

**TECHNICAL & VOCATIONAL
EDUCATION AND TRAINING POLICY**

FINAL DRAFT



Ministry of Labour and Human Resources

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Abbreviations

ABSD:	Accelerating Bhutan's Socio-economic Development
BQF:	Bhutan Qualifications Framework
BVQF:	Bhutan Vocational Qualifications Framework
CBO:	Community-Based Organization
DHR:	Department of Human Resources
DoE:	Department of Education
DOS:	Department of Occupational Standards
DTESD:	Department of Technical Education & Skills Development
EDP:	Economic Development Policy
FDI:	Foreign Direct Investment
FDIP:	Foreign Direct Investment Policy
GTZ:	German Technical Assistance
HRD:	Human Resource Development
ICT:	Information and Communication Technology
IMB:	Institution Management Board
IT:	Information Technology
MDG:	Millennium Development Goals
MoE:	Ministry of Education
MoLHR:	Ministry of Labour & Human Resources
MSEs:	Medium Scale Enterprises
MSMEs:	Micro, Small and Medium Enterprises
NCS:	National Competency Standards
NEP:	National Education Policy
NGO:	Non-Government Organization
NHRDP:	National Human Resource Development Policy
NITE:	National Institute of Technical Education
NLFS:	National Labor Force Survey
NTTA:	National Technical Training Authority
OHS:	Occupational Health & Safety
PPCP:	Public Private & Community Partnership
PPP:	Public Private Partnership
RGoB:	Royal Government of Bhutan
RUB:	Royal University of Bhutan
SMEs:	Small and Medium Enterprises
TTI:	Technical Training Institute
IZC:	Institute of Zorig Chusum
TVET:	Technical & Vocational Education and Training
UNESCO:	United Nations Educational, Scientific and Cultural Organization
VET:	Vocational Education and Training

Table of Contents

1.0 Introduction	4
2.0 Scope of the TVET Policy	4
3.0 Vision, Mission, Principles and Objectives	5-6
3.1 Vision	
3.2 Mission	
3.3 Principles	
3.4 Objectives	
4.0 Access to TVET	6-7
4.1 Services to Citizens	
4.2 Services to TVET Providers	
4.3 Services to Employers	
5.0 National TVET System	7-12
5.1 Bhutan Vocational Qualifications Framework	
5.2 Educational and Industrial Linkages	
5.3 Curriculum Development	
5.4 Assessment, Certification and Accreditation	
5.5 TVET Providers	
5.6 TVET Infrastructure	
5.7 Public Private Partnership	
5.8 Outcome-Based Approach	
6.0 Instructor Qualification and Professional Development	12-13
7.0 Financing of the TVET System	13-15
7.1 Guiding Principles	
7.2 TVET Financing	
7.3 Private Partnership	
8.0 TVET Authority	15-18
9.0 International Cooperation	18
10.0 Policy Revision and Legislation	18
11.0 The Way Forward	19
ANNEXURES/REFERENCES	20-24

1.0 Introduction

Bhutan has seen an increased need for technological and industrial skills in the last 10 years, and concomitantly the country witnessed a rapid expansion in Technical and Vocational Education and Training (TVET) providers, especially in the private sector. Yet, a substantial gap persists between the industry skills requirements and the supply of trained and competent human capital. Several national legislations emphasize the importance of technical and vocational education in increasing knowledge, values, and skills of the Bhutanese people thereby leading to the creation of a knowledge-based society.

There is the need to strengthen policy guidance and regulatory frameworks for TVET to create a pool of highly skilled, competent, productive, and employable technical and vocational human resource that is responsive to the changing labor market conditions. The TVET system must create a competent and adaptable workforce to be the backbone of economic and social development and to enable an increasing number of citizens to find gainful employment and self-employment in the different economic sectors.

While the Ministry of Labour and Human Resources (MoLHR) acts both as the policymaker and regulator of TVET, the country doesn't yet have a comprehensive TVET Policy. Further, the lack of coordination, financing gaps, weak qualification frameworks, and the absence of long-term strategies have hindered the development of TVET in Bhutan. The current TVET system must be scaled up with a particular focus on capacity, quality, and up-skilling. Therefore, the need for a comprehensive national TVET Policy is clear and urgent. The Policy shall be an umbrella document to guide the overall development of TVET and skills development in the country.

2.0 Scope of the TVET Policy

This TVET Policy shall cover all occupations in the three sectors of the economy (primary, secondary and tertiary). It covers all levels of vocational education and training, and includes in its realm the government, private sector, industry, and NGOs. Within the scope of this Policy, TVET may be delivered through formal, non-formal and informal learning arrangements. TVET skills, as understood in this Policy, cover the broad set of general skills as well as entrepreneurial skills. The three primary targets of this Policy are citizens, employers and training providers.

3.0 Vision, Mission, Principles and Objectives

3.1 Vision

A nation with demand driven and accessible TVET system as a citizen empowerment tool for a quality-assured workforce to enable sustainable livelihoods and socio-economic development of the country.

3.2 Mission

Option 1: To create a highly skilled, competent, productive, and employable pool of technical and vocational human resource that shall form the bedrock of Bhutan's socio-economic growth.

3.3 Principles

The TVET system shall at all levels be guided by the following principles:

Demand-orientation: TVET shall respond to the competence needs and qualification requirements in the labor market and gear towards enhancing the competitiveness of all economic sectors through provision of a competent workforce. It must enhance people's employability in the labor market and promote self-employment.

Quality and relevance: TVET shall strive for the highest quality and relevance in all its courses by developing effective means of quality assurance system, continuously monitor the relevance of TVET programs, and provide support and guidance to TVET institutions to achieve defined quality standards.

Equity: TVET shall strive for social inclusion by increasing access to relevant opportunities for all target groups, while ensuring equality of access. TVET shall be accessible to all, irrespective of the gender, ethnic, and religious affiliation.

Integration: TVET shall form an integral part of the overall system of human resources development in the country and provide learners (both formal and informal) to move from either TVET to formal education or vice versa with equivalent transfer of credits.

Pathways: TVET shall promote vertical and horizontal mobility and progression between different TVET occupations. TVET shall create the possibility of career progression and continuation of learning.

Flexibility: To respond to the changing occupational requirements and to accommodate the different demand of the various target groups, TVET shall allow and encourage flexibility and dynamic development of its courses. This applies to the organization and delivery of TVET programs as well as to the way in which people can pursue their individual occupational careers.

Lifelong learning: TVET shall provide lifelong learning opportunities (including initial and further TVET) to enable the workforce to keep pace with the rapidly changing work environments brought about by technological progress and development in the organization of work. Lifelong learning also implies that people can continuously enhance their learning and recognized qualifications.

Gender sensitivity: TVET shall be gender friendly and all TVET opportunities will be made equally accessible to females. TVET institutions shall develop gender friendly policies in order to ensure that they are not discriminated against through content or organization of TVET programs.

Adaptability and responsiveness: The labor market is constantly changing with the changes in socio-economic development of the country, and TVET must be so designed that it can anticipate and respond to shifts in demand.

Creation of Knowledge Workers: The ultimate aim of the TVET system must be to contribute toward creating a pool of knowledge workers who shall be the drivers of the national economy.

3.4 Objectives

The objectives of this TVET Policy are to:

- a. Strengthen policy guidance and regulatory frameworks for TVET;
- b. Strengthen PPP and PPCP in TVET;
- c. Ensure quality and relevance of TVET;
- d. To promote lifelong-career-seeking candidates in the industry;
- e. Increase income-earning capacities, especially of vulnerable groups through skills training, life-long learning, and integration into the modern economy;

4.0 Access to TVET

4.1 Services to citizens

- A wide range of TVET programs shall be offered to all interested citizens.
- All TVET programs shall be based upon national competency standards relevant to labor market and in line with the need of the economy.

- New programs shall be tailored and launched in the more vibrant sectors of the economy as well as in the value-added sectors.
- Special training programs shall be supported in rural areas primarily targeting village-based artisans and crafts.
- Apprenticeship programs shall be intensified and expanded.
- Bridging arrangements into higher education shall be put in place.
- TVET shall be made more attractive to youth and certificates recognized nationally and regionally.
- School-leavers who have undergone vocational training in schools will receive preference during admission into TVET course in TTIs and IZCs.

4.2 Services to TVET providers

- TVET providers shall be supported in the areas of Program Design and Development, Course Regulation, National Competency Standards Development, Assessment & Certification, Accreditation, and Policy Legislation.
- Support shall be extended for Human Resource Development and sustainable TVET funding.
- Incentives, based on the provisions of EDP, shall be provided to TVET institutes, both public and private, established outside Thimphu and Phuentsholing municipalities.
- Viable TVET programs shall be outsourced to registered TVET providers.

4.3 Services to employers

- A vibrant TVET system shall ensure competent workers to the business community.
- Industry shall have access to trainees and apprentices from all the registered TVET providers.
- As the ultimate beneficiary of the TVET system, active engagement of all employers shall be sought in the areas of Program Design and Development, Competency Standards Development, Assessment & Certification, Accreditation, and Policy Legislation.

5.0 NATIONAL TVET SYSTEM

The Policy shall promote a strong national TVET system and ensure the coherent management of TVET so that its objectives and strategies are aligned with the government's broader socio-economic goals, objectives, and priorities at the national, regional, and local levels. Promotion of entrepreneurship and sustainable development shall be at the heart of the national TVET system.

5.1 Bhutan Vocational Qualifications Framework

5.1.1 Bhutan Vocational Qualifications Framework (BVQF) shall be implemented to spell out technical and vocational education qualifications and their classification.

5.1.2 The BVQF shall facilitate coherent integration of national vocational qualifications within the TVET sector, thereby enhancing the quality and national recognition of TVET outcomes in the country.

5.1.3 The BVQF shall be benchmarked with international practices and be the basis for certification and accreditation of training achievements and for categorization of competencies.

5.1.4 The BVQF shall enhance the relevance and quality of TVET through:

- a) Unified recognized national vocational qualifications;
- b) Recognition of prior learning (RPL);
- c) Linkages between TVET and tertiary education;
- d) Provision of credit for part of a qualification; and
- e) Enforcement of quality assurance framework.

5.1.5 Nationally recognized TVET qualifications should provide opportunities to move from TVET into general technical education and to progress to higher studies.

5.1.6 The BVQF shall institute ways of recognizing vocational qualifications for the individuals with knowledge and skills acquired from experience and self-learning.

5.1.7 Both BVQF and Bhutan Qualifications Framework (BQF) must link and harmonize vocational and tertiary education by defining qualification levels, and relationships and equivalences among different qualifications.

5.1.8 The TVET Authority shall liaise with the relevant general and higher education authorities to jointly put into practice the provisions of the BVQF.

5.2 Educational & Industrial Linkages

5.2.1 Policy frameworks shall be developed to link TVET with higher education to allow portability and transferability between TVET and higher education through proper equivalency standards.

5.2.3 Measures shall be put in place to improve the parity of esteem between TVET and tertiary education.

5.2.4 Regulations shall be put in place to encourage TVET institutions to interact with the world of work.

5.2.5 Ways to strengthen linkages with the industry shall be explored to facilitate the ease of institute-to-work transition.

5.2.6 Linkages shall be nurtured with NGOs and industries.

5.3 Curriculum Development

5.3.1 Curriculum shall be developed based on national competency standards keeping in mind the national priorities, contemporary trends and appropriate pedagogy models.

5.3.2 Curriculum development shall incorporate interdependence of disciplines and subject areas, and consider portability of skills in the labor market.

5.3.3 The curriculum shall include broader social, personal, and entrepreneurial competencies as well as hands-on training with a view to improving employability, community participation, and sustainable local development.

Attention shall be given to diversified approaches to TVET education that include technical and vocational subjects in line with the needs of the labor market.

5.3.4 Specific requirements of particular target groups shall be taken into account while developing curriculum. Further, each TVET provider shall find its own curricular solutions to provide high quality TVET to its specific target group.

5.3.5 Curriculum shall be reviewed from time to time by engaging relevant stakeholders.

5.4 Assessment, Certification & Accreditation

5.4.1 An appropriate assessment and certification system shall be developed to assess and certify the competencies of all aspiring skilled workers.

5.4.2 The current system of assessment and certification within the matrix of BVQA shall be strengthened with the introduction of Competence-Based Assessment (CBA).

5.4.3 Candidates shall be assessed against NCS developed and validated by industry-led experts and benchmarked with international standards.

5.4.4 RPL shall be implemented to recognize informal and non-formal learning and certifying such learning.

5.4.5 An appropriate accreditation guideline shall be developed with clear definitions of accreditation criteria, instrument and/or rating systems to accredit courses and assessment centers. The national certificate shall be issued only for courses which are accredited by the TVET Authority.

5.4.6 The guideline shall require TVET providers to have an explicit quality management system in place as a precondition to accreditation.

5.4.7 National assessment shall be conducted by registered assessors.

5.5 TVET Providers

5.5.1 The TVET Authority shall administer all TVET providers in the country through enforcement of relevant regulations.

5.5.2 TVET providers shall be registered with the TVET Authority and have a minimum quality standards in place as a precondition for registration.

5.5.3 The TVET providers shall offer a wide variety of modern occupational disciplines at national certificate and diploma levels, including traditional livelihoods, arts and crafts, and other indigenous skills and crosscutting competencies.

5.5.4 Besides the training programs offered by the public sector, corporate entities and NGOs, the private sector shall play an important role in delivering TVET to address the shortage of skilled workers in the country.

5.5.5 Some existing TTIs shall be developed into Centers of Excellence specializing in a specific sector. The TTIs shall also offer specialized programs and services to the community where they are located.

5.5.6 All TVET providers shall institute Quality Management Systems.

5.6 TVET Infrastructure

5.6.1 All registered TVET institutes shall have adequate training infrastructure.

5.6.2 All accredited courses shall possess up-to-date, if not state-of-the-art, training facilities to enable effective delivery of training.

5.6.3 The TVET Authority shall carry out periodic assessment of the facilities, mostly encompassing teaching-learning tools and equipment in all the institutes and give recommendations for improvement.

5.6.4 The TVET providers shall conduct regular market study to initiate either opening of new training institutes or expansion of the existing ones.

5.6.5 Based on the provisions of the EDP, tax incentives shall be made available for the purchase of training equipment, tools, and machines to those institutes outside Thimphu and Phuentsholing municipalities.

5.7 Public Private Partnership (PPP)

5.7.1 As TVET operates at the interface of different sectors of society, a 'culture of partnership' shall be fostered among various stakeholders including the government, NGOs, and the private sector, especially businesses and business associations.

5.7.2 Multiple stakeholders shall contribute their expertise, experience, and capacities to improve the relevance and effectiveness of the TVET system.

5.7.3 Specifically, PPP shall focus on:

- a) Policy development, formulation and review;
- b) Accessing private sector financing and funding arrangements;
- c) Institute-to-work transition;
- d) Sharing of resources and expertise;
- e) Improving the overall TVET supply; and
- f) Sustainable development.

5.7.4 The role of the government shall shift from being the main training provider to that of a regulator, facilitator and coordinator. The corporate and private sectors shall increasingly shoulder the training and skills development functions.

5.7.5 Possibilities shall also be explored for the development of industry-driven technical and vocational institutes, especially those operated by the corporate sector, NGOs, CBOs, and other voluntary groups.

5.7.6 The government shall facilitate the support mechanisms to strengthen the ability of public and private TVET providers to deliver quality services.

5.7.7 New Public Private and Community Partnerships (PPCPs) shall be explored to further strengthen and develop the national TVET system.

5.7.8 Innovative incentive schemes shall be developed to promote PPCP.

5.7.9 The TVET Authority shall formulate a policy framework to support PPCP.

5.8 Outcome-Based Approach

5.8.1 The TVET system shall be outcome-based focusing on competences demanded by the labor market as the final benchmark of teaching, training, and learning.

5.8.2 Competences shall be described in the NCS and as such, the NCS defines the outcome of all training and learning as anticipated in the labor market.

5.8.3 The output quality shall be measured through a process of learner's achieved competence - through national assessment based on national competency standards.

5.8.4 A candidate who has proven competent through national assessment shall be awarded a National Certificate, which is the official proof of a person's competence in a TVET relevant occupational area.

5.8.5 National assessment, and hence certification, is open to anyone who has developed the required competence through formal, non-formal or informal learning.

6.0 Instructor Qualification & Professional Development

6.1 Access to TVET teaching profession shall be open to all educational and professional backgrounds. TVET instructors shall have adequate technical competences and work experience. Trainers shall possess a minimum qualification of one level higher than the course offered.

6.2 The National Institute of Technical Education (NITE) shall offer tailor-made preparatory and bridging courses to meet the qualification requirements of the instructors.

6.3 TVET graduates, preferably after some years of practical work experience and other skilled practitioners from the world of work shall be encouraged to become TVET instructors. They must, however, sit and pass occupational assessment as a precondition to entering the profession.

6.4 Potential TVET instructors shall attain a minimum qualification level to be considered a full-fledged instructor.

6.5 Emphasis shall be placed on developing further education and training to continuously upgrade the competences of TVET instructors and to facilitate lifelong learning and qualification.

6.6 Training must address the entire range of necessary competences, including practical skills, occupational theory and technology, as well as pedagogical, didactical, and methodological competences.

6.7 Training shall be accessible to TVET instructors from both the government and private institutes.

6.8 Tailor-made further training (non-degree) shall be made available to TVET instructors without formal qualifications, for example, instructors in arts and crafts, and craftsmen and others involved in non-formal TVET provision.

6.9 Capacity building programs focusing on research shall be developed to cross-fertilize teaching and research in TVET.

6.10 Appropriate oversight mechanisms shall be established to ensure a close coordination between the higher education and TVET Authority in the planning and implementation of instructors' further training.

6.11 In order to rationalize training of instructors for vocational education and training, three categories of trainers shall be established in accordance with the BVQF with core competencies.

- a) Trainer level to cover National Certificate (NC1, NC2, and NC3)
- b) Trainer level to cover National Diploma (ND1 and ND2)

6.12 The TVET Authority shall work with relevant bodies on the development of training of trainer standards, curriculum, and guidelines including administration and certification requirements of trainers.

7.0 Financing of the TVET System

7.1 Guiding Principles

7.1.1 To build a strong foundation for skills development, the Royal Government and its stakeholders shall introduce a new funding framework based on the following fundamental principles:

- a) Timely and equitable access to relevant TVET programs and financing options;
- b) Strong partnership with the private sector to increase its role in the governance, financing and delivery of TVET; and
- c) Reduced dependence on the government funding by improving efficiency of the TVET institutes through creation of incentives for results and quality.

7.2 TVET Financing

7.2.1 The Royal Government shall fund the public or government-owned TVET institutes and their students. The fund shall cover capital expenses for infrastructure development and new institutes, expenses for all recurrent costs such as staff salaries, materials, and other costs required for delivery of the programs, and student costs including tuition, stipend, and payment during apprenticeships.

7.2.2 Based on merit, the Royal Government shall provide low-interest or interest-free loans, partial and full scholarships to students wanting to pursue TVET both within and outside the country.

7.2.3 In addition to the government funding, TVET institutes shall raise their own revenues by charging students, renting out their facilities, providing consultancy services, etc.

7.2.4 New funding mechanisms shall be explored, external resources shall be sought and funding sources shall be diversified.

7.2.5 Cost saving through increased efficiency in the delivery of training shall be encouraged as mechanism to improve the resource base in the TVET system.

7.2.6 The TVET Authority shall undertake all necessary steps to develop and realize different financing mechanisms. Besides, it shall take the necessary steps to ensure additional financing options, including micro-credit, to both students and training providers so as to increase the scope of skills development and production.

7.2.7 Institutes shall be encouraged to expand production to generate more revenues.

7.3 Private Partnership

7.3.1 Efforts shall be made to stimulate private investment in the TVET system through appropriate policy interventions and fiscal incentives.

7.3.2 The private sector shall be encouraged to take in TVET students for apprenticeship programs with incentives to impart practical training in real work environments. This must eventually help decrease unit cost of the students within the TVET system.

7.3.3 Incentives shall be developed to encourage employers and TVET providers in the private sector to contribute to the cost of TVET through scholarships, grants, donations, and other means.

7.3.4 In partnership with businesses and business associations, the Royal Government shall explore different mechanisms to encourage investment from corporate and private sectors in training.

8.0 TVET Authority

8.1 An autonomous TVET Authority, independent of the MoLHR shall be formed to coordinate and regulate the national TVET system. The TVET Authority shall be responsible for TVET planning, developing strategies and action plans to provide direction for the national TVET system. The TVET Authority shall continuously monitor the capacity of the national TVET system and accordingly make recommendations for improvement.

8.2 A Board representing all relevant stakeholders shall govern the Authority.

8.3 The Authority shall be answerable to the Board.

8.4 Specific functions and responsibilities of the Authority shall include:

- a) Formulation of TVET-related legislations, development plans and strategies;
- b) Registration, accreditation, quality assurance and promotion of skills training;
- c) Ensuring that the national TVET system is demand driven, cost effective, making optimum utilization of resources and formulating relevant training programs;
- d) Fostering and promoting entrepreneurial values and skills as an integral part of all the TVET programs;
- e) Promoting TVET as per recognized frameworks;
- f) Facilitating short, tailor-made training programs to TVET instructors to update and upgrade their knowledge of the technologies;
- g) Coordinating vocational education activities within the training institutions and carrying out inspections according to regulations and guidelines;
- h) Developing and reviewing national competency standards;
- i) Endorsing curriculum developed by training providers and reviewed and validated by DHR based on curriculum development guideline;
- j) Developing rules and procedures for national competency standard setting, occupational assessments, and approving assessment items and instruments;
- k) Liaising the BVQF with the BQF;
- l) Instituting a systematic approach to manpower planning for TVET;
- m) Developing frameworks on industry-institution linkages and PPCPs, and;
- n) Conducting all other activities necessary to foster the further development of demand-oriented, relevant and accessible TVET system in the country.

8.5 Training Provision

8.5.1 The Royal Government, private sector and other registered training providers shall provide TVET in the country.

8.5.2 Private training institutions shall enjoy the flexibility in providing the types of programs within the BVQF.

8.5.3 The Royal Government shall promote and support the expansion and diversification of training options for the private sector.

8.5.4 The private training providers must meet minimum quality standards in the areas of training facilities, knowledge and skills of staff and the standard of programs delivered.

8.5.5 Private training providers wishing to issue nationally recognized qualifications under the BVQF must be registered with and accredited by the TVET Authority.

8.5.6 Short course skills training programs shall be made available to in-service TVET graduates and to informal skilled professionals so that they can further develop their skills and knowledge.

8.6 TVET Quality Assurance System

8.6.1 The quality assurance system shall be developed to ensure quality training provision by the registered training providers. All training providers in the country shall comply with the quality assurance system approved by the TVET Authority. Only those courses that comply with quality assurance system shall be eligible for the award of national certificates.

TVET Quality Assurance System shall include:

1. Registration of Training Providers
2. Registration of Trainers
3. Registration of Course Accreditor
4. Registration of Assessor
5. Accreditation of Courses
6. Accreditation of Assessment Centre
7. Quality Management System

8.7 Governance

8.7.1 A Board (with Governors representing various stakeholder bodies) shall govern the national TVET system. The Board shall approve important decisions on policy directions and quality management.

8.7.2 An Association of TVET providers shall be formed as an interest group to reflect and lobby for the needs of the system.

8.7.3 There shall be Institution Management Boards (IMB) for all public TVET institutions comprising members from relevant stakeholders to advise the institute on all issues related to management and implementation of the TVET activities in the institutes.

8.8 Promotion of TVET

8.8.1 The TVET Authority shall make concerted efforts to improve the image of TVET in the country so that TVET is not associated with low status job, low salary, and lack of personal development opportunities.

8.8.2 MoLHR shall liaise with the MoE to provide vocational skills training in the schools.

8.8.3 The TVET Authority and other stakeholders shall conduct periodic public awareness campaigns through national and international skills competitions and other innovative events.

8.8.4 The MoLHR shall develop high quality TVET programs that provide clear opportunities for personal career advancement to attract all target groups in both urban and rural areas.

8.8.5 The TVET Authority shall consider instituting TVET higher education through a technical university in the long run to provide opportunity for technical and vocational graduates to acquire further knowledge in their chosen fields as well as provide career enhancement opportunities.

8.8.6 The MoLHR shall ensure that TVET graduates are paid commensurate to their national qualification levels determined through the national minimum wage/salary for skilled workers.

8.8.7 Research and Development activities shall be encouraged in the field of technical and vocational education and training.

8.9 Monitoring & Evaluation

8.9.1 The TVET Authority shall coordinate, monitor, evaluate and review the implementation of this Policy and ensure the desired outcomes.

8.9.2 The TVET Authority shall monitor the progress of the TVET system and provide the basis for continuous improvement of quality and skills development in the country.

8.9.3 A detailed monitoring and evaluation framework shall be developed for assessing the implementation progress of the Policy.

8.9.4 Coordination and cooperation shall be sought from all relevant stakeholders for results-oriented performance and management of the national TVET system and the results shall be continuously monitored and evaluated.

8.9.5 The TVET institutes and Association shall compile periodic monitoring results in a Progress Report to be submitted to the TVET Authority.

8.9.6 There shall be an annual review of the progress and evaluation of the implementation strategies.

9.0 International Cooperation

9.9.1 Since the TVET process requires adequate expertise and resources, the Royal Government shall identify and receive commitment from development partners for financial and technical assistance to the TVET sector.

9.9.2 The TVET Authority shall coordinate all official bilateral and multilateral cooperation, and ensure that planned activities are geared towards the achievement of the objectives of this Policy.

9.9.3 Appropriate mechanisms for donor cooperation shall be identified to ensure a coordinated approach and avoid duplicating or conflicting activities.

9.9.4 All TVET institutes, both public and private shall be accorded a degree of autonomy to conduct their own international relations.

10.0 Policy Revision & Legislation

10.1 The provisions of this Policy shall be revised depending upon the need of the times and in keeping with the overall interest of the country and the TVET system.

10.2 A TVET Act shall be developed to strengthen and promote the national TVET system. The Act shall, among others, set out the powers of the TVET Authority and the roles and

responsibilities of various other professional bodies that have a stake in the national TVET system.

11.0 The Way Forward

11.1 Greening TVET is an essential and cross-cutting theme for sustainable development. With the concept of “green economy” gaining currency in the development agenda across the world, avenues shall be explored to introduce Green TVET with focus on transforming TVET for meeting the challenges of the green society and green economy.

11.2 As ICT is driving the economy, ICT skills shall be accorded priority in the heart of the national TVET system.

11.3 Institute-to-work transition has remained a major challenge in Bhutan. Therefore, a greater stress shall be put in developing mechanisms for students to transit smoothly from classroom to the workplace.

11.4 A national TVET Development Fund / Skills Development Fund shall be instituted to provide subsidy to both public and private TVET providers and among others, to support facilities, laboratories, and simulated workstations that most institutions cannot provide due to financial constraints.

11.5 The TVET Authority shall initiate a system of five-year plans clearly identifying the areas of interventions and defining goals and objectives of all stakeholders for each fiscal year. The Authority shall develop frameworks to monitor and evaluate the outcomes of each five-year plan.

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Annex 1.

Agencies invited for Public Consultation on TVET Policy in Phuentsholing

1. Tashi Commercial Corporation
2. Bhutan Ferro Alloys Ltd.
3. Bhutan Carbide & Chemicals Ltd.
4. Druk Iron & Steel Company
5. Bhutan Rolling Mill Ltd
6. Bhutan Concast
7. Penden Cement Authority Ltd.
8. Lhaki Cement, Gomtu
9. Zimdra Automobiles
10. Singye Agencies
11. State Trading Corporation of Bhutan Ltd.
12. Department of Road
13. Bhutan Polymers, Gomtu
14. Army Welfare Project, Samtse
15. Bhutan Beverages, Pasakha
16. Drangchu Beverages, Phuentsholing
17. Bhutan Board Products Ltd., Phuentsholing
18. Jigme Mining, Pugli
19. Druk Cement, Pasakha
20. Rabten Engineering Workshop
21. Tashi Engineering Workshop
22. Bhutan Hyundai, Phuentsholing
23. Choden Engineering Workshop
24. Ugyen Ferro Alloys Ltd.
25. CMI, Phuentsholing
26. GPY Training Institute, Phuentsholing
27. Nyingshar IT Institute, Phuentsholing
28. Gangjung Driving Training Institute, Phuentsholing
29. Royal Insurance Corporation of Bhutan, P/ling
30. Principal, Phuentsholing Higher Secondary School

- 31.Principal, Reldri Higher Secondary School
- 32.Director / Lecturer, College of Science & Technology
- 33.Association of Bhutanese Industries
- 34.Damchen Enterprise
- 35.RELO staff – 5 staff
- 36.Food Corporation of Bhutan, Phuentsholing
- 37.Bhutan Telecom
- 38.Tala Hydro Power Corporation
- 39.Chukha Hydro Power Corporation
- 40.Druk Hotel
- 41.Central Hotel
- 42.Hotel Sinchula
- 43.Norzang Foreign Workers Recruitment Agency
- 44.Singye Dema Foreign Workers Recruitment Agency
- 45.DOS staff & consultant – 5 staff

From big companies 30 companies x 2 participants = 60 participants
From small agencies 14 agencies x 1 participant = 14 participants
DOS staff & RELO staff = 5 participants
Total invites = 79 participants

Annex 2.

TVET Agencies Thimphu (Invitees for the TVET Consultation workshop)

1. Construction Association of Bhutan
2. Construction Development Board
3. Association of Bhutanese Tour Guides
4. Agency for Promotion of Indigenous Arts and Crafts
5. Handicrafts Association of Bhutan
6. Yangki Automobile Workshop
7. Tee Dee Auto works
8. Jungshi Handmade Paper Factory
9. National Housing Development Corporation
10. Thimphu City Corporation
11. Bhutan Chamber of Commerce & Industry
12. Etho Meto Tours & Treks
13. Yangphel Tours & Treks
14. Sakten Tours and Treks
15. Bhutan Tourism Corporation Ltd
16. Bhutan Telecom Ltd
17. Bhutan Power Corporation Ltd
18. Druk Green Power Corporation
19. Department of Youth & Sports, MoE
20. Kuensel Corporation Ltd.
21. TN Printing Press
22. Rigsum Institute of Information Technology
23. Bright Life Institute of Management
24. Royal Institute of Management
25. Bhutan Olympic Committee
26. Tourism Council of Bhutan
27. Association of Bhutanese Tour Operators
28. Norlha Maintenance Service
29. Royal Institute of Health Science
30. Computer Management Institute
31. Tashi Commercial
32. Choki Traditional Arts School
33. Athang Training Academy
34. Bhutan International School of Hospitality and Tourism
35. Gangjung Driving Center of Excellence
36. Royal Institute of Tourism and Hospitality
37. Bhutan School of Management and Technology
38. AA-yang Music School
39. G4S Security Service International
40. Dzongkha Development Training Institute
41. Dzongkha Language Institute

42. Bhutan Institute of Media
43. Kesang Driving School
44. Digital Shangrila
45. Dechen IT and Management
46. InfoTech Learning Centre
47. KheyRig Institute of Accounts and Management
48. Habibs Hair and beauty academy
49. ZAS Multimedia
50. Woodcraft Center
51. Kuenphen Institute of Technology
52. Green Dragon Media Academy
53. Bhutan Center for Japanese Studies
54. Bhutan Media Institute
55. Guide Association of Bhutan
56. Institute of Technology and Computer Education
57. USD Driving Institute
58. Center Maintenance and Training Division
59. Dzongkha Learning Center
60. Hotel Migmar
61. Hotel Jumolhari
62. Namgay Heritage
63. Taj Tashi
64. Amankora, Thimphu
65. Druk Hotel
66. IT Association of Bhutan
67. Kuenga Automobile
68. Zindra Automobile
69. Institute of Management Studies

Total participants from pvt & govt agencies
2 members from each agency x 69 = 138 members
Participants from DOS & consultants -10
Total - 148 participants expected.