



---

---

# **Career Development Information Dissemination and Promotion Strategy for TVET in Schools**

---

---

Career Education and Counselling Division  
Department of Youth and Sports  
Ministry of Education

Published by:

Career Education and Counselling Division  
Department of Youth and Sports  
Ministry of Education  
Royal Government of Bhutan  
Thimphu

Copyright © 2021 Career Education and Counselling Division, Department of Youth and Sports, Ministry of Education

All rights reserved. No part of this book may be reproduced in any form without permission from Career Education and Counselling Division, Department of Youth and Sports, Ministry of Education.

First Edition: 2021

## Contents

Tables.....	ii
Figures.....	ii
Acronyms.....	ii
Acknowledgements.....	iii
Foreword.....	iv
Introduction.....	1
Prospects of TVET.....	1
The Five Steps of Information Dissemination and Promotion Intervention Development ...	1
The Need for a Career Development Information Dissemination and Promotion Strategy.....	2
Key Guidelines for a Successful Strategy.....	3
Objectives of the Strategy.....	4
Achieving Objectives.....	4
Influencing Attitude and Behaviour Change.....	5
Recommended Resources and Interventions — the TVET Media Mix.....	7
Media Mix Guiding Principles.....	7
Media Resources.....	7
Web-based resources.....	7
Management of web-based resources.....	9
Print-based resources.....	10
Management of print-based resources.....	10
IPC Interventions.....	11
Counselling.....	11
Career Fairs.....	11
School Visits.....	11
Worksite Visits.....	11
TVET Road Shows.....	12
Management of IPC interventions.....	12
What Should be Said — Message Matrix.....	12
Monitoring Indicators and Evaluation of Impact.....	14
Monitoring.....	14
Evaluation.....	15
Annex 1: Students, TVET Trainees and Graduates: What We Know About Them.....	21
Trainee attitudes towards the current TVET system.....	22
Trainee aspirations — employment and earning power.....	22
Trainee media usage habits.....	22
Graduate reasons for pursuing a TVET education.....	23

Graduate employment outcomes.....	23
Annex 2: Illustrative Implementation Schedule (One Year) .....	24
Annex 3: Sample Monitoring Forms .....	27
Annex 4: Sample Evaluation Checklist.....	30
Annex 5: Origin of the Information Dissemination and Promotion Strategy.....	32

## Tables

Table 1 — Message Matrix .....	13
Table 2 — Outputs and Interventions, Monitoring Indicators, Verification and Impact Evaluation .....	17
Table 3 — Research Findings: Trainees and Graduates.....	22

## Figures

Figure 1 — The Five Steps of Strategy Design and Implementation .....	2
Figure 2 — Three Levels of Intervention Impact on Attitude and Behaviour Change.....	6
Figure 3 — Management and Use of Social Media Platforms .....	9

## Acronyms

CECD	— Career Education and Counselling Division
DYS	— Department of Youth & Sports
FGD	— Focus Group Discussion
IPC	— Interpersonal Communication
IT	— Information Technology
MoE	— Ministry of Education
REC	— Royal Education Council
TA	— Technical Assistance
TTI	— Technical Training Institute
TVET	— Technical and Vocational Education and Training
TVET for Schools	— Technical and Vocational Education and Training offered as electives in secondary schools in Bhutan

## Acknowledgements

Career Education and Counselling Division would like to express utmost gratitude to the Royal Government of Bhutan, Ministry of Education and Asian Development Bank for supporting the development of the resources for New Approaches to Career Education and Guidance for schools in Bhutan.

In particular we would like to thank the Skills Training and Education Pathways Upgradation Project (STEP-UP) team from the Ministry of Education supported by ADB for their unwavering support at all times and the International team from THE CENTRE FOR EMPLOYMENT INITIATIVES, United Kingdom for their technical expertise and resources in fulfilling the objectives of the Ministry of Education.

## Foreword

In January 1996, His Majesty the Fourth King Jigme Singye Wangchuck, while expressing concern on a number of issues on education, clearly empathized the need to adopt a systematic and comprehensive career counselling system in our schools. Emanating out of His Royal wisdom and concern, the then Education Division developed and produced the first career education booklet, "Career Education Curriculum Framework and activities" that was used in the schools to provide Career Information and prepare students to make more informed career decisions.

In 2020 under the Skills Training and Education Pathways Upgradation Project supported by the Royal Government of Bhutan and the Asian Development Bank, the existing Career Guidance Resources and Materials for schools was reviewed and revised with new approaches to Career Guidance. A trainer's handbook on Career Guidance and A light on your Career Path series with new activities have been developed to support all secondary schools to provide Career Guidance with exposure to educational pathways and the world of work.

A website on Career Information and Dissemination Strategy with special focus on Technical Vocational Education Pathways have also been developed to orient Students on various Technical and Vocational Trades and the skills-set that they can acquire through these and prepare themselves for a career in future. The information and education that is provided through the website will complement the hands-on practical skills that our students acquire through the Vocational electives offered in their schools and encourage them to explore possibilities and opportunities for themselves.

With new approaches on Career Guidance in schools and the strategies that are worked out, we strongly believe that our students will be able to prepare themselves for a bright and fulfilling career path and be able to independently navigate and negotiate through the 21<sup>st</sup> Century world of work.

Wishing everyone a successful life ahead!

(Karma Tshering)

**Hon'ble Secretary  
Ministry of Education**

## Introduction

The vision of our beloved Kings has been for a wholesome and quality education for all Bhutanese children, imparted in an effective and meaningful way. This approach will enable Bhutan's children to be better prepared to face the challenges and responsibilities in the future as enlightened citizens who are equipped with sought after technical skills for the national as well as global job market.

With the introduction in 2020 of Technical and Vocational Education and Training (TVET) as an alternate pathway within the school system, mainly through the introduction of nine vocational trades as electives in Classes IX–XII, our children now have the opportunity to explore and experience various technical and vocational skills alongside the general school curriculum. The Royal Education Council (REC) has taken the lead in developing the curriculum for TVET for Schools.

The Career Education and Counselling Division (CECD), Department of Youth & Sports (DYS), of the Ministry of Education (MoE) has been responsible for instituting guidance and counselling programmes in schools to compliment the overall educational and academic programmes. Guidance and counselling programmes are aimed at facilitating and supporting children in achieving developmental goals in areas of career development, interpersonal development, and psychosocial development. Therefore, career education in schools will be an important component in the existing guidance and counselling program.

## Prospects of TVET

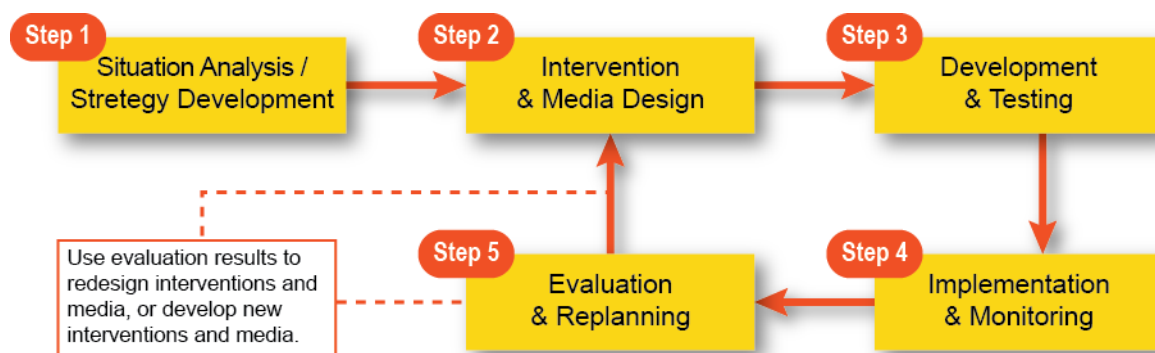
Technical and Vocational Education and Training has the potential to positively impact the lives of numerous young people in Bhutan. But for such an impact to happen the youth need to be fully aware of the benefits of a TVET education and be able to see actual positive results of TVET graduates in the workplace. They need to understand that TVET offers a path to gainful employment, potential high earning levels and increased job satisfaction. TVET will enable students, parents, and communities to gain a new perspective regarding technical jobs offering promising employment possibilities with high earning potential.

To accomplish the raising of awareness and improving the profile of TVET, the MoE needs to follow a systematic *Career Development Information Dissemination and Promotion Strategy for TVET in Schools* over a sustained period. Over time communication interventions will encourage students to enrol in TVET electives and consider alternative pathways as part of their well-informed career choice. The MoE will need to approach this information dissemination and promotion effort as a continuous “long-term investment” — attitude and behaviour change do not occur because of a one-off intervention. It is a long-term process best served by a mix of interventions, delivered over a long period of time, and modified in response to measured impact.

## The Five Steps of Information Dissemination and Promotion Intervention Development

The preparation of this strategy has been based on a set of five interconnected steps generally followed in designing and implementing information dissemination and promotion interventions (see Figure 1 below). The development of a strategy document, outlining in board terms what needs to occur to effectively deliver information, is the first step. Ensuring attitude and behaviour change is a continuous process, Step 5 feeds back into Step 2 for redesign of interventions and media resources.

**Figure 1 — The Five Steps of Strategy Design and Implementation**



**Step 1 — Situation Analysis:** This is the formative research stage — the opportunity to learn about the audience, in our case secondary school students, through both quantitative and qualitative research methods. Find out their level of knowledge, and opinions and feelings about TVET — what they like and don't like about TVET. Uncover who are influential people in their lives — who do they go to for advice regarding school and life choices. What sort of media do they prefer to access information on — TV, the internet, etc.?(For a review of situation analysis findings used to prepare this strategy document, see Annex 1 — Students, TVET Trainees and Graduates: What We Know About Them.)

**Step 2 — Intervention Design:** Based on the Situation Analysis, determine what the best interventions, activities, media resources and messages are to reach and influence secondary school students, and to the degree necessary, parents. The resulting design is your media mix.

**Step 3 — Development and Testing:** All interventions, messages and media developed should be “cleared” with the students. Do a quick pre-test with a group of secondary students to ensure that they understand all messages and outputs and feel that they are attractive, appealing, appropriate and convincing, and directed at them.

**Step 4 — Implementation and Monitoring:** Commence carrying out activities — counselling sessions, School Visits by TVET Champions, Career Fairs, etc. Ensure all web-based assets are online and functioning properly. Monitor the implementation of activities — are activities happening on time, as planned, reaching the number of students intended?

**Step 5 — Evaluation and Replanning:** Assess how effective interventions and messages are. Do the students respond positively or negatively? If they respond positively, then maintain those interventions and messages. If negatively, then it's time for replanning and redesign.

## **The Need for a Career Development Information Dissemination and Promotion Strategy**

This *Career Development Information Dissemination and Promotion Strategy for TVET in Schools* recommends to the MoE and secondary schools what needs to be said, by whom, to whom, and when and how. This strategy serves as a guide, offering recommendations for developing activities and designing communication resources that will help to increase awareness, change attitudes, and improve the image of TVET. It also suggests how to



effectively implement and manage interventions that will help enhance the image of the TVET elective programme in schools. Ensuring that all communication resource outputs and interventions developed adhere to the guidelines put forward in the strategy will guarantee that consistent messages and professionally developed and effective media resources are delivered to secondary school students (as well as other teens and young adults) that might be interested in TVET as a pathway to a good career.

The strategy will help staff of the MoE and secondary schools to:

- Create a sustained “buzz”<sup>1</sup> which will increase awareness of and interest in TVET among secondary school students and highlight the exciting career opportunities that TVET can lead to.
- Generate interest and support among parents of secondary school secondary students, helping them to understand the benefits of TVET and how it can lead to a rewarding career for their children.
- Counter the negative image and stigma often attached to the TVET elective programme (i.e., TVET *is not* a “second best” course of study).
- Support School Guidance Counsellors and Career Guidance Counsellors in delivering clear, motivational, and stimulating TVET messages to students.
- Support trained instructors to deliver TVET electives in the schools and create awareness and opportunities for more informed career choices.

## Key Guidelines for a Successful Strategy

Preparation of this *Career Development Information Dissemination and Promotion Strategy for TVET in Schools* is based on several key guidelines learned from experience. These include:

- **Increasing awareness** over time is necessary to influence attitude and behaviour change. Before a secondary school student can decide to enter the TVET electives programme, he or she must fully and clearly understand what TVET is and what it has to offer in terms of future educational pathways and career potential.
- A variety of **tailored, targeted and consistent messaging and engaging interpersonal communication (IPC) activities and web-based assets**, based on formative research,<sup>2</sup> is essential to effectively reach most students — and ensure impact.
- A diverse “**media mix**” — the selection and combination of different communication methods to reach students — is essential. In the case of this *Career Development Information Dissemination and Promotion Strategy for TVET in Schools* the media mix includes a TVET website, Facebook page, Instagram account, Twitter account, YouTube channel, IPC activities and print media resources to deliver targeted messages. Beyond the scope of the *Development of New Approaches to Career Guidance Resources for Schools* consultancy, future resources to be prepared must fit within the MoE budget and staff capacity.

---

<sup>1</sup> In the advertising and marketing world “buzz” refers to generating word-of-mouth dialogue, comments and “spreading the word” among the target audience about the service or product being promoted. In the case of TVET, it gives students a reason to talk among each other about TVET, which helps to build interest and awareness, in the vernacular of youth.

<sup>2</sup> Formative research is the process of collecting information for use in designing and developing interventions and media resources that are appropriate for the target audience. Formative research can be both quantitative and qualitative in nature.

- Employing a “**peer approach**” by involving “TVET Champions”<sup>3</sup> — individuals who have a positive “TVET experience” — can help to stimulate attitude and behaviour change among secondary school students.
- Attitude and behaviour change, and a commitment by students to pursue the TVET elective programme, requires a **sustained commitment**. It can take time for communication interventions and messaging to have an impact and bring about change in the attitudes and behaviours of students. Promoting TVET is not a one-off activity; it should become a part of the daily routine of TVET teachers and Career Guidance Counsellors. It should be viewed as a long-term investment by the MoE.
- **Monitoring, evaluation, redesign and replanning** must be a regular part of information dissemination and promotion interventions. Regular monitoring of interventions followed by evaluation to measure impact is essential to ensure effectiveness and success of the *Career Development Information Dissemination and Promotion Strategy*. Monitoring will allow the MoE to determine if activities are being carried out as planned, and if any midcourse adjustments are necessary. Based on evaluation findings it may be decided that new, alternative approaches and activities need to be devised to reach and influence secondary school students more effectively.
- **Messages and resources need to be updated and kept “fresh”** — this requires regular updates, at a minimum on a quarterly basis. The MoE must invest in developing and updating information dissemination and promotion interventions beyond the scope of the *Development of New Approaches to Career Guidance Resources for Schools* consultancy to ensure lasting impact.

## Objectives of the Strategy

The overall objectives of this *Career Development Information Dissemination and Promotion Strategy for TVET in Schools* are to:

- Increase awareness and understanding of TVET, change negative perceptions and improve the image of the TVET elective programme among students in secondary schools.
- Stimulate an increase of enrolment in TTI by students attending the TVET elective programme in secondary schools.
- Support trained instructors to in delivering TVET electives in schools, help create an awareness of the opportunities for promising career choices.

And, given the potential role of parents in influencing decisions on a child’s course of study, an important secondary objective would be to:

- Increase awareness and motivate parents to appreciate TVET as an effective route to a fulfilling and rewarding career.

## Achieving Objectives

In order to achieve these objectives the MoE and secondary schools implementing the TVET elective programme will need to develop information dissemination and promotion activities and materials that follow the guidelines laid out in the section below, “*Influencing Attitude*”

<sup>3</sup> A “TVET Champion” is an individual who has graduated from a public or private TVET institution, is gainfully employed or running their own business, and is enthusiastic about promoting TVET to students. It can also include current TVET students who are enthusiastic about TVET and willing to share experience with secondary school students.

*and Behaviour Change*". The MoE and secondary schools may select from a variety of media resources and interventions as listed in the section "*Recommended Resources and Interventions — the TVET Media Mix*". In addition, and as a starting point for development of narrative and text content for media resources and interventions, the section "*What Should be Said — Message Matrix*" offers suggestions for the MoE and secondary schools to consider applying. The final selection of interventions, media resources and messages should be determined jointly by the MoE and secondary schools, taking into consideration available budgets and human resource capacity.

## Influencing Attitude and Behaviour Change

Stimulating attitude and behaviour change is a long-term process that requires consistency in messages through the continuous delivery of interventions and communication resources spread across a diverse media mix. Web-based media (such as a TVET focused website embedded within the MoE website, a Facebook page, an Instagram account, a Twitter account and a YouTube channel), and IPC interventions by Career Guidance Counsellors and teachers will:

- **Create awareness and understanding** of the TVET system and the rewarding career opportunities TVET offers.
- **Motivate students** to seek additional information and actively consider studying under the TVET system.
- **Trigger students** to take action — to enrol in a course of TVET study.

Messages delivered via web-based assets, group interpersonal and intimate interpersonal interventions will complement each other in emphasising the benefits and advantages of a TVET education.

This *Career Development Information Dissemination and Promotion Strategy for TVET in Schools* recommends using a variety of supporting media resources and interventions. The interventions and media resources recommended have different roles as shown in Figure 3.

- Professionally developed and regularly updated web-based resources and video testimonials will be used to **create awareness, answer questions and stimulate interest** — "create a buzz" — about the rewarding career options that a TVET education provides.
- Interpersonal engagements such as Career Fairs, School Visits, Worksite Visits and Road Shows by TVET Champions will help secondary school students to clearly understand that TVET can lead to a respectable and rewarding career and future. This will **motivate students** to seriously and actively consider joining a TTI once they graduate from secondary school.
- More intimate IPC activities with students, such as one-on-one or small group discussions led by Career Guidance Counsellors and teachers, supplemented with professionally designed, persuasive print resources, and discussions with peers, family members and influential members of their immediate community will **trigger students to take action** — make the decision to enrol in TVET.

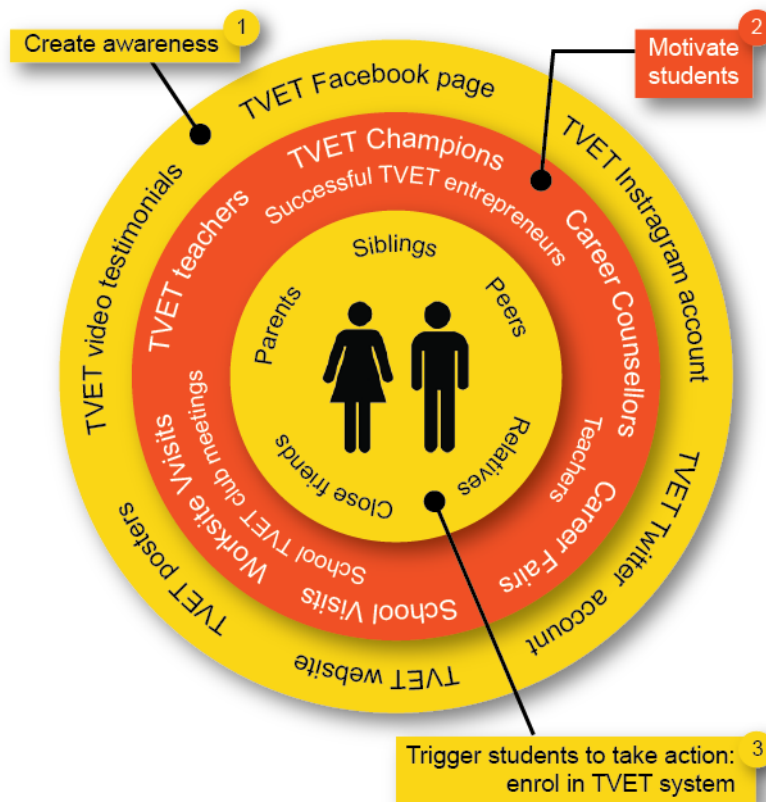
TVET promotion interventions, messaging and media resources must be:

- **Pervasive** — Interventions, messaging and media should have a wide reach...messaging should reach students, everywhere, via print materials, video clips, information dissemination events such as School Visits, Worksite Visits, Career Fairs and Road Shows, a website and social media platforms such as, YouTube,

Facebook, Instagram and Twitter. Contributing to the TVET social media platforms by students, teachers and Career Guidance Counsellors will help to increase the reach of TVET messaging in a youth-friendly vernacular. Participating on TVET social media will help students to feel part of a “TVET community”.

- **Persuasive** — Interventions, messaging and media should be designed so that students relate to role models, such identifying with “TVET Champions”. Champions can add a sense of believability, credibility and trustworthiness to TVET messaging. Anecdotes highlighting successful TVET graduates and satisfied employers of TVET graduates can help persuade students to choose TVET as a career path. Position TVET in terms of the benefits (employment opportunities), the good salaries and how TVET is open to everyone — both men and women. Emphasise that students can choose a career based on their skills and interests.
- **Popular** — Interventions, messaging and media should be visually attractive, engaging and entertaining for youth. The design of all text and visuals must have a youth-focus.
- **Passionate** — Interventions, messaging and media should strive to evoke emotions that help to stir and maintain action by students. TVET graduates who are successful in their field can serve as dynamic mentors to motivate students to select TVET as a pathway to a stable and rewarding career. Personal testimonials by TVET graduates — their words — should evoke a feeling that TVET is “cool” (or whatever terminology is preferred by Bhutanese secondary school students).
- **Personal** — Interventions, messaging and media should be designed so that students identify strongly with the messages and characters depicted. They must feel that the messages and media are talking to them directly.

Figure 2 — Three Levels of Intervention Impact on Attitude and Behaviour Change



## Recommended Resources and Interventions — the TVET Media Mix

Information is not transmitted with equal ease or effectiveness by every communication channel or method available. Certain channels of communication are more effective in transmitting information, while others are better at creating an image, an atmosphere and raising awareness. Still others lend themselves better to participation by the target groups.

For example, printed materials such as leaflets and booklets are a good way to get messages into the home and serve as a constant reminder of the benefits of a TVET education. Face-to-face, interpersonal meetings with TVET Champions lend credibility to and confidence in the TVET elective programme. Web-based resources such as a TVET dedicated website and social media platforms can create an emotional atmosphere with the potential of deeply influencing students.

The media mix recommended for TVET information dissemination and promotion targeting students in the seven secondary schools implementing the TVET pilot programme includes various web-based resources and IPC several activities (career guidance counselling, Career Fairs, Road Shows, School Visits by TVET Champions, etc.). Elements of the media mix are discussed below.

### Media Mix Guiding Principles

Regardless of the media/channel being used, it is essential that the following two guiding principles are adhered to:

1. **Media resources must be interconnected and reinforce the same messaging and visuals.** In all TVET information dissemination and promotion interventions it is important to ensure continuity in both message content and design of media resources. The MoE will need to ensure that the TVET website, and linked social media platforms, deliver the same messages, and maintain design and visual continuity. Conflicting messaging must be avoided at all costs as it will weaken the validity of the material and create confusion.
2. **Branding — create an identity for TVET.**<sup>4</sup> The design for visuals to be settled on, including the development of a logo and colour palette for the web-based assets, will establish an overall branding identity that should be applied to all future web-based and print resources.<sup>5</sup> Branding will ensure that students are certain of the source of the material, and thus the validity of the information.

### Media Resources

**Web-based resources** — A website focusing on TVET and careers development has been designed by the Information Technology (IT) Specialist working under the

---

<sup>4</sup> Branding is the creation and use of a logo, design, colour palette, name, etc., that clearly identifies a product (such as TVET) and sets it apart from other similar products. Following branding guidelines helps the product to stand out, be unique and establish a sense of value and professionalism.

<sup>5</sup> Development of an initial logo, colour palette, etc., has been carried out by the *Development of New Approaches to Career Guidance Resources for Schools* consultancy Graphic Artist and IT Specialist, and cleared by the MoE.

*Development of New Approaches to Career Guidance Resources for Schools.* This will be ready for uploading and use within the existing MoE website by November 2020. The TVET and careers development website pages will serve as an information portal, explaining what TVET is, and providing detailed information on TVET courses, institutes, and career opportunities. In addition, it will provide links to other TVET oriented websites, allowing students to explore what career options TVET offers beyond those in Bhutan.

The TVET and careers development focused website pages will be designed so that they are accessible and usable on different devices, i.e., computer, tablet, and smartphone. In addition to youth-friendly textual information, the website pages will include video clips of TVET trainees, TVET graduates (TVET Champions) employers of TVET graduates, and teachers and Career Guidance Counsellors. Videos will be produced as short testimonials (no more than 2–3 minutes). The emphasis will be on “selling” TVET to secondary school students through the words of “satisfied customers”, i.e., TVET trainees, graduates, and employers of TVET graduates.

In addition to the TVET and careers development focused pages to be posted on the MoE website, a MoE/TVET Facebook page, a MoE/TVET Instagram account, MoE/TVET Twitter account and a MoE/TVET YouTube channel will be developed. These social media platforms, linked to the MoE website (see Figure 3), will help to build a positive image, develop a TVET “personality” and make it easier for students to access information at their own convenience (as the Dodhter Rigtsel research [see Annex 1] pointed out, smartphone usage with TVET trainees is very high; over 33% of trainees use their phones for more than six hours every day).<sup>6</sup> Students, TVET teachers and Career Guidance Counsellors will be encouraged to post to the social media, providing for an interactive exchange of ideas and information. At the school level, Career Guidance Counsellors and TVET teachers will be asked to take the lead in organising active student engagement with the social media platforms to be developed.

It's worth mentioning that developing web-based assets that can be accessed on smartphones is a wise move when trying to quickly reach youth. The smartphone is the biggest success story in Bhutan's media landscape. It has overtaken the radio as the most widely owned asset in both urban and rural Bhutanese households. In 2007 the most widely owned asset was the radio (62%), followed by the mobile phone (39.3%) and then television (37.7%). In 2012 the number of households who owned a mobile telephone reached near saturation, at 92.8%.<sup>7</sup> B-Mobile and Tashi-Cell mobile services are now available in all 20 Dzongkhags. The two operators had a combined subscription base of 628,289, i.e. an increase of 15.4% from 2013.<sup>8</sup>

An underlying objective for all web-based resources is to ensure regular, active and meaningful input by students participating in the TVET elective programme in secondary schools. Student participation can not only help keep the website and social media content fresh and interesting, but it will build a sense of ownership and community among students involved in the TVET pilot programme. The MoE, Career Guidance Counsellors and TVET teachers should seek out students who are interested in contributing to the web-based assets on a regular basis and have a demonstrated flair for developing resources such as vlogs, blogs and video clips and photos. This peer-to-peer approach can be highly effective as peer communication is often considered to be more effective than adult-to-youth communication in establishing norms and in changing attitudes.

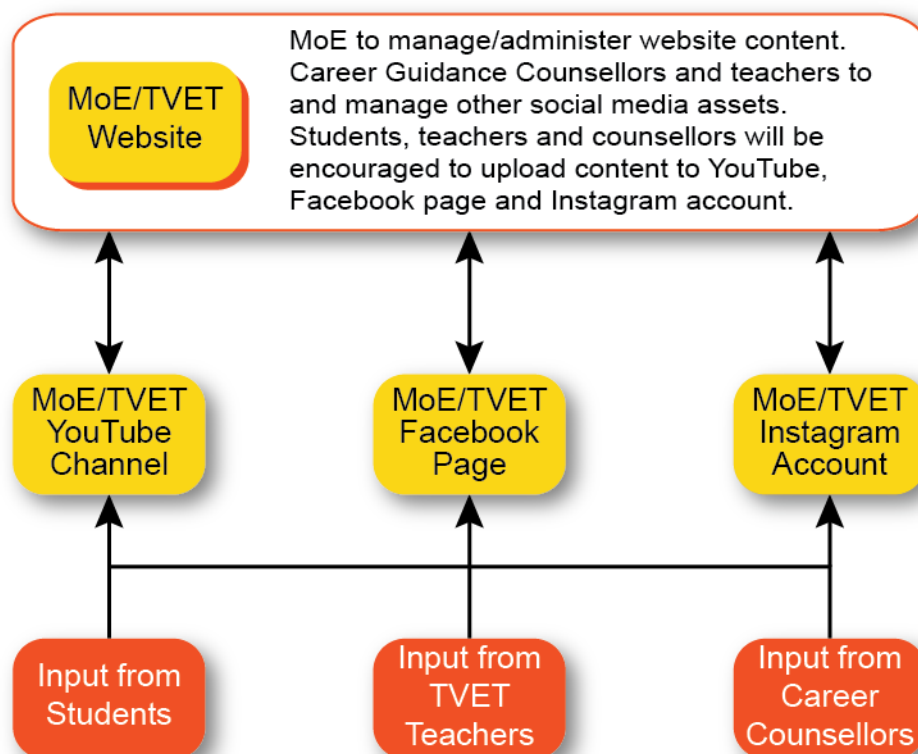
---

<sup>6</sup> This was reported in 2016, so undoubtedly the rate of smartphone usage among secondary school students is higher now.

<sup>7</sup> Ministry of Information and Communications, Royal Government of Bhutan, 2013, Bhutan information and media impact study (Final Draft).

<sup>8</sup> Annual Info-comm and Transport Statistical Bulletin, MoIC, 2015.

**Figure 3 — Management and Use of Social Media Platforms**



**Management of web-based resources** — As mentioned, during the *Development of New Approaches to Career Guidance Resources for Schools* consultancy a TVET website, and linked YouTube channel, Facebook page, Twitter account and Instagram account will be developed by the contracted IT Specialist. Part of his remit is to train up MoE staff in the management and maintenance of the website and social media resources. If possible, training should also be provided to Career Guidance Counsellors at the secondary schools offering TVET as electives.

This strategy recommends that the MoE take the lead in the development and management of content (textual, video and audio) for the TVET focused pages on the MoE website. This will require an MoE commitment for provision of funding to develop new visual and textual assets for the website and social media platforms, and dedicated staff time to carry out management and maintenance tasks. For the development of new video assets and other media outputs for posting on web-based resources the MoE should consider contracting a qualified media production firm or individual. This role will be supplemented by TVET teachers and Career Guidance Counsellors who will be responsible for encouraging and supporting students to engage with and contribute to the other social media platforms.

Website and social media management and administration to be carried out by the MoE will include several tasks. The MoE staff managing the website and social media will need to regularly backup the TVET focused pages on the MoE website.

To keep the website and social media content fresh and interesting, content updates should take place on a regular basis. This is one of the most challenging aspects of managing a website and social media. A regular publishing schedule should be established. This will require the development of new visuals (video clips and photos), as

well as textual content such as stories, testimonials, new information on TVET courses, and announcements from TVET pilot secondary schools and TTIs.

Other management/maintenance tasks that the MoE will need to ensure include:

- Checking for broken links.
- Checking site speed.
- Tracking site statistics. (Set up Google Analytics.)
- Checking videos, pictures, and other outbound links.

While the TVET focused pages on the MoE website will be under control and management of the MoE, the TVET social media platforms (YouTube channel, Facebook page, Twitter account and Instagram account) will be open for interested students, teachers, Career Guidance Counsellors and employers of TEVT graduates to post information and visuals. However, the MoE will need to assign staff to monitor these TVET social media platforms to ensure that postings are factually correct and non-abusive.

**Print-based resources** — An initial set of posters for promoting the TVET elective programme, designed by the Graphic Artist working under the *Development of New Approaches to Career Guidance Resources for Schools* consultancy, will be ready for printing and distribution by November 2020. This initial tranche of materials is intended for use in the secondary schools that are implementing the TVET elective programme. Copies will be distributed to TVET teachers and Career Guidance Counsellors for placement in the secondary schools, for use in counselling sessions and for use in IPC activities. The posters can also be used during Career Fairs, Road Shows and School Visits by TVET Champions and entrepreneurs who hire TVET graduates. The address of all TVET web-based assets should appear on all print resources. The MoE should collaborate with the MoLHR, making the MoE produced print resources available for use/distribution during MoLHR TVET promotion interventions.

As in the case for web-based resources, it is recommended that students involved in the TVET elective programme contribute to the development of additional print-based resources. Beyond TVET elective programme secondary schools, another source for student involvement would be through the Trashiyangtse Institute of Zorig Chusum. As with the web-based resources, involving TVET students in development print materials will build a sense of ownership and community among students, and be more effective in establishing norms and in changing attitudes.

**Management of print-based resources** — As mentioned above, a set of posters for promoting TVET is currently being designed by the Graphic Artist working under the *Development of New Approaches to Career Guidance Resources for Schools* consultancy. This should be considered as a starting point for the development and distribution of additional print materials. This will require an MoE commitment for provision of funding for the contracting of material development by a qualified design firm or individual, printing costs and staff time to oversee the design and production process. Print materials should be updated six-monthly basis at a minimum (quarterly if financially possible). Materials must be kept “fresh” otherwise viewership, and interest, by students will drop off.

Beyond the scope of the consultancy, it is assumed that the MoE will carry forward with the development of other print media assets as needed. In order to avoid conflicting messages, or redundancy in materials, the MoE should collaborate and confer with the MoLHR when development new print resources.



New print resources may include booklets, leaflets and posters for use in counselling and other interpersonal contacts. By providing detailed information in a concise, easily understood style, print resources can help students to clearly understand TVET, what it offers and how they can benefit from it. Furthermore, school students can share the print material with parents who might be sceptical of TVET as a career path. A professionally written, informative print material can help to influence the attitude of both student and parent.

## IPC Interventions

**Counselling** — One-on-one and small group counselling sessions will be the primary channel for the dissemination of information on TVET, and in support of promoting TVET as a viable career choice. Support to secondary school Career Guidance Counsellors and TVET teachers via supply of print IPC media and orientation on their use of materials will allow for students to receive information on the TVET elective programme and the opportunity TVET offers them for pursuing a course of study leading to a rewarding career.<sup>9</sup> During regularly scheduled counselling sessions, and informal sessions, Career Guidance Counsellors should encourage students to access the TVET focused pages on the MoE website, and to visit and contribute to the other TVET social media platforms; TVET Facebook page, YouTube channel, Twitter account and Instagram accounts.

**Career Fairs** — Career Fairs, giving students and TVET employers a chance to meet, will enhance the information and support provided by TVET teachers and Career Guidance Counsellors. Through direct engagement with students, TVET employers can explain in a motivational way potential employment opportunities, income and suitability of a career that TVET offers. Career Guidance Counsellors will be able to use this opportune moment to encourage students to enrol in TVET elective programmes. The MoE should ensure a budget to support Career Fairs during the school year (perhaps in the spring and fall). Career Fairs could take place in secondary schools, or on MoE grounds. The TVET teachers and Career Guidance Counsellors should take steps to promote student attendance and participation in Career Fairs. The MoE should collaborate and/or contribute to MoLHR sponsored Career Fairs.

**School Visits** — Design and delivery of School Visits by “TVET Champions” (satisfied TVET trainees and TVET graduates) and by employers of TVET graduates will help to build awareness and respect for TVET as a viable career choice. This IPC activity will allow for active question-and-answer sessions between the TVET Champions and students who are showing an interest in TVET as an area of study. This interaction will provide students with information which will motivate them and guide them through the process of accessing the TVET system. School Visits will also enable Career Guidance and TVET teachers to learn first-hand from students regarding their concerns and career aspirations which will help to develop more effective IPC resources and interventions in the future. The MoE should ensure a budget to support School Visits during appropriate times during the school year (perhaps in the spring and fall).

**Worksite Visits**<sup>10</sup> — Design and delivery of Worksite Visits by TVET students to businesses of successful TVET graduates and entrepreneurs will allow for TVET students to get a clear picture of the type of work, and career and business opportunities,

---

<sup>9</sup> Resources will include the *Careers Education and Guidance Handbook* and the *Careers Education Toolkit* being developed by Linda Stevenson, Team leader/Career Guidance Specialist under the Skills Training and Education Pathways Upgradation Project (STEP-UP) (G-0596): Development of New Approaches to Career Guidance Resources for Schools consultancy.

<sup>10</sup> A broad term encompassing activities such as job shadowing, interning, attachments, etc.

that awaits them. It will help to position TVET as a viable career choice. As with School Visits by TVET Champions, this IPC activity will allow for active question–and–answer sessions between the TVET entrepreneurs and students who are showing an interest in TVET as an area of study. The MoE should ensure a budget to support Worksite Visits during suitable times during the school year (perhaps in the spring and fall).<sup>11</sup> The MoE should collaborate and/or contribute to MoLHR sponsored Worksite Visits.

**TVET Road Shows** — A “TVET Road Show” is defined as a public event in a public place such as Thimphu’s Clock Tower Square. Such a public event will help to create awareness and promote TVET to several audiences — secondary school students, out–of–school youth, and parents of school age children. As with Career Fairs and Worksite Visits, it would give students a chance to meet and learn from TVET graduates and employers. Information on TVET can be delivered in an interpersonal setting and complemented by video presentations/projections and print materials. TVET employers can explain in a motivational way potential employment opportunities, income and suitability of a career that TVET offers. The MoE should ensure a budget to support a TVET Road show at least twice a year, possibly during the summer when students are on break. In order to increase awareness of the Road Show, MoE should arrange to have local media coverage (i.e., television and radio coverage/news reporting and adverts in local publications leading up to the Road Show delivery). The MoE should collaborate and/or contribute to MoLHR sponsored Road Shows.

**Management of IPC interventions** — Management of counselling interventions will be the responsibility of each secondary school within the TVET elective programme. Organisation, design, delivery and overall management of Career Fairs, School visits, Worksite Visits and TVET Road Shows will be the responsibility secondary schools with support and guidelines provided by the the MoE.

See Annex 2 for an illustrative implementation schedule highlighting the design and delivery of interventions and the design and production of media assets.

## What Should be Said — Message Matrix

The focus of messaging should be “selling the job” over “selling the course”. In other words, messages should emphasise the employment and career opportunities that TVET can lead to as opposed to an inventory of courses. They should emphasise the benefits of a TVET education over an academic/university education, pointing out the high employment rate among TVET graduates.<sup>12</sup> Messaging should stress the rewards of a TVET education, i.e., the ability to obtain secure work that is in high demand, and the potential to earn a handsome wage. Messaging highlighting the benefits of TVET, delivered by credible and influential people such as TVET Champions, can be extremely effective in motivating secondary school students to take up TVET as a career path.

Table 1 below offers several suggestions for messaging (what needs to be said) targeting secondary school students and parents. Also suggested are tag lines — a short set of words that shine a positive light on TVET. These illustrative messages and tag lines, developed and based on information gathered through formative research, are to serve as a beginning point for the development of more detailed content for print and web–based materials by MoE and secondary schools. In other words, the MoE, or secondary schools can use a

---

<sup>11</sup> An auxiliary benefit of Worksite Visits (and School Visits by TVET Champions) would be the potential establishment of “Worksite Attachments” — the placement of TVET trainees in the workplace to facilitate learning outcomes which would improve their employability.

<sup>12</sup> “*Bhutan’s TVET System: Prospects & Challenges (A Social Research Precursor)*, 2016”, page 28.

message or messages as a structure or framework to flesh out an entire leaflet, booklet or poster (or ideally, contract a public relations firm or ad/media agency to do the work). The same can be applied for the drafting of content to post on the social media platforms. These messages show what needs to be said in bullet point terms. The next step is for the MoE and secondary schools to develop actual materials based on these messages.

**Table 1 — Message Matrix**

What needs to be said	Tag Lines
<b>For Students</b>	
<ul style="list-style-type: none"> <li>• Studying TVET can prepare you for a growing job market in need of highly skilled technicians both in Bhutan and beyond.</li> <li>• TVET courses will skill you up for today’s technical demands and make you more competitive in the job market both in Bhutan and abroad.</li> <li>• Rewarding, fulfilling employment opportunities for skilled TVET graduates exist overseas. TVET can help you to tap into those opportunities.</li> <li>• The TVET system can train you up for technical work in Bhutan and can also prepare you for exciting overseas employment</li> <li>• With the rapid development of Bhutan there is an increasing demand for qualified TVET graduates to fill a variety of jobs.</li> <li>• Considering the demand in the job market for skilled technicians, as a TVET graduate you will be fully prepared for entering the work force demanding highly skilled personnel.</li> <li>• As a TVET graduate you will be highly employable and sought after by employers across the country. Recent studies show that nearly 90% of TVET graduates are gainfully employed.</li> <li>• Bhutan’s TVET system is responding to today’s changing work environment and job market. High-level, diverse and technologically advanced TVET elective programmes are now available that will ensure your employability.</li> <li>• TVET is far from a “second choice”; work opportunities for TVET graduates are on par with, and often exceed, opportunities for graduates of academic institutions.</li> <li>• TVET is a sensible alternative to academic education. It’s not a “second choice”. It leads to employment opportunities with good income prospects.</li> <li>• There are many job opportunities for TVET graduates that, in terms of longevity and salary, are equal to or better than those for university graduates.</li> </ul>	<ul style="list-style-type: none"> <li>• TVET — A better future starts here.</li> <li>• TVET — Quality education leads to quality employment.</li> <li>• TVET — Opening doors to success.</li> <li>• TVET — Where success begins.</li> <li>• TVET — The route to a successful career.</li> <li>• TVET — A great place to learn.</li> <li>• TVET — Good things are happening here.</li> <li>• TVET — For your future.</li> <li>• TVET — Responding to tomorrows needs today.</li> <li>• TVET — Learning for the future.</li> <li>• TVET — An education for life.</li> <li>• TVET — Your door to the future.</li> <li>• TVET can help you reach beyond borders.</li> <li>• TVET — The right alternative.</li> <li>• Move forward with TVET.</li> <li>• Increase your employability with TVET.</li> <li>• With TVET a great job awaits!</li> <li>• You move forward...Bhutan moves forward...with TVET.</li> <li>• I’m a TVET trainee — and proud of it!</li> <li>• Travel far with TVET.</li> <li>• Let TVET be your doorway to an exciting overseas career.</li> <li>• Dream and achieve with TVET.</li> </ul>
<b>For Parents</b>	

What needs to be said	Tag Lines
<ul style="list-style-type: none"> <li>• TVET courses will give your child the skills necessary to meet today's technical demands and make them more competitive in the job market.</li> </ul>	<ul style="list-style-type: none"> <li>• TVET — The route to success for your child.</li> <li>• TVET — The route to success for your family.</li> <li>• TVET — Enabling you child to help build the nation.</li> <li>• TVET — Ensuring a secure, prosperous future for your child.</li> <li>• TVET — The right alternative.</li> </ul>
<ul style="list-style-type: none"> <li>• TVET qualifications will enable your child to secure a well-paying, respectable job and help move Bhutan ahead.</li> <li>• TVET graduates can land a well-paying job quickly...for both male and female graduates.</li> <li>• Following graduation your child can quickly find employment with a good salary. There are TVET jobs for everyone — both men and women.</li> <li>• There are many job opportunities for TVET graduates that, in terms of longevity and salary, are equal to or better than those for university graduates.</li> <li>• TVET is far from a “second choice”; work opportunities for TVET graduates are on par with, and often exceed, opportunities for graduates of academic institutions.</li> <li>• TVET is a sensible alternative to academic education. It's not a “second choice”. It leads to employment opportunities with good income prospects.</li> </ul>	

The MoE, together with Career Guidance Counsellors and secondary school students, should periodically review and refresh the message matrix to keep content fresh. Student input will help ensure that messages are in a youth vernacular. Ideally, messages for all media resources should be cleared with secondary school students (pre-testing) prior to production.

## Monitoring Indicators and Evaluation of Impact

### Monitoring

Monitoring of outputs and interventions is an important function in strategy execution. The MoE must track the design and development of outputs and delivery of interventions to ensure they are being carried out as planned, meeting production and delivery schedules and are within budget. Monitoring is a tool to be used by the MoE to reveal situations and constraints that were not foreseen and that require immediate corrective action. Monitoring provides the necessary information, in real time, to make any mid-course corrections.

Monitoring will allow the MoE to:

- Ensure that schedules to produce media resources and the delivery of interventions are adhered to.
- Uncover any constraints in carrying out interventions.

- During intervention delivery, provide feedback on student awareness, comprehension and attitudes regarding TVET which will indicate how effective the interventions and media resources are (sort of a mid-stream assessment of impact) and inform mid-course corrections.
- Highlight any weaknesses in the information dissemination/promotion system, identifying what may not be functioning as expected.
- Reveal if media resources have been delivered on schedule, to the correct people, at the correct place.

Specifically, MoE monitoring should focus on:

#### **Media Resources:**

- Development of messages and production of materials — are messages developed and media resources (both web-based and print) designed, pre-tested, and produced according to schedule and budget? Are pre-testing results being used to revise media resources?
- Distribution/posting of media resources — are print media resources being distributed on schedule and in sufficient quantities? Are web-based resources being posted and revised as per schedule?
- Tracking the use of/participation with social media platforms.

#### **Student Recall and Response**

- Are students aware of the TVET website, social media assets and print materials?
- Are students able to recall the key TVET messages and media resources?
- Are the levels of student knowledge and attitude towards showing any signs of positive change?

#### **MoE Administration**

- Activity performance — are staff and partners performing according to the intervention schedule?
- Are goals and outputs being met (i.e., are the planned number of activities occurring and the expected number of students being reached)?
- Adherence to budget — are interventions being carried out within the agreed budget? Is there a budget surplus or overrun?

See Annex 3 for sample monitoring forms that can be used by both the MoE and secondary schools implementing the TVET elective programme.

## **Evaluation**

The purpose of evaluation is to determine to what extent activities, interventions and media resources have been effective (e.g., increased awareness of TVET by students, leading to increased enrolment in TVET elective programmes, and an increase in understanding and support by parents for TVET). Evaluation will allow for mistakes to be detected and avoided in the future, and for successes to be built upon. Evaluation will allow for the refinement and improvement of messaging, web-based and print media resources, and intervention design (i.e., School Visits, Worksite Visits, Career Fairs and Road Shows). Evaluation will inform the design of new approaches and activities that may more effectively reach and influence students in deciding to enter a TVET elective programme.

MoE evaluation should focus on:

- What change occurred?

- What aspects of the interventions and media resources contributed to these changes, and to what degree?
- What aspects of the interventions and media resources should be changed to improve result?
- How cost-efficient were the interventions and media resources?

See Annex 4 for a sample evaluation checklist that can be used by both the MoE and secondary schools implementing the TVET elective programme.

The following log frame (Table 2) can serve as a clear-cut monitoring and evaluation tool for the MoE as it oversees the implementation of information dissemination and promotion interventions during the near term (6 to 12 months). It will allow for the tracking of activities to ensure compliance with agreed schedules. It will also allow for a measurement of impact on attitudes and behaviour of students regarding TVET, and thus show to what extent TVET information dissemination and promotion interventions have been effective.

**Table 2 — Outputs and Interventions, Monitoring Indicators, Verification and Impact Evaluation**

Outputs and Interventions	Monitoring Indicators	Verification	Impact Evaluation
<p><b><i>Development of “youth–focused” video testimonials and other video programming</i></b></p> <ul style="list-style-type: none"> <li>• Develop short video clips (maximum two minutes) of:               <ul style="list-style-type: none"> <li>○ TVET Champions</li> <li>○ TVET Trainees</li> <li>○ TVET Graduates</li> <li>○ Employers</li> <li>○ Career Guidance Counsellors</li> <li>○ Teachers</li> <li>○ Parents of TVET Graduates</li> </ul> </li> <li>• Video testimonials and other video programming to promote a positive image of TVET, relate TVET graduate success stories and promote TVET as a viable career path targeting secondary school students.</li> </ul>	<ul style="list-style-type: none"> <li>• Contract with video production agency or qualified individual.</li> <li>• Agreed number of video clips produced each quarter.</li> <li>• Agreed creative approach, formats, styles and storyboards.</li> <li>• Observation of video production (on site).</li> </ul>	<ul style="list-style-type: none"> <li>• Signed contract with video production agency or qualified individual.</li> <li>• Copies of creative briefs/concept papers for video clips.</li> <li>• Copies of pre–test results.<sup>13</sup></li> <li>• Electronic copies of video clips provided to MoE.</li> <li>• Posting on all TVET web–based assets: TVET website, Facebook page, YouTube channel Twitter account and Instagram account.</li> <li>• Random survey to monitor if video recognised/recalled by secondary school students.</li> </ul>	<ul style="list-style-type: none"> <li>• A measurable increase in the awareness and understanding of what TVET is/has to offer among secondary school students. A shift in attitude towards TVET. <i>(Data collected via self–administered questionnaires or interviews with students. Collected at beginning, middle and end of school year.)</i></li> <li>• A measurable increase in the number of students expressing interest in studying TVET. <i>(Data collected by teachers and Career Guidance Counsellors via interviews with students. Collected at middle and end of school year.)</i></li> <li>• A measurable increase in the number of students entering a TVET elective programme/TTI. <i>(Data collected by TTIs.)</i></li> <li>• A measurable increase in the awareness and understanding of what TVET is/has to offer</li> </ul>

<sup>13</sup> All draft media resources (web–based and print) should be pre–tested with secondary school students prior to finalisation and production.

Outputs and Interventions	Monitoring Indicators	Verification	Impact Evaluation
<p><b><i>Development and management of TVET Website &amp; Social Media Platforms</i></b><sup>14</sup></p> <ul style="list-style-type: none"> <li>• To develop and maintain a TVET website and social media platforms (Facebook page, YouTube channel, Instagram and Twitter accounts) to promote a positive image of the TVET system and allow for dialogue and interaction with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Website architecture, branding, layout and content prepared by IT Specialist and agreed by MoE.</li> <li>• Content and branding for social media assets prepared by IT Specialist and agreed by MoE.</li> <li>• Updates of website and social media platforms carried out on a regular basis (text, photos, videos).</li> <li>• MoE staff trained in the management and administration of the TVET website and social media assets.</li> </ul>	<ul style="list-style-type: none"> <li>• Website uploaded, tested and handed over to MoE.</li> <li>• Social media assets posted and handed over to MoE.</li> <li>• Google Analytics reports.<sup>15</sup></li> <li>• Quarterly website and social media platforms activity reports by MoE.</li> <li>• Random surveys to monitor if website and social media platforms recognised or recalled by secondary school students.</li> </ul>	<p>among parents of secondary school students. <i>(Data collected by teachers and Career Guidance Counsellors via self-administered questionnaires, focus group discussions and interviews with parents. Collected at middle and end of school year.)</i></p>

<sup>14</sup> Development and uploading of initial web-based/social media assets to be completed as part of the *Development of New Approaches to Career Guidance Resources for Schools* consultancy. Development of future resources to be supported by MoE.

<sup>15</sup> Google Analytics is popular digital analytics software that allows in-depth analysis about visitors to a website.



Outputs and Interventions	Monitoring Indicators	Verification	Impact Evaluation
<p><b>Development of Print Media Resources<sup>16</sup></b></p> <ul style="list-style-type: none"> <li>• To produce a broad range of high-quality IPC print resources to support awareness building and enrolment in the TVET elective programme.</li> <li>• For use/distribution in counselling and other IPC interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial TVET poster design prepared by Graphic Artist and agreed by MoE</li> <li>• Production of additional TVET promotional materials as identified by MoE</li> <li>• Contract with print design agency or qualified individual.</li> <li>• Agreed number of print materials to be produced each quarter.</li> <li>• Agreed creative approach, formats and styles (branding).</li> </ul>	<ul style="list-style-type: none"> <li>• Signed contract with print design agency or qualified individual.</li> <li>• Copies of draft designs and content (text, graphics, photos).</li> <li>• Copies of pre-test results.</li> <li>• Final print materials.</li> <li>• Authenticated school distribution lists.</li> <li>• Authenticated distribution list for other IPC interventions.</li> <li>• Observation of material use.</li> </ul>	
<p><b>School Visits</b></p> <ul style="list-style-type: none"> <li>• To allow for TVET Champions to meet and interact with students, helping to build awareness and increase enrolment in the TVET elective programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Agreed number of School Visits per year.</li> <li>• Roster of TVET Champions prepared.</li> <li>• Visitation schedule prepared.</li> <li>• Contract/MoU with TVET Champions.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning report.</li> <li>• Signed contract/MoU with TVET Champions.</li> <li>• Report of School Visits.</li> <li>• Photos/videos of School Visits.</li> </ul>	

<sup>16</sup> First print resource, TVET poster, to be prepared under the *Development of New Approaches to Career Guidance Resources for Schools* consultancy. Development of future resources to be supported by MoE.

Outputs and Interventions	Monitoring Indicators	Verification	Impact Evaluation
<p><b>Career Fairs</b></p> <ul style="list-style-type: none"> <li>• To allow for students to learn of the range of career options that TVET offers.</li> <li>• Career Fairs may include multimedia presentations, question–and–answer sessions and the distribution of IPC print resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Agreed number of Career Fairs per year.</li> <li>• Career Fairs schedule prepared.</li> <li>• Contract with Event Management Agency.</li> <li>• Roster of TVET Champions and TVET employers prepared.</li> <li>• Contract/MoU with TVET Champions.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning report.</li> <li>• Signed contract with Event Management Agency.</li> <li>• Report of Career Fairs.</li> <li>• Photos/videos of Career Fairs.</li> <li>• Press Coverage of Career Fairs.</li> </ul>	
<p><b>Road Shows</b></p> <ul style="list-style-type: none"> <li>• To allow for students to learn of the range of career options that TVET offers.</li> <li>• Road Shows may include multimedia presentations, question–and–answer sessions and the distribution of IPC print resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Agreed number of Road Shows per year.</li> <li>• Road Show schedule prepared.</li> <li>• Contract with Event Management Agency.</li> <li>• Roster of TVET Champions and TVET employers prepared.</li> <li>• Contract/MoU with TVET Champions.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning report.</li> <li>• Signed contract with Event Management Agency.</li> <li>• Report of Road Shows.</li> <li>• Photos/videos of Road Shows.</li> <li>• Press coverage of Road Shows.</li> </ul>	

## Annex 1: Students, TVET Trainees and Graduates: What We Know About Them

During the mission by the *Development of New Approaches to Career Guidance Resources for Schools* consultancy TA team,<sup>17</sup> visits were made to the Punakha Central School, the Technical Training Institute (TTI) Khuruthang, Punakha, and the Bajothang Higher Secondary School, Wangdue Phodrang. The team was able to interview school principals, Career Guidance Counsellors, and 14 students at the TTI, and two students at the Bajothang Higher Secondary School.

School principals and Career Guidance Counsellors acknowledged that most secondary school students have limited knowledge, and to a degree an unfavourable opinion, regarding TVET. Most consider TVET as a low status option and is, to an extent, stigmatised. It is often seen as the only option for students who do not qualify for admission into universities. TVET is often portrayed as “second best” course of study.

According to principals and Career Guidance Counsellors, most students aren’t aware that several TVET study areas can lead to high paying and respected careers. The two students interviewed at Bajothang Higher Secondary School were good examples of this lack of knowledge. Neither were aware of the courses that TVET has to offer. One of the student’s aspiration is to study business administration at university, then eventually open a tourist resort. He was unaware of the TVET course of study in the field of hospitality industry — tourism and hotel/restaurant management — that could help him to realise his career goal.

Not surprisingly, the 14 students at the TTI Khuruthang had a better understanding and opinion of TVET. All said that the decision to study TVET was their own, and that they had received support from their siblings, parents and other relatives. None expressed any concern about finding employment following their graduation. All said that they would, without hesitation, recommend TVET to their friends and siblings. Clearly, from their point of view, there was no stigma attached to TVET.

To complement the formative research information collected through school and TTI visits, desk research was carried out. Numerous online newspaper and academic articles concerning the TVET system in Bhutan were reviewed. Useful information regarding the knowledge and attitudes of youth towards TVET was gained from the quantitative and qualitative research carried out by the Dodhter Rigtsel Info–Research Centre during 2015 and 2016.<sup>18</sup> The research focused on TVET trainees, graduates and employers of TVET graduates. As desk research it provides a profile of attitudes towards the TVET system, and sheds light on the career aspirations of TVET trainees.

- October–November 2015 — *Quantitative research*: DRIC carries out a nationwide survey via anonymous self-administered questionnaires with 1,380 TVET trainees, graduates and trainers.
- May–June 2016 — *Qualitative research*: DRIC carries out focus group discussions (FGD) with 106 TVET trainees, graduates and trainers.

Below is a summary of relevant Dodhter Rigtsel research findings.

---

<sup>17</sup> Ms Linda Stevenson, Team leader/Career Guidance Specialist & Mr Ken Swann, Social Media and Marketing Specialist, visited Bhutan during 25 January–09 February 2020 during which they collected baseline information regarding career and guidance counselling, and knowledge and attitudes towards TVET among secondary students and TVET trainees.

<sup>18</sup> *Bhutan’s TVET System: Prospects & Challenges (A Social Research Precursor)*, 2016, and *Report on Focus Group Discussions, Technical and Vocational Education and Training System in Bhutan*, 2016.

**Table 3 — Research Findings: Trainees and Graduates**

What research uncovered	What this means for intervention design
<b>Trainee attitudes towards the current TVET system</b>	
<ul style="list-style-type: none"> <li>• 34% of respondents claimed that “better employment opportunities after graduation” was a main reason for entering the TVET system.</li> <li>• A total of 25.2% of respondents claimed they were personally interested in TVET.</li> <li>• Most trainees, coming from poor and low education backgrounds, don’t see their parents as viable sources of advice on education and careers. Most listen to older siblings who have some education. Only 8.4% said that they were advised by parents or guardian.</li> <li>• The FGD results corroborated that “employment opportunities” and “self-interest” were the main reasons for taking up TVET. FGD also confirmed that elder siblings, cousins, and relatives (rather than their own parents) were instrumental in their decision to join TVET.</li> </ul>	<ul style="list-style-type: none"> <li>• A fairly large percentage of respondents have a positive attitude towards a TVET education! A great selling point! Such students should be recruited as TVET Champions.</li> <li>• Get current TVET trainees (and graduates) to be advocates targeting secondary school students who might be considering TVET. They can be effective promoters of TVET. This can be accomplished via School Visits, Worksite Visits, Career Fairs and TVET Road Shows.<sup>19</sup></li> <li>• While research indicated that parents/guardians didn’t have as much influence in guiding children into TVET, it would still be a good idea to target parents in order to “get them onboard” with TVET and help them understand the value of a TVET education for their children.</li> <li>• The MoE should consider developing media resources, such as print materials, for distribution to parents of secondary school students. Distribution can take place during TVET Road Shows or passed on to students to share with their parents.</li> </ul>
<b>Trainee aspirations — employment and earning power</b>	
<ul style="list-style-type: none"> <li>• 80% of all male trainees and 76.6% of all female trainees were either “Confident” or “Very Confident” in securing employment after graduation.</li> <li>• 44% of the total said that they would most likely work for the government, while 22% wanted to own their own business.</li> <li>• While employment aspirations or confidence in securing gainful employment after graduation is high, trainees were concerned about low wages. This will need to be addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• “Confident” and “Very Confident” trainees should be recruited as TVET Champions. They can be scheduled to make presentations during Career Fairs, School Visits and during TVET Road Shows.</li> <li>• Successful TVET graduates and entrepreneurs should be used as TVET Champions, providing proof that a TVET education can lead to a rewarding career. Get businesspeople involved in promoting TVET to students.</li> <li>• Consideration must be given on how to address concerns about low wages. This will be challenging as the strategy cannot change the reality of low wages.</li> </ul>
<b>Trainee media usage habits</b>	
<ul style="list-style-type: none"> <li>• Mobile phone (smartphone) usage with TVET trainees is very high. Over 33% of trainees used their mobile phones more than 6 hours every day.<sup>20</sup></li> </ul>	<ul style="list-style-type: none"> <li>• All TVET web-based assets (website, Facebook page, Instagram and Twitter accounts, YouTube channel) should be configured for viewing on all devices (computers, tablets and smartphones).</li> </ul>

<sup>19</sup> A Road Show is a multi-faceted marketing tool—part awareness building, part sales. Road Shows may include multimedia presentations, question-and-answer sessions and the distribution of information packets to prospective TVET clients. Road Shows can be linked to festivals, holiday celebrations or other public events.

<sup>20</sup> As this is data from 2015–2016, smartphone usage among TVET trainees has undoubtedly increased.

What research uncovered	What this means for intervention design
<ul style="list-style-type: none"> <li>• The second most popular activity was watching television (not local), shows and movies.</li> <li>• Reading newspapers and books and listening to the radio were not a priority.</li> <li>• Internet usage is quite high amongst participants in FGDs since most mobile phones are equipped for data packages.</li> <li>• A significant majority (95% +) had Facebook accounts. They accessed it daily for updates and contact with family and friends.</li> <li>• These trainee statements sum up their preferred channel for accessing and sharing information: “YouTube is essential for my training”, “I access Facebook almost every few hours”, “Whenever I don’t know something, I Google it”, “I have never listened to the radio”, “I have never read the classifieds or want sections in newspapers”, and “I do everything on my smartphone.”</li> </ul>	<ul style="list-style-type: none"> <li>• Messages and visual continuity among all web-based assets should be adhered to.</li> <li>• Messaging and visuals for use on all media platforms should be developed with forward-looking, youthful, and eye-catching attractive themes to appeal to the youth of Bhutan.</li> <li>• Development of a TVET smartphone app may be a good way to reach today’s youth with news and highlights about TVET opportunities. This should be investigated further.</li> </ul>
<b>Graduate reasons for pursuing a TVET education</b>	
<ul style="list-style-type: none"> <li>• 35% of graduates claimed better employment opportunities after graduation as their main reason for studying under the TVET elective programme, while 30% joined because of personal interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Messaging can be delivered by TVET graduates (peers — former students to current students). Messaging should focus on “making your choice the right choice...follow the example of successful graduates and satisfied trainees”.</li> <li>• Successful TVET graduates — TVET Champions — should be highlighted on TVET web-based assets (TVET website, Facebook page, Instagram account, Twitter account and YouTube channel).</li> </ul>
<b>Graduate employment outcomes</b>	
<ul style="list-style-type: none"> <li>• The employment outcome for TVET graduates is positive, for both males and females. 87.1% of all respondents are gainfully employed.</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasise that employment outcomes for TVET graduates are in some cases better than university graduates. This should be emphasised during IPC sessions with students and included in the web-based and print resources.</li> <li>• The finding — that TVET graduates were generally positive about their current jobs — needs to be highlighted in TVET web-based assets (TVET website, Facebook page, Instagram account, Twitter account and YouTube channel).</li> <li>• Information dissemination and promotion interventions should focus on “selling the job” (not the course) available to TVET graduates.</li> <li>• Emphasise that TVET is not a “second best” choice. A TVET education can lead to gainful, well paid employment.</li> </ul>

## Annex 2: Illustrative Implementation Schedule (One Year)

Activity / Responsibility <sup>21</sup>		M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Launch of TVET website <sup>22</sup>	MoE												
Launch of social media assets	MoE & Schools												
Distribution of initial print materials	MoE												
Assessment of website use/impact <sup>23</sup>	MoE												
Assessment of social media use/impact	MoE & Schools												
Assessment of print materials	MoE & Schools												
<i>Regular updating of website</i>													
• Contract production firm/individual <sup>24</sup>	MoE												
• Agreement on formats and content	MoE												
• Video clip production/posting	MoE & Schools												
• Development/positing of text content	MoE												
• Assessment of website use/impact	MoE												
<i>Regular updating of social media assets<sup>25</sup></i>													
• Posting of videos	MoE & Schools												
• Production and posting of photos <sup>26</sup>	MoE & Schools												
• Development/posting of text content <sup>27</sup>	MoE & Schools												
• Assessment of social media use/impact	MoE & Schools												

<sup>21</sup> Carrying out of some activities may be the responsibility of MoE, or the secondary schools, and in some cases a combined effort.

<sup>22</sup> Development of initial media resources (web-based and print) carried out by the *Development of New Approaches to Career Guidance Resources for Schools* consultancy.

<sup>23</sup> Assessment of initial website, social media assets and print materials, as well as new/future materials, should occur on a regular basis.

<sup>24</sup> Issue one-year contract.

<sup>25</sup> TVET students, secondary school student, counsellors and teacher will be encouraged to contribute to content, text and visuals, on the TVET social media assets.

<sup>26</sup> Ongoing — users allowed to post, but to be monitored by MoE for incorrect information and abuse.

<sup>27</sup> Ibid.

Activity / Responsibility <sup>21</sup>		M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
<i>Development of new print media</i>													
• Contract production firm/individual <sup>28</sup>	MoE		■	■	■	■	■	■	■	■	■	■	■
• Initial designs reviewed/agreed by MoE	MoE			■	■						■	■	
• Pre-testing carried out	MoE & Schools			■	■						■	■	
• Revisions; finalisation of print media	MoE			■	■			■	■			■	■
• Printing and distribution	MoE				■	■						■	■
• Assessment of print materials	MoE & Schools					■	■		■	■		■	■
<i>Development/delivery of School Visits<sup>29</sup></i>													
• Design of School Visit event/activities	MoE & Schools		■	■	■								
• Recruitment of TVET Champions	MoE & Schools		■	■	■								
• Scheduling of School Visits	Schools			■	■	■	■	■	■	■			
• Carry out School Visits	Schools					■	■	■	■	■	■		
• Assessment of School Visits impact	MoE & Schools									■	■	■	
<i>Development/delivery of Worksite Visits<sup>30</sup></i>													
• Identification of Worksites	MoE & Schools				■	■	■						
• Agreement with owners/managers	MoE & Schools				■	■							
• Scheduling of Worksite Visits	Schools					■	■	■					
• Carry out Worksite Visits	Schools						■	■	■				
• Assessment of Worksite Visits impact	MoE & Schools							■	■	■			
<i>Development/delivery of Career Fairs</i>													
• Contract Event Management Agency	MoE				■	■	■	■	■	■	■	■	■

<sup>28</sup> Issue one-year contract.

<sup>29</sup> A minimum of one School Visit per year at each TVET Pilot Secondary School.

<sup>30</sup> A minimum of one Worksite Visit per year at each TVET Pilot Secondary School.

Activity / Responsibility <sup>21</sup>		M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
• Design of Career Fair format	MoE												
• Review/agreement on format	MoE												
• Scheduling of Career Fairs	MoE & Schools												
• Carry out Career Fairs	MoE & Schools												
• Assessment of Career Fairs impact	MoE & Schools												
<i>Development/delivery of Road Shows</i>													
• Contract Event Management Agency	MoE												
• Design of Road Show format	MoE												
• Review/agreement on format	MoE												
• Scheduling of Road Shows	MoE & Schools												
• Carry out Road Shows	MoE & Schools												
• Assessment of Road Shows impact	MoE & Schools												



### Annex 3: Sample Monitoring Forms

Print Resources (to be completed by MoE with secondary schools' input)											
Material	Draft Design		Pre-Test Date	Revised Design		Production Date	Number Produced	Distribution		Receiving School	Received By
	Target Date	Actual Date		Target Date	Actual Date			Target Date	Actual Date		
Booklet											
Leaflet											
Poster											

Web-based Resources (to be completed by MoE with secondary schools' input)											
Resource	Text Content Update			Video Content Update			Photo Content Update			Notes	Updated By
	Page	Target Date	Actual Date	Page	Target Date	Actual Date	Page	Target Date	Actual Date		
Website											

	Text Content Update		Video Content Update		Photo Content Update			
	Target Date	Actual Date	Target Date	Actual Date	Target Date	Actual Date		
Facebook Page								

	Photo Content Update		Video Content Update			
	Target Date	Actual Date	Target Date	Actual Date		
Instagram						

**Web-based Resources (to be completed by MoE with secondary schools' input)**


	New Video Content Posted				
	Target Date	Actual Date			
YouTube					

**Student Recall and Response (to be completed by secondary schools)**

Media Resource	Number of Students Interviewed		Number of Students Recalling Media Resources		Number of Students Recalling Messages		Student Feedback / Comments Regarding Resources Any Sign of Attitude Change Regarding TVET?	Date of Interviews	Interviewed By
	Female	Male	Female	Male	Female	Male			
Website									
Facebook Page									
Instagram									
YouTube									

**TVET Elective Programme in Schools Promotion Activities (to be completed by secondary schools)**

Activity	Activity Design		Activity Delivery		Location	Students Reached		Resource Distribution		Observations / Comments (i.e., student feedback, efficacy, within/over budget)
	Target Date	Actual Date	Target Date	Actual Date		Female	Male	Material	Number	
Career Fairs										

**TVET Elective Programme in Schools Promotion Activities (to be completed by secondary schools)**

Activity	Activity Design		Activity Delivery		Location	Students Reached		Resource Distribution		Observations / Comments (i.e., student feedback, efficacy, within/over budget)
	Target Date	Actual Date	Target Date	Actual Date		Female	Male	Material	Number	
School Visits										
Worksite Visits										
TVET Road Shows										
Counselling										

## Annex 4: Sample Evaluation Checklist

The purpose of evaluation is to determine to what extent interventions have been effective. Evaluation findings provide credibility for the strategy. Findings that demonstrate the success of interventions and media resources help to justify the time and care invested in research and planning. Evaluation helps to identify any mistakes in design and delivery of interventions and media resources, allowing them to be avoided in the future.

Evaluation of interventions and media resources answers the following:

- What attitude or behaviour change occurred among the target group?
- How, when, and why did the changes occur?
- What aspects of the interventions and media resources contribute to these changes?
- What aspects of the interventions and media resources should be changed to improve results?

Expected Impact / Evaluation Indicators	Target Group	Technique / Source of Information
<ul style="list-style-type: none"> <li>• Increase in awareness and understanding of TVET; what it has to offer; career opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• TVET Pilot Programme Secondary School Students</li> </ul>	<ul style="list-style-type: none"> <li>• Self-administered questionnaire; three times a year (at beginning of school year to establish baseline, and middle and end of school year to measure change)</li> <li>• One-on-one interviews with select number of secondary school students</li> <li>• Focus group discussions with secondary school students</li> <li>• Probe               <ul style="list-style-type: none"> <li>○ Do students refer to print media resources or counselling sessions as a source of TVET information? Are media resources and counselling sessions useful? Why/why not?</li> <li>○ Do students refer to website and social media platforms as a source of TVET information? Are website and social media platforms useful? Why/why not?</li> <li>○ Can students recommend other channels for TVET information dissemination and promotion?</li> <li>○ Has there been an increase in student interest in TVET?</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Increase in the number of students expressing interest in studying TVET.</li> </ul>		
<ul style="list-style-type: none"> <li>• Increase in the number of students enrolling in a TVET elective programme.</li> </ul>		
<ul style="list-style-type: none"> <li>• Increase in awareness and understanding of TVET among parents of secondary school students.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents of secondary school students</li> </ul>	<ul style="list-style-type: none"> <li>• Self-administered questionnaire; three times a year (at beginning of school year to establish baseline, and middle and end of school year to measure change)</li> <li>• One-on-one interviews with select number of parents of secondary school students</li> <li>• Focus group discussion with parents of secondary school students</li> </ul>

Expected Impact / Evaluation Indicators	Target Group	Technique / Source of Information
		<ul style="list-style-type: none"> <li>• Probe               <ul style="list-style-type: none"> <li>○ Are parents familiar with/have they seen/read any of the print media resources provided to students? Are the print media resources useful? Why/why not?</li> <li>○ Have parents visited the TVET website and social media platforms? Are website and social media platforms useful? Why/why not?</li> <li>○ Can parents recommend other channels for TVET information dissemination and promotion specifically targeting parents?</li> <li>○ Are parents expressing a positive attitude towards TVET?</li> </ul> </li> </ul>

## Annex 5: Origin of the Information Dissemination and Promotion Strategy

This strategy document has been developed as one of the outputs under the ADB-funded Development of New Approaches to Career Guidance Resources for Schools consultancy under the Skills Training and Education Pathways Upgradation Project Bhutan (No. G-0596). As a component of this *Career Development Information Dissemination and Promotion Strategy for TVET in Schools* several information and promotional resources will be developed.<sup>31</sup>

The strategy outlines activities and interventions that should be carried out in the near-term (i.e., over the next 6 to 12 months) using resources developed under the *Development of New Approaches to Career Guidance Resources for Schools* consultancy. Further information dissemination and promotion actions to be carried out by the MoE over the longer term can be designed based upon research, feedback from students and information collected through the TVET website and social media platforms.

To date, six short video testimonials by Career Guidance Counsellors, principals, a TVET teacher and a TVET graduate have been prepared by Mr Ken Swann, Social Media and Marketing Specialist, for posting on the TVET website and other web-based assets. It is assumed that at least 3–5 more short videos will be produced during the *Development of New Approaches to Career Guidance Resources for Schools* consultancy and uploaded to the web-based assets.<sup>32</sup> In addition to posting on all web-based platforms, video testimonials can be used by teachers and Career Guidance Counsellors during their interaction with secondary school students. Video testimonials can be provided to teachers and Career Guidance Counsellors on thumb drives/memory sticks. The videos to be produced can be considered both a promotional and motivational tool.

An initial set of posters for promoting the TVET elective programme, designed by the Graphic Artist working under the *Development of New Approaches to Career Guidance Resources for Schools* consultancy, will be ready for printing and distribution by November 2020.

---

<sup>31</sup> The consultancy/TA for this project runs over a 12-week period, 27 February to 17 April 2020. During this time several information/promotion resources will be developed including a TVET website, Instagram account, Twitter account, Facebook page, YouTube channel and a set of TVET promotional posters for use by TVET pilot programme secondary schools. Beyond the time frame of this consultancy/TA, it is assumed that the MoE will carry forward with the management of web-based assets, and development of additional video and print media assets as needed.

<sup>32</sup> Up to USD 13,000 has been ring-fenced from the CEI contingency budget to produce video and print resources.