

“Our nation’s vision can only be fulfilled if the scope of our dreams and aspirations are matched by the reality of our commitment to nurturing our future citizens”

His Majesty the Druk Gyalpo

National HRD Advisory Series 2017



an assessment of
School-to-Work Transition
Support Programs

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School-to-Work Transition
Support Programs

Human Resource Development Division
Department of Human Resources
Ministry of Labour and Human Resources
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“The government has provided education to our youth. But for the nation to prosper for all time, a sound education must be succeeded by access to the right jobs and responsibilities, so that our youth may bloom as individuals and at the same time serve their Nation well.”

“The greatest and the most valuable wealth we have in Bhutan is our people. We can never go wrong if we invest in human resources – no matter how much it cost, that investment will give our Nation rich dividends and what we lack in number, we must make up in talent.”



His Majesty's address at the 2012 National Day Celebration
and 2015 Graduate Convocation

FOREWORD



Youth is an important time of life. That is when young people start to realize their potential and aspiration, assuming their economic independence and finding a place in society. Such transition can be made effective if necessary support mechanisms are put in place for them to realize their full potential and smoothly transition into the world of work. To effectively and successfully support young people in transition, it has to be a strong collaboration between different partnering agencies; schools/institutions, ministries, local government, sector association/bodies, and employer. The School-to-Work Transition (STWT) support cannot be confined to few reactive programs, but should be complemented by policies and programs to assist those not in transition yet and in aligning labour force demand to supply.

The Ministry of Labour and Human Resources (MoLHR) is pleased to present the 4th series of National HRD Advisory developed under the theme '*an assessment of school-to-work transition support programs*'. The current theme was chosen due to growing importance and role of different STWT support programs in supporting young jobseekers for successful transition in the world of work. The advisory aims to give an insight into the existing STWT support services of the MoLHR in terms of its outcome and delivery.

I congratulate the Human Resource Development Division (HRDD), Department of Human Resources (DHR) for successfully developing the NHRD advisory 2017. My appreciation also goes out to all beneficiaries who participated in the two surveys. The nine HRD advises highlighted in this document seeks to foster employment and support services for young people in transition and those who are not in transition yet. Therefore, the Ministry hopes that the advisory provides a useful guide and reference for necessary policy and program interventions from the government, policy makers, STWT program managers and stakeholders.

With best wishes and Tashi Delek!

A handwritten signature in orange ink that reads "Ngeema Sangay Tshempo". The signature is written in a cursive, flowing style.

Ngeema Sangay Tshempo
Minister, Ministry of Labour and Human Resources

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Introduction

Introduction

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

The first NHRD advisory provided an introductory to the document and highlighted broad human resource policy intervention required in different sector/area. The subsequent advisories were developed under specific topics. The NHRD advisory 2014 was developed under the theme 'a focus on graduates and labour market dynamics' and highlighted on the issues of increasing unemployment among the university graduates. The NHRD advisory 2015 was developed under the theme 'a focus on TVET and labour market dynamics' with assessment of TVET providers in the country complemented by employer outlook to support the development of the TVET Blueprint launched in 2016.

The current NHRD Advisory will provide an assessment on various School-To-Work Transition (STWT) support services provided by the MoLHR for jobseekers in transition. STWT support are provided at two levels; for those individuals who are *not in transition yet*, and for those *in transition*. The first category are those individuals who are still in school or currently not perusing employment, and the second category are for those who have entered the labour force and are actively looking for employment. The STWT support services for the two categories are different. For those who are not in transition yet, STWT support are provided through career counselling, prospective labour market information and guidance. And for those in transition, STWT are provided through skilling, internship, and employment facilitation support.

The primary focus of this document has been on assessing and evaluating the delivery and outcome of different STWT support provided by the MoLHR for those in transition, and in doing this, two surveys have been carried out; *trainee/intern survey*, targeting beneficiaries who are currently enrolled into different STWT programs; and *tracer survey* targeting beneficiaries who have completed from the different STWT programs. Survey outcome from 1861 beneficiaries were collected and used for the assessment; 831 beneficiaries participated in the trainee/intern survey and 1030 participated in the tracer survey. The two surveys provides an insight into the profile of STWT beneficiaries, delivery of STWT programs, and program outcome.

The advisory has three sections; first an introduction to the existing STWT support services, second recommendation or advises to improve transition support and foster employment of young job seekers, and last the outcome of two surveys.

What are STWT support?

The term 'transition to work' is globally understood to describe coming of age for all young people as they leave school/college/TVET institution, consolidate skills and work experience, develop a sense of job readiness and make decision about their life and career. Some of the challenges faced by young jobseekers in transition are adapting and diversifying their strategies for job searching and labour market entry in line with the changing nature of the employment market, and the personal journey of navigating from late adolescence to early adulthood. Globally young people experience higher levels of unemployment compared to other age group and this is no exception in Bhutan. As per the LFS 2015, 85 percent of the unemployed are within the age bracket of 15 to 29 years of age, including 46.3 percent of those within the age bracket of 20 to 25 years of age.

With issue of increasing unemployment in the country, STWT support programs are gaining momentum and importance as a means to align skills, aptitude and aspiration of young jobseekers coming out of the secondary and tertiary education institutions to the world of work. STWT support differs for those who are not in transition yet (young people in education) and for those in transition (jobseekers). For those not in transition yet, support are provided by the schools, colleges and institutions themselves through career counseling, labour market information and guidance, on campus recruitment facilities, curriculum reform to suite the requirement of the labour market, and other means.

The MoLHR provides different school-to-work transition program for the new entrants or for those individuals in transition, through short-term skills training so that jobseekers are able to get necessary skills needed by the industry, or in the form of internship or attachment support so that they are able to gain needed experience at work. The STWT support program for those in transition have evolved over the years, changing to meet the requirements of the labour market. While the SWTW programs in the 9th and 10th plan were more focused more on skills and work experience acquisition, the focus in the 11th plan has shifted to employment outcome at the end of STWT support. In the 11th FYP, Guaranteed Employment Program (GEP) was initiated to match skilling and internship efforts to successful employment. Three sub-programs were designed under the GEP program; 1. Direct Employment Scheme (DES), 2. Employment Skills Scheme (ESS), and 3. Overseas Employment Scheme (OES).

DES is geared towards providing young jobseekers with necessary work experience, wherein partnering employer are incentivized in term of salary support to new recruits. Different range of incentive are provided based on jobseekers level of qualification. Funding support is based on employment guarantee by the industry/employer; Jobseekers are attached with different sectors, and duration of support ranges from one to two years. Salary incentive is provided by MoLHR with mandatory top-up of Nu. 3,750/- by the Industry/employer.

With rising unemployment and limited employment opportunities within the industry/economy, overseas employment has been adopted as an interim measure to foster employment. A total of about 2,829 are employed overseas as of December 2016. Majority are employed in the tourism and hospitality sector, followed by retail and education sector. About 58% of the employment are in India followed by countries in Middle East. The OES provides skilling support to facilitate employment overseas and also facilitates employment through the overseas employment agents regulated by the MoLHR.

ESS on the other hand is an intervention to provide employable vocational skills to young jobseekers for employment within the country. Skilling support is provided through the Registered Training Providers in the country. As per the NWFP 2016, skill mismatch is a big concern in the country. The paradoxical situation is that while our graduates are not able to find a job, the industry themselves find it very difficult to source skilled and qualified people. In fact, more than 33% of the industries (NWFP 2016) in all the tourism, construction and production sectors indicated that they face skills shortage, meaning they don't have the right people to do the job. An overwhelmingly high number of them indicated that the skills they are looking for are not available in Bhutan and others said that talents are not available in their business location. As a result, majority of industries said that this was having a big impact on the productivity and performance of their businesses. Many also indicated that they were losing their market to their competitors and earning lesser income due to lack of right human resources to perform the jobs.

While the above issue can be resolved through reforms to provide relevant training and education, short-term skilling measures are also put in place. The two programs designed under ESS are the Youth Employment Skills (YES), and the Graduate Skills Program (GSP). Both YES and GSP are a need based HRD intervention to address the immediate skills shortages in the labour market through short term vocational skills training program for the unemployed youth. The overall objective of the program is to promote gainful employment of Bhutanese youth and achieve full employment target set by the Royal Government of Bhutan. However the specific objective of the program is to provide skills required to foster meaningful and gainful employment of Bhutanese in the economy, and to meet the Critical HR Requirement of our industry through supply of trained workforce. The GSP is geared towards providing post-graduation vocational programs for graduates to align them with the labour market needs in the country. The two programs are imparted in collaboration

with the Registered Training providers in the country.

STWT support are also provided for those interested to be self-employed and set up their own small businesses. Basic and comprehensive entrepreneurship programs are offered to assist those interested in setting up small businesses. Further, Skills for Employment and Entrepreneur Development (SEED) program was initiated to provide core skilling in those trade where there are opportunities for small businesses.

ATP was first introduced in the year 2000. It is implemented through a contract between the apprentice who wants to acquire competency in a particular skill and an employer who can provide the skills. Apprentice are attached to the enterprises/industries for 6 to 12 months duration to gain relevant skills. The program covers wide range of skills as well as enterprises/industries. Annual enrollment in ATP has grown from less than 20 in the early years of its operation to well over 300 during the 10th Plan and 500 in the 11th FYP. MoLHR provides a stipend of Nu 1,800 per month and the employers pay a matching amount with employment guarantee at the end of the program.

UGIP and PEEP are short-term internship support provided for any interested jobseekers. The main objective of the program is to productively engage young jobseekers in the world of work by providing them with necessary work experience. A minimal monthly stipend of Nu. 3,750 is provide for a maximum duration of 3 months with possible extension to 6 months. While PEEP support is provided for middle/higher secondary education graduates, UGIP support is provided for tertiary education graduates.

Some of the school-to-work transition programs currently being implemented by the MoLHR are as follows. These programs have been captured for both the trainee/intern survey and tracer survey outcome.

Program	Internship/skilling	Approximate per head cost	Modality of delivery and approach
Youth Employment Skills (YES)	Skilling	Nu. 69,000	Skills delivered in partnership with private and public providers; funding based on employment guarantee; targeted to jobseekers with middle/higher secondary qualification; areas identified by providers through Rapid Market Appraisal (RMA)
Graduate Skills Program (GSP)	Skilling	Nu. 69,000	Skills delivered in partnership with private providers; funding based on employment guarantee; targeted to jobseekers with university degree; skills area identified by providers through RMA.
Skills for Employment & Entrepreneur Development (SEED)	Skilling	Nu. 120,000	Skills provided in partnership with in-country or ex-country providers; targeted to those aspiring entrepreneurs interested to set up their business; trainees put through entrepreneurship program post-skilling; skills focused on production sector.
Apprenticeship Training Program (ATP)	Industry attachment/internship	Nu. 21,600 (for 12 months support)	Skills delivered based on request for apprentice from the Industry; wide range of industries and participants covered; implemented through cost-sharing modality with industry.
Pre-Employment Engagement Program (PEEP)	Industry attachment/internship	Nu. 11,250 (for 3 months support)	Targeted to middle/higher secondary and vocational job-seekers; maximum duration ranges from 3 months (fully funded) to 6 months (cost-sharing) with monthly minimum wage of Nu. 3750/- provided by MoLHR with flexible/voluntary top-up by the Industry, candidates explore internship with different industries or Industry request intern to MoLHR.
University Graduate Internship program (UGIP)	Industry attachment/internship	Nu. 11,250 (for 3 months support)	Targeted to university graduate job-seekers; maximum duration ranges from 3 months (fully funded) to 6 months (cost-sharing) with monthly minimum wage of Nu. 3750/- provided by MoLHR with flexible/voluntary top-up by the Industry, candidates explore internship with different industries or Industry request intern to MoLHR.

Direct Employment Scheme (DES)	Industry attachment/ internship	<p>University graduates: Nu. 90,000/-</p> <p>Class XII/TVET graduates: Nu. 63,000/-</p> <p>Class X: Nu. 45,000/- (for 12 months support)</p>	<p>Funding support based on Employment guarantee by the industry; Jobseekers attached with different sectors; Duration ranges from 1 to 3 years; Salary incentive provided by MoLHR with mandatory top-up of Nu. 3750/- by the Industry.</p> <p>University graduates: Nu. 7500/-</p> <p>Class XII/TVET graduates: Nu. 5250/-</p> <p>Class X: Nu. 3750/-</p>
Entrepreneurship training program (basic and advance level)	Skilling	Nu. 28,000	<p>Provided to any individual interested to acquire entrepreneurship or business development skills for self-employment or setting up their small businesses; training ranges from 14 to 60 days; post-training support is provided with licencing procedures and funding from financial institutions (which depends largely on the viability of business proposal).</p>
Construction/ Furniture training	Skilling	Nu. 80,000	<p>Critical skills in furniture and construction trades provided in partnership with both local and regional partners/ training providers.</p>



HRD Advice

HRD advice

The core focus of this advisory has been to assess the delivery and outcome of specific STWT support programs provided by MoLHR for those in transition. This is mainly because majority of the transition and employment facilitation support are currently provided by MoLHR. However, to effectively and successfully support young people in transition, it has to be a collaborative effort of different schools/institutions, ministries, local government, sector association/bodies, and employer. The STWT support cannot be confined to few reactive programs, but should be complemented by policies and programs to assist those not in transition yet and in aligning labour force demand to supply.

The role of STWT support programs is becoming increasingly important with increasing number of young jobseekers entering the labour market without any prior support in terms of acquiring employability skills, career counselling and lack of information on job prospect and labour market information. This is especially true for those jobseekers with only secondary education qualification. About 20,000 to 25,000 jobseekers are projected to enter the labour market annually in the 11th FYP (1st National HRD Advisory series). The projected number of jobseekers entering the labour market is approximately same in the 12th FYP period as well. Out of this, about 16,000 will be fresh out-of-school jobseekers with secondary and tertiary level education, most of them, especially those with middle and higher secondary level education, will require STWT support so that they can be aligned with the requirement of the labour market.

Table 1: Forecast of secondary and tertiary education graduates entering the labour market (2016-26)¹

Qualification	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Class X	3314	3449	3445	3454	3373	2866	3071	3001	2930	2860
Class XII	5740	6191	6155	6580	6356	6495	6327	6348	6369	6390
University Graduates	5102	5498	6005	6511	6963	7470	6440	6492	6543	6595
Total	14155	15137	15606	16545	16692	16831	15837	15840	15843	15845

Young jobseekers today face increasing uncertainty in their hope of undergoing a satisfactory transition in the labour market, and this uncertainty can in turn have damaging effects on the individual themselves, their families, communities, economy, and society at large. Unemployed and underemployed youth are less able to contribute effectively to national development and have fewer opportunities to exercise their rights as citizens. They have less to spend as consumers, less to invest as saver, and often have no voice to bring about

¹Source: NWFP 2016 with forecast from 2023 to 2026

change in their lives and communities. A persistent pattern of unemployment increases the risk of long-term unemployment. Knowing the costs of inaction, many government around the world do prioritize on issue of youth employment and attempt to develop reactive policies and programs, and strengthen the proactive policies. For long-term impact, a strong economic development policy complemented by education and training reform can ensure sustainable economic development that young people can drive and benefit from. Youth employment has to be mainstreamed into national economic and employment strategy. As such, a whole range of ministries and stakeholders needs to be involved.

Some of the key outcome from the two surveys are:

- Higher percentage of female has benefited from the STWT support programs.
- Majority of beneficiaries come from household falling within lower income bracket and whose head of family are engaged in agriculture farming.
- 85.7 percent of the beneficiaries are either 'confident' or 'very confident' about securing gainful employment post-program.
- Employment rate for STWT support program is 64 percent. Employment based programs have much higher employment rates (80 percent).
- 66 percent are able to find employment within 6 months, and 60.6 percent of those employed are in regular or permanent jobs.
- Beneficiaries with higher level of education are able to secure employment with higher income.
- Female have lower salary expectation and are paid less compared to male counterpart;
- More than 55 percent said that their current salary is insufficient.
- 85.7 percent of the employed said that the STWT programs were effective in securing employment, and 81.3 percent said they would recommend the program to others.
- Media outlets like mobile and internet are more popular as compared to other media outlets.

The following advises are made considering the current STWT support services, and the outcome/result of two surveys conducted for the development of this advisory.

Enhance STWT support services for those not yet in transition

Education institutions, and TVET institutions must be involved in the formation of local and national responses to labour market challenges facing young people as they are the key institutions with which young people engage. Teachers, instructors, management and support staff play an important part of the network of mentors who influence young people during their formative years. More importantly, these institutions are expected to provide information on labour market signals based on labour market information, career counseling and guidance, and in some cases on-the-job learning opportunities and employment facilitation support.

The case of good career education and guidance prior to youth entry in the labour market is widely recognized as an effective tool for those young people not in transition yet. The problem are, to what extent and how early to provide such information; how to ensure its quality and relevance; and to what extent school-based provision can substitute effectively for early labour market experience. In many countries, students are offered on-the-job learning experiences and avenue to take up part-time employment. Students also have the avenue to do career aptitude test to match their strength and interest to different career options.

Transition support provided in the form of career counselling, labour market information, employability (soft) skills support, curriculum reform, and other employment facilitation support by the school/institute/college needs to be strengthened. Further, up-to-date and effective data/research on labour market information and signal needs to be disseminated to different career counseling units. The communication channel and frequency between the different career counselors and students/trainees in school/institution needs to be strengthened and enhanced.

Strengthen employment based STWT program

The employment outcome for employment based programs like DES, YES, and GSP is much higher compared to other programs (as high as 80.8 percent). Whereas, STWT programs which are not oriented to employment have lower employment rate (as low as 37.8 percent). Employment for programs aligned with the immediate requirement of the labour market (such as construction and furniture program) also have higher employment

rates (69 percent). This clearly gives a strong indication that employment based approach to STWT support results in better employment outcome. Further, investment on these programs are made on employment, thus resulting in better use of government resources. However, it may equally be important for young people to have access to flexible programs like UGIP and PEEP for gaining those short-term work experiences without any post-program obligations.

Despite high employment outcome, employment based programs needs to be further strengthened in terms of design, delivery and outcome assessment. DES was initially geared towards supporting small businesses to help them grow and expand during the DES support period. The support has now shifted to more stable firms and organizations. Post-employment monitoring is a challenge for YES and GSP with payment made on initial employment without post-employment monitoring mechanism. There are also duplication of program delivery within the different STWT support program, resulting in inefficiency, additional resources spent, and poor outcome. Information and data communication between different programs is weak since different data system is adopted for different programs, thus resulting in programs hopping. With increasing youth unemployment, employment based programs will have an important role to play, in effective channelization of young jobseekers to the world of work. These programs needs to be strengthen based on past experiences and learning outcomes. Experiences on implementation of such programs can be shared in different skills and employment forums.

Collect transition time through Labour force survey

It is increasingly becoming important to measure the transition time of young people in securing stable jobs to assess the effectiveness of education or training. Many of the tertiary and TVET institution/agencies do not carry out any tracer studies. This has been featured as one of the key indicators to measure quality of education and training in the 12th FYP. The Labour Force Survey (LFS) can be used as an effective tool to assess the length of transition to work for young people (15 to 29 years of age). This information can provide an in-depth labour market situation on the relative ease or difficulty of young people's entry to labour market with respect to their qualifications and skills. It will also enable government to evaluate the overall performance of education or training system in terms of the relevance of their course to the demand of the labour market. International Labour Organization (ILO) has carried out a feasibility study in 2016 and provides recommendation on calculation and assessment of such transition time. The report identified three stages of transition, the information on which can be collected through the annual LFS carried out by the MoLHR:

Transited: those young people who have successfully secured stable job or are in satisfactory self-employment or satisfactory temporary job. The length of transition can be calculated

by finding the difference between the date the person left school and the date the person found his or her first stable or satisfactory job (length of transition = month/year of first stable job – month/year left school/college).

In transition: those actively seeking employment (jobseekers). As per the LFS, they would be featured under the 'unemployed' category. For individuals in transition, this length cannot be measured since the transition is still on-going. However, their length of transition/unemployment can be calculated by checking the time they left school (transition time = month/year the LFS is conducted - month/year left school/college).

Not yet in transition: still in school or learning institutions. They are currently not part of the labour force. Information of this can provide clarity of number of prospective jobseekers expected to enter the labour market.

Strengthen program M&E

There is general sense of satisfaction among the beneficiaries with the program monitoring and evaluation carried out by respective program managers. Such monitoring are confined to evaluation of trainees' attendance and performance, feedback collection, interview of employer/training providers, and general dissemination of information on the program. The frequency of monitoring is also limited to the number of human resources coordinating the program.

One of the main challenges with the implementation of employment based programs has been the lack of post-employment monitoring mechanism. About 21 percent of the beneficiaries have indicated that they have hopped on to other employment opportunities from their initial place of employment. The employer survey conducted during development of NHRD Advisory 2014 and 2015 gives similar figure from employer's side as well. While this is not necessarily in disadvantage of those hopping and not within the control of MoLHR, certain incentive mechanism can be introduced to encourage young people to commit certain time of their service with the employers they are placed with. While it is true that young people need extensive exposure to diverse workplace setting in order to expand their occupational horizon, working in certain field for shorter duration puts them in a disadvantageous position as they may not be able to take the benefit of gaining the necessary experience and skills of working longer duration.

Individuals working with one specific agency for longer-term also have the benefit of taking advantage of various reskilling and upskilling HRD support programs provided by the MoLHR. These support are provided both in-country as well as ex-country for programs ranging from short-term certificate level training to masters programs.

There is need to develop M&E framework for different STWT support program and strengthen monitoring mechanism through the use of ICT, including information and data sharing between different programs to prevent program hopping and repeated investment on transition support to one specific individual.

Create advocacy to bring shift in perception on jobs and employment avenues

Many young people in transition are not aware of the support facilities and different STWT programs services available to them. There is also general lack of awareness on the labour market opportunities and job prospects due to lack of career counseling and lack of general information made available. This puts young jobseekers in a disadvantageous position and very often they would end up opting for program which will not necessarily match their aspiration/need, thus leading to program hopping and job hopping once employed. In the long-run, lack of information on the job prospect and labour market can lead to workforce shortage or oversupply thus resulting in increased unemployment.

Advocacy on the specific programs are mostly confirmed to announcement made during the mobilization of participants for the program. There is lack of information dissemination on simple labour market information (top ten jobs, highest paid jobs, jobs that can guarantee employment, etc), industry work culture and values, employability skills required, employment policies of the government, programs to assist jobseekers in transition, job prospect and opportunities, opportunities on self-employment and entrepreneurship among others. It was also found that media outlet such as internet and mobile are more popular among the young people. Not many of them access other media such as radio, television or newspaper. Therefore, there is need to carry out advocacy, which goes beyond simple announcement and one time show/event. Building brand within the specific sector will go a long way in motivating young people to take up education/training in those specific trades, and attracting talent for the sector. For example, in some developed countries, construction workers are portrayed as strong and good looking individuals, thus creating that positive image among those working and those wanting to work in the sector. Very recently, we see influence of different celebrity cooking show into our own young jobseekers' perception, thus resulting in more young people taking up culinary and baking programs. Therefore, advocacy avenue with different media and creative channels needs to be explored to bring culture and perception shift on jobs and employment avenues. Comprehensive advocacy will create constant awareness and understanding among young people on different options and opportunities available to them, thus leading to proper matching of programs to young jobseekers in short run and overall job satisfaction among those employed in the long run.

Develop an entrepreneurship culture complemented by entrepreneurship support services

Majority of jobseekers continue to show preference for employment in the government sector and in desk jobs, when the reality is that there is increasingly lesser number of jobs available in the government sector. The Royal Civil Service Commission (RCSC) recruits about 500 against more than 4500 tertiary education graduates entering the labour market annually. About 73.8 percent of the tertiary education graduates wishes to work in the government sector and 14.4 percent wishes to work in the public owned corporation. Therefore graduates wanting to work in the private sector or to be self-employed is very negligible (NHRD advisory 2014). The same trend can be seen among the STWT beneficiaries with 49.9 percent of them wanting to work in government jobs. This is mainly due to the fact that many young people in schools and different learning institutions are often not aware about different employment opportunities and avenues.

One such avenue is self-employment and entrepreneurship. Many countries have adopted entrepreneurship promotion and support as an important strategy for fostering gainful employment and Bhutan is no exception. The NWFP 2016 highlights 'strengthening entrepreneurship effort' as one of the important workforce development strategies. While some form of entrepreneurship services support are provided to those in transition, the support to those who are not yet in transition is very weak, thus resulting in low awareness, interest, and capacity among many school graduates. However, on a positive note, some of the recent strategies to be adopted are; the integration of entrepreneurship course in the school curriculum, and setting up of incubation center in colleges which is expected to have positive impact in the area.

A strong entrepreneurship drive and culture can result in more young people taking up self-employment as a viable option for gainful employment. This of course has to be complemented by other policies such as, ease of doing business, easy and effective access to finance, fiscal policy, and stronger intellectual property right policies among others.

Strengthen workforce planning and labour market information system

While reactive STWT support programs are important, there is need to strengthen proactive policies and programs to effectively channelize young people from school/colleges/institutions to work. The proactive policies can be in terms of strengthening the economic plans, creating conducive employment opportunities, providing quality and relevant education/training, and providing short-term, medium-term and long-term labour market signals. One such tool to provide labour market signal is through the workforce plan and labour market information.

The first National Workforce Plan (NWFP) was developed in 2016 for three economic sectors; tourism, construction and production. The NWFP provides requirement in critical jobs (jobs are available but local talents not available), hard-to-fill jobs (talents are available but not willing to take up jobs), and mission critical jobs (jobs critical to the businesses capacity to delivery its mandate and services) in the three sectors. A short-term and medium terms workforce requirement for the three sectors were provided for different job categories. Long-term labour market signal are currently based on economic plans and policies. Strategic workforce planning helps in ensuring that in the future, human resources with right skill are available. Workforce planning is important at both sectorial as well as individual organization level. Proper workforce planning at organization level (turnover rates, types of exit, potential retirement forecast, recruitment information, salary projection, talent management, performance management, business expansion plan) will provide strong foundation to carry out workforce planning at sectorial and at national level. Workforce planning at organization level, at sector level needs strengthening and capacity development support in the area needs to be provided. Further, labour market information researches and workforce planning information dissemination need to be strengthened.

Improve quality and relevancy of TVET and tertiary education

It is logical to assume that when TVET and tertiary education are of quality and relevance to the labour market needs, there will be lesser number of those requiring STWT support service during transition. Higher quality and relevant education/training translates to higher number of TVET and tertiary education graduates finding jobs within short transition time upon graduation, and likewise lower quality and not relevant education/training translates to higher number of unemployed.

Reform plan for the TVET system has been drawn out through the TVET Blueprint (2016-26). The Blueprint plans to bring reforms in the TVET system by enhancing access, improving quality, increasing relevance, and strengthening management system. Some of the expected course of actions to be implemented are: improvement in the skill level of TVET graduates; introduction of National Diploma programs; introduction and diversification of new vocational programs to match the requirement of the labour market; and expansion of infrastructure available with the public TVET institutions to give greater number of access to both middle and higher secondary graduates. Therefore, it is important that necessary fund and resources are provided for the implementation of the TVET Blueprint.

Tertiary education reform policies/strategies is also critical to enhance quality and relevance of tertiary education. The tertiary education roadmap/masterplan can be an important tool to bring necessary reforms.

Strengthen industry/employer role in employment

The economy at large and the industry/employer in particular will continue to play a major role in employment generation. While, jobs in the government sector, public owned corporation and large scale industries are structured and profiled with clear career ladder, this is a big issue in the smaller private firms. Young jobseekers desire to work in jobs with higher level or job security, good salary, clear career progression, clear job roles and responsibilities, and good working condition. Most often, the reason why young people hop to different job is mainly due to the fact that these conditions are not provided.

While employment shift is happening from the public to private sector, the aspiration of young people continues to be to work in the government sector. Another matter of concern is that many of the economic sectors like construction and production offer mostly temporary or contract employment (NWFP 2016), while many young people prefer to be engaged in a job secured environment with clear career advancement opportunities. The lack of clear career path for different occupation within the private sector is a matter of concern.

While the STWT support programs has helped in increasing jobseekers level of confidence in securing employment, many are critical when it comes to their earning potential. There are few who are paid less than the national minimum wage. Factors such as education play a key role in earning potential of an individual. Female have lower salary expectation and are paid less compared to male counterpart. These are issues that needs interventions not only from the government but also equal if not greater support from the industry/employer and different sector association/bodies.

A positive reform has been the introduction of minimum wage rates for National Certificate holders, which needs to be updated periodically. Government intervention and industry support/partnership is needed in terms of developing career pathways for different occupations in the private sector. Clarity in job roles and responsibilities also needs to be developed.



Survey Outcome

Survey outcome

Two sets of questionnaires were designed, one targeting those beneficiaries currently undergoing different STWT programs and another targeting those who have graduated from these programs. The questionnaires were developed in close consultation with program managers of different STWT programs. The data collection was carried out by an independent consultancy firm in a span of one month (December 2016).

The objective of the first survey was to study the aspirations of different trainees and interns who are currently enrolled in different STWT program of 2016. This survey collected information on trainee's demography, socio-economic and academic backgrounds; gauge views on program delivery, program content, facilities and trainers; acquire a sense of their expectations or aspirations in terms of income, employment, overall well-being, and opinions on important macro-economic and social issues.

The objective of the second survey was to assess the experiences of STWT graduates, mainly their employment experiences post-graduation. This part of the report was designed as a 'tracer study' complemented by information on graduates demographic, socio-economic and academic indicators. Assessment was made to check their employment outcomes (type of jobs, duration, location, job-seeking experiences, adaptation to world of work, and suitability of STWT support to current job) and income outcomes (level of pay, sufficiency of pay, work satisfaction). It also surveys graduates' post-facto views on STWT program delivery, facilities and trainers, and seeks recommendations based on their personal experiences.

The survey for this study covers 1861 beneficiaries, 1030 participated in the tracer survey and 831 in trainee/intern survey. A total of eight different STWT programs were covered; YES/ GSP, DES, Entrepreneurship program, Construction and furniture program, PEEP, SEED and UGIP. The group categorized under 'STWT trainee' includes those who are currently enrolled in different STWT programs, and those categorized under 'STWT graduates' includes those who have graduated from different STWT programs. 3.7 percent of the beneficiaries said they have some form of disability (4 percent of STWT graduates and 3.3 percent of STWT trainees). While it is encouraging to see individuals with disability benefit from the program, there is need to further improve STWT support access to disabled.

Table 2: Profile of respondent by gender and type

Respondent Type	Female		Male		Subtotal		Total	
	industry training/ Internship	Institute Training	industry training/ Internship	Institute Training	industry training/ Internship	Institute Training	Number	%
STWT Graduates	311	258	239	222	550	480	1030	55.3
STWT Trainees	210	281	144	196	354	477	831	44.7
Total	521	539	383	418	904	957	1861	100

A total of 1060 respondents are females, which constitutes 56.9% of the respondents. This is expected since majority of STWT support program beneficiaries are female as highlighted in the following table. Programs like YES/GSP, SEED, DES, UGIP, and ATP have female enrollment of more than 50%. Entrepreneurship training and construction/furniture training have higher male enrollment. Since the survey was carried out within a duration of one month, responded number for STWT tracer survey is higher than that of STWT trainees. Most STWT programs are spread over the years, with majority of programs commencing in the second and third quarter of every financial year. STWT programs are offered for more than 5000 beneficiaries in a year.

Table 3: Profile of respondent by type and programs

STWT Programs	STWT Graduates					STWT Trainees					Total
	Female	%	Male	%	Sub total	Female	%	Male	%	Sub total	
Institute Training:											
YES/GSP	152	57.8	111	42.2	263	165	64.7	90	35.3	255	518
SEED	65	58.6	46	41.4	111	64	57.7	47	42.3	111	222
Cont/F	6	23.1	20	76.9	26	34	50.7	33	49.3	67	93
Entrepreneurship Training	35	43.8	45	56.3	80	18	40.9	26	59.1	44	124
Industry training/Internship:											
DES	97	54.8	80	45.2	177	52	49.1	54	50.9	106	283
UGIP	114	57.6	84	42.4	198	79	61.2	50	38.8	129	327
PEEP	42	45.7	50	54.3	92	43	61.4	27	38.6	70	162
ATP	58	69.9	25	30.1	83	36	73.5	13	26.5	49	132
Total	569	55.2	461	44.8	1030	491	59.1	340	40.9	831	1861

Beneficiaries' household profile

Most of STWT beneficiaries come from households that are largely involved in agriculture or farming. In this survey, 55.2 percent of all respondents' head of household's primary occupation was agriculture farming, followed closely by government service (14.4 percent) and private business (8.9 percent). Trainees were also highly likely to come from households whose heads have very little to no education. 61.3 percent of the trainees responded that their head of households had no education whatsoever; with 14.4 percent reporting that they had primary-level education (up to Class 6). There are very few trainees (5 percent) who come from households with household head whose educational qualification is a Bachelor's degree or higher. This composition however matches with the overall profile of Bhutanese workforce as indicated by the Labour Force Survey (LFS) reports. According to LFS 2015 report, 58 percent of Bhutan's workforce are engaged in agriculture farming and about 56.7 percent has no formal education (including 7.3 percent of those within the age bracket of 15 to 29 years of age). Only 5.7 percent of the workforce has tertiary level education qualification.

Table 4: Occupation and education of head of the family/household

Head of Family: Occupation	Number	%	Head of Family: Education	Number	%
Agri-farming	1,024	55.2	No education	1,139	61.3
Government	267	14.4	Primary (class 6) and below	268	14.4
Private Business	165	8.9	Lower Secondary (class 7 & 8)	104	5.6
Retired	126	6.8	Middle Secondary (class 9 & 10)	111	6.0
Private Corporation	93	5.0	Higher Secondary (class 11 & 12)	81	4.4
Armed Force	85	4.6	Bachelors	65	3.5
Public Corporation	40	2.2	Masters and above	28	1.5
Others	37	2.0	Monastic education	62	3.3
International organization	9	0.5			
CSO/NGO	8	0.4			

Given that most respondents' heads of household are involved in agriculture farming and has very little to no education, it can be reasonable to assume that the household has very little income. This is true in the case of this survey. 66.4 percent of all beneficiaries are from households with average annual income of less than 50,000 Ngultrums (Nu.). 16.5 percent come from household with annual income of Nu. 50,000 to Nu. 100,000, 8.9 percent within the income range of Nu. 100,001 to Nu. 200,000, and only 8.1 percent come from household with income of more than Nu. 200,000. Therefore, it can be said that STWT programs are benefiting jobseekers coming from comparatively lower income background, thus necessitating government investment in different STWT services.

Table 5: Household income of respondent

Household annual income	Number	%
Less than Nu. 50,000	1,226	66.4
Nu.50,001 to Nu 100,000	304	16.5
Nu. 100,001 to Nu. 200,000	165	8.9
Nu. 200,001 to Nu. 300,000	69	3.7
Nu.200,001 to Nu. 300,000	26	1.4
Nu. 300,001 to Nu. 400,000	30	1.6
Nu .400,001 and above	26	1.4

The STWT programs are offered for jobseekers with minimum of middle secondary qualification to align with the state policy highlighted in the Constitution of the Kingdom of Bhutan, which states that free education will be provided for all of school going children up to tenth standard. In the recent years, with increasing number of unemployment among the university graduates, specific programs have been designed to help graduates in transition. Programs like GSP, UGIP and DES are designed to assist university graduates not being able to secure employment. Therefore, most beneficiaries are either with secondary or tertiary educational background. 32.6 percent of the respondent have bachelor's degree and above, 43.7 percent have higher secondary qualification, and 22.4 percent have middle secondary qualification. Programs like ATP and skills training in construction and furniture have few candidates with lower secondary and primary qualification.

STWT beneficiaries also come from different dzongkhags in the country. As indicated in the subsequent table, majority of respondent are from Transhigang (11.59 percent) followed by Mongar (9.38 percent) and Pemagatshel (9.11 percent). The dzongkhags with least number of beneficiaries are Gasa (0.22 percent) and Bumthang (1.94 percent).

Table 6: Education profile of respondent by programs

Education	ATP	DES	Entp.	Cont/F	PEEP	SEED	UGIP	YES/GSP	Total	%
Bachelors & above	7	95	46	4	17	17	327	91	595	32.6
Higher Secondary	61	134	59	33	119	102	0	282	797	43.7
Middle Secondary	43	54	18	50	26	71	0	145	409	22.4
Lower Secondary	7	0	0	6	0	0	0	0	13	0.7
Primary & below	10	0	0	0	0	0	0	0	10	0.5

Table 7: Dzongkhag of respondent by programs

Dzongkhag	ATP	DES	Entp.	Cont/F	PEEP	SEED	UGIP	YES/GSP	Total	%
Bumthang	3	5	4		1	6	8	9	36	1.94
Chukha	10	20	5	2	7	10	13	29	96	5.18
Dagana	10	23	4	4	8	23	6	30	108	5.82
Gasa	1				1		2		4	0.22
Haa	2	9	6		2	8	5	6	38	2.05
Lhuentse	4	7	4	1	23	7	21	26	93	5.01
Mongar	18	26	13	9	29	16	30	33	174	9.38
Paro	3	12	2	2	2	6	12	24	63	3.40
Pemagatshel	11	30	13	18	13	19	28	37	169	9.11
Punakha	5	16	5	4	2	13	22	15	82	4.42
Samdrup Jongkhar	10	13	4	12	9	12	17	25	102	5.50
Samtse	8	17	13	9	3	11	8	20	89	4.80
Sarpang	12	22	7	3	11	11	17	35	118	6.36
Thimphu	8	7	4	2	9	5	27	24	86	4.64
Trashigang	9	28	14	10	23	23	35	73	215	11.59
Trashiyangtse	3	11	4	4	4	10	18	29	83	4.47
Trongsa	1	3		2		6	12	15	39	2.10
Tsirang	4	10	14	3	3	11	12	22	79	4.26
Wangduephodrang	4	9	2	2	3	10	20	32	82	4.42
Zhemgang	6	15	6	6	9	14	14	29	99	5.34
TOTAL	132	283	124	93	162	221	327	513		

Program delivery and assessment

There is a general sense of satisfaction with the STWP support program that the respondents have attended as indicated by level of satisfaction on the overall program delivery, facilities and support provided during industry attachment/internship program, and trainers and facilities for training delivery programs. Beneficiaries, both those who are currently undergoing the STWT program and those who have graduated from the STWT program were asked on their level of satisfaction with the overall program delivery, program briefing during the commencement of the program (which are carried out by the program managers/coordinator of respective programs), and more importantly the support services provided by the MoLHR.

On a scale of 1 to 4, respondent were asked to give indication of their level of satisfaction on the different dimensions mentioned above, 1 being 'very dissatisfied' and 4 being 'very satisfied'. On an average, 90 percent indicated being either satisfied or very satisfied with

both the program delivery and program briefing, and 88% indicated satisfaction with service delivery by MoLHR.

Table 8: Level of satisfaction on program delivery, briefing and service by programs

Overall program delivery				
Program	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
	%	%	%	%
ATP	2.3	7.6	71.2	18.9
DES	3.2	7.4	78.4	11.0
Entp.	1.6	5.6	67.7	25.0
Cont/F	1.1	12.9	74.2	11.8
PEEP	0.6	6.8	70.8	21.7
SEED	1.4	6.4	66.8	25.5
UGIP	2.4	9.5	70.3	17.7
YES/GSP	1.8	5.6	75.7	16.9
Program Briefing				
Program	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
	%	%	%	%
ATP	1.5	7.6	66.7	24.2
DES	2.1	11.0	75.3	11.7
Entp.	1.6	6.5	67.7	24.2
Cont/F	2.2	9.7	75.3	12.9
PEEP	2.5	8.1	70.2	19.3
SEED	0.9	7.8	64.2	27.1
UGIP	1.5	13.1	69.7	15.6
YES/GSP	1.8	5.5	74.3	18.5
Service delivery by MoLHR				
Program	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
	%	%	%	%
ATP	3.0	7.6	63.6	25.8
DES	1.8	8.8	62.2	27.2
Entp.	1.6	5.7	59.3	33.3
Cont/F	3.2	17.2	65.6	14.0
PEEP	3.1	9.3	65.8	21.7
SEED	0.9	5.9	57.7	35.5
UGIP	2.4	9.2	69.1	19.3
YES/GSP	2.1	8.2	63.2	26.5

Assessment of STWT programs

Different internship support are provided to those wanting to gain industry experience. UGIP and PEEP support are provided for short-term duration, whereas DES and ATP are provided for longer duration with clearer employment outcome. For ATP support, a Memorandum of Understanding (MoU) is drawn up between the trainee, the firm and the MoLHR, highlighting roles and responsibilities of each party. Firms taking apprentice are required to provide guarantee of employment at the end of the ATP program. DES is a program initiated under the guaranteed employment scheme. All these programs are provided in partnership with different industries/employers.

The survey outcome indicates higher degree of satisfaction on the learning outcome. On an average, 60.9 percent agree and 31.6 percent strongly agree that they have gained the required work experience through the program. However, 6.4 percent felt that they were not able to gain the required work experience. On the learning outcome, 72 percent agree and 17.7 percent strongly agree that their learning outcome has been met.

33.6 percent indicated dissatisfaction on the working condition provided during the internship and indicated need for improvement. 19.9 percent indicated that there is need for stronger monitoring and evaluation from MoLHR's side to improve the delivery of program, and 12 percent said there is need for more effective support from their supervisor during the internship period.

While there is higher degree of satisfaction on the delivery of different training and internship provided in partnership with the industry, there is requirement to strengthen those aspects where beneficiaries have indicated lower rate of satisfaction.

Table 9: Assessment of industry attachment/internship by programs

Gained practical work experience				
Program	Strongly disagree	Disagree	Agree	Strongly agree
	%	%	%	%
ATP	0.0	5.6	76.7	17.8
DES	1.7	6.6	61.4	30.3
PEEP	3.3	1.3	56.9	38.6
UGIP	1.9	7.2	58.6	32.4
Met learning outcomes				
Program	Strongly disagree	Disagree	Agree	Strongly agree
	%	%	%	%
ATP	1.1	11.2	77.5	10.1

DES	1.7	8.3	75.0	15.0
PEEP	2.0	5.9	75.2	17.0
UGIP	0.9	9.0	68.5	21.5
Good working condition provided during internship/attachment				
	Strongly disagree	Disagree	Agree	Strongly agree
Program	%	%	%	%
ATP	15.9	8.0	75.0	1.1
DES	15.8	15.0	65.0	4.2
PEEP	20.3	7.8	68.6	3.3
UGIP	27.6	10.7	61.4	0.3
Monitoring by MoLHR				
	Strongly disagree	Disagree	Agree	Strongly agree
Program	%	%	%	%
ATP	3.4	11.2	66.3	19.1
DES	5.0	13.8	59.2	22.1
PEEP	7.2	10.5	61.4	20.9
UGIP	4.0	19.6	62.0	14.3
Support by Supervisor				
	Strongly disagree	Disagree	Agree	Strongly agree
Program	%	%	%	%
ATP	2.2	14.6	67.4	15.7
DES	3.7	15.4	59.8	21.2
PEEP	3.3	3.3	61.4	32.0
UGIP	1.6	5.3	60.0	33.1

Assessment of skilling programs

Skills training are provided for those interested in acquiring short-term vocational skills, and for those interested in entrepreneurship. Basic and comprehensive entrepreneurship trainings are provided to those interested in setting up their own small businesses. Facilitation in terms of securing fund through financial institutions are also provided. Entrepreneurship modules and curriculum has recently been integrated into the TVET and few tertiary education institutions. Young people are encouraged to explore self-employment as a means to gainful employment.

Skills training are short-term need based intervention to address the immediate requirement in the labour market. Modality on skills training has evolved over the years from training-based to performance-based and employment-based. YES and GSP has been initiated

under the Guaranteed Employment Scheme with funding support based on employment of trained candidates. Skilling programs are implemented in partnership with registered training providers, both public and private.

As indicated in the following table, there is general sense of satisfaction with the delivery of skills programs. Almost 96.4 percent either agree or strongly agree that they have gained necessary skills from the respective training programs that they have attended. 94.3 percent either agree or strongly agree that they have met their learning outcome and 91 percent either agree or strongly agree that there was monitoring carried out by MoLHR on the program delivery.

Table 10: Assessment of skills training by programs

Gained skills from the program			
Program	Disagree	Agree	Strongly agree
	%	%	%
Entp. Program	5.3	64.0	30.7
Cont/F	4.8	49.4	45.8
SEED	4.5	60.9	34.5
YES/GSP	2.8	59.1	38.1
Met learning outcomes			
Program	Disagree	Agree	Strongly agree
	%	%	%
Entp. Program	7.0	64.0	28.9
Cont/F	12.0	60.2	27.7
SEED	7.3	64.4	28.3
YES/GSP	4.7	72.0	23.3
Monitoring by MoLHR			
Program	Disagree	Agree	Strongly agree
	%	%	%
Entp. Program	4.4	61.9	33.6
Cont/F	8.4	67.5	24.1
SEED	7.8	68.8	23.4
YES/GSP	8.9	61.7	29.4

Assessment of trainer

An assessment was carried out on the competency of trainer and facilities of both public and private TVET providers by the trainees. A similar study was carried out during the development of TVET Blueprint. The survey result on the two different studies are very similar in a sense that there is a general sense of satisfaction on the different dimensions of training delivery, especially on the trainers and the facilities provided during the training.

Trainees as well as those who graduated from the STWT programs were asked on their level of satisfaction with the trainers knowledge and comprehension of the subject or area they were teaching, practical knowledge and demonstration of skills, communication skills, use of instructional materials and teaching aid, availability for consultation and help to trainees, and ethical behavior of the trainer.

94 percent on an average said that they were either satisfied or very satisfied with trainer's knowledge and comprehension on the subject. 92 percent on average said that they were either satisfied or very satisfied with the practical knowledge, communication, consultation support and behavior of their trainer. 88 percent indicated that they were satisfied or very satisfied with the instruction materials and teaching aid used for the training.

Table 11: Assessment of trainer for skills training by programs

Knowledge and comprehension of subject				
Program	Very dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Very satisfied (%)
Entp. Training	0.9	1.8	70.3	27.0
Cont/F	2.4	7.2	67.5	22.9
SEED	0.9	7.4	58.8	32.9
YES/GSP	1.4	4.1	74.7	19.9
Practical Knowledge				
Program	Very dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Very satisfied (%)
Entp. Training	0.9	7.2	62.2	29.7
Cont/F	1.2	15.7	50.6	32.5
SEED	1.4	8.8	49.8	40.1
YES/GSP	1.0	5.8	59.5	33.7
Effectiveness in communication				
Program	Very dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Very satisfied (%)
Entp. Training	0.0	2.7	61.3	36.0
Cont/F	2.4	7.2	67.5	22.9
SEED	0.9	7.9	60.2	31.0
YES/GSP	1.6	6.3	71.6	20.6

Use of Instructional materials and teaching aid				
Program	Very dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Very satisfied (%)
Entp. Training	0.9	8.2	66.4	24.5
Cont/F	3.6	10.8	53.0	32.5
SEED	2.3	11.6	48.6	37.5
YES/GSP	1.8	8.2	71.6	18.4
Availability for consultation and help				
Program	Very dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Very satisfied (%)
Entp. Training	0.0	7.2	64.9	27.9
Cont/F	3.6	9.6	61.4	25.3
SEED	1.4	7.4	56.2	35.0
YES/GSP	1.6	7.3	68.4	22.7
Demonstrates ethical behavior				
Program	Very dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Very satisfied (%)
Entp. Training	0.0	3.6	67.6	28.8
Cont/F	2.4	8.4	63.9	25.3
SEED	0.9	5.5	59.4	34.1
YES/GSP	2.0	7.3	68.2	22.5

Assessment of facilities of training provider

Skills training are implemented in partnership with registered training providers. While there are aspect of on-the-job learning, majority of the training delivery are provided through classroom and practical learning in the institutions. Beneficiaries were asked to rate their level of satisfaction with the facilities of training providers. On an average 92 percent said that they were either satisfied or very satisfied with the quality of classroom, 94 percent said the training institute has satisfactory training tools and equipment, and 88 percent said that they are satisfied with the quality of practical training areas and labs. Only 75 indicated satisfaction with the library and resource center in the institute.

Table 12: Assessment of facilities for skills training by programs

Quality of classrooms				
Program	Very dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Very satisfied (%)
Entp. Training	0.9	3.6	59.8	35.7
Cont/F	7.2	7.2	63.9	21.7
SEED	1.9	6.2	44.1	47.9
YES/GSP	1.6	6.9	60.2	31.4

Quality of practical areas/labs				
Program	Very dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Very satisfied (%)
Entp. Training	1.8	9.9	64.0	24.3
Cont/F	2.4	13.3	55.4	28.9
SEED	3.3	7.9	50.9	37.9
YES/GSP	2.2	9.4	56.0	32.4
Training tools and equipment				
Program	Very dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Very satisfied (%)
Entp. Training	0.9	12.6	61.3	25.2
Cont/F	4.8	12.0	57.8	25.3
SEED	2.3	13.4	52.1	32.3
YES/GSP	2.6	13.4	61.0	23.0
Library and resource center				
Program	Very dissatisfied (%)	Dissatisfied (%)	Satisfied (%)	Very satisfied (%)
Entp. Training	1.8	30.0	57.3	10.9
Cont/F	8.4	16.9	53.0	21.7
SEED	3.3	19.2	54.9	22.5
YES/GSP	5.1	18.0	65.4	11.5

Post-STWT goal and aspiration

Many of those undertaking the STWT programs indicated that the end goal post-training/internship program is to gain necessary skills and work experience (56.1 percent). 23.5 percent said that they expect to find suitable employment after the program and 20 percent said they want to set up their own small business at the end of the training.

Respondents had different responses for undertaking the program. The main reasons however was for better employment opportunities (35.4 percent), and gain the necessary work experience to be employment ready (32.3 percent). 15.5 percent said they had interest in the area of specific programs they attended. 6.2 percent said it was a temporary measure until they are able to find other better opportunities. 8.4 percent said they undertook the program since they could not qualify or afford higher studies. Very few said it was either because they were advised by their parents/guardian, or because they had friends enrolled in similar programs.

Beneficiaries of STWT program, both male and female, remain very confident about their employment prospects post completion of training/internship program. On a scale of 1 to

4, 1 being 'Not Very Confident' and 4 being 'Very Confident', 60.24 percent of male said they are confident and 23 percent of them said they are very confident in securing gainful employment. 67% of the female said they are confident and 20 percent said they are very confident about securing employment. On an average 85% are either confident or very confident to secure employment post-SWTP.

Program wise, 97 percent of trainees undergoing construction or furniture making training indicated that they were either confident or very confident to score employment. 93.8 percent of the YES/GSP beneficiaries and 90.5 percent of DES beneficiaries indicate that they were either confident or very confident and to secure employment post-training. The higher level of confidence for these programs can be attributed to the delivery and modality of program implementation. YES/GSP and DES and employment guaranteed programs with employment as mandatory feature in program implementation. Whereas, employment opportunities prospect in construction/furniture sector/industry is encouraging as clearly indicated by the labour market profile.

The level of confidence is slightly lower for short-term internship program programs like UGIP and PEEP. The whole purpose of short-term internship or engagement programs is to support and assist youth to gain work experience but not necessarily with intention to secure employment.

Table 13: Level of confidence to find employment by programs

Programs	Not very Confident	Not Confident	Confident	Very Confident
	%	%	%	%
ATP	4.1	8.2	65.3	22.4
DES	0.9	8.5	66.0	24.5
Entp. Program	2.3	11.4	70.5	15.9
Cont/F	0.0	3.0	71.2	25.8
PEEP	7.4	16.2	47.1	29.4
SEED	1.9	15.7	65.7	16.7
UGIP	5.6	28.0	59.2	7.2
YES/GSP	0.8	5.5	67.1	26.7
Total	2.4	11.81	64.3	21.4

Most respondent would most like to work in jobs that are located in the urban centres of Bhutan e.g. Thimphu, Paro, Phuentsholing, etc. This figure is about 54.9 percent. 28.4 percent stated that they would like to work in jobs that are located in rural Bhutan and 16.7 percent said they would prefer working overseas (outside Bhutan). While the degree of preference is similar of both gender, slightly higher number of female indicated preference

for overseas employment and higher number of male indicated employment preference in rural areas.

Table 14: Preference in area of employment by gender

Area Preference	Female		Male		Total	
	No.	%	No.	%	No.	%
Overseas	93	19.1	45	13.3	138	16.7
Rural Areas (in Bhutan)	125	25.6	110	32.4	235	28.4
Urban Centers (in Bhutan)	270	55.3	184	54.3	454	54.9

Table 15: Preference in area of employment by programs

Area Preference	ATP	DES	Entp.	Cont/F	PEEP	SEED	UGIP	YES/GSP
	%	%	%	%	%	%	%	%
Overseas	14.3	15.1	20.5	14.9	15.7	1.9	7.8	28.7
Rural Areas (in Bhutan)	20.4	45.3	27.3	41.8	41.4	25.0	34.1	14.6
Urban Centers (in Bhutan)	65.3	39.6	52.3	43.3	42.9	73.1	58.1	56.7
Total	100	100	100	100	100	100	100	100

While most of the STWT support programs are offered with focus on employment in the private sector, the preferred choice of employer is the Government. The MoLHR has conducted several studies in the past for both TVET and tertiary education graduates, and the result is very much similar. A very high number of young jobseeker, even those who attended TVET programs, want to work in the government sector and in desk jobs. On an average, 49.9 percent of the STWT trainees would like to work in the government sector. The percentage is slightly higher for female. 14.3 percent said that they would prefer to be in self-employment, this percentage is slightly higher for male.

Table 16: Preference in sector of employment by gender

Enterprise Preference	Female		Male		Total	
	No.	%	No.	%	No.	%
Agriculture farming	0	0.0	4	1.2	4	0.5
Government	254	52.7	155	45.9	409	49.9
International organization	22	4.6	26	7.7	48	5.9
NGO/CSO	0	0.0	3	0.9	3	0.4
Others	1	0.2	7	2.1	8	1.0
Overseas employment	39	8.1	20	5.9	59	7.2

Own Business	64	13.3	53	15.7	117	14.3
Private Sector	55	11.4	33	9.8	88	10.7
Public Corporation	47	9.8	37	10.9	84	10.2
Total	482	100	338	100	820	100

Besides the area and sector preference, the survey also looked into specific factors that jobseekers considers when seeking employment. These factors are broadly classified as salary, location of employment, type of job (desk or non-desk), position title, job security, career opportunities, working conditions, job satisfaction, and firm/enterprise reputation. Among the factors influencing employment choices, job satisfaction, career advancement opportunities, and job security are very important for young jobseekers. This is true for both gender. Factors like workplace location and position title are slightly less important. 74.8 percent of the respondent said that salary is a very important factor for their choice of employment.

Table 17: Factor defining choice of employment by gender

Factors	Female			Male		
	Not important	Moderately important	Very important	Not important	Moderately important	Very important
Salary	1.7	20.8	77.5	2.5	26.1	71.4
Workplace location	5.4	48.6	46.0	8.0	49.7	42.3
Type of job	3.1	22.5	74.4	6.1	29.1	64.7
Position title	6.4	41.3	52.3	11.6	45.2	43.3
Job security	1.5	18.0	80.4	2.6	19.8	77.5
Career opportunities	1.3	15.1	83.6	0.7	17.7	81.6
Working conditions	1.0	19.6	79.5	1.9	24.6	73.6
Job satisfaction	0.8	16.3	83.0	2.0	20.4	77.6
Enterprise reputation	2.1	28.3	69.6	6.3	29.7	63.9

Respondent were asked what other options would they consider if they are not able to find employment of their choice post-STWT program. 33 percent said they would consider going for further training and 12 percent said they would consider taking up further studies. 32 percent said they would consider setting up their own small business or be self-employment. 11 percent said they would do household work until they find employment of their choice and 7 percent said they would take up voluntary jobs to be meaningfully engaged. Not many consider the option of joining agriculture farming (3 percent).

Income aspiration

While majority are confident about securing gainful employment post-STWT support program, not many are optimistic about their earning potential. One reason could be trainees' pre-knowledge of remunerations in both the public and private sectors of Bhutan, which factored into their more realistic expectations of income.

Salary expectation differ by gender and by level of qualification. Tertiary education graduates expect higher monthly salary than secondary education graduates. Almost 93.8 percent of the university graduates expect a monthly salary higher than Nu. 10,000. 69.5 percent of them expect monthly salary higher than Nu. 15,000 and 15 percent expects a monthly salary higher than Nu. 20,000. On the contrary, majority (43.7 percent) of secondary education graduated expects monthly salary within the range of Nu. 5000 to Nu. 10,000, and 38.2 percent of them indicated monthly salary expectation within the range of Nu. 10,000 to Nu. 15,000.

Gender wise, male have higher salary expectation than female. Majority of female (40.7 percent) indicated monthly salary expectation within the range of Nu. 5,000 to Nu. 10,000 whereas majority of male (35.3 percent) indicated salary expectation of Nu. 10,000 to Nu. 15,000. 7.6 percent of male have salary expectation of more than Nu. 20,000 and only 5.1 percent of female have similar expectation. In the subsequent section, monthly salary range for beneficiaries by gender and qualification has been carried out to see if the income aspiration matches with the actual income.

Table 18: Expected salary range by level of education and gender

Expected salary range	Bachelors and above		Secondary and below		Male		Female		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Less than Nu. 5,000	3	1.8	17	2.6	10	2.9	10	2.1	20	2.4
Nu. 5,001 to Nu. 10,000	9	5.4	288	43.7	99	29.1	198	40.7	297	36.0
Nu. 10,001 to Nu. 15,000	39	23.4	252	38.2	120	35.3	171	35.2	291	35.2
Nu. 15,001 to Nu. 20,000	91	54.5	76	11.5	85	25.0	82	16.9	167	20.2
More than Nu .20,000	25	15.0	26	3.9	26	7.6	25	5.1	51	6.2



Employment
Outcome

Employment outcome

A total of 1030 beneficiaries participated in the tracer study. 55.24 percent are female and 44.76 percent are male. Prior to joining the STWT programs, 42.6 percent had tertiary educational qualification, 39.1 percent had higher secondary qualification, and 16.02 percent had middle secondary qualification. In terms of choice of STWT program, 55.9 percent attended attachment/internship programs implemented in partnership with the industry and the rest attended skills training implemented in partnership with training institutes. Specific program wise, 263 YES/GSP, 198 UGIP, 92 PEEP, 111 SEED, 80 entrepreneurship training, 26 construction/furniture training, 177 DES, and 83 ATP beneficiaries participated in the survey. Gender wise, higher proportion of female participated in ATP, DES, SEED, UGIP and YES/GSP programs. Whereas, higher proportion of male participation is seen in entrepreneurship, construction/furniture, and PEEP programs.

The employment outcome for STWT program graduates is highly positive, for both gender. 64 percent of all respondents are currently gainfully employed, 61.2 percent of male and 66.3 percent of female. This totals to 377 women and 282 men being gainfully employed.

On the means to find employment, 27 percent of those employed said that they were able to secure employment with facilitation support provided by MoLHR post-STWT program. 23 percent said that vacancies were made available through advertisement. 15 percent said they were able to secure employment with support from their family and friends. 10 percent said that training provider assisted them in finding job, this is especially true for those who attended YES/GSP programs. 14 percent said they used either online job search websites or the services of private employment agencies registered with MoLHR.

Table 19: Employment outcome by gender

Employed/Not employed	Female		Male		Total	
	No.	%	No.	%	No.	%
Employed	377	66.3	282	61.2	659	64.0
Not Employed	192	33.7	179	38.8	371	36.0
Total	569	100	461	100	1030	100

Employment outcome for programs tied to employment have higher employment rate. 80.8 percent of DES beneficiaries and 79.1 percent of YES/GSP beneficiaries are gainfully employed, and 66.3 percent of ATP and 69.2 percent on construction/furniture program beneficiaries are employed. Employment for short-term internship support programs like UGIP and PEEP are about 50 percent. SEED has fairly lower employment of 37.8 percent. Unlike YES/GSP, SEED is a program geared towards provision of short-term vocational

skills so that candidates are able to take up self-employment or set up their small business. Entrepreneurship training program has employment outcome of 50 percent.

Table 20: Employment outcome by programs

Employed/ Not employed	ATP		DES		Entp. Trg		Cont/F		PEEP		SEED		UGIP		YES/GSP	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Employed	55	66.3	143	80.8	40	50.0	18	69.2	46	50.0	42	37.8	107	54.0	208	79.1
Not employed	28	33.7	34	19.2	40	50.0	8	30.8	46	50.0	69	62.2	91	46.0	55	20.9
Total	83	100	177	100	80	100	26	100	92	100	111	100	198	100	263	100

Employment destination and profile of employed

Those who are employed were asked on the type of job they are currently doing, the sector they are currently engaged in, type of employment, duration taken to find employment, their level of satisfaction with the current job, salary range, sufficiency of salary, and whether they have hopped on to other jobs. From those who are employed, 35.1 percent said they are engaged in desk-jobs, 31.8 percent are doing non-desk jobs and 33.1 percent are doing both desk and non-desk jobs. The same trend can be seen gender wise. In terms of program, majority of ATP, construction/furniture program, and SEED beneficiaries are engaged in non-desk work, whereas majority of PEEP and UGIP beneficiaries are engaged in desk jobs. In any case, about 70 percent of the STWT beneficiaries are expected to be engaged in jobs which has element of both desk as well as non-desk work.

Table 21: Employment type by programs

Type of job		Desk	Non Desk	Both	Total
ATP	No.	13	31	11	55
	%	23.6	56.4	20.0	100
DES	No.	47	31	61	139
	%	33.8	22.3	43.9	100
Entp. Trg	No.	11	11	16	38
	%	28.9	28.9	42.1	100
Cont/F	No.	5	7	5	17
	%	29.4	41.2	29.4	100
PEEP	No.	19	8	15	42
	%	45.2	19.0	35.7	100
SEED	No.	9	18	9	36
	%	25.0	50.0	25.0	100

UGIP	No.	42	13	48	103
	%	40.8	12.6	46.6	100
YES/GSP	No.	71	78	40	189
	%	37.6	41.3	21.2	100
Total	No.	217	197	205	619
	%	35.1	31.8	33.1	100

The STWT programs have been successful in securing regular/permanent employment for many beneficiaries. From those employed, 60.6 percent said that they are in regular/permanent employment and 21.6 percent said they are in contractual employment. 6.4 percent are in casual employment, 5.8 percent in part-time employment, and 5 percent are self-employed. The same trend can be seen gender wise for different types of employment. The success of self-employment is fairly higher for entrepreneurship program, which is expected since it is a program geared towards such outcome.

Table 22: Type of employment by programs

Type of Employment		Casual	Contractual	Part-time	Regular/ Permanent	Self-employed	Total
ATP	No.	1	10	3	36	5	55
	%	1.8	18.2	5.5	65.5	9.1	100
DES	No.	9	37	8	84	5	143
	%	6.3	25.9	5.6	58.7	3.5	100
Entp. Trg	No.	4	5	4	19	8	40
	%	10.0	12.5	10.0	47.5	20.0	100
Cont/F	No.	1	6	2	9	0	18
	%	5.6	33.3	11.1	50.0	0.0	100
PEEP	No.	2	6	4	30	2	44
	%	4.5	13.6	9.1	68.2	4.5	100
SEED	No.	3	6	4	25	3	41
	%	7.3	14.6	9.8	61.0	7.3	100
UGIP	No.	12	27	8	56	3	106
	%	11.3	25.5	7.5	52.8	2.8	100
YES/GSP	No.	10	44	5	137	10	206
	%	4.9	21.4	2.4	66.5	4.9	100
Total	No.	42	141	38	396	36	653
	%	6.4	21.6	5.8	60.6	5.5	100

Tourism and Hospitality is the highest employing sector followed by trading/service, education/training and ICT/media/communication. Majority of both male and female are engaged in the tourism and hospitality sector. There is comparatively higher engagement of male in the ICT and agriculture sector. Whereas female engagement are slightly higher for all the other sectors. Program wise 58.1 percent of those employed under YES/GSP programs are working in the hospitality and tourism sector, which is expected since majority of programs under YES have been implemented in partnership with hospitality and tourism related training providers.

Table 23: Sector of employment by gender

Sector Employed	Female		Male		Total	
	No.	%	No.	%	No.	%
Agriculture	8	2.2	12	4.3	20	3.1
Construction	24	6.6	18	6.5	42	6.6
Education and Training	41	11.3	33	12.0	74	11.6
Financial services	18	5.0	15	5.4	33	5.2
Health	13	3.6	5	1.8	18	2.8
ICT, media and communication	31	8.6	40	14.5	71	11.1
Power and Energy	4	1.1	6	2.2	10	1.6
Production and mining	23	6.4	17	6.2	40	6.3
Tourism & hospitality	124	34.3	73	26.4	197	30.9
Trading and Service	75	20.7	55	19.9	130	20.4
Others	1	0.3	2	0.7	3	0.5
Total	362	100	276	100	638	100

Income outcome

In the earlier section, trainees currently undergoing different STWT programs were asked about their monthly salary expectation once they are gainfully employed. Individuals with higher qualification had higher salary expectation, and male counterpart compared to female had higher salary expectation.

Despite positive employment outcome, the income outcome for STWT graduates is fairly poor, especially when considering the standard of living in the three main urban centres where a majority of them work. Following table shows that a large population of employed graduates (at 35.5 percent) earned between Nu. 5,000 to Nu. 10,000 per month. There are those who have indicated that they earn below the national minimum wage rate (2.8 percent). This is a serious concern which needs intervention.

Likewise, it can be stated that 52.7 percent earned less than (or equal to) only Nu. 10,000 per month. Women in particular, are more likely to fall in this low-income group with majority of them (41.2 percent) earning between Nu. 5,000 to Nu. 10,000 per month as compared with 27.7 percent for men. The survey also shows that 61.2 percent of female employed earn less than (or equal to) Nu. 10,000 per month as compared to 42.5 percent for males. Further, 57.6 percent of the employed male earn more than Nu. 10,000 per month as compared to only 38.7 percent of employed female earning more than Nu. 10,000 per month.

The level of qualification also plays an important role in earning ability once employed. As indicated in the following table, 81.4 percent of those with bachelor or higher qualification earn more than Nu. 10,000 per month, 41.7 percent earn more than Nu. 15,000 per month, and 16 percent earn more than Nu. 20,000 per month. Whereas only 27.4 percent of those with secondary education earn income of more than 10,000 per month, with 9.3 percent earning more than Nu. 15,000 per month.

While higher salary is expected and provided for those with higher qualification, salary disparity between genders is a matter of concern. Female have lower salary expectation which translates to lower pay despite their level of qualification.

Table 24: Average monthly salary range by level of education and gender

Average monthly Salary range	Bachelors & above		Secondary & below		Male		Female		Total	
	No	%	No	%	No	%	No	%	No	%
< Nu. 3,750	5	2.1	13	3.2	8	2.9	10	2.7	18	2.8
Nu. 3,750 to Nu 5,000	5	2.1	88	21.6	33	11.9	65	17.3	93	14.4
Nu. 5,001 to Nu. 10,000	34	14.3	195	47.8	77	27.7	155	41.2	229	35.5
Nu. 10,001 to Nu. 15,000	94	39.7	74	18.1	85	30.6	84	22.3	168	26.0
Nu. 15,001 to Nu. 20,000	61	25.7	23	5.6	47	16.9	37	9.8	84	13.0
More than Nu. 20,000	38	16.0	15	3.7	28	10.1	25	6.6	53	8.2

Corresponding to the salary they earn, majority said that their salary is either insufficient or very insufficient. There are no distinction in the result between those employed in Thimphu and those employed outside Thimphu. Gender wise, female were more likely to find their salary insufficient as compared to male. This can be attributed to the fact that they earn less than the male counterpart. 59.3 percent of the female said their monthly salary was insufficient against 55.2 percent of male.

Table 25: Sufficiency of salary for those employed in and outside Thimphu

Salary sufficiency	Employed in Thimphu		Employed outside Thimphu		Total	
	No.	%	No.	%	No.	%
Very Sufficient	6	1.7	5	1.7	11	1.7
Sufficient	145	40.6	121	40.9	266	40.7
Insufficient	132	37.0	108	36.5	240	36.8
Very Insufficient	74	20.7	62	20.9	136	20.8

Job hopping post initial employment

Job hopping is a serious concern in the private sector, with many firms complaining about people leaving employment once they find better opportunities. In the employer survey conducted during the development of NHRD Advisory in 2014 and 2015, employer indicated workers turnover of about 25 percent. Employers feel that worker’s lack of commitment to the employing firm, finding other better job opportunities, and desire for better salary are some of the main reasons why workers leave.

79 percent of those employed said that they are still in their first job whereas 21 percent said that it is either in their second, third or fourth job, though majority of them are in the second job. About 51 percent said they were able to find the first job within 1 to 6 month and 28 percent indicated that they took more than 12 months to find the first job.

Figure 1: First job (left), number of jobs post-STWT program

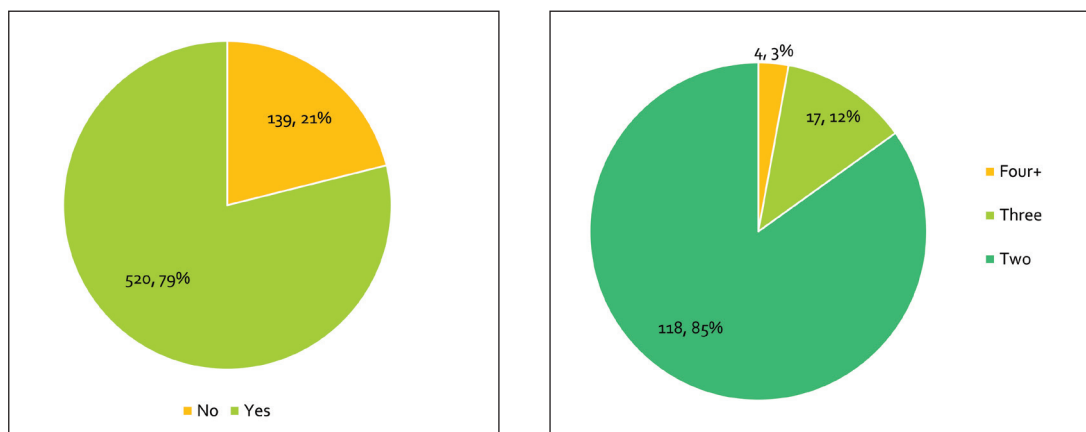
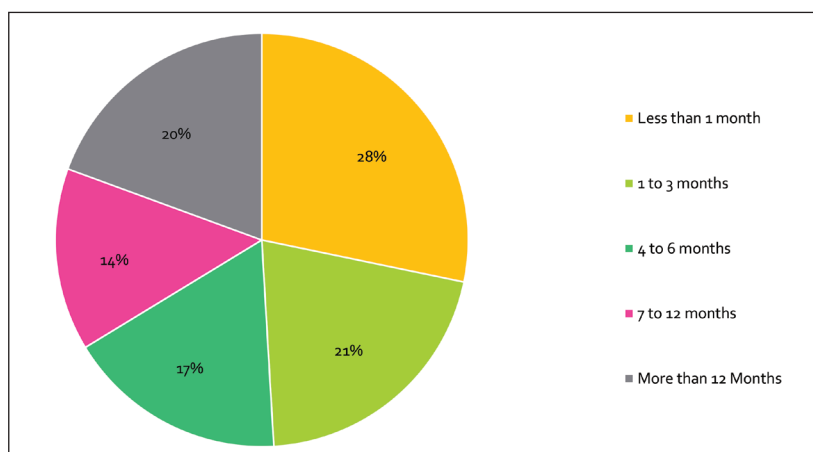


Table 26: First job by program

Job		ATP	DES	Entp.	Cont/F	PEEP	SEED	UGIP	YES/GSP	Total
Not first job	No.	6	28	20	7	15	17	13	33	139
	%	10.9	19.6	50.0	38.9	32.6	40.5	12.1	15.9	21.1
First job	No.	49	115	20	11	31	25	94	175	520
	%	89.1	80.4	50.0	61.1	67.4	59.5	87.9	84.1	78.9
Total		55	143	40	18	46	42	107	208	659

The STWT support program has been fairly effective in successfully transitioning jobseekers in the world of work. From those employed, 49 percent said that they took 3 months or less to find employment post-STWT program and about 66 percent took less than 6 months. 28 percent said that they took only less than a month to find employment.

Figure 2: Duration taken to find employment post STWT program



Current job perception

In addition to a positive employment outcome overall, STWT graduates indicated that they are generally content and upbeat about their current jobs. In a basic 'True or False' survey of respondents' sentiments to certain prescribed statements shown in following table, 94.6 percent thought that their performances were appreciated at their current work with nearly 88.9 percent deriving a sense of pride and satisfaction from the work they did presently. Observed by gender, both males and females (93.9 and 95.2 percent respectively) thought that their performances were appreciated at work. Males were more likely to agree (at 79 percent) than females (at 76.2 percent) that they performed better at tasks than those colleagues who did not possess formal training.

There is general consensus among the respondent that they have the skills and knowledge to carry out the tasks assigned in their current job (79.7 percent). However, many (60.8 percent) felt that their skills and knowledge were underutilized. This sentiment is truer for male than the female counterpart (66.5 and 56.5 percent respectively).

Though 86 percent of them felt that they have chosen the right career path, as a viable long-term occupation, more than 59 percent of respondent did not see themselves in the same job after 10 years. A majority of females (66.6 percent) were more likely to opt-out of the jobs that they were presently working in, compared to 50.2 percent of males. A larger proportion of male indicated that they felt they have chosen right career path in comparison to female counterpart. There are a number of possible factors that discourage respondent from continuing in the occupation that they opted-in, namely inadequate remuneration, lack of enabling and enriching working environments, lack of career (and socio-economic) progression, and limited life-long learning opportunities, among others.

Table 27: Statement on current work by gender

Statements	Female		Male		Total	
	True (%)	False (%)	True (%)	False (%)	True (%)	False (%)
My performance and contribution at my current job is valued and appreciated by my employer/manager.	95.2	4.8	93.9	6.1	94.6	5.4
My job is giving me a sense of pride and satisfaction.	87.7	12.3	90.6	9.4	88.9	11.1
I perform better at tasks than colleagues who did not receive formal training.	76.2	23.8	79.0	21.0	77.4	22.6
My skills and knowledge is under-utilized at my current job.	56.5	43.5	66.5	33.5	60.8	39.2
I don't have the necessary skills and knowledge to do my current job.	19.5	80.5	21.5	78.5	20.3	79.7
I see myself in the same occupation after ten years.	33.4	66.6	49.8	50.2	40.4	59.6
I feel that I have chosen the wrong career path.	19.1	80.9	10.8	89.2	14.0	86.0

Displacement

The capital provides majority of employment, which is expected, since majority of economic sectors and activities are concentrated in the capital. 55.3 percent of the respondent are employed in capital followed by Chukha (10.2 percent) and Paro (8.9 percent). In terms of program delivery, majority of STWT programs are carried out in Thimphu (76.6 percent). This can be attributed to the fact that majority of the registered training providers are in

Thimphu (57 percent as per the NHRD Advisory 2015) followed by Chukha (9 percent as per NHRD Advisory 2015). Majority of skills training under SEED, YES, GSP and entrepreneurship programs are carried out in Thimphu, with only handful programs being carried out in Phuntsholing and Gelephu. Majority of internship and attachment are also carried out in Thimphu, followed by regions close to the capital. This is also due to the fact that majority are employers are located in Thimphu. Employment shift in other dzongkhags is expected with shift in economic development and activities from the capital to other regions. However, this is a common scenario in any country. On a positive note, beneficiaries of STWT program come from different dzongkhags. Only 4.6 percent of the beneficiaries are from Thimphu.

Table 28: Displacement of candidates during program delivery and employment

Dzongkhag	Candidates Dzongkhag				Program delivery				Employment			
	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%
Bumthang	12	11	23	2.2	2	6	8	0.9	4	4	8	1.2
Chukha	26	25	51	5.0	31	26	57	6.2	42	24	66	10.2
Dagana	28	35	63	6.2	1	3	4	0.4	2	1	3	0.5
Gasa	1	1	2	0.2				0.0	0	2	2	0.3
Haa	22	4	26	2.5	1	2	3	0.3	2	0	2	0.3
Lhuentse	26	36	62	6.1	2	1	3	0.3	2	1	3	0.5
Mongar	59	49	108	10.5	1	1	2	0.2	3	2	5	0.8
Paro	20	11	31	3.0	20	14	34	3.7	42	16	58	8.9
Pemagatshel	56	59	115	11.2	4	4	8	0.9	5	2	7	1.1
Punakha	27	18	45	4.4	8	9	17	1.8	29	20	49	7.6
SJongkhar	31	24	55	5.4	3	1	4	0.4	5	6	11	1.7
Samtse	23	17	40	3.9	2	2	4	0.4	5	4	9	1.4
Sarpang	34	34	68	6.6	20	19	39	4.2	16	13	29	4.5
Thimphu	32	15	47	4.6	407	302	709	76.6	198	161	359	55.3
Trashigang	59	39	98	9.6	1	4	5	0.5	2	5	7	1.1
Trashiyangtse	28	14	42	4.1	1	2	3	0.3	4	2	6	0.9
Trongsa	9	8	17	1.7	1	2	3	0.3	3	3	6	0.9
Tsirang	26	27	53	5.2				0.0	2	2	4	0.6
Wangduephodrang	22	8	30	2.9	7	12	19	2.1	7	7	14	2.2
Zhemgang	23	25	48	4.7	1	2	3	0.3	1	0	1	0.2
Total	564	460	1024	100	513	412	925	100	374	275	649	100

Profile of unemployed

36.02 percent of the beneficiaries are currently not employed. However, when asked if they were employed at any point of time post-STWT programs, 24.5 percent of them said that they were employed once post-program. While 19.2 percent of DES beneficiaries indicated that they are currently unemployed, 52.9 percent of them said that they were once employed post-program.

66 percent of the respondent said they have been unemployed for 1 to 3 months and 18 percent unemployed for 4 to 6 months. Whereas about 16 percent said they have been unemployed for more than 7 months, including the 9 percent unemployed for more than 12 months. With majority of them being unemployed for less than 6 months, it can be concluded that many of them recently completed the STWT program or recently left a job.

In fact, there are number of factors influencing candidates to leave their first job. 29 percent of those who left the first employment said they left due to low salary, another 29 percent said they left since they found better opportunities. 17 percent said they were not happy with the working condition, and 5 percent said they had personal problems with the employer/manager.

Table 29: Employment by programs

Employed		ATP	DES	Entp.	Cont/F	PEEP	SEED	UGIP	YES/GSP	Total
Currently not employed	No.	28	34	40	8	46	69	91	55	371
	%	33.7	19.2	50.0	30.8	50.0	62.2	46.0	20.9	36.0
Once employed post-program	No.	11	18	13	4	10	6	16	13	91
	%	39.3	52.9	32.5	50.0	21.7	8.7	17.6	23.6	24.5

When asked about the reasons for their current unemployment situation, 34 percent of those unemployed said that there is lack of job opportunities in the labour market. 25 percent said they lack skills and work experience to find job of their choice, and 16 percent said they are not able to find job of their preference. 8 percent said they decided to take up further studies. Others said it was either due to health/family/personal situation.

Many of those unemployed are found to be very proactive in finding employment. Many indicated different actions being taken to find employment. 65 percent said they were actively pursuing employment by looking at employment announcement and attending different job interviews. 10 percent said they are undertaking another training, and 8 percent have taken up further studies to make themselves more job ready. 7 percent have taken up internship program and 4 percent are planning to set up their own business or be self-employed. Others said they are doing temporary jobs until they are able to secure employment of their choice.

Those unemployed were asked about the kind of support they needed to be gainfully employed. About 48 percent said they needed skills training support and 9 percent said they needed internship support. 29 percent said they need funding support to set up their own business, and 14 percent said they need career guidance and counselling support.

Post-STWT Assessment

Those who are employed were asked if the STWT programs they attend were effective in securing employment. On an average, 85.7 percent said that the program has been effective in helping them secure employment.

On a scale of 1 to 4, beneficiaries were asked on the helpfulness of the program in helping them find their current job. As indicated in the following table, on an average, 84.2 percent of the responded said that the program were either helpful or very helpful in helping them secure their current job.

Table 30: Effectiveness and helpfulness STWT program

Programs		ATP	DES	Entp.	Cont/F	PEEP	SEED	UGIP	YES/ GSP	Total
Employed	No	55	143	40	18	46	42	107	208	659
	%	66.3	80.8	50.0	69.2	50.0	37.8	54.0	79.1	64.0
Effectiveness of STWT program to find employment	No	50	124	30	14	44	35	77	191	565
	%	90.9	86.7	75.0	77.8	95.7	83.3	72.0	91.8	85.7
Helpfulness of the STWT program in performing current job:										
Very Helpful	%	47.3	37.8	35.0	33.3	41.3	31.0	19.6	47.1	38.1
Helpful	%	40.0	50.3	40.0	38.9	50.0	47.6	54.2	41.3	46.1
Not Helpful	%	3.6	2.1	0.0	11.1	4.3	2.4	2.8	1.4	2.4
Not very helpful	%	3.6	1.4	5.0	0.0	0.0	4.8	1.9	1.4	2.0

Those who have graduated from the STWT programs were asked if they would choose the same STWT program and if they would recommend the program they undertook to others. While more than 50 percent felt that they would not have chosen the same STWT program, more than 80 percent said they would recommend the program to others. The findings and result are similar for both genders, for those employed and not employed, and also for those who have attended different STWT programs.

Table 31: Post-program assessment by employment and gender

Options		Employed		Not employed		Female		Male		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
Choose same STWT program	Yes	331	50.8	190	51.4	301	53.5	220	48.0	521	51.0
	No	320	49.2	180	48.6	262	46.5	238	52.0	500	49.0
Recommend STWT to others	Yes	549	84.5	285	76.8	478	84.3	356	78.4	834	81.7
	No	101	15.5	86	23.2	89	15.7	98	21.6	187	18.3

Table 32: Post-program assessment by programs

Options		ATP	DES	Entp	Cont/F	PEEP	SEED	UGIP	YES/GSP
		%	%	%	%	%	%	%	
choose same STWT program	Yes	44.6	52.0	44.3	46.2	59.8	60.4	51.0	47.9
	No	55.4	48.0	55.7	53.8	40.2	39.6	49.0	52.1
Recommend STWT to others	Yes	88.0	76.7	88.8	73.1	88.0	87.4	76.1	81.3
	No	12.0	23.3	11.3	26.9	12.0	12.6	23.9	18.8

Prospect and self-assessment

A question measuring respondents' perceptions of well-being or socio-economic status was included in the survey. In the first part, respondents were asked to rank their status on a 4-step ladder where, on the first step are 'Poor' and on the fourth step, 'Rich'. Respondent were further asked to give their perception of their level of success in five years' time.

There is a general sense of optimism and positive perception from the respondent of both survey. From those who participated in the tracer study, 33.2 percent said they are 'moderately rich' or 'rich' at the present. In five years' time, 72.7 percent said that they see themselves either 'rich' or 'moderately rich', out of which 14.7 percent saw themselves 'rich'. Similarly, trainees undergoing different STWT program gave an indication that they saw themselves doing fairly well in five years' time. 72.5 percent said they saw themselves 'moderately rich' and 8.2 percent said they saw themselves being 'rich'. The result are similar for both gender, and surprisingly for those who are in employment and not in employment.

84 percent of those currently enrolled in different STWT programs saw themselves being either very successful or successful in five years' time. Similarly, 87.5 percent of STWT graduates indicated that they saw themselves either successful or very successful in five years' time. However, it is important to note that given the modest background of many respondents, their expectations and perceptions of relative wellbeing are quite modest. Further, they lack information on standards and benchmarks against which to measure themselves, thus gauging themselves at random. This has led to some generous rating

not only of overall wellbeing but also on the training and service delivery of STWTP support programs. Such assessment may need to be reassessed over a longer period of time as socio-economic conditions in the country change and as respondents have more exposure and experience.

Figure 3: Assessment of current and future prospect



A survey of trainees' general knowledge on topics such as Bhutan's economy, job market, trainees' personal prospects in the market, government plans and policies for creating more jobs, employment opportunities abroad, trainees' prospects as an entrepreneur, and earnings potential in their trade areas was carried out. 94.5 percent of the respondent said that they have either moderate level of knowledge or comprehensive knowledge on the Bhutan's economy. On average, about 10 percent of the respondent said they have no knowledge of Government's plan for creating employment, employment opportunities overseas, prospect as an entrepreneur, labour law and regulation, and employment prospect in the country. These are areas, where stronger advocacy and information dissemination needs to be carried out. However, about 30 percent of the respondent said they are very knowledgeable about the local job market situation, employment prospect, and their earning potential.

Table 33: Respondent's level of knowledge on different topics

Particulars	Not knowledgeable	Little knowledgeable	Very knowledgeable
	%	%	%
Bhutan's economy	5.5	71.2	23.4
Bhutan's job market	5.5	55.9	38.5
Employment prospects in the job market	7.9	61.1	31.0

Government plans for creating employment	10.7	64.5	24.8
Employment opportunities overseas	12.6	63.2	24.2
Your prospects as an entrepreneur	15.2	67.6	17.2
The earning potential in your skills/trade/fields	6.6	64.1	29.3
Labour law and regulation	10.5	63.2	26.2

Mobile phone and internet seems to be the best medium to approach young people to advocate different programs. As indicated in the following table, over 44 percent (44.6 percent of female and 43.7 percent of male) of respondent use their (mobile) phones more than 6 hours every day and 69.9 percent use mobile phone for 3 hours or more in a day. 26.1 percent said they browse internet for more than 6 hours in a day, and 53.1 percent said they browse internet for 3 hours or more in a day. Not many listen to radio or read newspaper. 30.1 percent said they never listen to radio and 46 percent said they listen to radio for only less than an hour in a day. 7.6 percent of respondent said they never read newspaper and only 46.2 percent said they read newspaper for less than an hour a day.

This result corresponds to the means through which respondents first heard about the STWT programs they attended. 42.5 percent of the respondent said that they first heard about the STWT program through different MoLHR outlets (website, fair, sms blast, and advocacy). 41 percent said they heard it through their families and friends. 6.6 percent said they heard it through social media. 6.3 percent first heard it through mass media (television and newspaper). 2.2 percent said that the information on the STWT program was provided by the school/university they attended, while only 0.3 percent heard it through the radio.

Table 34: Respondent's time spent on different media outlets

Media	Never	less than 1 hr/ day	1-3 hrs/day	3-6 hrs/day	6+ hrs/day
	%	%	%	%	%
Listen to Radio	30.1	46.0	17.1	5.0	1.8
Watch Television	1.8	20.5	43.0	22.2	12.5
Read newspaper	7.6	46.2	29.7	10.6	5.9
Browse the internet	5.5	14.5	27.0	27.0	26.1
Use phone (mobile)	1.2	10.1	18.8	25.6	44.3



Annexure

Acronyms

ATP	Apprentice Training Program
Cont/F	Construction/Furniture Program
DES	Direct Employment Scheme
DHR	Department of Human Resources
DoE	Department of Employment
ESP	Economic Stimulus Plan
FYP	Five Year Plan
GEP	Guaranteed Employment Program
GSP	Graduate Skills Program
HRD	Human Resource Development
ILO	International Labour Organization
LFS	Labour Force Survey
LMI	Labour Market Information
MoLHR	Ministry of Labour and Human Resources
NHRD	National Human Resource Development
NWFP	National Workforce Plan
PEEP	Pre Employment Engagement Program
RCSC	Royal Civil Service Commission
RMA	Rapid Market Appraisal
SEED	Skills for Employment and Entrepreneur Development
STP	Skills Training Program
STWT	School-to-Work Transition
TVET	Technical and Vocational Education and Training
UGIP	University Graduate Internship Program
YES	Youth Employment Skills

Trainee/Intern Survey Form

1. INSTRUCTIONS

- 1.a. Welcome to the Trainees/Intern Survey 2016.
- 1.b. Please complete the attached survey **clearly, concisely** and to **the best of your knowledge**.
- 1.c. Your responses must be **factual** in order to produce correct statistics.
- 1.d. Your responses are **voluntary**; however we encourage you to complete this survey fully.
- 1.e. Use **capital letters** in your responses where applicable.
- 1.f. Read each questions **thoroughly** and respond to them **carefully**.
- 1.g. Avoid **erasing, scratching, writing over** and **responding** more than once to each question.
- 1.h. There is no right or wrong answers, therefore kindly complete your survey **independently**.
- 1.i. The enumerators will **assist** you throughout this survey.

2. CONFIDENTIALITY

- 2.a. This survey will be used **specifically** by the MOLHR to plan to improve the delivery and effectiveness of school-to-work transition programs.
- 2.b. The MOLHR and the surveying firm, regard the **confidentiality** of survey data to be of utmost importance.
- 2.c. Your responses are **completely anonymous**.
- 2.d. Your personal and contact information offered voluntarily in this survey are combined with others and summarized so that **no personally identifiable information** is revealed.
- 2.e. The dataset compiled from this survey will **not be publicized** or shared, in part or as a whole, with third parties.

3. INQUIRIES

- 3.a. If you have any questions about the survey, please contact: Tenzin Choden, Offtg. CPO, Human Resource Development Division (HRDD), Department of Human Resources (DHR), Ministry of Labour and Human Resources (MoLHR) @ 333867 (ext 2018) and tchoden@molhr.gov.bt

This survey is to be completed by current trainees/interns of MoLHR skilling or internship program

A. PROFILE

A1. Full Name _____ (will not be disclosed)

A2. Date of birth (birth year only) _____

A3. Dzongkhag (as per CID) _____

A4. Gender (tick one)

() Male () Female

A5. What was your educational background? (Tick One)

- 1. Primary (class 6) and below
- 2. Lower Secondary (class 7 & 8)
- 3. Middle Secondary (class 9 & 10)
- 4. Higher Secondary (class 11 & 12)
- 5. Bachelors
- 6. Masters and above

A5.1 When did you graduate from the above (mention year) _____

A6. What was your training background? (Tick One)

- 1. Vocational Certificate (TTIs or IZCs)
- 2. Technical Diploma
- 3. None
- 4. Others (please specify) _____

A6.1 When did you graduate from the above (mention month/year) _____

B. PROFILE OF PROGRAM CURRENTLY ATTENDING

B1. Which program are you currently enrolled in (tick only one)

- 1. Youth Employment Skills (YES)
- 2. Skills for Employment and Entrepreneur Development (SEED)
- 3. University Graduate Internship Program (UGIP)
- 4. Pre-employment engagement program (PEEP)
- 5. Entrepreneurship program

- 6. Direct Employment Scheme (DES)
- 7. Apprentice Training Program (ATP)
- 8. Hydropower/construction/furniture program

B2. When did you enroll for the above program (month/year) _____

B2.1. Current place of training or internship (mention Dzongkhag): _____

B3. How did you first hear about the above program (*tick one option only*)

- 1. Newspaper
- 2. Radio
- 3. Television
- 4. MoLHR (website, job portal, job fair, sms, MoLHR advocacy and others)
- 5. Social media
- 6. Friends/families
- 7. My earlier school/university
- Others (please specify) _____

B4. What is your **main reason** for undertaking program that you are currently enrolled in? (Tick Maximum of 2 options only)

- 1. For employment opportunity
- 2. Temporary measure till I get other better opportunities
- 3. Advice of parents or guardians
- 4. Friends enrolled in same program
- 5. Could not qualify for higher studies
- 6. Could not afford higher studies
- 7. Interest in the program
- 8. To get work experience
- 9. Others (specify) _____

B5. What is the end goal post-training or internship? (Tick 1 options only)

- 1. Employment
- 2. Self-employment or start up business
- 3. Gain skills and work experience
- 4. Others (specify) _____

C. FAMILY PROFILE

C1. Head of family's (father/mother) **primary occupation area** (Tick One)

- 1. Government
- 2. Public Corporation
- 3. Private Corporation
- 4. Armed Force
- 5. Private Business
- 6. Agri-farming
- 7. CSO/NGO
- 8. International organization
- 9. Retired
- 10. Others (please specify) _____

C2. Head of family's (father/mother) **highest level of education** (Tick One)

- 1. Primary (class 6)
- 2. Lower Secondary (class 8)
- 3. Middle Secondary (class 10)
- 4. Higher Secondary (class 12)
- 5. Bachelors
- 6. Masters +
- 7. Monastic education
- 8. No education

C3. What is your household's estimated **annual income?** (Tick One)

- 1. Less than Nu. 50,000
- 2. Nu. 50,001 to Nu. 100,000
- 3. Nu 100,001 to Nu. 200,000
- 4. Nu. 200,001 to Nu. 300,000
- 5. Nu. 300,001 to Nu. 400,000
- 6. Nu. 400,000 and above

D. PROGRAM DELIVERY ASSESSMENT

D1. Rate your learning from the program you are enrolled in (Tick One for Each Aspect)

	1	2	3	4
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
D1.1 Overall program delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1.2 Program briefing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1.3 Service delivery by MoLHR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2. Rate your **satisfaction from the internship program** (Tick One for Each Aspect) – **for those in internship program only**

	1	2	3	4
	Strongly disagree	Disagree	Agree	Strongly agree
D2.1. Gained practical work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2.2. Met learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2.3. Good working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2.4. Monitoring by MoLHR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2.5. Support by Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D3. Rate your **satisfaction from the training program** (Tick One for Each Aspect) – **for those in training program only**

	1	2	3	4
	Strongly disagree	Disagree	Agree	Strongly agree
D3.1. Gained skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3.2. Met learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3.3. Monitoring by MoLHR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D4. Rate your **assessment of the trainer for your core skills** (Tick One for Each Aspect) – **for those in training only**

	1	2	3	4
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
D4.1. Knowledge and comprehension of subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4.2. Practical knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4.3. Effectiveness in communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4.4. Use of instructional materials& aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4.5. Availability for consultation and help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4.6. Demonstrates ethical behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D5. Rate the **facilities** of your training provider (Tick One for Each Aspect) – **for those in training only**

	1	2	3	4
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
D5.1. Quality of classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D5.2. Quality of practical training areas/labs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D5.3. Training tools and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D5.4. Library/resource center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. POST-GRADUATION PLAN AND ASSESSMENT

E1. How confident are you in securing **employment** after completing the program? (Tick One)

Not Very confident	Not Confident	Confident	Very Confident
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E2. If given an option to choose place of employment, where would you **most like to work**?

- 1. Urban Centers (in Bhutan)
- 2. Rural Areas (in Bhutan)
- 3. Overseas

E3. What type of **enterprise** would you most like to work for? (Tick One)

- 1. Government
- 2. Public Corporation
- 4. Private Sector
- 5. Own Business
- 6. International organization
- 7. Oversea employment
- 8. Agriculture farming
- 9. Others (please specify) _____

E4. What is your temporary (alternate) **plan** if you do not find suitable employment after the program? (Tick maximum of two options only)

- 1. Further training
- 2. Further studies

- 3. Help with household work (non-business)
- 4. Help with household work (business)
- 5. Do voluntary work
- 6. Set up my own business or be self-employed
- 7. Join agriculture farming
- 8. Others (please specify) _____

E5. How **important** are the following for your choice of employment? (Tick One for Each)

	1	2	3
	Not Important	Little Important	Very Important
1. Salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Workplace Location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Type of job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Position title	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Career advancement opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Job satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Enterprise's reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E6. What is your expected level of **monthly salary** after the program? (Tick One)

- 1. Less than Nu. 5,000
- 2. Nu 5,001 to Nu 10,000
- 3. Nu. 10,001 to Nu. 15,000
- 4. Nu. 15,001 to Nu 20,000
- 5. More than Nu 20,000

E7. How knowledgeable are you about the following? (Tick One for Each)

	1	2	3
	Not Knowledgeable	Little Knowledgeable	Very Knowledgeable
E7.1. Bhutan's economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E7.2. Bhutan's job market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E7.3. Employment prospects in the job market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E7.4. Government plans for creating employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E7.5. Employment opportunities overseas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E7.6. Your prospects as an entrepreneur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E7.7. The Earning potential in your skills/trade/fields	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E7.8 Labour law and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E8. How do you see yourself in 5 years time? (Tick One)

1	2	3	4
Poor	Moderately Poor	Moderately Rich	Rich
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E9. How do you see yourself in 5 years time? (Tick One)

1	2	3
Unsuccessful	successful	Very successful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E10. How **often** do you do the following? (Tick One for Each)

	1	2	3	4	5
	Never	Less Than 1 Hour A Day	1-3 Hours/Day	3-6 Hours/Day	More Than 6 Hours/Day
E10.1. Listen to the Radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E10.2. Watch television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E10.3. Read newspapers/books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E10.4. Browse the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E10.5. Use your phone/mobiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E11. Are you disabled? (Tick One)

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

E12. Provide suggestions or recommendation to improve the training/internship you are attending

TRACER SURVEY FORM

1. INSTRUCTIONS

- 1.a. Welcome to the Tracer Survey 2016.
- 1.b. Please complete the attached survey **clearly, concisely** and to **the best of your knowledge**.
- 1.c. Your responses must be **factual** in order to produce correct statistics.
- 1.d. Your responses are **voluntary**; however we encourage you to complete this survey fully.
- 1.e. Use **capital letters** in your responses where applicable.
- 1.f. Read each questions **thoroughly** and respond to them **carefully**.
- 1.g. Avoid **erasing, scratching, writing over** and **responding** more than once to each question.
- 1.h. There is no right or wrong answers, therefore kindly complete your survey **independently**.
- 1.i. The enumerators will **assist** you throughout this survey.

2. CONFIDENTIALITY

- 2.a. This survey will be used **specifically** by the MOLHR to plan to improve the delivery and effectiveness of school-to-work transition programs.
- 2.b. The MOLHR and the surveying firm, regard the **confidentiality** of survey data to be of utmost importance.
- 2.c. Your responses are **completely anonymous**.
- 2.d. Your personal and contact information offered voluntarily in this survey are combined with others and summarized so that **no personally identifiable information** is revealed.
- 2.e. The dataset compiled from this survey will **not be publicized** or shared, in part or as a whole, with third parties.

3. INQUIRIES

- 3.a. If you have any questions about the survey, please contact: Tenzin Choden, Offtg. CPO, Human Resource Development Division (HRDD), Department of Human Resources (DHR), Ministry of Labour and Human Resources (MoLHR) @ 333867 (ext 2018) and tchoden@molhr.gov.bt

A. PROFILE

A1. Full Name _____(will not be disclosed)

A2. Date of birth (birth year only) _____

A3. Dzongkhag (as per CID) _____

A4. Gender (tick one)

() Male () Female

A5. What was your educational background? (Tick One)

- 1. Primary (class 6) and below
- 2. Lower Secondary (class 7 & 8)
- 3. Middle Secondary (class 9 & 10)
- 4. Higher Secondary (class 11 & 12)
- 5. Bachelors
- 6. Masters and above

A5.1 When did you graduate from the above (mention year) _____

B. PROFILE OF PROGRAM THAT YOU ATTENDED

B1. Which program were you enrolled in (tick only one)

- 1. Youth Employment Skills (YES)/ Graduate Skills Program (GSP)
- 2. Skills for Employment and Entrepreneur Development (SEED)
- 3. University Graduate Internship Program (UGIP)
- 4. Pre-employment engagement program (PEEP)
- 5. Entrepreneurship program
- 6. Direct Employment Scheme (DES)
- 7. Apprentice Training Program (ATP)
- 8. Hydropower/construction program

B2. When did you complete the above program (month/year) _____

B3. How did you hear about the above program

- 1. Newspaper
- 2. Radio

- 3. Television
- 4. MoLHR (website, job portal, job fair, MoLHR advocacy, sms and others)
- 5. Social media
- 6. Friends/families
- 7. My earlier school/university
- 8. Others (please specify) _____

B4. What is your main reason for undertaking program you were enrolled in? (Tick Maximum of 2 options only)

- 1. For employment opportunity
- 2. Temporary measure till I get other better opportunities
- 3. Advice of parents or guardians
- 4. Friends enrolled in same program
- 5. Could not qualify for higher studies
- 6. Could not afford higher studies
- 7. Interest in the program
- 8. To get work experience
- 9. Others (specify) _____

B5. Where was the training or internship conducted (mention Dzongkhag): _____

C. FAMILY PROFILE

C1. Head of household's (father/mother) primary occupation area (Tick One)

- 1. Government
- 2. Public Corporation
- 3. Private Corporation
- 4. Armed Force
- 5. Private Business
- 6. Agri-farming
- 7. CSO/NGO
- 8. International organization
- 9. Retired
- 10. Others (please specify) _____

C2. Head of household's (father/mother) highest level of education (Tick One)

- 1. Primary (class 6)
- 2. Lower Secondary (class 8)
- 3. Middle Secondary (class 10)
- 4. Higher Secondary (class 12)
- 5. Bachelors
- 6. Masters +
- 7. Monastic education
- 8. No education

C3. What is your household's estimated annual income? (Tick One)

- 1. Less than Nu. 50,000
- 2. Nu. 50,001 to Nu. 100,000
- 3. Nu 100,001 to Nu. 200,000
- 4. Nu. 200,001 to Nu. 300,000
- 5. Nu. 300,001 to Nu. 400,000
- 6. Nu. 400,000 and above

D. PROGRAM DELIVERY AND SELF ASSESSMENT

D1. Rate your learning from the program you were enrolled in (Tick One for Each Aspect)

	1	2	3	4
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
D1.1 Overall program delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1.2 Program briefing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D1.3 Service delivery by MoLHR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2. Rate your **satisfaction from the internship program** (Tick One for Each Aspect) – for those who attend internship program

	1	2	3	4
	Strongly disagree	Disagree	Agree	Strongly agree
D2.1. Gained practical work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2.2. Met learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2.3. Good working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2.4. Monitoring by MoLHR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2.5. Support by Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D3. Rate your **satisfaction from the training program** (Tick One for Each Aspect) – **for those who attended training program**

	1	2	3	4
	Strongly disagree	Disagree	Agree	Strongly agree
D3.1. Gained skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3.2. Met learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3.3. Monitoring by MoLHR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D4. Rate your **assessment of the trainer for your core skills** (Tick One for Each Aspect) – **for those who attended training program**

	1	2	3	4
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
D4.1. Knowledge and comprehension of subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4.2. Practical knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4.3. Effectiveness in communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4.4. Use of instructional materials & aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4.5. Availability for consultation and help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4.6. Demonstrates ethical behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D5. Rate the **facilities** of your training provider (Tick One for Each Aspect) – **for those who attended training program**

	1	2	3	4
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
D5.1. Quality of classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D5.2. Quality of practical training areas/labs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D5.3. Training tools and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D5.4. Library/resource center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D6. How **important** were the following to your choice of employment? (Tick One for Each)

	1	2	3
	Not Important	Little Important	Very Important
1. Salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Workplace Location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Type of job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Position title	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Career advancement opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Job satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Enterprise's reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D7. How knowledgeable are you about the following? (Tick One for Each)

	1	2	3
	Not Knowledgeable	Little Knowledgeable	Very Knowledgeable
D7.1. Bhutan's economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D7.2. Bhutan's job market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D7.3. Employment prospects in the job market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D7.4. Government plans for creating employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D7.5. Employment opportunities overseas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D7.6. Your prospects as an entrepreneur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D7.7. The Earning potential in your skills/trade/fields	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D7.8 Labour law and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D8. How **often** do you do the following? (Tick One for Each)

	1	2	3	4	5
	Never	Less Than 1 Hour A Day	1-3 Hours/Day	3-6 Hours/Day	More Than 6 Hours/Day
D8.1. Listen to the Radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D8.2. Watch television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D8.3. Read newspapers/books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D8.4. Browse the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D8.5. Use your phone/mobiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D9. Are you physically disabled? (Tick One)

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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F. EMPLOYMENT

F1. Are you currently employed? (Tick One)

Yes <input type="checkbox"/>	No <input type="checkbox"/> go to Q F14
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F2. Type of Job? (Tick One)

Desk <input type="checkbox"/>	Non Desk (Manual) <input type="checkbox"/>	Both <input type="checkbox"/>
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F3. Specify the **type** of employment. (Tick One)

- 1. Regular/Permanent
- 2. Casual
- 3. Contractual
- 4. Self-employed
- 5. Part-time

F4. Specify the **sector** of employment. (Tick One)

- 1. ICT, media and communication
- 2. Construction
- 3. Power and Energy
- 4. Education and Training
- 5. Production and mining
- 6. Trading and Service
- 7. Tourism & hospitality
- 8. Financial service sector
- 9. Agriculture
- 10. Health
- 11. Others _____

F5. Where (Dzongkhag) do you work?: _____

F6. Since when were you employed in your current job? (month/year) _____

F7. Which of the following methods did you use to find employment? (Tick maximum of two options only)

- 1. Facilitation by training provider
- 2. Facilitation by MoLHR
- 3. Directly contacting employer
- 4. Advertisements (TV, Radio, newspaper)
- 5. Online job searches
- 6. Through family, friends or acquaintance
- 7. Job fairs
- 8. Private employment agencies
- 9. Others (please specify): _____

F8. Is this your first job after attending the MoLHR internship/training program? (Tick One)

Yes <input type="checkbox"/> (go to F9)	No <input type="checkbox"/>
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F8.1 If this is **not** your first job, how many jobs have you held after the program? (Tick One)

1. Two <input type="checkbox"/>	2. Three <input type="checkbox"/>	3. More than Four <input type="checkbox"/>
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F8.2 If you have/had one or more than one job(s) after graduation, how many **months** (approximately) did you spend in each job?

First Job	Second Job	Third Job	Fourth Job
... .. months months months months

F9. How long did it take for you to find your **first job**? (Tick One)

1. Less Than 1 Month <input type="checkbox"/>	2. 1 – 3 Months <input type="checkbox"/>	3. 4 – 6 Months <input type="checkbox"/>
4. 7 – 12 Months <input type="checkbox"/>	5. More Than 12 Months <input type="checkbox"/>	

F10. Did you feel that the internship/training program gave you an **advantage** in finding employment? (Tick One)

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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F10.1 If 'Yes' to Question F10 above, how helpful were the program that you attended in performing your day-to-day tasks in your current job? (Tick One for Each Aspect)

1	2	3	4
Not Very Helpful	Not Helpful	Helpful	Very Helpful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F11. Please state whether the following statement related to your current job are **True or False**.

	1	2
	True	False
1. My performance and contribution at my current job is valued and appreciated by my employer/manager.	<input type="checkbox"/>	<input type="checkbox"/>
2. My job is giving me a sense of pride and satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>
3. I perform better at tasks than colleagues who did not receive formal training.	<input type="checkbox"/>	<input type="checkbox"/>
4. My skills and knowledge is under-utilized at my current job.	<input type="checkbox"/>	<input type="checkbox"/>
5. I don't have the necessary skills and knowledge to do my current job.	<input type="checkbox"/>	<input type="checkbox"/>
6. I see myself in the same occupation after ten years.	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel that I have chosen the wrong career path.	<input type="checkbox"/>	<input type="checkbox"/>

F12. What is your current average **monthly salary**? (Tick One)

- 1. Less than Nu. 3750
- 2. Nu. 3750 to Nu 5,000
- 3. Nu. 5,001 to Nu. 10,000
- 4. Nu. 10,001 to Nu. 15,000
- 5. Nu. 15,001 to Nu 20,000
- 6. More than Nu 20,000

F13. How **sufficient** is your current salary? (Tick One)

1	2	3	4
Very Insufficient	Insufficient	Sufficient	Very sufficient
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Skip to Section G)

F14. Were you at any point of time employed after completion of the internship/training program

Yes <input type="checkbox"/>	No <input type="checkbox"/> go to F15
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F14.1 If yes, for how many months were you employed?

No. of Months

F14.2 Why did you leave the job?

- Issue with management
- Salary not increased
- Working condition was bad
- Found other better opportunities

F15. How long have you been unemployed?

No. of Months

F16. What are the **main reasons** for remaining unemployed? (Tick a maximum of 2 options)

- 1. Decided to undertake further studies
- 2. Lack of job opportunities
- 3. Health related reasons
- 4. Family issues

- 5. Marriage/reproductive roles
- 6. Could not get job of my preference
- 7. Recently left/lost job
- 8. I lack skills needed to find job
- 9. I lack work experience to find job
- 10. Others (please specify) _____

F17. What are you currently doing to find employment?

- 1. Undertaking another training
- 2. Undertaking another internship program
- 3. Undertaking further studies
- 4. Waiting for employment announcement
- 5. Others (please specify) _____

F18. What kind of help do you need to secure employment? (Tick a maximum of 2 options)

- 1. Skills training
- 2. Internship support
- 3. Fund to set up my own business
- 4. Career guidance and counselling
- 5. Others (please specify) _____

G OTHERS

G1. Looking back, if you were given an option to go back and re-do the training or internship program, would you choose to undertake the same program that you graduated from? (Tick One)

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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G2. State briefly your reasons why?

G3. How do you see yourself at present? (Tick One)

1	2	3	4
Poor	Moderately Poor	Moderately Rich	Rich
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G4. How do you see yourself in 5 years time? (Tick One)

1	2	3	4
Poor	Moderately Poor	Moderately Rich	Rich
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G5. How do you see yourself in 5 years time? (Tick One)

1	2	3
Unsuccessful	successful	Very successful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G6. Would you **recommend the course** that you attended to others? (Tick One)

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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