

CHALLENGES OF CONVERTING POPULATION INTO RESOURCES: AN EXPLORATORY STUDY IN SADAR UPAZILA OF RANGPUR DISTRICT

Joint Secretary Md Abdul Majid, ndc

Introduction

Bangladesh has got population size more than expectation and beyond the absorption capacity. But with this situation Bangladesh is not so poor but very rich in poor people and human being. Human Being (HB) versus Human Resource (HR) is a popular debate throughout the world. Bangladesh is not an exception here. Now a days, business and profit mechanism and trends dominate on every single issue. That's why it triggers the worldwide idea debate that human being is an asset or a liability. Population or human being naturally remains as a liability if it is not properly transformed into asset. The present system and technique of developing human being into human resource are not progressively structured and well planned. There is a huge gap between these two. Human naturally tends to remain as human till it is not qualitatively educated and properly trained for HR. This nation has been suffering hugely for lack of skill human resources against a huge bulk of idle population or human beings. Bangladesh is bearing the burden of increasing liabilities of almost 165.73 million (Worldometers) people which could provide multiple returns if transformed into esteemed human resources by appropriate and quality education and training. Therefore Human Resource Development (HRD) and its quality management remain the core issue for the national development. This conversion of population into human resource is certainly a huge challenge but not at all impossible. If the country succeeds in developing human resource in true spirit and right dimension, it will surely boost up the status to Middle Income Country (MIC) from Lower Middle Income Country (LMIC).

In this pace of development and having brilliant opportunity of demographic dividend in the recent population transition, HRD is a major issue in Bangladesh and also a priority concern for sustainable development.

Finally, it is interesting to observe that although Bangladesh seems to allocate a negligible amount on R&D in the early budgets, the country still manages to enjoy some contributions from R&D in her economic growth. One of the reasons of minimum budget allocation could be the lack of recognition of the role of research in innovation where, normally, the operations/production personnel play major role while choosing technology, training, operations, etc., and the role of research comes much later. In order to catch up the fast growing economies like the BRIC-economies and ensure smooth economic convergence as one of the next-11 market economies of the world, the government of Bangladesh needs to recognize the significance of the facilitation of industry-specific R&D activities, promote university-industry (U-I) linkages and partnerships as well as support the continuous development and grooming of R&D-personnel and prioritize them over operations/production staff in technology-related operations and decision makings.

Policies and Practices on HRD in Bangladesh

Education Policy 2010 and HRD in Bangladesh

Over the decades of repeated failures in formulating and implementing education policy, the present government undertook the initiative to formulate an Education Policy in line with the need of the modern times, with a view to building the future generation as a skilled human resource, efficient in knowledge and modern technology and inspired with moral values, national culture, tradition and the spirit of liberation war. The Education Policy 2010 of Bangladesh duly reflects the aspirations and expectations of the nation and creates importance mainly on science, technical education and religion (GOB 2010).

Prospect Analysis of Human Resources Development Initiatives in National Level

The table-1 mentioned below speaks out that if we look into the future prospects we can see there is a growth trend in government initiative through ADP allocation in national budget. Budgetary allocation in this sector has been increased every year from FY11-12, where total allocation doubled to BDT 22492 crore from BDT 12810 crore. It is gradually increasing (Islam 2015).

Table 1: Human Resources Development Initiatives in National budgets					
Human Resources Development Sector (in National Budget)	FY: 11-12	FY: 12-13	FY: 13-14	FY: 14-15	FY: 15-16
Educations	5657	6936	8378	9425	9739
Science and Technology	215	366	693	3185	2374
Health	3562	3825	3602	4349	5331
Youth, Sports and Culture	688	518	560	705	834
Labour and Manpower	176	332	370	413	466
Social Security, Welfare (women & child)	2512	2513	3174	3710	3748
Total Allocation in ADP (Fig in crore)	12810	14490	16777	21787	22492
Source: Allocation of ADP expenditures by MoF, GoB					

The analysis depicts that, in the year 2013 Bangladesh reach to medium level from low level; the point competitive to India. In four years trend Pakistan degraded the position and there no change in India and Nepal. The data exhibits a positive prospect towards Bangladesh in future days, if all variable got right focus and action-oriented emphasis (Islam 2015).

TVET Institution by Locality and Year

The total number of TVET Institution in the country was 1251 before the independence of the country, which increased to 2800 in 1999 with 1549 new Institution during 1971-1999; it again increased to 7555 in 2008 with 4755 new Institution during the period 2000-2008; and finally it became 13631 Institution in 2015 with 5608 new Institution i.e., 42.6% increase during the period 2009-2015. The increase rate is satisfactory to some extent (BBS 2015).

Seat Capacity and Students by Type of Course (Number in '000)

Table 2: Course wise seat capacity, admission and passing number				
Type of Course	Seat capacity	Admission	Examinee	Passed
Diploma Programme	172	154	143	131
HSC Vocational / Business Management	184	143	129	115
SSC Vocational	208	167	139	136
Basic Course/Short Training	517	1301	1348	1331
Bangladesh total	1082	1764	1759	1713
Source-TVET Census 2015 by BBS				

The above table-2 shows that total seat capacity in the country is 1082000. But number of admission, examinee and passed is more than the seat number. So seat number needs to be increased reasonably (BBS 2015).

Labour Force and Employment Situation in Bangladesh

Employed persons by status and type in TVETs

Table 3: Employment category of regular and part time of both sexes in number (up to September 2015)					
Category of Employment	Total Employed	Regular Male	Regular Female	Disables	Part-timers
Teachers/trainers	74043	57032	17011	323	9327
Staffs	54033	44665	9368	158	3347
Others	2328	1417	911	21	569
Total	130404	103114	27290	502	13243
Source-TVET Census 2015 by BBS					

The above mentioned table-3 shows that employment in all categories in the institution is 130404, out of which 13243 is part-time. It is significant. It needs to be reduced. Female employment as showed in table is many fold less than the male. It is something notable to be addressed. It is significantly noticeable that total disable employment in the TVET institution is 502 (BBS 2015).

Employed Population in Bangladesh (in millions)

The employment size of Bangladesh is increasing over time. But the number of employed women increased more than doubled by 13 years. It was 7.90 million in 1999-2000 and reached to 16.80 million in 2013. The number of employed men was 31.10 million in 1999-2000 and reached to 41.20 million in 2013. But it is not sufficient because per year increasing is less than 2 million, coming out newly per year for job. On the other hand employed women population is too much less than men employed. So it demands more employment opportunities for women in the country (BBS 2013).

Category Wise Overseas Employment by Bangladesh

The Category Wise Overseas Employment Bangladesh labour force from 1976 to 2017 says that the Less-skilled labour is highest 5520493 (48.15%) followed by skilled labour 3833406 (33.44%). Third position is Semi-skilled labour 1744469 (15.22%). Professional 232391 (2.03%). Others 134177 (1.17%). So Less-skilled labour needs to be addressed vigorously for promoting to semi-skilled or skilled (BMET 2017).

Data Analysis

Analyzes the primary data and statistics derived from the field offices of related department and institutions of survey area of Rangpur sadar upazila and City Corporation. This chapter also analyzes the information and opinions derived from 52 respondent of the survey area. Here it is notable that all the 52 respondents have completed technical/vocation training from either Technical School and College or Polytechnic Institution or Technical Training Centre or Department of Youth Development or Department of Women Affairs. Correlations and comparisons among the variables have been determined and analyzed here properly and manually.

Sex Percentage of Respondents

The Sex percentage analysis of the respondents says that the total number of respondents is 52 out of which male is 27 (52%) and female is 25 while the total population is approximately 5467.

Skill Level Achieved by the Respondents

Table 4: Skill level achieved from the technical/vocational education/training					
Skill Level	Male	%	Female	%	Total %
Skilled	08	29.63%	11	44.00%	36.54%
Semi-skilled	19	70.37%	10	40.00%	55.77%
Less-skilled	0	0%	04	16.00%	7.67%
Total	27	100%	25	100%	100%

The table-4 speaks out the skill level achieved by the respondents from the technical/vocational education/training. It shows that among the male respondents the highest number of respondents that is 70.37% are semi-skilled (as they feel), while 29.63% have become skilled. None is less-skilled. On the other hand, among the female respondents highest number that is 44% are skilled followed by 40% of semi-skilled. It is noticeable that 16% is less-skilled among the female respondents. It indicates that female has become more skilled than male. Among the total respondents, highest 55.77% are semi-skilled followed by 36.54% skilled.

Causes of Not Getting Skilled

The data says that there are so many causes of not getting skilled in technical/vocational education/ training. The highest 38.60% of total respondents say that insufficient equipment is a cause of not getting skilled in technical/vocational education/ training, while 26.32% say about the cause of lack of practical sessions and 17.54% of respondents say lack of attentiveness of students/ participants is the cause of not getting skilled. Due to lack of holding required number of classes is the cause of not getting skilled as mentioned 12.28% respondents.

Employment Situation of the Respondents

Table 5: Employment situation of the respondents in both sexes					
Employment situation	Male	%	Female	%	Total %
Employed by others	07	25.93%	05	20.0%	23.07%
Employed by self	11	40.74%	08	32.0%	36.55%
Unemployed	09	33.33%	12	48.0%	40.38%
Total	27	100%	25	100%	100%

Table-5 shown above illustrates the employment situation of the respondents having completed technical/vocational education/training.

The data flashed on the table shows that out of 27 male 25.93% are employed by others, 40.74% are employed by self and 33.33% are still unemployed. On the other hand out of 25 female 23% are employed by others, 36.55% are employed by self and rest 40% are still unemployed. In aggregate percentage we see 40.38% are still jobless. This is not satisfactory scenario. It indicates so many dimensions which are mentioned later on. Those are lack of skill, shortage of vacancies, corruption and other difficulties in recruiting process etc. so all dimensions mentioned here need to be addressed.

Cause of Not Getting Job (Employed by others)

Table 6: Cause of respondent's not getting Job (Employed by others) in both sexes					
Causes	Male	%	Female	%	Total %
Lack of vacancy	11	40.74%	07	30.43%	36%
Corruption	06	22.22%	03	13.04%	18%
Lack of efficiency	03	11.11%	07	30.44	20%
Others	07	25.93%	06	26.09%	26%
Total	27	100%	23	100%	100%

The table-6 shown above describes the causes of not getting jobs (employed by others). From the table50 we see that only 23% are employed by others. Here this table shows the causes of not getting jobs. Data flashed on the table expresses that 36% respondents say lack of vacancy is the cause of not getting jobs while 18% say it is corruption. 20% respondents say lack of efficiency is a cause of not getting job while the rest 26% say about other causes. More female respondents (30.44%) than the male respondents (11%) highlight the lack of efficiency as a cause.

Causes of Not Having Self-employment

Table 7: Causing of not having self-employment of some respondents in both sexes					
Causes	Male	%	Female	%	Total %
Lack of confidence	03	30%	05	29.41%	29.63%
Lack of capital	06	60%	09	52.94%	55.56%
Lack of market facilities/demand	01	10%	03	17.65%	14.81%
Non-profitable	00	0%	00	0%	0%
Total	10 (option not given by all)	100%	17 (option not given by all)	100%	100%

Table-7 shown above described the causes of having self-employment. The table-data shows that highest percent of male (60%), female (53%) and the highest aggregate respondents (55.56%) highlight the lack of capital as the cause of not having self-employment, while 29.63% respondents say about lack of confidence. Around 15% of the respondents mention lack of market facilities/demand as the cause of not having self-employment. Number 3 and 4 causes are serious in nature to some extent. It needs to be addressed by the government.

Respondent's Suggestions for Further Improvement

Table 8: Respondent's suggestions for further improvement of the prevailing technical/ vocational education/training system					
Suggestions	Male	%	Female	%	Total %
Create more scope for technical/ vocational education/training	18	21.95%	11	18.03%	20.28%
Expand up to upazila level	11	13.41%	09	14.75%	13.99%
Enhance capacity of the institution/office	05	6.10%	03	4.92%	5.59%
Create good match of training trades with demands	08	9.77%	04	6.56%	8.39%
Ensuring sufficient budget	06	7.32%	06	9.84%	8.39%
More employment generation in public and private sectors	11	13.41%	08	13.11%	13.29%
Ensure equality in employment	04	4.88%	06	9.84%	6.99%
Availability of capital for self employment	12	14.62%	09	14.75%	14.69%
Create/develop market facility in public/ private management	07	8.54%	05	8.20%	8.39%
Total	82 (more option given)	100%	61 (more option given)	100%	100%

The table-8 mentioned above illustrates the valuable suggestions given by the respondents for further improvement of the prevailing technical/vocational education/training system. Nine types of suggestions they have given. Highest percentage of respondents (20.28%) have suggested for creating more scope for technical/vocational education/training throughout the country. Around 15% respondents make suggestions for ensuring availability of capital for self employment, while 14% respondents give opinion for expanding all type of technical education/training up to upazila level. Around 6% and 8% of respondents opine respectively to enhance capacity of the institution/office and to create good match of training-trades with demands of the market. Again at least 8% of the respondents suggest for ensuring sufficient budget for the institutions.

Challenges and Problems

TVET in our country is so far facing multi-faceted and multifarious challenges and problems that firstly need to be prioritized and then to be removed for moving forward to a sustainable human resource development process. To some extent low internal and external efficiency of TVET as a whole in providing market driven and relevant course program partially hinders the production of skilled manpower in the country. Now from the analysis, observation and findings done above, the researcher has come to identify the following specific challenges:

- Lack of comprehensive and need-based survey to assess the sector-wise training requirement.
- Access to the formal TVET is very much limited which debars a vast population to enter into it.
- Female students are facing limited access to TVET system due to social stigma and lack of gender friendly environment in TVET institutions.
- TVET providing institutions in the country are far behind the international standards and quality guarantee.

- Lack of proper connection with international labour market/organization.
- Lack of governance congenial administration of TVET institutions.
- Poor monitoring and performance evaluation of TVET.
- Lack of PPP framework in TVET system. Recently BSEP project has introduced a few PPP programs on pilot basis which needs to be encouraged.
- Lack of employment generation and job opportunities for the TVET graduates.
- Lack of lab and workshop and equipment and physical facilities in TVET institutions.
- Lack of teachers, trainers and support staff in the TVET institutions.
- Lack of sufficient teacher training facility to face the challenges of the TVET system.
- Financial crisis of the TVET institutions in terms of training allowance, contingency fund, equipment fund etc.
- Lack of good coordination among the TVET institutions of multifarious ownership.
- Lack of capital for the youths to be self employed/entrepreneur.
- A significant portion of trained youths are suffering from lack of confidence and social support for being entrepreneur.

Recommendations

The national labour force increases annually by roughly 2 million people most of whom are youth. More trained and skilled workforce need to be produced to contribute to the national economic development through

improved productivity and more employment generation in the local employment market and abroad needs to be done on the basis of priority. Now from the analysis, observation and findings done above and the set of challenges identified above, the researcher has come to set now some realistic and implementable recommendations for the better remedies of the problems and challenges in converting population into human resource:

- A conclusive TVET strategies should be formulated by concerned department and ministry on the basis of the provision made in the 'National Skill Development Policy'.
- Quality Assurance of the TVET should be maintained in all level and all institutions in a planned way through continuous high level monitoring and assessment by concerned department and ministry.
- Continuous appropriate research and study should be conducted to design proper TVET system including improved and modern course curriculum and trade having created a good match with local and overseas market demands by BBS and BMET.
- Ensuring by concerned departments and ministries timely procurement of up-to-date and modern equipments, tools and apparatus for the advancement of applied knowledge.
- Governments should encourage enterprises and industrial organizations in the country to ensure participation in TVET system through providing significant incentives, subsidizing apprenticeship wages and assisting the stipend program for the students.
- Ensuring more arrangement of effective counseling and guidance to the youths of the society for vocational training and as well as setting minds of parents, stakeholders and community in favour of vocational education and training by concerned departments and ministries.
- Systematic and institutional arrangement for professional development of TVET Trainers and Assessors round the year.

- Concerted actions for promoting TVET program for women. Introduction of stipends and other financial benefits may be made to encourage girls' participation. Gender friendly environment is also an utmost requirement.
- Ensuring by the government a good coordination among the industrial sectors and TVET institutions, as well as coordination of intra TVET institutions of multifarious ownership to have good end result.
- Enrich lab and workshop with modern equipments and tools and enhance lab and workshop facilities for all the students.
- Make available of low-interest bank loans for the graduates who needs.
- Establish new TVET institutions up to upazila level on the basis of requirement.
- Establishing institution-based high team for monitoring education and training quality in TVET institutions and assessing job settlement situation.
- Significant step from public and private sector to control the population size farther reducing population growth rate and TFR.

Conclusion

Human Resource Development (HRD) is a popular and burning question across the world due to its tremendous contribution in all sectors and fields of development of a nation. Sense of potentiality and benefit dimension push forward such an idea that human being (HB) has to be an asset and can never remain as a liability for the society. Skill and productivity of HR are the two big components and variable for any sort of professional production. Here productivity is a dependable variable. It depends on the increase of skill. Bangladesh has the highest densities of population with over size. So she has got ample opportunity to get enormous benefit from this population as contemporary world has developed remarkably through the maximum utilization of human resource.

The constitutional distinct provision of Bangladesh has got sufficient proper guidance and necessary directives to develop the HRD in the country uniformly and equally in rural and urban areas of the country. In that case the education system of the land must appear to be the vital tools for Human Resource Development in the country with a harmonious pace. Since independence of Bangladesh till date a lot of commissions and committees on education system were formed to develop the HR. But no significant result was found. At last in the year 2010 a comprehensive education policy was formulated. This policy has ensured necessary guidelines provisions for expansion of universal education, technical and vocational education and totally removal of illiteracy from the country.

Bangladesh observed an increased need and thirst for technological and as well as industrial skills in the last few decades, while alongside the country experienced a rapid expansion in Technical and Vocational Education and Training (TVET) providers, both in the public and private sectors. But it is remarkably noticed that a substantial gap exists between the industry skills requirements and the supply of trained and competent human resource i.e. human capital. The complete scenario of the country's TVET system is a must for creating a pool of highly skilled, productive, and deserving technical and vocational human resources. The major role of the TVET provider is to provide technical and vocational training opportunities and facilities and career developing avenues for the potential youths leaving the academic main stream of education.

Public TVET training in Bangladesh is being delivered by the institutions belonging to 22 ministries of the government. Side by side a large number of private institutions throughout the deliver training courses mainly commercially. Besides these, hundreds of large and small NGOs are offering skill training through short courses. Industry bodies also provide training as per the needs of relevant enterprises through on-the-job (OJT) training. A very few recruiting agencies in the country for the overseas employment market are operating training institutes to cater for the needs of the Foreign Employers.

In Bangladesh there is no ministry exclusively dedicated for the HRD. But Bangladesh has a high power organization namely National Skills Development Council (NSDC). It is the apex approval authority on TVET matters headed by Prime Minister. NSDC Secretariat has been formed to facilitate the Technical and Vocational education and Training (TVET) reform project. Both the NSDC and the Executive Committee for National Skills Development Council (ECNSDC) are non-establishment bodies consisting of part-time members from Ministries and must be supported and advised by a Secretariat. In many developed and developing countries of the world namely Bhutan, Germany, India, Japan, Malaysia, Pakistan, South Africa, USA have exclusive central ministries or organization for HRD. Education strategy and Employment strategy have to be synergized for both male and female with equal emphasis. An overhauling review is a keen need to remove the mismatch persists in overseas employment forecast and preparation and demand. A serious rethinking on lack of central planning of HRD is needed to reduce skill shortage so as to reach skill surplus nation.

Reference

1. Akhter, Mushfica 2015, 'The Role of Education in Human Resource Development in Bangladesh' *Banglavisian*, Vol. 15, No. 1, February 2018.
2. BBS 1991, 2001 and 2011, ESCAP- Population of Bangladesh -198, BBS- Population Census -1991, BBS- Bangladesh Population Census-2001, UN World Population prospects-2010 revisions and BBS- Bangladesh Population and Housing Census -2011
3. BBS 2012, Bangladesh Population and Housing Census -2011, published in 2012
4. BBS 2013, 'Labour Force Survey (LFS), Bangladesh 2013', published by BBS & ILO, October 2015

5. BBS 2013, National Education Household Survey, Bangladesh Bureau of Statistics, Dhaka
6. BBS 2015, 'Technical and Vocational Education and Training', Bangladesh Bureau of Statistics, Dhaka, August 2016, pp-26 onward
7. BBS 2016, 'Education Scenario in Bangladesh: Gender perspective', Bangladesh Bureau of Statistics, UCEP Bangladesh, Diakonia Bangladesh, February 2017, Bangladesh
8. BBS 2016, Monitoring the Situation of Vital Statistics of Bangladesh (MSVSB), 2016 BBS <http://bbs.portal.gov.bd/pdf-17/02/2018>)
9. BBS 2017, Sectoral Need-Based Projection in Bangladesh, BBS 2017 <http://bbs.portal.gov.bd/pdf-17/02/2018>)
10. BMET 2017, Country Wise Overseas Employment from 1976 to 2017, (<http://www.bmet.gov.bd-found> on 18/02/2018)
11. GOB 2010, National Education policy of Bangladesh, Ministry of Education
12. Islam 2015, Islam, Mohammad Shariful and Hossain, Md. Mohabbat, 'Prospects of Human Resources Development Initiative in National Budget-A Bangladesh Perspective' 2015, Global Journal of Management and Business Research: A Administration and Management, Volume 15 Issue 12 Version 1.0, February 2018
13. Sharif, Taimur, Ahmed Jamal and Abdullah Sibly 2013, 'Human Resource Development and Economic Growth: An Economic Analysis', business market management, Vol.5, No.7, February 2018
14. Worldometers, (<http://www.worldometers.info/world-population/bangladesh-population/>) (found on 16/02/2018)