

# NATIONAL HRD ADVISORY

An Assessment of  
Critical Skills Training (CST) and  
Youth Engagement and Livelihood  
Program (YELP)

DEPARTMENT OF EMPLOYMENT AND HUMAN RESOURCES  
MINISTRY OF LABOUR AND HUMAN RESOURCES

# National HRD Advisory

An Assessment of  
Critical Skills Training (CST) and  
Youth Engagement and Livelihood Program (YELP)

Human Resource and Skills Development Division  
Department of Employment and Human Resources  
Ministry of Labour and Human Resources

May 2021



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*“The government has provided education to our youth. But for the nation to prosper for all time, a sound education must be succeeded by access to the right jobs and responsibilities, so that our youth may bloom as individuals and at the same time serve their Nation well.”*

*“The greatest and the most valuable wealth we have in Bhutan is our people. We can never go wrong if we invest in human resources – no matter how much it costs, that investment will give our Nation rich dividends and what we lack in numbers, we must make up in talent.”*

**His Majesty’s address at the  
2012 National Day Celebration and 2015 Graduate Convocation**

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## FOREWORD

The Department of Employment and Human Resources (DoEHR), Ministry of Labour and Human Resources (MoLHR) is pleased to present the sixth series of National HRD Advisory developed under the theme '*An Assessment of Critical Skills Training (CST) and Youth Engagement and Livelihood Program (YELP)*'. CST and YELP are two key support programs of the Department provided to jobseekers in transition from different schools and institutions. The advisory aims to give an insight into the two programs in terms of its profiling, outcome and delivery.

I congratulate the Human Resource and Skills Development Division (HRSDDD), DoEHR for successfully developing the NHRD advisory 2021. My appreciation also goes out to all the CST and YELP beneficiaries who took time and participated in the two surveys conducted from October 2020 to February 2021.

The HRD advice highlighted in this document seeks to further strengthen and improve the employment and support services for young people provided through the two programs. Therefore, the Department hopes that the advisory provides useful information to our stakeholders and can be used as a guiding document for necessary interventions from the program implementing agencies/division, and relevant stakeholders.

With best wishes and TashiDelek!

KunzangLhamu  
Director General, DoEHR

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# INTRODUCTION

The National Human Resource Development (NHRD) Advisory is issued by the Human Resource and Skills Development Division (HRSDD), Department of Employment and Human Resources (DoEHR), Ministry of Labour and Human Resources (MoLHR) to inform and advise the nation, the Royal Government, and relevant HRD agencies/stakeholders on the different labour market issues and HRD priority areas/themes considering the changing domestic/international environment, and labour market dynamics. The advisory is issued as part of the monitoring and evaluation framework highlighted in the National HRD Policy 2010.

The first advisory (2012) provided an introduction to the series and highlighted broad human resource interventions required in different priority sectors/areas. The subsequent advisories were developed under specific themes: the second series (2014) was developed under the theme ‘a focus on graduates and labour market dynamics’ and highlighted the issues of increasing unemployment among university graduates; the third series (2015) was developed under the theme ‘a focus on TVET and labour market dynamics’ with an assessment of TVET providers in the country complemented by employer outlook to support the development of the TVET Blueprint launched in 2016; the fourth series (2017) provided an assessment on the different School-To-Work Transition (STWT) support services provided by the Department of Employment and Human Resources, MoLHR for jobseekers in transition from school to work; the fifth series (2018) was developed with a focus on entrepreneurship and self-employment services provided in the country. The primary focus of 2018 series was on assessing and evaluating the delivery of entrepreneurship program services in the country.

The sixth series has been developed with focus on assessing the two key programs implemented by the DoEHR in the 12<sup>th</sup> FYP period. The two programs being the Youth Engagement and Livelihood Program (YELP) and Critical Skills Training (CST). YELP and CST provide options for prospective beneficiaries to either choose engagement/attachment with an employer or skilling with a training provider.

While the DoEHR has other support services such as entrepreneurship training for those interested in self-employment, and overseas employment services for those interested to work overseas, the current advisory does not cover these two programs. The tracer for the entrepreneurship program was conducted in 2019 by the Labour Market Information and Research Division (LMIRD) and an intensive study on entrepreneurship support services was carried out through the advisory issued in 2018. The National Statistical Bureau (NSB) conducted a survey targeting overseas returnees in September 2020, which provides comprehensive information on the profile and perception of overseas returnees. Therefore, these reports can be referred to understand the outcome of entrepreneurship and overseas support services.

YELP has been designed to benefit both employers and jobseekers. Monthly allowance of Nu. 5000 is provided to jobseekers engaged with different employers. The support duration ranges from 3 to 12 months. YELP provides wage subsidy support for the engagement of jobseekers in the non-civil

service sector and an avenue for jobseekers to gain on-the-job skills and work experience required to enhance their employability while also supporting their livelihood. The YELP Guideline was reviewed in August 2020 to make it more flexible and accessible to the workforce affected by COVID-19.

CST is geared towards addressing the skills needs of the jobseekers as well as the labour market, thus enhancing workforce productivity. The program provides employable skills to youth seeking employment in the private sector and fosters productivity within the private sector through the supply of skilled workforce. The skilling support is fully funded and the duration ranges anywhere from 1 to 12 months. The training is implemented in partnership with different registered training providers, or key sector agencies/bodies.

In assessing YELP and CST, two surveys have been carried out between October 2020 and February 2021: A tracer survey targeting graduates of the two programs, and a trainee survey targeting beneficiaries currently enrolled in the two programs. The survey result and findings have been used to develop the advisory document. However, in the future, inputs from training and engagement partners may be considered to understand the program assessment from their point of view. Employer survey with firms employing YELP/CST graduates can be also considered to understand the performance of graduates. With the lack of budget for developing the current advisory (due to the COVID-19 pandemic), the document was developed considering the two survey information.

The objectives of the current advisory are to:

- Assess the profile and background of beneficiaries enrolled in CST and YELP programs,
- Understand the perception and preference of beneficiaries,
- Trace employment outcome of the program,
- Understand gaps and challenges from the beneficiaries' point of view, and
- Identify recommendations to further improve the program service planning, delivery, and implementation.

# PROGRAM IN BRIEF

## YOUTH ENGAGEMENT AND LIVELIHOOD PROGRAM (YELP)

Youth engagement is one of the support services provided by the DoEHR to foster and facilitate employment of jobseekers. Engagement support services provide an avenue for jobseekers to gain important soft skills and experiences required for employment by learning and doing on-the-job. While employers are able to access wage support, they are also in a position to gauge the interest of young jobseekers to work with their business, firm or establishment.

In the 11<sup>th</sup> FYP period, youth engagement was provided through a diverse range of programs such as the Undergraduate Internship Program (UGIP), Pre-Employment Engagement Program (PEEP), Apprenticeship Training Program (ATP), and Direct Employment Scheme (DES).

The UGIP and PEEP provided engagement support for a shorter duration of 1 to 6 months on a flexible modality with monthly allowance support of Nu. 3750. ATP, on the other hand, was slightly longer duration (6 to 12 months) with a modest allowance top-up requirement from the employer's side. Further, engagement was based on a request for apprentice(s) from the employer's side leading to employment.

DES was initiated in the 11<sup>th</sup> FYP period as one of the major programs funded under the Economic Stimulus Plan (ESP) to foster gainful employment of jobseekers in transition to the world of work. A higher amount of allowances was provided based on educational qualification to attract jobseekers as well as employers into the scheme. Employers were also required to provide an additional top-up with employers guaranteeing employment at the end of the program. With the initiation of DES, a higher number of jobseekers migrated to DES due to its attractive allowance and employment assurance. As such, the number supported through ATP drastically decreased over the years.

In the 12<sup>th</sup> FYP, all the different engagement programs were subsumed and amalgamated under one program called YELP. This was done to avoid duplication of effort within different engagement programs, to have better planning and coordination within the Department, and to effectively channelize resources for any engagement activities. YELP was designed to benefit both employers as well as jobseekers. The program provides wage subsidy support for engagement of jobseekers in the different economic sectors and an avenue for jobseekers to gain on-the-job skills and work experience required to enhance their employability while also supporting their livelihood.

Some of the features of the program are:

- Prioritized sector - When the program was initiated, the monthly allowance ranged between Nu. 5000 to Nu. 10,000 with mandatory top-up requirements from the employer's side as well. A higher monthly allowance of Nu 10000 was provided for the construction and the agriculture sector to attract workforce and employment in these two sectors.



- Employers provide employment assurance only after initial engagement- The overall support duration ranges from 6 to 24 months. Employment assurance is not mandatory in the initial phase of engagement (ranging less than 6 months). The initial phase provides an opportunity for employers to assess the engagee and also for the engagee to assess if they want to transition from being an engagee to a full-time employee. Once both parties have decided on longer-term engagement with an employment guarantee, the DoEHR extends support for another 6 to 12 months.
- Fostering employment in the formal sector - YELP specifically supports employers who are registered on the job portal system and with ISR endorsed by the DoL. Ensuring job portal registration supports the Ministry in having a database on employment in the country. Engaging jobseekers to a firm having ISR can be a basis for ensuring that engagees are with firms adhering to the Labour Laws in the country. Further, it can also be a mechanism for new firms to process their ISR.

With the COVID-19 pandemic, the delivery and implementation of YELP was made more flexible and accessible to the workforce affected by COVID-19. Key changes include the removal of upper age limit criteria and employers' requirement to regularize jobseekers after the engagement.

Further, during the pandemic, the Build Bhutan Project (BBP) was initiated with the sole intention of skills training and engagement in the construction sector. YELP currently offers engagement in all sectors except construction which is taken care of by the BBP.

**Table 1: Jobseekers placed under YELP between August 2019 and April 2021**

Qualification	Male	Female	Total
University Degree	99	71	170
Class XII	96	246	342
Class X	72	96	168
TTI/Diploma/IZC's	80	82	162
Below Class X	49	23	72
Re-Engagement of COVID Affected	58	107	165
<b>Total</b>	<b>454</b>	<b>625</b>	<b>1079</b>

## CRITICAL SKILLS TRAINING (CST)

Skills training is a need based HRD intervention geared towards addressing the immediate human resource/workforce requirement in the labour market. The main objective of the program is to provide employable skills to jobseekers in transition to the world of work.

The first skills training was initiated in the 9<sup>th</sup> FYP period in 2006 with training of 60 youth in commercial accountancy course, for which there was then an immediate requirement in the labour market. One major outcome from the training was development of institutional capacity of the local training provider to carry out subsequent training independently and sustainably without further funding or support from the MoLHR.

The program has evolved over the years taking into consideration the past learning and implementation experiences. While the earlier modality of skills delivery was focused solely on the ‘skilling aspect’, the ones implemented in the 11<sup>th</sup> FYP introduced employment components as well. Skills training has been an effective means in addressing the immediate need of the labour market, which cannot be addressed through longer-term interventions.

The skills training implemented in the 11<sup>th</sup> FYP are Youth Employment Skills (YES), Graduate Skills Program (GSP) and Skills for Employment and Entrepreneur Development (SEED). These programs were offered to a wide range of jobseekers with different qualification backgrounds. Further, in the 11<sup>th</sup> FYP period, the focus also expanded to include university graduates into the skilling program. The modality adopted through these three programs have been used to redesign the skills training in the subsequent years.

In the 12<sup>th</sup> FYP, skill training was repackaged under the program titled ‘Critical Skills Training or CST’ and ‘Critical Capability Development or CCD’. CST is a program geared towards providing skills to young jobseekers in transition to work from different schools and institutions. The skills are provided with intention to give them means to employment, including self-employment opportunities. The CCD on the other hand is a program geared towards providing reskilling and upskilling needs to the workforce engaged in different economic sectors.

The COVID-19 pandemic affected the implementation of skills programs, especially because all skills were provided through classroom and industry based learning. From March to June 2020, all training activities were kept on hold and new training were suspended.

However, with effect from 19<sup>th</sup> June 2020, under the ‘new normal’, skills training gradually resumed. Immediately thereafter, skilling opportunities for the service, production, and other sectors (food/fruit processing, food production, baking, animation, home appliance repair and maintenance, weaving, nature guide, construction management, tailoring, ECCD, farm machinery operation, repair and maintenance, and many others) were made available.

Since all training in-country or ex-country were either postponed or kept on hold during the pandemic, the DoEHR explored the various alternative solutions to skilling support.

During the pandemic period, the DoEHR has been exploring different online learning opportunities. The DoEHR in partnership with Coursera supported online learning and skilling for jobseekers and workforce affected by the COVID-19. Coursera is a world-wide online learning platform founded in 2012 that offers massive open online courses (MOOC), specializations, degrees, professional, and mastertrack courses. Coursera works with universities and other organizations to offer online courses, certifications, and degrees in a variety of subjects, such as engineering, data science, business, financing, computer science, digital marketing, and others.

Coursera initially provided access for only 5000 Bhutanese learners, which was later increased to 10,000 learners on the Department's request. Once registered, learners can choose from more than 4000+ courses offered by reputed universities and industries. The courses were made available for free till December 2020.

The online application was launched on 28<sup>th</sup> May 2020. As of December 2020, a total of 11,742 had applied for the program out of which about 10,033 were provided access to the Coursera program. A total of 6843 learners joined the program. Bhutanese learners on Coursera were enrolled in about 500 different Coursera courses. The most popular courses that Bhutanese were enrolled in, were Python programming, excel skills, professional English, web development, and data analysis.

Another, online learning initiative was introduced in collaboration with Skillshare. Skillshare is an American based online learning community for people who are interested to learn from educational videos. The course focuses on interaction rather than on lecturing, with the primary goal of learning by completing the project. The main course category includes creative arts, design, entrepreneurship, lifestyle and technology.

Skillshare can provide Bhutanese with the opportunity to access specific vocational skills to pursue home-based businesses and other employment opportunities. Fund was secured through ADB's TA to provide access to 1000 learners on Skillshare. The program commenced in February 2021 with 1000 learners who will have access to all Skillshare courses till February 2022.

An ICT and online Freelancing program was designed to explore freelancing opportunities on global work platforms such as Fiverr, Upwork, Workdeer, Freelancer, etc. This would allow Bhutanese to work and earn from home once they complete the program.

Partnerships with different training agencies were expanded to include government agencies, sector bodies, and CSOs to enhance access to skills training.

Similar to the engagement program, the skilling program was accorded high priority during the pandemic as a means to meaningfully engage jobseekers and COVID affected workforce. Plans were drawn up to provide skills training for additional 5000 beneficiaries, which will be spearheaded by the DoEHR.

**Table 2: Summary of CST programs implemented from July 2018 to May 2021**

SN	Training title	Duration	M	F	Total	funding
1	MenjongSorig Spa & Wellness -1st Batch	3 months	5	15	20	GOI-PTA
2	Food Production NC <sub>2</sub> +NC <sub>3</sub>	12 Months	30	33	63	ADB STEP-UP
3	Tailoring NC 2	6 Months	4	26	30	ADB STEP-UP
4	Front Office NC 2	5 Months	9	19	28	ADB STEP-UP
5	Food Production NC 2	5 Months	15	15	30	ADB STEP-UP
6	Animation NC 2	6 Months	17	13	30	ADB STEP-UP
7	Fashion Design NC 3	12 Months	6	24	30	GOI-PTA
8	Hair and Beauty NC 2	6 Months	2	28	30	GOI-PTA
9	Massage Therapy NC 2	6 Months	0	30	30	GOI-PTA
10	Early Childhood Care and Development (ECCD) NC 3	6 Months	3	27	30	GOI-PTA
11	Bhutanese Food Production NC 2	6 Months	17	13	30	GOI-PTA
12	Food Production NC <sub>2</sub>	6 Months	15	15	30	ADB STEP-UP
13	Food and Beverage NC 2	6 Months	6	24	30	ADB STEP-UP
14	Bakery and Confectionary NC 2	6 Months	16	14	30	ADB STEP-UP
15	Front Office NC 2	6 Months	8	22	30	ADB STEP-UP
16	Housekeeping NC 2	6 Months	0	30	30	ADB STEP-UP
17	Home Appliance Repair NC 2	6 Months	21	9	30	ADB STEP-UP
18	Mobile Phone Repair NC 2	6 Months	26	4	30	ADB STEP-UP
19	Home Appliance and Repair	4 Months	31	9	40	GOI-PTA
20	Culinary Arts and Baking	6 Months	24	76	100	GOI-PTA
21	Tailoring	6 Months	6	54	60	GOI-PTA

22	Hair and Beauty	3 Months	1	39	40	GOI-PTA
23	ECCD	4 Months	0	40	40	GOI-PTA
24	ICT and online freelancing	6 months	43	57	100	GOI-PTA
25	Weaving (Hor)	3 months	0	20	20	GOI-PTA
26	Weaving (Trima)	3 months	0	13	13	GOI-PTA
27	Tailoring	2 months	4	16	20	GOI-PTA
28	Machey Handloom Weaving	2 months	0	9	9	GOI-PTA
29	Food Production and Baking	15 days	2	13	15	GOI-PTA
30	Home Care and Hospitality	1 month	0	14	14	GOI-PTA
31	Waste Management	15 days	0	15	15	GOI-PTA
32	Food Processing training on value added products	30 days	13	16	29	GOI-PTA
33	Agriculture Farm Machinery Training(operation, repair and maintenance)	90 days	32	6	38	GOI-PTA
34	Food Processing training on value added products, Paro Second batch	30 days	5	8	13	GOI-PTA
35	New Product Development (Cane and Bamboo)	1 month	5	10	15	GOI-PTA
36	New Product Development on Natural Color extraction and painting)	1 month	10	0	10	GOI-PTA
37	New Product Development on Metal Products	1 month	10	0	10	GOI-PTA
38	New Product Development on Pottery	1 month	2	9	11	GOI-PTA
			388	699	1173	



**TRAINEE  
AND TRACER  
SURVEY  
OUTCOME**

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## TRAINEE AND TRACER SURVEY OUTCOME

Two sets of surveys were designed, targeting those beneficiaries who were undergoing the CST and YELP programs (Trainee Survey) during the survey period, and those who have graduated (Tracer Survey) from the two programs.

The survey questionnaires were developed in close consultation and coordination with the program managers/coordinators of the two programs. The survey tools were finalized on 13<sup>th</sup> October 2020 and the two surveys were carried out online from the third week of October 2020 till 28<sup>th</sup> February 2021. Due to the COVID-19 pandemic, the two surveys were carried out online, and the followup with candidates were carried out through email and phone calls.

The survey was mainly focused on programs initiated and implemented during the 12<sup>th</sup> FYP period. During the survey period, a total of about 435 candidates were undergoing the YELP program and about 260 graduated from the program. Similarly, a total of about 331 had graduated from the CST program and about 654 were enrolled in different CST programs.

As indicated in the following table, a total of 1141 individuals responded to the two surveys. 503 CST candidates responded to the trainee survey, and 289 graduates to the tracer survey. Similarly 95 YELP candidates responded to the trainee survey and 254 graduates to the tracer survey. While not all have participated in the two surveys, the survey covers about 71% of the target beneficiaries, thus giving a good representation of the total beneficiaries.

**Table 3: Respondent by type and programs**

Program	Respondent type		Total	%
	Trainee survey	Tracer survey		
Critical Skills Training (CST)	503	289	792	69.41
Youth Engagement and Livelihood Program (YELP)	95	254	349	30.59
<b>Total</b>	<b>598</b>	<b>543</b>	<b>1141</b>	
%	52.41	47.59		

As mentioned earlier, both CST and YELP programs were on hold with the first detection of COVID-19 cases in the country. Further, Thimphu observed two lockdowns (11<sup>th</sup> August to 6<sup>th</sup> September 2020; and 20<sup>th</sup> December 2020 to 30<sup>th</sup> January 2021) during which the training and engagement programs were kept on hold. Likewise, the other dzongkhags observed similar lockdowns. The pandemic has also affected the employment prospect for most beneficiaries, especially for those trained in the tourism and hospitality courses. Therefore, these circumstances may have likely impacted the result and outcome of the survey.

The advisory document does not contain feedback and assessment from the different implementing partners, such as training/engagement partners and employers, which could be considered for future

assessment (with availability of budget) to improve the two programs. For now, the two surveys are the key source for development of the current advisory.

The trainee survey was mainly targeted to the YELP and CST candidates enrolled in the programs during the survey period. Through the survey, information on the demographic profile including background information of respondents were collected. Questions on how trainees came to know about the program, and why they opted for the program, including their end goal/plan after the program were collected. The trainees also provided their honest assessment on support services by the DoEHR during the program delivery process. Their perception and preference, including the factors they consider important for finding employment were collected. The survey also included questions of their current and future status, and recommendation to further improve the training.

The tracer survey on the other hand was targeted to YELP and CST graduates to gauge the program outcome. The key focus was to assess employment outcomes of beneficiaries. Therefore, the survey included questions on graduates' employment status, the sector they are currently working in and other details. For those not employed, the survey included questions to assess the reasons for unemployment and if they require any further assistance to be gainfully employed.

The trainee and tracer survey outcome is divided into four parts as highlighted below:

1. Demographic profile of respondents,
2. Program outlook and expectation,
3. Assessment of program and services, and
4. Employment outcome.



## DEMOGRAPHIC PROFILE OF RESPONDENTS

A total of 598 participated in the trainee survey and 543 participated in the tracer survey, totaling to 1141 respondents. 64.33 percent (734) of the respondents are female and 35.67 percent (407) are male. The higher female respondents correspond to the higher proportion of enrollment in the two: YELP has female enrollment of about 58 percent and CST has female enrollment of about 60 percent (YELP and CST data between July 2018 and April 2021).

Majority of respondents, 72.48 percent (827) are in the age group of 18-24 years old, followed by 25.24 percent (288) in the age group of 25-29 years old. None of the respondents are in the age group of 15-17 years and age group of 35+ years old. Both CST and YELP programs are currently provided to jobseekers above 18 years of age. With the pandemic, the upper age ceiling of 29 years has been lifted to include COVID-19 affected workforce into the program. In fact, the trainee survey indicates that 8.86 percent of respondents are laid off workers, and 5.18 percent of the respondents are overseas returnees.

The Skills programs are offered for jobseekers with a minimum of middle secondary qualification to align with the state policy highlighted in the Constitution of the Kingdom of Bhutan, which states that free education will be provided for all school going children up to tenth standard. In recent years, with increasing numbers of unemployment due to the pandemic, unemployed with primary and middle secondary level qualifications are being encouraged to undergo skills training and specific programs are being designed to assist with their education qualification and market needs. The survey indicates that most beneficiaries are either with higher secondary (747) and middle secondary (215) educational background. Combining the two surveys, 65.47 percent are those with higher secondary education, 18.84 percent with middle secondary education, 9.38 percent with tertiary education, and 4.7 percent with vocational education background.

The respondents come from different dzongkhags in the country. As indicated in the table 7, the majority of respondents are from Trashigang (11.31 percent) followed by Mongar (8.95 percent) and SamdrupJongkhar (8.50 percent). The dzongkhags with the least number of respondents are Haa (1.23 percent) and Trongsa (2.10 percent).

Respondents were also asked to provide information on the working profile of their parents or guardians. Most beneficiaries of the CST and YELP programs come from households that are largely involved in agriculture or farming. In the two surveys, 50.31 percent (574) of all respondents' head of household's primary occupation is agriculture farming, followed by government service with 18.40 percent (210) and private business at 8.41 percent (96). Trainees were also highly likely to come from households whose heads have very little to no education. This survey composition also matches with the overall profile of Bhutanese workforce as indicated by the Labour Force Survey (LFS) report. According to the LFS 2020 report, 57.2 percent of Bhutan's employed workforce are engaged in agriculture farming and about 42.4 percent of the employed workforce have no formal education.

42 beneficiaries from the two surveys said they have some form of disability. 3.51 percent (21) from the tracer survey and 3.87 percent (21) from the trainee study. Table 9 shows that 3.68 percent of the total respondents from the survey have some form of disability. While it is encouraging to see individuals with disabilities benefit from the program, there is still the need to improve and strengthen support and provide access to people with disabilities and encourage them to participate in skilling and engagement to promote and encourage independent living.

**Table 4: Profile of respondents by gender**

Gender	Trainee survey		Tracer survey		Total	
	N	%	N	%	N	%
Male	173	28.93	234	43.09	407	35.67
Female	425	71.07	309	56.91	734	64.33
<b>Grand Total</b>	<b>598</b>	<b>100</b>	<b>543</b>	<b>100</b>	<b>1141</b>	<b>100</b>

**Table 5: Profile of respondents by age group**

Age group	Trainee survey		Tracer survey		Total	
	N	%	N	%	N	%
15-17 years old	0	0	0	0	0	
18-24 years old	481	80.43	346	63.72	827	72.48
25-29 years old	110	18.39	178	32.78	288	25.24
30-34 years old	7	1.17	19	3.5	26	2.27
35 + years old	0	0	0	0	0	0
<b>Grand Total</b>	<b>598</b>	<b>100</b>	<b>543</b>	<b>100</b>	<b>1141</b>	<b>100</b>

**Table 6: Profile of respondents by educational qualification**

Education level	Trainee survey		Tracer survey		Total	
	N	%	N	%	N	%
Primary (class 6 and below)	0	0	6	1.10	6	0.53
Lower Secondary (class 7 & 8)	0	0	11	2.03	11	0.96
Middle Secondary (class 9 & 10)	103	17.22	112	20.63	215	18.84
Higher Secondary (class 11 & 12)	461	77.09	286	52.67	747	65.47
Vocational Certificate	4	0.67	28	5.16	32	2.80
Vocational Diploma	2	0.33	20	3.68	22	1.93
Bachelors	27	4.52	80	14.73	107	9.38
Masters and above	1	0.17	0	0	1	0.09
<b>Grand Total</b>	<b>598</b>	<b>100</b>	<b>543</b>	<b>100</b>	<b>1141</b>	<b>100</b>

**Table 7: Profile of respondents by Dzongkhag**

Dzongkhags	Trainee survey		Tracer survey		Total	
	N	%	N	%	N	%
Bumthang	25	4.18	9	1.66	34	2.98
Chukha	46	7.69	28	5.16	74	6.49
Dagana	40	6.69	18	3.31	58	5.08
Haa	5	0.84	9	1.66	14	1.23
Lhuntse	25	4.18	22	4.06	47	4.12
Mongar	51	8.53	47	8.66	98	8.59
Paro	19	3.18	19	3.5	38	3.33
Pemagatshel	28	4.68	48	8.84	76	6.66
Punakha	29	4.85	19	3.5	48	4.21
SamdrupJongkhar	39	6.52	58	10.68	97	8.50
Samtse	34	5.69	38	7	72	6.31
Sarpang	45	7.83	28	5.16	73	6.40
Thimphu	24	4.18	30	5.52	54	4.73
Trashigang	78	13.04	51	9.39	129	11.31
Trashiyangtse	32	5.35	33	6.08	65	5.70
Trongsa	11	1.84	13	2.39	24	2.10
Tsirang	20	3.34	21	3.87	41	3.59
WangduePhodrang	17	2.84	22	4.05	39	3.42
Zhemgang	30	5.02	30	5.52	60	5.26
<b>Grand Total</b>	<b>598</b>	<b>100</b>	<b>543</b>	<b>100</b>	<b>1141</b>	<b>100</b>

**Table 8: Profile of beneficiaries by working background of their parents/guardian**

Enterprises	Trainee survey		Tracer survey		Total	
	N	%	N	%	N	%
Agri-farming	271	45.32	303	55.8	574	50.31
Armed Force	32	5.35	23	4.24	55	4.82
CSO/NGO	1	0.17	2	0.37	3	0.26
Government	135	22.58	75	13.81	210	18.40
International organization	1	0.17	1	0.18	2	0.18
Private Business	58	9.7	38	7	96	8.41
Private Corporation	46	7.69	37	6.81	83	7.27
Public Corporation	19	3.18	17	3.13	36	3.16
Retired	35	5.85	47	8.66	82	7.19
<b>Grand Total</b>	<b>598</b>	<b>100</b>	<b>543</b>	<b>100</b>	<b>1141</b>	<b>100</b>

**Table 9: Profile of respondents by disability**

Respondent type	Male	Female	Total	%
Trainee survey	4	17	21	3.51
Tracer survey	9	12	21	3.87
<b>Grand Total</b>	<b>13</b>	<b>29</b>	<b>42</b>	<b>3.68</b>

## PROGRAM OUTLOOK AND EXPECTATION

Table 10 highlights the means through which respondents have first heard about the program they are undertaking or graduated from. 35.50 percent (405) of the respondents said that they first heard about the program through different social media platforms such as Facebook, Twitter and others. 31.03 (354) percent have heard through various MoLHR outlets (website, fair, sms blast, and advocacy) and 25.77 percent (294) through their families and friends. Only 0.44 percent (5) of respondents said that the information on such skilling programs was provided by the school/university they attended. Thus it can be concluded that most beneficiaries did not have access to information about the program from the school/university they attended. The use of news media like newspapers, radio and television is very low with only about 7 percent of the respondents indicating that they got the program information through news media.

**Table 10: Respondents use of means for information**

Means of information	Trainee survey		Tracer survey		Total	
	N	%	N	%	N	%
Friends and families	143	23.91	151	27.81	294	25.77
From school/college	2	0.33	3	0.55	5	0.44
MoLHR (website, job portal, sms, and MoLHR social sites)	136	22.74	218	40.15	354	31.03
News media - Newspapers, radio, television	40	6.69	43	7.92	83	7.27
Social media - Facebook, twitter, others	277	46.32	128	23.57	405	35.50
<b>Grand Total</b>	<b>598</b>	<b>99.99</b>	<b>543</b>	<b>100</b>	<b>1141</b>	<b>100</b>

Respondents of the trainee survey were asked to provide their long-term goal for attending the program, and their immediate plan after completion of the program. Their main goal for undertaking the program is to gain skills and work experience (33.95 percent) and to find employment (33.95 percent). 30.27 percent indicated that they intend to take up self-employment opportunities. On the immediate plan majority of them indicated that they will pursue employment (49.33 percent), and 25.25 percent said that they will pursue further studies.

**Table 11: End goals after the program**

What is your end goal after the program?	Total Number	%
Employment	203	33.95
Gain Skills and work experience	203	33.95
No goal at the moment	11	1.84
Self-employment or start up business	181	30.27

**Table 12: Assessment of expectation of respondent**

What is your plan after the program?	Total Number	%
Find employment	295	49.33
Start my own business	16	2.68
Go for further studies	151	25.25
Go for further training	40	6.69
No plan at the moment	96	16.05

Respondents of both trainee and tracer surveys were asked why they opted for the program. More than 90 percent of the respondents indicated that they opted for the program to find better employment, gain skills and experience, or because they have interest in the program.

About 35 percent of respondents indicated that the program is a temporary measure until they find other better opportunities. More than 60 percent said they undertook the program since they could not qualify for higher studies or because they could not afford higher studies. Parents or guardian's support to the program is also comparatively high with more than 50 percent advising beneficiaries to attend the program.

**Table 13: Assessment of reasons for opting the program**

Why did you opt for this program?	Trainee survey		Tracer survey	
	N	%	N	%
To find better employment	564	94.31	496	91.34
To gain skills and experience	598	100	534	98.34
Interest in the program	582	97.32	514	94.66
Temporary measure till i get other better opportunities	218	36.45	213	39.23
Advice of parents/guardians	327	54.68	266	48.99
Friends enrolled in same program	166	27.76	166	30.57
Could not qualify for higher studies	428	71.57	344	63.35
Could not afford higher studies	401	67.06	337	62.06

43.48 percent (260) of the respondents expect their salary to be between Nu.10,001 to Nu.15,000 per month, whereas 24.41 percent (146) expect to get monthly wage of Nu.15,001 to Nu.20,000 and 23.24 percent of respondents (139) expect between Nu.5,001 to Nu. 10,000 per month. From the total respondents, only 0.50 percent (3) expect to get a salary less than Nu. 5,000. Therefore, from this survey it clearly indicates that our respondents are more interested in employment where monthly salaries are more than Nu. 10,000 per month. Even looking at the current living standard with the rapid development of the country, it is obvious to see higher salary expectation.

Furthermore, most of the respondents have stated that they would like to seek employment in the urban centres (51.00 percent) of Bhutan e.g. Thimphu, Paro, Phuentsholing. Given the choice, 30.94 percent of respondents said that they would prefer working overseas and only 18.06 percent stated that they would like to work in jobs that are located in rural Bhutan.

Looking at the preferences, it is observed that most of the beneficiaries would consider working in government service (34.62 percent) though the support programs are offered with focus on employment in the private sectors. The MoLHR has conducted several studies in the past for both TVET and tertiary education graduates, and the result is very much similar. A very high number of young jobseekers, even those who attended TVET programs, want to work in the government sector and seek desk jobs.

**Table 14: Trainee survey salary expectation**

What is your expected level of monthly salary after the program	N	%
Less than Nu. 5,000	3	0.5
Nu. 5,001 to Nu. 10,000	139	23.24
Nu. 10,001 to Nu. 15,000	260	43.48
Nu. 15,001 to Nu. 20,000	146	24.41
More than Nu. 20,000	50	8.36

**Table 15: Preference in place of employment**

If given an option to choose the place of employment, where would you most like to work?	Trainee survey	
	N	%
Overseas	185	30.94
Rural Areas (in Bhutan)	108	18.06
Urban Centres (in Bhutan)	305	51.00

**Table 16: Preference in area of employment**

Considering the program you are currently attending, which type of enterprise would you most like to work for?	N	%
Government	207	34.62
International organization	42	7.02
Overseas employment	113	18.90
Own Business/Self-employment	142	23.75
Private Sector	79	13.21
Public Corporation	15	2.51

Besides the area and sector preference, the survey also looked into specific factors that jobseekers consider when seeking employment. These factors are broadly classified as salary, location of employment, type of job, position title, job security, career opportunities, working conditions, job satisfaction, and firm/enterprise reputation. Among the factors influencing employment choices, job satisfaction, career advancement opportunities, and job security are very important for young jobseekers. This is true for both genders. Factors like workplace location and position title are slightly less important.

As indicated in the following table, factors such as salary, working conditions, job satisfaction, training and life-long learning opportunities are very important across all respondents. Whereas, factors such as position title seem to hold less significance. It is important to note that training and life-long learning is considered very important by majority of respondents of both trainee survey and tracer survey.

Table 17: Factor determining choice of employment

What factors do you consider when finding a job?	Trainee survey			Tracer survey		
	Not important at all	Moderately Important	Very important	Not important at all	Moderately Important	Very important
Salary	23 (3.85)	229(38.29)	346(57.86)	13(2.39)	221(40.70)	309(56.91)
Work Location	40 (6.69)	215(35.95)	343(57.36)	69(12.71)	229(42.17)	245(45.12)
Type of Job	41(6.86)	202(33.78)	355(59.36)	52(9.58)	203(37.38)	288(53.04)
Position title	97(16.22)	302(50.50)	199(33.28)	95(17.50)	286(49.36)	180(33.15)
Job Security	9(1.51)	103(17.22)	486(81.27)	11(2.03)	127(23.39)	405(74.59)
Working conditions	16(2.68)	150(25.08)	432(72.24)	15(2.76)	135(24.86)	393(72.38)
Job satisfaction	14(2.34)	126(21.07)	458(76.59)	13(2.39)	137(25.23)	393(72.38)
Firm's reputation	32(5.35)	222(37.12)	344(57.53)	29(5.34)	239(44.01)	275(50.64)
Training and life-long learning opportunities	10(1.67)	83(13.88)	505(84.45)	5(0.92)	98(18.05)	440(81.03)

## ASSESSMENT OF PROGRAM AND SERVICES

As per the survey report it is observed that most the beneficiaries of the CST and YELP programs are satisfied with the program support provided before, during and after the training programs. The programs are keeping youth engaged meaningfully and they are gaining required skills as per the expectations.

Respondents of trainee survey were asked to provide their satisfaction level on the registration/application process, the program briefing carried out by different program managers/coordinators, and support services provided during the program. On the other hand, respondents of the tracer survey were asked to reflect on the overall program delivery and content, program briefing and monitoring, and service delivery by MoLHR.

There is a general sense of satisfaction with the program that the respondents have attended as indicated by level of satisfaction on the overall program delivery, facilities and support provided during industry attachment/internship program, and trainers and facilities for training delivery programs. Beneficiaries, who have undergone the CST and YELP programs were asked to gauge their level of satisfaction with the overall program delivery, program briefing during the commencement of the program and more importantly the support services provided by the MoLHR. On a scale of 1 to 4, respondents were asked to give indication of their level of satisfaction on the different dimensions mentioned above, 1 being 'very dissatisfied' and 4 being 'very satisfied'. On an average, more than 93 percent indicated being either satisfied or very satisfied.

As indicated in the following table, a very high proportion of respondents are either satisfied or very satisfied with the program service delivery. About 92 percent of the respondents are either satisfied or very satisfied with the registration and application process. Similarly about 91 percent are either satisfied or very satisfied with the program briefing. From the tracer group, about 87 percent are either satisfied or very satisfied with the overall program delivery and content. There is also a high level of satisfaction with the monitoring and program briefing.

Although very few respondents (on an average 7 percent) have stated that they are very dissatisfied and dissatisfied, the program delivery and implementation can be improved and strengthened to enhance program delivery and effectiveness.

**Table 18: Program delivery and satisfaction**

Rate on the following (Trainee survey)	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Registration and application process	29 (4.85)	16 (2.68)	407 (68.06)	146 (24.41)
Program Briefing	29 (4.85)	21 (3.51)	382 (63.88)	166 (27.76)
Program support services by MoLHR	32 (5.35)	19 (3.18)	281 (46.99)	266 (44.48)
Rate on the following (Tracer survey)	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Overall program delivery and content	20(3.68)	50(9.21)	375(69.06)	98(18.05)
Program Briefing and monitoring	21(3.87)	50(9.21)	364(67.03)	108(19.89)
Service delivery by MoLHR	33(6.02)	23(4.24)	321(59.12)	166(30.57)



As indicated in the following table, respondents of trainee and tracer surveys were asked to gauge their experience and expectation of the program. The survey outcome from the trainee survey is especially positive, with more than 98 percent of respondents indicating that the program is keeping them meaningfully engaged and that they are learning new skills from the program. More than 97 percent indicated that they are developing as a person from the program, and would recommend the program to others.

Similarly, the tracer survey outcome shows the same degree of positivity. 95.4 percent said they have learned new skills through the program. More than 80 percent said that the program has met their learning goals, kept them meaningfully engaged, and helped them develop as a person. More than 74.77 percent said that program helped them become employable. 79.56 percent indicated that they have learned entrepreneurship and self-employment through the program. Therefore, it is encouraging to see that different skills and engagement programs are meeting the goal of beneficiaries and the needs of the labour market.

**Table 19: Program Assessment**

<b>Assess the following (Trainee survey)</b>	<b>N</b>	<b>%</b>
The program is keeping me meaningfully engaged	590	98.66
I am learning new skills from the program	595	99.50
I am developing as a person from the program	584	97.66
My learning objectives is being met through this program	565	94.48
I would recommend this program to others	585	97.83
<b>Assess the following (Tracer survey)</b>	<b>N</b>	<b>%</b>
The program met my learning goals	455	83.79
The program helped me become employable	406	74.77
The program kept me meaningfully engaged	463	85.07
I learned new skills from the program	518	95.40
I developed as a person from the program	464	85.45
I learned about entrepreneurship and self-employment through the program	432	79.56
I would recommend the program to others	490	90.24

Table 20 shows that most of the respondents of the trainee survey are very confident about their employment prospects after completion of the program. 51.17 percent are moderately confident and 44.15 percent of them said they are very confident in securing gainful employment. The higher level of satisfaction received from these programs due to delivery, modality and relevancy of training implemented by DoEHR, MoLHR could have attributed to higher level of confidence in the trainees in securing employment. The level of confidence is similar for both programs.

It is also encouraging to see that most of the respondents are aware of the country's economy, jobs prospects and laws and regulation. However, there are still a good number of respondents who have stated that they do not have any knowledge on the country's progress. Only less than 8 percent of the respondents indicated that they are not knowledgeable about the country's economy, employment prospects, their prospect as entrepreneurs, their earning potential, and the labour law, whereas others indicated that they have either little knowledge or they are very knowledgeable in these areas.

**Table 20: Confidence of Beneficiaries**

How confident are you in securing employment after completion of the program (Trainee survey)	N	%
Not confident	28	4.68
Moderately confident	306	51.17
Very confident	264	44.15

**Table 21: Respondents level of knowledge on different topics**

How would you rate your knowledge in the following areas? (Trainee Survey)	Not Knowledgeable	Little Knowledgeable	Very Knowledgeable
Bhutan's economy	17 (2.84)	432(72.24)	149(24.92)
Employment prospects in the job market	30(5.02)	382(63.88)	186(31.10)
Your prospects as an entrepreneur	57(9.53)	399(66.72)	142(23.75)
Earning potential for your skills/trade/fields	27(4.52)	340(56.86)	231(38.63)
Labour Law and Regulation	55(9.20)	354(59.20)	189(31.61)
How would you rate your knowledge in the following areas? (Tracer Survey)	Not Knowledgeable	Little Knowledgeable	Very Knowledgeable
Bhutan's economy	33(6.08)	389(71.64)	121(22.28)
Employment prospects in the job market	42(7.73)	353(65.01)	148(27.26)
Your prospects as an entrepreneur	80(14.73)	357(65.75)	106(19.52)
Earning potential for your skills/trade/fields	36(6.63)	313(57.64)	194(35.73)
Labour Law and Regulation	61(11.23)	344(63.35)	138(25.41)

A question measuring respondents' perceptions of well-being or socio-economic status was included in the survey. In the first part, respondents were asked to rank their status on a 4-step ladder where, on the first step is 'poor', then 'moderately poor' then 'moderately rich' and on the fourth step, 'rich'. Respondents were further asked to give their perception of their level of success in five years' time on the rating of 'unsuccessful', 'successful' and 'very successful'.

There is a general sense of optimism and positive perception from the respondents of both surveys. From those who participated in the tracer survey, 30.02 percent said they are 'moderately rich' and 1.29 percent are 'rich' at the present. In five years' time, 79.01 percent said that they see themselves 'successful' and 9.76 percent see themselves as 'very successful'. Similarly, the trainee survey respondent has indicated that 27.42 percent are 'moderately rich' and 3.18 percent are 'rich' at present. In five years' time, 78.76 percent said they see themselves 'successful' and 19.57 percent being 'very successful', whereas, almost 50 percent from the both the surveys mentioned that they are moderately poor at present but they see themselves as successful in five years of time, which is good indication and shows that the programs are benefiting in both skilling and gaining experience for employment. However, it is important to note that given the modest background of many respondents, their expectations and perceptions of relative wellbeing are quite modest and subjective in nature. Further, they lack information on standards and benchmarks against which to measure

themselves, thus gauging themselves at random. This has led to some generous rating not only of overall wellbeing but also on the training and service delivery of skills programs. Such assessments may need to be reassessed over a longer period of time as socio-economic conditions in the country change and as respondents have more exposure and experience.

**Table 22: Assessment of current and future prospect**

<b>How do you see yourself now?</b>	<b>Poor</b>	<b>%</b>	<b>Moderately Poor</b>	<b>%</b>	<b>Moderately Rich</b>	<b>%</b>	<b>Rich</b>	<b>%</b>
Tracer survey	78	14.36	295	54.33	163	30.02	7	1.29
Trainee survey	87	14.55	328	54.85	164	27.42	19	3.18
<b>How do you see yourself in five years' time?</b>	<b>Poor</b>	<b>%</b>	<b>Moderately Poor</b>	<b>%</b>	<b>Moderately Rich</b>	<b>%</b>	<b>Rich</b>	<b>%</b>
Tracer survey	21	3.87	143	26.34	320	58.93	59	10.87
Trainee survey	11	1.84	74	12.37	412	68.90	101	16.89

<b>How do you see yourself in 5 years' time?</b>	<b>Unsuccessful</b>	<b>%</b>	<b>Successful</b>	<b>%</b>	<b>Very Successful</b>	<b>%</b>
Tracer survey	61	11.23	429	79.01	53	9.76
Trainee survey	10	1.67	471	78.76	117	19.57



**EMPLOYMENT  
OUTCOME**

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## EMPLOYMENT OUTCOME

A total of 543 participated in the tracer survey. 56.91 percent of the respondents are female and 43.09 percent of the respondents are male. 52.67 percent are those with higher secondary (Class 11 & 12) educational qualification, 20.63 percent with middle secondary qualification, and 14.73 percent with bachelor's degree qualification. In terms of choice of program, 53.22 percent attended CST implemented in partnership with the training institutes and 46.78 percent attended YELP implemented in partnership with industry. Gender wise, a higher proportion of females participated in both programs.

To assess the employment outcome, respondents were asked to provide information on their employment status. Specified questions were designed for employed to assess the level of satisfaction in their current job and to gauge if the program benefited in terms of securing their current employment.

Of the 543 respondents, 101 attended the program in 2018, 192 in 2019 and 249 in 2020. 72.19 percent of the programs were implemented in Thimphu dzongkhag. Programs are also being implemented in places with MoLHR regional offices like Phuntsholing (4.6 percent) and SamdrupJongkhar (7 percent).

On the employment outcome, 52.67 percent of respondents have stated that they are not employed and 47.33 percent indicated they are employed. The employment outcome for YELP is 61.02 percent and 35.29 percent for CST. Gender wise, the employment outcome for both male and female is almost the same, with 47.25 percent of female employed and 47.44 percent of male employed. The proportion of employment is higher for those with vocational qualifications.

**Table 23: Employment status after the program**

Employment status	CST		YELP		Total	
	N	%	N	%	N	%
Employed	102	35.29	155	61.02	257	47.33
Not employed	187	62.71	99	38.98	286	52.67

The subsequent tables indicate that out of 257 respondents who are employed, 49.80 percent are employed in the non-desk (manual) category and 25.10 percent in desk jobs. 25.10 percent are employed in jobs requiring both desk and non-desk work. 55.56 percent of respondents are working as regular/permanent employees, 30.16 percent as casual/temporary employees, 7.54 percent and 6.75 percent as contractual and self-employed respectively.

22.96 percent of respondents stated that facilitation by MoLHR has helped them in finding current employment. 20.23 percent indicated that they used advertisement (TV, Radio and newspaper) in finding employment. Good number of respondents have stated that online job search, direct contacting with employers and personal networks (Family and friends) have also helped them in finding employment. Only

23 (8.95 percent) respondents stated that training providers have facilitated in finding the employment. This is especially relevant to the employment-based CST program which requires training providers to support employment facilitation after the program.

Although OJT and practical attachment are compulsory and mandatory for any training program implemented in collaboration with training providers, it is observed that not many trainees have been benefited from such facilitation programs in finding employment. Therefore, there is a need to look into these components and study to strengthen and revise the procedures and process for OJT or practical attachment components with the training providers.

In terms of finding employment most of the respondents have taken less than 1 month (36.58 percent) to secure their current position/job. 26.57 percent took more than 6 months, 25.68 percent took 1 to 3 months and 11.67 took 4 to 6 months. Due to access to information made available through various advertisements and facilitation support provided by the MoLHR, it is presumed that training beneficiaries are able to find employment after the program and such support services should be enhanced and strengthened.

**Table 24: Types of employment**

Type of current job	YELP (%)	CST (%)	N	%
Desk	24.84	25.51	63	25.10
Non Desk (Manual)	47.06	54.08	125	49.80
Both	28.10	20.41	63	25.10
Specify the type of employment	YELP (%)	CST (%)	N	%
Casual/temporary	26.62	35.71	76	30.16
Contractual	7.14	8.16	19	7.54
Regular/Permanent	61.04	46.94	140	55.56
Self-employed	5.19	9.18	17	6.75

**Table 25: Employment methods used**

Which of the following methods did you used to find employment?	YELP (%)	CST (%)	N	%
Advertisement (TV, Radio, Newspaper)	24.52	13.73	52	20.23
Directly contacting employer	11.61	12.75	31	12.06
Facilitation by MoLHR	25.81	18.63	59	22.96
Facilitation by Training provider	na	12.75	23	8.95
Online job searches	12.26	7.84	27	10.51
Personal network(Family & Friends)	14.84	24.51	48	18.68
Others	4.52	9.8	17	6.61

**Table 26: Duration taken to find employment**

How long did it take for you to find your first job after the program?	N	%
Less than 1 month	94	36.58
1 to 3 months	66	25.68
4 to 6 months	30	11.67
more than 6 months	67	26.07

Out of 257 respondents who are currently employed and engaged in various sectors. 23.41 percent (59) of respondents are engaged in the Tourism and Hospitality sector followed by education and training with 9.92 percent and construction with 8.73 percent. About 27.38 percent have not specified the sector they are currently working in.

Although there are lots of opportunities announced in the power and energy sectors, only 0.40 percent of respondents were able to find employment in these sectors. Therefore, looking at the opportunities and demand in the Hydro and power sector, ICT, media and communication and production and mining sectors, there is a need for MoLHR to study and understand the requirements for those sectors to get our youth trained to fit their needs and demand. Having been affected by the COVID-19 pandemic in the labour workforce, the possibilities to import foreign workers in the country is not feasible but demand for workforce in the construction, Hydro and Power, ICT and Production and mining sectors are increasing at rapid rates. In order to fulfill and meet the workforce need in the domestic market, the priorities and skilling programs should be aligned with current needs so that dependency on foreign workers are minimised.

**Table 27: Sectors of employment**

Respondent Type	YELP (%)	CST (%)	N	%
Agriculture	9.74	1.02	16	6.35
Construction	10.39	6.12	22	8.73
Education and training	9.08	11.22	25	9.92
Financial services	2.6	4.08	8	3.17
Health	7.79	1.02	13	5.16
ICT, Media and Communication	4.55	9.18	16	6.35
Power and Energy	0.65	0	1	0.40
Production and mining	6.49	4.08	14	5.56
Tourism and Hospitality	19.48	29.59	59	23.41
Trading and service	2.60	5.10	9	3.57
Others (not specified)	26.62	28.57	69	27.38

Despite positive employment outcomes, the income outcome of the respondents is fairly poor, especially when considering the standard of living in the urban centres where the majority of them work. Following table shows that a large proportion of employed respondents (35.94 percent) earned between Nu. 5,001 to Nu. 10,000 per month. One respondent has indicated that he/she earns below the national minimum wage

rate (0.39 percent) of Nu. 3,750 per month and 10.16 percent earn between Nu. 3,750 – Nu. 5,000 per month which is a serious concern that needs intervention from the relevant agencies.

Likewise, level of qualification also plays an important role in earning ability once employed. As indicated in the survey, 89.13 percent of those with bachelor's or higher qualification earn more than Nu. 10,000 per month, 71.74 percent earn more than Nu. 15,000 per month, and 17.4 percent earn more than Nu. 20,000 per month. Whereas only 41.96 percent of those with secondary education earn income of more than 10,000 per month, with 11.76 percent earning more than Nu. 15,000 per month.

Table 29 shows that respondents who are employed get additional incentives from their employers. 21.42 percent indicated that they get a bonus, 30.94 percent indicated that they get housing allowance or housing support, and 43.70 percent said they get a working meal or lunch at the workplace.

Corresponding to the salary and incentives they get, out of 257 respondents, about 45.91 said that their salary is sufficient. However, 12.25 said that their salary is very insufficient and 38.91 said it is insufficient. Very few (2.72 percent) indicated that their salary is highly sufficient.

**Table 28: Average monthly salary range**

<b>What is your current average monthly salary?</b>	<b>N</b>	<b>%</b>
Less than Nu. 3,750	1	0.39
Nu. 3,750 to Nu. 5,000	26	10.16
Nu. 5,001 to Nu. 10,000	92	35.94
Nu. 10,001 to Nu. 15,000	81	31.64
Nu. 15,001 to Nu. 20,000	41	16.02
More than Nu. 20,000	15	5.86

**Table 29: Incentives at workplace**

<b>Do you get the following incentives in your current job?</b>	<b>N</b>	<b>%</b>
Bonus	54	21.43
Housing allowance or housing	79	30.98
Working meal or lunch	111	43.70

**Table 30: Sufficiency of salary for those employed**

<b>How sufficient is your current salary?</b>	<b>N</b>	<b>%</b>
Very Insufficient	32	12.45
Insufficient	100	38.91
Sufficient	118	45.91
Very Sufficient	7	2.72

Those who are employed were asked whether the program gave them an advantage in securing employment, and about 87.50 percent of respondents said that the program did give them an advantage in finding employment. A very high percentage of employed respondents said that the program they attended



is very helpful in performing their day-to-day tasks in their current job. Only about 6.5 percent said that the program was not helpful. This could mean that the two programs are effective in terms of providing industry relevant content which are of use to the beneficiaries once employed. Therefore, imparting relevant skills and knowledge through the engagement and skills training program is important and should be continued by the relevant agencies through proper study and mechanism.

**Table 31: Advantage and helpfulness of program**

<b>Did the program give you the advantage in finding employment?</b>	<b>YELP (%)</b>	<b>CST (%)</b>	<b>N</b>	<b>%</b>
No	7.74	19.8	32	12.50
Yes	92.26	80.2	224	87.50
<b>How helpful was the program that you attended in performing your day-to-day tasks in your current job?</b>	<b>YELP (%)</b>	<b>CST (%)</b>	<b>N</b>	<b>%</b>
Not very helpful	1.29	3.92	6	2.33
Not Helpful	2.58	6.86	11	4.28
Helpful	61.29	50	146	56.81
Very Helpful	34.84	39.22	94	36.58

Employed respondents were also asked a set of questions to understand their level of satisfaction in the current workplace. They were asked to assess if their job is valued at their workplace and if their job is giving them a sense of pride and satisfaction. They were also asked to self-assess if they see a long-term career in the same profession. Accordingly, as indicated in the following table, 92.58 said that their job is being valued in their workplace. About 58 percent feels that their skills and knowledge are underutilized, and they could take up additional responsibilities. 86 percent said that they have a sense of pride and satisfaction with their job, which is very positive, and 73.8 percent said they would like to build a long-term career in the same profession. On an average, those who are employed seem to be doing quite well in terms of job satisfaction.

**Table 32: Satisfaction level at workplace**

<b>Statement</b>	<b>N</b>	<b>%</b>
My job is valued in my workplace	237	92.58
My job is giving me sense of pride and satisfaction	220	86.27
I perform better at task then my colleagues	185	73.12
My skills and knowledge are underutilised	148	58.27
I see long term career in the same profession	189	73.83

## UNEMPLOYED PROFILE

Out of 543 respondents who have undergone the CST and YELP programs, 257 (47.33 percent) are employed and 286 (52.67 percent) could not find employment. The employment outcome is comparatively low considering the 64 percent employment for different School-Work-Transition Support (STWT) programs during the tracer survey conducted for STWT in 2017 (NHRD Advisory 2017).

The employment outcome is higher for YELP program (61.02 percent) and lower for CST program (35.29 percent). During the 2017 tracer survey of STWT program, the employment outcome of the two programs implemented under the employment guarantee scheme was high. The employment outcome for YES/GSP was 79.1 percent and for DES was 80.8 percent. During the pandemic, the employment requirements from both CST and YELP programs were lifted to make concessions for the implementing partners. The CST programs designed with employment outcomes were modified during the COVID-19 pandemic period.

Unemployed respondents were asked to provide their self-assessment on their reasons for being unemployed, and what other alternatives they are considering to find employment. They were also asked to highlight key assistance needed from MoLHR.

While looking at the particular reasons on why they are unemployed after the program, it is observed that 32.39 percent stated that there are lack of job opportunities for them with their current skills and experience. 19.93 percent have recently left/lost their job due to pandemic or other reasons, and 10.32 percent could not find employment due to family or personal reasons. 8.9 percent of the unemployed respondents said they have decided to take up further studies and about 6.4 percent felt that the post-program employment support was poor.

**Table 33: Reasons for unemployment**

Any particular reason why you are unemployed after the program?	N	%
Decided to undertake further studies	25	8.90
Lack of job opportunities	91	32.38
Health related reasons	9	3.20
Family and personal reason	29	10.32
Could not get job of my preference	28	9.96
Recently left/lost jobs	56	19.93
I lack the skills to find a job	10	3.56
I lack the experience to find a job	15	5.34
Poor employment facilitation support	18	6.41

However, it is encouraging to find out that 63.48 percent of respondents are proactively seeking employment opportunities and if they find relevant job opportunities they are willing to join the workforce. There are also those who are interested to take up additional skilling or internships to find employment.

While support from MoLHR has been of great benefit for the respondents to find employment, there are still those who require additional assistance. 25.80 percent said that they need support in employment guidance and 23.32 percent need skills training to get themselves equipped with the required skills and knowledge for the task. Furthermore, 21.91 percent of youth need assistance in terms of funding support to set up their own business. Therefore, looking at the good number of respondents interested to take up self-employment avenues, support and facilitation services in terms of providing entrepreneurship support could be explored and strengthened.

**Table 34: Alternatives to find employment**

What are you currently doing to find employment?	N	%
Doing nothing	54	19.15
Undertaking another internship program	9	3.19
Undertaking another training	25	8.87
Undertaking further studies	15	5.32
Waiting for employment announcement	179	63.48

**Table 35: Assistance needed from MoLHR**

What kind of help do you need to secure employment?	N	%
Employment guidance and support	73	25.80
Fund to set up my own business	62	21.91
Interview skills	8	2.83
Job experience	70	24.73
No help needed	4	1.41
Skills training	66	23.32



# HRD ADVICE

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# HRD ADVICE

## **Strengthen employment based approach**

Employment outcomes from employment based programs are much higher compared to other programs not tied to employment. Employment for programs aligned with the immediate requirement of the labour market also shows higher employment statistics and clearly gives a strong indication that employment based approach to skilling support results in better employment outcome.

Further, investment on these programs are made on employment, thus resulting in better use of government resources. However, it may equally be important for young people to have access to flexible programs for gaining those short-term work experiences without any post program obligations. Despite high employment outcomes, employment based programs need to be further strengthened in terms of design, delivery and outcome assessment. With increasing youth unemployment, employment based programs will have an important role to play, in effective channelization of young jobseekers to the world of work. These programs need to be strengthened based on past experiences and learning outcomes. Experiences on implementation of such programs can be shared in different skills and employment forums.

## **Enhance entrepreneurship support services**

Majority of jobseekers continue to show preference for employment in the government sector and in desk jobs, when the reality is that there is increasingly lesser number of jobs available in the government sector. The Royal Civil Service Commission (RCSC) recruits about 500 against more than 4500 tertiary education graduates entering the labour market annually. About 34.62 percent of those who participated in the trainee survey indicated that they wish to work in the government sector. This percentage has drastically reduced in comparison to the youth perceptions carried out in the past. There is also an increase in those who have indicated that they would like to take up self-employment opportunities (23.75 percent). However, many young people in schools and different learning institutions are often not aware about different employment opportunities and avenues. One such avenue is self-employment and entrepreneurship.

Many countries have adopted entrepreneurship promotion and support as an important strategy for fostering gainful employment and Bhutan is no exception. The NWFP 2016 highlights 'strengthening entrepreneurship effort' as one of the important workforce development strategies. While some forms of entrepreneurship services support are provided to youth undergoing skilling programs, youth who haven't undergone such programs have little or no support, thus resulting in low awareness, interest, and capacity among many school graduates.

However, on a positive note, some of the recent strategies adopted such as integration of entrepreneurship courses in the school curriculum, and setting up of incubation centres in colleges are expected to have a positive impact in the area. A strong entrepreneurship drive and culture can result in more young people taking up self-employment as a viable option for gainful employment. This will have to be complemented by other policies such as, ease of doing business, easy and effective access to finance, fiscal policy, and stronger intellectual property right policies among others.

### **Strengthen coordination and partnership between different programs**

The DoEHR provides the majority of STWT support services. The STWT services are provided through the skills training program, industry attachment, entrepreneurship support, among other programs.

Critical Skills training supports those interested to acquire skills in different trades so that they are in position to find gainful employment post-skilling. Skills training are provided either in-country or ex-country. Industry attachment support is currently provided through programs such as YELP. Through industry attachment programs, young jobseekers are provided with avenues to gain needed work experience and learn on the job. Entrepreneurship support is provided to those interested to set up their own small businesses. Support is provided in terms of entrepreneurship training, entrepreneurship learning integration in schools, colleges and TVET institutes, incubation support, start-up support, and loan facilitation support.

There is a need for a better coordination and partnership between these different programs to bring in meaningful impact to address labour market needs and employment outcome. Candidates completing skills training could be further supported through YELP or entrepreneurship programs on need basis. Similarly, a candidate who has undergone an entrepreneurship program but requires skilling support can be supported through CST. Therefore, effective partnership and coordination mechanisms between the different programs need to be in place.

### **Enhance program advocacy and information sharing**

Many young people are not aware of the support facilities and different program services available to them. There is also a general lack of awareness on the labour market opportunities and job prospects due to lack of career counselling and lack of general information made available. This puts young jobseekers in a disadvantageous position and very often they would end up opting for a program which will not necessarily match their aspiration/need, thus leading to program hopping and job hopping once employed.

It was also found that media outlets such as the internet and mobile are more popular among the young people. Majority of the respondents have come to know about the two programs through the Ministry's website and social media pages. Very few of them access other media such as radio, television or newspaper. Therefore, there is a need to carry out advocacy, which goes beyond simple announcement and one time show/event. Building a brand within the specific sector will go a long way in motivating young people to take up education/training in those specific trades, and attracting talent to the sector. Therefore, advocacy avenues with different media and creative channels needs to be explored to bring culture and perception shift on job and employment prospects.

Comprehensive advocacy will create constant awareness and understanding among young people on different options and opportunities available to them, thus leading to proper matching of programs to young jobseekers in the short run and overall job satisfaction among those employed in the long run.

Education institutions and training institutions are expected to provide information on labour market signals based on labour market information, career counselling and guidance, and in some cases, on-the-job

learning opportunities and employment facilitation support. A good career education and guidance to youth in the labour market is widely recognized as an effective tool for those young people not able to decide on their career. The problems are, to what extent and how early to provide such information; how to ensure its quality and relevance; and to what extent school-based provision can substitute effectively for early labour market experience. In many countries, students are offered on-the-job learning experiences and avenues to take up part-time employment. Students also have the avenue to do a career aptitude test to match their strengths and interests to different career options. The support provided in the form of career counselling, labour market information, employability (soft) skills support, curriculum reform, and other employment facilitation support by the school/institute/college needs to be strengthened. Further, up-to-date and effective data/research on labour market information and signal needs to be disseminated to different career counselling units. The communication channel and frequency between the different career counsellors and students/trainees in school/institution needs to be strengthened and enhanced.

### **Strengthen Monitoring and Evaluation**

There is a general sense of satisfaction among the beneficiaries with the program monitoring and evaluation carried out by respective program managers. Such monitoring is confined to evaluation of trainees' attendance and performance, feedback collection, interview of employer/training providers, and general dissemination of information on the program. The frequency of monitoring is also limited to the number of human resources coordinating the program.

There is also a need for capacity building of program managers to carry out effective monitoring, which will result in better monitoring outcome and program delivery improvement. Monitoring mechanisms for different programs could be an effective way to guide on the monitoring frequency, tactics, and reporting process.

The National HRD Advisory 2017 indicated that there is a need to develop M&E framework for different STWT support programs and strengthen monitoring mechanisms through the use of ICT, including information and data sharing between different programs to prevent program hopping and repeated investment on transition support to one specific individual.

### **Strengthen workforce information system**

There is a need to strengthen proactive policies and programs to effectively channelize young people from school/colleges/institutions to work. The proactive policies can be in terms of strengthening the economic plans, creating conducive employment opportunities, providing quality and relevant education/training, and providing short-term, medium-term and long-term labour market signals. One such tool to provide labour market signals is through the workforce plan and labour market information. Strategic workforce planning helps in ensuring that in the future, human resources with the right skills are available. Workforce planning is important at both sectorial as well as individual organization level. Proper workforce planning at organization level will provide a strong foundation to carry out workforce planning at sectorial and at national level. Workforce planning at organization level and sector level needs strengthening and capacity

development support in the area needs to be provided. Further, labour market information researches and workforce planning information dissemination need to be strengthened.

### **Strengthen partnership with different implementing agencies**

The economy at large and the industry/employer in particular will continue to play a major role in employment generation. While jobs in the government sector, public owned corporations and large scale industries are structured and profiled with clear career ladder, this is a big issue in the smaller private firms. Young jobseekers desire to work in jobs with higher level of job security, good salary, clear career progression, clear job roles and responsibilities, and good working conditions. Most often, the reason why young people hop to different jobs is mainly due to the fact that these conditions are not provided. While employment shifts are happening from the public to private sector, the aspiration of young people continues to be to work in the government sector. Another matter of concern is that many of the economic sectors like construction and production offer mostly temporary or contract employment, while many young people prefer to be engaged in a job secured environment with clear career advancement opportunities.

The lack of a clear career path for different occupations within the private sector is a matter of concern. While skilling training and support programs from MoLHR has helped in increasing jobseekers level of confidence in securing employment, many are critical when it comes to their earning potential. There are few who are paid less than the national minimum wage. Factors such as education play a key role in the earning potential of an individual.

A positive reform has been the introduction of minimum wage rates for National Certificate holders, which needs to be updated periodically. Government intervention and industry support/partnership is needed in terms of developing career pathways for different occupations in the private sector. Clarity in job roles and responsibilities also needs to be developed. Therefore, coordination between government agencies and industry/employers has to be improved and strengthened through various program interventions.