



**12TH FYP HRD
MASTERPLAN
IMPLEMENTATION
REVIEW AND HRD
TRACER REPORT**

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FORWARD

The Department of Workforce Planning and Skills Development (DWPSD), Ministry of Education and Skills Development (MoESD) is pleased to present the Review of 12FYP HRD Masterplan for Economic Sectors (2018-2023). The erstwhile MoLHR was the custodian of the 12FYP HRD Masterplan document. The training targets for the Skills Training Programs, In-service HRD Program for Non-civil Service Sectors, Engagement Programs and regular programs at the TTIs and IZCs were indicated in the masterplan.

The Review of 12FYP progress is divided into two sections; the First section presents the progress of different training and engagement programs. The Skills Training Programs include CST, SDP, VSDP, SSDP, and regular training programs implemented at TTIs and IZCs. The Engagement programs are composed of YELP and BBP implemented by the Department of Employment and Entrepreneurship. The In-service HRD Program includes short-term and long-term scholarship programs and short courses implemented in-country under the GoI-PTA funding. Furthermore, the report presents the significant HRD interventions undertaken, the review of important policies, revisions made to HRD regulations, and the development of relevant reports. These aspects contribute to a comprehensive understanding of the progress achieved during the 12FYP.

The second part of the report encompasses a tracer study that was conducted to evaluate the aforementioned programs. The tracer study is divided into three distinct sections, namely the Skills Training Program, In-service HRD Program, and Engagement Program. The primary objective of the tracer study is to provide valuable insights into the participant profiling, employment outcomes, and feedback pertaining to the respective programs. This comprehensive analysis serves to enhance our understanding of the effectiveness and impact of these initiatives.

I congratulate the Workforce Planning and Information Division (WPID), DWPSD, for successfully reviewing the 12FYP HRD Masterplan and developing a progress report. My appreciation also goes out to all the program coordinators of CST, SDP, YELP, SSDP/VSDP, TTIs and IZCs, including all training program beneficiaries who took time to participate in the surveys conducted from November to December 2022.

The progress of various programs and the findings of the tracer study aim to reinforce and enhance the future implementation of these programs. As such, the Department endeavours to offer valuable information to our stakeholders through the Review of the 12FYP HRD Masterplan report. We trust that this report can serve as a guiding document for program implementing agencies/divisions and relevant stakeholders, facilitating informed decision-making and necessary interventions. By leveraging the insights provided, we can collectively work towards optimizing the effectiveness and impact of these programs.

With best wishes and Tashi Delek!

Norbu Wangchuk, Director, DWPSD

The background features several large, overlapping abstract shapes in various shades of purple and lavender. These shapes are rounded and organic in form, creating a modern, layered effect. The colors range from light lavender to deep, dark purple.

12th FYP HRD Implementation Review

INTRODUCTION

Over the years, there have been various training programs implemented by the erstwhile MoLHR aimed at jobseekers seeking employment in the labour market and individuals working in different industries. The training programs for the workforce have helped enhance skills, knowledge, and competencies, enabling participants to adapt to the changing labour market dynamics. The skilling programs implemented through TTIs & IZCs and private training institutes effectively develop the employable skills and competencies of the jobseekers and prepare them for the job market.

The 12th FYP HRD Masterplan for the Economic Sectors (2018-23) was developed, considering the views and inputs from establishments in different economic sectors. About 5000 establishments were interviewed during the Establishment Survey 2017, through which inputs on workforce profile, business challenges, and assessment of those entering the labour market were collected. Specific information on training needs and recruitment plans in the 12th FYP were collected to prepare areas identified under the critical skills and critical capabilities. Sector-level consultations with all sector bodies/associations were conducted to validate further information collected through the Establishment Survey and to understand sector direction and challenges in the 12th FYP period. Existing policy documents such as EDP 2016, National Workforce Plan, TVET Blueprint, Fiscal incentive Policy, and Employment policy were considered in developing the Masterplan. The HRD Committee was also instrumental in giving direction and input in the Masterplan development process.

A total of six broad sectors were identified in the 12th FYP HRD Masterplan. These sectors cover the five priority sectors identified in the EDP 2016. The sectors are:

- *Tourism*: including hotels, resorts, and tour operators.
- *Construction*: including both hydro and non-hydro construction.
- *Production*: including food-based, wood-based, arts and crafts, and other production businesses.
- *ICT*: including film, media, cable operators, telecommunication, transportation, and other ICT businesses.
- *Training and Education*: including Early Childhood Care and Development (ECCD), private training providers, private schools, and tertiary education institutions.
- *Services*: including automobile, beauty, tailoring, café and restaurants, finance, consultancy, power, and other services.

The 12th FYP HRD Masterplan guided different HRD programs and policy interventions by the erstwhile MoLHR, with the intention to foster greater employability among young jobseekers and enhance workforce productivity in various economic sectors. The Masterplan aimed to:

- Enhance quality and access to skilling opportunities in the country, which are linked with labour market requirements,
- Bring greater collaboration and coordination between different HRD partners and players for the effective delivery of HRD programs,
- Enhance productivity and performance of workforce engaged in different priority sectors through practical and relevant reskilling and upskilling opportunities, and
- Enhance jobseekers' employability by providing holistic support to skilling avenues.

The COVID-19 pandemic forced many training programs to shift from in-person to virtual training. It led to the adaptation of new technologies that have made training more engaging, interactive, and effective. The implementation modality of various training courses was modified to suit the needs of the labour market. Overall the progress made since the inception of the various training programs is commendable, but the needs and challenges of different industries and professions continue to evolve. Thus, it is essential to remain agile and responsive by introducing relevant courses to meet the changing circumstances of the labour market and the needs of the participants.

SUMMARY OF IMPLEMENTATION AGAINST THE PLAN

A total of about Nu.1.9 billion was estimated for the implementation of the 12th FYP HRD Masterplan. Approximately 12,000 to 13,000 job seekers were expected to enter the labour market annually. The School-to-Work Transition (STWT) support was estimated to be provided to about 24,000 jobseekers in the 12th FYP, with an annual target to engage about 5,000 young jobseekers. The STWT support would be provided through three main programs; skilling training, entrepreneurship and industry attachment programs. Intake within the TTIs and IZCs would be gradually increased to take in more secondary graduates. A total of 5,000 job seekers were planned to be skilled through the critical skills program (pre-service HRD) and 1800 through the critical capabilities program (in-service HRD). Alternative skilling programs like the Village Skills Development Program (VSDP) and Special Skills Development Program (SSDP) were set to have a moderate annual target of 250.

Table 1. 1: Summary of HRD Programs implementation against the 12FYP HRD Masterplan target

Programs	Plan	Achievement/ Progress	% implementation
TTIs/IZCs Regular Course	4,660	2987	135.1
Skills Development and Training Course		3310	
Pre-service HRD (CST)	5,000	1858	37.2
Alternative Skilling(VSDP/SSDP)	1,250	3234	258.7
In-service HRD (CCD)	1800	2330	129.4
Entrepreneurship training program	5,000	3271	65.4
Engagement program	13,866	6779	48.9
Total	32,006	23769	74.3

The target for TTIs/IZCs training programs, Skills Development and Training, and In-Service HRD programs successfully achieved the intended targets as planned. However, both the Entrepreneurship training program and Engagement program still require efforts to reach the established targets.

1. TTIs AND IZCs PROGRAMS

The formal vocational skills training program is offered through the six TTIs and the two IZCs. As per the 12th FYP, the enrolment in the TTIs and IZCs was to be gradually increased from 700 to 1500 by the end of the plan period. The TTIs offer a variety of courses including carpentry, automobile repair, electrical and electronics, and driving. The IZCs specialize in traditional arts and crafts courses ranging from 2 to 6 years in duration. Vocational training programs play a crucial role in equipping jobseekers with industry-specific skills and knowledge. The vocational training provided at the government TTIs and IZCs is offered with the following objectives:

1. Prepare unemployed individuals for specific jobs by providing the required skills and knowledge. Vocational training increases readiness and makes unemployed individuals more likely to be employed after training.
2. The training offered at the TTIs and IZCs are industry-specific and tailored to the needs of the specific industry and makes graduates more employable. For instance, JWPTI and CTTI offer courses related to the construction sector, and graduates of these two institutes are more likely to find jobs in the construction sector.
3. The TTIs and IZCs provide National Certification courses besides institute certification courses. The National certification helps individuals to advance their careers by providing them with opportunities for continuous learning and promoting their careers in the same occupation.
4. Vocational training provides an opportunity for hands-on experience essential for developing practical skills and understanding actual market conditions.

The summary of regular graduates trained by different TTIs and IZCs is show in the table below:

Table 1. 2: Number of regular graduates in TTIs and IZCs by year and sex

Institutes	2018-19			2019-20			2020-21			2021-22			2022-23			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
CZC	68	75	143	12	29	48	36	63	99	16	62	78	125	76	201	257	305	569
JWPTI	46	101	147	18	39	57	16	50	66	12	25	37	0	0	0	92	215	307
NIZC	44	97	141	2	55	57	50	76	126	39	71	110	143	57	200	278	356	634
TTI-Chumey	27	22	49	40	42	82	0	0	0	0	0	0	0	0	0	67	64	131
TTI-Khuruthang	43	45	88	18	34	52	30	59	89	24	43	67	0	0	0	115	181	296
TTI-Rangjung	56	122	178	20	55	75	23	62	85	34	68	102	0	0	0	133	307	440
TTI-Samthang	19	128	147	17	72	89	9	111	120	8	29	37	0	0	0	53	340	393
TTI-Thimphu	11	58	69	7	27	34	7	49	56	8	50	58	0	0	0	33	184	217
Total	314	648	962	134	353	494	171	470	641	141	348	489	268	133	401	1028	1952	2987

2. SKILLS TRAINING AND DEVELOPMENT

Skills training programs are need-based HRD interventions geared towards addressing the immediate HR requirement in the labour market. The courses not provided under regular programs through TTIs and IZCs are identified for implementation under this scheme. During the 12th FYP period, various short-term skills programs were packaged under but not limited to Critical Skills Training(CST), Build Bhutan Project (BBP), and Skills Development Program (SDP).

2.1 Critical Skills Training

CST is a training program that provides skills to young jobseekers transitioning from different schools and institutions. The skills are provided with the intention of giving them a means to employment, including self-employment opportunities. The program also sought to facilitate private sector HR growth by supplying a well-trained labour force to meet the workforce needs of companies and organizations.

During the 11th FYP, employment-based programs were initiated to have higher employment outcomes. Training complemented with employment effort was successful, and with the inception of 12th FYP, this modality was continued through the CST program. However, in light of the challenges posed by the COVID-19 pandemic, the employment aspect of the CST program was suspended, considering the difficulties in providing post-training employment support.

The CST program was implemented in partnership with registered public and private training providers in the country. The training duration for CST ranged from 3 to 12 months. CST was implemented in six critical sectors identified in the 12th FYP HRD Masterplan for the Economic Sectors. Due to COVID-19 more flexible programs were needed to encourage job seekers into the training programs and facilitate employment post training thus, CST was replaced by SDP during FY 2020-2021.

Table 1. 3: Number of individuals trained through CST by dzongkhag, year and sex

Dzongkhag/ Location	2019-20			2020-21			2021-22			2022-23			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Bumthang	0	0	0	12	33	45	0	0	0	0	0	0	12	33	45
Chukha	0	0	0	23	42	65	3	17	20	0	0	0	26	59	85
Dagana	0	0	0	2	2	4	9	11	20	0	0	0	11	13	24
Lhuentse	0	0	0	2	9	11	0	0	0	0	0	0	2	9	11
Mongar	0	0	0	18	11	29	0	0	0	0	0	0	18	11	29
Paro	0	0	0	40	60	100	11	14	25	0	0	0	51	74	125
Punakha	0	0	0	6	19	25	0	0	0	0	0	0	6	19	25
Samdrup Jongkhar	0	0	0	3	37	40	0	0	0	0	0	0	3	37	40
Sarpang	0	0	0	33	38	71	10	10	20	0	0	0	43	48	91
Tashigang	0	0	0	0	40	40	0	0	0	0	0	0	0	40	40
Thimphu	86	124	210	196	395	591	196	260	456	15	15	30	493	794	1287
Trashigang	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1
Tsirang	0	0	0	0	0	0	8	12	20	0	0	0	8	12	20
Zhemgang	0	0	0	5	10	15	0	0	0	0	0	0	5	10	15
India	0	0	0	12	8	20	0	0	0	0	0	0	12	8	20
Total	86	124	210	353	704	1057	237	324	561	15	15	30	691	1167	1858

2.2. Skills Development Program

The Skills Development Program (SDP) is prepared to mitigate the socio-economic impact caused by the pandemic and to ensure inclusive and sustainable recovery through effective intervention in skills training and development. The SDP targets individuals who are either jobseekers or those adversely affected by the COVID-19 pandemic and resulting economic downturn. The SDP supports individuals by equipping them with relevant skills and enabling them to participate in developmental activities during and after the pandemic. With the commencement of SDP training, CST was discontinued.

The objectives of SDP are to:

- Provide relevant and quality skills training geared towards enhancing the skills and competencies of beneficiaries
- Provide diverse and easy access to skills training, to promote economic activities and entrepreneurship in the immediate time
- Address aspiration and potential of the target group to tap current and emerging economic opportunities.

A total of 108 skilling areas in the nine priority sectors were identified for implementation. The nine sectors are - Agriculture; Business and Services; Computing and IT; Construction; Creative Art and Design; Electrical, Electronic, and Mechanical; Manufacturing; Power and Renewable Energy; and Tourism and Hospitality. The skill areas are identified based on the skills needed in the 12th FYP HRD Masterplan, the National Workforce Plan, TVET Curriculum Framework-2019, and the draft 21st Century Economic Roadmap. All courses under the SDP are complemented by a two-week entrepreneurship learning component to foster self-employment and entrepreneurship post-skilling. To facilitate engagement in various industries and establishments within the country, support is provided through the existing wage subsidy program known as YELP (Youth Employment and Livelihood Program). The SDP training programs are implemented through TTIs& IZCs and other Public Institutes and Few Private Institutes.

2.3 Dual Training Program

The Dual Training Program (DTP) is a vocational training course introduced with the support of Helvetas Project in Bhutan. The training combines practical on-the-job training with classroom instruction. Under the training modality, trainees divide their time between a company or employer and a training institute.

The Dual Training Program (DTP) aims to strengthen the quality of TVET in Bhutan by introducing industry immersion training approaches that align with the market needs and increase employability.

The engagement of the private sector in TVET is limited in the country. The DTP scheme increases the companies' engagement in delivering work-based training, active participation in assessments, and in the role of a dialogue partner. This approach allows trainees to develop a positive work attitude through hands-on learning in real work situations. Closer collaboration between the training providers and the private sector will be facilitated to minimize the gap between training content and the demand of the respective industries. DTP is an innovative approach to tackling the skills gap problem in many of Bhutan's industrial sectors.

The overall objective of the DTP is to ensure alignment of the skills development training to the needs of the economy by actively engaging industries.

The advantages of DTP from an economic and labour market point of view can be in terms of the availability of skilled workers and securing the future demand, and high adaptability of training to financial innovation, technological developments, and changing labour market needs, among many others. The advantages from a company's point of view can be training future workforce precisely and according to the industry's specific demand.

DTP was implemented in various areas within the construction sector, such as Construction Carpentry, Masonry, and Furniture making.

Table 1. 4: Number of SDP graduates in DWPSD administered institutes by year and sex

Institutes	2021-22			2022-23			Total		
	M	F	T	M	F	T	M	F	T
CZC	24	38	62	0	0	0	24	38	62
JWPTI	36	13	49	339	171	510	375	184	559
NIZC	0	0	0	135	257	392	135	257	392
RDTC	62	15	77	90	55	145	152	70	222
TTI-Chumey	98	35	133	168	87	255	266	122	388
TTI-Khuruthang	122	46	168	275	115	390	397	161	558
TTI-Rangjung	53	70	123	142	78	220	195	148	343
TTI-Samthang	22	12	34	390	118	508	412	130	542
TTI-Thimphu	0	0	0	223	21	244	223	21	244
Total	417	229	646	2012	1020	2664	2429	1249	3310

Table 1. 5: Number of SDP graduates in other public and private institutes/agencies by year and sex

Institutes/ Agencies	2021-22			2022-23			Total		
	M	F	T	M	F	T	M	F	T
AMTC	20	7	27	20	0	20	40	7	47
Athang	89	0	89	89	92	181	178	92	270
CDB	20	0	20	20	14	34	40	14	54
FTM	5	22	27	5	17	22	10	39	49
PCE	8	44	52	8	79	87	16	123	139
RITH	21	0	21	21	70	91	42	70	112
RTA	0	25	25	0	10	10	0	35	35
UWICER	51	18	69	51	12	63	102	30	132
BITH	0	32	32	0	0	0	0	32	32
YDF	0	4	4	0	0	0	0	4	4
IAFTD	0	37	37	0	0	0	0	37	37
NLD	0	54	54	0	0	0	0	54	54
Total	214	243	457	214	294	508	428	537	965

2.4 Build Bhutan Project

The pandemic has resulted in widespread job losses across the country, particularly in the Hospitality and Tourism sectors. Many companies either downsized or closed down altogether due to the pandemic. Similarly, the construction sector, heavily dependent on foreign workers, faced significant challenges as multiple construction projects were disrupted. The industry suffered from a scarcity of workers as restrictions on expatriate entry into the country prevented their recruitment, resulting in an employment gap of approximately 12,000 workers.

One of the critical workforce interventions initiated during the COVID-19 pandemic was Build Bhutan Project, focused on the construction sector. While the overall purpose of the Build Bhutan Project (BBP) was to address the labour market issues arising as a result of the COVID-19 pandemic, the project also intended to address more comprehensive and long-term objectives in the construction industry in the country to:

- Mobilize, create and manage a pool of skilled workforce to meet the requirement in the construction sector,
- Promote the construction sector as an attractive avenue for employment, and
- Design/develop attractive incentives to attract and retain the workforce in the construction sector.
-

Under the Build Bhutan project, a total of 2,143 individuals have received skilling training.

Under the BBP the following support services were facilitated:

- Formation of Specialized Service Group,
- Engagement of trainees passing out from various technical training institutes, and
- Mobilization and supply of workers for direct placement in coordination with the employers.

2.5 Alternative Skilling Program

The Special Skills Development Program (SSDP) and Village Skills Development Program (VSDP) are regular alternative skills programs implemented by the erstwhile MoLHR.

The SSDP was initiated under the Royal Command in 1996. The program was geared towards skilling armed forces in vocational skills so that they could generate income upon retirement from their service. The program later expanded to other special groups, such as differently-abled juveniles, delinquents, monks/nuns, prisoners, disbanded gang members, and village youths. While the focus in the 9th FYP was on juveniles and delinquents with support provided to Draktsho Vocational Institute (under the administration of the Youth Development Fund then), the focus shifted to the training of monks and nuns in the 10th FYP.

The importance of skills training to improve the lives of villagers was recognized earlier in 1984. Royal Command was given to establish a separate program called the Village Skills Development Program (VSDP) to provide skills development training for the villagers. The program's objective is to enhance community participation in their local development activities by providing relevant skills. The program also allows villagers to participate in income-generation activities once skilled. SSDP and VSDP have been integrated and decentralized to the erstwhile MoLHR regional offices since 2015.

Table 1. 6: Number of individuals trained through VSDP by dzongkhag, year and sex

Dzongkhag	2018-19			2019-20			2020-21			2021-22			2022-23			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Bumthang	0	0	0	3	20	23	0	12	12	0	0	0	0	0	0	3	32	35
Chukha	13	7	20	0	0	0	0	0	0	0	0	0	0	0	0	13	7	20
Dagana	0	0	0	0	0	0	0	0	0	0	0	0	10	75	85	10	75	85
Lhuntse	0	0	0	0	0	0	0	0	0	0	0	0	22	24	46	22	24	46
Mongar	0	0	0	0	0	0	0	0	0	9	7	16	17	3	20	26	10	36
Paro	0	0	0	0	0	0	0	0	0	0	0	0	39	9	48	39	9	48
Pemagatshel	0	0	0	4	26	30	0	0	0	165	209	374	40	185	225	209	420	629
Punakha	0	0	0	0	0	0	0	0	0	0	0	0	3	17	20	3	17	20
Samdrup Jongkhar	0	0	0	0	0	0	0	0	0	23	23	46	31	64	95	54	87	141
Samtse	0	0	0	0	0	0	0	0	0	0	0	0	18	22	40	18	22	40
Sarpang	0	0	0	0	0	0	0	0	0	2	17	19	0	0	0	2	17	19
Trashigang	2	18	20	0	0	0	21	16	37	194	118	312	23	36	59	240	188	428
Tashiyangtse	0	0	0	0	0	0	0	0	0	26	0	26	4	47	51	30	47	77
Trongsa	0	0	0	0	0	0	0	29	29	43	7	50	0	0	0	43	36	79
Thimphu	0	0	0	0	0	0	0	0	0	0	0	0	67	307	374	67	307	374
Tsirang	0	0	0	0	0	0	0	0	0	0	0	0	19	6	25	19	6	25
Wangdue Phodrang	0	0	0	0	0	0	0	0	0	0	0	0	20	168	188	20	168	188
Zhemgang	0	0	0	0	14	14	0	0	0	197	53	250	2	38	40	199	105	304
Total	15	25	40	7	60	67	21	57	78	659	434	1093	315	1001	1316	1017	1577	2594

Table 1. 7: Number of individuals trained through SSDP by dzongkhag, year and sex

Dzongkhag	2018-19			2019-20			2020-21			2021-22			2022-23			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Chukha	12	8	20	0	20	20	0	0	0	0	101	101	20	0	20	32	129	161
Dagana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haa	0	21	21	0	0	0	0	0	0	0	0	0	0	0	0	0	21	21
Mongar	0	0	0	0	0	0	0	21	21	0	0	0	20	0	20	20	21	41
Pemagatshel	0	0	0	0	0	0	0	0	0	0	0	0	31	0	31	31	0	31
Samdrup Jongkhar	0	34	34	0	0	0	34	0	34	0	0	0	0	0	0	34	34	68
Samtse	0	33	33	0	0	0	0	0	0	0	0	0	0	0	0	0	33	33
Sarpang	5	62	67	0	20	20	22	0	22	0	0	0	0	0	0	27	82	109
Thimphu	0	0	0	0	97	97	0	0	0	0	0	0	9	27	36	9	124	133
Wangdue Phodrang	0	43	43	0	0	0	0	0	0	0	0	0	0	0	0	0	43	43
Total	17	201	218	0	137	137	56	21	77	0	101	101	80	27	107	153	487	640

3. IN-SERVICE HRD PROGRAM

The In-service HRD programs are designed for upskilling and reskilling employees in the non-civil service sector. These programs aim to help employees stay relevant in their industries, adapt to new technologies, and prepare workers for the future of work. The reskilling and upskilling training motivate employees and increase employee retention. They encourage innovation, leading to improvements in products and services, and ultimately contribute to the overall growth of the organization.

Human Resource Development is crucial to build the capacity and capabilities of those engaged in the private sector and to enable the sector to grow, expand and generate employment for unemployed individuals. A vibrant and robust private sector will translate to higher economic employment generation, especially for educated and skilled jobseekers. On the contrary, a weak private sector will translate to low employment generation. The main objective of the in-service HRD is to provide continuous learning opportunities for employees in the Non-Civil Service Sector to enable Business growth and expansion while also expanding the pool of Bhutanese entrepreneurs, business leaders, managers, and professionals. By equipping individuals with relevant skills and knowledge, they can actively contribute to the developmental objectives of their organization and the overall progress of the country.

In-service HRD programs are offered through short-term (less than or equal to 6 months) and long-term (more than six months) in-country and ex-country training programs. In the 12th FYP, the primary source of implementation of the in-service program has been through the fellowship offers received from various bilateral and multilateral donors and GoI-PTA grants for the implementation of short-term in-country training. Some vital and regular long-term fellowship offers include the Australia Awards Scholarship (AAS), the Nehru-Wangchuck Scholarship offered by the Government of India, and the Austrian Government's Diploma in Hospitality and Tourism. The Nehru Wangchuck Scholarship and Australia Awards Scholarships allocated approximately 40% of slots each to the erstwhile MoLHR for the Non-Civil Service Sector.

The Fulbright and Humphrey fellowships of the United States of America were also made available for the Non-Civil Service Sector in the 12th FYP. The Australian Government also provided short course award tailor-made programs catering to the sector's specific needs.

The Australia Awards Scholarship is one of the most popular programs amongst applicants. In addition to the long-term Masters and Diploma programs that are periodically offered, the erstwhile Department of National HR Development (DNHRD) under the MoLHR introduced two short course

awards: Evaluating Workforce Planning & Development Initiatives and Business Acceleration for Entrepreneurs. These short courses have been implemented between 2018 and December June 2022.

Under the Gol-PTA funding, the DNHRD had designed and implemented various short courses and introduced the In-country Master's program from FY 2021-2022. The table below shows the In-Service HRD Programs implemented during the plan period.

Table 1. 8: Number of individuals trained through In-service HRD Programs by year and sex

Program	2018-19	2019-20	2020-21	2021-22	2022-23	Total
Critical Capability Development (CCD)	43	44	599	561	1083	2330
Bilateral/multilateral fellowship	29	29	9	28	3	98
In-country master's scholarship	0	0	0	8	8	16
Total	76	71	617	580	1061	2405

Table 1. 9: Number of individuals trained through CCD by dzongkhag, year and sex

CCD	2018-19			2019-20			2020-21			2021-22			2022-23			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Bumthang	0	0	0	23	2	25	44	16	60	11	29	40	18	22	40	96	69	165
Chukha	0	0	0	0	0	0	25	46	71	15	45	60	23	32	55	63	123	186
Dagana	0	0	0	0	0	0	0	0	0	0	0	0	28	22	50	28	22	50
Gasa	0	0	0	0	0	0	0	0	0	0	0	0	4	11	15	4	11	15
Haa	0	0	0	0	0	0	0	0	0	0	0	0	14	16	30	14	16	30
Lhuentse	0	0	0	0	0	0	0	0	0	0	0	0	16	29	45	16	29	45
Mongar	0	0	0	0	0	0	0	0	0	23	35	58	13	42	55	36	77	113
Paro	0	0	0	13	6	19	0	0	0	22	28	50	13	27	40	48	61	109
Pemagatshel	0	0	0	0	0	0	0	0	0	0	0	0	19	26	45	19	26	45
Punakha	0	0	0	0	0	0	0	0	0	4	16	20	22	48	70	26	64	90
Samdrup Jongkhar	0	0	0	0	0	0	15	36	51	14	66	80	29	41	70	58	143	201
Samtse	0	0	0	0	0	0	0	0	0	0	0	0	27	48	75	27	48	75
Sarpang	20	23	43	0	0	0	9	16	25	14	43	57	41	64	105	84	146	230
Thimphu	0	0	0	0	0	0	131	196	327	33	53	86	33	65	98	197	314	511
Trashigang	0	0	0	0	0	0	15	30	45	28	17	45	17	28	45	60	75	135
Trongsa	0	0	0	0	0	0	0	0	0	9	11	20	17	13	30	26	24	50
Tsirang	0	0	0	0	0	0	7	13	20	10	10	20	15	15	30	32	38	70
Wangdue Phodrang	0	0	0	0	0	0	0	0	0	24	1	25	21	34	55	45	35	80
Zhemgang	0	0	0	0	0	0	0	0	0	0	0	0	41	44	85	41	44	85
Total	20	23	43	36	8	44	246	353	599	207	354	561	432	651	1083	941	1389	2330

4. ENGAGEMENT SUPPORT PROGRAM

The engagement support program was introduced during the 10th FYP period to facilitate jobseekers' employment and engage youth meaningfully. In implementing the engagement program, the emphasis has been on engaging youth to encourage them to be productive instead of providing unemployment benefits that tended to promote idleness and discourage working. The Direct Employment Scheme (DES) was one of the strategic responses under the Guaranteed Employment Program (GEP) to

address unemployment, specifically designed to engage unemployed youth with Class X Pass and above who are willing to take up the scheme. All areas of engagement and training with partner agencies must ultimately guarantee regular employment. The program was targeted towards providing jobs to jobseekers in various sectors such as; Construction, Agriculture, Hydropower, Tourism, and Hospitality and ICT, etc. During the 12th FYP period, DES was replaced with YELP. A summary of Engagement under YELP and BBP is provided below:

Table 1. 10: Summary of individuals engaged under Engagement Programs by program and sex

Engagement Program	Total Engaged	% Male Engaged	% Female Engaged
YELP	5029	37.4	62.6
BBP: Engagement	1750	76.7	23.3
Total	6779	47.4	52.6

4.1 Youth Engagement for Livelihood Program

The Youth Engagement and Livelihood Program (YELP) was launched in August 2019. The YELP is one of the various school-to-work transition support provided by the Department of Employment and Entrepreneurship (DoEE) to jobseekers. YELP provides jobseekers with avenues to gain on-the-job skills and work experience to enhance their employability while supporting their livelihood. The YELP also incorporates the government's desire to support the livelihood of youth. The objectives of the program are to:

- Encourage youth to work in agriculture, construction, and other priority sectors,
- Enhance employability of youth through relevant on-the-job skills and work experience,
- Promote and inculcate dignity of labour,
- Meet immediate manpower requirements of different economic sectors, and
- Promote public-private partnerships.

YELP has been designed to benefit both employers and jobseekers. As a wage subsidy, jobseekers engaged with different employers are provided a monthly allowance of Nu. 5000 by the DoEE. The support duration ranges from 1 to 12 months. The YELP guideline was reviewed in July 2020 to introduce higher flexibility and accessibility into the program.

Table 1. 11: Number of individuals engaged under YELP by year and sex

2019-20			2020-21			2021-22			2022-23			Total		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
179	198	377	394	620	1014	410	683	1093	896	1649	2545	1879	3150	5029

4.2 Build Bhutan Project (BBP) Engagement

The BBP has two components: skilling unemployed individuals and engaging the skilled labour force as they enter the job market. The engagement component mainly engaged trainees passing out from technical training institutes in the construction sector. Depending on the skills and competencies of individuals, beneficiaries were provided with wage top-ups and access to provident funds as detailed in below.

Table 1. 12: Wage top-up and PF contribution provided by employer and erstwhile MoLHR under the BBP

Skills Level	Category	Minimum Market Monthly Wage to be paid by the employer (A)	Wage Top- up 15% (B)	Employee PF contribution 5% (C)	MoLHR PF contribution 10% (D)	Possible Wage package (A+B-C)
Engineer	Category A	Nu.20,000	Nu.3,000	Nu.1,000	Nu.2,000	Nu.22,000
Diploma	Category A	Nu.18,000	Nu.2,700	Nu.900	Nu.1,800	Nu.19,800
NC3	Category A	Nu.16,500	Nu.2,475	Nu.825	Nu.1,650	Nu.18,150
NC2	Category A	Nu.15,000	Nu.2,250	Nu.750	Nu.1,500	Nu.16,500
Unskilled	Category B	Nu.12,000	Nu.1,800	Nu.600	Nu.1,200	Nu.13,200

5. ENTREPRENEURSHIP AND START-UP SUPPORT

The Entrepreneurship and Start-up support program was identified as a flagship initiative during the 12th FYP Period. Under the Entrepreneurship Development Training (EDT), there are two levels of training: Advanced Entrepreneurship Course (AEC) and Basic Entrepreneurship Course (BEC). AEC is conducted for 21 days/168 hrs and BEC for 15 days/120 hrs. Considering the nature of participants only BEC was implemented during the 12th FYP period. The objectives of the courses are to enable the participants to develop entrepreneurial competencies, develop business /project proposals, get access to financial institutions for funding support and get networking opportunities and other resources that can help participants overcome barriers and achieve their goal.

The Progress of EDT and number of start-ups and employment generated is presented below.

Table 1. 13: Summary of entrepreneurship trainings, start-up events and employment generated

Entrepreneurship Programs/Events	Participants
Entrepreneurship Training	3271
Start-up Events	169
Employment generated	386
Total	3826

HRD INTERVENTIONS

1. STRENGTHENED INDUSTRY LEARNING IN SKILLS TRAINING

Industry-based learning through the dual training program (DTP) is implemented as an important component of skills training so that beneficiaries can learn by doing and adapt to the prospective working environment after the training.

Collaboration between the training providers and employers is encouraged by requiring training providers to sign an MoU with the relevant employers. The MoU contains collaboration in the initial program design, industry based learning and post-skilling employment facilitation. These features are also incorporated within the implementation and design framework of the training TOR. The approach is a combination of institute and industry based training as 30 percent of the learning shall take place in the institute and 70 percent in the industry with focus on hands on-skills training.

The DTP aims to address the demand for skilled workers in various industries, enhance employability, and promote a closer alignment between education and the needs of the labour market. It provides trainees with hands-on experience, exposure to industry practices, and opportunities for skill development, increasing their chances of securing employment or pursuing entrepreneurial ventures upon graduation.

2. INTEGRATED ENTREPRENEURSHIP LEARNING IN SKILLS TRAINING

Integration of entrepreneurship learning into the CST and SDP has been an important strategy to foster self-employment and encourage innovation after skills acquisition. The aim has been to ensure that individuals not only acquire technical skills relevant to their chosen fields but also develop the entrepreneurial mindset and competencies needed to succeed in the business environment and contribute to the economic growth of the country.

Private and public training providers are required to complement skills training with entrepreneurship teaching. To this end, the erstwhile MoLHR initiated several rounds of Entrepreneurship TOT program for trainers of private and public TVET providers. A total of 66 trainers from private and public training institutes were trained on Entrepreneurship TOT. The training was provided by CEFE Certified experts. The program was instrumental in building the capacity of TVET providers in integrating Entrepreneurship teaching within their vocational programs offered to young jobseekers. Additionally, a standardized entrepreneurship course curriculum has been implemented uniformly across all training providers.

3. BUILDING PARTNERSHIP WITH PRIVATE AND PUBLIC AGENCIES

Building partnership and network with different HRD agencies and firms has been an important aspect of any program implemented by the erstwhile MoLHR. The YELP, SDP, DTP and CST programs especially rely on the partnership and support of different training providers, employers and sector bodies. Partnership built in the earlier plan period with agencies like APIC, TCB, RTA, RENEW, SOEs, and others have been strengthened in the 12th FYP period. New partnerships were built with different agencies in skills and engagement implementation.

The HRD-Committee was set up towards the end of the 11th FYP period to bring in greater collaboration and cooperation among different sector bodies and the ministry in implementation of different HRD interventions and programs. The Committee also seeks to provide a formal platform to different sector associations/bodies to voice their workforce and human resource issues & HRD needs, and for the ministry to gather important information for necessary interventions. In addition to the HRD Committee, the HRD Network was set up in the beginning of the 12th FYP period.

The network provides the following support:

- Receive and process any bilateral or multilateral donor fellowship offer or other in-service HRD offers relevant to their organization or sector,
- Submit workforce or HR related issues or challenges of their organization or sector,
- Submit short-term and long-term HR requirement of their organization or sector,
- Interact with the ministry on fostering and supporting employment and workforce productivity in their organization or sector,
- Develop strategies for training and development of their organization or sector,
- Provide data and information on employment and other areas as requested by the ministry.

4. REVISED TVET TRAINEES'S STIPEND

The stipend of Nu.1500/- per month which was revised in 2005 did not meet the balanced diet and calorie intake of TTIs and IZCs trainees. The on-the-job training and industry attachment, which are vital aspects of vocational training, require trainees to spend months at work sites. Trainees are responsible for covering their food and accommodation expenses using their stipend. The revision of the stipend was done to account for inflation and to incentivize job seekers to pursue vocational training. Furthermore, the increased stipend is expected to attract highly capable students who have a genuine passion for undertaking TVET. The revised monthly stipend is now set at Nu.3500 per month.

5. INITIATED ACCESS FOR PWDs

As per the National Housing Census 2017, the prevalence of disability is at 2.1 percent among the general population. In accordance with the labour market needs, the 12th FYP HRD Masterplan for the Economic Sector (2018-23) and other key HRD/Workforce plan documents of the erstwhile MoLHR, the CST program was initiated for jobseekers with disabilities. The objectives of the program are to build self-esteem and self-reliance, thereby enabling jobseekers with disabilities to be independent, confident and contributing members of the society, and to help persons with disabilities develop relevant skills so that they can get decent jobs and live independent lives. The skills areas were identified and validated through discussions with key stakeholders such as the Disabled People's Organization of Bhutan (DPOB) and other relevant agencies. DPOB is a key partner for the implementation of CST for PWDs.

The following training programs were initiated for PWDs with funding support under the ADB STEP-UP project.

Table 1. 14: PWD trainings conducted by trade, duration and year

Trade	Slots	Duration	FY
Tailoring	15	5 months	2020-21
Spa and Massage	15	5 months	2020-21
Bakery	15	5 months	2020-21
Tailoring	15	4 months	2022-23
Fundamental ICT	15	4 months	2022-23

The identified PWD training are fully funded programs which also covers food, accommodation cost and monthly stipend of Nu.1500.

6. NEW COURSES INTRODUCED DURING THE 12FYP

Under the different skilling programs, new training courses were introduced and implemented by the public and private training institutes during the 12th FYP period to meet the changing labour market needs. The new training courses introduced during the 12th FYP are presented below.

Table 1. 15: New courses introduced under SDP, CST and CCD by program

Program	New courses
SDP	3D printing, Internet of Things (IOT), Digital marketing, Sowarigpa & Wellness, Black box Theatre, Landscape Design. HVAC, Basic Floriculture, RAC, ECCD, Weaving (Hor, Toedung), Culinary Arts, Bakery & Confectionery, Western Garment Tailoring, Mushroom Production, Dairy Production, Poultry foundation, Vegetable production. 2D & 3D Animation, Drone technology, Upholstery, Barista, Hair & Beauty, Farm Machine technology, Food & Beverages, Nature Guide, Birding(nature guide), Interior Design, Cloud Computing, Tile Laying, CCTV, Basic Programmable Logic Circuit (PLC), Metal Art Design and Fabrication, Basic IoT
CST	ICT and Online freelancing; PWD(Tailoring, Bakery & Spa and Massage); Western Garment Tailoring; Weaving(Hor); Fashion Design NC3, Food Processing training on value added product; Waste management; New product development on Pottery; New product development on natural colour extraction; Digital Cable TV Technician; ECCD Facilitators NC3; Photography and design
CCD	In-country Master's Program(MBA); Construction software Management; Accounting Tally; Small Business Management; Western Garment; Tailoring/Desuup uniform; Nature Guide Training

7. REVIEW AND ENDORSEMENT OF NEW COURSE CURRICULA DURING THE 12FYP

New course curricula were developed for courses introduced by training providers under the jurisdiction of erstwhile MoLHR. The existing course curricula are reviewed periodically to ensure applicability and reliability in the labour market. The table below provides information on the course curricula that were developed, reviewed, and endorsed during the 12th FYP period.

Table 1. 16: Number of new curriculum developed, existing curriculum reviewed and curriculum endorsed for private institutes by year

Major activities	2018-19	2019-20	2020-21	2021-22	2022-23	Total
New curriculum developed (CBC)	11	4	6	10	13	44
Existing Curriculum review & revise (CBC)	0	6	3	5	9	23
Curriculum endorsed for private institutes (CBC)	6	11	36	2	0	55
Total	17	21	45	17	22	122

8. PROFESSIONAL DEVELOPMENT OF TVET TRAINERS DURING THE 12FYP

Training of Trainer (TOT) pedagogy is a mandatory qualification requirement for all TVET trainers, especially for those TVET trainers working in the DWPSD administered institutions. The TTTRC established under the DWPSD is mandated for the skills and qualification upgradation of all TVET trainers, especially those under the DWPSD administered institutions. The TOT pedagogy is now being provided as TOT andragogy program. All TOT programs are now being conducted in the TTTRC facility.

Table 1. 17: Number of individuals trained through different TOTs by year

TOT Program	2018-19	2019-20	2020-21	2021-22	2022-23	Total
Technical Instruction	35	31	16	19	17	118
Occupational Skills development	27	1	7	28	9	72
Skilled Supervisor	0	3	39	47	61	150
Total	62	35	62	94	185	340

9. INITIATED EMPLOYER EMPLOYEE REGISTRATION

One of the key systems of the erstwhile MoLHR is the Job Portal System. The Job Portal is a platform for any new entrant, unemployed, or any individual to register as a jobseeker. Once registered as a jobseeker, individuals are eligible to apply for any employment support services of the ministry. The Job Portal also provides a detailed profile on the jobseekers to gauge unemployment at any period of time and to design appropriate interventions.

Though the Job Portal has been designed to register employers and employees in the country, not much information was available on this till the end of the 11th FYP period. Due to lack of incentive mechanisms in place, employers do not take the lead in registering their employee/s information in the system.

In the 12th FYP period, information on the employer employee registration was collected from all non-civil service sector establishments located in the country through a field survey. The erstwhile LMIRD took the lead in collection of this data with support from the labour inspectors of the Department of Labour. The field collection was carried out between December 2018 and March 2019, and covered all licensed private firms, SOEs, government delinked, and non-government agencies.

During the COVID-19 pandemic, the information collected through the Employer Employee Registration in 2019 was updated through phone calls to all establishments in March 2020. The key objective of this update was to assess the impact of the COVID-19 on employment.

In 2021-22 and 2022-23, two additional extensive field surveys were conducted with the aim of updating data and information in the Employer Employee Registration. These surveys focused on gathering fresh information on wages and other crucial variables. The collected data has been subsequently made accessible through the Bhutan Labour Market Information System (BLMIS), providing up-to-date information for stakeholders and users.

10. ONLINE LEARNING DURING THE PANDEMIC

During the COVID-19 pandemic, the erstwhile Department of Employment and Human Resources (DoEHR) explored different online learning opportunities. The DoEHR in partnership with Coursera supported online learning and skilling for jobseekers and workforce affected by the COVID-19.

Coursera is a world-wide online learning platform founded in 2012 that offers massive open online courses (MOOC), specializations, degrees, professional and master courses. Coursera works with universities and other organizations to offer online courses, certifications, and degrees in a variety of subjects, such as engineering, data science, business, financing, computer science, digital marketing, and others.

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

The online application was launched on 28th May 2020. As of December 2020, a total of 11,742 had applied for the program out of which about 10,033 were provided access to the Coursera program. A total of 6843 learners joined the program. Bhutanese learners on Coursera were enrolled in about 500 different Coursera courses. The top courses that Bhutanese were enrolled in were Python programming, Excel skills, Professional English, Web development, and Data analysis.

An online survey was conducted to collect learner's feedback about the Coursera learning initiative with 617 respondents participating in the survey. The most common objectives for taking the online courses were for personal development (610) and to get competency in areas of interest (599). The biggest issue faced by learners was high internet cost (461). 98.5 percent of users responded that

they would recommend online learning to their friends and 98.2 percent said that they would continue taking online courses in the future.

Another online learning initiative was introduced in collaboration with Skillshare. Skillshare is an American based online learning community for people who are interested to learn from educational videos. These courses prioritize interactive learning experiences rather than traditional lecturing, aiming for hands-on learning through project completion. The courses cover various categories such as creative arts, design, entrepreneurship, lifestyle, and technology.

Skillshare provided Bhutanese with the opportunity to access specific vocational skills to pursue home based businesses and other employment opportunities. Fund was secured through ADB's TA to provide access to 1000 learners on Skillshare. The program commenced in February 2021 with 1000 learners who had access to all Skillshare courses till February 2022. Considering the interest shown by the learners during the pandemic, the Ministry supported online learning through Coursera and EdX in FY 2022-23.

Table 1. 18: Summary of Online learning with Coursera

Particulars	Numbers	Remarks
Online Applications received	11742	Applications received online
Invitations sent	10033	Learners invited to the program
Learners joined	6843	Learners who joined the Coursera program
Enrolled learners	5720	Learners who enrolled into Coursera course

Table 1. 19: Top ten courses on Coursera

Course Title	Area
Programming for Everybody (Getting Started with Python)	Computer Science
Excel Skills for Business: Essentials	Business
Introduction to Computers and Office Productivity Software	Computer Science
Write Professional Emails in English	Language Learning
Introduction to Data Analysis Using Excel	Data Science
Grammar and Punctuation	Language Learning
Speak English Professionally: In Person, Online & On the Phone	Language Learning
Introduction to Web Development	Computer Science
Technical Support Fundamentals	Information Technology
Crash Course on Python	Information Technology

Table 1. 20: Summary of Online learning with Skillshare

Particulars	Numbers	Remarks
Slots available	1000	Funded by ADB TA (Step-Up Project) : USD 20,000
Online Application received	4351	Application open on 17th December 2020. Access provided on 1st Feb 2021
Application verified and Invitation sent	1000+	learners selected and invited to the program. Free access from Feb 2021 to Feb 2022

Top ten courses on Skillshare:

1. Graphic Design Masterclass: Learn GREAT Design
2. Complete Web Design: from Figma design to Webflow development
3. Adobe Photoshop CC - Essentials Training Course
4. Blockchain Technology - The Complete Course for Beginners including Blockchain Architecture
5. The Ultimate HTML Developer 2020 Edition
6. Logo Design Mastery: The Full Course
7. Code your own portfolio - HTML & CSS basics
8. Adobe Illustrator Mega Course - From Beginner to Advanced Illustrator
9. Coding 101: Python for Beginners
10. Leadership & Management Essentials: Motivate, Inspire And Lead Your Team To Greatness!

11.OVERSEAS EMPLOYMENT

The Overseas Employment Program was initiated under the Guaranteed Employment Program in 2014 as an important program to solve the unemployment problem as well as to expose youth to the realities of the world of work abroad. Overseas placements are done through direct collaboration with government agencies and private organizations in host countries, and through collaboration with Registered Bhutanese Overseas Employment Agents with objectives to:

- Facilitate gainful employment for Bhutanese youth,
- Enhance employability skills and exposure to different cultures and working experience,
- Contribute to foreign currency reserves in the country through remittances, and
- Acquire skills set and ideas to create employment upon returning to Bhutan.

During the COVID-19 pandemic, the overseas unit facilitated repatriation of Bhutanese Overseas Workers in coordination with the Ministry of Foreign Affairs. After the pandemic, the unit continued facilitating and sending job seekers for overseas employment.

POLICY, REGULATION, GUIDELINE REVIEW AND REPORT DEVELOPMENT

1. NATIONAL HRD POLICY REVIEW AND ACTION REPORT DEVELOPED

The National HRD Review and Action Plan report was developed in close coordination and cooperation with different key HRD stakeholders.

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 and 43 are partially implemented.

The report has two key components. First, implementation review against each policy statement, and second, highlighting the plan of action to expedite implementation of the different policy statements. The report was launched in July 2020.

Table 1. 21: Implementation status review against policy statement

Areas	Policy statements	Status
Tertiary Education	13	Fully Implemented = 2; Partially Implemented = 11
TVET	12	Fully Implemented = 0; Partially Implemented = 12
Training and Development	5	Fully Implemented = 0; Partially Implemented = 5
Human Capacity Development	4	Fully Implemented = 0; Partially Implemented = 4
Mechanism for Implementation	13	Fully Implemented = 2; Partially Implemented = 11

2. INITIATED REVIEW AND DEVELOPMENT OF TVET POLICY

The Vocational Education and Training (VET) Policy was developed in 2006 for guiding implementation of TVET and its reform processes. However, since the VET Policy 2006 has become redundant and does not cover important aspects of TVET and skills development and does not provide explicit strategies and action plans needed to initiate the necessary reforms, a need was felt to review the policy. The draft TVET Policy was developed in 2013.

The aforementioned TVET policy was reviewed in 2020. The review and development work is currently in progress and once the policy is in place, it will be instrumental in bringing guided interventions in the TVET sector and help in the TVET reform process. The policy review aims to:

- Promote a strong national TVET system embedding GNH values for the 21st century skills aligned with the national socio-economic goals and priorities,
- Provide a comprehensive guiding framework to increase access, promote quality, enhance image and ensure relevance of TVET,
- Provide a conducive environment for equitable, inclusive and lifelong-learning opportunities,
- Promote Public Private and Community Partnership (PPCP) to strengthen and expand the provision of TVET, and
- Transform governance, funding mechanism and administration of the national TVET system to respond effectively and efficiently to the changing needs.

3. NATIONAL HRD ADVISORY DEVELOPED AND ISSUED

The 5th National HRD Advisory has been developed with focus on entrepreneurship and self-employment services provided in the country. The primary focus of this document has been on assessing and evaluating the delivery of entrepreneurship services in the country, and in doing this, two surveys have been carried out; Perception Survey, targeting young jobseekers registered in the Job Portal who were in transition from schools/institutions to job at the time of the survey; and Entrepreneurs survey targeting promoters and young entrepreneurs of new or established business start-ups. Survey outcomes from 469 young jobseekers and 69 entrepreneurs were used for developing the Advisory document. Further, assessment of existing policies and strategies on entrepreneurship and self-employment promotion services were carried out. An interview with focal points of different entrepreneurship service providers in the country was also carried out. The advisory has three broad sections; first an introduction to the existing entrepreneurship support services and strategies, second the outcome of the two surveys; and lastly the HRD Advices.

The objectives of the Advisory are to:

- Assess jobseekers' and entrepreneurs' level of awareness on existing entrepreneurship programs and support services,
- Identification of challenges and support required by jobseekers to foster self-employment and entrepreneurship,
- Identification of challenges faced by start-up entrepreneurs,
- Identification and compilation of entrepreneurship programs and services provided by different agencies, and
- Assess gaps, and provide relevant suggestions for implementation by different agencies.

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

In assessing YELP and CST, two surveys were carried out between October 2020 and February 2021: A tracer survey targeting graduates of the two programs, and a trainee survey targeting beneficiaries enrolled in the two programs at the time of the survey. The survey result and findings have been used to develop the advisory document.

The objectives of this advisory are to:

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

The seventh series titled as Establishment Survey and Employee Survey Report 2021 focused on assessing employers and employees HRD needs. This advisory document was critical for the erstwhile MoLHR in profiling establishments in the country and understanding the labour market situation of different scale establishments. The information collected through the survey has been instrumental for the development of the 13th National HRD Masterplan. It aimed to capture data on employment, skills requirements, workforce composition, wages, industry trends, and other relevant indicators. By collecting such information, the survey provides a comprehensive understanding of the labour market, economic landscape, and the needs of establishments in the country.

The objectives of this advisory are to:

- Collect profile of workforce of different establishments in the country by their characteristics,
- Collect potential sectors of employment in Bhutan by their characteristics,
- Collect information to study the employers' general business and HRM practices,
- Collect information on business challenges faced by different sectors,
- Collect training and Human Resource Development requirements of the establishment, and
- Collect employee information on employment profile and training needs.

4. REVIEW OF HRD RULES AND REGULATION FOR THE NON-CIVIL SERVICE SECTOR

The existing HRD Rules and Regulation for the Non-Civil Service Sector was reviewed. The review was carried out to strengthen and ensure fairness, transparency, cohesiveness and efficiency of HRD programs implemented by the erstwhile DoEHR. The Regulation was last reviewed in 2018. However, some key issues were discussed and incorporated in the existing Regulation.

The Internal review of the Regulation was carried out in the 1st week of October 2019 by member representatives from the Legal Unit of the erstwhile MoLHR and the Department of Labour. Some key issues were discussed and the necessary changes were incorporated in the existing Regulation. The key changes made were in the HRD forms (document requirements). The training obligation was revised to three years from four years and some clauses were corrected to suit the legal provision of Labour and Employment Act 2007.

The regulation was reviewed by the erstwhile DoEHR in March 2020 and further reviewed by the erstwhile DNHRD in 2022.

5. REVIEW OF OVERSEAS EMPLOYMENT REGULATION

The erstwhile MoLHR reviewed the Regulation on Employment of Bhutanese Overseas in accordance with the Labour and Employment Act, 2007 and the National Employment Policy, 2013. The Regulation clearly prescribes procedures and standards for the employment agents and jobseekers with the view to ensure safety and wellbeing of Bhutanese individuals placed overseas.

The Royal Government has been placing employment generation at the core of national and local socioeconomic development planning to address the employment needs of its citizens particularly the youth and vulnerable sections of the society. The ministry in particular, has been promoting and facilitating employment to all Bhutanese jobseekers through various strategies such as skills training, internships, engagement, entrepreneurship, job placements and referrals support.

The overseas program was initiated to ease the unemployment pressure in the country and to foster the economy through remittances, transfer of knowledge and skills. Therefore, the Regulation on Employment of Bhutanese Overseas was reviewed to improve and bring clarity on the roles and responsibilities of the different implementing partners.

6. REGULATION FOR TRAINING CONSULTANCY AND PLACEMENT FIRMS (TCPFs) DEVELOPED

In recent years, an increasing number of Bhutanese have started to pursue TVET studies outside the country. There had been cases of unregulated activities by private individuals/entities catering to these groups, putting individuals at risk of getting scammed. Therefore, a need was felt to put in place a mechanism to register Training Consultancy and Placement Firms (TCPFs). These TCPFs in turn would provide a means through which Bhutanese can avail TVET studies outside the country in a safe and transparent means.

The Regulation for the TCPFs came into effect in February 2022. The Regulation was mainly concerned with the promotion and establishment of TCPFs within the country and regulating Bhutanese pursuing TVET studies outside Bhutan. In particular, the Regulation aimed to:

- Provide clarity on the mechanism of registration and establishment of TCPFs in the country,
- Provide a means through which students can avail ex-country TVET studies in recognized institutions through TCPFs, and
- Enhance public-private partnership in TVET delivery.

The Regulation would apply to any ex-country TVET studies implemented by any individual(s)/entity(ies) in the country. TVET studies may be offered either at Certification or Diploma Level. Furthermore, any ex-country consultants or institutions interested in offering TVET studies to Bhutanese would be required to partner with any of the registered TCPFs.

7. LABOUR MARKET INFORMATION REPORTS AND PUBLICATIONS

Labour Market Guide Book and Labour Market Bulletin

The Labour Market Guide Book and Labour Market Bulletin were issued on an annual basis by the erstwhile Labour Market Information and Research Division (LMIRD), MoLHR. The Labour Market Guide Book provides information on the employment prospects, and the employment support services provided by the ministry. The guide book is shared with jobseekers, counselling units in schools/colleges/institutions, education and TVET institutions, and other important stakeholders.

The Labour Market Bulletin is scheduled after the issue of the annual Labour Force Survey carried out by the NSB. The Bulletin provides a detailed assessment on the supply and demand of the workforce. The supply side gives information on the profile of registered jobseekers and information on new entrants from different schools, colleges, universities, and institutions. The demand side provides information on the vacancies in the different private and public sectors. The bulletin can be used to understand labour market gap and shortage for any policy or program interventions.

Labour Market Report 2023

A labour market report was developed to provide an overview of the current state of employment and unemployment in the country. The purpose of the report is to provide policymakers, employers, and job seekers with insights into the current state of the job market. The report specifically contains data and information on labour market trends, labour supply information and labour demand information. The report contains critical information on employment trends, unemployment trends, labour earnings, student graduation information from education sectors, a forecast of new entrants, and demand information from the Establishment Survey conducted in 2022.

Bhutan Workforce Futures: Stepping Stones to Industrial Strategic Propositions for the Agriculture, Creative and Digital Sectors 2022

The erstwhile DNHRD in close collaboration with UNDP developed the Bhutan Workforce Futures: Stepping Stones to Industrial Strategic Propositions for the Agriculture, Creative and Digital Sectors. The report has been developed as a response to overcome the issue of skills mismatch in the labour market. The study also attempts to implement part of the recommendations stemming from the Systems approach to youth employment work and it highlights the need to anticipate future skilling data in the country, particularly to invest in identifying future skills and linking them to the demand in the labour market.

TVET Statistics of Bhutan 2020, 2021 and 2022

The collection and analysis of data on Technical and Vocational Education and Training (TVET) is a critical component of the TVET reform process led by the Department of Workforce Planning and Skills Development (DWPSD). The Annual TVET statistical reporting process was initiated by the then Department of Technical Education (DTE) in 2020 as a means of improving data management and

governance within the TVET sector and to adopt a data-driven approach in any TVET reform processes. Three statistical reports have been issued in 2020, 2021 and 2022. The report is used as a means to monitor the performance and effectiveness of TVET programs and to identify areas for improvement. The development of TVET statistical reports reflects a growing recognition of the importance of data-driven decision-making in the field of TVET and a commitment to improving the quality and relevance of the TVET system in the country.

Jobseeker Perception Survey 2022

As of 24th June 2022, a total of about 10,035 jobseekers were registered on the Job Portal of the erstwhile MoLHR, out of which 5618 were female and 4417 were male. As part of collecting critical data and information from the jobseekers, a Jobseeker Survey was conducted on the registered job seekers. The aim of the survey was to collect their profile information such as education and training backgrounds, current employment status, perception and preference, self-assessment of skills and knowledge about the labour market, technology, economy and other areas and the support availed through the erstwhile MoLHR including recommendations from the jobseekers to improve employment outcomes. The survey helped understand jobseeker needs and identify barriers to employment in order to improve employment services, design targeted interventions, and support informed decision-making in the field of employment.

Multi-cohort tracer studies 2023

Multiple-cohort tracer studies were conducted to trace the beneficiaries of skills training programs, engagement programs and in-service HRD programs implemented in 2020, 2021 and 2022. Three sets of questions were developed for three distinctive skilling and engagement programs: Pre-service Skills Training Programs, In-service HRD programs, and Engagement Programs. The aim was to collect information on the outcome of the programs for the sole purpose of improving these programs in the future and to understand the employment status of skills training graduates as well as retrospectively assess the relevance of training and delivery of the programs.

TVET Convocation Report 2023

The 2023 TVET Convocation was conducted from 16th to 17th February 2023 for the 2016 to 2020 graduate cohorts. A total of 1099 graduates registered out of which 489 attended the convocation. A comprehensive TVET Convocation Tracer study was undertaken to evaluate the skills acquired by graduates, determine their employment status, assess the outcomes of the TVET programs, and gain insights into the programs' relevance in the current market. The findings of the study were instrumental in informing future program improvements, ensuring the continued alignment of TVET education with industry needs, and enhancing the employability and success of graduates in the evolving job market.



Tracer Findings of HRD programs

TRACER REPORTS FOR HRD PROGRAMS

INTRODUCTION

The Workforce Planning and Information Division, Department of Workforce Planning and Skills Development, intends to inform different departments of erstwhile MoLHR and relevant stakeholders on the outcome of Skills Training programs, In-service HRD program, and Engagement programs implemented by the MoLHR through a tracer study finding.

Human resource development through well-planned education and training initiatives can significantly support individuals to find gainful employment and the economy to meet the supply of a competent labour force. To this end, the erstwhile MoLHR implemented various skilling and engagement programs during the 12th FYP period to facilitate the gainful employment of jobseekers and laid-off employees.

Pre-employment training and engagement programs of the ministry try to minimise the mismatch of skills and jobs in the labour market by offering need-based skills training. Similarly, to support continuous learning and qualification upgradation for private and corporate sector employees, the ministry supported In-service HRD training and scholarships.

The multiple-cohort tracer studies were designed to trace the beneficiaries of Skills training programs, Engagement programs and In-service HRD programs implemented in 2020, 2021 and 2022. Three sets of questions were developed for three distinctive skilling and engagement programs: Pre-service Skills training programs, In-service HRD program, and Engagement programs.

Study Objectives

The overall aim of the survey is to collect information on the outcome of the programs for the sole purpose of improving these programs in the future and to understand the employment status of Skills training graduates of FY 2020-2021 and FY 2021-2022 as well as retrospectively assess the relevance of training and delivery of skilling programs. This essential goal led to the following objectives:

1. Provide an understanding of the demographic background and profile of beneficiaries for the skills training, engagement and in-service HRD programs,
2. Assess the effectiveness of the programs by gathering data on employment outcomes, program satisfaction, and overall success to evaluate the results of the programs, and
3. Assist relevant agencies and program managers to use the survey results in future program design and modification to enhance the result of any skills training, engagement and in-service HRD program interventions.

Survey Questionnaires Design and Development

Three different sets of questionnaires were developed for three program beneficiaries. The first questionnaire was designed for Skills training programs, targeting beneficiaries of CST, SDP, BBP, EDP, and VSDP training. The second questionnaire was designed for In-service HRD program beneficiaries. The third questionnaire targeted the Engagement program beneficiaries of YELP and BBP.

All questionnaires had five sections: Demographic Information, MoLHR Skills Training Information, Post training information of respondents, Current employment status and Program assessment by the beneficiaries. The survey questionnaires were developed and designed in close consultation and coordination with the program managers and coordinators of these programs. The survey tools were designed in October 2022 and a pilot test was carried out with beneficiaries of the programs. The survey was finalised in November 2022.

Data Collection

Survey Solutions was used to conduct the survey, in which a pilot test was performed by testing the questionnaires with a group of employed, self-employed and unemployed individuals before being used for the online survey. The standardised questionnaire was used to conduct the online survey for every individual who was enrolled in the program. Survey links were sent to beneficiaries through bulk SMS.

Respondents who had issues with the online survey were contacted and data was collected over the phone. Follow-up calls were also made to respondents who submitted incomplete answers. However, some respondents changed their mobile numbers or did not respond immediately so the enumerators had to follow-up repeatedly. The data collection was carried out in December 2022.

Target group

The Skills training program tracer is designed for a homogeneous cohort of graduates of five different Skills training programs of the erstwhile MoLHR: CST, BBP, SSDP, VSDP and EDP. The beneficiaries of this program are jobseekers, youths and laid off individuals who were registered on the MoLHR Job Portal. Similarly, the Engagement programs tracer targets beneficiaries of YELP and BBP, who directly joined agencies and received wage subsidies from the ministry for a period ranging from 1 to 12 months. The In-service HRD program tracer is conducted for the beneficiaries of in-country in-service HRD training (CCD program) supported by the ministry. The beneficiaries of this training initiative were employees working in the non-civil service sector, including the private sector, corporate sector, NGOs, and RCSC delinked agencies.

Response Statistics

As presented in Table 2.1, a total of 2574 individuals responded to the Skills training program survey from a total beneficiary population of 4753, representing around 54 percent of the total population. Table 2.2 displays the response statistics for the Engagement programs, indicating a response rate of approximately 35 percent out of the total beneficiary number of 2779. Table 2.3 highlights the response statistics for the In-service HRD program, revealing a response rate of 68 percent out of 846 beneficiaries. To ensure accuracy in reporting and analysis, only individuals with complete responses were included.

Table 2. 1: Response Statistics of Skills Training Programs

Program	Non-respondent	Repondent	Total population	% Respondent
EDP	187	294	481	61.1
SDP	274	449	723	62.1
VSDP/SSDP	183	289	472	61.2
CST	667	530	1,197	44.3
BBP(Skilling)	868	1,012	1,880	53.8
Total	2,179	2,574	4753	54.2

Table 2. 2: Response Statistics of Engagement Programs

Program	Non-respondent	Repondent	Total population	% Respondent
BBP	519	345	864	39.3
YELP	1276	639	1915	33.4
Total	1795	984	2779	35.4

Table 2. 3: Response Statistics of In-service HRD Program

Program	Non-respondent	Repondent	Total population	% Respondent
CCD	271	575	846	68

Scope and Limitation

The flexibility of a tracer study lies in its ability to cover topics relevant to specific sub-training and sub-engagement programs. The study did not tailor the questions to sub-programs, considering the similarity of all sub-programs and the targeted beneficiaries.

Considering the economic situation and directives of the government, data collection was carried out over online surveys and phone calls, which was inconvenient and led to a lower response rate. In addition, having to segregate and subtract incomplete responses further complicated the analysis process and potentially impacted the accuracy of the results.

The survey data can be used for various inferential analyses; the current study did not go beyond simple descriptive statistics.

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SKILLS TRAINING PROGRAMS

SECTION A: DEMOGRAPHIC INFORMATION

The Skills training program tracer received 2574 responses, with the highest number of respondents (39.3 percent) coming from BBP skilling program, followed by CST (20.6 percent), SDP (17.4 percent), EDP (11.4 percent), and VSDP (11.2 percent). In total, male respondents accounted for 52.5 percent of the total respondents, while female respondents made up 47.5 percent.

Figure 3. 1: Respondents by program (percentage)

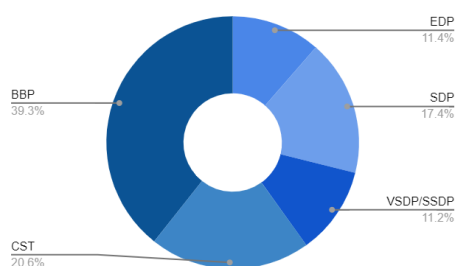


Figure 3. 2: Respondents by sex (percentage)



Before the COVID-19 pandemic, skilling programs were aimed at jobseekers between the ages of 18 and 29. However, the pandemic caused significant job losses, particularly in the tourism and hospitality sectors, as well as in other small and medium-sized enterprises (SMEs).

In order to provide employment opportunities to those who had been laid off, skilling programs were made accessible not only to jobseekers, but also to anyone affected by the pandemic.

As shown in Table 3.1, the largest group of respondents, representing 43.4 percent falls within the age range of 20-24 years. The second largest group, with 25.9 percent of respondents, belongs to the age group of 25-29 years, followed by 13.4 percent in the 30-34 years age group.

4.3 percent of respondents belonged to the age group of 15-19 years, while 7.3 percent were between the ages of 35-39 years. In addition, the training programs also had participants who were above the age of 40, with 3.6 percent falling in the age range of 40-44 years, 1.4 percent within the age group of 45-49 years, and 0.7 percent of the respondents being above 50 years of age.

Table 3. 1: Respondents by age group and sex (percentage)

Age group	M	F	T
15-19	4.4	4.1	4.3
20-24	41.2	46.0	43.4
25-29	26.1	25.6	25.9
30-34	14.2	12.6	13.4
35-39	8.1	6.5	7.3
40-44	3.5	3.7	3.6
45-49	1.6	1.1	1.4
50+	1.0	0.4	0.7
Total	100	100	100

Regarding the respondents' marital status, the majority, comprising 51.6 percent reported being never married, while 43.7 percent stated they were married. Divorced individuals accounted for 2.8 percent of respondents, and 1.6 percent of the respondents reported living together.

Table 3. 2: Respondents by marital status and sex (percentage)

Marital status	M	F	T
Never married	54.6	48.2	51.6
Living together	1.7	1.4	1.6
Married	41.8	45.8	43.7
Divorced	1.7	4.1	2.8
Separated	0.2	0.0	0.1
Widow/Widower	0.0	0.6	0.3
Total	100	100	100

Some training programs under the CST programs are specifically tailored for jobseekers with disabilities. Out of the total number of respondents (2574), 28 individuals (slightly over 1 percent) reported having some form of disability. Figure 3.3 portrays the types of disabilities reported, where the majority (32.1 percent) had a visual impairment, 25 percent had mobility issues, and 21.4 percent had a hearing impairment.

Speaking disability accounted for 7.1 percent while other forms of disability, such as intellectual disabilities, accounted for 14.3 percent of respondents.

Figure 3. 3: PWD respondents by type of disabilities (percentage)

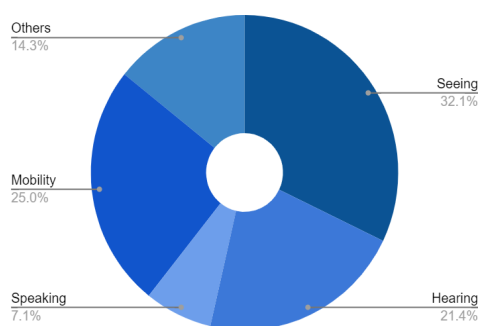


Table 3.3 shows that the Skills training program participants were distributed across all 20 dzongkhags. More than 30 percent of respondents resided in Thimphu dzongkhag during the survey. The percentage of respondents residing in dzongkhags such as Trashigang (8.4 percent), Pemagatshel (8.2 percent), Chukha (7.6 percent), Paro (7.5 percent), and Sarpang (6.6 percent) was relatively higher compared to other dzongkhags.

The least number of respondents were found in Lhuentse (1 percent), Haa (0.9 percent), and Gasa (0.3 percent).

Table 3. 3: Respondents by dzongkhag of residence and sex (percentage)

Dzongkhag	M	F	T
Bumthang	3.0	3.2	3.1
Chhukha	4.8	10.7	7.6
Dagana	1.9	1.8	1.9
Gasa	0.4	0.2	0.3
Haa	1.0	0.7	0.9
Lhuentse	0.9	1.1	1.0
Mongar	2.2	2.7	2.4
Paro	7.4	7.6	7.5
Pemagatshel	7.0	9.6	8.2
Punakha	2.6	2.6	2.6
Samdrup Jongkhar	2.2	3.8	3.0
Samtse	2.2	2.2	2.2
Sarpang	7.8	5.4	6.6
Thimphu	30.6	29.5	30.1
Trashigang	9.0	7.6	8.4
Trashigang Yangtse	1.9	1.7	1.8
Trongsa	2.2	2.0	2.1
Tsirang	1.7	1.6	1.6
Wangdue Phodrang	3.8	3.1	3.5
Zhemgang	7.4	2.8	5.2
Total	100	100	100

In the past, skills programs were offered to jobseekers with a minimum of middle secondary qualification to align with the state policy highlighted in the Constitution of the Kingdom of Bhutan, which states that free education will be provided for all school going children up to tenth standard. However, with the rise in unemployment due to the pandemic, individuals who are unemployed and possess primary education, middle secondary qualifications or other levels of educational qualifications are being encouraged to undergo skills training. Additionally, tailored programs are being developed to address their education and job market requirements.

Table 3.4 illustrates the education qualification levels of the respondents. The majority of participants were higher secondary graduates, accounting for 35.2 percent of the total respondents, followed by Diploma/certificate graduates at 24.6 percent.

Table 3. 4: Respondents by education qualification level and sex (percentage)

Highest qualification level	M	F	T
No Education	4.4	5.2	4.8
Primary	4.2	4.0	4.1
Lower Secondary	4.1	4.7	4.4
Middle Secondary	12.1	15.9	14.0
Higher Secondary	31.2	39.7	35.2
Diploma/Certificate	30.1	18.5	24.6
Bachelor's Degree and above	11.0	8.5	9.8
Monastic Education	1.9	0.0	1.0
Non-formal Education (NFE)	1.0	3.6	2.3
Total	100	100	100

Respondents with a middle secondary qualification comprised 14.0 percent of the sample, while those with a Bachelor's degree and above qualification made up 9.8 percent of the respondents. Additionally, there were respondents with Monastic education (1.0 percent), Non-formal Education (2.3 percent), and beneficiaries with no education (4.8 percent).

Table 3.5 provides details on the vocational training that the respondents had attended before enrolling in the skilling program. Out of the total of 633 respondents who had undergone prior training, the majority (58.5 percent) had attended National Certification (NC) courses at levels NC I/II/III, while 1.3 percent of respondents had a National diploma certificate. Around 33 percent of respondents had undergone institute certificate-level courses, and 6.3 percent reported having an institute diploma. A small percentage of respondents (0.2 percent) had a university diploma prior to joining the skilling program.

Table 3. 5: Respondents by vocational qualification level and sex (percentage)

Vocational qualification level	M	F	T
National Certificates (NC 1/ NC 2)	64.9	46.9	58.5
National Diploma (NC 1/ NC 2)	1.7	0.4	1.3
Institute Certificate	27.8	44.7	33.8
Institute Diploma	5.7	7.5	6.3
University Diploma	0.0	0.4	0.2
Total	100	100	100

SECTION B: MoLHR SKILLS TRAINING PROGRAM INFORMATION

This section explores the details of the training implemented in terms of training location and training provider. It also investigates how the respondents heard about the training programs and provides insight into why the respondents decided to pursue skills training and updates on reasons for withdrawal in case of any.

Table 3.6 presents information on the dzongkhags where the participants attended their training program. The highest percentage of respondents (23.1 percent) attended their training in Thimphu dzongkhag, which could be attributed to the easy access and availability of training programs as well as a high number of unemployed individuals residing in Thimphu dzongkhag.

Bumthang dzongkhag had the second highest percentage of respondents who attended the training program (14.8 percent), followed by Sarpang dzongkhag (12.0 percent). The training programs were conducted in 19 out of the 20 dzongkhags during the period of 2020-2022, with the exception of Samtse dzongkhag.

The number of beneficiaries is higher in the dzongkhags where a government TVET institution is located, compared to those without one. However, it was observed that training programs were also conducted in dzongkhags like Haa, Gasa, Trongsa, Tsirang, and Pemagatshel, which do not have any training institutions.

The ministry made an effort to provide access to training in these regions by setting up temporary training venues, responding to the demand from the dzongkhags and other stakeholders in those regions.

The Institutes under the MoLHR (TTIs and IZCs) implemented 71.9 percent of the training. The training provided by these institutes included courses related to construction, ICT, automobile, and arts and crafts, among others.

Private training providers, on the other hand, provided training to 17.2 percent of the

beneficiaries, with a focus on hospitality, accounting, and ICT, among other fields.

In addition, other public institutes, such as those under the erstwhile Ministry of Agriculture and Forests, implemented 9.4 percent of the training programs, which focused on agriculture machinery repair and maintenance, as well as value-added production post-harvest.

Table 3. 6: Respondents by dzongkhag where training was conducted and sex (percentage)

Dzongkhag	M	F	T
Bumthang	19.3	9.8	14.8
Chukha	0.8	9.1	4.7
Dagana	0.4	0.8	0.6
Gasa	0.3	0.7	0.5
Haa	0.2	0.6	0.4
Lhuntse	0.3	0.2	0.2
Mongar	0.7	0.7	0.7
Paro	2.6	7.4	4.9
Pemagatshel	6.5	10.6	8.4
Punakha	7.0	4.4	5.8
Samdrup Jongkhar	0.9	2.5	1.7
Sarpang	15.8	7.9	12.0
Thimphu	16.8	30.1	23.1
Trashigang	11.9	8.3	10.2
Trashi Yangtse	1.9	1.0	1.5
Trongsa	1.1	0.4	0.8
Tsirang	0.8	1.5	1.1
Wangdue	4.7	1.0	2.9
Zhemgang	8.1	3.1	5.7
Total	100	100	100

CSOs/NGOs partnered with the erstwhile MoLHR to implement 1.5 percent of the training programs, which focused areas like weaving, tailoring, cooking, bakery, financial literacy, waste management, and packaging. The CSOs/NGOs involved in the partnership were RENEW and Royal Textile Academy (RTA).

Figure 3. 4: Types of training providers that conducted the training (percentage)

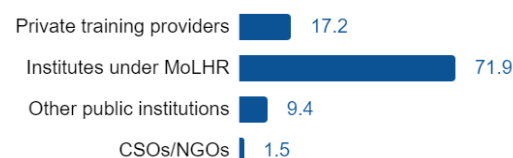


Figure 3.5 displays the distribution of respondents based on the different mediums and platforms through which they first learned about the skills training program. The majority of respondents (36.1 percent) reported that they became aware of the training program through family and friends, while 30 percent heard about it through social media.

The MoLHR website, job fairs, advocacy programs, service centers, regional offices, and referrals were responsible for disseminating information to 20.7 percent of the respondents. About 10 percent reported that they first heard about the skills training program from local government authorities.

A very small percentage of respondents learned about these training programs through television, newspaper and radio.

Figure 3.5: Means through which the respondents first heard about the training program (percentage)

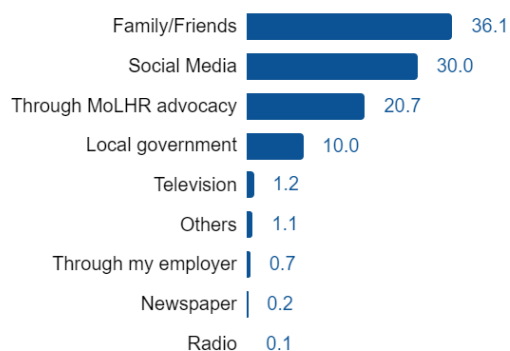
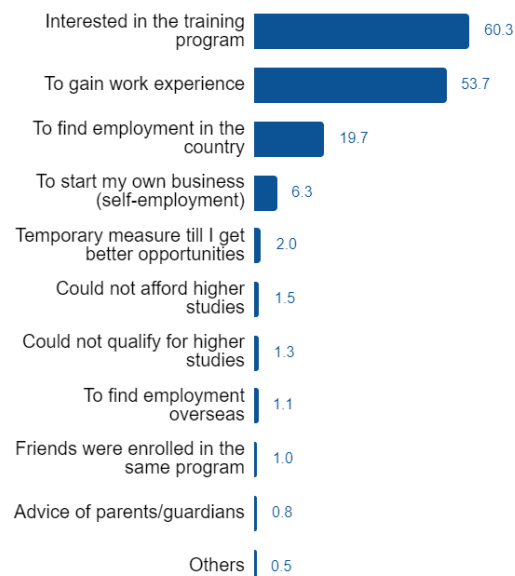


Figure 3.6 shows the reason behind respondents' decision to enrol in the training programs. Out of several reasons, the majority of respondents (60.3 percent) cited their interest in the training program as the primary motivation.

The second most common reason, reported by 53.7 percent of the respondents, was to gain work experience, followed by 19.7 percent who took the training program to secure employment in the country.

Additionally, more than 6 percent of the respondents mentioned that they opted for the training program to initiate their own business.

Figure 3.6: Main reasons for undertaking the training program (percentage)



Out of the total respondents, 88 percent successfully completed the skills training program, while 4 percent withdrew from the program and 8 percent were still undergoing training during the survey.

The reasons for withdrawal from the program were varied, with 19 candidates withdrawing due to finding employment, four candidates withdrawing to continue their studies, 18 candidates citing health issues, 35 candidates citing family issues, 12 candidates joining the desuung program, eight candidates withdrawing due to marriage, and six candidates citing the pandemic. Four candidates cited issues related to the quality of training, trainers, and distance as reasons for withdrawal. An additional 12 candidates did not provide a reason for discontinuing their training program.

SECTION C: POST-TRAINING INFORMATION

This section examines the employment status of the respondents within six months following the completion of the training program, as well as the approaches they used to find employment and the reasons why some remained unemployed.

Table 3.7 presents the employment status of respondents during the first six months following the completion of their training. It was presumed that a significant majority of the respondents would have secured employment during this period.

Table 3. 7: Employment status in the first six months after completing the training program by sex (percentage)

Employment status	M	F	T
Regular/Permanent job	11.6	9.6	10.6
Contractual	15.3	10.2	12.9
Self-employed/freelance work/Family business	13.1	12.6	12.9
Part-time/Casual	6.7	4.2	5.5
Internship	2.6	3.1	2.8
In school/university	1.3	1.3	1.3
Additional vocational education/training	5.3	3.7	4.6
Housewife, househusband, family work	6.9	19.5	12.9
Not working – but looking for work	28.6	28.3	28.4
Not working – but looking to set up business	2.2	1.7	1.9
Desuung program	6.2	5.4	5.8
Others	0.4	0.4	0.4
Total	100	100	100

However, due to the COVID-19 pandemic's economic impact, finding employment proved to be a significant challenge, with the largest proportion of respondents (28.4 percent) indicating that they were unemployed and actively seeking work. Other respondents were engaged in household work, self-employed or working on a contractual basis (12.9 percent each). 10.6 percent were employed in regular/permanent jobs. A small proportion of respondents were undergoing further vocational training (4.6 percent) or pursuing education to upgrade their qualifications (1.3 percent).

Table 3.8 provides a breakdown of post-employment status according to the specific training programs. In this analysis, all forms of employment, including regular, contractual, self-employed, freelance, family business and part-time/casual work are considered as employed. Those respondents who reported as "Not working but looking for work" and "Not working but looking to set up a business" are classified as unemployed. Those who are currently engaged in family work, pursuing further education and vocational training are categorised as "not active" in the labour market, while respondents engaged in other activities, such as Desuung and internships are reported as "others".

Table 3. 8: Employment status in the first six months after completing the training program by sex and program (percentage)

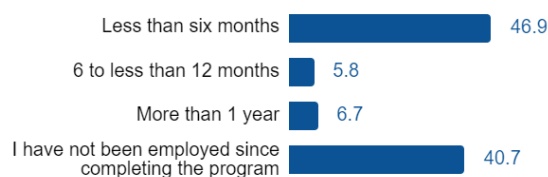
Employment status	EDP	SDP	VSDP/SSDP	CST	BBP	Total
M						
Employed	44.5	46.3	64.1	50.2	45.2	46.6
Unemployed	35.3	36.3	10.3	34.8	28.5	30.7
Not active	8.4	8.0	25.6	5.8	17.1	13.5
Others	11.8	9.5	0.0	9.2	9.2	9.2
Total	100	100	100	100	100	100
F						
Employed	34.9	38.7	42.8	35.0	30.8	36.6
Unemployed	37.7	41.1	8.4	30.7	34.8	30.0
Not active	21.1	12.9	46.0	20.4	22.0	24.5
Others	6.3	7.3	2.8	13.9	12.3	8.9
Total	100	100	100	100	100	100
T						
Employed	38.8	42.1	45.7	40.9	42.0	41.8
Unemployed	36.7	39.0	8.7	32.3	29.9	30.4
Not active	16.0	10.7	43.3	14.7	18.2	18.7
Others	8.5	8.2	2.4	12.1	9.9	9.1
Total	100	100	100	100	100	100

The primary goal of the skills training programs of the ministry is to facilitate employment for its participants. Figure 3.7 presents data on the duration taken by the respondents to secure their first job after completing the training program. A significant majority of the respondents (40.7 percent) reported that they had not found employment since completing their training.

Among those who did secure employment, 46.9 percent found a job within 6 months of completing their training. 5.8 percent found employment in 6 to less than 12 months while it took 6.7 percent more than a year to find their first job after completing the training program.

The data suggests that it is easier to find employment shortly after completing the training program, with a greater number of respondents employed within a shorter period of time. However, those who remain unemployed after training are at risk of long-term unemployment.

Figure 3. 7: Time taken to start first job after completing the training program (percentage)



For those employed, the most successful methods of finding their first job were asked. As depicted in Table 3.9, the most successful methods used by the respondents to find their jobs seem to be through their personal network of family and friends (34 percent) and applying to jobs announcements advertised through various media channels (26.2 percent). 14.9 percent were also employed through On-the-job training (OJT).

Table 3. 9: Methods of job search used by employed respondents to find first job (percentage)

Methods of job search	Percentage
Support and facilitation by the training providers	3.0
Through OJT	14.9
Support and facilitation by MoLHR	8.8
Job ads/announcements on media	26.2
Through my personal network (family/friends)	34.0
Directly contacting the employers	6.6
I was contacted by an employer	5.8
Through private employment agencies	0.7
Total	100.0

In addition, unemployed respondents were also asked to identify the methods they used to search for jobs. Table 3.10 reveals that the most commonly utilised method was proactively responding to job vacancies or announcements advertised through different media channels (48.2 percent). Family contacts and personal contacts were second with 35.1 percent. 11.3 percent searched for jobs through support and facilitation of employment by the erstwhile MoLHR.

1.5 percent depended on facilitation by training institutes, 1.1 percent through OJT and 2.1 percent through directly contacting employers.

Due to access to information made available through various advertisements and facilitation support provided by the ministry, it is

presumed that training beneficiaries are able to find employment after the program and such support services should be enhanced and strengthened.

For those who remained unemployed, the most common reasons were the inability to find a relevant job in the market (29.9 percent), not being interested in finding employment (24 percent) and family issues (23.6 percent) as indicated in Table 3.11.

Table 3. 10: Methods of job search used by unemployed respondents (percentage)

Methods of job search	Percentage
Support and facilitation by the training providers	1.5
Through OJT	1.1
Support and facilitation by MoLHR	11.3
Job ads/announcements on media	48.2
Through my personal network (family/friends)	35.1
Directly contacting the employers	2.1
Through private employment agencies	0.6
Total	100.0

Table 3. 11: Reason for unemployment by sex (percentage)

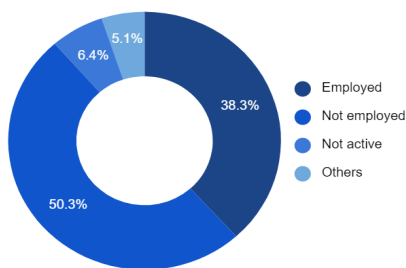
Reasons for not being employed	M	F	T
I continued studying	5.7	4.6	5.1
Family issues	17.8	28.4	23.6
Health issues/illness	2.1	3.5	2.9
Marriage	0.8	10.4	6.0
Not interested to find employment	23.9	24.0	24.0
Could not get job of my preference	18.8	13.7	16.0
Could not find relevant job in the market	32.4	27.7	29.9
I lack skills needed to find job	18.0	15.1	16.4
I lack experience to find job	9.4	7.4	8.3
Others	1.9	1.9	1.9
Total	100	100	100

SECTION D: CURRENT EMPLOYMENT STATUS

The evaluation of the current employment status of beneficiaries is a crucial element in assessing the effectiveness of the training program in equipping individuals with the necessary knowledge, skills, and competencies for sustained employment. This section examines the current employment status of the beneficiaries and assesses the effectiveness of the training program in preparing trainees for joining the workforce.

The employment and economic situation of the respondents is depicted in several figures. Figure 3.8 shows that the majority (50.3 percent) of respondents were unemployed at the time of the survey, while more than 38 percent were employed. It indicates the training programs are not effective in securing sustained employment.

Figure 3. 8: Respondents by current employment status (percentage)



The types of employment are presented in Figure 3.9. Majority of the employed respondents are self employed, doing freelance work or engaged in family business (35.9 percent).

Figure 3. 9: Respondents by type of employment (percentage)

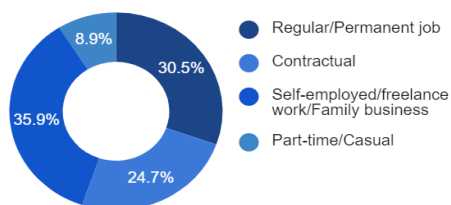


Figure 3.10 indicates the number of jobs undertaken by the employed respondents after completing their training. About 79 percent of the respondents reported taking only one job, while 18.7 percent took two jobs. Additionally, 1.2 percent of respondents had three jobs, and 0.6 percent had more than three jobs. Overall, going by the findings, it can be comprehended that only a small portion of the respondents demonstrate job hopping or a tendency to frequently change jobs or switch employers.

Figure 3. 10: Number of jobs undertaken since completing the training program (percentage)

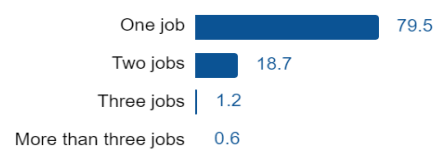


Table 3.12 provides an overview of the current economic status of the respondents segregated by program. The overall employment status looks similar with more than 36 percent across all programs employed. EDP has the highest percentage of respondents who are employed (42.2 percent), followed by VSDP/SSDP (39.8 percent).

On the other hand, SDP has the highest percentage of respondents who are not currently employed (54.6 percent), followed by VSDP/SSDP (50.9 percent) and EDP (50.7 percent).

When it comes to gender, VSDP/SSDP has the highest percentage of females employed (38 percent) followed by SDP (37.9 percent). Conversely, the BBP program has the lowest percentage of employed females (26.9 percent). This observation may suggest that women face greater challenges in securing manual labour jobs within the construction industry compared to their male counterparts, as indicated by their employment rate of 39.5 percent.

Table 3. 12: Current employment status by sex and program

Employment status	EDP	SDP	VSDP/SSDP	CST	BBP	Total
M						
Employed	51.3	41.8	51.3	44.4	39.5	42.0
Unemployed	41.2	51.2	33.3	41.6	47.1	46.0
Not active	5.0	2.5	15.4	4.8	7.4	6.3
Others	2.5	4.5	0.0	9.2	6.0	5.8
Total	100	100	100	100	100	100
F						
Employed	36.0	37.9	38.0	32.5	26.9	34.2
Unemployed	57.1	57.3	53.6	52.0	56.8	55.0
Not active	4.0	2.4	7.6	7.1	10.6	6.5
Others	2.9	2.4	0.8	8.4	5.7	4.3
Total	100	100	100	100	100	100
T						
Employed	42.2	39.6	39.8	37.2	36.7	38.3
Unemployed	50.7	54.6	50.9	47.9	49.3	50.3
Not active	4.4	2.5	8.7	6.2	8.1	6.4
Others	2.7	3.3	0.7	8.7	5.9	5.1
Total	100	100	100	100	100	100

The slightly higher percentage of employment recorded under the EDP program could be attributed to the nature of the program where EDP is provided to trainees who completed core skills training. Besides, the beneficiaries are prepared to take up self-employment. There is no significant difference in terms of employment or unemployment outcome of the respondents from these training programs.

Table 3.13 presents an analysis of the employed respondents' involvement in major economic activities. The results indicate that 18.3 percent of the respondents are engaged in manufacturing activities, while 18.2 percent are involved in construction. Additionally, 15.4

percent and 14.2 percent of the respondents are involved in accommodation and retail activities, respectively. Engagement in other major economic activities is comparatively low in comparison to the four aforementioned activities. The survey reveals that the respondents are involved in a total of 18 major economic activities.

The results indicate that certain sectors have hired a larger number of trained individuals compared to others. This suggests that these sectors may have greater capacity to employ more individuals and could benefit from further exploration of training programs in these areas.

Table 3. 13: Employed respondents by major economic activity and sex (percentage)

Major Economic Activities	M	F	T
Agriculture and Forestry	1.9	0.7	1.4
Mining and Quarrying	0.9	0.0	0.5
Manufacturing	12.5	26.1	18.3
Electricity and Gas Supply	0.9	0.2	0.6
Water Supply, Sewerage and Waste Management	0.7	0.2	0.5
Construction	25.9	7.7	18.2
Wholesale & Retail Trade; Repair of Motor Vehicles	11.1	18.4	14.2
Transportation and Storage	3.4	0.5	2.1
Accommodation and Food Service Activities	10.2	22.5	15.4
Information and Communication	1.4	1.9	1.6
Financial and Insurance Activities	0.2	1.0	0.5
Professional, Scientific and Technical Activities	0.9	1.2	1.0
Administrative and Support Service Activities	9.5	2.6	6.6
Public Administration and Defence	2.7	1.0	1.9
Education	6.9	8.4	7.5
Health and Social Work Activities	0.5	0.7	0.6
Arts, Entertainment and Recreation	5.6	1.9	4.1
Other Service Activities	4.8	5.0	4.9
Total	100	100	100

To understand the duration of work engagement, an analysis was conducted on the number of hours worked by employed individuals. Working hours refers to the amount of time an employee spends at work during a specific period such as a day, week or a month. As depicted in Figure 3.11, 33.2 percent of the respondents work for 40-49 hours per week, while 23.4 percent work for 50-59 hours per week.

Those working for 60-70 hours accounted for 18.5 percent of the total respondents. It was observed that over 14 percent of respondents work more than 70 hours a week. It is worth noting that while unlimited working hours may allow for more flexibility, it can also lead to issues such as burnout and work-life balance, which can have negative impacts on both employers and employees.

Therefore, it is important for employers to establish appropriate working hour limits to ensure the well-being of their employees. The income or wages received by employees is a crucial aspect of employment and it can impact overall financial stability and quality of life.

Figure 3.12 presents an analysis of the average monthly income, which reveals that the largest proportion of respondents (27.3 percent) earn between Nu.10,000 to

Nu.13,999 per month. A small percentage of respondents (3.3 percent) earn less than the minimum wage rate of Nu.3750 per month, while 12.2 percent of the respondents earn more than Nu.25,000 per month.

A sufficient monthly salary for employees can provide a sense of stability and security, enabling them to cover their basic needs and live a relatively comfortable life.

Figure 3. 11: Employed respondents by average hours of work per week (percentage)

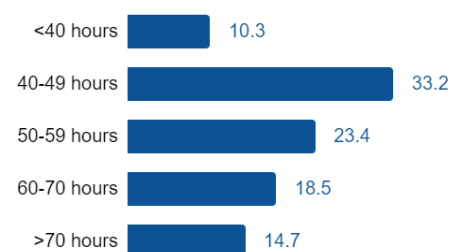
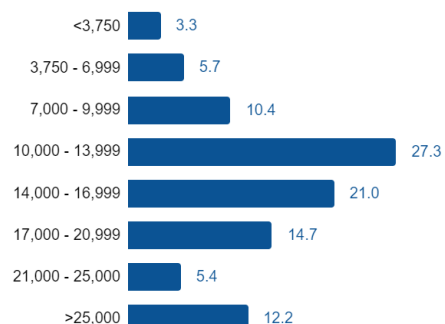


Figure 3. 12: Employed respondents by average current monthly income (percentage)



Employment in different occupations refers to the distribution of workers across various job categories or industries. The distribution of employed respondents according to their major occupation group is presented in Table 3.14. The largest percentage of respondents, comprising 35 percent of the total, belong to the category of craft and related workers.

A higher proportion of employment in these types of occupations indicates that there is a demand for skilled workers, who can perform specific tasks that require specialised skills and knowledge. 24.7 percent are employed as service and sales workers, while 9.6 percent belong to the group of legislators, senior officials, and managers.

Table 3. 14: Employed respondents by major occupation group and sex (percentage)

Major Occupation Group	M	F	T
Armed Forces	0.0	0.2	0.1
Legislators, Senior Officials and Management	7.9	12.0	9.6
Professionals	8.6	10.3	9.3
Technicians and Associate Professionals	7.2	8.9	7.9
Clerical Support Workers	1.8	4.6	2.9
Services and Sales Workers	21.9	28.5	24.7
Skilled Agricultural and Forestry Workers	1.6	1.0	1.3
Craft and Related Workers	39.3	29.2	35.0
Plant and Machine Operators	6.9	0.7	4.3
Elementary Occupations	4.8	4.8	4.8
Total	100	100	100

The skills and competencies required in a job are crucial factors that determine an individual's ability to perform the job successfully. In Figure 3.13, the necessary skills/competencies for current job/occupation are presented. Employed participants were asked to indicate if the given competencies were required in their workplace.

The majority of respondents (48.5 percent) agreed that mastery of field/subject-specific knowledge was crucial, followed by the ability to organise work processes efficiently (32.8 percent), and the ability to work with others (20.6 percent). On the other hand, only 5.9 percent of respondents selected the ability to take on leadership roles as a necessary competency.

Overall, possessing the right skills and competencies is essential for success in any job. It benefits the employee in terms of job performance, career advancement and contributes to the success of the organization.

Figure 3. 13: Assessment of skills/competencies required in current job/employment (percentage)



Establishing favourable job parameters is crucial in fostering a positive work environment and enhancing employee satisfaction, productivity, and retention. By doing so, organizations can effectively pursue their objectives and thrive in today's competitive job market.

Employed respondents were asked to rate whether their current job had parameters such as job roles and responsibilities, job security, social status, good working conditions, career advancement, training opportunities, high salary, management roles, avenue to gain work experience, work-life balance, and job satisfaction.

The findings presented in Table 3.15 reveal that a higher percentage of respondents agreed on all parameters, except for high salary, where the majority (41.2 percent) of respondents rated neither agree nor disagree. The lowest rated parameters were job security, salary and training and development opportunities.

Table 3. 15: Assessment of favourable job parameters in the current job/workplace (percentage)

My current job has	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Clear job roles and responsibilities	0.2	0.4	4.3	66.0	29.1
Job security	1.2	14.2	28.7	44.5	11.4
Social status and recognition	0.2	1.9	16.4	73.3	8.2
Good working conditions	0.2	1.1	7.8	76.1	14.7
Career advancement opportunities	0.2	2.9	20.9	69.0	6.9
Training and development opportunities	2.1	11.7	28.3	54.6	3.3
High salary	4.1	15.9	41.1	37.3	1.6
Assumption of coordination and management tasks	0.2	1.2	5.9	81.3	11.4
Gain work experience	0.1	0.3	1.8	77.3	20.5
Good conditions for balancing work-life balance	0.2	2.0	14.3	73.3	10.2
Job satisfaction	0.4	6.2	14.0	64.2	15.2

The survey also assessed the adequacy of the skills and knowledge acquired during the training program in relation to the current jobs of the respondents. According to Figure 3.14, over 80 percent of respondents agreed (combined respondents rating adequate, very adequate and extremely adequate) that the skills learned were adequate for their job. There were 13.5 percent respondents who found the skills not at all adequate in their current job. Similarly, respondents were asked about the relevance of their current job to the training they attended.

As shown in Figure 3.15, 75.9 percent of respondents had jobs that were relevant to their training.

Figure 3. 14: Adequacy of skills learned during training to current job (percentage)

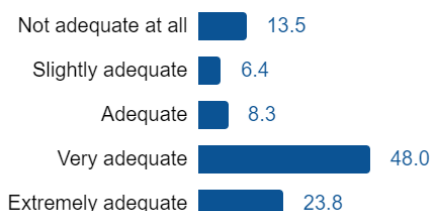
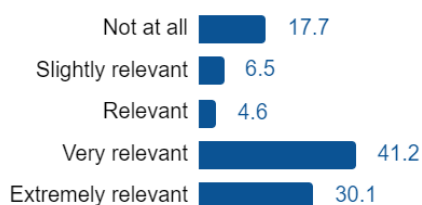


Figure 3. 15: Relevance of current job to training (percentage)



For those who reported a mismatch between their skills and jobs, they were asked why they chose their current employment. Of these respondents, 36 percent indicated that their current job was only temporary and that they were searching for better opportunities. Another 12.7 percent revealed that they chose their current job because they receive a higher salary than they would in a relevant job. Other reasons can be seen in Figure 3.16. Relevance of training to the job is very important as it plays a crucial role in enabling employees to perform their job duties effectively and efficiently.

Knowing an employee’s plan for the future is important for employers to support employee development, plan for the future of their workforce, and build a positive and engaged work culture. By investing in their employees and understanding their career aspirations and goals, employers can build a skilled and motivated workforce that can support organizational success.

Figure 3.17 depicts the changes that respondents were likely to make in the next three years. 27.3 percent had plans to pursue upskilling, 24.8 percent wanted to get employment and 24.6 percent did not have any major changes in mind. 19.5 percent indicated to start their own business while 8 percent had plans to pursue overseas

employment. A small fraction of respondents cited other plans as shown in the table below. The mobility of respondents could be analysed and appropriate interventions could be designed to support the respondents in the future.

Figure 3. 16: Reason for choosing employment not related to training (percentage)

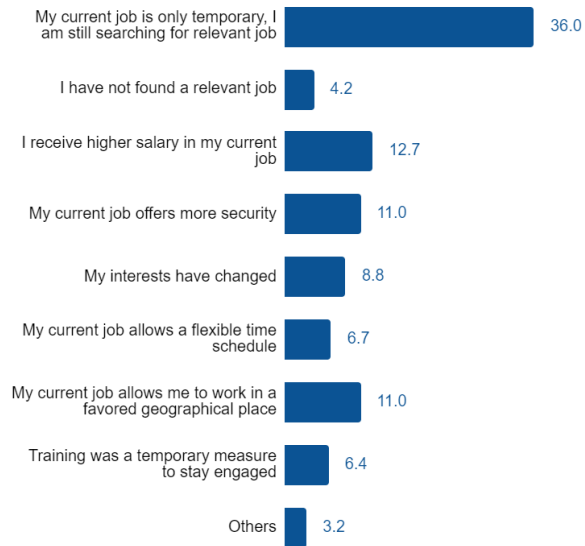
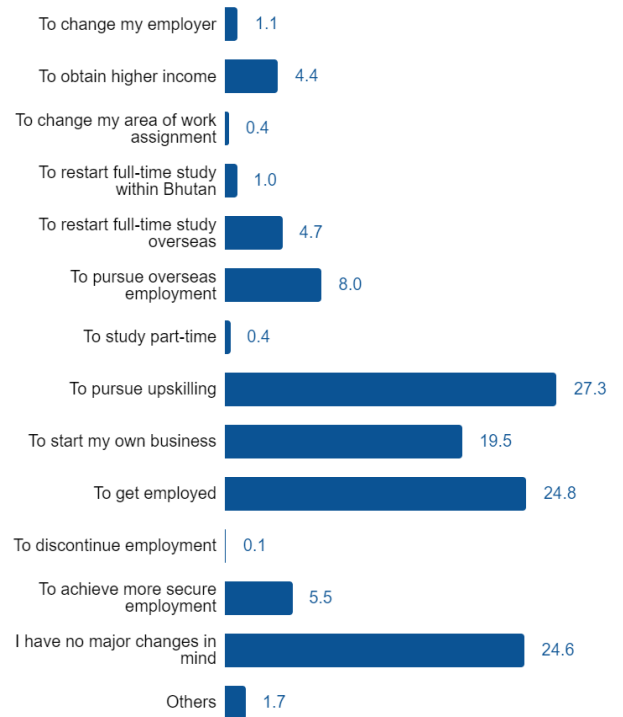


Figure 3. 17: Future plans of respondents in the next three years (percentage)



SECTION E: PROGRAM ASSESSMENT

In order to ensure that training programs meet the training objectives and adequately prepare trainees for the job market, it is crucial to assess the implementation of the training program as well as the support services provided by the training institute and consulting agency. This assessment is conducted in three phases: before the commencement of training, during the training, and after completion of training. By assessing the program implementation and support services, it is possible to identify areas for improvement and ensure that the program remains relevant. The findings are rated against different parameters using a five-point Likert scale in this section.

Figure 3.18 shows a detailed assessment of the study conditions and provisions provided during the training by the institute. According to the ratings received, all parameters had more than 61 percent rating them “good”, with 32.6 percent rating the quality of classrooms/training venue as “very good” and 33.1 percent rating the quality of trainers and instructors as “very good”.

Quality of learning materials and technical tools and equipment had the most respondents rate it average at 8.6 percent and 8 percent respectively. Overall, the study conditions and provisions were rated as good by the majority, meeting the minimum requirement of the ministry.

Figure 3. 18: Rating of study conditions and provisions provided during the training (percentage)

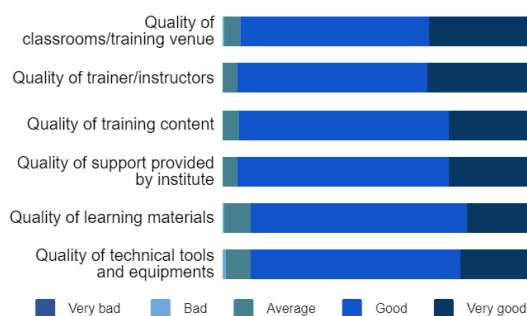
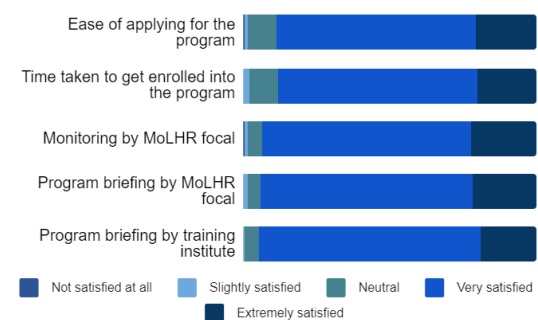


Figure 3.19 depicts the satisfaction of respondents on different aspects of the program. Majority of the respondents were satisfied across all factors and over 19 percent reported being extremely satisfied on all factors. Around 10 percent of the respondents rated neutral on factors such as ease of applying for the program and time taken to get enrolled into the program. A very small percentage of respondents reported being slightly satisfied and less than 0.2 percent of the respondents were not at all satisfied on all factors.

Figure 3. 19: Satisfaction with services provided by the ministry and training institute (percentage)



Regarding overall satisfaction with the program, 76.2 percent were very satisfied with the program, while 16.5 percent rated themselves as extremely satisfied. Only a small percentage (6 percent) rated themselves as neutral, and less than one percent each rated themselves as slightly satisfied or not satisfied at all.

Figure 3. 20: Overall satisfaction with the training program (percentage)

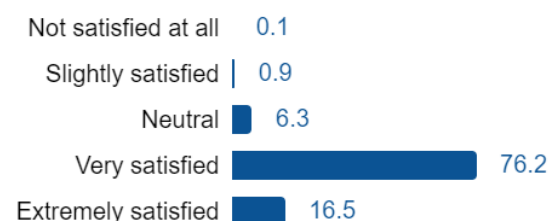
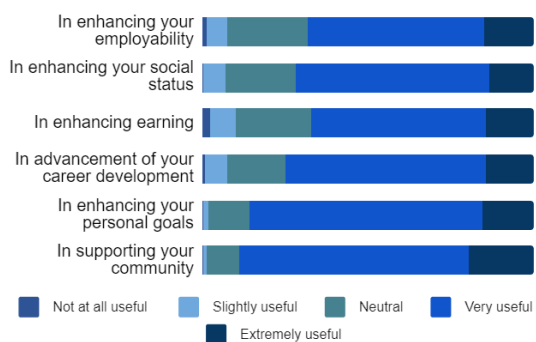


Figure 3.21 displays the rating of the program's usefulness in terms of enhancing employability, social status, earnings, career development, personal goals, and supporting the community. The majority of the respondents rated the program as very useful across all parameters, with 19.5 percent reporting that it was extremely useful in supporting their communities.

Figure 3. 21: Rating on usefulness of the program (percentage)

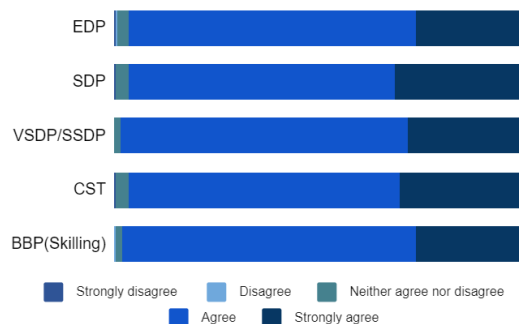


However, 24.2 percent, 21.5 percent, and 22.4 percent of respondents rated the program as neutral in terms of enhancing employability, social status, and earnings, respectively. A little over 2 percent of respondents stated that the training was not at all useful in enhancing their earnings.

To understand the effectiveness of the program, the respondents were asked whether they would recommend the training they attended to their friends. Figure 3.22 depicts that overall, 95 percent of the respondents agreed or strongly agreed consistently across all programs that they would recommend the program. The percentage of respondents that did not agree is very insignificant across all training programs.

Amongst the different programs, the VSDP/SSDP program received the highest rating with 98.7 percent of respondents agreeing or strongly agreeing that they would recommend it to their friends.

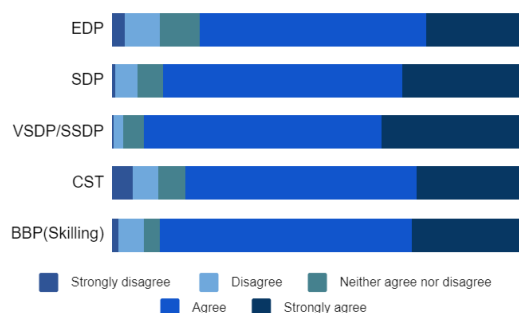
Figure 3. 22: Respondents' willingness to recommend the program to friends(percentage)



In order to gauge the level of satisfaction among the respondents, a question was asked in a different manner, inquiring whether they would choose the same program again.

Figure 3.23 displays the results, which show that a majority of the respondents (ranging from 53 to 60 percent) agreed that they would choose the same program again while more than 25 percent strongly agreed across all programs. This indicates that the majority of respondents were satisfied with the program they attended and would choose it again.

Figure 3. 23: Respondents' willingness to choose the same program (percentage)





IN-SERVICE HRD PROGRAM

SECTION A: DEMOGRAPHIC INFORMATION

The tracer survey report on the In-service HRD program is a comprehensive study of participants who took part in the CCD training program. This section provides insights into the demographics of the respondents, including their age, qualification level, sex, marital status, disability status and present address.

From a total of 890 targeted respondents, 575 completed the tracer survey. The respondents were not evenly distributed, with 60.9 percent being female and 39.1 percent being male. These participants hailed from diverse sectors, including hospitality and tourism, education, hydropower, construction, finance, technology and the automobile industry.

Figure 4. 1: Respondent by sex (percentage)



The age distribution of the respondents varied, with the highest percentage (25.7 percent) being in the age group of 30-34. 23.7 percent of participants were aged 25-29, while 17.2 percent were in the 35-39 age bracket. In addition, 13.2 percent of respondents were aged between 40-44, and 11 percent were between 20-24 years old.

Table 4. 1: Respondents by age group and sex (percentage)

Age group	M	F	T
15-19	0.9	0.9	0.9
20-24	9.3	12.0	11.0
25-29	23.1	24.0	23.7
30-34	21.3	28.6	25.7
35-39	16.9	17.4	17.2
40-44	15.1	12.0	13.2
45-49	6.7	4.3	5.2
50+	6.7	0.9	3.1
Total	100	100	100

As for marital status, the majority of participants (72.7 percent) were married. Meanwhile, 20.7 percent had never been married, 5.2 percent were divorced, and less than one percent each were living together, separated, or widowed.

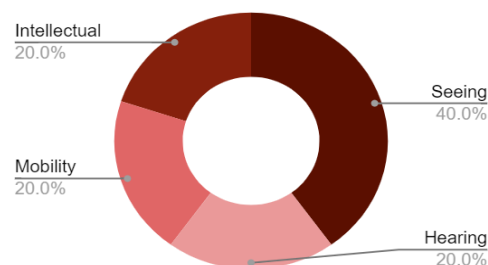
Table 4. 2: Respondents by marital status and sex (percentage)

Marital status	M	F	T
Never married	24.0	18.6	20.7
Living together	1.3	0.3	0.7
Married	68.9	75.1	72.7
Divorced	5.8	4.9	5.2
Separated	0.0	0.6	0.4
Widow/Widower	0.0	0.6	0.4
Total	100.0	100.0	100.0

According to the tracer survey, a small proportion of participants (less than 1 percent or five individuals) had a disability or health condition that impacted their ability to work or study.

The types of disabilities reported included visual impairments (two individuals), hearing impairments (one individual), mobility impairments (one individual), and intellectual disabilities (one individual). The report indicates that the In-service HRD program was accessible and inclusive for all participants, irrespective of their disability status.

Figure 4. 2: PWD respondents by type of disabilities (percentage)



The respondents' qualification levels varied significantly, with 24.9 percent of participants having a higher secondary education, 20.9 percent having middle secondary education, and 17 percent having a bachelor's degree or above. 5.6 percent of respondents had no qualifications. Regarding vocational qualification, half of the respondents have an institute diploma (50 percent). The diverse qualifications of the respondents indicates that the In-service HRD program caters to individuals with varying educational backgrounds and skills sets.

The survey also collected data on the current addresses of the respondents. The study found that the majority of respondents (31.7 percent) reside in Thimphu, followed by 9.9 percent and 9.7 percent in Chukha and Samdrup Jongkhar dzongkhags respectively. As shown in Table 4.5, no respondent currently resides in Lhuntse dzongkhag.

Table 4. 3: Respondents by education qualification level and sex (percentage)

Highest qualification level	M	F	T
No Education	4.9	6.0	5.6
Primary Education	8.4	6.6	7.3
Lower Secondary	6.7	9.1	8.2
Middle Secondary	11.1	27.1	20.9
Higher Secondary	26.7	23.7	24.9
Diploma/Certificate	10.7	4.0	6.6
Bachelor's Degree and above	25.3	11.7	17.0
Monastic Education	5.8	0.0	2.3
Non-Formal Education(NFE)	0.4	11.7	7.3
Total	100	100	100

Table 4. 4: Respondents by vocational qualification level and sex (percentage)

Vocational qualification level	M	F	T
National Certificates (NC 1/ NC 2)	20.8	14.3	18.4
National Diploma (NC 1/ NC 2)	12.5	35.7	21.1
Institute Certificate	4.2	21.4	10.5
Institute Diploma	62.5	28.6	50.0
Total	100	100	100

Table 4. 5: Respondents by dzongkhag of residence and sex (percentage)

Dzongkhag	M	F	T
Bumthang	5.8	4.6	5.0
Chukha	9.3	10.3	9.9
Dagana	1.8	0.3	0.9
Gasa	0.4	0.3	0.4
Haa	2.2	0.3	1.0
Mongar	8.9	5.7	7.0
Paro	7.1	6.0	6.4
Pemagatshel	0.0	0.6	0.4
Punakha	2.2	4.0	3.3
Samdrup Jongkhar	5.3	12.6	9.7
Samtse	0.4	1.4	1.0
Sarpang	2.7	8.3	6.1
Thimphu	32.9	30.9	31.7
Trashigang	4.9	7.4	6.4
Trashi Yangtse	1.3	0.6	0.9
Trongsa	3.1	2.9	3.0
Tsirang	7.6	2.9	4.7
Wangdue Phodrang	3.1	1.1	1.9
Zhemgang	0.9	0.0	0.4
Total	100	100	100

SECTION B: MoLHR IN-SERVICE PROGRAM INFORMATION

Under this section, the training dzongkhag, reasons for undertaking the program, and methods through which respondents heard about the program are discussed. The In-service HRD program is implemented to upskill and reskill the workforce engaged in different economic activities.

Table 4.6 depicts that 32.2 percent of the respondents attended the training program in Thimphu. The In-service HRD program was conducted in 11 dzongkhags as per the tracer survey, suggesting the necessity for expanding training opportunities to additional dzongkhags.

Table 4. 6: Respondents by dzongkhag where training was conducted and sex (percentage)

Dzongkhag	M	F	T
Bumthang	15.1	5.7	9.4
Chukha	8.9	11.4	10.4
Mongar	6.2	6.0	6.1
Paro	3.1	6.6	5.2
Punakha	0.9	3.4	2.4
Samdrup Jongkhar	5.3	15.7	11.7
Sarpang	5.3	8.0	7.0
Thimphu	32.9	31.7	32.2
Trashigang	8.9	6.0	7.1
Trongsa	5.8	2.3	3.7
Tsirang	7.6	3.1	4.9
Total	100	100	100

When respondents were asked about how they first learned about the availability of training programs, 37.2 percent mentioned family and friends as their primary source of information, followed by 21.2 percent who heard about it through MoLHR advocacy. Another 21 percent heard about the program from their employers or organizations. Social media played a role for 11.3 percent of the respondents, while 7.5 percent were informed through their sector associations/BCCI.

The target group for In-service HRD program is the workforce engaged in the non-civil service sector.

Generally, skilling, reskilling or upskilling are essential for individuals to remain employable and advance in their careers, for businesses to remain competitive and productive and for economics to grow and thrive.

When asked about the reasons for undertaking the training program, more than half of the respondents (60.4 percent) attended the training out of personal interest. Additionally, 55.1 percent also expressed a desire to re-skill and upskill in order to enhance their job performance. 16.5 percent reported that they were recommended to join the training by their employers, while 12.7 percent participated in the training with the goal of improving their employment prospects. The reasons for participating in the training programs varied among the respondents, with these being the most common motivations reported as shown in Figure 4.4.

Figure 4. 3: Means through which the respondents first heard about the training program (percentage)



Figure 4. 4: Main reasons for undertaking the training program (percentage)



SECTION C: POST TRAINING INFORMATION

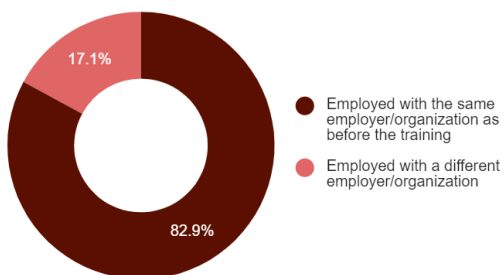
The post-training information section provides an overview of the respondents' situation during the first six months after completing the training program. During this period, 40.7 percent of respondents reported being self-employed, freelancers or doing family business while 31.5 percent worked as regular or permanent employees. Additionally, 0.7 percent of respondents pursued higher education, while 4 percent were unemployed and seeking jobs/looking to set up a business during the first six months after completing the training.

Table 4. 7: Employment status in the first six months after completing the training program by sex (percentage)

Employment Status	M	F	T
Regular/Permanent job	31.1	31.7	31.5
Contractual	10.7	13.1	12.2
Self-employed/freelance work/Family business	44.9	38.0	40.7
Part-time/Casual	1.3	1.7	1.6
Internship	0.4	0.0	0.2
In school/university	0.4	0.9	0.7
Housewife, househusband, family work	0.4	8.6	5.4
Not working – but looking for work	5.3	2.3	3.5
Not working – but looking to set up business	0.0	0.9	0.5
Desuung program	4.4	1.4	2.6
Others	0.9	1.4	1.2
Total	100	100	100

70.8 percent of respondents were employed with the same employer/organization while 14.6 percent changed jobs and were employed with a different employer in the first six months after completing the training.

Figure 4. 5: Changes made in employment in the first six months after completing the training program (percentage)



Those that changed their jobs were asked when they started their first job after leaving their previous employer. A majority (72.6 percent) of the respondents started their first job in less than 6 months. 48.8 percent also stated that they voluntarily resigned either because they did not want to continue with their previous employer or because they got better job opportunities. 10.7 percent had to change jobs because their previous business got shut down while 40.5 percent had other reasons for changing jobs.

Figure 4. 6: Time taken to start first job after changing employers (percentage)

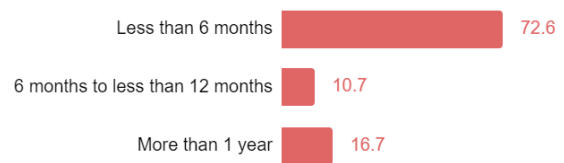


Figure 4. 7: Reasons for changing employment (percentage)

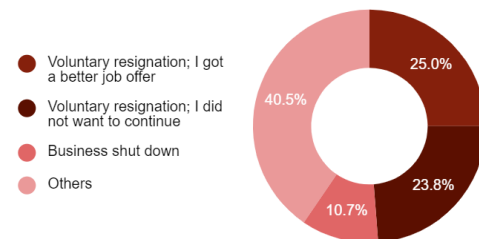


Table 4.8 depicts the methods used to find jobs from those respondents who changed employers/organizations. 47 percent found their first job after changing employers/organizations through their personal network while 20.5 percent were supported and facilitated by erstwhile MoLHR.

Table 4. 8: Methods of job search used by employed respondents to find first job (percentage)

Methods of job search	Percentage
Through OJT	3.6
Support and facilitation by MoLHR	20.5
Job ads/announcements on media	9.6
Through my personal network (family/friends)	47.0
Directly contacting the employers	9.6
I was contacted by an employer	9.6
Total	100.0

In addition, 14.6 percent of respondents reported being unemployed after completing the training. Those that did not find employment since completing the training program were asked what job search methods they typically use.

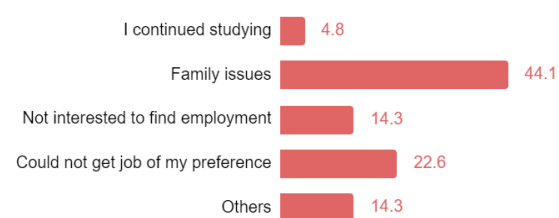
Similar to those employed, job search through their personal network was the most common method (48.4 percent). 27.4 percent also actively pursued job opportunities through vacancies advertised across various media channels.

Table 4. 9: Methods of job search used by unemployed respondents (percentage)

Methods of job search	Percentage
Support and facilitation by the training providers	1.6
Support and facilitation by MoLHR	16.1
Job ads/announcements on media	27.4
With the help of family contacts of parents, relatives	48.4
Directly contacting the employers	3.2
Through private employment agencies	3.2
Total	100.0

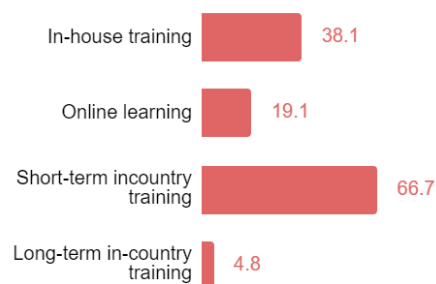
For those unemployed, the primary reasons for unemployment were family issues (44.1 percent), inability to secure a job of their preference (22.6 percent), and 14.3 percent each who indicated lack of interest in employment or cited other reasons for being unemployed.

Figure 4. 8: Reason for unemployment by sex (percentage)



Respondents were also asked if they undertook any further training and development programs after completing this program. Only 7.5 percent attended additional training. Among them, 66.7 percent opted for short-term in-country training, while 38.1 percent attended in-house training. Additionally, 19.1 percent sought online sources for learning, and 4.8 percent pursued long-term in-country training (training that exceeds six months).

Figure 4. 9: Further training and development programs undertaken after completing the training program (percentage)



SECTION D: CURRENT EMPLOYMENT STATUS

Under this section, aspects of current employment, such as employment status, job changes after the training program, occupation title, average monthly salary and average hours of work per week are reported. During the survey, 40.2 percent were self-employed or freelancers, while 26.8 worked as regular employees. A higher percentage were currently doing household/family work compared to before and six months after attending the training.

Table 4. 10: Respondents by current employment status (percentage)

Employment Status	M	F	T
Employed	82.7	69.7	74.8
Unemployed	15.1	19.7	17.9
Not active	1.3	9.7	6.4
Others	0.9	0.9	0.9
Total	100	100	100

Of those employed, 80.5 percent are working with the same employers as before the training while 19.5 percent have changed employers/organizations. 82.6 percent of those employed only had one job after completing the training, while 16.5 percent of them had two jobs, 0.7 percent had three jobs and 0.2 took more than three jobs after the training.

Figure 4. 10: Current changes in employer (percentage)

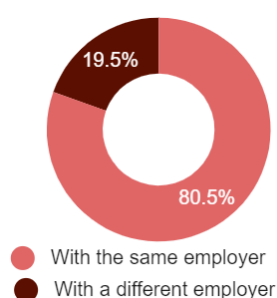
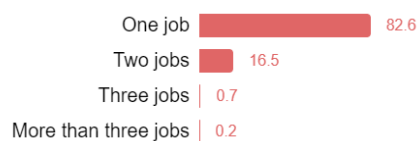


Figure 4. 11: Number of jobs undertaken since completing the training program (percentage)



The highest percentage of employed respondents (45.4 percent) currently work as craft and related workers, followed by 16.5 percent working as legislators, senior officials or managers, 11.9 percent working as services and sales workers and 10.5 percent working as professionals. Regarding the sector of work, around half (47.7 percent) of the respondents work in the manufacturing industry. 15.8 percent work in accommodation and food service activities and 10.5 percent work in construction. Other sectors of employment are shown in Table 4.12.

Table 4. 11: Employed respondents by major occupation group and sex (percentage)

Major occupation Group	M	F	T
Legislators, Senior Officials and Managers	20.4	13.5	16.5
Professionals	14.0	7.8	10.5
Technicians and Associate Professionals	7.0	8.2	7.7
Clerical Support Workers	5.9	5.3	5.6
Services and Sales Workers	16.1	8.6	11.9
Skilled Agricultural and Forestry Workers	0.5	0.0	0.2
Craft and Related Workers	32.8	54.9	45.4
Plant and Machine Operators	1.6	0.0	0.7
Elementary Occupations	1.6	1.6	1.6
Total	100	100	100

Table 4. 12: Employed respondents by major economic activity and sex (percentage)

Major Economic Activities	M	F	T
Agriculture and Forestry	0.5	0.4	0.5
Mining and Quarrying	0.5	1.6	1.2
Manufacturing	30.1	61.1	47.7
Electricity and Gas Supply	1.1	0.8	0.9
Water Supply, Sewerage and Waste Management	19.9	3.3	10.5
Construction	4.3	7.4	6.1
Accommodation and Food Service Activities	16.7	15.2	15.8
Information and Communication	9.7	0.8	4.7
Financial and Insurance Activities	0.5	0.0	0.2
Professional, Scientific and Technical Activities	0.5	0.8	0.7
Administrative and Support Service Activities	9.1	1.6	4.9
Public Administration and Defence	3.2	3.3	3.3
Education	1.1	1.2	1.2
Health and Social Work Activities	1.6	2.1	1.9
Arts, Entertainment and Recreation	0.0	0.4	0.2
Other Service Activities	0.54	0	0.23
Activities of Extraterritorial Organizations and Bodies	0.5	0.0	0.2
Total	100	100	100

The survey also asked about average hours of work per week. 43.4 percent of the employed respondents worked 40-50 hours per week while 18.1 percent worked for less than 40 hours. There was also 12.9 percent who worked for more than 70 hours a week.

Regarding average monthly salary, 23.2 percent earned more than Nu 25,000 per month. 20.9 percent earned between Nu.10000 and Nu.13999 and 18.7 percent earned between Nu.14000 and Nu.16999. There was also 3.1 percent who are currently earning less than the National minimum wage of Nu. 3750 as shown in Figure 4.13.

Figure 4. 12: Employed respondents by average hours of work per week (percentage)

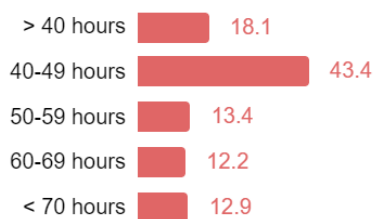
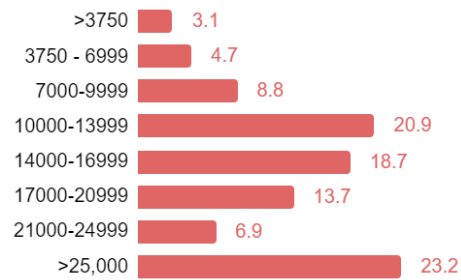
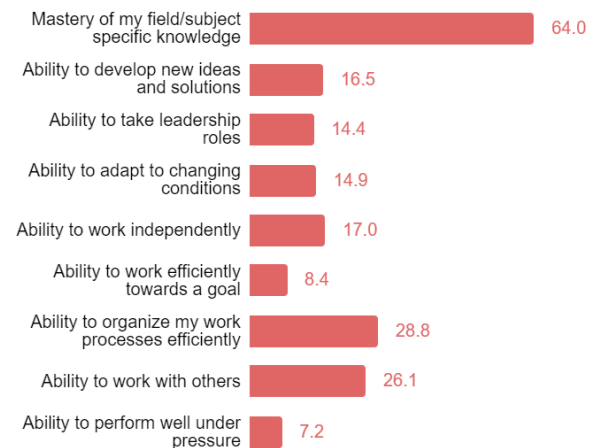


Figure 4. 13: Employed respondents by average current monthly income (percentage)



The employed respondents were asked whether the skills and competencies listed in Figure 4.14 were required in their current employment. Results showed that 64 percent of respondents stated that mastery of their field/subject-specific knowledge was a requirement for their work. Other frequently mentioned competencies included the ability to efficiently organise work processes (28.8 percent), the ability to work effectively with others (26.1 percent), and the ability to work independently (17 percent).

Figure 4. 14: Assessment of skills/competencies required in current job/employment (percentage)



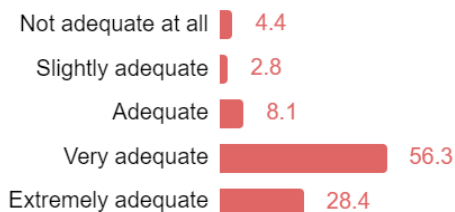
Additionally, those employed were also asked whether the parameters listed in Table 4.13 were present in their current job. 94.2 percent agreed that their current job had clear job roles and responsibilities. 96.5 percent said they can gain work experience and 91.2 percent agreed that there was assumption of coordination and management tasks. The lowest rated parameters were high salary with only 50.3 percent agreeing, training and development opportunities (64.2 percent agreeing) and career advancement opportunities (68.9 percent agreeing).

Table 4. 13: Assessment of favourable job parameters in the current job/workplace (percentage)

My current job has	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Clear job roles and responsibilities	0.0	0.2	5.6	58.4	35.8
Job security	0.2	4.9	24.2	45.8	24.9
Social status and recognition	0.0	0.9	23.5	57.2	18.4
Good working conditions	0.0	0.5	9.5	64.7	25.4
Career advancement opportunities	0.0	3.3	27.9	57.7	11.2
Training and development opportunities	0.2	7.2	28.4	53.7	10.5
High salary	0.7	8.4	40.7	42.6	7.7
Assumption of coordination and management tasks	0.0	0.2	8.6	76.5	14.7
Gain work experience	0.0	0.0	3.5	70.2	26.3
Good conditions for balancing work-life balance	0.2	2.6	21.2	58.4	17.7
Job satisfaction	0.0	2.1	14.7	53.7	29.5

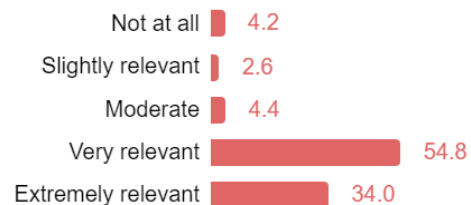
The survey also inquired about the adequacy of knowledge and skills acquired from the training program for those who are currently employed. Among the respondents, 4.4 percent stated that the knowledge and skills gained were not adequate at all for their current job, while 2.8 percent found it only slightly adequate. 56.3 percent found it very adequate, and 28.4 percent believed that the knowledge and skills acquired from the program were extremely adequate in their current job.

Figure 4. 15: Adequacy of skills and knowledge learned during the training to current job (percentage)



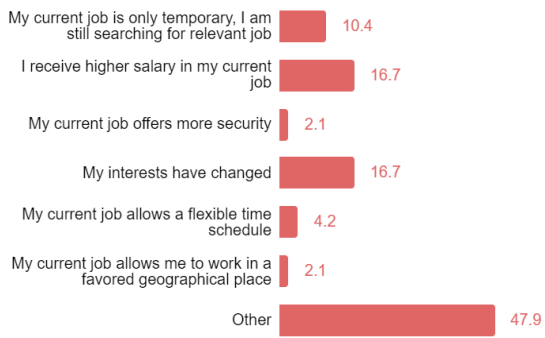
The employed respondents were also asked whether their current employment was relevant to the training they attended. 54.8 percent said their current employment is very relevant to the training and 34 percent said it was extremely relevant. 4.2 percent had current employment that was not at all relevant to the training.

Figure 4. 16: Relevance of current job to training (percentage)



Respondents who indicated that their current employment was not relevant to the program they attended were asked to provide the reasons behind choosing employment that is not relevant. Among them, 10.4 percent stated that their current job was temporary and they were still searching for a regular job. Additionally, 16.7 percent each mentioned that they receive a higher salary in their current job and their interests have changed. 2.1 percent each cited that their current job offers more security and that their work is in a favourable geographical location. 4.2 percent mentioned that their current job has more flexible timing. Interestingly, a significant proportion (47.9 percent) cited other reasons for working in employment that are not related to the training they received.

Figure 4. 17: Reason for choosing employment not related to training (percentage)



Respondents were also asked about their plans for the next three years. 40.1 percent are planning to pursue further upskilling. 19.5 percent want to start their own business while 14.5 percent want to obtain higher income. 18 percent have no major changes in mind.

Figure 4. 18: Future plans of respondents in the next three years (percentage)

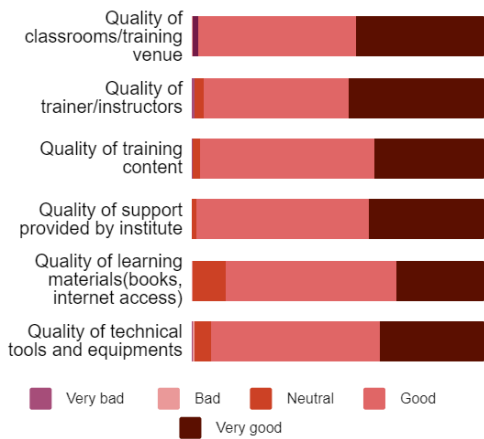


SECTION E: PROGRAM ASSESSMENT

In this section, an assessment of different aspects of the training program was done. Respondents were asked to rate the study conditions and provisions they experienced during the program.

The results showed that 97.6 percent of the respondents rated the quality of classrooms/training venues as above average, while 96.2 percent rated the quality of trainers/instructors as above average. Additionally, 97.2 percent rated the quality of training content, 98.3 percent rated the support provided by the institute, 88.7 percent rated the learning materials, and 93.2 percent rated the technical tools and equipment as above average.

Figure 4. 19: Rating of study conditions and provisions provided during the training (percentage)



Regarding the support services provided, there was a high satisfaction rate with the program briefing given by the training institute and MoLHR focal. A satisfaction rate of 87 percent and 85.1 percent was reported for ease of applying for the program and time taken to get enrolled in the program respectively.

Over half of the trainees (50 percent) attended the training based on their employers' recommendation, while 72.3 percent participated because the training was relevant to their organization. Around 40 percent of the trainees received financial support from their employers for the training, and 50.1 percent were granted leave from work to attend. Additionally, 39.8 percent of respondents reported receiving new job responsibilities after attending the training, and 67.1 percent felt that they were able to add value to their job as a result of the training.

Figure 4. 20: Satisfaction with services provided by the ministry and training institute (percentage)

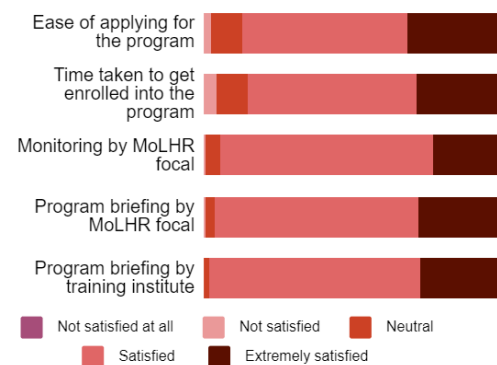
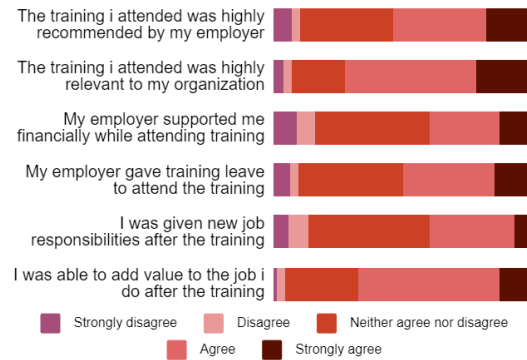
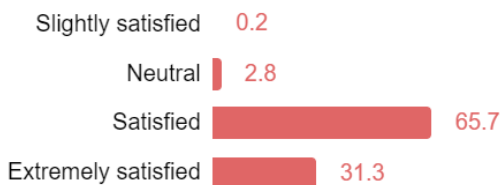


Figure 4. 21: Rating of support services provided by employer (percentage)



Participants were also requested to rate their overall satisfaction level with the program. Results showed that 31.3 percent of the respondents were extremely satisfied, while 65.7 percent were very satisfied. Notably, none of the respondents reported being not satisfied at all.

Figure 4.22: Overall satisfaction with the training program (percentage)



Participants were also asked to rate the impact of the program on various aspects of their professional and personal lives. The results showed that 73.4 percent of respondents found the program useful in improving their employability.

Additionally, slightly over half (57.4 percent) stated that the training enhanced their social status, and around 60 percent of respondents mentioned that the program helped improve their earnings. Furthermore, 76.4 percent of respondents reported that the program helped advance their careers, and a significant majority (80 percent) felt that the program had a positive impact on their personal development.

Trainees were also asked to what extent they could use the skills acquired from the training in their workplace. 78.8 percent of respondents used the acquired skills frequently or extremely, while an additional 43.8 percent shared the skills with their colleagues.

Moreover, 95.6 percent of the respondents expressed their willingness to recommend the program to other friends. Furthermore, when given the option, 86.1 percent of the respondents indicated that they would choose the same training program again.

Figure 4.23: Rating on usefulness of the program (percentage)

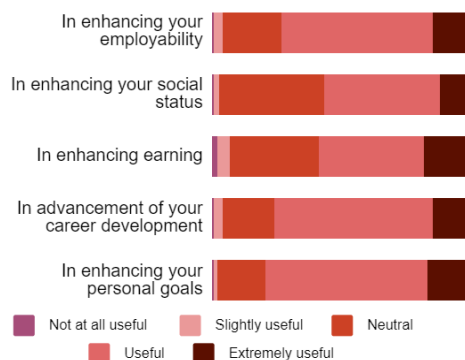


Figure 4.24: Usage of skills acquired and knowledge sharing

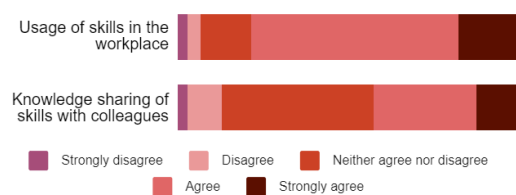
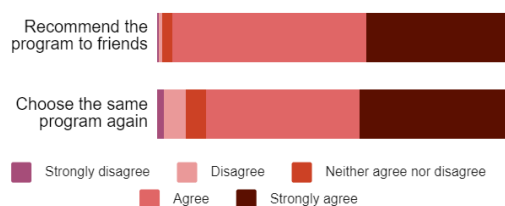


Figure 4.25: Respondents' willingness to recommend the program or choose the same program again (percentage)



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ENGAGEMENT PROGRAMS

SECTION A: DEMOGRAPHIC INFORMATION

The following section provides demographic details of two engagement programs, namely YELP and BBP, which are designed to promote the active participation of jobseekers in existing industries and support the businesses employing these jobseekers. The demographic characteristics of the program participants include information such as the total number of respondents, gender, age group, marital status, disability status, qualification level, and current address.

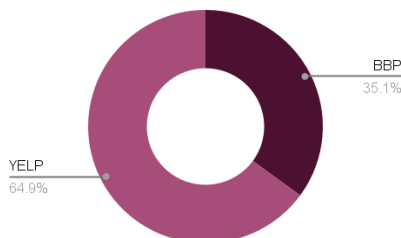
Out of a total of 2779 beneficiaries, 1915 responded to the survey, resulting in a response rate of 68.9 percent. Among these respondents, 984 (51.4 percent) had successfully completed the engagement program, while the others were either still in ongoing programs or had withdrawn from the program at the time of the survey. The analysis in this report focuses on the findings from respondents who had completed the engagement programs. Figure 5.1 illustrates that female respondents comprised 51 percent of the total respondents.

Figure 5. 1: Respondents by sex (percentage)



Figure 5.2 provides a breakdown of respondents by program, with the majority (64.9 percent) being beneficiaries of the YELP program, and the remaining 35.1 percent being beneficiaries of the BBP program.

Figure 5. 2: Respondents by program (percentage)



The age of the participants ranges from 15 to 55 years old. The majority of the participants (41.7 percent) were between 25 to 29 years old followed by 20-24 years old (39.0 percent). There is also a small percentage (1.8 percent) of beneficiaries who are above the age of 40. 49.4 percent of the respondents are not married while an almost equal percentage (47.5 percent) are married.

Table 5. 1: Respondent by age group and sex (percentage)

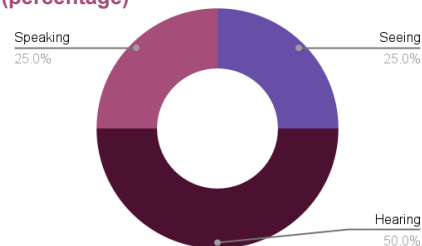
Age group	M	F	T
15-19	0.6	1.2	0.9
20-24	30.5	47.2	39.0
25-29	44.6	38.8	41.7
30-34	14.9	9.2	12.0
35-39	6.4	2.8	4.6
40-44	1.5	0.6	1.0
45-49	0.4	0.2	0.3
50+	1.0	0.0	0.5
Total	100	100	100

Table 5. 2: Respondent by marital status and sex (percentage)

Marital status	M	F	T
Never married	50.2	48.6	49.4
Living together	1.2	1.6	1.4
Married	47.7	47.2	47.5
Divorced	0.8	2.4	1.6
Widow/Widower	0.0	0.2	0.1
Total	100	100	100

A total of four respondents reported having a disability (0.4 percent), with one each having speaking and seeing disability and two individuals having hearing difficulties.

Figure 5. 3: PWD respondents by type of disabilities (percentage)



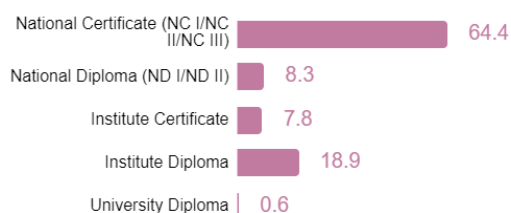
33.6 percent of the respondents had a higher secondary qualification while 20 percent had a middle secondary education. 19.8 percent held a bachelor's degree or above, and 18.3 percent had a diploma or certificate qualification. Less than one percent of respondents each reported having a non-formal education and monastic education qualification.

Table 5. 3: Respondents by education qualification level and sex (percentage)

Highest qualification level	M	F	T
No Education	3.5	1.8	2.6
Primary Education	3.7	1.0	2.3
Lower Secondary	3.3	2.0	2.6
Middle Secondary	18.9	21.1	20.0
Higher Secondary	27.8	39.2	33.6
Diploma/Certificate	22.4	14.3	18.3
Bachelor's Degree and above	19.9	19.7	19.8
Monastic Education	0.2	0.0	0.1
Non-Formal Education	0.2	0.8	0.5
Total	100	100	100

Figure 5.4 shows that 64.4 percent of respondents have a national certificate (NC I/II/III) while 18.9 percent have an institute diploma. 7.8 percent also have an institute certification. The national certification courses are administered by the training provider, while the assessment is conducted by an external government agency. On the other hand, the institute certifications are issued by the training institute to trainees who successfully complete the course.

Figure 5. 4: Respondents by vocational qualification level and sex (percentage)



The majority of respondents currently reside in Thimphu dzongkhag (44.7 percent) followed by Sarpang dzongkhag (9.4 percent), Paro dzongkhag (6.8 percent) and Chukha dzongkhag (6.2 percent). Other dzongkhags have lower percentages of respondents, with the lowest being Haa with 0.5 percent and Gasa with 0.1 percent. Respondents are distributed across all 20 dzongkhags, indicating a widespread geographical coverage.

Table 5. 4: Respondents by dzongkhag of residence and sex (percentage)

Dzongkhag	M	F	T
Bumthang	2.1	2.8	2.4
Chukha	7.3	5.2	6.2
Dagana	1.7	1.2	1.4
Gasa	0.2	0.0	0.1
Haa	0.4	0.6	0.5
Lhuntse	1.0	0.8	0.9
Mongar	2.3	2.2	2.2
Paro	6.6	7.0	6.8
Pemagatshel	1.9	2.6	2.2
Punakha	2.9	2.4	2.6
Samdrup Jongkhar	4.8	5.0	4.9
Samtse	2.7	2.6	2.6
Sarpang	7.3	11.4	9.4
Thimphu	44.2	45.2	44.7
Trashigang	4.4	3.6	4.0
Trashi Yangtse	1.5	1.8	1.6
Trongsa	2.9	1.4	2.1
Tsirang	2.1	0.6	1.3
Wangdue Phodrang	3.3	2.4	2.9
Zhemgang	0.6	1.4	1.0
Total	100	100	100

SECTION B: MoLHR ENGAGEMENT PROGRAM INFORMATION

This section presents details on how respondents initially learned about the engagement programs, explores the main reasons for participating in the engagement programs, and examines the reasons behind withdrawal in case of participants who withdrew.

Figure 5.5 shows that the majority of the respondents (32 percent) first heard about the engagement program through their family and friends, indicating that word-of-mouth communication played a significant role in spreading awareness about the program. A high percentage of respondents (22.9 percent) learned about the program through social media platforms such as Facebook, Whatsapp, Twitter, LinkedIn, etc. Additionally, a notable percentage (18 percent) mentioned that they first heard about the engagement program through local government channels, suggesting that information dissemination at the local level was effective.

Around 24.4 percent of respondents learned about the programs from the erstwhile MoLHR through various means such as the ministry website, job fairs, advocacy programs, regional offices, and service centres.

The most commonly cited reason for undertaking the engagement programs was for financial support, with 48.2 percent of the respondents indicating that they participated in the program to receive financial assistance. The second most common reason was to gain work experience (45.4 percent). 28.1 percent of respondents reported that they participated in the program to find employment opportunities in the country while 18.7 percent indicated that they participated in the program out of personal interest, with the aim of developing new skills, meeting new people, and engaging in meaningful activities.

A very small percentage of the respondents (0.2 percent) reported that they participated in the program to start their own business. These participants viewed the engagement program as an opportunity to gain relevant skills and knowledge that would benefit them in their future entrepreneurial endeavours.

Figure 5.5: Means through which the respondents first heard about the engagement program (percentage)

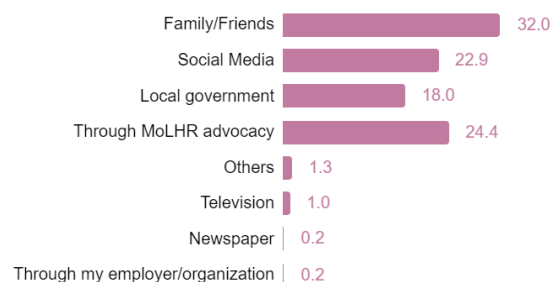
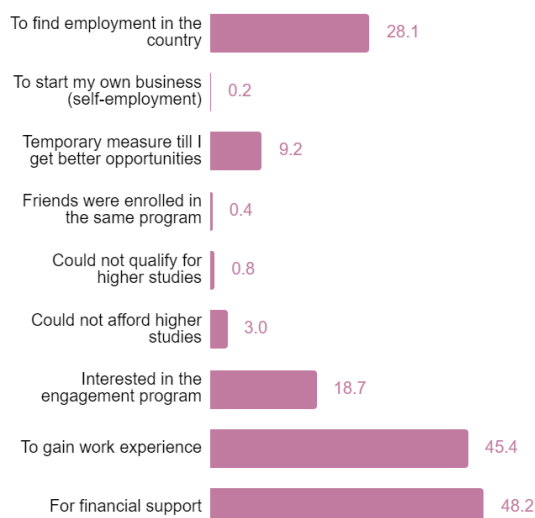
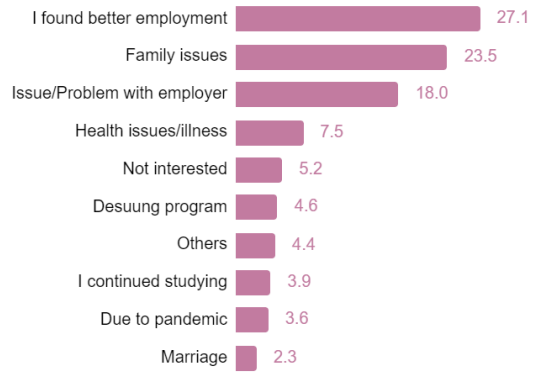


Figure 5.6: Main reasons for undertaking the engagement program (percentage)



Not all individuals engaged in the program have completed the engagement period with their employers. A total of 388 individuals did not complete the engagement period. The highest percentage of respondents (27.1 percent) withdrew because they found better employment opportunities. The other withdrawal issues range from family issues to personal circumstances as depicted in Figure 5.7. The engagement program plays a crucial role in providing support and opportunities to a diverse range of individuals facing various social, economic, and personal challenges. The majority of respondents participate in the engagement programs to gain financial support and work experience, which aligns with the objectives of the program.

Figure 5. 7: Reason for withdrawing from the engagement program (percentage)



SECTION C: POST ENGAGEMENT INFORMATION

This section presents the status of engagement graduates in the first six months after completing the engagement period with their respective employers. It includes information on their employment status, job search methods used and reasons for unemployment for those not employed in this time period. This data on the post-engagement status will aid in assessing the effectiveness of the engagement program and evaluating whether employers were able to retain the respondents even without support from the ministry.

Table 5.5 depicts the employment status in the first six months after completing the engagement period. The highest percentage of respondents (41.6 percent) reported being engaged in a regular/permanent job, followed by 22.2 percent who reported having contractual work, and 3.9 percent who were self-employed, doing freelance work or engaged in family business.

Table 5. 5: Employment status in the first six months after completing the engagement program by sex (percentage)

Employment status	M	F	T
Regular/Permanent job	42.7	40.4	41.6
Contractual	24.1	20.3	22.2
Self-employed/freelance work/Family business	5.6	2.2	3.9
Part-time/Casual	3.1	2.6	2.9
Internship	0.2	2.0	1.1
In school/university	1.2	0.2	0.7
In vocational education/training	1.9	0.6	1.2
Housewife, househusband, family work	4.6	10.2	7.4
Not working – but looking for work	14.1	16.5	15.4
Not working – but looking to set up business	0.4	0.6	0.5
Desuung program	2.1	4.4	3.3
Total	100	100	100

Approximately 16 percent of respondents reported being unemployed and actively looking for work or looking to set up their own business, while 7.4 percent were engaged in family work. A small percentage of respondents (1.2 percent) were undergoing vocational training.

In Figure 5.8, the employment status of respondents and whether they were employed with the same or a different employer from their engagement program is depicted. The employers who engaged jobseekers are not obliged to recruit the graduates after the engagement period, however, it was found that the majority of beneficiaries were employed by the same employer (56.9 percent) post engagement period even though fiscal support from the ministry ceased. 18.4 percent of respondents reported being employed with a different employer, while 24.7 percent indicated that they were unemployed in the first six months after completing the engagement period.

For those employed with different employers, the time taken to find their first job was asked. Of the respondents who joined different organizations, 88.4 percent found a job in less than 6 months after completing the engagement program.

Figure 5. 8: Changes made in employment in the first six months after completing the engagement program (percentage)

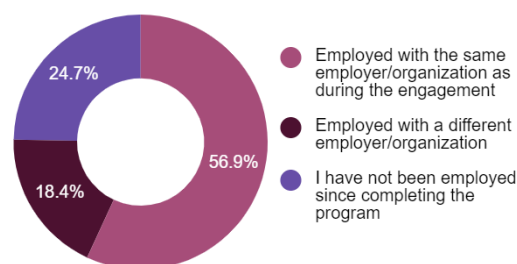
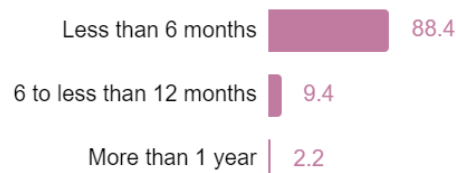
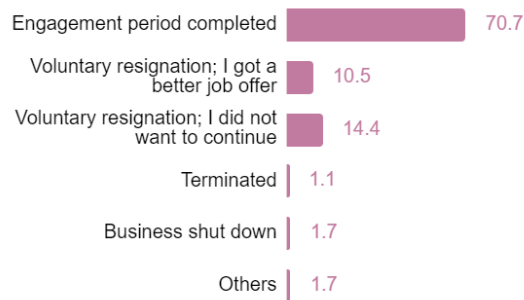


Figure 5. 9: Time taken to start first job after changing employers (percentage)



A majority of the respondents who had changed employers (70.7 percent) said it was because their engagement period had ended, indicating that they were not retained by the employers after completion. 14.4 percent reported they resigned voluntarily as they did not want to continue working with the same employer and 10.5 percent cited that they resigned as they got better job offers.

Figure 5. 10: Reasons for changing employment (percentage)



The survey also asked those who were employed with different employers about the most successful method they used to find their first job after completing their engagement period. The results showed that 55.3 percent of respondents found their first job by replying to job ads/announcements, while 34.8 percent found jobs through personal contacts and family contacts.

Table 5. 6: Methods of job search used by employed respondents to find first job (percentage)

Methods of job search	Percentage
Support and facilitation by the training providers	2.2
Support and facilitation by MoLHR	0.6
Job ads/announcements on media	55.3
Through my personal network (family/friends)	34.8
Directly contacting the employers	2.8
I was contacted by an employer	3.3
Through private employment agencies	1.1
Total	100.0

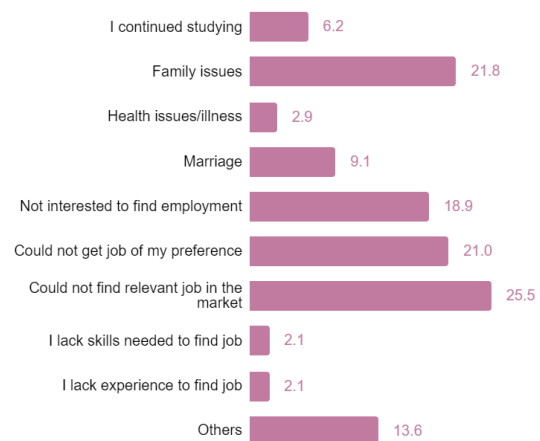
When it comes to job search methods of unemployed respondents, 72.6 percent looked at job ads/announcements and 65 percent of the total used their personal network. 6.1 percent also made use of MoLHR services.

Table 5. 7: Methods of job search used by unemployed respondents (percentage)

Methods of job search	Percentage
Support and facilitation by the training providers	0.5
Support and facilitation by MoLHR	6.1
Job ads/announcements on media	72.6
Through my personal network (family/friends)	65.0
Through private employment agencies	1.0

Respondents who were not employed since completing the program were also asked to provide reasons for their unemployment. Among them, 25.5 percent mentioned that they could not find any relevant job in the market that matched their qualification/skill set. Additionally, 21.8 percent were unemployed due to family issues, 21 percent could not find jobs of their preference, and 18.9 percent were not interested in working.

Figure 5. 11: Reasons for unemployment by sex (percentage)



SECTION D: CURRENT EMPLOYMENT STATUS

The engagement duration for YELP beneficiaries ranges from 1 to 12 months, while for BBP participants it ranges from 3 to 6 months. This section provides an overview of the employment status of engagement beneficiaries at the time of the survey. For some of the recent program beneficiaries, the survey fell within six months of completing their engagement period. However, for the majority of respondents, the survey was conducted after a period of six months following the completion of their engagement.

The findings reveal that the majority of respondents (42.6 percent) secured regular/permanent employment, while 12.5 percent are employed on a contractual basis. Additionally, 5 percent of respondents are self-employed, freelancer or doing family business, and 2.2 percent are working part-time or on a casual basis. However, a higher percentage (31.7 percent) of respondents are still unemployed and actively searching for work or planning to establish their own business.

Table 5. 8: Respondents by current employment status (percentage)

Employment status	M	F	T
Regular/Permanent job	44.0	41.2	42.6
Contractual	14.5	10.6	12.5
Self-employed/freelance work/Family business	6.6	3.4	5.0
Part-time/Casual	2.9	1.6	2.2
Internship	0.2	1.0	0.6
In vocational education/training	0.2	0.4	0.3
Housewife, househusband, family work	1.7	3.6	2.6
Not working – but looking for work	27.2	35.5	31.4
Not working – but looking to set up business	0.6	0.0	0.3
Desuung program	2.1	2.4	2.2
Others	0.0	0.4	0.2
Total	100	100	100

Figure 5.12 illustrates the status of employer changes among the employed respondents, with 66.7 percent remaining employed with the same organization/employer where they completed their engagement period, while 33.3 percent changed their employer.

This change in employer reflects the mobility of respondents in seeking better opportunities. Furthermore, over 78 percent of respondents reported that they have only held one job since completing the engagement program, indicating that they have not changed their initial job.

Figure 5. 12: Current changes in employer (percentage)

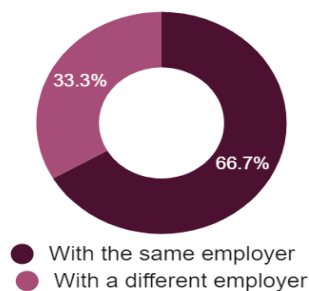
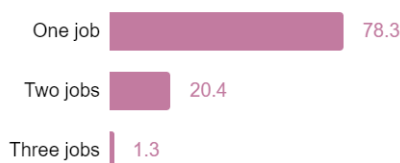


Figure 5. 13: Number of jobs undertaken since completing the engagement program (percentage)



Those employed were mostly employed in construction (23.5 percent), manufacturing (16.2 percent), wholesale and retail trade; repair of motor vehicles (15.4 percent), and information and communication (14.2 percent).

As shown in Table 5.10, 25.7 percent of those employed were craft or related workers, 18.6 percent were professionals, 17.5 percent were technicians and associate professionals and 16.2 percent were services or sales workers.

The average weekly working hours serve as an indicator of the respondents' level of work engagement throughout the week. The largest proportion of respondents (47.6 percent) reported working for 40-49 hours per week, while 33 percent worked for 50-59 hours per week. Only 2 percent worked for less than 40 hours per week, compared to 4.9 percent who worked for more than 70 hours per week.

Table 5. 9: Employed respondents by major economic activity and sex (percentage)

Major Economic Activities	M	F	T
Agriculture and Forestry	1.5	2.8	2.1
Mining and Quarrying	0.6	0.0	0.3
Manufacturing	14.4	18.3	16.2
Electricity and Gas Supply	3.1	0.0	1.6
Water Supply, Sewerage and Waste Management	0.3	0.0	0.2
Construction	34.9	10.5	23.5
Wholesale & Retail Trade; Repair of Motor Vehicles	12.5	18.6	15.4
Transportation and Storage	0.9	0.0	0.5
Accommodation and Food Service Activities	5.8	12.6	9.0
Information and Communication	10.7	18.3	14.2
Financial and Insurance Activities	0.9	0.4	0.7
Professional, Scientific and Technical Activities	1.8	2.1	2.0
Administrative and Support Service Activities	2.8	3.2	2.9
Public Administration and Defence	0.6	0.7	0.7
Education	3.4	7.4	5.2
Health and Social Work Activities	3.1	3.2	3.1
Arts, Entertainment and Recreation	1.2	0.4	0.8
Other Service Activities	1.5	1.8	1.6
Total	100	100	100

Table 5. 10: Employed respondents by major occupation group and sex (percentage)

Major Occupation Group	M	F	T
Legislators, Senior Officials and Managers	5.5	6.7	6.1
Professionals	20.8	16.1	18.6
Technicians and Associate Professionals	13.5	22.1	17.5
Clerical Support Workers	2.1	6.3	4.1
Services and Sales Workers	10.1	23.2	16.2
Skilled Agricultural and Forestry Workers	1.8	0.0	1.0
Craft and Related Workers	33.0	17.2	25.7
Plant and Machine Operators	6.4	1.1	3.9
Elementary Occupations	6.7	7.4	7.0
Total	100	100	100

Figure 5. 14: Employed respondents by average hours of work per week (percentage)

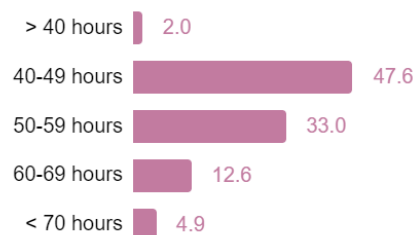
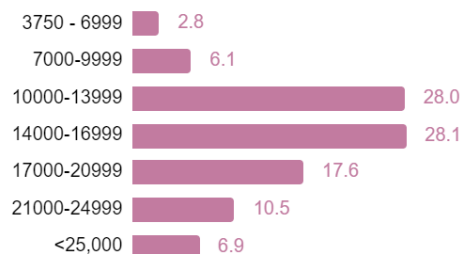


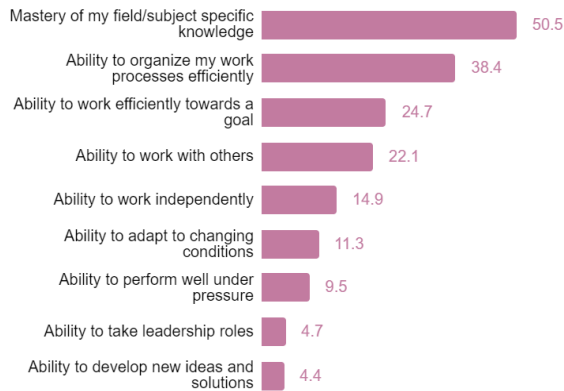
Figure 5.15 shows the average current monthly income of the respondents. The largest proportion of respondents (28.1 percent) reported an average monthly income ranging from Nu.14,000 to Nu.16,999, followed by 28 percent of respondents whose average monthly income falls between Nu.10,000 to Nu.13,999. 2.8 percent of respondents earn just above the national minimum wage, with an income ranging from Nu.3,750 to Nu.6,999. Additionally, 6.9 percent of respondents reported earning more than Nu.25,000 per month.

Figure 5. 15: Employed respondents by average current monthly income (percentage)



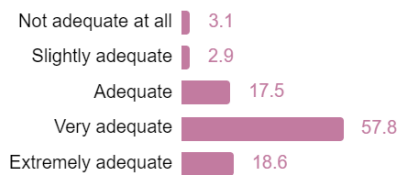
Skills and competencies required to perform daily activities are shown in Figure 5.16. The majority of respondents (50.5 percent) identified mastery of their field/subject knowledge as a key requirement, followed by the ability to organise work processes efficiently (38.4 percent) and the ability to work efficiently towards a goal (24.7 percent). These three skills/competencies highlight the importance of core competencies and subject knowledge in their work. Additionally, 22.1 percent of the respondents mentioned the need for competency in working with others, while 14.9 percent felt that the ability to work independently was important in their workplace.

Figure 5. 16: Assessment of skills/competencies required in current job/employment (percentage)



The assessment of the adequacy of skills and knowledge acquired from the engagement program in their current job reveals that the majority of respondents (76.4 percent) found the acquired skills and knowledge to be either very adequate or extremely adequate. Around 2.9 percent of respondents indicated that the skills and knowledge were slightly adequate while 3.1 percent reported that it was not at all adequate.

Figure 5. 17: Adequacy of skills and knowledge learned during engagement to current job (percentage)



To understand the future plans of respondents in terms of changing employment, pursuing further education/skilling and carrying out other activities, their plans for the next three years were collected. The findings reveal that the majority of respondents (34.6 percent) expressed their intention to pursue upskilling, while 20.4 percent reported their aim to achieve more secure employment. Additionally, 34.3 percent of respondents stated that they do not have any major changes planned for the next three years. A total of 7.2 percent of respondents each indicated their plans to obtain a higher income

and start their own business, respectively. Moreover, 4.6 percent of respondents expressed their intention to pursue overseas studies, and 3.4 percent had plans to pursue overseas employment. A small percentage of respondents (0.5 percent) indicated their desire to change their area of work, while 0.3 percent wanted to discontinue employment altogether.

Figure 5. 18: Future plans of respondents in the next three years (percentage)



As shown in Table 5.11, for the different parameters related to their job, the majority of respondents expressed agreement with most of the statements, except for the statement related to salary, with only 47.7 percent agreeing that they receive a high salary. The parameters that received the highest agreement were gaining work experience (97.4 percent), having clear job roles and responsibilities (95.3 percent), enjoying good working conditions (93.6 percent), and assuming coordination and management tasks (93.3 percent).

However, job security and training and development opportunities were reported to be lacking in the workplaces, along with high salaries. Therefore, interventions could be targeted towards improving these three parameters for the betterment of the beneficiaries.

Table 5. 11: Assessment of favourable job parameters in the current job/workplace (percentage)

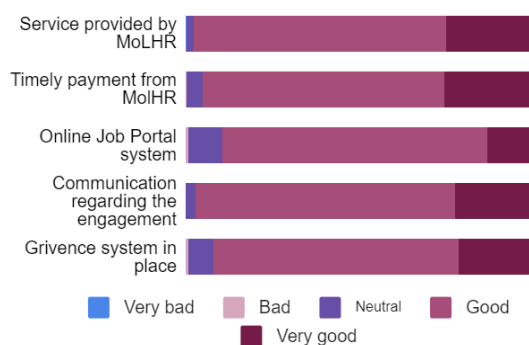
My current job has	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Clear job roles and responsibilities	0.0	0.2	4.6	69.3	26.0
Job security	0.8	11.1	21.9	53.8	12.4
Social status and recognition	0.0	1.0	12.9	81.4	4.7
Good working conditions	0.0	0.0	6.4	81.5	12.1
Career advancement opportunities	0.0	2.5	17.5	74.2	5.9
Training and development opportunities	1.1	11.3	20.9	61.3	5.4
High salary	1.5	10.6	40.2	46.7	1.0
Assumption of coordination and management tasks	0.0	0.2	6.5	84.8	8.5
Gain work experience	0.0	0.2	2.5	81.9	15.5
Good conditions for balancing work-life balance	0.0	1.3	8.3	82.0	8.3
Job satisfaction	0.2	1.8	12.9	74.5	10.6

SECTION E : PROGRAM ASSESSMENT

This section outlines the feedback on the support services offered by the ministry and the employer, the level of satisfaction with the engagement programs, the perceived usefulness of the engagement programs, the utilisation of skills acquired during the engagement period, and the recommendations provided by respondents to their family and friends regarding the programs.

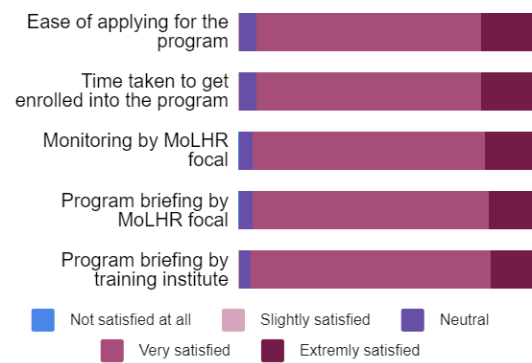
Figure 5.19 shows the level of satisfaction on various support services provided by the ministry during the engagement period. A significant majority of respondents (97.5 percent) rated the services provided by the ministry as good or very good. Similarly, high levels of satisfaction were reported for timely payment (95.2 percent) and communication regarding the engagement (97.1 percent). Additionally, 91.9 percent of respondents appreciated the grievance system in place, while 89.4 percent agreed that the online Job Portal system was good.

Figure 5. 19: Rating of support services provided by the ministry (percentage)



In terms of satisfaction with the program, including ease of applying for the program, time taken for enrolment, monitoring by the focal officer, and program briefing by the ministry and employer, over 80 percent of respondents rated themselves as very satisfied or extremely satisfied across all parameters. Notably, there were no respondents indicating "not satisfied at all" for any of the factors.

Figure 5. 20: Satisfaction with services provided by the ministry (percentage)



Overall, 94.3 percent reported being very satisfied or extremely satisfied with the program. The assessment on the usefulness of the program in terms of enhancing employability, social status, earning, career development and personal development is shown in Figure 5.22. Majority of the respondents found that the program was very useful across all parameters with 93.1 percent of respondents reporting enhancement in personal development, 91.2 percent reporting enhancement in earning and 90.8 percent reporting enhancement in employability.

Figure 5. 21: General satisfaction with the engagement program (percentage)

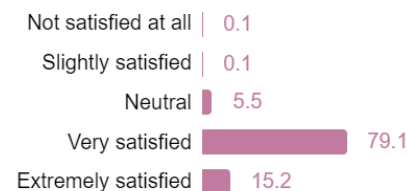
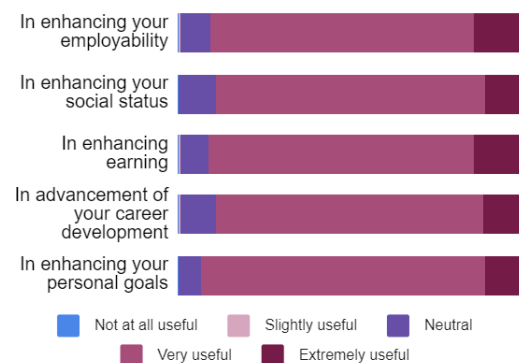


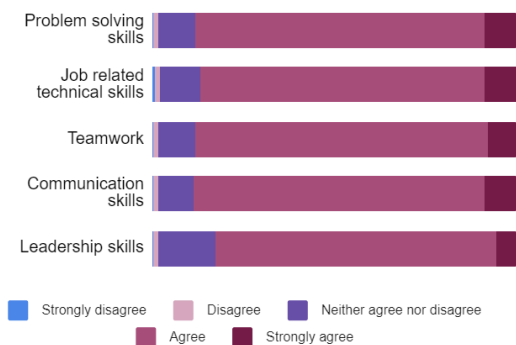
Figure 5. 22: Rating on usefulness of the program (percentage)



The skills acquired during the engagement period can vary depending on the occupation, nature of the job, and industry. Figure 5.23 presents the perceived usefulness of the skills acquired and whether respondents were able to utilise these skills in their current workplace. The list of assessed skills includes problem-solving skills, job-related technical skills, teamwork, communication skills, and leadership skills.

According to the data, 88.5 percent of respondents agreed that they were able to apply the teamwork skills learned during the engagement in their current workplace. Similarly, for problem-solving skills, 88.2 percent agreed, for job-related technical skills, 87.2 percent agreed, for communication skills, 88.7 percent agreed, and for leadership skills, 82.8 percent agreed. These findings highlight the positive impact of the engagement program on the development and application of various skills among the respondents.

Figure 5.23: Usage of skills acquired through the program in the workplace (percentage)



About 39 respondents (4 percent) reported that they had grievances during the engagement period. Among these respondents, 74.4 percent had grievances related to wage and benefits, while 23.1 percent had grievances related to workload. Only 12.8 percent of respondents reported their grievances to the erstwhile MoLHR, and unfortunately, none of these grievances were resolved. On the other hand, 38.5 percent of respondents reported resolving their grievances internally, while the majority (48.7 percent) did not take any action to address their grievances.

These findings suggest that a small percentage of respondents experienced grievances during the engagement period, and there is room for improvement in addressing and resolving such grievances effectively.

Figure 5.24: Types of grievances reported by respondents to the ministry (percentage)

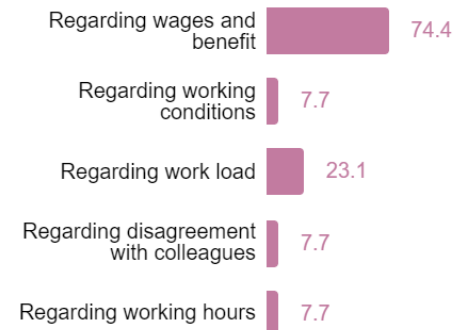
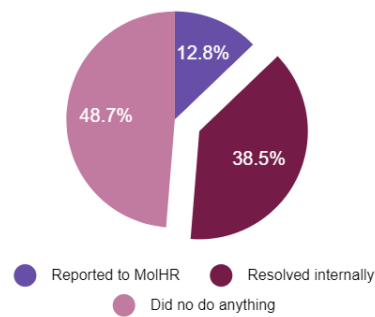


Figure 5.25: Action taken by the respondents regarding grievances (percentage)



As shown in Figures 5.26 and 5.27, 97.3 percent would recommend the program to friends and 80.8 percent would choose the same program again if given the opportunity.

Figure 5.26: Respondents' willingness to recommend the program to friends (percentage)

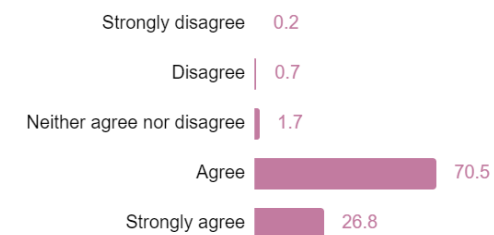
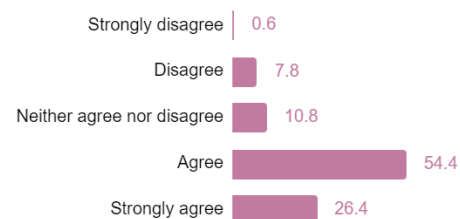


Figure 5.27: Respondent's willingness to choose the same program (percentage)



The results of the tracer survey indicate that the skilling and engagement programs, implemented by the ministry in partnership with training institutes and employers, were highly successful. The participants expressed considerable satisfaction with all aspects of the services offered and found the programs to be highly beneficial.

The majority of participants reported utilising the skills they acquired during the skilling/engagement period in their current workplaces, and nearly all of them expressed a willingness to recommend the program to others. These findings suggest that the programs effectively achieved their intended goals and had a positive impact on the participants. It serves as a testament to the programs' value and signifies its potential to continue making a meaningful impact on individuals and their respective workplaces.



**Department of Workforce Planning and Skills
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Ministry of Education and Skills Development**

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