



Review and Action Plan Report of National HRD Policy 2010

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Ministry of Labour and Human Resources

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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

FOREWORD

It has been ten years since the launch of the National HRD Policy. The policy was developed with the intention to bring a paradigm shift in the overall educational and training system wherein it repositions itself from providing low level knowledge and skills to providing medium and high-level knowledge and skills. The policy envisions greater coordination among different ministries, agencies, institutions and private providers of HRD services, to be proactive, national, inclusive and dynamic. The policy aims to create and enhance the competencies of people through the strengthening of the existing HRD institutions and promoting the required HRD institutions to help the country achieve its strategic goals, increase employability and provide decent employment to people. It seeks to integrate with labour market information and bridge the gap between labour force supply and demand.

Since the launch of the policy, the Ministry of Labour and Human Resources (MoLHR), as the nodal HRD agency, has been working with different key HRD agencies in the country in bringing guided HRD reforms and interventions in the country. The key focus of the policy is in Technical and Vocational Education and Training (TVET), Tertiary Education, Training and Development, Human Capital Development, and Mechanism for Implementation of the policy.

The Review and Action Plan Report has been developed to assess the implementation of the policy, and to plan ahead to assure key HRD agencies' partnership and involvement in carrying forth with the policy implementation. As such, this document has been developed in close consultation and coordination with different implementing partners. Therefore, it is a document representing input and views of our stakeholders.

My appreciation goes out to all the members of the Core Working Group (CWG) and Task Force (TF) members for their time, support and cooperation rendered with the development process. I hope that the action plans, as committed by the different partners, are duly supported by their own agency. We hope that the document will provide useful information to all our key HRD agencies, government agencies, and other stakeholders.

Tashi Delek!



Ugyen Dorji
Minister, MoLHR

INTRODUCTION

The National Human Resource Development (NHRD) Policy 2010 was the first national level effort in terms of drawing attention to the need for a coordinated and collaborative HRD effort in the country. The Ministry of Labour and Human Resources (MoLHR) took the lead in the development of the NHRD policy in line with its mandate, and with directive from the Cabinet. The policy was developed with the objective to bring coordination and cohesion among different HRD activities in the country and to align the workforce development aspect with the Economic Development Policy. The NHRD policy would act as an umbrella policy in terms of fostering concerted and coordinated HRD effort, and to provide overall direction to all relevant agencies in their efforts towards fulfilling the human resource needs of the country.

The NHRD Policy focuses on five core areas, which are, Tertiary Education, TVET, Training and Development, Human Capacity Development, and Mechanism for Implementation. The report has two parts: Implementation Review and Action Plan. The Review part focuses on the implementation status of different policy statements highlighted in the policy. A detailed assessment has been made on the plans and programs implemented by different HRD agencies since the launch of the policy. In preparing the action plan, different strategy/plan documents of the key HRD agencies (including the 12th FYP document) have been referred to. The action plans are also aligned to the direction set in the policy.

The Review and Action Plan report has been developed in close coordination and cooperation with key HRD stakeholders. A Core Working Group (CWG) and Task Force (TF) committee was formed to work on this report. The CWG members consisted of members from the Human Resource and Skills Development Division (HRSDD) and the Policy and Planning Division (PPD) of the MoLHR. The TF committee comprised of members from key HRD agencies such as the Department of Adult and Higher Education (DAHE), Royal University of Bhutan (RUB), Khesar Gyalpo University of Medical Sciences of Bhutan (KGUMSB), Royal Civil Service Commission (RCSC), Ministry of Education (MoE), Gross National Happiness Commission (GNHC), Department of Technical Education (DTE), and Ministry of Finance (MoF). A total of more than four consultative meetings/workshops were carried out with the CWG and the TF members.

The MoLHR plans to establish an Inter-Agency National Coordination Committee (INCC), which will function as an apex body governing and guiding the implementation of key activities and policies highlighted in the NHRD Policy and Action Plan. Accordingly, the INCC will: Foster a sustained partnership and coordination among different HRD agencies in implementation of the NHRD Policy; Provide advisory role to the Government on any HRD matters in the country; and Provide guidance and direction on different HRD opportunities/challenges, and interventions/reforms needed in the country. With the establishment of the INCC, the MoLHR will continue to carry out a similar review of the NHRD Policy in future. Further, Annual HRD Report will be published to provide clarity of different HRD interventions carried out in the TVET and tertiary education sector.

As highlighted in the following table, the implementation review and action plan report has been prepared for policy statements in five areas. Out of 47 policy statements, four are fully implemented, 44 are partially implemented or on track. The annexes highlighted with this report provides details on the names of the tertiary and TVET providers in the country and the courses offered by them, the latest update of the list of TVET accredited courses, the areas in which national competency standards have been developed and details of education consultancy firms in the country.

Areas	Number of Policy Statements	Status
Tertiary Education	13	Fully Implemented = 2 Partially Implemented = 11 Not Achieved = 0
TVET	12	Fully Implemented = 0 Partially Implemented = 12 Not Achieved = 0
Training and Development	5	Fully Implemented = 0 Partially Implemented = 5 Not Achieved = 0
Human Capacity Development	4	Fully Implemented = 0 Partially Implemented = 4 Not Achieved = 0
Mechanism for Implementation	13	Fully Implemented = 2 Partially Implemented = 11 Not Achieved = 0

The numbering of different policy statements in this document is matched with that of the National HRD Policy 2010.

Acronym

DAHE	Department of Adult and Higher Education
DCSI	Department of Cottage and Small-scale Industries
DoEHR	Department of Employment and Human Resources
DOS	Department of Occupational Standards
DoL	Department of Labour
DTE	Department of Technical Education
GNHC	Gross National Happiness Commission
HRD	Human Resource Development
HRSD	Human Resource and Skills Development Division
IZC	Institute of Zorig Chusum
KGUMSB	Khesar Gyalpo University of Medical Sciences of Bhutan
MoE	Ministry of Education
MoF	Ministry of Finance
MoLHR	Ministry of Labour and Human Resources
RCSC	Royal Civil Service Commission
RIM	Royal Institute of Management
RITH	Royal Institute of Tourism and Hospitality
RTP	Registered Training Providers
RUB	Royal University of Bhutan
TEI	Tertiary Education Institutions
TTI	Technical Training Institute
TVET	Technical and Vocational Education and Training

TERTIARY EDUCATION

8. Higher Education

8.1 The Royal Government shall promote and support research-based technical and professional education institutions that shall be centres of excellence. Private institutions shall be encouraged to invest by establishing their campuses in Bhutan. Higher education shall be given the status of industry.

Lead Agency: DAHE, RUB, KGUMSB, TEIs

Implementation Status: Partially Implemented

The Tertiary Education Policy 2010, Tertiary Education Roadmap 2017-27 and Institutional Accreditation Manual 2014 encourages the TEIs within Bhutan to promote a strong research culture.

Research module is taught in all the RUB undergraduate programs. Further, RUB Colleges and PG students of KGUMSB are mandated to conduct research as a part of their study program. JNEC carries out technical research (more specifically product-based research) in their college. Faculty members of RUB and KGUMSB have been required to carry out research besides teaching since 2010. The Policy also provides autonomy to all TEIs in terms of fund mobilization to recover costs. Both RUB and KGUMSB have Departments established within their universities to plan, coordinate and implement research activities, including fund mobilization and validating research proposals. Universities have recognized research activities as a part of the performance appraisal for the faculty members. RUB was allocated a one-time endowment fund of Nu. 10 million for research works. However, lack of an adequate research budget and lack of a National Research Council to guide and regulate research works have been highlighted as some of the key challenges in this area.

The TEP 2010 also encourages private participation in tertiary education. The Rules and Regulations for Establishment of Colleges 2012 was developed by DAHE to provide clarity on the establishment process and to encourage private promoters in the establishment of private colleges in the country. A total of two private colleges are currently affiliated with RUB and three affiliated with KGUMSB.

Action Plan

Actions	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Funds
				Start date	End date			
Develop National Research Policy/Guideline	Policy/Guideline published	0	1	2020	2021	DAHE, TEB	RUB, KGUMSB, MoLHR, GNHC	
Promote Research works and publications	No. of researches funded in RUB		400	2020	2023	DAHE, TEB, TEIs	TEIs	
	No. of researches funded in KGUMSB		20	2020	2023	RUB, KGUMSB,	TEIs	

8.2 Bhutan shall have the Royal Government universities and institutions and private institutions. An enabling and empowering environment for private educational institutions shall be created. At the same time, the Royal Government shall continue to play a key role in the growth of higher education and quality assurance among different educational institutions.

Lead Agency: DAHE, TEB, BAC

Implementation Status: Partially Implemented

The Tertiary Education Policy was launched in 2010 and the Tertiary Education Roadmap was launched in 2017 to bring guided reforms and development in the tertiary education sector. Relevancy, Quality, Access, and Governance and Financial sustainability are four key components in the Tertiary Education Roadmap. The Roadmap aims to operationalize the Tertiary Education Policy 2010, develop human capital for sustainable socio-economic development in the country, and provide strategic direction for the overall growth in the tertiary education sector.

The RUB was established in 2003 and KGUMSB was established in 2012. Over the years, access to tertiary education has been increased through establishment of new colleges (both private and public) - Yonphula Centenary College and Gyalpozhing IT College were established in 2017; Jigme Singye Wangchuck School of Law in 2017; Arura Academy of Health Science in 2015; Norbuling Rigter College in 2017; and Apollo Bhutan Institute of Nursing in 2019.

The Tertiary Education Board (TEB) and Bhutan Accreditation Council (BAC) are the highest decision-making bodies to oversee the overall growth and quality enhancement of the tertiary education system in the country. The BAC accredits all TEIs in the country to ensure the standard and continuous quality enhancement and growth. Further, RUB also has an internal quality assurance division to ensure quality within the RUB colleges. The TEIs and College Management Committee are required to ensure quality in the RUB Colleges. There is a need to further strengthen the secretariat to the TEB and the BAC.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Review guidelines, rules and regulations for enabling establishment of TEIs	Number of guidelines, rules and regulations reviewed	0	2	July 2020	June 2021	DAHE, RUB, KGUMSB	TEIs	
BAC shall facilitate TEIs accreditation	No. of TEIs accredited	12	15	2020	2023	BAC	RUB, KGUMSB, TEIs	
	Internal quality assurance Mechanism in TEIs in place		100%		2023	BAC	RUB, KGUMSB, TEIs	
Develop Five-year strategic plan for tertiary education	Five-year strategic plan in place		1	2022	2023	DAHE	RUB, KGUMSB, TEIs, RIM	

8.3 Both public and private educational institutions shall develop international character and closely integrate with the educational markets and relevant agencies. They shall attract international students and charge them market fees for their educational services.

Lead Agency: DAHE, RUB, KGUMSB, TEB, BAC, TEIs

Implementation Status: Partially implemented

The TEP 2010 encourages attracting leading international/ domestic private colleges/universities by creating an enabling environment. The BAC has collaboration and linkages as one of the key aspects under standard no. 5 of the institutional accreditation manual. DAHE also facilitates issuance of visas to foreign students and faculty members visiting private TEIs under exchange programs. RUB has signed 58 MoU external MoUs and 16 internal MoUs. They have also initiated student exchange program with different international institutions such as Erasmus Plus- EU, Linfield College, Kan sia University, Vitten College, UNE Australia, William & Marry College - USA, ECU Australia, Charles Stuart University Australia, SFS USA, University of Canberra, Pitzer College USA, Vrija University Netherlands, and others. The RUB has also developed an International Student exchange policy. The RTC has signed 18 MoUs with external education Institutions since 2010. KGUMSB has five MoUs signed with internal institutions and 23 MoUs signed with external agencies.

On the institution of credit transfer on these student exchanges, RUB programs are not considered by partner colleges at par with their standards. There is also a lack of information of how much fee is charged by the private TEIs to the international students.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
BAC shall facilitate accreditation of TEIs by regional/international accrediting bodies.	No. of TEIs accredited by regional and international accreditation bodies	0	2	2022	2023	BAC	TEIs	
Promote country's TEIs in the international markets	No. of international students enrolled in TEIs within Bhutan	34(RUB)	45(RUB)	2020	2023	TEIs		
Review RUB/KGUMSB fee guideline	Fee structure reviewed and developed for international students			2020	2023	KGUMSB, RUB, TEB	TEIs	

8.4 The educational institutions shall be encouraged to develop multiple academic collaborations with the regional and international institutions for the exchange of students and faculty, development of instructional materials and joint conduct of seminars and conferences.

Lead Agency: DAHE, RUB, KGUMSB, BAC, TEB, TEIs

Implementation Status: Fully Implemented

The TEP 2010 encourages attracting leading international/domestic private colleges/universities by creating an enabling environment. The BAC has collaboration and linkages as one of the key aspects under standard no. 5 of the institutional accreditation manual. DAHE also facilitates issuance of visas to foreign students and faculty members visiting private TEIs under exchange programs.

The RUB has 58 MoUs signed for students and lecturers exchange programs with external education institutions and 16 internal MoUs signed with Ministries and DHI Companies. The RTC has sent more than 200 students and 63 faculty members since 2012. Since 2017 RUB Colleges have sent 319 students under exchange programs (CLCS: 5, CNR:13). It is mandatory for all final year residents to go for an exchange program under KGUMSB. Since 2014, KGUMSB has sent 33 students and 10 faculty members under its exchange program

Signing MoU between Public TEIs and Regional/international university/colleges/institutions is a challenge because of policy and procedure in place.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
TEIs shall develop multiple academic collaboration with Regional and International Institutions	No. of MoUs signed for academic collaboration with Regional/International Institutions	25 RUB	37 RUB	2020	2023	TEIs	External institutions	Committed
Foster Faculty and student exchange program	No of Faculty exchange programs organized	480 RUB	632 RUB	2020	2023	TEIs	External institutions	Committed
	No of student exchange programs organized	276 RUB	386 RUB		2023	TEIs	External institutions	Committed

8.5 For national development, engineering, medical, management, architecture, and legal education are of prime importance. Therefore, special emphasis shall be given to technical and professional education. The existing institutions shall be upgraded to international standards and required institutions shall be established. These institutions shall not only focus on teaching and training but also endeavour to conduct research and provide consultancy.

Lead Agency: DAHE, RUB, KGUMSB, TEB, BAC, TEIs

Implementation Status: Partially Implemented

There are two Engineering and Architecture colleges in the country (CST providing BE Civil, BE Electrical, BE Electronic & Communication, BE Architecture, BE Geology, BE Information Technology, BE Instrumental and Control Engineering, Master of Engineering in Renewable Energy; and JNEC providing BE Mechanical Engineering, BE Power Engineering, BE in Surveying and Geo-Informatics, Diploma in Civil Engineering, Diploma in Computer system and Network, Diploma in Electronic and communication engineering, Diploma in Material and procurement management, Diploma in Mechanical Engineering).

There are a total of six medical institutes (3 private and 3 government), they are: 1.Faculty of Nursing and Public Health providing B.Sc. in Clinical Council, B.Sc in Public Health, Diploma in Emergency Medical responder, B.Sc. in Nursing & Mid- Wifery, Diploma in GNM, Community

Health and Medical Technician; 2. Faculty of Postgraduate in Medicine providing Faculty of Postgraduate in Medicine, Doctor of Medicine in Anaesthesiology, Doctor of Medicine in Emergency Medicine, Doctor of Medicine in General Practice, Doctor of Medicine in Internal Medicine, Doctor of Medicine in Obstetrics and Gynaecology, Doctor of Medicine in Ophthalmology, Doctor of Medicine in Orthopaedics, Doctor of Medicine in Paediatrics, MD Psychiatry, MD Surgery, MD ENT, MD in General Practice; 3. Faculty of Traditional Medicine providing Bachelor in Traditional Medicine, Diploma in Traditional Medicine, Masters in Traditional Medicine; 4. Arura Academy of Health Science providing Diploma in GNM; 5. Apollo Bhutan Institute of Nursing providing Diploma in GNM; 6. RTC Faculty of Nursing providing B.Sc. Nursing and Midwifery.

On the Business Management program, RIM has started offering MBA programs. A new ICT specialized college has been set up in the east (Gyelpozhing college offering B.Sc. IT) and a Legal College has also been established (Jigme Singye School of Law providing PGDNL and LLB). The BAC has a plan to facilitate accreditation of two TEIs by regional or international accrediting bodies.

TEIs are allowed to conduct independent research and consultancy services. In fact, colleges like CST, Gedu College of Business Studies and JNEC conduct regular research and provide consultancy services.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Universities shall promote technical and professional education	No. of engineering, medical, management, and architecture courses introduced	18 RUB	35 RUB	2020	2023	TEB	TEIs	
Upgrade TEIs to international standards	No. of TEIs courses accredited by Regional and International accrediting bodies	0	33 RUB Programs	2020	2023	TEIs	External accrediting bodies	
The TEIs shall provide short training and consultancy.	No. of short trainings provided		186 RUB	2020	2023	TEIs		
	No. of consultancy services provided	129 RUB		2020	2023	TEIs		

8.6 The Royal University of Bhutan shall strengthen the existing colleges and help them introduce new courses as per the labour market demands. It shall affiliate private colleges. The Royal University of Bhutan shall focus on introducing relevant masters and doctoral courses, enhancing the quality of faculty and providing sufficient resources and time to faculty for creating intellectual capital.

Lead Agency: DAHE, RUB, KGUMSB, RIM, BAC, TIEs
Implementation Status: Partially Implemented

The TEP 2010 provides autonomy to the universities to offer any courses within the guidelines of the Bhutan Qualification Framework. The Institutional Accreditation manual also requires the TEIs to develop programs in consultation with experts and stakeholders, based on sound research and practice. The proposal for the introduction of new programs at RUB colleges has to initially be approved by the College Academic Committee (CAC). The CAC then submits a proposal to the Academic and Planning Resource Committee (APRC), whereby APRC reviews the resources and market analysis carried out. The proposal is then submitted to the Program Quality Committee (PQC). The PQC ensures that the proposal is as per the regulation and recommends for validation. The validation is carried out in the campus by the subject specialists, which is then submitted to the Academic Board for final approval.

The RUB reviews the courses after every five years to ensure market relevancy. All private colleges located in the country are either affiliated with RUB or KGUMSB, therefore they also follow the above process when introducing new courses/programs.

The TEIs are expected to carry out the market analysis prior to the development of any program. They are also mandated to carry out the tracer studies and collect student feedback to review the programs accordingly. However, there is a need to initiate program accreditation by the BAC.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Diversify courses/programs in TEIs in alignment to the HR requirement	No. of Tracer studies conducted and validated	0	3	July 2020	June 2023	DAHE, RUB	TEIs	
	No. of Master Program/doctoral program introduced		86 RUB		2023	RUB, RUB, DAHE	TEIs	

Upgrade qualification of lecturers	No. of lecturer upgrading their qualification		286 RUB	2020	2023	RUB, KGUMSB, MoLHR, RCSC	TEIs	
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8.7 The College of Science and Technology (CST) and Jigme Namgyel Polytechnic (JNP) shall upgrade themselves to international quality standards and benchmarks. They shall diversify and introduce courses in line with the labour market demands and the needs of a knowledge-based society.

Lead Agency: RUB, CST, JNEC, DAHE

Implementation Status: Partially Implemented

Over the years, both CST as well as JNEC has been offering an increasing number of engineering diploma and degree programs.

CST currently offers: BE Civil, BE Electrical, BE Electronic & Communication, BE Architecture, BE Geology, BE Information Technology, BE Instrumental and Control Engineering, Master of Engineering in Renewable Energy.

JNEC currently offers: BE Mechanical Engineering, BE Power Engineering, BE in Surveying and Geo-Informatics, Diploma in Civil Engineering, Diploma in Computer system and Network, Diploma in Electronic and communication engineering, Diploma in Material and procurement management, Diploma in Mechanical Engineering.

As already mentioned, programs are not accredited through BAC.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Accredit CST and JNEC programs	No. of programs accredited through BAC	0	10	July 2020	June 2023	BAC	DAHE, RUB, JNEC, CST	

8.8 Offering of licensed courses of foreign institutions by colleges in Bhutan shall be encouraged. For this purpose, the foreign institution concerned has to be approved and recognized in its own country. Further, courses have to be accredited in their own country. The approval of the Ministry of Education shall have to be obtained by the college concerned before the launch of the courses. Finally, courses shall have to be accredited in Bhutan over a period of time.

Lead Agency: DAHE, RUB, KGUMSB, RIM, BAC, TIEs, TEB

Implementation Status: Partially Implemented

The MBA course offered by RIM is a successful example of a licensed course, of a foreign institution, offered by a Bhutanese institute. The program was introduced in 2012 (1st cohort) through Australian government support (Australia Aid) and with a supplement fund from the RGoB. The average annual enrolment is about 35 candidates. Similarly, RIM is a certified test and training provider of CPA, Australia program since July 2018. Similar opportunities are possible for other tertiary education institutions. The Gedu College of Business Studies intends to offer a certificate in Association of Accounting Technician (AAT Level 3 & Level 4) UK based by 2020.

RUB has their own procedure of program assessment. The KGUMSB courses are currently accredited by the Bhutan Medical and Health Council (BMHC).

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
TEIs shall be encouraged to offer courses in collaboration with reputed foreign institutions	No. of international course offered in the country	2	3	July 2020	June 2023	TEIs	External institutions	
Universities shall institute a mechanism for launching new and reviewing existing programs	Timeline for instituting a mechanism		Dec 2021	July 2020	Dec 2021	RUB, KGUMSB	TEIs	
BAC shall initiate program accreditation in TEIs	Timeline for BAC to start the program accreditation of TEIs	NA	Dec 2021	July 2020	Dec 2021	BAC	TEIs	

8.9 Post graduate and doctoral level management education shall be promoted. Entrepreneurship education and management development shall also be encouraged. Various stakeholders from industry, business, Royal Government and academe shall be involved in this endeavour.

Lead Agency: DAHE, RUB, KGUMSB, TEB, BAC
Implementation Status: Partially Implemented

The KGUMSB provides post-graduate and doctoral level courses in the health sector. The MBA program is currently offered in Gedu College of Business Studies and RIM, and Paro College of Education offers M.Ed. program.

Entrepreneurship modules have been integrated in most RUB colleges. This was initiated through the World Bank supported Private Sector Development Project (PSDP) in the 10th FYP period. Lecturers were provided TOT in entrepreneurship and simultaneously learning modules were developed. Incubation units are also being set up in most RUB colleges. Currently, all RUB colleges offer entrepreneurship programs as one of the learning modules. Gedu College of Business Studies also offered specialization in entrepreneurship. Through the CSI Development Flagship implemented in the 12th FYP period, plans are underway to strengthen entrepreneurship support services and programs in the different TEIs.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
TEIs shall introduce new post-graduate and doctoral level management programs	No. of post-graduate and doctoral programs introduced			2020	2023	TEIs	RUB, KGUMSB	
Offer entrepreneurship as a module in relevant TEIs.	No. of entrepreneurship modules offered	83 RUB	301 RUB	2020	2023	TEIs	MEA, MoLHR	
Set up business incubation units and innovation centers	No of business incubation units and innovation centers established		17 RUB	2020	2023	TEIs	MEA, MoLHR	

Encourage industry-institute collaboration in program design, practical training and research.	No. of industry-institute linkage created			2020	2023	TEIs	Industries	
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8.10 The Royal Institute of Tourism and Hospitality (RITH) shall be the main institution for providing diploma and degree courses in the tourism sector. It shall be developed as the center of excellence and requisite resources shall be provided to it to emerge as one of the prominent educational institutions in the South Asia region.

Lead Agency: DAHE, RUB, BAC, TEB, MoLHR, TCB, RITH

Implementation Status: Partially Implemented

RITH currently offers two Diploma programs: Diploma in Hospitality Management, and Diploma in Tourism Management with an annual intake of 25 students in each area. RITH does not offer any degree programs at the moment, however, there are plans for RITH to become autonomous and to be upgraded to a college to offer degree programs. A Feasibility Study is currently being carried out by RITH to expedite conversion from RITH to a college offering Bachelors in Tourism and Bachelors in Hospitality. The Feasibility Study Report will be out by March 2020, and will provide greater clarity on additional infrastructure requirements, capacity development requirements of staff within RITH, and other areas.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Introduce degree courses at RITH	No. of degree courses introduced in Hospitality and Tourism Sector	0	2	2021	2023	RITH	DAHE, TCB	Not committed
Upgrade qualification of lecturers	No. of lecturers upgraded their qualification	5	10	2020	2023	RITH	DAHE, TCB	Not committed

8.11 The Royal Government shall promote an integrated medical college that shall offer undergraduate and postgraduate courses in the allopathic system. It shall have medical and dental schools. In addition, the college shall later offer relevant paramedical courses. Nursing and pharmacy education at graduate and postgraduate level shall also be promoted.

Lead Agency: DAHE, KGUMSB, TEB, BAC, BMHC,
Implementation Status: Fully Implemented

The KGUMSB was established in 2013 as per the University of Medical Sciences Act of Bhutan 2012. The university offers different certificate, diploma, and post-graduation programs. KGUMSB has linkages with 18 different international institutions (<https://www.kgumsb.edu.bt/wp-content/uploads/2018/07/Copy-of-MoU.pdf>). Both nursing and pharmacy courses are offered under the Faculty of Nursing and Public Health (FNPH) of the KGUMSB. Further, three private nursing institutions: RTC, Apollo Bhutan Institute of Nursing and Aurora Academy of Health Sciences affiliated with the university, also provide nursing programs.

The Faculty of Nursing and Public Health offers: B.Sc. in Clinical Council, B.Sc. in Community Health, Diploma in Dental Hygiene, Diploma in Dental Technician, Diploma in Emergency Medical responder, Diploma in Medical Laboratory Technology, B.Sc. in Nursing & Mid- Wifery, Diploma in Nursing & Midwifery, Diploma in Pharmacy, Diploma In Physiotherapy, Diploma in Public Health, and Diploma in Radiography and Medical Imaging.

Faculty of Postgraduate in Medicine offers: Doctor of Medicine in Anaesthesiology, Doctor of Medicine in Emergency Medicine, Doctor of Medicine in General Practice, Doctor of Medicine in Medicine, Doctor of Medicine in Obstetrics and Gynecology, Doctor of Medicine in Ophthalmology, Doctor of Medicine in Orthopedics, Doctor of Medicine in Otorhinolaryngology-Head and Neck Surgery, Doctor of Medicine in Pediatrics, and MD Psychiatry Surgery.

Faculty of Traditional Medicine offers: Bachelor in Traditional Medicine, Diploma in Traditional Medicine, and Masters in Traditional Medicine.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Strengthen medical colleges in the country	No. of postgraduate programs offered	12	13	2020	2023	KGUMSB	TEIs	
	Timeline by which Medical	0	1	2020	2023	KGUMSB	TEIs, BMHC	

	Undergraduate program is started in the country							
	No. of courses upgraded			2020	2023	KGUMSB	TEIs	
	No. faculty with relevant qualifications			2020	2023	KGUMSB	TEIs	

8.12 Special emphasis on higher education for differently abled students shall be given so that they are able to use their potential and get decent jobs.

Lead Agency: DAHE, RUB, KGUMSB, BAC, TEB, TEIs

Implementation Status: Partially Implemented

TEIs like Sherubtse College provide higher education opportunities to the visually impaired. However, most existing TEIs lack relevant infrastructure and facilities to cater to the needs of persons with disabilities. The National Policy for Persons with Disabilities was endorsed in July 2019. The policy will be instrumental for empowering persons with disabilities to avail opportunities for higher education. Human capacity development and access are one of the key components of the policy. The TEP 2010, TE Roadmap 2017 and Institutional Accreditation Manual emphasizes on inclusive tertiary education.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Implement action plan for the National Policy for Persons with Disabilities (specific to TEIs)	Action plan implemented	0	100 percent	2020	2023	DAHE, RUB, KGUMSB, TEIs	DPAB, GNHC	Not committed

9. Quality Assurance in Tertiary Education

9.1 An autonomous accreditation body shall be established by the Ministry of Education with responsibility for ensuring quality standards in tertiary educational institutions. The accreditation process shall be holistic, systematic, objective, data-based, and transparent. It shall enable the educational institutions to improve and enhance their capacities. Accreditation shall be done for both academic courses and/or overall institutions. The accreditation body shall network with the regional and international accreditation bodies.

Lead Agency: DAHE, BAC
Implementation Status: Partially Implemented

Implementation Status:

The Bhutan Accreditation Council (BAC) was established as the National Authority for quality assurance, accreditation and recognition of qualification in 2011 under the executive order from the Cabinet. The Quality Assurance and Accreditation Division (QAAD) under the DAHE is currently functioning as the Secretariat to the Council. The Council has completed the first cycle of accreditation of 13 TEIs in the Country. It is now gradually preparing to undertake program accreditation in the near future.

QAAD has attained membership to the International Network for Quality Assurance and Accreditation Agencies (INQAAA) and Asia Pacific Quality Network (APQN) in 2013 and 2014 respectively. Gedu College of Business Studies has started to accredit with Association to Advance College School of Business, Singapore; Faculty of Traditional Medicine and Faculty of Nursing and Public Health is accredited by BAC. The Faculty of PG Medicine is in the process of accreditation with BAC. Arura Academy of Health Science is accredited by BAC. All RUB colleges are currently accredited by the BAC.

Recommendation from the OD assessment in 11th FYP was to set up an autonomous accreditation body called the Bhutan Qualifications Authority, which will be mandated for quality assessment in both the TVET and the tertiary education sectors. However, this is yet to be implemented.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Draft Bhutan Qualifications Authority Bill	Timeline by which the Bill is submitted to the parliament	NA	June 2021	2020	2021	DAHE, MoLHR		

Establish Bhutan Qualifications Authority	Timeline by which BQA is established	NA	June 2022	2021	2022	DAHE, MoLHR	RCSC	
BAC/BQA shall initiate program accreditation in TEIs	Timeline by which BAC/BQA starts program accreditation in TEIs	NA	June 2021	2020	2021	BAC/BQA	TEIs	
Establish network with international/regional accreditation body	No. of linkages established	2	2	2020	2023	BAC/BQA	international/regional accreditation body	

TECHNICAL AND VOCATIONAL EDUCATION & TRAINING

10. Technical and Vocational Education and Training (TVET)

- 10.1 Relevance, quality and demand shall be the salient features of technical and vocational education and training. Vocational education shall be planned and developed in line with the labour market demands. Further, greater awareness among students about the importance of vocational education shall be created through advocacy, counseling and career guidance in high schools. The existing Technical Institutes/Colleges shall be strengthened in terms of physical infrastructure, equipment and faculty resources.

Lead Agency: DTE, DOS, RTP
Implementation Status: Partially Implemented

Relevancy, Access, and Quality are the key features of the TVET Blueprint 2016-26, and the new TVET policy is currently being drafted. The Department of Technical Education (DTE) was established as a result of OD carried out in the 11th FYP period. Plans are underway to set up an autonomous apex agency that will bring reforms and changes within the TVET sector.

TVET promotion is currently being carried out through the TVET Promotion Division set up with the establishment of DTE in 2016. The Division is in process of developing a TVET promotion strategy. Augmentation of existing TTIs and IZCs is already on-going under the GOI-PTA and STEP-UP Projects. There are plans to construct an additional TTI as well as to relocate TTI Thimphu and IZC Thimphu. The Registration Regulation enables private promoters to establish training institutes. There are currently 117 registered training providers in the country, out of which 98 are private. The Quality Management System (QMS) has been instituted as a mandatory aspect to assure quality management within the TVET institutes, both private and public.

The JWPTI has been established to build human resource capacity in the power/energy sector. Most of the existing TTIs are being augmented through GOI and ADB support. The Bhutan Education Blueprint 2014-2024 and TVET Blueprint 2016-2026 both emphasize the importance of increasing access to TVET. Plans are drawn out to integrate TVET programs into the school system and for smoother transition to TVET opportunities.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Develop TVET policy	TVET Policy drafted	0	1	July 2019	June 2020	MoLHR	MoE, MoIC, MoEA	Committed

Access to TVET increased	Percentage of higher secondary school leavers joining TVET	10 percent	20 percent	July 2020	June 2023	MoLHR, DTE, DoEHR	RTP	Committed
		20 percent	40 percent	July 2023	June 2028	MoLHR, DTE, DoEHR	RTP	Not committed
		40 percent	60 percent	July 2028	June 2033	MoLHR, DTE, DoEHR	RTP	Not committed
TVET Promotion strategy developed	Strategy developed	0	1	July 2020	June 2021	DTE	RTP	Committed
Tracer Studies conducted	Regular TVET tracer conducted		Annually	June 2020	-	TTIs, IZCs, RTP	Employers	Committed

10.2 Public-private partnership shall be fostered to offer quality vocational training. Further, the Industry-institute collaboration shall be encouraged to reinforce relevance of technical and vocational education. For this purpose, several mechanisms shall be evolved. The component of On-the-Job-Training (OJT) shall be enhanced in the national certificate courses so that they become practical and the students develop the right skills and attitudes. Life skill modules shall be introduced in Technical Institutes and be encouraged in other institutions to help students improve their personal effectiveness.

Lead Agency: MoLHR
Implementation Status: Partially Implemented

There are several programs implemented by MoLHR in partnership with different industries/training providers. Critical Skills Training is a program implemented in partnership with different registered training providers, mainly private training providers. A total of 4880 candidates were skilled through this mechanism in 11th FYP and 5000 candidates are to be skilled in the 12th FYP period. Several programs were initiated to engage young people to learn through industry attachment. These programs were Apprentice Training Program (ATP), Direct Employment Program (DES implemented in the 11th FYP period) and short-term internship programs. In the 12th FYP, the Youth Engagement for Livelihood Program (YELP) was initiated to engage learning through industry partnership.

OJT is a mandatory component of any TVET skills delivered by the public TVET institutions. OJT is implemented by the TTIs in partnership with different industries/employers in the country. A Dual Training Program or DTP was initiated in 2019 under the HELVETAS Project, to expand TTIs partnership and engagement with the industry. There are also plans to review the OJT component in the TTIs to increase access and provide more practical and hands-on training.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Enhance Institute-Industry partnership	No. of MoUs signed with medium and large scale industries	0	50	July 2019	June 2023	RTPs	Medium and large Industries	
Introduce life skill modules as part of TVET courses	Life skill modules introduced		June 2023	July 2019	June 2023	RTPs	Employers	

- 10.3 The existing Technical Institutes shall introduce new courses that have market demand as well as are attractive enough for the students. A few institutes shall also offer short-term, pre-service courses conducive to employment. Some of the courses shall be targeted at the specific needs of women students. The Institutes shall be encouraged and empowered to be more entrepreneurial and innovative.

Lead Agency: DTE
Implementation Status: Partially Implemented

There are a total of 117 registered training providers in the country offering a diverse range of programs as indicated in the following table. All courses offered in the TTIs and IZCS are currently aligned with the BVQF. Further, programs are put in place to align the TVET programs offered by private training providers with the BVQF. Efforts are also being made to enhance female enrolment in the TVET program. In the 10th FYP period, efforts were made to introduce female friendly courses and increase access to female applicants. Entrepreneurship modules have been integrated into TTIs and IZCs. Incubation unit has been set up in TTI-Chumey, TTI-Khuruthang, and JWPTI. Short courses such as furniture making, cable TV technician, wood carving, and others were carried out as part of CST by the TTIs/IZCs.

Institutes	Course offered
TTI-Thimphu	Auto-mechanic, Panel Beating
TTI- Samthang	Auto-mechanic, Auto-electrical, Heavy Earth Moving Operator, Heavy Vehicle Driving
TTI-Khuruthang	Electrical, Mechanical fitter & Welder
TTI-Chumey	Masonry, Plumbing, Carpentry, Carpentry, Welding, Furniture Masking
TTI Rangjung	Auto- mechanic, Computer Hardware & Networking, Electrical, Furniture making, TV Cable Operator, TV Cable Operator

JWPTI - Dekiling	Masonry & Plumbing, Carpentry, Furniture Making, Mechanical Fitter & welder, Distribution & Transmission Lineman, Underground Power Cable Trenching, Repair & maintenance of Transformer, Hydro Power Mechanical & Instrumentation, Power cable technician
IZC - Thimphu	Lhadri (Painting), Jimzo (Sculpture), Tsemzo(Tailoring), Tshemdrup (Embroidery), Troezo (Gold & Silver Smith), Thagzo (Weaving)
College of Zorig Chusum	Tsemzo (Tailoring), Tsemdrup (Embroidery), Patra (Wood Carving), Shagzo Wood Turning), Babzo (Mask Carving), Treozo (Gold & Silver Smith), Jimzo (Sculpture), Lhadri (Painting), National Diploma in Jimzo
Private Training providers	Furniture making, HVAC, software development, mobile application development, spa and therapy, dairy product development, food processing, sales management, accountancy, Office Management, Tourist Guide, Bakery, Food Production, Housekeeping, Front desk, Driving, Heavy Earth mover, Foreign language, Tailoring, Air Transport Management, Airline Cabin Crew Training, Passenger Ground Service, Computer Application, Disaster Mgt., Food & Safety, Computer Hardware & Networking, Store & Inventory Management, Animation, Graphic design, Hair and Beauty, Solar installation & maintenance etc

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Align TVET courses to BVQF	No. of new accredited programs (over the existing ones)		Additional 30	June 2020	July 2023			
Increase access to female participation	Female enrolment in TVET program	35 percent	40 percent	July 2020	June 2023	MoLHR	Training providers	Committed
Implement short-course in TTIs and IZCs	No. of short-course conducted by TTIs and IZCs		2 annually by each TTIs/IZCs	July 2020		TTIs and IZCs		

10.4 Vocational education and training institutions in the tourism sector shall be promoted. They shall offer courses in food preparation, bakery and confectionery, food and beverage services, restaurant operations, etc. A few institutions shall also offer short-term, pre-service and in-service courses. Likewise, establishment of vocational education and training institutions in other sectors such as arts & crafts, agriculture and health must equally be promoted in order to cater to the economic needs of the country.

Lead Agency: MoLHR
Implementation Status: Partially Implemented

Establishment Regulation for Training Providers and Registration Regulation for Training Providers were two separate regulations developed in 2010. The Establishment Regulation (with the HRSD) would enable private promoters to set up TVET institutions in the country, whereas the Registration Regulation (handed over to the DOS) would enable quality control mechanisms through proper facility monitoring and assessment in training institutes. The two regulations were reviewed and amalgamated into one regulation titled the Regulations for Registration of Training Providers in March 2014. Since the regulation was put into place in 2010, an increasing number of private promoters have come forward in establishing TVET institutes in the country. In fact, the number of TVET institutions in the country has increased from 11 institutions in 2010 to 117 institutions in 2019.

Further, the Guidelines for the Establishment of Nursing and Midwifery Institute was developed by HRSD, MoLHR in partnership with Bhutan Medical and Health Council (BMHC), MoH in May 2012. The Guideline was developed with the objective to promote and facilitate establishment of nursing institutes by private players. The Reldri Nursing Institute (now renamed as Arura Academy of Health Science) was set up as a result of the guideline put in place. The guideline has been reviewed and is now solely managed by the BMHC.

The MoLHR through its in-service HRD (CCD) and pre-service HRD (CST) program provides full tuition support to any private training providers ready to offer market relevant skills and training. A total of about 8000 were skilled through different training providers in the country through this mechanism.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Review existing Registration Regulation	Regulation reviewed		June 2021	July 2020	June 2021	DOS	RTP	Committed
Implement CST in priority fields/sectors	CST implemented in priority field	4880	5000	July 2018	June 2023	DoEHR	RTP	Committed

10.5 Vocational training programs shall also be introduced in schools in order to promote and improve both attitude and skills towards vocational education among students.

Lead Agency: MoLHR, MoE, REC
Implementation Status: Partially Implemented

In the past, vocational programs were implemented in the schools through the Vocational Clubs. The MoLHR took initiatives to supply these Vocational Clubs with trainers and training equipment. With the launch of the Bhutan Education Blueprint 2014-2024, efforts are being made by both the MoE and the MoLHR in this matter. The Education Blueprint gives emphasis on the importance of integrating vocational programs in school education. As part of the access strategy, vocational programs will be introduced within schools. Currently, the DTE is also in process of introducing vocational programs in six pilot schools (Baylling HSS, Chumey MSS, Khuruthang MSS, Rangjung HSS, Gelephu HSS & Bajothang HSS) by 2020 through following initiatives:

- Vocational clubs from class IV to VI,
- Pre-vocational orientation from class VII to VIII,
- Vocational elective subject from class IX to XII.

Draft Competency Based Learning Materials (CBLM) for classes XI and XII will be developed and a new TVET curriculum in nine trades will be implemented as optional subjects in class IX in all above mentioned schools.

The curriculum was designed as per National Certificate Level I and II, and students are eligible for credit transfers if they join a TTI or IZC. Plans are underway to mainstream TVET in general education through the implementation of Education Blueprint and TVET Blueprint.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Introduce vocational program in identified pilot schools	Vocational programs successfully introduced		Six schools	July 2020	June 2021	DTE, TTIs	Six schools, MoE	Committed
Mainstream TVET in general education	Percentage of secondary school leavers with vocational skills	NA	20 percent	July 2020	June 2023	MoE	DTE, TTIs	

10.6 The Institutes of Zorig Chusum shall also serve as the centers for preservation and promotion of both traditional and cultural arts and crafts of Bhutan.

Lead Agency: DTE, IZCs, MoLHR
Implementation Status: Partially Implemented

The Institutes of Zorig Chusum is supporting preservation and promotion of both traditional and cultural arts and crafts of Bhutan through human capacity development. The IZC Thimphu currently offers: Lhadri (Painting), Jimzo (Sculpture), Tsemzo (Tailoring), Tshemdrup (Embroidery), Troezo (Gold & Silver Smith), Thagzo (Weaving)

The College of Zorig Chusum - currently offers: Tailoring, Tsemdrup (Embroidery), Patra (Wood Carving), Shagzo (Wood Turning), Babzo (Mask Carving), Treozo (Gold & Silver Smith), Jimzo (Sculpture), Lhadri (Painting), National Diploma in Jimzo

Some of the programs which are not currently provided are: 1. Art of Calligraphy (Yigzo), 2. Art of metal casting (Lugzo), 3. Art of cane weaving (Tsharzo), 4. Art of pottery (Dzazo), 5. Art of blacksmithing (Chakzo), 6. Art of masonry (Dhozo)

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Develop strategies to revive implementation of courses currently not offered	Following training implemented - 1. Art of Calligraphy (Yigzo), 2. Art of metal casting (Lugzo), 3. Art of cane weaving (Tsharzo), 4. Art of pottery (Dzazo), 5. Art of blacksmithing (Chakzo), 6. Art of masonry (Dhozo))	NA	All 6 courses implemented	July 2020	June 2023	IZC institutes	APIC, Arts and Craft sector	
Strengthen 13 traditional arts and craft programs	100 percent enrolment		100 percent enrolment	July 2020	June 2023	IZC institutes		Committed

11. Bhutan Vocational Qualification Framework (BVQF)

11.1 Bhutan Vocational Qualification Framework (BVQF) shall be put in place by the Ministry of Labour and Human Resources (MoLHR). This shall be based on occupational skill standards and is in line with the International Labour Organization’s recommendations and international best practices. The development of occupational skills standards shall bridge the gap between the competencies of technical vocational graduates and labour market demands. Occupational skills standards (OSS) shall be developed with the help of expert workers and industry. The requisite competencies for each occupational category shall be developed. The BVQF shall lead to competency based vocational education and training. Furthermore, the assessment system in the TVET shall also be competency-based.

Lead Agency: MoLHR, DOS
Implementation Status: Partially Implemented

The BVQF was launched in 2013 and specifies five levels of National Certification. The National Occupational Skills Standards (NOSS) is developed in close collaboration with and participation from industry experts. NOSS is the basis for developing any TVET curriculum and in developing assessment materials for testing.

There are currently 94 accredited TVET courses (TVET QAMIS data) and 79 National Competency Standards (NCS) at different BVQF levels (details attached in annexure IV and V)

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
NCS developed in priority occupations	New NCS developed	87 (new and revised)	68	July 2018	June 2023	DOS	Industry	Committed
Existing NCS reviewed	NCS reviewed			July 2018	June 2023	DOS	Industry	Committed

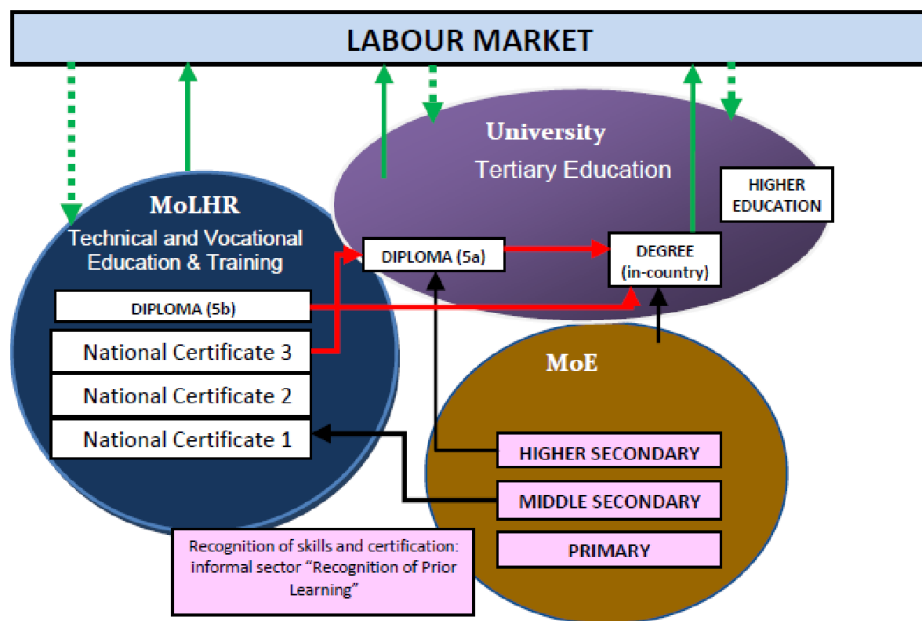
11.2 Flexible career pathways that enable individuals to move smoothly between the general education and vocational training sectors shall be created. In addition, prior learning, including credit transfer and work experience shall be recognised in the movement from one sector to another. This indeed requires adequate linkages between work-based qualifications and academic qualifications. This shall allow

elasticity in career planning and continuous learning. For this purpose, adequate linkages between the BVQF and the proposed National Qualification Framework shall be worked out.

Lead Agency: MoLHR, DOS
Implementation Status: Partially Implemented

The Bhutan Qualification Framework (BQF) was launched in 2012, which provides pathways between general education and TVET. In the subsequent year, the BVQF was developed in alignment to the BQF. Recognition of Prior Learning (RPL) is also being put in place to recognize skills of those who have not undergone any formal training. The DOS, MoLHR is the responsible agency to implement RPL. About 2151 individuals have been certified under RPL (as of January 2020). RPL is also integrated into the BVQF and advocacy activities have been carried out to inform people and employers about RPL.

Figure 1: Schematic illustration of the three major stakeholders and the linkages between each as well as labour market



Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Foster movement of TVET graduates into tertiary education system	No. of TVET graduates successfully pursuing tertiary education	NA	60 graduates by end of 12 th FYP	June 2020	July 2023	DTE, TTIs	TEIs	Committed
Strengthen RPL certification	Number certified through RPL	2151	Additional 1000	July 2020	June 2023	DOS	Employers	Committed
Provide upskilling support	Number upskilled through NC3, ND1 and ND2 courses		1000	July 2020	June 2023	MoLHR	Employers	Committed

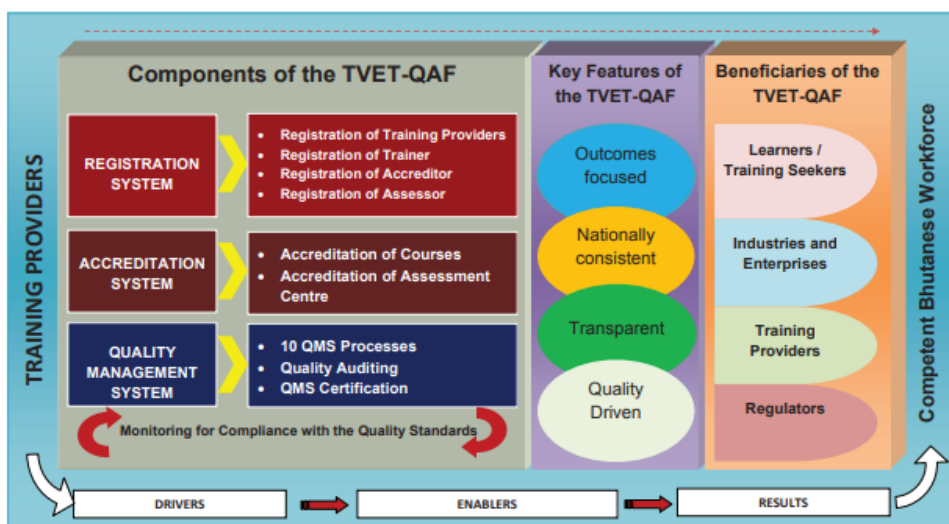
12. Quality Assurance in the TVET

The purpose of the Quality Assurance System in TVET shall be to help the TVET institutions improve themselves and assure quality of training. The Quality Assurance System in Bhutan, in keeping with the BVQF, shall adopt international standards on the one hand and pay heed to local realities and needs on the other. Technical and vocational education, and training programs and providers in both government and private sectors shall be registered with and accredited by the MoLHR as per the registration and accreditation regulations. Registration of training providers shall be compulsory, while accreditation of programs shall be voluntary.

Lead Agency: MoLHR
Implementation Status: Partially Implemented

As highlighted previously, Registration Regulation has been put in place to assess the quality of the training providers in the country. Registration is also tied with the licensing system and training providers are required to renew registration on a timely basis. Accreditation on the other hand was not mandatory when it was first initiated, but now a mechanism is put in place to encourage accreditation. Accreditation is being made mandatory for all public TVET institutions in the 12th FYP period. With the commencement of the 12th FYP, the CST programs have been implemented with private training providers assuring accreditation of skill training.

To ensure quality of all TVET programs, DOS has established a unified TVET Quality Assurance System, a regulatory mechanism by which TVET programs are quality assured. All Registered Training Providers are mandated to comply with the Quality Assurance System for TVET provision as indicated in the following figure.



Further, the Quality Management System (QMS) was initiated in 2014 to enhance the quality of TVET program and service delivery within the TVET institution. The support provided through the CST program, implemented by DoEHR in the 11th FYP period onwards was also aligned with the QMS requirement. The QMS is a set of coordinated processes to direct and control the quality of training provided by the institute in order to continuously improve the effectiveness and efficiency of its performance. Effective QMS seeks to enhance efficiency of the institutes' operation by optimizing and reducing wastage of resources and time, providing training services within the stipulated quality standards and timeframe for timely delivery of its services and harmonization of policies and practices. It also seeks to ensure training effectiveness through focusing on specific quality standards, so that quality training is provided to enable graduates to find employment in the labour market and actively engage in the trade that he/she is trained in. The DOS has recently launched the QMS Manual in January 2020 to provide clear understanding on the intention and process of QMS.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Upgrade Registration Certification level of public and private RTP	Number of public RTP with A+	Certificate A/B	11 institutes certified at A+ level	July 2020	June 2023	Public RTP	DOS	Committed

	Number of private RTP with A and A+	Certificate C/B	5 institutes certified at A or A+ level	July 2020	June 2023	private RTP	DOS	Committed
Encourage QMS certification	percent of TVET institute with QMS certification		100 percent	July 2020	June 2023	DOS	RTP	Committed

13. Non-formal Vocational Training

An arrangement shall be made to test and certify the skill levels of people who do not have any skill certification. Assessment and certification shall be done using standard competency system and recognition of prior learning. As workers upgrade their skills, further assessment and certification shall be carried out. Alternate mode of training shall be conducted for the school leavers and select target students who could not get admission to Technical Institutes for formal training. In addition, non-formal vocational training shall be encouraged in monastic schools. Disabled and other special groups shall be supported to develop vocational skills. Extra efforts shall be made to bolster rural and village skills development schemes.

Lead Agency: MoLHR
Implementation Status: Partially Implemented

RPL provides an avenue for Skills Certification. Assessment tools/materials are prepared using the NCS. Skills levels are categorized into five levels (NC1, NC2, NC3, ND1, ND2). Alternative mode of training through CST is implemented in partnership with different registered training providers and provides skilling opportunities for job seekers in transition to work. A total of 1000 youth will be skilled under the ADB funded STEP UP project, out of which 5 percent of the slot is targeted to jobseekers with disability. Village Skills Development Program (VSDP) and Special Skills Development Program (SSDP) are being implemented by DTE to cater to special groups and rural areas. However, there is a lack of vocational skilling opportunities for disabled due to infrastructure, capacity and other issues. Programs are currently being implemented in adhoc basis.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Implement SSDP and VSDP program	Number trained	828 (in 11 th FYP)	1250	July 2018	June 2023	DTE		Committed`

Implement action plan for the National Policy for Persons with Disabilities (specific to TVET sector)	Action plan implemented	0	100 percent	2020	2023	DTE, MoLHR	DPAB, GNHC	
Implement vocational skills for PWD	Number of PWD skilled	NA	100 skilled	July 2019	June 2023	DTE	DPAB	Committed

14. Vocational Education in the Lower and Middle Secondary Education

From Class VI to Class X, vocational education shall be introduced in schools. The performance of students in the vocational course shall be given appropriate weightage in admission to Technical Institutes.

Lead Agency: DAHE
Implementation Status: Partially Implemented

As mentioned above, vocational learning will be piloted in six pilot schools (Baylling HSS, Chumey MSS, Khuruthang MSS, Rangjung HSS, Gelephu HSS & Bajothang HSS). However, school infrastructure and human capacity is not adequate to offer vocational programs. Many schools are already bogged down with too many clubs and activities from external agencies interfering with their regular academic program. There is also a lack of linkages between TTIs and Schools.

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Strengthen linkage between TTIs and Schools	MoUs between TTIs and Schools	0	6 MoUs	July 2020	June 2021	TTIs and Schools	MoE, MoLHR	Committed

15. Monastic education

The monastic education system shall develop guidelines in relation to the general education by introducing English and math in its curriculum. Monastic education shall also introduce certain vocational skills in its curriculum so that it will equip those within the monastic system as well as leaving the system with employable skills to ensure a decent livelihood.

Lead Agency: MoE/MoLHR, Dratsang Lhentshog

Implementation Status: Partially Implemented

In the 11th FYP period, through support under the Direct Employment Scheme (DES), a total of 100 class XII and university graduates were engaged as English and other general subject teachers in monastic institutions. This has been streamlined as an activity under the mandate of MoE and Dratsang Lhentshog. Monastic institutions have been supported through the Special Skills Development Program (SSDP) and skills training through fund support from MoLHR. Training such as Yoga training, tailoring and others have been supported by MoLHR. The monastic institutions offer vocational skills like zorig training as part of monastic education but do not have capacity to provide contemporary vocational training.

The MoE through its Non-Formal and Continuing Education Division (NFCED) supported English text books and andragogy training to teaching instructors in Rabdeys and Anim Dratshangs.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
English and Math teachers provided to schools under Dratsang Lhentshog	No. of English and Maths teachers with schools under Dratsang Lhentshog	NA		June 2020	July 2023	Dratsang Lhentshog	MoE	

TRAINING AND DEVELOPMENT

16. In-service HRD

- 16.1 Royal Institute of Management (RIM) shall be strengthened and promoted as a world class premier management and training institute. For courses with a private sector orientation, the RIM’s Board of Directors shall also include representatives from the private and corporate sector and reputed universities/institutes abroad.

Lead Agency: RIM
Implementation Status: Partially Implemented

As mandated by the Royal Charter and also as indicated in the Road Map of RIM 2009, the RIM has been focusing and working towards becoming a premier management and training institute. The Royal Institute of Management (RIM) is mandated to impart, promote and improve professional knowledge and skills in management and public administration in both public and private sectors in Bhutan. It aspires to be a ‘center of excellence in management education, training and research in the region’ and to ‘develop professionally and socially responsible managers and leaders with holistic values and competencies’.

The current RIM Board comprises of seven members: Chairperson - RCSC Chairperson, Members - 1. Secretary, MoLHR, 2. Director, RIGSS, 3. Director, DLG, 4. Head, DFB, RIM, 5. Director, RIM. Until 2018, one of the board members was from the BCCI representing the private sector. While BCCI was excluded during the recent reconstitution of board members, the private sector is represented through MoLHR inclusion. Board Members are appointed in accordance with the Royal Charter of RIM, 1990. Until 2009, there was a member from IIM Bangalore as an external board member. Due to logistic issues, this was discontinued. RIM has offered the University of Canberra certified MBA program since 2012.

In the 12th FYP period, RIM plans to focus on delivering high quality and need-based management development programs and implementing sustainable programs.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Develop international/regional linkages	Linkages with reputed institutions developed		2	July 2018	June 2023	RIM		Committed

Offer internationally recognized programs	Internationally recognized programs offered	2	2	July 2018	June 2023	RIM		committed
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16.2 For the HRD of the private and corporate sector employees, educational institutions as well as private institutions shall be encouraged to conduct management development programs. Training and development of workers is equally important. Business organizations shall be encouraged to commence training programs for workers in relevant areas. In addition, one or two Technical Institutes shall be equipped with facilities to train in-service workers. The Institutes shall be given adequate incentives for this purpose.

Lead Agency: MoLHR, RUB, KGUMSB
Implementation Status: Partially Implemented

Planning and implementation of in-service HRD of the non-civil service sector is carried out by the DoEHR. The FYP-HRD Master Plans are developed in alignment with the five-year planning cycle of the Government, for guided HRD interventions in the different economic sectors.

About 117 training providers are currently registered with DOS, out of which 98 are private institutes. Most private institutes offer management development programs in the area of leadership and management, HRM, HRD, finance, procurement, accounting etc. The HRSDD implements different in-service in-country training in collaboration with these private institutes.

The TEIs offers CE, part-time, short courses, mix-mode, and long-term (master’s level) programs for in-service HRD. The TEIs under RUB have full autonomy to introduce short term management courses. In addition, institutions like FITI (Financial Institutions Training Institute) have been established in 2011 to specifically cater to the training and development needs of the finance sector. The Royal Institute for Governance and Strategic Studies (RIGGS) also provides leadership and management training opportunities for employees of the non-civil service sector.

The TTIs are also in a position to provide upskilling and reskilling opportunities for the workforce engaged in different economic sectors. The NC 3 courses are provided to those with NC 2 + industry experience. Numerous NC 3 level programs are not currently offered in all the TTIs.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Fund management development programs for in-service HRD	No of trainings conducted		3 trainings in a year	July 2018	June 2023	HRSD	RTP	Committed
Conduct upskilling programs for in-service by TTIs	No. of candidates upskilled at ND and NC-3 level			July 2018	June 2023	TTIs	Employers	Committed
Short course conducted by TEIs for in-service	No. of short courses conducted					TEIs		Committed

17. Standards for In-Service Training

- 17.1 Minimum forty hour training per employee per year shall be implemented in the civil service. Management development programs (MDPs) for different positions in supervisory, managerial and executive categories shall be identified and implemented over a period of time. Participation in an identified management development program shall be linked with the career development of civil servants. Other MDPs will be voluntary.

Lead Agency: RCSC
Implementation Status: Partially Implemented

Civil service in-service HRD is implemented as per the provision of the BCSR and the Civil Service Act 2010. The BCSR 2010 was reviewed in 2012. During the review, the policy of 48 hours requirement was taken into consideration. Clause 9.2.6 of the BCSR 2012 states that 'The agency shall identify critical skills and set aside a specific portion of budget for in-country staff training for at least 10 days a year and shall provide equal opportunities to all relevant employees. The current BCSR 2018 has following policies when it comes to in-service HRD:

- Develop capacity and maintain competency and professionalism in the Civil Service to provide a high standard of citizen-centric services consistent with the strategic objectives of the organization.
- Promote a balanced and sustainable human resource development through optimal use of available resources.
- Ensure HRD programs are implemented through a merit-based and transparent system.
- Optimize returns in terms of service to the RGoB from investments made on HR Development of civil servants.
- Reduce the need for technical assistance from expatriates for specialized functions and services.
- Facilitate continuing education for civil servants to enhance qualifications and knowledge for career progression.

The RCSC implements management and development programs for the in-service in collaboration with institutes like RIM and RIGSS. Many of the bilateral and multilateral donor scholarship and fellowship offers are made available to the civil servants.

17.2 In the private and corporate sector, HRD is the primary responsibility of the organizations. However, the Royal Government shall continue to support HRD efforts in this sector for some time. All large organizations shall be encouraged to develop HRD policy, plan, structure and roles for themselves. Large private and corporate organizations shall be encouraged to provide a minimum 40 hours of training per employee per year.

Lead Agency: MoLHR
Implementation Status: Partially Implemented

MoLHR, since its inception in 2003 has provided in-service HRD support to the private and corporate sector. This role, over the years, has expanded to all non-civil service sectors including the RCSC delinked agencies. The MoLHR does regular HR need assessment through the HRD Masterplan, Establishment survey and other tools/mechanisms. Funds are mobilized to implement the HRD Masterplan. Donor funded fellowship/scholarship opportunities are also made available to employees of the non-civil service sector through HRSDD.

During the development of the 12th FYP HRD Masterplan, an assessment was carried out to understand the kind of training and development support provided by different establishments for their employees. Majority of large-scale firms provide different ranges of training support and about 60 percent of them keep budgets aside for training and development. They also keep a slightly higher amount of budget for training. In-house training, which is cost-effective and can be managed through internal experts, is common across all scales of industries. However, most training and development are ad-hoc in nature with almost 96 percent of the establishment not keeping budget aside for the training and development of their staff. This can also mean that these establishments do not have a clear human resource plan or strategy for their establishment. Further, most sector bodies are not very clear on long-term sector goals and direction, which can be instrumental for designing different program interventions. However, few sector bodies have short-term to medium-term HR plans.

Table 01: Percentage of establishment providing Training and development for employees

Training types	Micro	Small	Medium	Large	total
in-house training	19.56	44.82	62.41	76.19	28.83
in-country training	6.57	20.80	46.35	66.67	13.02
ex-country training	1.50	8.70	23.72	65.08	5.30
OJT training	12.05	31.40	40.51	63.49	19.01

Table 02: Percentage of establishment with Training and development budget

Salary Range	Micro	Small	Medium	Large	Total
None	98.82	93.37	80.29	41.27	95.73
less than 20,000	0.29	1.16	1.09	1.59	0.57
20,001 to 50,000	0.21	1.16	1.09	1.59	0.51
50,001 to 80,000	0.12	0.41	1.09	1.59	0.26
80,001 to 100,000	0.15	0.66	1.09	0.00	0.32
100,001 to 200,000	0.06	1.24	3.28	0.00	0.53
200,001 to 300,000	0.09	0.58	1.82	1.59	0.32
300,001 to 400,000	0.00	0.08	1.46	1.59	0.12
more than 400,000	0.27	1.33	8.76	50.79	1.64
	100	100	100	100	100

Many establishments lack HRD plans and strategies, therefore while establishments are encouraged to foster HRD of their employees, the 40 hours minimum training has not been dictated as a mandatory requirement. Establishments with four or more employees are required to submit Internal Service Rules (ISR) to MoLHR for endorsement. However, HRD is not a mandatory component in the ISR.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Introduce HRD component as a mandatory requirement in the ISR	HRD component is a mandatory requirement in the ISR	NA	HRD component introduced as a mandatory component in the ISR approval processes	Jan 2020	June 2020	DoL	DoEHR, Employers	Not needed
HRD Assessment collected	HRD Assessment included in the Establishment Survey	1	Information collected and assessed	Feb 2020	June 2020	DoEHR	Employers	Committed
Incentivize establishments providing minimum 40	Reporting channel/guideline established	NA	Guideline established	July 2020	June 2021	MoLHR	Employers	

hours of training per employee per year	No. of establishments incentivized	NA	xx establishments	July 2020	June 2021	MoLHR	MoF	Not committed
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18. Entrepreneurship Development

Entrepreneurship development capacity shall be developed and different entrepreneurship development programs shall be launched. Potential entrepreneurs shall be scientifically identified. They shall be facilitated in recognizing business opportunities and creating new enterprises. Technical Institute graduates shall be trained for self-employment. Entrepreneurship shall be promoted in the different sectors of the economy, such as manufacturing, construction, and tourism, etc. In addition, technical support and management development services shall be provided to small entrepreneurs to build their capacities. Private enterprises and NGOs shall be encouraged to engage in entrepreneurship development.

Lead Agency: MoLHR
Implementation Status: Partially Implemented

Entrepreneurship capacity has been developed through these programs - Basic Entrepreneurship Program, business acceleration program, Micro, International Business Competition, Advanced Entrepreneurship program, Entrepreneurship TOT Startup weekend, business idea competition, Seedling program, etc.

Entrepreneurship has been integrated in TVET institutions and TEIs through inclusion in their course curriculum. Efforts are being made to promote entrepreneurship in all the priority sectors identified in the Economic Development Policy. Entrepreneurship development is a key strategy in the 12th FYP (one of the flagship programs) to foster economic activities and employment generation. Currently multiple agencies provide entrepreneurship support services (RMA, Loden, TechPark, DHI, Financial institutions, Fab Lab and others).

Based on the Perception studies conducted by the MoLHR over the years through the NHRD Advisory series, Beyond Graduation Survey and the Youth Perception study, Entrepreneurship and self-employed still continues to be the least preferred employment option for youth. The current government policy has been to create as much awareness and training in Entrepreneurship learning and opportunities. Candidates undergo the initial Entrepreneurship programs based on interest. Successful candidates are further supported through acceleration programs. However, the culture of mentorship is still at the nascent stage and will need further strengthening.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Strengthen Entrepreneurship culture	Change in youth perception		20 percent young job seekers prefer entp. and self-employment	July 2019	June 2023	DoEHR	DCSI, MoEA	Committed
Provide entrepreneurship training and development support	No. trained		3000	July 2019	June 2023	DoEHR	DCSI, MoEA	Committed
Promote and support establishment of new start-ups	Number of new start-ups established		600	July 2019	June 2023	DoEHR		Committed
Provide business development support	Number of incubation/ Fab Lab/start-up facilities set up		10 facilities	July 2019	June 2023	DoEHR	DCSI, MoEA	Committed

HUMAN CAPACITY DEVELOPMENT

19. Establishment of the HRD Network

An HRD Network consisting of professionals from the private and corporate, government and non-government organizations shall be established. The Network shall deliberate upon issues facing the HRD profession and help to develop strategies for people development and to organize various activities and events.

Lead Agency: DoEHR, MoLHR
Implementation Status: Partially Implemented

The HRD Network was established in 2018 with about 75 members (all members are focal HR points of their organization). The Network is currently used for communication of different HRD programs and opportunities, and liaising on different HRD issues. The HRD Network is used during development of the Five Year HRD Masterplans.

In addition, the Human Resource Development Committee (HRDC) was set up in October 2017 with member representation from all sector bodies/associations. The HRDC meets at least twice in a year. Both the HRD Network and the HRDC are used to discuss different HRD issues and solutions.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Develop TOR for the members of the HRD Network	HRD Network TOR endorsed by the Network members	NA	TOR Developed	July 2020	Dec 2020	DoEHR	HRD Network members	Committed
Provide capacity development support to HRD Network and HRD Committee	No. trained	2	2	July 2020	June 2023	DoEHR	HRD Network members	Committed

20. Development of Faculty and HRD Professionals

- 20.1 To assure high quality in technical and vocational education and in-service training, the highest priority shall be given to the recruitment and development of faculty in educational institutions. Faculty members shall be given emoluments and benefits commensurate with their qualifications and experience. Academic allowance and consulting benefits shall be provided in line with international practices. They shall be provided with adequate and competent support staff so that they can focus on teaching, training and pursuit of intellectual capital. Adequate attention shall be given to training and development throughout their career. Faculty members shall be trained in the methods of teaching and training, curriculum development, instructional material development, and conduct of research. Faculty development activities shall include qualification upgradation, visiting scholarship, training, research fellowship and joint teaching and training with international faculty, etc.

Lead Agency: MoLHR, RUB, DAHE, KGUMSB, RCSC

Implementation Status: Partially Implemented

Teaching Allowance has been recently revised in 2019. Allowance ranging from 35 to 55 percent for teachers (including TVET instructors) working in the government sector. Bhutan Professional Standards for Teachers (BPST) has been developed/endorsed - it has details on the teaching incentives and professional development programs. Similar incentive is provided in TEIs - (almost up to 55-75 percent). In terms of recruitment, deployment, training, and compensation/salary, the universities have full autonomy. RUB's HRRR and Condition of Services (KGUMSB) are developed to provide clarity on the HRM aspect. RUB Strategic plan 2019- 2030 also has comprehensive HR management and development plans. The TOT Pedagogy fund is made available for KGUMSB. KGUMSB also conducts joint research with international institutes. The capacity development of TVET instructors is carried out by TVET Professional Service Division. One of the key strategies in the Tertiary Education Roadmap is to provide a regular Professional Development (PD) program, and to enhance professionalism/motivation of faculty.

The RCSC has recently initiated competency-based framework development for different occupations in the civil service sector. The MoLHR is in the process of developing a competency-based framework for TVET Instructors. This will provide clear understanding on the kind of support needed to upgrade the knowledge and competency of TVET instructors.

In the 10th FYP period, efforts were made to establish the National Institute of Technical Education (NITE) to foster professional development of TVET instructors. A facility was constructed in the JWPTI premises to set up NITE. However, this did not materialize despite facilities being made available.

Qualification up-gradation for the RUB and KGUMSB faculty members has been a challenge due to lack of resources.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Implement Bhutan Professional Standards for Teachers (BPST)	Bhutan Professional Standards for Teachers (BPST) implemented	NA	100% Implementation					
HRD Agencies develop their respective Professional Development Plans	Professional Development Plan for TEI faculty members	NA	Plan developed	July 2020	June 2022	DAHE, RUB, KGUMSB	TEIs	Not Committed
	Professional Development Plan for TVET faculty members (including private RTPs)	NA	Plan developed	July 2020	June 2022	TVET Council	RTPs	Not Committed
Establish TVET trainer professional development center/institute	Timeline by which the center/institute is established	NA	June 2021	July 2020	June 2021	DTE		Committed

20.2 Both the MoLHR and RCSC shall play important roles in this endeavor. They shall pay more attention to training and development of faculty and HRD professionals. They shall mobilize the support of the donor agencies through appropriate agencies identified by the Royal Government to focus on the training of teachers and trainers so that in-country human capacities are developed.

Lead Agency: MoLHR, RCSC
Implementation Status: Partially Implemented

Teachers' training and development is a priority for RCSC (as per the BCSR). For HRD implemented by MoLHR, while other sectors are required to fulfill 3 years of work experience requirement for any postgraduate training support, exception has been made for academic staff of KGUMSB and RUB colleges (one year as per HRD Rules and Regulation for the Non-Civil Service Sector). Further, priority is given to RUB and KGUMSB for any scholarship support.

The TVET Professional Services Division under the DTE is the key agency mandated to promote and facilitate capacity development of TVET instructors. As such, the Division conducted regular TOT and other programs to upskill TVET instructors.

Both KGUMSB and RUB have been delinked from RCSC. Therefore, their HRD is with HRSDD, MoLHR. Due to lack of financial resources with HRSDD, very limited opportunities are available for capacity development of KGUMSB and RUB faculty staff. There are limited opportunities for TVET instructors to undergo long-term training and studies to upgrade their qualifications. Further, there are no mechanisms in place for TVET trainers to gain exposure and experience from different industries, new advancement in technical and technological field, digitization etc.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Ensure Scholarships/Training & Development opportunities for Professional Development in the TVET & Tertiary Education sectors	Proportion of Scholarships/Training & Development opportunities made available	NA	30% of Scholarships for Professional Development	July 2020	June 2023	MoLHR, RCSC		Committed

21.0 Ex-country Education and Training

21.1 Bhutan shall reduce its dependence on ex-country education in general; however, professional education and training offered by friendly countries shall be continued as it will provide cutting-edge knowledge and skills as well as cross-cultural exposure to the youth. Bhutan shall judiciously use ex-country education and training to develop the competencies of its people, especially in higher education fields and for capacity building of teachers and trainers.

Lead Agency: MoLHR, RCSC, DAHE
Implementation Status: Partially Implemented

Based on the Labour Market Bulletin Study (conducted annually) and the Beyond Graduation Survey, there is clear indication in reduction of individuals pursuing higher studies outside the country. The number of colleges has increased from 10 colleges in 2010 to 17 colleges/faculties

in 2019. In 2019, the number of students in these institutions was 12,865 students in comparison to 1581 in 2010 (87 percent increase). Over the years, DAHE scholarships are being pursued mostly in areas where there are no in-country TEIs. Further, the number of TVET institutions in the country has increased from 11 institutions in 2010 to 117 institutions in 2019. TVET programs are offered in hospitality, ICT, construction, service and other areas.

There is also a need to strengthen monitoring of the Education Consultancy Firms (ECFs) to ensure that Bhutanese are studying in quality and reputed ex-country institutions. There are a total of 37 ECFs, out of which 33 are active.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Develop Monitoring mechanism for Education Consultancy Firms	Monitoring mechanism for ECFs developed	NA	Monitoring mechanism in place	July 2020	June 2021	QAAD, DAHE	ECFs	Committed

MECHANISMS FOR IMPLEMENTATION

22.0 Resource Mobilization

22.1 Funding for supporting and establishing the government universities and institutions shall come from the Royal Government, while funding for other institutions shall come from private sources, fees, endowments, etc. Civil society organizations shall be given incentives to promote not-for-profit higher education and HRD institutions.

Lead Agency: GNHC, MoF
Implementation Status: Partially Implemented

Though incentive for civil society organizations to promote not-for-profit higher education and HRD institutions may not be specifically in place, the existing rules, regulations and guidelines encourage any individual or entity to set up colleges, including the CSOs. Most existing CSO have their own priority and mandates. While some have ventured into providing vocational training (mostly Public Benefit Organization or PBOs), CSOs providing tertiary education may take some time due to its high investment and cost. However, Rules on the Fiscal Incentive Act of Bhutan 2017 provides a 5 years tax holiday to those newly established educational and vocational institutes located outside Thimphu and Phuentsholing Thromde.

There are a total of 15 government owned colleges/faculty, as indicated in detail in the following paragraph. Unlike other countries, tertiary education is provided free of cost to those studying in government colleges. The DAHE also provides scholarship opportunities in the private colleges. Therefore, even without CSO venturing into this, tertiary education has been providing equal access to individuals from diverse income backgrounds.

The colleges currently under the RUB are - 1. College of Natural Resources Lobesa, Punakha 2. College of Science and Technology Rinchending, P/Ling, Chukha 3. Gedu College of Business Studies, Chukha 4. Institute of Language and Culture Studies Taktse, Trongsa 5. Jigme Namgyel Engineering College, Samdrup Jongkhar 6. National Institute of Traditional Medicine, Thimphu 7. Paro College of Education, Paro 8. Royal Institute of Health Sciences, Thimphu 9. Samtse College of Education, Samtse 10. Sherubtse College Kanglung, Trashigang (Annual Statistics 2012, RUB) 11. Gyelpozhing College of Information Technology 12. Yonphula Centenary College

The colleges affiliated with RUB are - 13. Royal Thimphu College Ngabiphu, Thimphu 14. Norbuling Rigter College, Paro

The colleges/faculty under KGUMSB established in 2012 are – 1. Faculty of Postgraduate Medicine, 2. Faculty of Nursing and Public Health, 3. Faculty of Traditional Medicine.

The colleges affiliated with KGUMSB are – 4. Apollo Bhutan Institute of Nursing, 5. Aurora Academy of Health Science, and 6. Faculty of Nursing at RTC)

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Develop mechanism to partner with CSOs providing vocational programs	Timeline by which the mechanism is initiated	NA	June 2021	July 2020	June 2021	DoEHR	CSOs	Committed

22.2 The fund for academic collaboration with the eminent institutions for public educational institutions shall be mobilized from the Royal Government and donor agencies.

Lead Agency: RIM, RUB, KGUMSB
Implementation Status: Partially Implemented

Master's in Business Administration (MBA) in collaboration with University of Canberra (UC) was initiated in 2012 in RIM with an average annual intake of 30 students. The program was initiated through AusAID and RGoB support. Further, Certified Practising Accountant (CPA) online course (in partnership with an Australian institute) commenced in October 2018 through MDF funding. RIM has also introduced an online course on Chartered Institute of Procurement and Supply (CIPS), which is recognized globally.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
DAHE/TEB to draft the policy for operating international academic collaborations with eminent Institutions	Academic planning for international collaboration			July 2020	June 2023	DAHE/TEB	MoE/RUB/KGU MSB/RIM	

22.3 The primary responsibility for upgradation and modernization of Technical Institutes is with the MoLHR. However, large organizations shall also be mobilized to support the institutes to some extent. Private investment for establishing the vocational institutions shall be encouraged and incentives shall be given. Procedures and regulations shall be simplified to support private players to enter technical vocational education and training fields.

Lead Agency: MoLHR, MoE
Implementation Status: Partially Implemented

Registration Regulation 2010 promotes private players in TVET delivery. Currently, out of 117 registered training providers, 98 are private training providers. Through the implementation of the CST program, private providers are provided funds to implement different skills training for youth. In the 11th FYP period, a total of 4856 were skilled in partnership with different private training providers. The MoLHR plans to skill 5000 in the 12th FYP period through the CST program.

As highlighted before, the Rules on the Fiscal Incentive Act of Bhutan 2017, provides 5 years tax holiday to those newly established educational and vocational institutes located outside Thimphu and Phuentsholing Thromde. FDI policy 2010 provides 100 (74) percent foreign investor's equity and 10 years (5 years outside Thimphu and Phuentsholing) tax holiday.

Financial institutions are required to lend at a preferential rate to individuals who have a letter of recommendation from MoLHR for the purpose of educational and skills development programs (Fiscal Incentive Rules, 2017). Further, Sales Tax and Customs Duty Exemption for buses, furniture, equipment and teaching aid materials for educational and vocational institutes are provided.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Enhance Institute-Industry partnership	No. of MoUs signed with medium and large-scale industries	0	50	July 2019	June 2023	RTPs	Medium and large Industries	
Review existing Registration Regulation	Regulation reviewed		June 2021	July 2020	June 2021	DOS	RTP	Committed

22.4 Students in higher education shall be provided the facility of concessional education loans through the Royal Government.

Lead Agency: DAHE/FIs/RMA
Implementation Status: Partially Implemented

The student loan scheme for tertiary education was implemented in 2014 through a Cabinet Executive Order during the 11th FYP. The candidates were selected through a committee based on 6 parameters (parental support, no. of siblings in the family, education background, academic achievement, Parents' residence, poverty level). A total of 488 have availed the loan and a total of 122 have successfully graduated.

RMA initiated low interest education and student loans, and most financial institutions currently provide student or education loans.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Carry out assessment of Education loan scheme	Assessment of student or education loan provided by FIs	NA	June 2023	July 2021	June 2023	DAHE	Financial institutes, beneficiaries	

23.0 Strategies for the Implementation

23.1 Coordination among different ministries and agencies is the key to successful implementation of the National HRD policy. Figure 1 describes a schematic diagram showing the relationships among the MoLHR and other ministries and agencies. The MoLHR as HRD Ministry shall be the nodal agency for integration and coordination with the Ministry of Education, Royal Civil Service Commission, the Royal University of Bhutan, private and corporate sector organizations, private HRD institutions and other bodies. The other category *inter alia* includes Non-Government Organizations, other agencies, experts, etc. An Inter-agency National Coordination Committee (INCC) shall be set up to co-ordinate the plans of different ministries, agencies, and institutions. The representatives from different ministries and agencies shall be represented in the INCC. The coordination responsibility for the INCC shall be with the MoLHR. It shall hold periodic meetings to develop HRD plans, conduct reviews, coordinate action steps and share knowledge and experiences based on evolving policies, labour market information, statistical projections, and required HRD networking for making overall HRD projection in all sectors of the economy. This shall result into the production of the Annual HRD Report based on the emerging HRD trends and needs of the country.

Lead Agency: MoLHR
Implementation Status: Partially Implemented

In 2012-2013, the then Department of Human Resources (DHR) worked on the establishment of the INCC. A Bifurcation Plan for the DHR was put forward to the Government. The plan was to delink the National HRD function from the DHR, with the establishment of the National HRD Department. The INCC was proposed to be set up under this new Department. This proposal was presented to the Agencification Review Committee on 22nd March 2013. However, the committee instruction was to maintain the existing structure with the DHR.

With the Ministry's approval on 3rd April 2019, the TOR for the INCC has been drafted. The MoLHR is currently in the process of establishing the INCC. As per the draft TOR, The INCC will function as a body governing the implementation of key activities and policies highlighted in the NHRD Policy. The INCC will also function as a platform for different key HRD agencies to come together and partner, and discuss, deliberate and dialogue on different HRD agenda, challenges, and opportunities in the country. The main objective of the INCC is to:

1. Foster a sustained partnership and coordination among different HRD agencies in implementation of the NHRD Policy,
2. Provide advisory role to the Government on any HRD matters in the country, and
3. Provide guidance and direction on different HRD opportunities/challenges, and interventions/reforms needed in the country.

The INCC will tentatively comprise of members from the following key HRD agencies

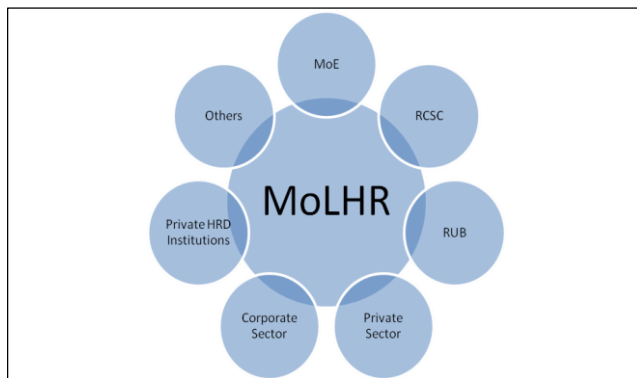
1. Minister, Ministry of Labour and Human Resources (MoLHR)
2. Secretary, MoLHR
3. Chairperson, Royal Civil Service Commission (RCSC)
4. Secretary, Gross National Happiness Commission (GNHC)
5. Secretary, Ministry of Economic Affairs (MoEA)
6. Secretary, Ministry of Finance (MoF)
7. Secretary, Ministry of Education (MoE)
8. President, KGUMSB
9. Vice Chancellor, Royal University of Bhutan (RUB)
10. CEO, TVET Agency
11. Director General, Department of Adult and Higher Education (DAHE)
12. Director General, Department of Employment and Human Resources (DoEHR)

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Establish INCC	Frequency of INCC meetings	NA	2 annually	July 2020	June 2021	MoLHR	INCC members	Committed
Publish Annual HRD Report	Report published	NA	1 annually	July 2020	Aug 2021	HRSD	Key HRD agencies	committed

23.2 The MoLHR, shall establish a Secretariat that will be responsible for planning, coordinating, implementing, and monitoring the National HRD policy. The MoLHR shall create a platform for dialogue, discussion, and debate among all stakeholders. Information about the National HRD policy and its implementation shall be shared with all stakeholders and feedback from them shall be sought from time to time to streamline HRD plans and activities.

Figure 1: A Schematic Diagram Showing the Relationships of the MoLHR with Other Agencies



Lead Agency: MoLHR
Implementation Status: Partially Implemented

The work on the National HRD Policy commenced in 2007. The coordination and development of the policy was carried out by the Fellowship section under the DHR. With the need for a stronger National HRD planning and coordination mechanism within the MoLHR, an internal OD exercise was carried out in 2008. A proposal for the establishment of the National HRD Division was put through *An Organization Report* of the DHR on 21st March 2008. The proposal was approved by the RCSC and a new division called the Human Resource Development Division (HRDD) was created within DHR to function as a secretariat for the NHRD Policy implementation.

Further, as already highlighted previously, in 2012-2013, the then Department of Human Resources (DHR) worked on the Bifurcation Plan for the DHR. The plan was to delink the National HRD function from the DHR, with the establishment of the National HRD Department. The INCC would be established by this new Department. This proposal was presented to the Agencification Review Committee on 22nd March 2013. However, the committee instruction was to maintain the existing structure.

Similarly, during the OD exercise carried out in the 11th FYP period, a proposal was put forward for the establishment of an HRD Council to strengthen the National HRD function of the MoLHR, which unfortunately did not come through. The HRSDD was however renamed as the Human Resource and Skills Development Division (HRSDD) and currently functions under the DoEHR.

In accordance with the latest OD exercise, which commenced in September 2019, plans are put forward for the establishment of a Department of HRD. The new Department will strengthen the National HRD roles and functions of the MoLHR. The existing HRSDD will be bifurcated into two Divisions. Currently, the HRSDD is mandated to function as the secretariat to the National HRD Policy.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Set up National HRD Coordination and Planning Division	Division set up as result of OD exercise 2019-2020	NA	Division set up	Sep 2019	As per OD Report approval	MoLHR	RCSC	committed

23.3 Mechanisms for annual review of achievements and future target setting shall also be established by the MoLHR.

Lead Agency: MoLHR
Implementation Status: Partially Implemented

The MoLHR has different mechanisms in place to assess labour market dynamics. Some of the annual studies conducted are the Labour Market Bulletin, which provides supply and demand assessment in that particular year. The Establishment Surveys are conducted regularly to assess employment and HR profile in different establishments. The National HRD Advisories are also developed focusing on different labour market issues and themes. The HRD Masterplans, which are developed in alignment with the five-year planning cycle of the Government, are reviewed twice during the implementation process.

Further, the current review work and Action plan development will be part of assessing implementation status of the NHRD policy. With the establishment of INCC, periodic guidance will be provided to different stakeholders.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Develop M&E framework to assess implementation of NHRD Policy action plan	M&E framework developed	NA	Dec 2020	July 2020	Dec 2020	MoLHR	INCC members	Committed

23.4 Resources for HRD in any country are limited. Thus, there is always a strong need to decide priorities. Prioritization can be done in terms of Highest priority, Priority, and Moderate priority. Professional and technical & vocational education shall be the Highest priority, while science, architecture and paramedical education shall be Priority. Training and development in the civil services and in the private and corporate sector shall also be Priority. Finally, humanities and social science education shall be Moderate priority.

Lead Agency: MoLHR
Implementation Status: Partially Implemented

Government resources have been provided for professional and technical & vocational education, science, architecture and paramedical education, Training and development in the civil services and in the private and corporate sector, as well as humanities and social science education.

Program wise government scholarship statistics for both the ex-county and in-country study list is attached. As per the analysis of the last 4 years (2016-2019), Professional and Technical & Vocational Education were given priority instead of Highest Priority. Rather business and humanities were given Highest Priority.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Set priority level during development of Skills Future and National Workforce Plan	Priority level clearly indicated		Priority level clearly indicated	Jan 2020	June 2022	MoLHR	HRD Agencies	committed

24.0 Monitoring and Evaluation

24.1 The MoLHR has the responsibility for the development of the National HRD policy. Further, it shall have the responsibility for implementation and monitoring of HRD activities falling under its purview. It shall play a coordinating role for overall HRD activities. Based on the analysis of the surveys and statistics collected, collated and synthesized periodically by the LMIS, the ministry shall project HRD needs and situation in the country and issue a human resource advisory on an annual basis to the nation.

Lead Agency: MoLHR
Implementation Status: Fully Implemented

The National Human Resource Development (NHRD) Advisory Series is issued by the MoLHR to advise and guide the nation, the Royal Government and relevant HRD agencies/stakeholders on the current labour market and HRD priority areas/issues considering the changing domestic/international environment, and labour market dynamics. The NHRD advisory was developed in 2012 as part of the monitoring and evaluation framework highlighted in the National HRD policy 2010.

The first NHRD advisory provides an introductory to the document and highlights broad human resource intervention required in different sectors/areas. The subsequent advisories were developed under specific topics. The NHRD advisory 2014 was developed under the theme 'a focus on graduates and labour market dynamics' and highlighted the issues of increasing unemployment among the university

graduates. The NHRD advisory 2015 was developed under the theme ‘a focus on TVET and labour market dynamics’ with assessment of TVET providers in the country complemented by employer outlook to support the development of the TVET Blueprint launched in 2016. The NHRD Advisory 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 job seekers in transition from school to work. The NHRD Advisory 2018 provided an assessment on the entrepreneurship support services provided in the country.

The HRSDD plans to issue three advisories in the 12th FYP period.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Carry out Jobs Diagnostic for Bhutan	Jobs Diagnostic Report published	NA	1	Jan 2020	Dec 2020	DoEHR	HRD agencies	committed
Issue Annual National HRD Advisory series	National HRD Advisory published	3	3	July 2018	June 2023	DoEHR	HRD agencies	committed

24.2 A monitoring and evaluation system shall be set up to assess the outcomes and impact of HRD institutions and services. Achievement targets and performance indicators shall be evolved and periodic evaluation surveys shall be conducted. Labour market information systems shall be streamlined and strengthened.

Lead Agency: MoLHR
Implementation Status: Partially Implemented

The **Bhutan Labour Market Information System** or the BLMIS was developed for easy access to key labour market data in a summary format. It disseminates information on the current labour market situation and provides information to both labour supply and demand. It also includes qualitative and quantitative information which will assist and empower policy makers and planners for precise planning and decision making on any labour market policy. However, the current version of the system could not include the features of integrating it with the tertiary and secondary education databases of Bhutan which is vital to capture the correct information on labour force supply. The LMIRD, DoEHR initiated the system. Further, works are in progress to revamp the existing BLMIS. The new system will feature following:

- Information System on private and corporate employees.
- Online reporting system on job creation and employment
- Industry profiling
- Demand for Labour from both private and corporate sector
- Improvement and strengthening existing information.

The **Job Portal System**, administered by the DoEHR, is a platform provided to the job seekers to register with the MoLHR to avail different job and training schemes such as overseas employment, direct employment scheme, skills training programs, internship and apprenticeship program. Furthermore, the Recruitment and Selection Regulation 2012, MoLHR mentions job seekers registration form as one of the mandatory documents required by the job seekers while applying for a job, making it mandatory for job seekers to register online on the Job Portal System. Apart from facilitating job seekers for employment, this system also helps the Ministry in capturing information on the labour force and recording the different employment programs provided by the Ministry.

This system is also being revamped to further include features like, (1) keep track of different job seekers and their movement in the job market, (2) a psychometric test that a job seeker must go through before applying for a particular job to assess their aptitude and attitude for the job they are applying for, and (3) enhanced system should cater to all the existing and future employment, training and self-employment programs of the Ministry.

The **Labour Administration system** is amended by the DoL. The system seeks to promote good labour practices through improved working conditions and environment, provide, maintain and generate information on different aspects of labour laws, ensure compliance with labour laws, promote efficiency and effectiveness of service delivery, improve reporting system, and simplify grievance procedures for employers and employees.

The system is also being revamped to include services such as Enterprise profile; basic rights of workers such as leave, hours of work, gratuity, provident fund; child labour; complaints from employers and employees; sexual harassment; appeal cases; employment history; national minimum wages; workers' compensation; labour inspections; improvement notices; penalties levied; prohibition notices; working environment; working conditions; Internal Service Rules of enterprises; workplace injury and accidents; recruitment and management of foreign workers; foreign workers recruitment agents; employment history; disputes resolved.

The LMIRD is currently working on the **Employer/Employee Information** under the Job Portal system. Information and data are currently being gathered to feed into this system. Once the system is in place, it will provide workforce data of all employed in the country in different formal sectors. The MoLHR will be in a position to monitor workforce exit and workforce entry by qualification, gender, skill and so many other profile details. Assessment can also be carried out on different workforce/HR aspects. The system will also be useful for assessment of HR needs and requirements.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Strengthen BLMIS	System revamped and functional		100%	July 2019	June 2023	DoEHR	ICT, MoLHR and sub system users	Committed
Strengthen Job Portal System	System revamped and functional		100%	July 2019	June 2023	DoEHR	ICT, MoLHR	Committed
Strengthen Labour Administration System	System revamped and functional		100%	July 2019	June 2023	DoL	ICT, MoLHR	Committed
Launch Employer/Employee Information	System launched		Dec 2020	June 2020	Dec 2020	DoEHR	ICT, MoLHR	Committed

- 24.3 Regular research shall be done to examine the quality and effectiveness of HRD services provided by different agencies. Efforts shall be made to ensure that HRD services are conducive to the employability and achievement of strategic goals of the nation.

Lead Agency: MoLHR/TEIs/RUB/RCSC/KGUMSB
Implementation Status: Partially Implemented

Tracer studies for different HRD programs have been carried out by MoLHR for School-to-Work Transition (STWT) support services in 2017, TVET program in 2015, and Entrepreneurship Program in 2018 & 2019. The MoLHR has also carried out Beyond Graduation Survey in 2013, 2014, and 2017 to assess post-graduation outcome of tertiary education graduates, and to also assess their perception and preference. These reports and publications are all available for download under the DoEHR publication section of www.molhr.gov.bt. The tracer reports have been shared with key program managers for review/interventions from their side. The LMIRD and HRSDD have carried out many of these tracer studies.

The DAHE has not carried out any tracer study for tertiary education outcomes. This is mainly because individual colleges under RUB are expected to carry out the post-graduation studies. The TE Roadmap and accreditation manual mandates TEIs to conduct tracer study for bringing necessary reforms in terms of program relevancy and employability of its graduates.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Conduct Labour Force and HRD researches	No. of labour market and HRD researches carried out (Tracer studies, establishment surveys, LMI Bulletin, etc)		10	July 2018	June 2023	DoEHR	HRD agencies	Committed
Publish TVET Statistics	Timeline by which the annual TVET Statistics is published		June 2020	July 2019	June 2020	DTE	RTPs	Committed
Publish Tertiary Education Statistics	Timeline by which the annual Tertiary Education Statistics is published		June 2021	Jul 2020	June 2021	DAHE	TEIs, RUB, KGUMSB	Committed
TEIs carries out Tracer Studies	Frequency of tracer studies conducted		Annually	July 2018	June 2023	TEIs	Employers	Committed

- 24.4 The MoLHR shall therefore also act as a think-tank to visualize future HRD challenges and trends in the different sectors of the economy. It shall undertake and commission studies for this purpose.

Lead Agency: MoLHR
Implementation Status: Partially Implemented

The MoLHR initiated work on the National HRD Roadmap in the 11th FYP period (with national consultants and a high-level Task Force member) as part of assessing opportunities and challenges in different priority sectors. However, the report was not accepted and the work for the National Workforce Plan (NWFP) was initiated in 2015.

The NWFP is an effort to bridge the gap between employer demand and labour supply so that jobs generated from the economic or sector growth matches with the skills supplied by the tertiary and TVET institutions, leading to employment and workforce productivity. The sectors identified for the first NWFP are tourism, **construction**, and **production**. These sectors are considered one of the five jewels and are identified as priority sectors in the 11thFYP as well as in the EDP 2010 due to its growth and employment potential. The main objective of the NWFP is to:

- Ensure that the three identified economic sectors have access to appropriate and adequate workforce for its growth and productivity;
- Guide and inform on the demand (critical jobs) in the three sectors for appropriate interventions from the tertiary education and TVET institutions; and
- Identify appropriate workforce development strategies and interventions that will lead to employment generation and address the mismatch in the labour market.

The focus of the NWFP is to identify the critical jobs (also known as skills shortage) and critical capabilities (also known as skills gap) within these three sectors for 2016-18 (short-term) and 2019-22 (medium-term). Critical jobs are those jobs which the industry has difficulty sourcing people and which requires immediate or long-term HRD interventions. Critical capabilities are those skills which are required across all level in the sector and can be addressed through training and development interventions

In addition, the HRD Master Plan is developed for a period of five years and provides assessment in different priority sectors. Further, the MoLHR has plans to assess long-term skills needed through Skills Future (currently a work-in-progress through support from the World Bank).

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Conduct Skills Future, HRD Masterplan, National workforce plan	Studies to visualize future HRD challenges and trends carried out	2	3	July 2018	July 2023	DoEHR	Key HRD stakeholders	Committed
Carry out Jobs Diagnostic for Bhutan	Jobs Diagnostic Report published	NA	1	Jan 2020	Dec 2020	DoEHR	HRD agencies	Committed

25.0 The Review of the National HRD Policy

National HRD policy shall be reviewed from time to time to adjust with the changing domestic and international environments, labour market demands and social expectations; specifically, the policy shall be comprehensively reviewed after every five years.

Lead Agency: MoLHR
Implementation Status: Partially Implemented

The proposal for review of National HRD policy 2010 was put several times through the NHRD Secretariat, including recently during the 7th PPCM conducted in December 2018. The recommendation from the PPCM was to carry out an implementation review, as to assess the need for such a review. An internal review of the NHRD Policy was carried out in March 2019. The findings and assessment of the internal review was submitted to the Ministry on 3rd April 2019.

This report is part of the comprehensive review exercise carried out with all key HRD stakeholders. An action plan in this report will guide implementation of different activities and programs in alignment to the NHRD Policy.

Action Plan

Action	Indicator	Baseline	Target	Timeline		Lead Agency	Collaborating Agencies	Fund
				Start date	End date			
Carry out Implementation review of NHRD Policy	Report published	NA	June 2020	Jan 2020	June 2020	MoLHR	HRD agencies	committed
Prepare NHRD Policy Action Plan	Report published	NA	June 2020	Jan 2020	June 2020	MoLHR	HRD agencies	committed
Carry out comprehensive review as and when deemed necessary	Review carried out	NA				MoLHR	HRD agencies	committed

ANNEXURE (Information/data as in June 2020)**Annexure I List of Tertiary Education Institutes**

S N	Name	Location	Type	Year of Establish ment
1	College of Language and Culture Studies	Trongsa	Public	1961
2	College of Natural Resources	Punakha	Public	1992
3	College of Science and Technology	Chhukha	Public	2001
4	Faculty of Nursing and Public Health (KGUMSB)	Thimphu	Public	1974
5	Faculty of Postgraduate Medicine (KGUMSB)	Thimphu	Public	2014
6	Faculty of Traditional Medicine (KGUMSB)	Thimphu	Public	1967
7	Gedu College of Business Studies	Chhukha	Public	2008
8	Gyalpozhing College of Information Technology	Mongar	Public	2017
9	Jigme Namgyel Engineering College	Samdrup Jongkhar	Public	1972
10	Jigme Singye Wangchuck School of Law	Paro	Public	2017
11	Khesar Gyalpo University of Medical Sciences of Bhutan	Thimphu	Public	2017
12	Norbuling Rigter College	Paro	Private	2017
13	Office of Vice Chancellor (RUB) Office of Vice Chancellor (RUB)	Thimphu	Public	2003
14	Paro College of Education	Paro	Public	1975
15	Reldri Academy of Health Sciences	Chhukha	Private	2015
16	Rigney College	Trashigang	Public	2017
17	Rigney College	Trashigang	Public	2017
18	Royal Institute of Management	Thimphu	Public	1986
19	Royal Thimphu College	Thimphu	Private	2009
20	Samtse College of Education	Samtse	Public	1968
21	Sherubtse College	Trashigang	Public	1968
22	Yonphula College	Trashigang	Public	2017

Annexure II List of courses offered by Tertiary Education Institutes

SN	TEI	Program	Award Level	Mode	Affiliation	Discipline
1	College of Language and Culture Studies	Bachelor of Arts in Bhutanese and Himalayan Studies	Bachelor	Full Time	RUB	Arts
2	College of Language and Culture Studies	Bachelor of Arts in Language and Literature (BLL)	Bachelor	Full Time	RUB	Arts
3	College of Language and Culture Studies	Diploma in Language and Communication Skills	Diploma	Full Time	RUB	Arts
4	College of Language and Culture Studies	Honours of Arts in Bhutanese and Himalayan Studies	Bachelor Honours	Full Time	RUB	Arts
5	College of Language and Culture Studies	Honours of Arts in Language and Literature	Bachelor Honours	Full Time	RUB	Arts
6	College of Language and Culture Studies	Bachelor of Arts in Language and Culture	Bachelor	Part Time	RUB	Arts
7	College of Language and Culture Studies	Masters in Dzongkha and Choekey	Master	Part Time	RUB	Arts
8	College of Natural Resources	B.Sc Agriculture (Diploma Nested)	Bachelor	Full Time	RUB	Science and Allied Sciences
9	College of Natural Resources	B.Sc Animal Science (Diploma Nested)	Bachelor	Full Time	RUB	Science and Allied Sciences
10	College of Natural Resources	B.Sc Environment & Climate Studies	Bachelor	Full Time	RUB	Science and Allied Sciences
11	College of Natural Resources	B.Sc Food Science & Technology (Diploma Nested)	Bachelor	Full Time	RUB	Science and Allied Sciences
12	College of Natural Resources	B.Sc Forestry (Diploma Nested)	Bachelor	Full Time	RUB	Science and Allied Sciences
13	College of Natural Resources	B.Sc Sustainable Development	Bachelor	Full Time	RUB	Science and Allied Sciences
14	College of Natural Resources	BSc Organic Agriculture	Bachelor	Full Time	RUB	Science and Allied Sciences
15	College of Natural Resources	M.Sc in Natural Resources Management	Master	Full Time	RUB	Science and Allied Sciences

16	College of Natural Resources	Master's in Development Practice	Master	Full Time	RUB	Science and Allied Sciences
17	College of Science and Technology	Bachelor of Architecture	Bachelor	Full Time	RUB	Engineering
18	College of Science and Technology	Bachelor of Engineering in Civil Engineering	Bachelor	Full Time	RUB	Engineering
19	College of Science and Technology	Bachelor of Engineering in Civil Engineering (In-service)	Bachelor	Full Time	RUB	Engineering
20	College of Science and Technology	Bachelor of Engineering in Electrical Engineering	Bachelor	Full Time	RUB	Engineering
21	College of Science and Technology	Bachelor of Engineering in Electrical Engineering (In-service)	Bachelor	Full Time	RUB	Engineering
22	College of Science and Technology	Bachelor of Engineering in Electronics and Communication Engineering	Bachelor	Full Time	RUB	Engineering
23	College of Science and Technology	Bachelor of Engineering in Electronics and Communication Engineering (In-service)	Bachelor	Full Time	RUB	Engineering
24	College of Science and Technology	Bachelor of Engineering in Engineering Geology	Bachelor	Full Time	RUB	Engineering
25	College of Science and Technology	Bachelor of Engineering in Information Technology	Bachelor	Full Time	RUB	Engineering
26	College of Science and Technology	Bachelor of Engineering in Information Technology (In-service)	Bachelor	Full Time	RUB	Engineering
27	College of Science and Technology	Bachelor of Engineering in Instrumentation and Control Engineering	Bachelor	Full Time	RUB	Engineering
28	College of Science and Technology	Master of Engineering in Renewable Energy	Master	Full Time	RUB	Engineering

29	Faculty of Nursing and Public Health (KGUMSB)	Clinical Counseling	Bachelor	Full Time	KGUMSB	Allied Health Professional
30	Faculty of Nursing and Public Health (KGUMSB)	Community Health	Diploma	Full Time	KGUMSB	Public Health
31	Faculty of Nursing and Public Health (KGUMSB)	Dental Hygiene	Diploma	Full Time	KGUMSB	Allied Health Professional
32	Faculty of Nursing and Public Health (KGUMSB)	Dental Technician	Diploma	Full Time	KGUMSB	Allied Health Professional
33	Faculty of Nursing and Public Health (KGUMSB)	Emergency Medical Responder	Diploma	Full Time	KGUMSB	Public Health
34	Faculty of Nursing and Public Health (KGUMSB)	Foundation	Diploma	Full Time	KGUMSB	Allied Health Professional
35	Faculty of Nursing and Public Health (KGUMSB)	Medical Laboratory Technology	Diploma	Full Time	KGUMSB	Allied Health Professional
36	Faculty of Nursing and Public Health (KGUMSB)	Nursing and Midwifery	Bachelor	Full Time	KGUMSB	Nursing
37	Faculty of Nursing and Public Health (KGUMSB)	Nursing and Midwifery	Diploma	Full Time	KGUMSB	Nursing
38	Faculty of Nursing and Public Health (KGUMSB)	Nursing and Midwifery (BSc NM)	Bachelor	Full Time	KGUMSB	Nursing
39	Faculty of Nursing and Public Health (KGUMSB)	Nursing and Midwifery (GNM)	Diploma	Full Time	KGUMSB	Nursing
40	Faculty of Nursing and Public Health (KGUMSB)	Pharmacy	Diploma	Full Time	KGUMSB	Allied Health Professional
41	Faculty of Nursing and Public Health (KGUMSB)	Physiotherapy	Diploma	Full Time	KGUMSB	Allied Health Professional
42	Faculty of Nursing and Public Health (KGUMSB)	Public Health	Bachelor	Full Time	KGUMSB	Public Health
43	Faculty of Nursing and Public Health (KGUMSB)	Radiography and Medical Imaging	Diploma	Full Time	KGUMSB	Allied Health Professional
44	Faculty of Postgraduate Medicine (KGUMSB)	MD Anesthesiology	Doctorate	Full Time	KGUMSB	Medicines
45	Faculty of Postgraduate Medicine (KGUMSB)	MD Emergency Medicine	Doctorate	Full Time	KGUMSB	Medicines
46	Faculty of Postgraduate Medicine (KGUMSB)	MD General Practice	Doctorate	Full Time	KGUMSB	Medicines
47	Faculty of Postgraduate Medicine (KGUMSB)	MD Medicine	Doctorate	Full Time	KGUMSB	Medicines
48	Faculty of Postgraduate Medicine (KGUMSB)	MD Obstetrics and Gynecology	Doctorate	Full Time	KGUMSB	Medicines
49	Faculty of Postgraduate Medicine (KGUMSB)	MD Ophthalmology	Doctorate	Full Time	KGUMSB	Medicines

50	Faculty of Postgraduate Medicine (KGUMSB)	MD Orthopedics	Doctorate	Full Time	KGUMSB	Medicines
51	Faculty of Postgraduate Medicine (KGUMSB)	MD Otorhinolaryngology-Head and Neck Surgery	Doctorate	Full Time	KGUMSB	Medicines
52	Faculty of Postgraduate Medicine (KGUMSB)	MD Pediatrics	Doctorate	Full Time	KGUMSB	Medicines
53	Faculty of Postgraduate Medicine (KGUMSB)	MD Psychiatry	Doctorate	Full Time	KGUMSB	Medicines
54	Faculty of Postgraduate Medicine (KGUMSB)	MD Surgery	Doctorate	Full Time	KGUMSB	Medicines
55	Faculty of Traditional Medicine (KGUMSB)	Bachelor in Traditional Medicine	Bachelor	Full Time	KGUMSB	Medicines
56	Faculty of Traditional Medicine (KGUMSB)	Diploma in Traditional Medicine	Diploma	Full Time	KGUMSB	Medicines
57	Faculty of Traditional Medicine (KGUMSB)	Masters in Traditional Medicine	Master	Full Time	KGUMSB	Medicines
58	Gaeddu College of Business Studies	Bachelor of Business Administration	Bachelor	Full Time	RUB	Business and Commerce
59	Gaeddu College of Business Studies	Bachelor of Commerce	Bachelor	Full Time	RUB	Business and Commerce
60	Gaeddu College of Business Studies	Master of Business Administration	Master	Full Time	RUB	Business and Commerce
61	Gyalpozhing College of Information Technology	Bachelor of Computer Applications	Bachelor	Full Time	RUB	Science and Allied Sciences
62	Gyalpozhing College of Information Technology	Bachelor of Science in Computer Science	Bachelor Honours	Full Time	RUB	Science and Allied Sciences
63	Gyalpozhing College of Information Technology	Bachelor of Science in Information Technology	Bachelor Honours	Full Time	RUB	Science and Allied Sciences
64	Jigme Namgyel Engineering College	Bachelor in Engineering in Mechanical Engineering	Bachelor Honours	Full Time	RUB	Engineering
65	Jigme Namgyel Engineering College	Bachelor in Engineering in Power Engineering	Bachelor Honours	Full Time	RUB	Engineering
66	Jigme Namgyel Engineering College	Bachelor in Engineering in Surveying and Geoinformatics	Bachelor Honours	Full Time	RUB	Engineering
67	Jigme Namgyel Engineering College	Diploma in Civil Engineering	Diploma	Full Time	RUB	Engineering

68	Jigme Namgyel Engineering College	Diploma in Computer System and Network	Diploma	Full Time	RUB	Science and Allied Sciences
69	Jigme Namgyel Engineering College	Diploma in Electrical Engineering	Diploma	Full Time	RUB	Engineering
70	Jigme Namgyel Engineering College	Diploma in Electronics and Communication Engineering	Diploma	Full Time	RUB	Engineering
71	Jigme Namgyel Engineering College	Diploma in Materials and Procurement Management	Diploma	Full Time	RUB	Management
72	Jigme Namgyel Engineering College	Diploma in Mechanical Engineering	Diploma	Full Time	RUB	Engineering
73	Jigme Namgyel Engineering College	Diploma in Surveying	Diploma	Full Time	RUB	Engineering
74	Jigme Singye Wangchuck School of Law	LL.B./PGDNL	Bachelor	Full Time	JSW Law	Law
75	Norbuling Rigter College	BA in Dzongkha & English - 2019	Bachelor	Full Time	RUB	Arts
76	Norbuling Rigter College	BA in Political Science & Sociology	Bachelor	Full Time	RUB	Arts
77	Norbuling Rigter College	BBA - 2018	Bachelor	Full Time	RUB	Business and Commerce
78	Norbuling Rigter College	BBA - 2019	Bachelor	Full Time	RUB	Business and Commerce
79	Norbuling Rigter College	BCom - 2018	Bachelor	Full Time	RUB	Business and Commerce
80	Norbuling Rigter College	BCom - 2019	Bachelor	Full Time	RUB	Business and Commerce
81	Norbuling Rigter College	Common Foundation - 2019	Bachelor	Full Time	RUB	Business and Commerce
82	Norbuling Rigter College	Common Foundation - 2018	Bachelor	Part Time	RUB	Business and Commerce
83	Norbuling Rigter College	Common Foundation - 2019	Bachelor	Part Time	RUB	Business and Commerce
84	Paro College of Education	B.Ed Dzongkha	Bachelor	Full Time	RUB	Education
85	Paro College of Education	B.Ed Primary	Bachelor	Full Time	RUB	Education
86	Paro College of Education	B.Ed Secondary	Bachelor	Full Time	RUB	Education
87	Paro College of Education	Diploma in Physical Education & Sports Coaching	Diploma	Full Time	RUB	Education

88	Paro College of Education	PGDE in Dzongkha	Post Graduate Diploma	Full Time	RUB	Education
89	Paro College of Education	B.Ed Primary (DE)	Bachelor	Part Time	RUB	Education
90	Paro College of Education	Diploma in ECCD	Diploma	Part Time	RUB	Education
91	Paro College of Education	M.Ed in Dzongkha	Master	Part Time	RUB	Education
92	Paro College of Education	M.Ed in Educational Leadership & Management	Master	Part Time	RUB	Education
93	Paro College of Education	PGDE in Dzongkha (DE)	Post Graduate Diploma	Part Time	RUB	Education
94	Arura Academy of Health sciences	Nursing	Diploma	Full Time	KGUMSB	Nursing
95	Rigney College	BA language and literature general	Bachelor	Full Time	nil	Arts
96	Royal Institute of Management	Diploma in Financial Management	Diploma	Full Time	NA	Management
97	Royal Institute of Management	Master of Business Administration(MBA)	Master	Full Time	University of Canberra	Management
98	Royal Institute of Management	Post Graduate Diploma in Financial Management(PGDFM)	Post Graduate Diploma	Full Time	NA	Management
99	Royal Institute of Management	Post Graduate Diploma in National Law(PGDNL)	Post Graduate Diploma	Full Time	NA	Management
100	Royal Institute of Management	Post Graduate Diploma in Public Administration(PGDPA)	Post Graduate Diploma	Full Time	NA	Management
101	Royal Thimphu College	B. Com Accounting	Bachelor	Continuing Education	RUB	Business and Commerce
102	Royal Thimphu College	B.Com Finance	Bachelor	Continuing Education	RUB	Business and Commerce
103	Royal Thimphu College	BA in English Studies	Bachelor	Continuing Education	RUB	Arts
104	Royal Thimphu College	Business Studies	Bachelor	Continuing Education	RUB	Business and Commerce
105	Royal Thimphu College	B.Com Accounting	Bachelor	Full Time	RUB	Business and Commerce

106	Royal Thimphu College	B.Com Finance	Bachelor	Full Time	RUB	Business and Commerce
107	Royal Thimphu College	BA in Anthropology	Bachelor	Full Time	RUB	Arts
108	Royal Thimphu College	BA in Development Economics	Bachelor	Full Time	RUB	Arts
109	Royal Thimphu College	BA in English Studies	Bachelor	Full Time	RUB	Arts
110	Royal Thimphu College	BA in History and Dzongkha	Bachelor	Full Time	RUB	Arts
111	Royal Thimphu College	BA in Mass Communication	Bachelor	Full Time	RUB	Arts
112	Royal Thimphu College	BA in Political Science and Sociology	Bachelor	Full Time	RUB	Arts
113	Royal Thimphu College	Bachelor of Computer Application	Bachelor	Full Time	RUB	Science and Allied Sciences
114	Royal Thimphu College	BBA General Management	Bachelor	Full Time	RUB	Business and Commerce
115	Royal Thimphu College	BBA Marketing	Bachelor	Full Time	RUB	Business and Commerce
116	Royal Thimphu College	BSc. Environmental Management	Bachelor	Full Time	RUB	Science and Allied Sciences
117	Royal Thimphu College	BSc. Nursing and Midwifery	Bachelor	Full Time	KGUMSB	Nursing
118	Royal Thimphu College	Business Studies	Bachelor	Full Time	RUB	Business and Commerce
119	Samtse College of Education	Bachelor of Arts in Social Work	Bachelor	Full Time	RUB	Education
120	Samtse College of Education	Bachelor of Education (B. Ed) Primary	Bachelor	Full Time	RUB	Education
121	Samtse College of Education	Bachelor of Education (B. Ed) Secondary	Bachelor	Full Time	RUB	Education
122	Samtse College of Education	Master of Education (M. Ed) in Science and Math	Master	Full Time	RUB	Education
123	Samtse College of Education	Post Graduate Diploma in Contemplative Counseling and Psychology (PGDCCP)	Post Graduate Diploma	Full Time	RUB	Education
124	Samtse College of Education	Post Graduate Diploma in Education (PGDE)	Post Graduate Diploma	Full Time	RUB	Education

125	Samtse College of Education	Diploma in Library and Information Management (DLIM)	Diploma	Part Time	RUB	Education
126	Samtse College of Education	Diploma in School Science Laboratory Management (DSSLM)	Diploma	Part Time	RUB	Education
127	Samtse College of Education	Master of Arts in Contemplative Counseling and Psychology (MACCP)	Master	Part Time	RUB	Education
128	Samtse College of Education	Post Graduate Certificate in Higher Education (PGCHE)	Post Graduate Certificate	Part Time	RUB	Education
129	Samtse College of Education	Post Graduate Diploma in Contemplative Counseling and Psychology (PGDCCP)	Post Graduate Diploma	Part Time	RUB	Education
130	Samtse College of Education	Post Graduate Diploma in Education (PGDE)	Post Graduate Diploma	Part Time	RUB	Education
131	Samtse College of Education	Post Graduate Diploma in Higher Education (PGDHE)	Post Graduate Diploma	Part Time	RUB	Education
132	Sherubtse College	BA in Dzongkha & English	Bachelor	Full Time	RUB	Arts
133	Sherubtse College	BA in Dzongkha & Media Studies	Bachelor	Full Time	RUB	Arts
134	Sherubtse College	BA in Economics	Bachelor	Full Time	RUB	Arts
135	Sherubtse College	BA in Economics & Geography	Bachelor	Full Time	RUB	Arts
136	Sherubtse College	BA in Economics & Population Studies	Bachelor	Full Time	RUB	Arts
137	Sherubtse College	BA in English	Bachelor	Full Time	RUB	Arts
138	Sherubtse College	BA in English & Media Studies	Bachelor	Full Time	RUB	Arts
139	Sherubtse College	BA in History	Bachelor	Full Time	RUB	Arts
140	Sherubtse College	BA in History & Dzongkha	Bachelor	Full Time	RUB	Arts
141	Sherubtse College	BA in Media Studies	Bachelor	Full Time	RUB	Arts
142	Sherubtse College	BA in Political Science & Sociology	Bachelor	Full Time	RUB	Arts

14 3	Sherubtse College	BA in Population & Development Studies	Bachelor	Full Time	RUB	Arts
14 4	Sherubtse College	BSc in Botany	Bachelor Honours	Full Time	RUB	Science and Allied Sciences
14 5	Sherubtse College	BSc in Chemistry	Bachelor	Full Time	RUB	Science and Allied Sciences
14 6	Sherubtse College	BSc in Computer Science	Bachelor	Full Time	RUB	Science and Allied Sciences
14 7	Sherubtse College	BSc in Environmental Science	Bachelor	Full Time	RUB	Science and Allied Sciences
14 8	Sherubtse College	BSc in Environmental Science	Bachelor Honours	Full Time	RUB	Science and Allied Sciences
14 9	Sherubtse College	BSc in Geography	Bachelor	Full Time	RUB	Science and Allied Sciences
15 0	Sherubtse College	BSc in Life Science	Bachelor	Full Time	RUB	Science and Allied Sciences
15 1	Sherubtse College	BSc in Mathematics	Bachelor	Full Time	RUB	Science and Allied Sciences
15 2	Sherubtse College	BSc in Math & Chemistry	Bachelor	Full Time	RUB	Science and Allied Sciences
15 3	Sherubtse College	BSc in Math & Physics	Bachelor	Full Time	RUB	Science and Allied Sciences
15 4	Sherubtse College	BSc in Physics	Bachelor	Full Time	RUB	Science and Allied Sciences
15 5	Sherubtse College	BSc in Physics & Chemistry	Bachelor	Full Time	RUB	Science and Allied Sciences
15 6	Sherubtse College	Postgraduate Diploma In English	Diploma	Part Time	RUB	Arts
15 7	Yonphula College	MA in English	Master	Full Time	RUB	Arts

Annexure III List of Registered Training Providers

SN	Name of Institute	Grade	Location	Sector
1	Advanced Institute for Tourism.	C	Thimphu	Private (Sole Proprietorship)
2	Agriculture Machinery Training Center	C	Paro	Corporate
3	Athang Training Academy	B		Private (Partnership)
4	Bhutan Center for Japanese Studies	C	Thimphu	Private (Sole Proprietorship)
5	Bhutan Elite Security Services	C	Paro	Private (Sole Proprietorship)
6	Bhutan Institute for Training and Development (BITAD)	B	Thimphu	Private (Partnership)
7	Bhutan Institute of Himalayan Studies	C	Thimphu	Private (Sole Proprietorship)
8	Bhutan Institute of Information Technology and Management	B	Paro	Private (Sole Proprietorship)
9	Bhutan Institute of International Language, IT and Management	C	Thimphu	Private (Sole Proprietorship)
10	Bhutan Institute of Management & Technology	C	Thimphu	Private (Sole Proprietorship)
11	Bhutan Institute of Martial Arts	C	Thimphu	Private (Sole Proprietorship)
12	Bhutan Institute of Tourism and Hospitality	B	Thimphu	Private (Partnership)
13	Bhutan International School of Hospitality & Tourism	B	Thimphu	Private (Sole Proprietorship)
14	Bhutan Media & Communications Institute	B	Thimphu	Private (Sole Proprietorship)
15	Bhutan Training Institute	C	Chukha	Private (Sole Proprietorship)
16	Bongde Institute of Hotel and Tourism	B	Paro	Private (Partnership)
17	Choki Traditional Art School	B	Thimphu	Private (Partnership)
18	College of Zorig Chusum	B	Trashiyangtse	Public (Govt.)
19	Computer & management Institute	B	Chukha	Private (Sole Proprietorship)
20	Dechen IT & Management Institute	C	Thimphu	Private (Sole Proprietorship)
21	Dickie training institute	C	Thimphu	Private (Sole Proprietorship)
22	Dorji International Training Institute	B	Thimphu	Private (Sole Proprietorship)
23	Druk Institute of Management and Technology	C	Chukha	Private (Sole Proprietorship)
24	Druk Tshemzo Training Institute	B	Thimphu	Private (Sole Proprietorship)
25	Drukings Aviation Training Institute	C	Paro	Private (Sole Proprietorship)
26	Dzongkha Learning Center	C	Thimphu	Private (Sole Proprietorship)

27	Eastern Computer Training Center	C	Samdrup Jongkhar	Private (Sole Proprietorship)
28	Eastern Driving Training Institute	C	Mongar	Private (Sole Proprietorship)
29	Fablab Bhutan Training Institute	C	Thimphu	Private (Sole Proprietorship)
30	Fashion Institute of Technology	C	Thimphu	Private (Sole Proprietorship)
31	Film & Television Institute of Bhutan (FTIB)	C	Thimphu	Private (Partnership)
32	Financial Institutions Training Institute Limited	B	Thimphu	Corporate
33	Gangchen Language and Management Institute	C	Thimphu	Private (Sole Proprietorship)
34	Gangjung Driving Center of Excellence	B	Thimphu	Private (Sole Proprietorship)
35	Gawa Driving Training Institute	C	Samtse	Private (Sole Proprietorship)
36	Ghadyen Driving Training Institute	C	Wangdue Phodrang	Private (Sole Proprietorship)
37	Global Computer Training Center	C	Wangdue Phodrang	Private (Sole Proprietorship)
38	Global Retail Academy	C	Thimphu	Public (Govt.)
39	GPY Training Institute	C	Chukha	Private (Sole Proprietorship)
40	Guide Association of Bhutan	C	Thimphu	NGO
41	Heurka Security Services	C	Wangdue Phodrang	Private (Sole Proprietorship)
42	Himalayan Institute of Technology & Management	C	Sarpang	Private (Sole Proprietorship)
43	Himalayan School of Music	C	Thimphu	Private (Sole Proprietorship)
44	iBEST Institute of Media, Management and Technical Studies	B	Thimphu	Private (Partnership)
45	Institute for Excellence and Development (i-ED)	C	Thimphu	Private (Partnership)
46	Institute for Excellence and Development (iED)	C	Chukha	Private (Sole Proprietorship)
47	Institute for Learning Solutions	C	Thimphu	Private (Sole Proprietorship)
48	Institute for Management Studies Limited	B	Thimphu	Private (Partnership)
49	Institute for Professional Excellence	C	Thimphu	Private (Sole Proprietorship)
50	Institute for professional studies	B	Thimphu	Private (Sole Proprietorship)
51	Institute of Happiness	C	Thimphu	Private (Sole Proprietorship)
52	Institute of Information Technology and Management	C	Thimphu	Private (Sole Proprietorship)
53	Institute of Zorig Chusum	B	Thimphu	Public (Govt.)

54	Jachung Security Services Pvt Ltd	B	Thimphu	Private (Partnership)
55	JCB Operators Training Center	C	Thimphu	Private (Partnership)
56	Jigme Wangchuck Power Training Institute	A	Sarpang	Public (Govt.)
57	Jigyang Driving Training Institute	C	Chukha	Private (Sole Proprietorship)
58	Karma Driving Training Institute	C	Chukha	Private (Sole Proprietorship)
59	Karma Driving Training Institute	C	Thimphu	Private (Sole Proprietorship)
60	Karsel Dawa Driving Training Institute	C	Thimphu	Private (Sole Proprietorship)
61	Kesang Driving School	C	Thimphu	Private (Sole Proprietorship)
62	Kilu Bhutan Music School	C	Thimphu	Private (Sole Proprietorship)
63	Kinley Yergay Tailoring Training Institute	C	Thimphu	Private (Sole Proprietorship)
64	Kinzang Driving Training Institute	C	Bumthang	Private (Sole Proprietorship)
65	Kuenphen Computer and Tailoring Training Institute	C	Haa	Private (Sole Proprietorship)
66	Kuenphen Language and Culture Training Institute	C	Haa	Private (Sole Proprietorship)
67	Kunjung Institute of Technology & Innovation	B	Sarpang	Private (Partnership)
68	Language and Culture Institute	C	Thimphu	Private (Sole Proprietorship)
69	Language and Management Institute	C	Thimphu	Private (Partnership)
70	Learn Zone Institute	C	Thimphu	Private (Sole Proprietorship)
71	Lekdrup Skill Development Institute	B	Thimphu	Private (Sole Proprietorship)
72	Lhawang Yugyel Technical Training Institute	C	Samdrupjongkhar	Private (Sole Proprietorship)
73	Manju Shiri International	C	Thimphu	Private (Sole Proprietorship)
74	Niche Institute of Management & Technology	C	Thimphu	Private (Sole Proprietorship)
75	NLD Training Institute	B	Thimphu	Private (Sole Proprietorship)
76	Norbu International Wellness Institute	C	Thimphu	Private (Partnership)
77	Norter Training Institute	C	Thimphu	Private (Sole Proprietorship)
78	Padmakara Training Institute	C	Chukha	Private (Sole Proprietorship)
79	Paro Institute of Management (PIM)	C	Paro	Private (Sole Proprietorship)
80	Pema Driving Training Institute	C	Trashigang	Private (Sole Proprietorship)
81	Professional Development Institute	C	Thimphu	Private (Partnership)
82	Professional Skills Institute	C	Thimphu	Private (Partnership)
83	Puensum Driving Institute	C	Punakha	Private (Sole Proprietorship)
84	RDTTC (Rural Development Training Centre, MoAF, Zhemgang	C	Zhemgang	Public (Govt.)

85	ReWang Driving Training School	C	Paro	Private (Sole Proprietorship)
86	Rigsum Institute of Technical Education & Management Studies	B	Thimphu	Private (Sole Proprietorship)
87	Royal Academy of Performing Arts	C	Thimphu	Public (Govt.)
88	Royal Institute for Tourism and Hospitality	B	Thimphu	Public (Govt.)
89	RTC Training and Professional Services	B	Thimphu	Private (Sole Proprietorship)
90	Sacho Driving Training Institute	C	Dagana	Private (Sole Proprietorship)
91	Sacho Driving Training Institute	C	Samtse	Private (Sole Proprietorship)
92	Sacho Ga Driving Training Institute	C	Chukha	Private (Sole Proprietorship)
93	Shacho Driving Training Institute	C	Chukha	Private (Sole Proprietorship)
94	Sompal Driving Training Institute	C	Paro	Private (Sole Proprietorship)
95	Sompal Driving Training Institute	C	Thimphu	Private (Sole Proprietorship)
96	Star Tourism Institute	C	Thimphu	Private (Partnership)
97	Sunrise Driving Institute	C	Wangdue Phodrang	Private (Sole Proprietorship)
98	Tacho Bala Ha	C	Samdrup Jongkhar	Private (Partnership)
99	Tacho Bala Ha Driving Training Institute	C	Pemagatshel	Private (Sole Proprietorship)
100	Technical Training Institute Samthang	A	Wangdue Phodrang	Public (Govt.)
101	Technical Training Institute-Chumey, Bumthang	A	Bumthang	Public (Govt.)
102	Technical Training Institute-Ranjung	B	Trashigang	Public (Govt.)
103	Technical Training Institute-Thimphu	B	Thimphu	Public (Govt.)
104	Tenzin's Hair and Beauty Academy	C	Thimphu	Private (Sole Proprietorship)
105	Thimphu Institute of Management (TIM)	C	Thimphu	Private (Partnership)
106	Thimphu TechPark Ltd	C	Thimphu	Corporate
107	TTI Khuruthang	A	Punakha	Public (Govt.)
108	Ugyen International Language and culture Training Institute	C		Private (Sole Proprietorship)
109	Ugyen Wangchuck Institute for Conservation and Environment	B	Bumthang	Public (Govt.)
110	USD Driving School	C	Chukha	Private (Sole Proprietorship)
111	USD Driving Training Institute	C	Tsirang	Private (Sole Proprietorship)
112	USD Driving Training Institute	C	Thimphu	Private (Sole Proprietorship)
113	USD Driving Training Institute	C	Sarpang	Private (Sole Proprietorship)

114	USD Institute for Professional Development	C	Chukha	Private (Partnership)
115	WhyDee Driving Training Institute	C	Paro	Private (Partnership)
116	Wood Craft Center Ltd.	C	Thimphu	Corporate
117	Yarab Institute for Hospitality Management	B	Thimphu	Private (Sole Proprietorship)
118	Youth Development and Rehabilitation Center (YDRC)	C	Chukha	Public (Govt.)

Annexure IV List of National Competency Standards (NCS)

SN	Sector	Occupation Title	Qualification Level	Status
1	Automobile Service	Auto Air Conditioning Mechanic	NC3	New
2	Automobile Service	Auto Mechanic (Heavy)	NC2 & NC3	New
3	Automobile Service	Automobile upholster	NC2 & NC3	New
4	Automobile Service	Auto Mechanic (Light)	NC1, NC2 & NC3	Revised
5	Automobile Service	Earthmoving Equipment Mechanic	NC2 & NC3	New
6	Automobile Service	Auto Mechanic NCS-2016	NC 2 & NC 3	Revised
7	Automobile Service	Panel Beater	NC 2 & NC 3	Revised
8	Automobile Service	Automobile Painter	NC 2	Revised
9	Automobile Service	Auto Electrician	NC2 & NC3	Revised
10	Agriculture	Agriculturist (Mushroom)	NC2	New
11	Agriculture	Agriculturist (Poultry)	NC2	New
12	Agriculture	Agriculturist (Vegetable)	NC2	New
13	Agriculture	Farm Machinery Technician	NC2 & NC3	New
14	Agriculture	Power Tiller Operator	NC 2	New
15	Agriculture	Power Tiller Mechanic	NC 2 & NC 3	New
16	Agriculture	Forester	NC2 & NC3	New
17	Business & Finance	Commercial Accountant (Diploma)	ND1 & ND2	New
18	Business & Finance	Sales person	NC2	New
19	Business & Finance	Commercial Accountant	NC 2 & NC 3	Revised
20	Business & Finance	ECCD Facilitator	NC 3	New
21	Construction	Asphalt Plant Operator	NC2 & NC3	New
22	Construction	Blaster	NC2	New
23	Construction	Building Painter	NC2 & NC3	New
24	Construction	Bulldozer Operator	NC2 & NC3	New
25	Construction	Excavator Operator	NC2 & NC3	New
26	Construction	Road Roller Operator	NC2 & NC3	New
27	Construction	Surveyor	NC2 & NC3	New

28	Construction	Construction Supervisor	ND1 & ND2	New
29	Construction	Road Maintenance Worker	NC1	New
30	Construction	Construction Assistant	NC1	New
31	Construction	Pay Loader Operator	NC 2 & NC 3	New
32	Construction	Mason	NC2 & NC3	Revised
33	Construction	Plumber NCS-2016	NC2, NC3	Revised
34	Construction	Backhoe Operator	NC2 & NC3	New
35	Construction	Construction Carpenter	NC 2 & NC 3	New
36	Hydropower	Electrician (Hydro power plant)	NC2 & NC3	New
37	Hydropower	Mechanic (Hydro Power Plant)	NC2 & NC3	New
38	Hydropower	Operator (Hydro Power Plant)	NC2 & NC3	New
39	Hydropower	Hydro Power Mechanical Technician	NC 2 & NC 3	Revised
40	Hydropower	Hydro Power Instrumentation Technician	NC3	Revised
41	Tourism and Hospitality	Housekeeper	NC 2 & NC 3	Revised
42	Tourism and Hospitality	Nature Guide	NC3	New
43	Tourism and Hospitality	Trekking Guide	NC3	New
44	Tourism and Hospitality	Food Production Associate	NC2 & NC3	Revised
45	Tourism and Hospitality	Cultural Tourist Guide	NC2	Revised
46	Tourism and Hospitality	Trekking Cook	NC2	New
47	Tourism and Hospitality	Tour Operation Supervisor	ND2	New
48	Tourism and Hospitality	Hotel Operation Supervisor	ND2	New
49	Tourism and Hospitality	Baker	NC2 & NC3	Revised
50	Tourism and Hospitality	Bhutanese Food Production Associate	NC2 & NC3	New
51	Tourism and Hospitality	Food & Beverage Associate	NC2 & NC3	Revised
52	Tourism and Hospitality	Front Office Associate	NC2 & NC3	Revised
53	Tourism and Hospitality	Massage Therapist	NC2 & NC3	New
54	Tourism and Hospitality	Hair & Beauty Therapist	NC2	Revised
55	Transportation	Driver (Light Vehicle)	NC 2	Revised
56	Transportation	Driver (Heavy Vehicle)	NC 2	Revised
57	Transportation	Professional Driving	NCII	Revised
58	TVET	Trainer (TVET)	ND1 & ND2	New
59	Wood Based	Wooden Furniture Maker	NC2 & NC3	Revised
60	Wood Based	Upholsterer	NC 2 & NC 3	New
61	Zorig Chusum	Dozop	NC1, NC2 & NC3	New
62	Zorig Chusum	Shingzop	NC1, NC2 & NC3	Revised
63	Zorig Chusum	Tshemzop	NC2 & NC3	Revised
64	Zorig Chusum	Shagzop	NC2 & NC3	New

65	Zorig Chusum	Shingzop	NC1, NC2 & NC3	New
66	Zorig Chusum	Trezop	NC 2 & NC 3	New
67	Zorig Chusum	Jimzop (Sculptor)	ND1, ND2	New
68	Zorig Chusum	Tsemdrup	NC 2 & NC 3	New
69	Zorig Chusum	Jimzop	NC 2 & NC 3	New
70	Zorig Chusum	Tshemdrup NCS-2018	NC 2 & NC 3	Revised
71	Zorig Chusum	Patrap	NC2 & NC 3	Revised
72	Zorig Chusum	Lhadri	NC3	Revised
73	Zorig Chusum	Lhadri	ND2	New
74	Zorig Chusum	Shingtshen	NC2	Revised
75	Zorig Chusum	Thagzop	NC2 & NC3	Revised
76	Performing Arts	Chaam	NC 2 & NC 3	New
77	Performing Arts	Nyenchha	NC 2 & NC 3	New
78	Performing Arts	Zhabthra	NC 2 & NC 3	New
79	Performing Arts	Performing Artist (DeyGarkhen)	ND1, ND2	New

Annexure V List of TVET courses accredited

S N	Name of Institute	Name of courses
1	Gangjung Driving Center of Excellence	Light Vehicle Driving
2	Rigsum Institute of Technical Education & Management Studies	Commercial Accountant
3	Rigsum Institute of Technical Education & Management Studies	Computer Application Assistant
4	Advanced Institute for Tourism	Cultural Tourist Guide
5	Rigsum Institute of Technical Education & Management Studies	Commercial Accountant
6	Rigsum Institute of Technical Education & Management Studies	Computer Application Assistant
7	Jigme Wangchuck Power Training Institute	Construction Carpentry
8	Bhutan Institute of International Language, IT and Management	Cultural Tourist Guide
9	Learn Zone Institute	Cultural Tourist Guide
10	Ugyen International Language and culture Training Institute	Cultural Tourist Guide
11	TTI Khuruthang	Electrical
12	TTI Khuruthang	Mechanical
13	USD Driving School, Phuentsholing	Professional Driving
14	USD Driving Training Institute-Thimphu	Professional Driving
15	Yarab Institute for Hospitality Management	Cultural Tourist Guide
16	Technical Training Institute Samthang	Heavy Vehicle Driving
17	Technical Training Institute-Rangjung	Computer Hardware Technician
18	Druk Tshemzo Training Institute	Tailoring
19	Bhutan Institute of Himalayan Studies	Nature Guide

20	Sacho Driving Training Institute	Professional Driving
21	Institute of Zorig Chusum – Thimphu	Patra
22	Institute of Zorig Chusum – Thimphu	Lhadri
23	Jigme Wangchuck Power Training institute	Masonry
24	Jigme Wangchuck Power Training institute	Masonry
25	Jigme Wangchuck Power Training institute	Construction Carpentry
26	Jigme Wangchuck Power Training institute	Construction Carpentry
27	Jigme Wangchuck Power Training institute	Plumbing
28	Jigme Wangchuck Power Training Institute	Plumbing
29	Jigme Wangchuck Power Training institute	Welding
30	Technical Training Institute-Chumey	Construction Carpentry
31	Technical Training Institute-Chumey	Masonry
32	Technical Training Institute-Chumey	Plumbing
33	Technical Training Institute-Chumey	Welding
34	Technical Training Institute-Rangjung	Electrical
35	Technical Training Institute-Rangjung	Computer Hardware Technician
36	Institute of Zorig Chusum	Tailoring
37	Technical Training Institute-Thimphu	Automobile
38	Technical Training Institute – Samthang	Automobile
39	Druk Institute of Management and Technology	Commercial Accountant
40	Druk Institute of Management and Technology	Computer Application Assistant
41	TTI Khuruthang	Welding
42	Institute of Zorig Chusum	Tailoring
43	Kunjung Institute of Technology & Innovation	Computer Application Assistant
44	Jigme Wangchuck Power Training institute	Transmission and Distribution Lineman
45	Jigme Wangchuck Power Training institute	Furniture Making
46	Technical Training Institute-Thimphu	Panel Beater
47	Institute for Zorig Chusu - Thimphu	Tailoring
48	Institute for Zorig Chusum - Thimphu	Lhadri
49	Institute of Zorig Chusum - thimphu	Trezo
50	Institute of Zorig Chusum - thimphu	Tshemdru
51	Institute of Zorig Chusum - thimphu	Jimzo
52	Ugyen Wangchuck Institute for Conservation and Environment	Trekking Guide
53	Advanced Institute for Tourism	Trekking Guide
54	Ugyen Wangchuck Institute for Conservation and Environment	Forester
55	Karma Driving Training Institute	Professional Driving
56	Puensum Driving Institute	Professional Driving
57	NLD Training Institute	Food Production
58	NLD Training Institute	Cultural Tourist Guide
59	Dorji International Training Institute	Front Office Associate
60	Lekdrup Skill Development Institute	Tailoring
61	Yarab Institute for Hospitality Management	Food Production
62	Ugyen Wangchuck Institute for Conservation and Environment	Forester

63	Gangchen Language and Management Institute	Cultural Tourist Guide
64	Bhutan International School of Hospitality & Tourism	Food Production
65	Technical Training Institute-Thimphu	Automobile
66	Technical Training Institute-Thimphu	Automobile
67	Technical Training Institute-Thimphu	Auto Painting
68	Jigme Wangchuck Power Training institute	Plumbing
69	Jigme Wangchuck Power Training institute	Masonry
70	Jigme Wangchuck Power Training Institute	Welding
71	Jigme Wangchuck Power Training Institute	Mechanical
72	Jigme Wangchuck Power Training Institute	Furniture Making
73	College of Zorig Chusum	Jimzo
74	College of Zorig Chusum	Lhadri
75	College of Zorig Chusum	Patra
76	Sacho Driving Training Institute	Professional Driving
77	Tacho Bala Ha Driving Training Institute	Professional Driving
78	Yarab Institute for Hospitality	Front Office Associate
79	Technical Training Institute-Rangjung	Computer Hardware Technician
80	Technical Training Institute-Rangjung	Furniture Making
81	Technical Training Institute-Rangjung	Electrical
82	Institute for Professional Excellence	Cultural Tourist Guide
83	Sunrise Driving Institute	Professional Driving
84	Bhutan Institute of Tourism and Hospitality	Cultural Tourist Guide
85	Star Tourism Institute	Trekking Guide
86	Sunrise Driving Institute	Professional Driving
87	Tacho Bala Ha Driving Training	Professional Driving
88	Sacho Driving Training Institute	Professional Driving
89	Kinzang Driving Training Institute	Professional Driving
90	Karsel Dawa Driving Training Institute	Professional Driving
91	Sacho Ga Driving Training Institute	Professional Driving
92	Gawa Driving Training Institute	Professional Driving

Annexure VI List of registered Education Consultancy Firms

SN	Name of ECPF	Location
1	EA-Z ECPF	Thimphu
2	Bhutan Gangchen ECPF	Thimphu
3	Bhutan International ECPF	Thimphu
4	Bhutan Overseas ECPF	Thimphu
5	Bhutan StudentCare ECPF	Thimphu
6	Build youth Bhutan ECPF	Thimphu
7	CareerWin ECPF	Thimphu
8	Chhundu Enterprise - Global Reach ECPF	Thimphu
9	EduBhutan ECPF	Thimphu
10	EduLink ECPF	Thimphu

11	Takey Kuenphen ECPF	Thimphu
12	International ECPF	Thimphu
13	Losel Phendhey ECPF	Thimphu
14	Namgyel ECPF	Thimphu
15	Nukareer ECPF	Thimphu
16	Rigpa House ECPF	Thimphu
17	Rinchen ECPF	Thimphu
18	Samden Kuendrup Education Consultancy & Placement Firm	Thimphu
19	Samdrup Penor ECPF	Thimphu
20	SKEY ECPF	Thimphu
21	Ugyen Pee ECPF	Thimphu
22	Universal ECPF	Thimphu
23	VIEC Bhutan ECPF	Thimphu
24	Wang ECPF	Thimphu
25	Bhutan Global Education Service ECPF	Thimphu
26	Bhutan Study West ECPF	Thimphu
27	Dream Australia ECPF	Thimphu
28	Druk ECPF	Thimphu
29	Druk Educare ECPF	Thimphu
30	Eden ECPF	Thimphu
31	EducationPro ECPF	Thimphu
32	Karma ECPF	Thimphu
33	Pema ECPF	Thimphu
34	Sampai Dondrup ECPF	Thimphu
35	Tenzin ECPF	Thimphu
36	Thimphu ECPF	Thimphu
37	Yarab Global ECPF	Thimphu

Annexure VI CWG and TF members

Core Working Group Members

1. Kesang Jigme, Policy and Planning Division MoLHR
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7. Dechen Dema, Labour Market Information and Research Division, MoLHR
8. Sonam Norbu, Gross National Happiness Commission
9. Yeshi Dekar, Royal Civil Service Commission