

CONCEPT PAPER

TVET BLUEPRINT

PART 1 INTRODUCTION

A critical challenge that faces Bhutan is gainful employment of our youth and the development of a competent workforce for sustained economic growth. Human resource development through well-planned education and training initiatives can contribute significantly in promoting the interests of the individuals, the economy, and the society at large. To this end, Technical and Vocational Education and Training (TVET) can impact directly and positively towards helping individuals gain access to decent work and sustainable jobs and escape from poverty and marginalization. An efficient TVET system can lead to development of various economic activities in the country through supply of skilled workforce and professionals and achieving our Government's vision of achieving full employment and promoting social inclusion and ultimately promoting Gross National Happiness amongst our citizens.

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

- a very important tool for creating employment;
- a means of preparing scarce human resources for effective engagement and gainful employment in the world of work;
- an aspect of lifelong learning and a preparation for responsible citizens;
- a foundation for building skilled based society;
- an instrument for generating economic growth and development through supply of skilled human resources; and
- an instrument for facilitating poverty alleviation and sustainable development.

1.1 ACHIEVEMENTS

Major reforms of TVET started in early 2000. The key milestones achieved include:

1. Encouraging private participation in TVET delivery through the Establishment Regulation
2. Development of Bhutan Vocational Qualification Framework (BVQF) in alignment with the Bhutan Qualification framework,
3. Development of Quality Assurance System (Registration and Accreditation),
4. Development of National Occupational Skills Standards (NOSS), and
5. Implementation of Competency Based Training (CBT).

In due course of time, the entire skilled workforce will be recognized through the national certificates with different levels and they are expected to be highly competitive and at par with the international standards

1.2 CURRENT CHALLENGES IN TVET

Some of the critical issues/challenges identified in TVET are:

1. Economic Relevance, including the need to:
 - a. Reduce imbalances in the labour market between supply and demand,
 - b. Increase the employability of youth,
 - c. Diversify TVET courses and introduce diploma level programs,
 - d. Enhance opportunities for upgrading skills and qualification within the industry,
 - e. Strengthen industry participation and develop the capacity within Sector/Industry association or council to support in TVET,
 - f. Further strengthen training curricula to meet the industry's requirements.
2. Social Relevance (access, equity and social values), including the need to:
 - a. Integrate TVET into the School education system,
 - b. Align TVET programs to the Bhutan Qualification Framework so as to promote alternative pathways.
3. Training Effectiveness – quality, including the need to:

Need to:

 - a. Strengthen preparation of TVET instructors in terms of delivering the TVET and facilitating holistic development of trainees/students,
 - b. Increase the number of relevant occupation standards that is the basis for development of curriculum.
4. Management and administrative effectiveness, including the need to:
 - a. Better coordinate among the TVET implementing agencies, stakeholders and beneficiaries.
5. Internal efficiency and sustainability, including the need to:
 - a. Optimize the utilization of training facilities,
 - b. Develop sustainable funding mechanism to support TVET.

PART 2 TVET BLUEPRINT

2.1 RATIONALE AND SCHEDULE

The purpose of the TVET Blueprint is to articulate a long-term strategic vision that will guide and influence reforms and development in TVET over the next 15 years (2016 to 2030).

The Blueprint will seek to answer the central question: **‘what actions are needed to maximize the impact of TVET on skilling our people for greater socio-economic development’**

The work on the development of the TVET Blueprint will commence in May 2015. The document will be presented to Cabinet in April 2016.

2.2 HOW THE BLUEPRINT WILL BE DEVELOPED

The Ministry of Labour and Human Resources is receiving technical support from the Government of Japan through the Japan Fund for Poverty Reduction (JFPR/ ADB project). The project provides technical as well as financial support on the development of the TVET Blueprint. Expert(s) will assist in the development of the blueprint. The development will involve:

1. Consultation and coordination with stakeholders,
2. Assessment and review of current TVET reforms and system,
3. Assessment and review of various key stakeholders roles and responsibilities,
4. Identification of important issues concerning TVET,
5. Surveys of industries, individuals, government and non-government agencies and members of society,
6. Identification of TVET reforms and development with suggested milestones,
7. Identification of agencies to bring in reforms,
8. Details of implementing agencies with financial implications.

2.3 KEY STAKEHOLDERS

The TVET Blueprint will be a cross-cutting document involving many stakeholders in the government, non-government agencies, industries, industry/sector body, youth, job-seekers and the society. Some of the key stakeholders in development of the blueprint will be:

1. Ministry of Education (Department of School Education, Education Review Office, Department of Youth)
2. Ministry of Finance
3. Ministry of Works and Human Settlement
4. Ministry of Economic Affairs

5. Ministry of Labour and Human Resource (Department of Employment, Department of Labour, Department of Occupational Standards and Department of Human Resources)
6. Ministry of Home and Cultural Affairs
7. Royal Civil Service Commission (Human Resource Management Division and Human Resource Development Division)
8. Gross National Happiness Commission
9. Industries
10. Industry/sector Association/ Council/Body
11. RUB, UMSB and all tertiary institutions/agencies
12. All registered TVET providers in the country (88)
13. Youth/ job-seekers
14. Parents/ guardians

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