan Natural Legal Institute
14	Air Travel Servicing	58	Bhutan Argo Industries Ltd	101	Bhutan Natureview Tours and Treks
15	Ajit Tyre	59	Bhutan Association of Women Enterprise	102	Bhutan Nexen Tyres
16	All Bhutan Connection	60	Bhutan Birding and Heritage Travels	103	Bhutan Nortter Adventure
17	Alpha-Beta Construction	61	Bhutan Bitumen Industries Pvt Ltd	104	Bhutan Nuns Foundation
18	Amankora	62	Bhutan Board Product Ltd	105	Bhutan Oil Corporation
19	Amankora	63	Bhutan Botique and Souvenir	106	Bhutan Olympics Committee
20	Amazing Dragon Holiday	64	Bhutan Brewery Pvt Ltd	107	Bhutan Overseas Education Consultancy
21	Amen Bhutan Tours and Treks	65	Bhutan Broadcasting Services	108	Bhutan Packaging Industry
22	AMJ Group of Business	66	Bhutan Calling Tours and Treks	109	Bhutan Ply
23	AMJ Tours and Travels	67	Bhutan Canada Foundation	110	Bhutan Polythene Co Ltd
24	Ani Furniture House	68	Bhutan Centennial travel	111	Bhutan Post
25	Anti Corruption Comission	69	Bhutan Centre for Media and Democracy	112	Bhutan Power Corporation
26	Ap Phunsum Construction	70	Bhutan Communication Services	113	Bhutan Power Corporation
27	Apecs Consultancy	71	Bhutan Concast Pvt Ltd	114	Bhutan Residence
28	Aray Taray Foundation		Bhutan Council for School Examination and Assessment	115	Bhutan Rhythmic Mountain Tours and treks
29	Arjun Construction	72		116	Bhutan Rolling Mills Ltd
30	Army Welfare Project Limited	73	Bhutan Development Bank Ltd		Bhutan School of management and Technology
31	Army Welfare Project Limited	74	Bhutan Development Bank Ltd	117	
32	Asian Information and Technology	75	Bhutan Digital Livelihood Project	118	Bhutan Silicon Metal Pvt Ltd
33	Association of Bhutanese Tour Operators	76	Bhutan Dorji Holiday	119	Bhutan Sports
34	Athang	77	Bhutan Engineering Corporation Ltd	120	Bhutan Suites
35	Atiling	78	Bhutan Ferro Alloys Ltd	121	Bhutan Sungkay Travel
36	Austrian Development Corporation	79	Bhutan Festival Tours and Treks	122	Bhutan Swallowtail Travel Company
37	Autga Automobiles	80	Bhutan Foot Print Services	123	Bhutan Tele Shop
38	Authentic Bhutan Tours	81	Bhutan Footprints Travel and Adventure	124	Bhutan Telecom Ltd
39	B K Furniture	82	Bhutan Fruit Products Pvt Ltd	125	Bhutan Telecom Ltd (Head Office)
40	Babesa Arts and Prints	83	Bhutan Heritage Tours and Travels	126	Bhutan Telecom Ltd (Vegetable Market)
41	Babesa PS	84	Bhutan Hotel Pvt Ltd	127	Bhutan Travel Bureau
42	BAFRA	85	Bhutan Industrial Gas	128	Bhutan Travel Connection
43	BAFRA	86	Bhutan Informatics	129	Bhutan Travel Service
44	Bank of Bhutan Ltd		Bhutan Insitiute of Training and Development	130	Bhutan Travelers
		87			



131	Bhutan Trip Advisor	176	Chimi Automobiles	222	Deepshika Electronic Repair
132	Bhutan Trust Fund	177	Chimi Daycare	223	Deki Construction
133	Bhutan Wilderness Travel	178	Chimi S Construction	224	Dekiling Enterprise
134	Bhutan Wood and Panel Industries	179	Chimmi K D Construction Pvt Ltd	225	Demche Supplier and Distributor
135	Bhutan Youth Development Fund	180	Chimmi R D Construction	226	Department of Curriculum Research and Development
136	BICMA	181	Chithuen Phendey Association	227	Department of Livestock
137	Bio Bhutan	182	Chithuen Phendey Association	228	Devalaya Travel Services
138	Blue Lotus Construction	183	Choden Enterprise	229	Deyas Saloon
139	Blue Poppy Tours and Treks	184	Choden Sawmill,Ingo	230	Dhejung Motors Servicing
140	BMW Engineering	185	Choden Trading and Import	231	Dhejung Pharmacy
141	BOD	186	Choi Lodey Construction	232	Dhendup Auto Spare Parts
142	BOD	187	Choki Construction	233	DHI-INFRA
143	Boonserm Tours and Travels	188	Choki Traditional Art School	234	DHL
144	Bright life Institute of Management	189	Chotsho Construction	235	Dhoter Rigtsel consultancy
145	British Honorary Consulate	190	Chundu Timber Industry	236	Dhungel Construction
146	Brother Electronics	191	Chung Construction	237	Discovery Himalayas
147	BTCL Air Ticketing	192	CIMAs Bhutan	238	Disabled Persons' Association of Bhutan
148	Bumthang Brewery Pvt Ltd	193	City Foreign Worker Recruitment Agency	239	Divisional Forest Office
149	Bumthang Fabrication Works	194	City Watch Organization	240	DMG Upholstery
150	Bumzay Hardware shop	195	Clean Bhutan	241	Dochula Resort
151	Business Research and Consulting Firm	196	Collection of Rare Stamp Sovenier	242	Dogkak Community Primary School
152	C & T Construction	197	Computer and Management Institute	243	Dolma Enterprise
153	Cabinet Secretariat	198	Construction Association of Bhutan	244	Dorelma Auto Workshop
154	Café Himalaya and Bakery	199	Construction Development Corporation Ltd	245	Dorji Elements Hotel
155	CDB Construction Development Board	200	Cosmosis Saloonand Massage	246	Dorji Jewelleries handicraft
156	Centennial Hotel	201	Cpz Enterprise	247	Dorji Lhendup Construction
157	Central Hotel	202	Crystal Bhutan Travel	248	Dorji Trozey Resturant
158	Centre for Bhutan Studies and GNH Research	203	C-wang Workshop	249	Dorokha Forest Range
159	Chadibjee Resort	204	D D Construction	250	Dot Com Enterprise
160	Chandu Sawmill	205	D D Construction	251	Douphu Transport Services
161	Changchiji Read Centre	206	D D Restaurant	252	Dr. Tobgyal School
162	Changlo Chen Enterprise	207	D R Construction	253	Dragon Handicraft
163	Chapcha Engineering Pvt Ltd	208	D Z S Construction	254	Dragon Infotech
164	Charitsen Construction	209	D10Zi Builders	255	Dragon Printing Press
165	Chenchey Construction	210	Dahchzen Motors	256	Dragon Tours and Treks
166	Chencho Dema Furniture House	211	Damchen Petroleum Distributor	257	Dragon's Heritage Handicraft
167	Chencho Dorji Construction	212	Damchen Resort	258	Dragons Nest Hotel
168	Chencho Handicraft	213	Damzang Wood Work	259	Draktsho Vocational Training Centre for Special Children and Youth
169	Chenzo Furniture House	214	Dan Peng Construction	260	Draktsho Vocational Training Centre for Special Children and Youth
170	Chhimi Dema Handicraft	215	Dargyalling Automobile Carzspa	261	Dralha Flour Mill
171	Chhundu Motors	216	Data Centre Services	262	Dramtse Aane Construction
172	Chhundu Tours and Travels	217	Deaf Education Unit	263	Drangchu Beverages Pvt Ltd
173	Chilliquet Technology	218	Debt Management Division, DPA, MoF	264	Droelma Automobiles
174	Chima Wood Industry	219	Dechen Construction	265	Drug Regulatory Authority
175	Chime Wangmo Furniture House	220	Dechen Furniture House		
		221	Dechen IT and Management Institute		



266	Drugyel Higher Secondary School	311	DSB Enterprise Pvt Ltd	356	Gems Bhutan Travels
267	Drugyel Lower Secondary School	312	Dungsam Cement Corporation	357	Global Computer Training Centre
268	Druk Cement Co Pvt Ltd	313	Dungsam Polymers Ltd	358	Global Net
269	Druk Clearing Agent	314	Dupcho Construction	359	GLS Enterprise
270	Druk Driving Training Institute	315	Dwazang Photo Studio	360	GLT Tyres
271	Druk Electronic	316	Dzeyang Saloon	361	Gongkhar Guest House
272	Druk Excutive Travel	317	Dzongkha Development Commission	362	Gongphel Cement Agency
273	Druk Ferro Alloys Ltd	318	Dzongkha Learning Centre	363	Gongphel Wood Industries
274	Druk Gypproducts and Chemicals Ltd	319	Dzongkhag Forestry Sector	364	Gortala Construction
275	Druk Handicraft	320	Dzongkhag Hospital	365	Grace Hotel
276	Druk Handicraft	321	Dzongkhag Veterinary Hospital	366	Grand Beauty Parlor
277	Druk Hanidcraft Traditional Arts and Jewellery	322	E W Construction Pvt Ltd	367	Green Dragon Printing
278	Druk Himalayan Construction Pvt Ltd	323	Early Childhooch Care and Development	368	Green Wood Manufacturing Corporation
279	Druk Holding and Investment	324	Echo Cement Whole Seller	369	Gross National Happiness Commission
280	Druk Leading Enterprise	325	Eclipse Supplier and Trading	370	Guide Association of Bhutan
281	Druk Lhaguel Construction Pvt Ltd	326	eDruk	371	Guru Consultancy Services
282	Druk Meh-Wang Fabrics unit	327	Election Comission of Bhutan	372	Gyalcon Infrastructure Pvt Ltd
283	Druk Namsey Construction	328	Employ Bhutan Overseas Employment Agent	373	Gyalphen Zhabtob Press
284	Druk NoNo Construction	329	Environment Friendly Construction Pvt Ltd	374	Gyelsa Boutique
285	Druk Om Expedition	330	Euden Beauty Parlour	375	Gyeltshen Furniture House
286	Druk Penjor Construction	331	Excel Consultancy	376	Gyeseling Construction
287	Druk Phuensum Tshogpa	332	FCBL	377	H D Elelronic
288	Druk Phunsum Construction	333	Fly to Bhutan	378	Hairaizer Saloon
289	Druk Plaster and Chemicals Ltd	334	For City Print	379	Handicraft Shop
290	Druk Sakura Tours	335	Friendshp Builders	380	Handicrafts Association of Bhutan
291	Druk Satair Corporation Ltd	336	Furniture House	381	Happy Holidays Ticketing
292	Druk School	337	Fusion Lounge	382	He and She Saloon
293	Druk Sonam Construction	338	G S Trader	383	Heaven Resort
294	Druk Trading Equipment	339	Gaadhen Motors	384	Hejo ECCD Center
295	Druk Traditional Furniture House	340	Gadhencholing Tours and Travels	385	HIDD
296	Druk Tshentop Construction Pvt Ltd	341	Gaenee Construction	386	Himalayan Adventures
297	Druk Tshering Construction	342	Gakaling Farm House	387	Himalayan Dream Destination
298	Druk Tshering Phunsum Construction	343	Gaki Automobiles	388	Himalayan Infotech
299	Druk Wang Alloys Ltd	344	Gaki Travels	389	Himalayan Institute of Information Technology
300	Druk Wangyel Construction	345	Galingkha Hotel	390	Himalayan Safari Lodges Pvt Ltd
301	Druk Yong Overseas Employments	346	Gandhara Designs	391	Himalayan School of Music
302	Druk Zhongar Hotel	347	Ganesh Construction	392	Himalayan Wooden Furniture House
303	Drukar Construction Pvt Ltd	348	Ganesh Infotech	393	Hindu Dharma Samudata of Bhutan
304	Drukar Hiring	349	Gangkhap Cement and Steel Agency	394	Horticultural Training Institute
305	Drukda Pvt Ltd	350	Gangkhar Resturant	395	Hotel All Seasons
306	Drukeity FWRA	351	Gangri Tours and Treks	396	Hotel Amodhara
307	Drukgyal Workshop	352	Gantey Palace	397	Hotel Blue Dragon
308	Drukyang Handicraft	353	Gaupel Lower Secondary School	398	Hotel Chorten
309	Drukyanggo Automobiles	354	Gayser Construction	399	Hotel Damchen
310	Drukylul InfoTech	355	Gem Construction	400	Hotel Dechen



401	Hotel Dekiling	446	Jampel Higher Secondary School	492	Kelwang Pvt Ltd
402	Hotel Dragon	447	Jangchung Bakery	493	Kelzang Day Care Centre
403	Hotel Druk	448	Jangchup Automobiles	494	Kelzang Handicraft
404	Hotel Druk	449	Janka Resort	495	Kesang Construction
405	Hotel Druk Zom	450	Jichu Drakey Bakery	496	Keys to Bhutan
406	Hotel Friends	451	Jigdrel Handicraft	497	KGT Pharmaceutical and Medical supplies
407	Hotel Gakyil	452	Jigme Furniture	498	Khamsaa Engineering Workshop
408	Hotel Green Valley	453	Jigme Industries Pvt Ltd	499	Khandu Construction
409	Hotel Home	454	Jigme Industries Pvt Ltd	500	Khangma Construction
410	Hotel Jakar View	455	Jigme Mining Corporation Ltd	501	Kheng Construction
411	Hotel Jigmeling	456	Jigme Mining Corporation Ltd	502	KheyRig Institute of Accounts and Management
412	Hotel K K	457	Jigme Namgyal LSS	503	Khorlo Zangpo Automobiles
413	Hotel Kamakhya	458	Jigyel Construction	504	Kichu Resort
414	Hotel Karmaling	459	Jimmy Tyres	505	kings Furniture
415	Hotel Kisa	460	Jishen Beauty Parlor	506	Kitab Automobile workshop
416	Hotel Lhaki Yangchale	461	Joenkhar Primary School	507	KMT Press
417	Hotel Migmar	462	Jomotsekha MSS	508	KNG Pvt Ltd
418	Hotel Mountain	463	Jorden & Sons Construction	509	Knight Adventure Tours
419	Hotel Namgay	464	Jurmey Primary School	510	KNT Construction
420	Hotel New Everest	465	K D Hotel	511	KOMIS Shilajit
421	Hotel Paradise Palace	466	K N Hotel	512	Komputer Palace
422	Hotel Paro	467	K S D Venture	513	Korean Auto Parts
423	Hotel Peljorling	468	K S T Construction	514	KTBT
424	Hotel Pelri	469	K W Builders	515	KTP Construction
425	Hotel Phunsum	470	Kabab Construction	516	Kuenchab Nima Workshop
426	Hotel Sambhar	471	Kadakling	517	Kuenchap Wood Based Industry
427	Hotel Samden Norzin	472	Kaila Guest House	518	Kuendey Printers
428	Hotel Ser-nya	473	Kalden Bakery	519	Kuendhen Driving Training Institute
429	Hotel Sinchula	474	Kanglung Higher Secondary School	520	Kuendrup HSS
430	Hotel Singye	475	Karma Auto Bookshop	521	Kuenga Automobile workshop
431	Hotel Sonam Trophel	476	Karma Auto Workshop	522	Kuenga Sawmill and Furniture Unit
432	Hotel Yuedzer	477	Karma Automobiles	523	Kuenphen Arts and Prints
433	IIDD	478	Karma Dem Furniture House	524	Kuenphen auto parts
434	Image Arts	479	Karma Furniture House	525	Kuenphen institute of Technology
435	IMS	480	Karma Group	526	Kuenphen Pharmacy
436	In-House Research and Consulting	481	Karma Group of Construction	527	Kuenphen Tailoring Shop
437	Institute of Language and Cultural Studies	482	karma Hotel	528	Kuenphen Tailoring Training Institute
438	International Treks and Tours Pvt Ltd	483	Karma Steel and wood industry	529	Kuensel Phodrang Primary School
439	iSoft	484	Karma Tshering Kinzom Construction	530	Kuensang Institute of Information and Technology
440	IT Plaza	485	Karmaling HSS	531	Kurtoe Handicraft
441	J N D Construction	486	karsang Construction	532	Kurtoe Handicraft
442	J P Enterprise	487	Karyang-Medi-Call Services/Ticketing	533	Kusho Enterprise
443	Jakar Village Lodge	488	karzin Construction	534	Kuzoo FM
444	Jampel Bakery	489	Kasha Studio	535	KW Construction Pvt Ltd
445	Jampel Computer and Management Training Institute	490	Kay Tee Furniture		
		491	Kelwang Pvt Ltd		





536	L P Construction	581	Menzang Auto Engineering Works	626	National Coimmission For Women and Children
537	L T Diagnostic Centre	582	Mephram Guest House	627	National Council
538	Laji Primary School	583	Merak Primary School		National Housing Development Corporation Ltd
539	Lakey Cable Network	584	Mindu Construction Pvt Ltd	628	
540	Lama Overseas Employment Pvt Ltd	585	Mini Dairy Plant	629	National Jersey Breeding Centre
541	Lamla Sales and Services	586	Ministry of Economic Affairs	630	National Land Commission
542	Lamnekha Construction Pvt Ltd	587	Ministry of Economic Affairs	631	National Language and Rigzhung Institute
543	Lamzang International Travel	588	Ministry of Education	632	National Library and Archives
544	Langchenphu Livestock Fishery	589	Ministry of Finance	633	National Meseum of Bhutan
545	Lango Lower Secondary School	590	Ministry of Foreign Affairs	634	National Statistics Bureau
546	Langur Eco Travel	591	Ministry of Health	635	National Travel Service
547	Lauri Primary School	592	Ministry of Home and Cultural Affairs		Natural Resources Development Corporation Ltd
548	Laygoi Construction	593	Ministry of Information and Communication	636	
549	LEKO	594	Ministry of Labour and Human Resources	637	Natural Resources Development Corporation Ltd
550	Lekzin Enterprise	595	Ministry of Work and Human Settlement	638	Nay Community Primary School
551	Lemon Grass Restaurant	596	Minstry of Agriculture and Forests		Nazhoen Education Conslutancy and Placement Firm
552	LEO Beer Agent	597	Mitsubishi Service	639	
553	Leo Consultancy	598	Mobile Technology	640	Nazhoen Pelri Skills Training Centre
554	Lha Yee Lugar Performing Arts	599	MoF	641	NECS
555	Lha Yee Lugar Studio	600	Morphu Automobile Workshop	642	Neten Construction Pvt Ltd
556	Lhaki Bakery	601	Moshi Community School	643	Netware Solutions
557	Lhaki Cement	602	Most Health Care	644	Nganglam HSS
558	Lhaki Cement	603	Mother Care Day Care Centre	645	NGN Technologies Pvt Ltd
559	Lhaki Hotel	604	Mountain Journey Tours and Treks		Niche Institute of Management and Technology
560	Lhaki Steels Pvt Ltd	605	Municipal Corporation	646	
561	Lhaling Fabrication Work	606	Music of Bhutan Research Centre	647	Nima HSS
562	Lhamo Choden Furniture House	607	Musk Resturant	648	Nimtola Primary School
563	Lhanam Pelmo Construction	608	Mythical Bhutan Travels	649	Nirmal Lodge
564	Lhawang Construction	609	N C Enterprise	650	Nivvana Lodge and Homestay
565	Lhawang Survey and Design	610	N N Construction	651	Niyda Kar Sum Construction
566	Lhazeen Press	611	N R Industrial Corporation	652	Nokia Phal Maya Electronic
567	Lhendup Construction	612	Namgay Adventure Travel	653	Norbu Aekor Legal Office
568	Lhojong Communication	613	Namgay Construction	654	Norbu Bakery
569	Link 2 Support 168	614	Namgay Furniture House	655	Norbu Bhutan Travel Pvt Ltd
570	Little Learner Day Care Centre	615	Namgay Heritage Hotel	656	Norbu Dendup Construction
571	Lotus Adventure Bhutan	616	Namgay Tyres	657	Norbu Dhoedgong Enterprise
572	Lotus Enterprise	617	Namkha InfoTech	658	Norbu Enterprise
573	Lozza Construction	618	Namsay Automobile workshop	659	Norbu Hospitality
574	Lungten Automobiles	619	Namsay Textile	660	Norbuling Tailoring
575	M/S Dhendup Construction	620	Namsel Yarphel Construction	661	Norphel Handicraft
576	Made in Bhutan	621	Namseling Boutique Hotel	662	Noryang Automobile
	Manju Shirir International Language and Cultural Studies	622	Nana Enterprise	663	Norzang Construction
577		623	Nano Tours and treks	664	Norzoed Fabrication Works
578	Mawongpa Builders	624	National Assembly	665	NPPF
579	Meazel Enterprise	625	National Centre for Animal Health	666	Nubri Capital Pvt Ltd
580	Menjong Hotel			667	Nulcareer Education Consultany



668	Office of the Assistant Auditor General	714	Peoples Project for Youth	760	Rewang Driving School
669	Office of the Attorney General	715	Phama Printing and Publishing	761	Rickey Construction
670	Olathang Resort	716	Phayul Construction	762	Rigdrel Construction
671	Om Bakery	717	Phola Hotel	763	Rigpa Pre-School
672	Oriental Travel Services	718	Phuentshok Juney Hotel	764	Rigsel Construction
673	Osel Hotel	719	Phuntsho Construction		Rigsum Institute of Technical Education and Management
674	Owang Travels	720	Phuntsho MIBAP Enterprise	765	Rinchen Furniture House
675	P D Furniture	721	Phuntsho Nima Constructio	766	Rinchen HSS
676	P P Electronics	722	Phuntsho Rabjorling Construction	767	Ringdrel Construction Pvt Ltd
677	P T Construction	723	Phuntsho Timber Industry	769	Rinson Construction Co Pvt Ltd
678	P T Enterprise	724	Phuntsholing General Hospital	770	Rinzin Construction
679	P T Printing and Publishing House	725	Phuntshopelri Primary School	771	Rinzin Jamtsho Construction
680	Palden Lhamo Dorji Construction	726	Phuntshothang MSS	772	Rinzing W D Construction
681	Panbang Primary School	727	PPD, MOE	773	Riserboo Hospital
682	Panday Construction	728	Prayer Wheel Handicraft	774	River Lodge
683	Parigza Associate Pvt Ltd	729	Prayerflags Tours and Adventure	775	Road Safety and Transport Authority
684	Park Hotel	730	Prime Infotech	776	Road Safety and Transport Authority
685	Parlad Automobiles	731	Privy Council	777	Royal Academic Performing Arts
686	Paro Furniture Unit	732	Project Bhutan	778	Royal Civil Service Commission
687	Paro Penlop Dawa Penjor Farm House	733	Puensum Hotel	779	Royal Education Council
688	Paro Zimchu Restaurant	734	Puenzhi Guest House	780	Royal Institute of Management (RIM)
689	Pasang Construction	735	Punatshangchhu Cottage	781	Royal Insurance Corporation Bhutan Ltd
690	Passage to Himalayas	736	Punatshangchhu Cottage	782	Royal Monetary Authority of Bhutan
691	Passang Construction Pvt Ltd	737	Pureland Tours and Travels	783	Royal Security Exchange of Bhutan Ltd
692	Pawan Construction	738	Qreprographics	784	Royal Society for Senior Citizen
693	Paychu Construction	739	Queenga Saloon	785	Royal Textile Academy
694	Pegyel Hotel	740	Quick Car Wash Pvt Ltd	786	Royal University of Bhutan
695	Pekling Enterprise	741	R C Consultancy	787	RPY Automobiles
696	Pelden Automobiles	742	Rabit in Twilight	788	RSA Pvt Ltd (Limestone)
697	Pelden Enterprise Limited	743	Rabten Cable Service	789	RSA Pvt Ltd (Poly)
698	Pelkhil School	744	Rabten Engineering Workshop	790	RSA Pvt Ltd(MPU)
699	PELRI	745	Radhing Furniture Unit	791	Rural Development Training Centre
700	Pelwong Color Lab	746	Radio Valley	792	S N Construction
701	Pem Engineering Workshop	747	Rainbow Prints and Rubber Stamps	793	S P Automobile
702	Pema Bakery	748	Rainbow Tours and Treks	794	S P Hardware Supply
703	Pema Engineering workshop	749	Raven Builders & Company Pvt Ltd	795	S T Construction & Machinery Hiring
704	Pema J Beauty Saloon	750	Raven Furniture House	796	S T Thuendrel Construction
705	Pema Jamtsho Construction	751	Raven Resort	797	SAARC Development Fund
706	Pema Khanzer Motor Workshop	752	READ Bhutan	798	SABAH Bhutan
707	Pema Lhaden Sawmill	753	Regional Immigration office	799	Sabah Handicraft
708	Pema Tyres	754	Regional Trade and Industry Office	800	Sachole Enterprise
709	Pema Tyres and Automobiles	755	Regya Hotel	801	Saint Sobwin Ceramic Materials Bhutan Pvt
710	Penden Cement Authority Ltd	756	Reldri Higher Secondary School	802	Sakteng Lower Secondary School
711	Penjor Constuction Pvt Ltd	757	Remin Construction	803	Salden G Construction
712	Penjorling Hotel	758	Repehy Construction	804	Samden Beauty Parlour
713	Peoples Democratic Party	759	Revo Tyres and Accessories		



805	Samden Printers	850	SNC Construction	895	Tashi Infocom Ltd
806	Samden Tech Pvt Ltd		SNV (Netherlands Development Organi-	896	Tashi Infocom Ltd
807	Samden Vehicles Pvt Ltd	851	sation)	897	Tashi Lungchi Trokhang
808	Samdhen Guest House	852	Soms Construction	898	Tashi Mathre Factory
809	Samdrup Jongkhar HSS	853	Somu Construction	899	Tashi Nencha
810	Samdrup Jongkhar MSS	854	Sonam Automobiles	900	Tashi Ninjay Guest House
811	Samdrup Jongkhar Thromde	855	Sonam Construction	901	Tashi Samphel Dhondup Construction
812	Samphel Drukpa Construction Pvt Ltd	856	Sonam Furniture	902	Tashi Tarpulin Factory
813	Samten Construction	857	Sonam Kuenphen HSS	903	Tashi Tours and Travels
814	Samyee Resort	858	Sonam Rabphel Construction	904	Tashi Wangmo Handicraft
815	Sangay Automobiles	859	Sonam Rinchen Construction	905	Tashi Yangkhel Hotel
816	Sangay Construction	860	Sonam Trading	906	Tashithang Sawmil
817	SAT Enterprise	861	Sonam Yeshey Construction	907	Tashitse Higher Secondary School
818	SC and K Marketing and Sales	862	Sonamthang Middle Secondary School	908	Tawala Motor Workshop
819	Scan Bhutan	863	Spark Engineering Works	909	TCD Trader
820	Scan cafe Pvt Ltd	864	SPBD	910	Technet Cyber Café
821	Scarlet Parlour and Beauty	865	Spirit Bhutan Tours and Treks	911	Technical Training Institute
822	School for language and Cultural Studies	866	STCBL	912	Technical Training Institute
823	SCL Travels	867	STP Construction	913	Technical Training Institute
824	SD Eastern Bhutan Coal Company Ltd	868	Sunlight Construction	914	Technical Training Institute
825	SDEBFS(P) Ltd	869	Sunshine Construction	915	Technical Training Institute
826	See Bhutan Travels	870	sunshine primary school	916	Tee Dee Automobile Workshop
827	SEID Project	871	Supreme Court	917	Tee Tee Enterprise
828	Seldon Construction	872	Sustainable Development Secretariat	918	Ten24 overseas employment agent
829	Selgar Enterprise	873	Swiss Bakery	919	Tenzin Builders
830	Seven Brothers Tours and Travels	874	T D Metho Cable Service	920	Tenzin Construction
831	Shadang Construction	875	Tacho Construction	921	Tenzin Wangchuk Construction
832	Shambala Hotel	876	Tacho Construction Business	922	Tenzing Construction
833	Shangrila Enterprise Pvt Ltd	877	Tachog Automobiles workshop	923	Termalinca Resort and Spa
834	Shanti Deva Hotel	878	Takin Travel Services	924	Textile Mesume
835	Shari Construction	879	Taksang Aggregate and Sand Company	925	Thang Tong Builders
836	Shari ECCD Centre	880	Tamu Worldwide shipping Pvt Ltd	926	Thangkha Phuntsun Auto Service
837	Shejun Agency for Bhutan's Cultural Docu- mentation and Research	881	Tandin Auto Electric Workshop	927	The Journalist
838	Shenphen FWRA	882	Tandin Penjor Construction	928	The Orchid Hotel
839	Sherub Enterprise	883	Tandin Workshop	929	Thimphu Forest Division
840	Sherub Lham Press	884	Tarayana Foundation	930	Thimphu Techpark Ltd
841	Shomo Furniture	885	Tarayana Rural Craft	931	Thimphu Thromde, BUDP-II
842	Simply Bhutan Travels	886	Tashi Carpet Factory	932	Thuenlam Pvt Ltd
843	Singye Construction Pvt Ltd	887	Tashi Commercial Corporation	933	Thuksel Early Learning Centre
844	Singye Group of Companies Pvt Ltd	888	Tashi Commercial Corporation	934	Thunder Motors Pvt Ltd
845	Singyel Pictures	889	Tashi Dargay Enterprise	935	Thunder Motors Pvt Ltd
846	Sipsu Construction	890	Tashi Delek Handicraft	936	Tiger Nest Resort
847	SKW Tashi Metals Alloys Pvt Ltd	891	Tashi Dungkhar Automobiles	937	Tiwari Construction
848	Sky Bakery	892	Tashi Dungkharling Automobiles	938	tour guide Association of Bhutan
849	Sky Beauty Parlor	893	Tashi Gasel Lodge	939	Tourism Council of Bhutan
		894	Tashi Group of Agent	940	Traditional Boots House



941	Trashigang Middle Secondary School	987	Wangchuk Group of Companies
942	Tsenden Travels Services	988	Wangdi Amankora
943	Tshangpa Dung Dok Lhek Dhen Zay Cha	989	Wangdicholing LSS
944	Tshebar Lower Secondary School	990	Wangmo Cement Agent
945	Tshechu Construction	991	Wangmo Cement Agent
946	Tshela Cable Service	992	Weaving Center
947	Tshela Hotel	993	Wood World
948	Tshering Chuenga Construction	994	World Travel Services
949	Tshering Construction	995	WWF Bhutan Program
950	Tshering Construction Pvt Ltd	996	Xcel Enterprise
951	Tshering Samden Construction	997	Y D Auto Spare Parts
952	Tshering Steel works	998	Yak Restaurant
953	Tshewang Spare Parts	999	Yalama Bhutan Tours
954	Tshogyel Enterprise	1000	Yangchen Cement Agent
955	Tsholing Printing Press	1001	Yangen Wood Based Industry
956	Tshomo Geo Tech Enterprise	1002	Yangka Arts and Crafts
957	Tshomo Tyres	1003	Yangka Auto Spare Parts
958	Tshozhong Construction	1004	Yangkhil Resort
959	U B Construction	1005	Yangkhor IT Solutions
960	U J Automobile Workshop	1006	Yangki Automobiles
961	U J K Construction	1007	Yangphel Cycle Showroom
962	U Lhamo Enterprise Ltd	1008	Yangphel Overseas Recruitment Agent
963	UC Associates: Bhutan Law Office	1009	Yangphel Pvt Ltd
964	UD and partner	1010	Yarab Construction
965	Udumwara Resort	1011	Yarab Pvt Ltd
966	Ued Pal Upholstery and Repair	1012	Yarab T Construction
967	Ugen Dema Dupchu Construction	1013	YAS Construction
968	Ugen Medical Stores	1014	Yatha Factory
969	Ugyen Ferro Alloys Pvt Ltd	1015	YDT Construction
970	Ugyen Pee Education	1016	Yeedzin Guest House
971	Ugyen Phendeyling Resort	1017	YID Thog Rubzey Parlor
972	Ugyen Photocopying centre	1018	Yoez Graphics
973	Ugyen Tshering Construction	1019	Yousel Handicraft
974	Ugyen Workshop	1020	Youth Media Centre
975	United Consultancy	1021	Yu-Druk Tours and Treks
976	Universal Education Consultancy	1022	Yu-Gharling Resorts
977	Uthra Transport	1023	Zamling Arts and Rubber
978	Utpal Academy	1024	Zamling Infotech
979	Vajra Builders Pvt Ltd	1025	Zangto Pelri Hotel
980	Village Restaurant	1026	Zeydhen Saloon
981	Virior Soft Solution	1027	Zhenphen Dorji Construction
982	Wamrong Lower Secondary School	1028	Zimdra Automobile Workshop
983	Wang Arts and Prints	1029	Zimdra Industries Pvt Ltd
984	Wang Construction		
985	Wangchuk Agro Engineering		
986	Wangchuk Builders		







On-the-job training	( )	( )	( )	( )	( )
Training of Trainer (TOT)	( )	( )	( )	( )	( )
Technical Training Institute (TTI)	( )	( )	( )	( )	( )
Institute of Zorig Chusum (IZC)	( )	( )	( )	( )	( )

N. Which of the following TVET linkages does your organization (or your skilled workers) participate in:

- Occupation Standard Development  Yes  No
- Curriculum Development  Yes  No
- On-the-Job Training  Yes  No
- Skills Assessment  Yes  No
- ATP/Industry attachment program  Yes  No
- Skilled Supervisor Training  Yes  No

**Part 4 RECRUITMENT PRACTICES**

O. Which of the following methods do you use for recruitment of skilled individuals for job positions available with your organization?

- 1. Your organization’s website  Yes  No
- 2. Jobs Fairs  Yes  No
- 3. Employment websites (Job Portal System)  Yes  No
- 4. Social media websites (Facebook, Twitter, etc)  Yes  No
- 5. On-campus Recruitment  Yes  No
- 6. TV/Newspaper advertising  Yes  No
- 7. Hiring through personal contact/relationship  Yes  No
- 8. Head-hunting  Yes  No

P. Besides occupation related skills, what other three competencies do you want in your skilled workers? (Select maximum of three options only)

- 1. Creativity/ innovativeness
- 2. Interpersonal & communication skills
- 3. Leadership skills
- 4. Passion / Commitment / Attitude
- 5. Teamwork skills
- 6. Analytical skills
- 7. Emotional intelligence (maturity, strength of character, confidence, motivation)
- 8. Knowledge of industry
- 9. Entrepreneurship skills

**Part 5 PERFORMANCE OF SKILLED WORKERS**

Q. How would you rate SKILLED workers (in general) in your organization with regards to the following?

	1. Very poor	2. Below average	3. Average	4. Above average	5. Excellent
Adaptability/Preparedness to the work environment	( )	( )	( )	( )	( )
Work Knowledge	( )	( )	( )	( )	( )
Relevancy of skills/knowledge from their training to the company/organization	( )	( )	( )	( )	( )
Attitude towards work	( )	( )	( )	( )	( )



Communication skills	( )	( )	( )	( )	( )
Analytical & Critical Skills	( )	( )	( )	( )	( )
Commitment to organization	( )	( )	( )	( )	( )
Team work and initiative	( )	( )	( )	( )	( )

**Part 6 SKILLED WORKERS ATTRITION**

R. What number of SKILLED workers has left your organization?

In 2012 \_\_\_\_\_ number have left your organization

In 2013 \_\_\_\_\_ number have left your organization

In 2014 \_\_\_\_\_ number have left your organization

S. What are the main reasons for skilled workers leaving your organization? (Choose maximum of two appropriate options only)

- 1. Job dissatisfaction
- 2. Family/personal issues
- 3. Disciplinary issues with the organization
- 4. Lack of loyalty/commitment to organization
- 5. Finding other job opportunities
- 6. Desire for better salary/benefits
- 7. Relationship with direct manager/supervisor
- 8. Seeking experience in other sectors/jobs
- 9. Housing/accommodation issue
- 10. Poor working environment/condition
- 11. Others \_\_\_\_\_

**Part 7 INCOME/ BENEFIT STRUCTURE**

T. What is the Starting monthly salary for a full time regular skilled workers in your organization?

- 1. Less than 5000
- 2. 5000 - 9,999
- 3. 10,000 - 14,999
- 4. 15,000 - 19,999
- 5. 20,000 - 24,999
- 6. 25,000 and above

U. What is the Starting monthly salary for a Contract skilled workers in your organization?

- 1. Less than 5000
- 2. 5000 - 9,999
- 3. 10,000 - 14,999
- 4. 15,000 - 19,999
- 5. 20,000 - 24,999
- 6. 25,000 and above

V. Which of the following benefits does your organization/company provide for your skilled workers?

- 1. Pension and Gratuity  Yes  No
- 2. Welfare scheme  Yes  No
- 3. Insurance scheme  Yes  No
- 4. Bonus  Yes  No
- 5. Housing Allowance  Yes  No
- 6. Performance Allowance  Yes  No
- 7. Overtime allowance  Yes  No
- 8. Maternity/paternity leave  Yes  No
- 9. Study leave  Yes  No
- 10. In-house/country training  Yes  No
- 11. Ex-country training  Yes  No
- 12. Others (please specify) \_\_\_\_\_





## Annexure IX

### TVET Outlook Survey Questioner

#### Part 1 INSTITUTE PROFILE

- A. Name of the Institute: \_\_\_\_\_
- B. Location (Dzongkhag): \_\_\_\_\_
- C. Year of Establishment: \_\_\_\_\_
- D. Student Capacity: \_\_\_\_\_ (in number as of 2014)
- E. Total number of staff \_\_\_\_\_ (number as of 2014)

#### Part 2 INSTITUTE PROGRAMS and SERVICES

F. List maximum of five core skills training programs that are offered by your institute?

Skills program	Certification level (certificate/diploma)

G. Specify the number of programs (in any) that are accredited by the Department of Occupation Standards (DOS)  
\_\_\_\_\_ (number)

H. How does your institute decide on offering a particular skills training program?  
(choose maximum of two most appropriate options)

- 1. Capacity of the institute/resources available
- 2. Scope for income generation/ business viability
- 3. Demand from youth
- 4. Industry demand/ Employment viability
- 5. Economic situation
- 6. Others \_\_\_\_\_

I. How does your institute decide on intake number for any particular skills training program? (choose maximum of two most appropriate options)

- 1. Classroom capacity
- 2. Trainer-trainee ratio
- 3. Availability of resources
- 4. Demand for training
- 5. Based on past enrolment
- 6. Others \_\_\_\_\_

J. How long does it take to introduce a new program on average \_\_\_\_\_ (in months)

K. What additional competencies are offered besides the core skills training program? (list maximum of three only)

- 1. Creativity/ innovativeness skills
- 2. Interpersonal & communication skills





- 3. Leadership skills
- 4. Passion / Commitment / Attitude skills
- 5. Teamwork skills
- 6. Analytical skills
- 7. Emotional intelligence (maturity, strength of character, confidence, motivation)
- 8. Knowledge of industry
- 9. Entrepreneurship skills

L. Please tick the most appropriate

Does your institute....

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| 1. facilitate employment post-training                            | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. keep employment track of your graduates?                       | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. have student alumni  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. collect trainee's performance feedback from industry/ employer | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. have an institute website                                      | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. accept online application                                      | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. carry out on-campus recruitment                                | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8. have External Institute linkages/ network                      | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9. have Career counseling unit/focal person                       | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10. have employment service unit/focal person                     | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11. have Industry linkage unit/ focal person                      | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12. have Human Resource Management Unit/ focal person             | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13. have Quality management system (QMS) in place                 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 14. have capacity to develop CBT curriculum                       | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

M. In 2013/2014, what skills program were provided by your institute and what was the post-training employment % (specify five recent programs only)

Name of skills program	No. of trainees who completed the training	Employment %

N. What NEW programs are your planning to offer in 2014/ 2015? (list maximum of three only)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





### Part 3 TRAINER

**O. Please provide details on Number of Faculty (teaching staff only):**

1. \_\_\_\_\_ (Regular) \_\_\_\_\_ (Contract/ Part-time)
2. \_\_\_\_\_ (Bhutanese) \_\_\_\_\_ (non-Bhutanese)
3. By Qualification

Qualification	Numbers
Masters and above	
Under-graduation Degree	
Diploma	
Certificate	

P. Please specify how many of your trainers have completed Training of Trainer (TOT) - pedagogy (technical instruction) program of DHR \_\_\_\_\_ (number)

Q. Was it challenging to recruit trainer for any specific trades/skills program.  Yes  No

If Yes, in which specific skills/Trade was it challenging to recruit Trainer (Eg: electrical trainer, cooking trainer, carpentry trainer, soft skills trainer, etc.) – **list only three**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Part 4 TVET LINKAGES

R. From scale of 1 to 5, what is your level of awareness of the following programs/terms

	5. Excellent	4. Very good	3. Average	2. below average	1. Poor
VET (Vocational Education and Training) Policy	( )	( )	( )	( )	( )
National competency Standards (NCS)	( )	( )	( )	( )	( )
Competency Base Training (CBT)	( )	( )	( )	( )	( )
Recognition for Prior Learning (RPL)	( )	( )	( )	( )	( )
Bhutan Vocational Qualification Framework (BVQF)	( )	( )	( )	( )	( )
Skills Competition	( )	( )	( )	( )	( )
On-the-job training	( )	( )	( )	( )	( )
Training of Trainer (TOT)	( )	( )	( )	( )	( )





**S. Which of the following TVET linkages does your organization participate in:**

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| 1. National competency Standards (NCS) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Curriculum Development              | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. On-the-Job Training                 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Skills Assessment                   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Apprentice Training Program (ATP)   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |