

**An Analysis of Human Resource Development Infrastructure and
Prospects of Overseas Employment: Bangladesh Perspective**



Master of Philosophy thesis submitted

By

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Certificate

Certified that this research report titled “An Analysis of Human Resource Development Infrastructure and Prospects of Overseas Employment: Bangladesh Perspective” is the original work of Mr MdShahedul Islam, Registration Number: 304 / 2017 – 18, who carried out the research under my supervision. Certified further that to the best of my knowledge the work reported herein does not form part of any other project report or dissertation on the basis of which a degree or award was conferred on an earlier occasion on this or any other candidate.

Dated October 2020
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Abstract

Bangladesh being the most densely populated countries of the world burdened with 4.2% unemployment rate accounting for 2.6 million jobless population. The situation is further exacerbated when 13.8 million underemployed population is added with the unemployed population. Malnutrition, insecurity, and wide spread social disorder are some of the manifestations of the curse of unemployment. Sensing the severity of the consequences, the government of Bangladesh had been promoting overseas employment since the 1970s. Presently, over 9.5 million Bangladeshis remit above 18 billion USD which is the second highest source of foreign currency. But, there are scopes for further growth, if one takes in to consideration the example of The Philippines. Only 5.2 million Filipinos remit above 34 billion USD with its most efficient global skilled human resource (HR). On the contrary, Bangladeshi HR are mostly unskilled who remain vulnerable to job cut and job reduction. Besides, 4.0 Industrial Revolution (IR) technologies, i.e. artificial intelligence (AI), 3 D printing, nanotechnology, genetic engineering, and big data analysis etcetera taking place at a whirlwind speed. Most of the migration destination countries are highly developed, hence technological transformation in those countries are happening at an exponential pace. Hence, Bangladesh must resort to skills development through a comprehensive Human Resource Development (HRD) programme to remain relevant in the rapidly evolving technological transformation. In the light of the above discussions, the main objectives of the research is 'to ascertain most demanding skills need and analyse HRD infrastructure in Bangladesh to imparting demand based skills training for overseas employment'. The research construction followed a combination of qualitative and quantitative method. Quantitative data were collected from stratified sample of Bangladeshi expatriates (n=120) on judgemental and convenience method through a pre-coded survey questionnaire. Qualitative information were collected following specific tools like KII, FGD, and case study. Besides, information were also collected through study of books, journals, reports, newspapers, and internet searches. The research hypothesis 'more the demand based HRD through skills training, more there will be overseas employment opportunities' has been examined and tested using SPSS software. The study found, there is effect of demand based skilled HRD on overseas employment ($r = .753$) and a strong positive linear relationship exists

between demand based skilled HRD and overseas employment ($r = .753$). The research identified, both challenges and opportunities in overseas employment. Challenges exists for un-skilled and opportunities for skilled HR. Nurses, age care giver, medical assistant, masons, plumbers, electricians, rod binders, wielders, skilled construction workers, doctors, engineers, lawyers, teachers, statisticians, data analysts, web designers, genetic engineers, and computer specialists, etcetera occupations have huge demand for employment. In addition to the occupational qualifications, certain soft skills are universal requirement, i.e. talent, self-discipline and assertiveness, intellectual capacity, adaptability, learning skills, communication, analytical, and behavioural skills, and ability to work in a cross cultural environment etcetera. Unfortunately, Bangladeshi expatriates' skills do not match with the international soft skills standard. Bangladeshi skills training infrastructure and HRD programme is yet to be conducive to making global standard HR. Technological averseness, mismatch between skills needed and skills offered, memorization dependent education and training curricula, theory based obsolete courses and syllabus, and the quality of teaching and training infrastructures etcetera are the drawbacks in the HRD infrastructures. The study finally suggests, a holistic approach and paradigm shift from age old theory based memorization dependent education system to technology based practical oriented global standard learning pedagogy. Major infrastructural modification is required for HRD in the field of education and training. Organized institutional soft skills training on communication, analytical and interpersonal behavioural skills, intelligence enhancement, and learning skills etcetera should be incorporated in the national educational curriculum.

Key Words: HRD, HR, IR, Overseas employment, Infrastructural development, Technology oriented practical lessons, and soft skills development.

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Annexure M - SenaKalyan Overseas Employment Services Limited (SKOESL)

List of Abbreviation used in the Report

ADB	-	Asian Development Bank
AI	-	Artificial Intelligence
AWT	-	Army Welfare Trust
ASTD	-	American Society for Training Directors
BMET	-	Bureau of Manpower, Employment and Training
BOESL	-	Bangladesh Overseas Employment and Services Limited
BAIRA	-	Bangladesh Association of International Recruiting Agencies
BTEB	-	Bangladesh Technical Education Board
BMEB	-	Bangladesh Madrasa Education Board
BNMC	-	Bangladesh Nursing and Midwifery Council
BB	-	Bangladesh Bank
BACI	-	Bangladesh Association of Construction Industry
BLA	-	Bilateral Labour Agreements
BGTTC	-	Bangladesh German Technical Training Centre
CSO	-	Civil Society Organizations
CIP	-	Commercially Important Personality
CBT&A	-	Competency Based Training and Assessment
CPR	-	Contraceptive Prevalence Rate
3D	-	Dirty, dangerous, and difficult or demeaning jobs
DTS	-	Duel Training System
DG	-	Director General
DTE	-	Directorate of Technical Education
DEMO	-	District Employment and Manpower Offices
EC	-	European Commission

EA	-	East Asia
EAP	-	East Asia and Pacific
EWOEP	-	Expatriates' Welfare and Overseas Employment Policy
FGD	-	Focus Group Discussion
FDI	-	Foreign Direct Investment
FP	-	Family Planning
GOB	-	Government of Bangladesh
GDP	-	Gross Domestic Product
GCC	-	Gulf Cooperation Council
GCM	-	Global Compact for Migration
GD	-	General Duty
HDI	-	Human Development Index
HRD	-	Human Resource Development
HPM	-	Honourable Prime Minister
HR	-	Human Resource
ILO	-	International Labour Organization
IOM	-	International Organization of Migration
IR	-	Industrial Revolution
ICT	-	Information and computer technology
ISC	-	Industry Skills Council
ICRMW	-	International Conventions on the Protection of the Rights of all Migrants Workers
KII	-	Key Informant Interview
KI	-	Key Informant
KPI	-	Key Performance Indicator
LAC	-	Latin America and Caribbean
MD	-	Managing Director
MBET	-	Bureau of Manpower, Employment and Training
MOU	-	Memorandum of Understanding
MENA	-	Middle East and North Africa
ME	-	Middle East

MoEWOE	-	Ministry of Expatriates' Welfare and Overseas Employment
MOFA	-	Ministry of Foreign Affairs.
NSDC	-	National Skill Development Council
NSDA	-	National Skill Development Authority
NSDP	-	National Skill Development Policy
NGO	-	Non-Governmental Organizations
NA	-	North Africa
NDC	-	National Defence College
NTVQF	-	National Technical and Vocational Qualifications Framework
OJT	-	On the Job Training
OFW	-	Overseas Filipino Workforce
OECD	-	Organisation for Economic Co-operation and Development
OEMA`	-	Overseas Employment and Migrants Act
PKB	-	ProbashiKalyan Bank
PKSF	-	Polly KormoShoyaok Foundation
RMG	-	Readymade Garments
RPL	-	Recognition of Prior Learning
RCP	-	Regional Consultative Process on Migration
SDG	-	Sustainable Development Goal
SDA	-	Strongly Disagree
SA	-	Strongly Agree
SSA	-	Sub-Saharan Africa
STEM	-	Science, technology, engineering, and Mathematics
SOP	-	Standing Operating Procedure
SEA	-	Sexual Exploitation and Abuse
SHED	-	Secondary and Higher Education Division
SEIP	-	Skills for Employment Investment Program
SKOESL	-	SenaKalyan Overseas Employment Services Limited
TTI	-	Technical Training Institutes
TTTI	-	Trust Technical Training Institute
TTC	-	Technical Training Centre

TEB	-	Technical Education Board
TVET	-	Technical, Vocational and Educational Training
TESDA	-	Technical Education and Skill Development Authority
TIB	-	Transparency International Bangladesh
TMED	-	Technical and Madrasha Education Division
TTM	-	Theoretical Knowledge versus Technical Know-how Matrix
TESDA	-	Technical Education and Skill Development Authorities
TFR	-	Total Fertility Rate
TWI	-	Training within Industry
USD	-	United States Dollar
UGC	-	University Grant Commission
VET	-	Vocational Education and Training
WB	-	World Bank
WW	-	World War

**An Analysis of Human Resource Development Infrastructure and
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Chapter 1: Introduction

1.1. Background of the Study

1.1.1. In the ear of 4.0 Industrial Revolution (IR), the global industrial production, services, and business focus is rapidly shifting from man to machine in the form of Artificial Intelligence (AI), robotics, 3D printing, and genetic engineering etcetera. Rapid shift from transactional and reactive method of Human Resource (HR) to Information and Communication Technology (ICT) based system is in the offing. Digitalization and ICT dominates over human intensive management and interactive system. The COVID 19 global pandemics has further accelerated the process of transition. Bangladesh is not far away from digitalization¹ and automation². The country is also in the process of transition from human intensive interactive and management system to modern technology based computerization and mechanization. But, as the country is over populated, most of its population are devoid of technology based education, training, and livelihood.

1.1.2. According to WorldOmeter(worldometers, 2020), Bangladesh is the 8th largest populous countries in the world with a density of 1265 people per square kilometre accounting for 165 million populations. The median age of the population is 27.6 years and 20% of total population are youngsters aged between 15 and 24 offering huge bulge of workforce (UNFPA, 2020). But, the country's geographical space and overall infrastructure can't offer employment for all its able citizens. According to a latest survey, unemployment rate is 4.2% accounting for 2.6 million people unemployed (Khan, 2020). The situation is further exacerbated when underemployment is added to unemployment. Presently 8.4% people accounting for 13.8 million are underemployed in Bangladesh(Byron & Alamgir, 2019). Underemployment causes due to inadequate working hours, earnings, productivity and use of skills. However, unemployment is one of the prime constraints in Bangladesh as it causes frustration, drugs addiction, criminal activities, and many more anti-social and unethical practices.

¹ *Digitalization may be defined as the use of digital technologies for business, education, and for day today's activities.*

² *Dictionary meaning of automation is the use of automatic equipment in a manufacturing or other process or facility.*

1.1.3. Sensing the curses of the unemployment, Bangladesh resorted to overseas employment since the 1970s. The trend is still moving upwards. In 2019 financial year, over 9.5 million Bangladeshi expatriates remitted 18.42 billion USD contributing significantly in Gross Domestic Product (GDP) (BMET, 2020), (Islam, 2020). At present, remittance earning is the second largest source of foreign currency after Ready Made Garments (RMG). Actually, remittance is the top source of foreign currency if import of raw materials is attenuated from the export of RMG (Siddiqui, 2005, p. 75). Overseas employment also contributing in keeping the unemployment rate at 4.2% since the 1990s despite the fact that, 02 million new entrants join the job market every year.

1.1.4. Nonetheless, the future of overseas employment has both challenges and opportunities. Challenges in terms of technological development and rapid shift from man to machine. Technological evolution is a grave concern for Bangladesh as most of her expatriates are unskilled labours mostly in Middle East and North African (MENA) and South Asian countries. Bangladeshi unskilled workers are not exposed to modern gadgets and latest technology. Hence, with the advent of 4.0 IR, Bangladeshi overseas employment may experience rapid contraction and job termination.

1.1.5. Though Bangladesh follows a somewhat comprehensive sequels of HRD programme, but, the process, training discourse, syllabus, and mode etcetera mismatch with the job requirements (Bidisha, 2012, p. 292). National education system of all tiers, i.e. primary, secondary, and tertiary level including vocational and technical education are burdened with outdated training system, non-essential training courses, poor infrastructure, and shortage of quality teachers and instructors. In the light of the above discussions, it is of paramount importance to analyse the entire gamut of HRD in accordance with overseas employment requirements and likely future challenges. Therefore, the main objectives of the study is 'to ascertain most demanding skills need and analyse HRD infrastructures in Bangladesh to imparting demand based skills training for overseas employment'.

1.2. Rationale of the Study

The greatest impact on economic growth is not only attributed to land, labour, or capital but other residuals, namely human capital. Schultz (Wilson, 2012, p. 15) argues that, human capital is the prime contributor for the astonishing economic growth of Japan and

Germany from the devastation of World War (WW) II. The making of human capital is the product of HRD. HRD encompasses wide spectrum of development including theoretical and practical life-wide³ and lifelong learning⁴. Most of the Bangladeshi overseas workers are unskilled and many of them work as construction labours and agricultural worker in MENA and South Asian countries. Lack of skills training infrastructure and inappropriate HRD architecture / framework are the prime barriers in making internationally demanding skilled HR competent as global workplace. Lack of skilled workers is the key constraint to overseas employment and remittance earning for Bangladesh (Bidisha, 2012, p. 293). Due to low level of skills, Bangladesh is unable to increase its remittance growth in consonance with its migration growth.

Bangladesh Human Development Index (HDI) is 0.614 making it 135th in global ranking which is the clear manifestation of its poor HRD activities(UNDP, 2020). As a result, an estimated \$3.1 billion USD is siphoned away every year by 0.16 million foreign nationals employed in the country(Staff Correspondent, 2020). Due to lack of a comprehensive HRD practice and lack of skilled HR, foreigners are employed in garment and textile mills, buying house, multinational companies, power plants, telecommunication companies, information technology, rawhide industry, healthcare, hotels and restaurants, cargo and freight forwards, etcetera. Knowing the fact of poor HRD infrastructure and poor skills quality, above 77% KSA employers has little or no confidence on Technical Vocational and Education Training (TVET) of Bangladesh(City & Guilds and IOM, 2017). In the light of the foregoing discussions, it is overarching significance and importance to ascertain most demanding skills need and analyse HRD infrastructures in Bangladesh to imparting demand based skills training for overseas employment.

1.3. Research Objectives

1.3.1. **Broad Objectives.** The broad objective of the research is ‘to ascertain most demanding skills need and analyse HRD infrastructure in Bangladesh to imparting demand based skills training for overseas employment’.

³*Formal and informal learning across the spectrum of our life is known as life-wide learning(Wilson, 2012, p. 334).*

⁴*Lifelong learning is defined as all learning activity undertaken throughout the life, with an intent to improving knowledge, skills and competences within a personal, civic, and social perspective(Wilson, 2012, p. 334).*

1.3.2. **Specific Objectives.** The specific objectives of the research are as follows:

- To explore overseas employment opportunities.
- To analyse skills requirement for most promising overseas employments.
- To ascertain skills gap of Bangladeshi migrants and its impact on overseas employment.
- To evaluate existing HRD development infrastructure to imparting demand based skills training for overseas employment.

1.4. **Research Questions**

- What are the most promising overseas employment opportunities?
- What are the skills requirement for the most promising overseas employment opportunities?
- What are the skills gap of Bangladeshi migrants and its impact on overseas employment?
- What is the existing state of HRD infrastructure and modification is required to imparting demand based skills training for overseas employment?

1.5. **Research Hypothesis**

1.5.1. The ultimate purpose of HRD is to build crucible of competent skilled HR to suit the requirement of the industry of today and foreseeable future. Since, 1970s, remittance has been considered as one of the prime sources for GDP growth. In foreseeable future also, Bangladesh would like to send its HR for overseas employment in order to earning remittance. The key criteria to get employment in overseas job market is skillset. One has to possess skillset to suit the requirement of the job. Therefore, skill development program to be in consonance with the need of the industry or employment market. The World Bank (WB) (WB, 2018, p. 33) report also suggests to prepare and design HRD program in line with the demand or employer driven immigration programs instead of supply driven or immigrant driven point system that allow for immigration without a job offer. Therefore, HRD program to be directed towards fulfilling skill requirement of international job market to promote overseas employment and remittance earning. In the

light of the above arguments, the research hypothesis is 'more the demand based HRD through skills training, more there will be overseas employment opportunities.

1.5.2. **Alternate Hypothesis (H1).** More the demand based HRD through skills training, more there will be overseas employment opportunities.

1.5.3. **Null Hypothesis (H0).** Demand based HRD through skills training will not impact overseas employment opportunities.

1.5.3. **Independent Variable.** Demand based skilled HRD.

1.5.4. **Dependent Variable.** Overseas employment.

1.6. Theoretical Framework

1.6.1. According to investment term, the longer the payback period, the better the investment value. Department of Education, Great Britain, 2010 (Wilson, 2012, p. 121) considers investment in education and health care support for disadvantaged pre-school children as greater lifetime impact than spending on intervention later in life. Hence, it is beyond doubt that, there is a close interconnection between education and economy. The generation of economic growth through exchange of goods, services, and labour is achieved through education which increase the capacity to deliver higher level of productivity (2012, p. 121). Wilson (Wilson, 2012) states citing Wilson (2011: xxxviii), 'Without wealth there will be little education and without education there would be little wealth' (2012, p. 121). It means that, once there is more education and training, there would be greater economic productivity and competitiveness. Economic productivity will increase resources available for education and training.

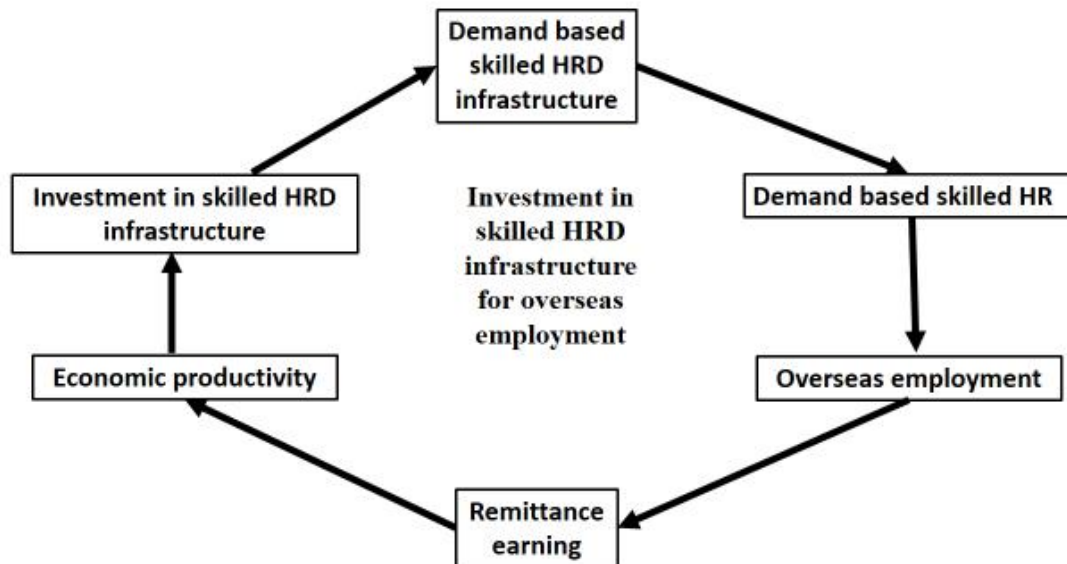
1.6.2. Schiff (Schiff, 2006, pp. 201-205) challenges the traditional brain drain literature and acknowledges that, brain drain increase trade, remittance, knowledge, Foreign Direct Investment (FDI), and skill development upon return. Brain drain through remittance and additional knowledge upon return of migrants raises the standard of education.

1.6.3. According to Wilson (2012, p. 178), most of the developed countries of the world considers HRD as encompassing education, industrial training, productivity, and equity in labour forces and workplaces, creation of comparable labour market data, lifelong learning, and management development. The economic success of Japan, Taiwan, Singapore, and South Korea was largely due to their concerted effort to create and pursue

HRD program designed to support their countries' economic development strategy (Wilson, 2012, p. 178).

1.6.4. In the light of the statements of Wilson, the theoretical framework of the research is 'more the demand based skilled HRD infrastructure to meet the skills need of the global workplace, more there will be need based skilled HR for overseas employment, overseas employment will generate added remittance and greater economic productivity, thus there will be increased resources for further investment in need based skill HRD infrastructure. Figure 1.1 shows theoretical framework on 'Demand Based Skilled HRD Infrastructure for Overseas Employment':

Figure 1.1: Theoretical Framework –HRD for Overseas Employment

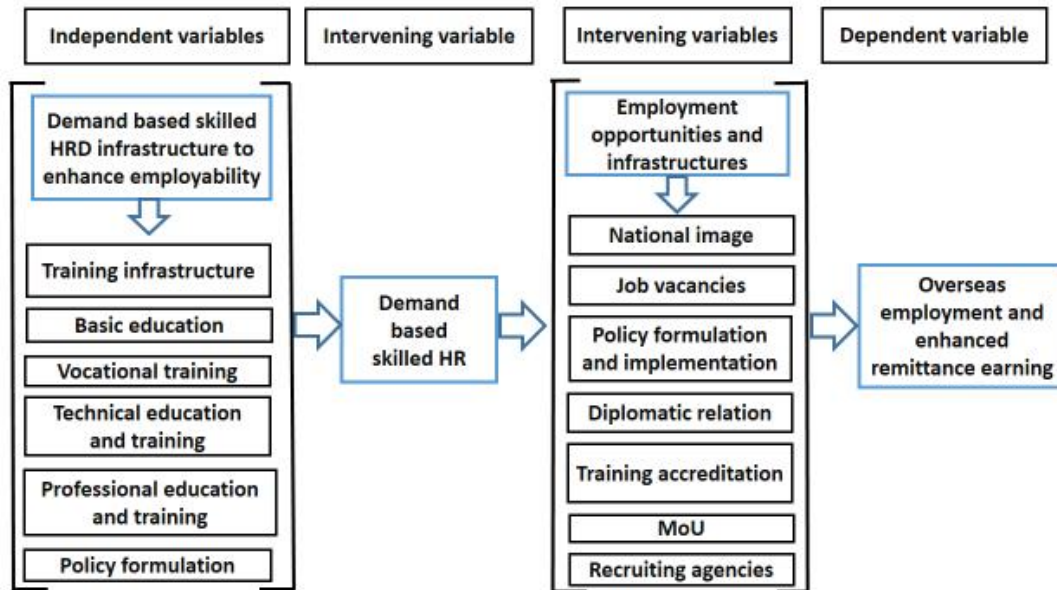


Source: The theoretical framework has been constructed based on the theory of the education, training, development, and economic spiral (Wilson, 2012, p. 122)

1.7. Conceptual Framework.

The conceptual framework of the research 'demand based skilled HRD infrastructure for overseas employment is shown in Figure 1.2:

Figure 1.2: Conceptual Framework - HRD Infrastructure for Overseas Employment



Note: Conceptual Framework shows critical links between demand based skilled HRD infrastructure and overseas employment

1.8. Operationalization of the Variables

According to Sufian(Sufian, 1998, p. 24), not every observation that we make in our day-to-day activities represent absolutely different things. Many of them have something common in them. An abstraction of such a commonality is termed as concept that subsumes a number of events under one general heading. Tree, house, colour, age, weight etcetera are some of the examples of such concepts. For example, ‘tree’ is such a concept which is well-defined concept and we can see it in real world. ‘Age’ for example; we cannot see it but we can count the exact number of years one has lived since his birth. Nonetheless, there are concepts such as prejudice, attitude, emotion, etcetera which cannot be observed by sense. One cannot touch, see, smell, taste, or hear them. Because, they do not have direct empirical referents and hence cannot be easily related to the events or phenomena they stand for. Therefore, it is imperative that such concepts used in any research be defined precisely so that readers could comprehend what these concepts do represent in a particular research situation. In the light of the foregoing discussions, operational definitions of the variables are discussed as follows:

- **Skill.** The knowledge and technique acquired for doing any specific work or the capability or ability to produce goods and services as per required standard of industrial and professional demand of national and international market (NSDA, 2019)⁵.
- **HRD.** HRD is a series of organized activities conducted within a specific time and designed to produce behavioural change (Wilson, 2012, p. 7).
- **Education.** Education helps individual to be mature and free, capable of dealing with life.
- **Training.** Acquiring the knowledge, skills, abilities, and attitudes needed to perform a specific or repetitive nature of job.
- **Skill Development.** Development of individual technical skill through education and training. Vocational, technical, and professional education form part of skill development.
- **Vocational Training.** Technical know-how on specific trade taught by vocational and technical education institutes.
- **Technical Education.** Technical education is learning a specific work scientifically in detail and practical.
- **Professional Education.** An education and training designed to develop individuals to acquire special knowledge and competencies for professional practice.
- **Skill Need / Requirement.** Requirement of the skill for a specific employment opportunity.
- **Skill Gap.** Difference between skill requirement and skills possessed by aspirant candidates.
- **Policy.** Policy may be defined a set of rules, regulations or courses of action in handling specific issues.
- **Skilled HR.** Educated and technically proficient individual competent to undertake specific occupation.
- **Job Opportunity.** Job opportunity means job vacancy, business opportunity, self-employment, or any other means of earning.

⁵The definition is taken from National Skill Development Act 2018 published by National Skill Development Authority (NSDA).

- **Recruiting Agency.** Any agency, individual or organization involved in recruitment or facilitating migration for overseas employment.
- **Bi Lateral Relation.** Political, diplomatic, economic relationship between two or more countries.

1.9. Layout of the Chapters

The presented study is a detailed research on the topic “An Analysis of HRD Infrastructure and Prospects of Overseas Employment: Bangladesh Perspective”. The study is an endeavour of an in-depth study for tracing the future of overseas employment and remittance earning by studying the present of the overseas employment and skills development infrastructure with special emphasis on HRD. The research outcome has been presented through the chapters. Each part of the study has a significant role towards achievement of the research objectives. Below is the short glimpses of each chapter:

- **Chapter 1 - Introduction.** In this chapter, background of the study, significance of the research problem, objectives, research questions, hypothesis, and theoretical framework have been discussed.
- **Chapter 2 – Literature Review.** In Chapter 2, literature reviewed, summary of the literature reviewed, selected area of research, progression of HRD, Bangladesh government’s policy on overseas employment, relevant definitions, skill category and its impact on remittance have been discussed.
- **Chapter 3 – Research Methodology.** Research design, type of data, data collection instruments and techniques, statistical design, qualitative data analysis, key informant Interview results, and FGD have been discussed.
- **Chapter 4 – Employment Opportunities, Skills Need and Skills Gaps.** Global and Bangladesh overseas employment scenario, employment opportunities and skill requirement, and skills gap of Bangladeshi migrants have been discussed.
- **Chapter 5 - HRD Infrastructure and Profile of Relevant Organizations.** In this chapter, relevance and prospects of HRD, HRD policies and infrastructures, organizations and departments contributing in skills development, and limitations in skills development infrastructures have been discussed.

- **Chapter 6 - Findings and Data Analysis.** Research hypothesis analysis, stakeholders' analysis, SWOT analysis, driving and resisting forces analysis, performance gap analysis, ways forward have been discussed in chapter 6.
- **Chapter 7– Summary Conclusions and Policy Recommendations.** Summary of the research, conclusions and recommendations have been discussed in Chapter 7.

Chapter 2: Literature Review

2.1. Literature Reviewed

According to Sufian(Sufian, 1998, p. 11), the general area of researcher's research depends on his intellectual ability, orientation, inclination, training and experience. But the formulation of specific research area from broad area depends on a thorough literature review. Literature review helps detect gap in the existing knowledge and eventually help researcher define his research problem. A threadbare analysis of the study already done not only help determine priority but also helps locate problem in theoretical perspectives and link it with whatever knowledge existing in the relevant filed. In the light of the foregoing discussion, a good number of literatures have been reviewed and analysed and relevant aspects of those are highlighted below:

2.1.1. According to Wilson (Wilson, 2012, p. 122), a correlation exists between educational investment and economic success. Likewise, education spending and children achievement also has a correlation. Over the years, revised educational system of some countries like Finland and Singapore have demonstratively improved their standard and performance. Generally people are resistive to change except they are forced to adapt to change. Wilson (Wilson, 2012, p. 123) states citing Mourshed at e1,03 main factors trigger system change such as a political or economic crisis, a negative report by a high profile commission, and a new visionary leadership. Whenever there is a commitment to change in educational system, there are a good number of strategies that need to be adopted to improve the system; revising curriculum and standards, ensuring an appropriate reward and enumeration structure for teachers and principals, building the technical skills of teachers and principals, assessing students, establishing data system, facilitating the improvement journey through the publications of policy documents and implementation of education laws.

2.1.2. Schiff (Schiff, 2006, p. 6) suggests, increased income and poverty levels in the source country is the most important development effect of migration. Migration leads to a direct increase in global output and income by allowing workers to move to areas where they are more productive and valued. Adams finds that households receiving remittances more on investment such as education health, and housing than do household receiving

no remittance. Households receiving remittance spend at the margin 45% to 58% more than households receiving no remittance. Migration and remittance reduce poverty, increase investment in education and health, reduce child labour and raise child education, and increase entrepreneurship (Schiff, 2006, p. 14). The traditional brain drain literature has viewed the exodus of human capital as a curse for developing countries, and has considered policies to counter the exodus or reduce its negative impacts on the emigration countries, including the taxation of migrants' income abroad. Nonetheless, a benefit not considered in the traditional brain drain literature is the brain drain induced brain gain. Because a brain drain implies that a share of skilled individuals will migrate and earn higher wage abroad, the new brain drain literature posits that, the brain drain raises the expected return on education, induces investment in education (brain gain), and raises welfare and growth.

2.1.3. Asian Development Bank (ADB) and the International Labour Organization (ILO) (ADB & ILO, 2016)brief on Trends, Prospects, and Challenges for Overseas Employment of Bangladeshi Workers highlight that, employment in overseas countries has long been a key source of employment, and the trend is likely to continue in near future as well. Foreign remittance is one of the major sources of foreign currency having positive correlation with GDP. Nonetheless, high cost of recruitment and charge set by intermediaries make foreign employment access to upper income groups only. Therefore, ADB stresses on the necessity of bilateral agreements for recruitment policies and recognition of skill between sending and receiving countries.

2.1.4. Bidisha(Bidisha, 2012, pp. 277-290)suggests, education is the most important input for empowering HR with skills and knowledge which not only help them to be productive but also enlighten ones personality with logic, morality and humanity. HRD in Bangladesh is engulfed with challenges like high dropout rates at primary and secondary level, inappropriate education curricula, and poor teachers' quality, poor infrastructure like classroom, laboratory, and educational equipment like books, computer etcetera, and poor quality of education at the higher educational institutes. As part of HRD, tertiary education offered at different institutes and it is argued that the curricula, teaching staff as well as examination system of some of these institutes are of sub-standard.

2.1.5. Islam (Islam, 2012), states, Bureau of Manpower, Employment and Training (BMET) has a capacity of training about 50,000 and other public TVET institutes has a capacity of training around 40,000 trainees per year. Conversely, demand in overseas employment market is approximately 2, 50,000 per year. The world economy has shifted its effort from cheap unskilled to highly skilled work force. Education and high skill have become the trend of the day and prerequisite for entry in the technologically developed countries. Instead of unskilled labour, if Bangladesh could send skilled manpower, the remittance earning could be even manifold. Bangladeshi overseas workers are composed of four categories. Doctors, engineers, architects, computer programmers, pharmacists, teachers, accountants, etcetera form the corps of professional group. Trades of welders, cooks, drivers, masons, carpenters, mechanics, still fixers, operators, electricians, painters, plumbers, tailors, blacksmiths, etcetera form skill group. The semi-skilled group consists of cleaners, servants, farmers, gardeners, general workers, etc.

2.1.6. Bhuyan(Bhuyan, 2019) states, a good number of overseas workers came back to the country in 2019, therefore, the trend of migration to overseas countries has drastically shrank. The employment opportunities are gradually shifting from unskilled labour to skilled human resource. Thus, there is an urgency to transform workers into skilled human resources to make them competent for overseas employment. Countries like Vietnam, Cambodia, Poland, Croatia, Mauritania, Libya, Rumania, Sudan etcetera are emerging as potential job markets for the Bangladeshi workers. The overseas employment experience is not always good for Bangladeshi workers. They are often susceptible to exploitation by unscrupulous recruiting agencies and employers. Hence, there is a need for enforcement of the laws and policies to ensure safe migration.

2.1.7. Palma (Palma, 2019) states, unabated malpractices in recruitment process, low demand in Middle Eastern countries and absence of effective steps to explore new markets are some of the root causes for declining trend of overseas employment. For Bangladesh, declining trend is not yet a happy event, as low overseas employment and low remittance would exert stress on economic productivity and GDP. Countries like Malaysia, UAE, and KSA imposed restriction on Bangladeshi workers due to alleged anomalies in recruitment process and procedures. KSA also imposed restriction on Bangladeshi workers in 2012, however later in 2015 they removed the restriction. The

point to note here is, imposition of restriction by receiving countries put serious strain on employment, remittance and above all, on the image of the country. Many of the Bangladeshis did not have jobs in Dubai which led to conflicts between brokers and workers and prompted the UAE authorities to close the door for Bangladeshi workers. Now in UAE, individuals can hire Bangladeshis for domestic works like driver, gardener, cook, etc. Opportunities in countries like Lebanon, Bahrain, Jordan, Oman, Qatar, Singapore etcetera remain on the decline. The new hope is Japan that has signed a Memorandum of Understanding (MOU) with Bangladesh on recruiting skilled workers where language training is a prerequisite. Nursing, medical technology and caregiving are some of the skills that are required in the developed countries. Therefore, efforts to be taken to train youths to be skilled in the demanding occupations for overseas employment.

2.1.8. Wilson (Wilson, 2012, p. 124) states citing Obama⁶ that, ‘...the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity - it is a prerequisite. The countries that out teach us today will out compete us tomorrow’. Wilson (Wilson, 2012, p. 124) further states citing Tong⁷ that, to provide the young with the core knowledge, skills, and the habit is the primary task of education.

2.1.9. Siddiqui (Siddiqui, 2005) states, overseas employment and migration have long been a survival strategy for Bangladesh. Both poor and prosperous people pursue for overseas employment. 02 (Two) types of migration are in vogue from Bangladesh. Firstly, industrialized west and secondly MENA and SA countries. Migrants in the western countries look for permanent settlement and migration to MENA and South Asian countries are on short term contracts. Migrants contribute substantially in GDP. “An increase in remittance by one taka result in 3.33 taka in national income” (Siddiqui, 2005, p. 75). In previous years especially in early 1990s, skilled manpower used to consist lion part of Bangladeshi workers, hence the ratio of remittance to manpower was more than the present days. Skill manpower earn more than the unskilled, hence contribute more to the GDP (p. 84). The cost of formal emigration increased substantially and there are stiff competitions from new labour source countries like Nepal, Vietnam,

⁶ *US President Barack Obama’s speech on 24 February 2009.*

⁷ *The Prime Minister of Singapore Mr GohChok Tong’s speech on 1997.*

and Cambodia (Siddiqui, 2005, p. 79). Short term labour migrants face 03 tires of difficulties. Firstly, losing their homestead to bear the cost of migration and even some are cheated by unscrupulous recruiting agents; secondly, after reaching to the point of destination their travel documents are taken by employers to restrict them getting another job of their choice; thirdly, due to lack of education and knowledge they fall prey to those involve in money transfer (Siddiqui, 2005, p. 89).

2.1.10. WB (WB, 2018, p. 33) reports, the common theme for migration is the desire for a better life. Creativity motivation, industry specific knowledge, and entrepreneurship determine the success of migration in the labour market. Thus, Governments of various countries should heed to the voice of labour market in designing high skilled immigration policies. Demand or employer driven immigration programs are preferable over supply driven or immigrant driven point system that allow for immigration without a job offer.

2.1.11. Raihan et al. (Raihan & Khondker, 2012) state, Bangladesh and other South Asian countries are highly benefitted from inflow of remittance. Macroeconomic stability, aggregate demand and household well-being measured by consumption level and their poverty incidence are few of the indicators of development. Those who receive remittance enjoy higher level of household consumption than non-recipient households (Raihan & Khondker, 2012, p. 252). Remittance plays a very important role in Bangladesh with regard to household wellbeing measured by consumption level and their property incidence. According to Bidisha (Bidisha, 2012, pp. 267-98), there is no denying the fact that, materialization of the vision of becoming a middle income country primarily depends on the quality of its human capital. Development of human capital requires healthy and educated mass of population who is well nourished and possess required skill for the development of the country. In spite of several progresses, there are multiple challenges in the education sector such as high dropout rates at primary and secondary level, poor quality of primary education, inappropriate curricula, lack of well trained teachers, poor infrastructure, lack of educational equipment, i.e. classroom, laboratory facilities, books, computers, supply demand gap in terms of higher education, quality of education at higher educational institutes, etcetera. According to Bidisha (Bidisha, 2012, pp. 289-290), the challenges in the primary and higher education sector is almost similar.

The challenges are both in terms of quality and quantity. Quantitative issues such as the number of students intending to get tertiary education is much higher than the existing capacity. It is not only the number of institutes, but also number of teaching staffs, practical laboratories, books, and other educational equipment all are inadequate to meet the growing need. On the qualitative side, the curricula, teaching staff, examination system of some of the institutes are of substandard.

2.2. Summary of the Literature Reviewed

Almost all the studies have agreed that, Bangladesh is overpopulated with poor economic resilience. Remittance is the second largest source of foreign currency contributing substantially to the GDP since the 1970s. With lots of ups and downs, the flow is still on the rise to the developed, MENA, and SA countries. To continue availing the opportunities, Bangladeshi aspirants need to qualify the skills requirements set by the manpower recruiting countries. Poor HRD infrastructure is the primary hindrance in making need based skilled HR for overseas employment. Besides, Bangladeshi migrants face lots of difficulties before, during, and upon return by the recruiting agencies, employers and even by the officials in the airport. WB(WB, 2020) report suggests, skill HRD policy formulation should be based on demand driven not supply driven. Hence, there is a necessity firstly, to explore overseas employment opportunities and skills requirement for those employment opportunities. Secondly, ascertain skills gap of Bangladeshi migrants, thirdly, analyse skills HRD infrastructures available in Bangladesh, and finally suggest measures to modernize skilled HRD infrastructure for overseas employment.

2.3. Scopes for Further Research

There are ample of research works and reports on overseas job vacancies, challenges, skill requirements, and skill training opportunities available in Bangladesh by public and private organizations, Non-Governmental Organizations (NGOs), INGOs, IOM, and ILOetcetera. A scanty research works and reports are also available on difficulties and problems faced by the migrants before, during and after overseas employment. Most of these researches and studies have done in isolation by different researchers and organizations. Very few of the researchers or organizations had a comprehensive and

holistic prism linking the entire process of recruitment, i.e. explore job vacancies in the destination countries, ascertain skills requirements, identify skills gap, study existing HRD infrastructure, and modification requirement for overseas employment. In the light of the above discussions, there are ample of scopes for further research on ‘exploration of job vacancies and skills requirement, ascertain skills gap, analyse HRD infrastructure, and suggest HRD infrastructural modification requirement for overseas employment’.

2.4. Selected Area of Research

The selected area of research is ‘exploration of overseas employment opportunities, ascertaining skills requirement, identifying skills gap, and analysing HRD infrastructure to suggesting HRD infrastructural modification requirement to imparting demand based skills training for overseas employment’.

2.5. Progression of HRD

The term HRD has been in common use since 1980s. However, the concept has been around a lot longer than that. DeSimone et al. (Werner & DeSimone, 2012, p. 5) state that, HRD is a systematic and planned activities to learn skills to meet current and future job demands. The purpose of HRD is to develop expertise, knowledge, satisfaction, and productivity for the benefit of the organization, community, nation, and the humanity. HRD should begin when an employee joins the organization and continue throughout his career regardless of whether that employee is a worker or an executive. HRD must be in consonance with the job change and integrate long term plans for effective and efficient use of resources. While training and development constitute a major part of the HRD, other aspects as follows form part of HRD:

- Coaching
- Career development
- Team building
- Organizational development, etcetera

The progression toward a field of HRD is discussed in detail in the succeeding paragraphs:

2.5.1. Early Apprenticeship Training Program. DeSimone et al. (Werner & DeSimone, 2012, p. 5) states, the foundation of HRD can be drawn to apprenticeship training program in the eighteen century. During this time, small shops operated by skilled craftsperson fashioned household goods, such as furniture, clothing and shoes. With the mounting demand of their product, shopkeepers had to educate and train their workers. It was not only limited to skilled trades; the apprenticeship model was also tracked in the training of physicians, educators, and attorneys. Apprentices who mastered all essential skills were considered ‘yeomen’. To address a growing number of yeomen, master craftsmen formed a network of private ‘franchise’ to regulate product quality, wages, hours, and apprentice testing procedure. Later, to counterbalance the powerful craft guilds, yeomen formed an organization named ‘yeomanries’ to protect their rights and created a collective voice for negotiating higher wages and better working conditions. ‘Yeomanries’ were the forerunners of modern ‘labour unions’.

2.5.2. Early Vocational Education Program. In 1809, Mr DeWitt created privately sponsored the first documented vocational school in New York, USA, also known as manual school. The resolve was to provide occupational training to unskilled unemployed young people or people with immoral records (Werner & DeSimone, 2012, p. 6). Later, in 1917, Congress passed the Smith-Hughes Act distinguishing the value of vocational training by granting initially USD 7 million per annum. The act targeted on state programs on following field:

- Agricultural trades.
- Home economics.
- Industry.
- Teachers training.

Today vocational education has become even more important in public education system.

2.5.3. Early Factory Schools. With the advent of the industrial revolution during the late 1800s, machines begin to replace the hand tools of the artisans. Machines and unskilled workers augmented manufacture, but they also produced noteworthy demand for the engineers, machinists, and skilled mechanics needed to design, build and repair the machines. With the rapid increase of factories, the demand for skilled workers

surpassed the supply of vocational school graduates. Hence, began the mechanical and machinists training program. The above type of training referred to as 'factory schools'. 'Hoe and Company' was the first documented 'factory school' established in 1872 in New York (Werner & DeSimone, 2012, p. 6). The company was the manufacturer of printing press. This was followed by 'Westinghouse' in 1888, General Electronics and Baldwin Locomotives in 1901, International Harvester in 1907, and then Ford, Western Electronics, Goodyear, and National Cash Register.

2.5.4. Training Program for Semiskilled and Unskilled Workers. Both apprenticeship and factory schools provided training for skilled workers. However, only few companies provided training for unskilled and semiskilled workers. The practice of training for only skilled workers changed after two historical events. The first was the starter of Model T by Henry Ford in 1913 (Werner & DeSimone, 2012, p. 7). The Model T was the first car to be mass produced using an assembly line, in which production required only the training of semiskilled workers to perform several tasks. Another significant historical event was outbreak of World War I. To meet the huge demand of military equipment, many factories that produced non-military goods had to retool their machinery and retain their workers, including the semiskilled.

2.5.5. The Human Relation Movement. While proliferation of training for unskilled workers got momentum, one of the undesirable by-product of the factory system was unhealthy working condition, long hours and low pay. The human relation movement highlighted the importance of human behaviour on the job. The issue was addressed by Chester Barnard in his famous book named 'The Functions of Executives' in 1939. The movement continued into the 1940s, with the World War II as a backdrop. During this time, Abraham Maslow published his theory on human needs, stating that people can be motivated by both economic and non-economic incentives. Maslow's theory reinforced the notion that the varied needs and desires of workers can become important source of motivation in the work place.

2.5.6. The Establishment of the Training Profession. World War II led to the establishment of new training programs within larger organizations and unions. The federal government of USA established 'Training within Industry' (TWI) service to coordinate training programs across defence related industries. The TWI also trained

company instructors to teach programs at each plant. As a follow up of TWI, many companies established their training departments with the instructors trained by TWI. These departments designed, organized, and coordinated training across organization. Later in 1942, American Society for Training Directors (ASTD) was formed to set some standards within this emerging profession. The requirement for full membership in ASTD included a college or university degree plus two to five years of experience in training.

2.5.7. **Emergence of HRD.** During the 1960s and 70s, professional trainers realized that their role extended beyond the classroom. The concept of employee involvement compelled many organizations to employ professionals to train and motivate their employees. Training and development therefore included interpersonal skills, coaching and problem solving. Later in 1980s, many changes took place in the field of training and development which ultimately convinced ASTD to rename the term as ‘Human Resource Development’.

2.6. HRD Functions, Transformation, and Training

2.6.1. **HRD Functions.** According to Desimine et al.(Werner & DeSimone, 2012, p. 10), HRD has 03 (three) functions. Transformation of HRD has been discussed in line with the industrial revolution (IR). IR is closely linked with HRD. Throughout the ages, the human development and education had been framed and designed to match with the requirement of the industry. As the IR takes place, so there were emergences in the education and pattern of HRD to match with the need of the industry. HRD has 03 primary functions as discussed in the succeeding paragraphs:

- **Training and Development.** Training and development centres on altering or refining the knowledge, skills, and attitude of an individuals. Training characteristically involves demonstrating employees the knowledge and skills needed to do a particular task or job. On the other hand, development activities have a long term focus on preparing for future work responsibilities while also increasing the capacities of employees to perform their current jobs.
- **Organizational Development.** Organization development is the process of enhancing the effectiveness of an organization and the well-being of its members through planned interventions that apply behavioural science concept. Organization

development involves both macro and micro organizational changes. Macro changes are intended to improve the effectiveness of the organization as a whole, whereas micro changes are directed at individual, small groups, and teams.

- **Career Development.** Career development is an ongoing process by which individual progress through a series of stages, each of which is characterized by a relatively unique set of issues, themes and tasks.

2.6.2. **Transformation of HRD to Adapt to Progressive IR.** HRD through skill set development is a continuous process and it is ever changing. The world is now facing 04th (forth) generation IR so as the skill set training. With the change in technology there has to be change in training curricula to adapt to emerging revolution. According to Raihan(Raihan, 2019), there have been 04 (four) waves of IR so far in the history of mankind. Details are discussed in the following paragraphs:

- **First IR.** The first IR took place between the mid seventeenth century and the mid eighteenth century in Europe and the USA. The revolution made a switch from hand based to machine based production. Steam and water power, chemicals and iron manufacturing and development of factories are the significant events during first industrial revolution.
- **The Second IR.** The second IR took place between late nineteenth century and early twentieth century. This is the phase of rapid industrialization. Telegraph, rail network, electricity, and wider use of public utilities (gas, electricity and sewage system) featured the second industrial revolution.
- **The Third IR.** The third IR commenced in mid twentieth century with the emergence of nuclear energy. Electronic based transistor, microprocessor, computer, telecommunication, biotechnology, high level of automation in the production process are the main feature of third industrial revolution.
- **The Forth IR.** The forth IR has been taking place since the late twentieth century. AI, genome editing, augmented reality, robotics, internet of things, and 3 D printings are the features of fourth IR.

2.6.3. **Skills Training.** While countries prepare themselves to embrace fourth IR through appropriate policies, strategies and training, the success will also depend on the

inclusiveness of the policy for HRD. To cope with the ever changing industrial development, 'Up-skilling amid increasing automation' is a necessity. There are many ways that skill training program can be categorize. Desimone et al. (Werner & DeSimone, 2012, p. 289) categorize skills training in following 03 (three) categories:

- **Basic Skills/Literacy Education.** Basic skills/literacy education refers to training that focuses on up grading the reading, writing, and computation skills needed to function in most of the jobs.
- **Technical Training.** Technical training refers to training that involves the process of upgrading a wide range of technical skills needed by particular individuals in an organization. For example; apprenticeship training, computer training, technical skills, safety training, and quality training, etc.
- **Interpersonal Skills Training.** Interpersonal skills training refers to training that focuses on an individual's relationship with others including communication and team work.
- **Vocational Training.** According to Directory(Artical Directory, 2019), vocational training is used to prepare for a certain trade or craft. Decades ago, it used to refer solely to fields as welding and automotive service, but today it can range from hand trades to retail to tourism management. Vocational training is education only in the type of trade a person wants to pursue, forgoing traditional academics. Vocational training programs allow students to get ready for specific careers. Some high schools provide vocational training; at the postsecondary level, prospective students can consider standalone courses, certificate/diploma-granting programs, associate's degree programs and apprenticeships.

2.6.4. **Difference between Technical and Vocational Training.** Vocational and technical programs are shorter; more focused training and educational programs that prepare their students for immediate employment. Although both types of schools are considered trade or career schools, they do vary a bit in their focus. According to Revermann (Revermann, 2019), technical schools teach the theory and science behind the occupation, while vocational schools take a more hands-on approach to teaching the skills needed to do the job successfully.

2.6.5. Basic Educational Requirement prior to Skill Training. For companies to compete in global economy, they must hire educated workers. Even in USA which is leading in regard to modern living, almost 30% of their high school students fail to graduate and many young adults entering the workforce are unable to meet current job requirements. According to Desimone et al. (Werner & DeSimone, 2012, p. 23), between 25 and 40% of US workers have skills deficiency. Such deficiency poses serious consequences for American companies. How can trainees learn to operate new equipment when they cannot read and comprehend operating manuals? How can new employees be taught to manipulate computer-controlled machines if they do not understand basic mathematics? In the light of the preceding paragraphs, obviously basic and elementary education is a must prior to skill training followed by set development. Basics skills are a must as part of high school education system. In this regard, Log Angeles public school system is offering a guarantee to employers, stating that if any high Scholl graduate is found to be deficient in basic skills, such as computation and writing, the school system will re-train the graduate at no cost to the employer. Japan and German has a system of teaching students the basic skills needed by most of the employers. Among other offers, German emphasizes on vocational education and school to work transition program as part of their education system.

2.6.6. Up skilling' to cope with Industrialization. In the present day world, industries around the world are facing a skill crisis. According to Chakraborti(Chakraborti, 2019), the introduction of automaton and shortage of skilled manpower in the era of digital economy is rendering the services of long serving employees irrelevant. Management and decision makers are in dilemma whether to forcibly preserve old jobs or to embrace emerging technologies. Up-skilling or enabling existing workers with relevant skills could help address this dilemma. Up-skilling can help existing employees learn new skills to gear them up for similar or different professional roles. Up-skilling is not the same as re-skilling. Re-skilling is commonly associated with a short time effort focused on specific skill requirement. Whereas, Up-skilling enables employees to acquire skills more valuable than their present set of skills, thus helping them become relevant workforce for emerging technologies. Up-skilled employees are more suitable to take on new jobs created in a technology heavy digital

economy. As discussed in the preceding paragraphs, the fourth industrial revolution is creating more work opportunities for digital works and services. The work force needs to be up-skilled for digital production of goods and services. Community based up-skilling approach instead of independent organizational approach will certainly play a significant role.

2.6.7. Skill Analysis in Bangladesh. BMET(BMET, 2020) data shows that, 2% of migrant workers are professionals, 33% are skilled, 15% semi-skilled, and 48% migrant workers are low-skilled. Technical Training Centres (TTCs) with its existing capacity can train an estimated 50,000 trainees(MoEWOE, 2019). National Skills Development Policy 2012 (NDSP) and the creation of National Skills Development Council (NSDC) is the manifesting of Government's effort to promote skills set. Following certificate courses being conduct by various TTCs in Bangladesh:

- Machine Tools.
- Welding and Fabrication.
- Automobile Maintenance.
- Plumbing, etc.

However, the above mentioned courses are not internationally accredited. In persuasion to achieve international accreditation, the Government of Bangladesh has signed an agreement with the City & Guilds of UK in 2017 to provide international certification. In addition to the TTCs, at least 19 ministries and 18 organizations organize skills training in relevant fields of the ministries and organizations. To ensure seamless coordination and avoid duplication, the Government of Bangladesh established NSDC with representation from worker, industries, government, and civil society to bring uniformity in HRD. Off later, NSDC has been renamed as National Skill Development Authority (NSDA) and placed under Honourable prime Minister of Bangladesh.

2.7. Bangladesh Government's Policy on Overseas Employment

The Ministry of Expatriates' Welfare and Overseas Employment (MoEWOE) is a ministry of the government of the People's Republic of Bangladesh. It provided information, partnerships and facilitations for all matters related to overseas

Bangladeshis and overseas employment. Following agencies and departments are working to promote overseas employment in Bangladesh:

2.7.1. **BMET.** BMET is a government department that is responsible for the training and employment of Bangladeshi overseas. They provide Bangladeshi workers with Smart cards, Biometric registration, and immigration clearance. The Bureau explores the opportunities for Bangladeshi labour force outside the country. It operates the Institute of Marine Technology and runs it under its supervision among other technical educational centres.

2.7.2. **Bangladesh Overseas Employment and Services Limited (BOESL).** The BOESL is a government owned manpower Export Company that exports manpower from Bangladesh to a number of countries.

2.7.3. **Migration Policy and Governance.** According to Bangladesh Annual Migration Report - 2017 published by MoEWOE(MoEWOE, 2019), the Government, private sectors, and the Civil Society Organizations (CSO) jointly facilitate migration from Bangladesh. Labour wings of Bangladeshi diplomatic missions renders significant support to promote overseas employment in the countries of destination. Various policies, legislation, and agreements are the lynch pins on migration. The principal legislation on labour migration is the Overseas Employment and Migrants Act 2013 (OEMA) promulgated in the year 2013. The Act accentuates human dignity, rights, obligation, and safety of migrants' works both at home and abroad. The act provides policy guidelines for negotiations with the destination countries. Expatriates' Welfare and Overseas Employment Policy (EWOEP) 2016 is complemented by OEMA 2013. International Conventions on the Protection of the Rights of all Migrants Workers, ICRMW 1990, and Sustainable Development Goal (SDGs) have been taken in to consideration while formulating EWOEP. To expand the labour market, promote skills development, and to ensure safe and dignified migration opportunities, the Government of Bangladesh has implemented EWOEP 2016 in the year 2017. A multiagency task force has been formed to prevent fraudulence in the recruitment process by the government in accordance to EWOEP 2016. To promote overseas employment and remittance earning, the Government of Bangladesh has so far signed 02 Bilateral Labour Agreements (BLAs) and 11 MoUs with the representatives and authorises of migration destination countries to

regulate the terms and conditions under which Bangladeshi workers are working. Bangladesh is also a dynamic contributor in several Regional Consultative Process on Migration (RCP).

2.8. Relevant Definitions

Following are few relevant definitions in respect of skills set development (Wage Indicator Foundation, 2019):

- **Unskilled.** An unskilled employee is one who does operations that involve the performance of simple duties, which require the experience of little or no independent judgment or previous experience although familiarity with the occupational environment is necessary. His work may thus require in addition to physical exertion familiarity with variety of articles or goods.
- **Semi-skilled.** A semiskilled worker is one who does work generally of defined routine nature wherein the major requirement is not so much of the judgment, skill and but for proper discharge of duties assigned to him or relatively narrow job and where important decisions made by others. His work is thus limited to the performance of routine operations of limited scope.
- **Skilled.** A skilled employee is one who is capable of working efficiently of exercising considerable independent judgment and of discharging his duties with responsibility. He must possess a thorough and comprehensive knowledge of the trade, craft or industry in which he is employed.
- **Hard Skills.** Hard skills are teachable abilities or skill sets that are easy to quantify. Typically, hard skills are taught in the classroom, through books or other training materials, or on the job. Examples of hard skills include proficiency in a foreign language, a degree or certificate, typing speed, machine operation, computer programming, etc.
- **Soft Skills.** Soft skills, on the other hand, are subjective skills that are much harder to quantify. Also known as ‘people skills’ or ‘interpersonal skills’. Soft skills relate to the way people relate to and interact with other people. Examples of soft skills include communication, flexibility, leadership, motivation, patience, persuasion, problem solving abilities, teamwork, time management, work ethic, etc.

- **Life skills.** Life skills may be defined as the capabilities for adaptive and constructive behaviour that empower humans to deal effectively with the stresses and challenges of life. The life skills idea is also called psycho-social-competency. The subject varies momentarily depending on social norms and community expectations. Life skills may further be defined as the skills that functions for the well-being of the communities and individual. Some of the standard life skills are as follows:
 - Decision making, critical thinking, problem solving, and lateral thinking.
 - Effective communication and interpersonal relationships.
 - Self-awareness and mindfulness.
 - Assertiveness and empathy.
 - Equanimity.
 - Coping with stress, trauma and loss, and resilience.
- **Highly-Skilled.** A highly skilled worker is one who is capable of working efficiently and supervises efficiently the work of skilled employees.

2.8.1. **Population could be both Boon and Bane.** Dadu(Dadu, 2019) states, over population could be both boon and bane. If the country has enough resources and infrastructures to transform its population to resource and enough opportunities are available to employ its human resource for national development, then population is boon. Otherwise, over population is bane. Detail arguments are appended below:

- **Boon.** More population is directly associated with more minds, more ideas, more human labour, and overall more income provided that employment opportunities are also equal. There are very high demand of engineers, doctors, scientists in the international companies like the NASA, Microsoft, Google, Face book, Apple, etc. Engineers and doctors are highly valued in the market. Hence, educated, skilled and qualified population is boon and human resource for any country and its populace.
- **Bane.** Though Bangladesh has a high population but still it lacks infrastructure, employment opportunities, and other necessities to deal with such large population. The forest areas, river banks, railway lines, footpaths, low lying areas, etcetera have to be converted to flats, slums, etcetera to accommodate such a large population. The pollution level is going high. Due to illiteracy several people are unemployed and just

add on to the useless population in Bangladesh. In most of the cases, these huge populace is burned as such may be considered as bane for the country and its countrymen.

2.9. Skills category and its Impact on Remittance

2.9.1. State of Skills Category of Manpower. Liton et al.(Liton, et al., 2018)state that, lion portion of Bangladeshi migrants composed of semi-skilled and unskilled HR. After the beginning of the migration, even in the 1990s, professional's and skilled HR used to be the main stake holders of migration. Later since the 2000s, the participation of professional and skilled HR gradually shrieked. In 1990, 34% migrants were skilled HR, 6% were professionals, 40% were unskilled, and 20% were semi-skilled group of population. In 2011, 33% migrants composed of skilled and 50 % composed of unskilled category of population. So, it is important to increase the participation of skilled HR through comprehensive HRD programme.

2.9.2. Effects of Remittance on Bangladesh Economy. Liton et al. (Liton, et al., 2018) state that, remittance revenue is vital for any emerging economy like Bangladesh for following reasons:

- Remittance has positive impacts on economy.
- Remittance is the paramount source of the foreign currencies reserve
- Bangladesh is heavily dependent on import of food and food products, raw materials, industrial goods, various commodities, and machineries. Remittance helps import of consumable and industrial goods.
- Family members of remittances earners generally invest remittance for investment in savings in the form of savings bond, land purchase, and long term deposit etcetera related financial activities thus help boost national economy.
- Remittance earning help increase household expenditure in the form, i.e., education, health care, sustenance, etcetera, thus help rural development.
- Migration to overseas countries help in two ways as follows:
 - Firstly, through employment, thus minimizing the rate of unemployment.
 - Secondly, remittance help improve livelihood of the people of the rural area.

- Poverty reduction is one of the most significant contribution of overseas employment and remittance earning.
- Remittance reduces social economic gap. Remittance earning families are equally capable to send their children to school and pursue higher education.
- Overall, remittance being the most important sources for foreign currency earnings, plays a noteworthy role for poverty reduction and social development.

2.9.3. **Barriers for Remittance Earnings.** Liton et al. (Liton, et al., 2018) state that, the migrant workers of Bangladesh have been backing enormously to the economy with strong constructive impact on progress, occupation, foreign reserve and balance of payments. But the pathway of receiving remittance is not plane. Some prominent factors influences and impedes the remittance earning. The factors are discussed as follows:

- The quantity of skilled and professional workers are swelling, but it is still only 33% of total manpower transferred.
- There is serious shortfall of educational institutes. Though, the government of Bangladesh established science and high-tech institution of higher education, polytechnic and vocational institutes for increasing the number of skilled and professional people. But still the number is insignificant than the real call.
- The qualities of education and training in most of the technical and general educational institutes are not up to the mark in contrast with the establishments of other topmost manpower disseminating nations.
- Foreign policy, diplomatic rapport, and promotional activities are imperative to reinforce overseas employment. Though, the authority has undertaken numerous strategies to improve overseas employment, but still there are many scopes to enhance diplomatic relations with the manpower destination countries' employers and authorities.
- Most of the Bangladeshi migrants are unskilled. They do not have appropriate training and educational preconditions. They don't even obtain appropriate education and skills training either from the private, or government or recruiting agency sponsored education and draining.

- One of the most glaring difficulties Bangladeshi migrants face is sending remittance. The banking system is somewhat complex and need some sorts of education and knowledge. A significant number of Bangladeshi migrants are illiterate, who often avoid banking system. Thus resort to HUNDI or other informal chain of banking.
- A good number of migrants hail from remote villages, haors, and char areas. There is no formal banking system in those areas. Thus, migrants under compulsion need to depend on informal system of banking to send back their hard earn remittance.
- Few of the foreign missions are not well doing well and proactive in settling migrants' problem and difficulties.
- There is hardly any contact between migrants and labour attaches to address difficulties faced by the migrants.

Chapter 3: Research Methodology and Survey Data

3.1. Research Design

3.1.1. **Research Method.** The research was conducted following a combination of quantitative and qualitative method. The quantitative data was collected through sample survey method. The qualitative data was collected by employing specific tools like Key Informant Interview (KII), Focus Group Discussion (FGD) and Case studies.

3.1.2. **Population Parameters.** According to BMET (BMET, 2020), so far more than 1.3 million Bangladeshi went abroad for employment. All these migrants, whether they are still aboard or came back after completion of their tour of duty are the population. To ensure participation from all strata of population, expatriates are divided in to 05 (five) categories, i.e. professionals, skilled, unskilled, semi-skilled, and other category. Doctors, engineers, teachers, lawyers, ICT specialists, business specialists, etcetera population are termed as professions. Medical assistant, nurses, drivers, pipe fitters, rod binders, etcetera population having skill training and certificate are considered as skilled HR. Workers those who all acquired skill through on the job training are considered as semi-skilled population. Finally, expatriates those who are less educated and do not possess any hard skill are considered as unskilled population. In addition to above mentioned population, personnel involve in policy formulation, education, training, recruitment, monitoring for overseas employment and remittance earning are also formed part of the population.

3.1.3. **Sample Design.** The sample was drawn based on stratified random sampling technique. In consultation with the respected research supervisor, the total sample size was decided as 150 (one hundred fifty) on judgemental and convenience method. A pre-coded survey questionnaire was designed to draw out valuable inputs from the respondents. To achieve the desired end state, survey was done primarily through Bangladeshi expatriate populations covering all the categories of occupations (professionals, skilled, unskilled, and semi-skilled). Each individual's country of work

has been recorded while collecting data. To maintain divergence of representation from all parts of the world, the sample populations have been grouped in to 04 regions keeping socioeconomic condition of the countries where Bangladeshi expatriates work. Americas, Europe, Australia, and countries like South Africa, Japan, Korea and Singapore have been grouped as developed countries. Countries of MENA have been placed in the same group considering similarity of their socio-economy. Thailand and Malaysia have been grouped as South Asian countries, and left out other countries are grouped as ‘other countries’. As mentioned above, a small segment of populations involve in policy formulation, education, training, recruitment, monitoring for overseas employment also formed part of the sample.

3.2. Type of Data

3.2.1. Primary Data. Primary data were collected through sample survey statements, KII, and FGD.

3.2.2. Secondary Data. BMET is the primary source of migration-related data for Bangladeshi migrants, hence, most of the skills training and migration related statistics were collected from BMET website. Besides, NSDA website was also consulted for relevant information. Nonetheless, books, publications, reports, internet search, newspaper, research papers, dissertation paper, journals were consulted for relevant study data. In this regard, National Defence College (NDC) library including e library had been a wonderful source of information.

3.2.3. Quantitative Data. The purpose of quantitative research is to create knowledge and generate thought about the social world. For the research, quantitative data was collected through pre-coded sample survey statements.

3.2.4. Qualitative Data. Qualitative data is important in defining the particular frequency of characters or features. It allows to form parameters through which larger data sets can be experimented. Qualitative data offers the means by which observers can quantify the world around them. For the research, qualitative data were collected through KII, FGD, and case study. Besides, study of books, pamphlets, reports, briefs, newspapers, and relevant internet search were also valuable means of information.

3.3. Data Collection Instruments and Techniques

3.3.1. **Pilot Survey.** Pilot studies are a decisive component of a good study project. Conducting a pilot study does not assure success in the main study, but it does rise the likelihood. Pilot studies accomplish a range of vital functions and can provide valuable understandings for other researchers. In this research, Pilot survey was conducted through a pre coded pilot survey statements consisting 19 opinions using likert scale. The opinions were prepared on googles form and disseminated to 25 eminent personnel selected on judgmental basis in consultation with the research supervisor. The mode of communication was electronic means like viber, WhatsApp, and e mail etcetera.

3.3.2. **Survey Questionnaire Design.** After necessary adjustment as per pilot survey responses, statements were amended, readjusted, and re-sequenced. Later, survey statements consisting 19 (nineteen) opinions were finalized, pre-coded and set for data collection. The Survey Statements is shown in Annexure A. Survey statements were circulated and responses were collected through electronic media to / from friends, friends' friends, relatives, relatives' friends, and so on throughout the world with an intend to get at least 150 responses. Quantitative responses were analysed using SPSS and excel software. The responses to the opinions was calibrated on a five-point likert scale of Strongly Disagree (SDA) to Strongly Agree (SA) as follows:

SDA	Disagree	Neutral	Agree	SA
1	2	3	4	5

3.3.3. **KII.** Total 15 (fifteen) eminent scholars were nominated as key informants. The interviews were conducted on structured interview checklist using telephone, mobile, e mail, viber, WhatsApp, etcetera. KII checklist and highlights is attached as Annexure B.

3.3.4. **FGD.** 02 (two) FGD were organized to gain relevant qualitative data. One FGD was conducted with expatriates working in MENA countries and another one with expatriates working in developed countries. FGD Checklist is attached as Annexure C.

3.3.5. **Case Study.** Education, training, employment, and policy related aspects of one of the leading remittances earning countries, i.e. The Philippines has been studied to gain in-depth knowledge on the subject.

3.4. Statistical Design

3.4.1. **Data Plan.** The survey questionnaire was designed to enable measurement of variables, and to ascertain inter variable or construct relationship relevant to subject matter and hypothesis.

3.4.2. **Descriptive Statistical Design.** The descriptive statistical analysis was primarily done with the aim of determining mean, mode, median, standard deviation, and frequencies of various variables which would describe and characterize the population. Relevant graphs, tables, figures, and charts were generated for analysis.

3.4.3. **Inferential Statistical Design.** Ordinal data of opinions and views of respondents received through likert scale were processed through SPSS software for inferential statistics. The inferential statistical plan included following test and techniques:

- Measure of Internal Consistency.
- KMO and Bartlett's Test.
- Hypothesis testing using one sample T Test.
- Linear regression test to ascertain relationships between 02 variables or constructs.
- The Pearson Correlation test to measure the strength and direction of two variables and constructs.
- One-way ANOVA test to compare the means between two or more variables to test for variance between two or more unrelated groups.

3.4.4. **Measures to ensure anonymity in research.** As follows:

- Necessary consent was taken prior to engagement.
- There was no pressure on individuals to participate.
- All were ensured about individual autonomy.
- All respondents were ensured 'no harm because of the feedback'.
- All are assured about anonymity and confidentiality of the responses.

3.5. Qualitative Data Analysis

3.5.1. **Pilot Survey.** The pilot survey was carried out to test the questionnaire using 20 samples. Expatriate professionals, skilled manpower, managing director of manpower

recruiting agencies, and academicians were nominated for pilot survey on judgemental basis. Total 19 opinions were circulated to ascertain feedbacks of the respondents. Upon receipt of pilot survey feedback, measure of the scale reliability/consistency test through Cronbach Alpha has been done to measure how closely different items are related. According to Glen (Glen, 2014), Cronbach Alpha value above 0.7 is acceptable. In this case, Cronbach Alpha yielded a result of 0.807 (Table 3.1) which indicates very good internal consistency. Hence, statistically the scale is consistent and reliable for final survey:

Table 3.1: Reliability Statistics

Cronbach's Alpha	N of Items
.807	19

On the basis of pilot survey respondents, necessary amendments, addition, deletion, adjustment, sequencing has been done to launch the final survey opinions in different parts of the world.

3.5.2. Opinions and Responses. Total 19 opinions in the form of statements were formulated and circulated to the respondents. Details of the samples and responses are shown in Table 3.2:

Table 3.2: Questions and Responses

Type of Survey	Questionnaire Circulated (Number of sample)	Response Received (Number of sample)	Sample considered
Pilot Survey	25	20	20
Final Survey	150	120	120

3.5.3. Place of work of the Respondents. Data in respect of each respondents' country wise place of work has been recorded. Later, those responses have been grouped into 04 regions of the world on the basis the socio economic condition of the countries where Bangladeshi expatriates work. Europe, Americas, Australia, and countries like South Africa, Singapore, Japan, and South Korea have been grouped as developed country. Malaysia and Thailand are grouped as SA countries, all MENA countries are grouped together considering almost similar socio-economy, and other countries are grouped as 'other countries'. As shown in Table 3.3, 47.5 % respondents represent developed countries (Americas, Europe, Australia, Japan, Korea, Singapore, and South Africa), 25.8% represent Middle Eastern countries (Middle East and North African countries), 11.7% represent South Asian countries (Malaysia and Thailand), and 5.8% respondents represent other countries:

Table 3.3: Place of work of the Respondents

	Frequency	Percent	Valid Percent	Cumulative %
Valid	11	9.2	9.2	9.2
Developed Country (Americas, Europe, Australia, Japan, Korea, Singapore, and South Africa)	57	47.5	47.5	56.7
Middle Eastern Country (Middle East and North African countries)	31	25.8	25.8	82.5
Other countries	7	5.8	5.8	88.3
South Asian Country (Malaysia and Thailand)	14	11.7	11.7	100.0
Total	120	100.0	100.0	

Source: Survey Data

3.5.4. **Respondents' Occupation.** Each individual respondents' occupation has been recorded separately. For ease of analysis, those responses have been grouped as professional, skilled, semi-skilled, unskilled, and other category. Professions like doctor, engineer, teachers, and lawyer etcetera have been grouped as professionals. Nurses, plumbers, electricians, medical assistant, driver etcetera have been grouped as skilled, those who all gained skill through on the job training are grouped as semi-skilled, and others represent other category of occupation. 38.3% respondents represent professional category, 18.3% semi-skilled, 24.2% skilled, and 13.3% represent unskilled category of occupation (Table 3.4):

Table 3.4: Respondents Occupations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Others	7	5.8	5.8	5.8
	Professional	46	38.3	38.3	44.2
	Semi-skilled	22	18.3	18.3	62.5
	Skilled	29	24.2	24.2	86.7
	Unskilled	16	13.3	13.3	100.0
	Total	120	100.0	100.0	

3.5.5. **Region and Occupation Cross Tabulation.** Region and occupational cross tabulation is shown in Table 3.5. In this survey, 57 personnel represent developed countries. Among those 57 personnel, 31 personnel represent professional category, 9 personnel semi-skilled, 9 personnel skilled, and rest 4 personnel represent unskilled category. Likewise, region and category wise cross tabulation of MENA, South Asian, and other countries have been shown in the Table 3.5. Apparently, most of the professional category of survey population work in developed countries (31/120), most of the skilled population work in MENA countries (12/120). Better wages, attractive compensation package, better future, lenient immigration policy, freedom, bright future for the children, scope of permanent settlement, and citizenship are the primary reasons for concentration of higher percentage of professionals in the developed countries (KII, FGD), (WB, 2018):

Table 3.5: Region and Occupation Cross Tabulation

	Category of Occupation					
	Others	Professional	S-skilled	Skilled	U-skilled	Total
R	2	1	3	3	2	11
e						
g						
i						
o						
n						
Developed Country (Americas, Europe, Australia, Japan, Korea, Singapore, and South Africa)	4	31	9	9	4	57
Middle Eastern Country (Middle East and North African countries)	1	8	7	12	3	31
Other countries	0	4	1	1	1	7
South Asian Country (Malaysia and Thailand)	0	2	2	4	6	14
Total	7	46	22	29	16	120

Source: Survey Data

3.5.6. Measure of Scale Reliability. Measure of the scale reliability/consistency test through Cronbach Alpha has been done to measure how closely different items are related. According to Glen (Glen, 2014), Cronbach Alpha value above 0.7 is acceptable. In this case, Cronbach Alpha yielded a value of 0.880 that means, there is good internal consistency and the measure of scale is reliable. The measure of scale reality for the research is shown in the Table 3.6:

Table 3.6: Reliability Statistics

Cronbach's Alpha	N of Items
.880	19

3.5.7. KMO and Bartlett's Test. Glen (Glen, 2016) states, KMO test is done to measure how suited the data is for factor analysis. KMO value between 0.8 and 1 indicates sampling adequacy. Below 0.6 means inadequate sample thus requires remedial measures. In the Table 3.7, KMO value 0.806 proves adequacy of sample. 'Bartlett's Test of Sphericity significance' is 0.000 which is less than (<) 0.05. Ideally, significance less

than ($<$) 0.05 indicates opinions are correlated in some quantities. Thus, sample opinions are correlated in same quantities.

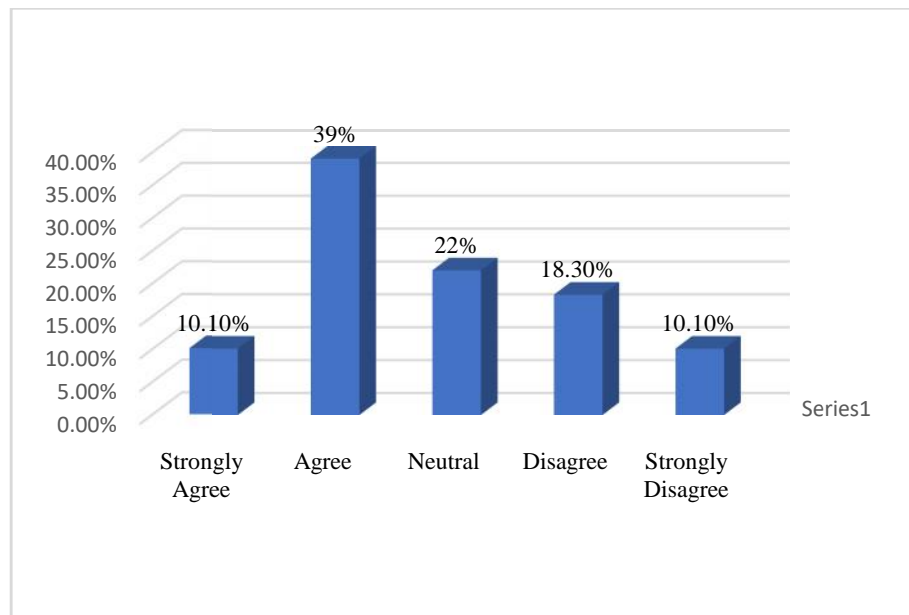
Table 3.7: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.806
Bartlett's Test of Sphericity	Approx. Chi-Square	1001.218
	df	171
	Sig.	.000

3.6. Survey Populations' Responses on Opinions / Statements

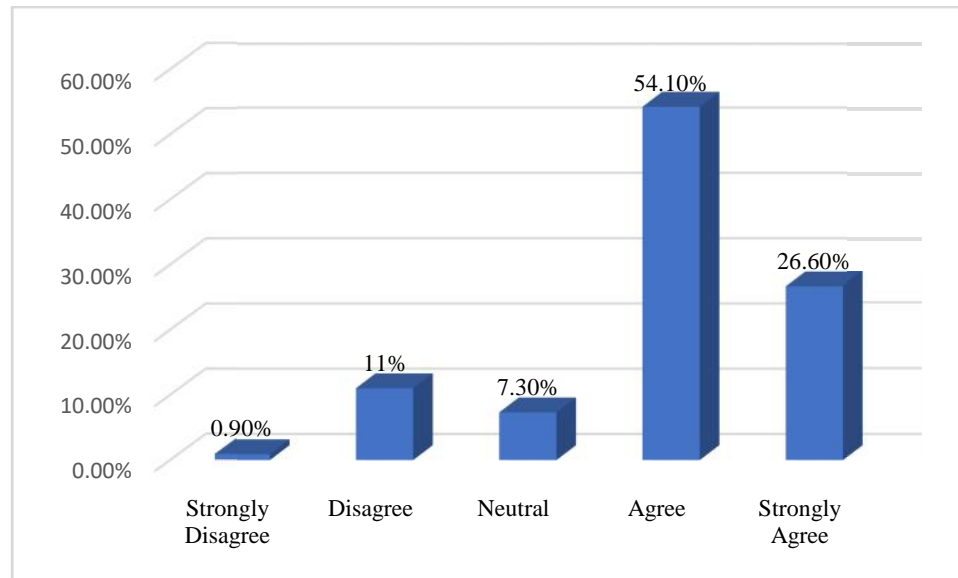
3.6.1. **Opinion 1 (C1Q1) - Smooth employment opportunities are available in overseas countries.** 49% respondents either agreed or SA that, smooth employment opportunities are available in the overseas countries (Figure 3.1):

Figure 3.1: Employment Opportunities in the Overseas Countries



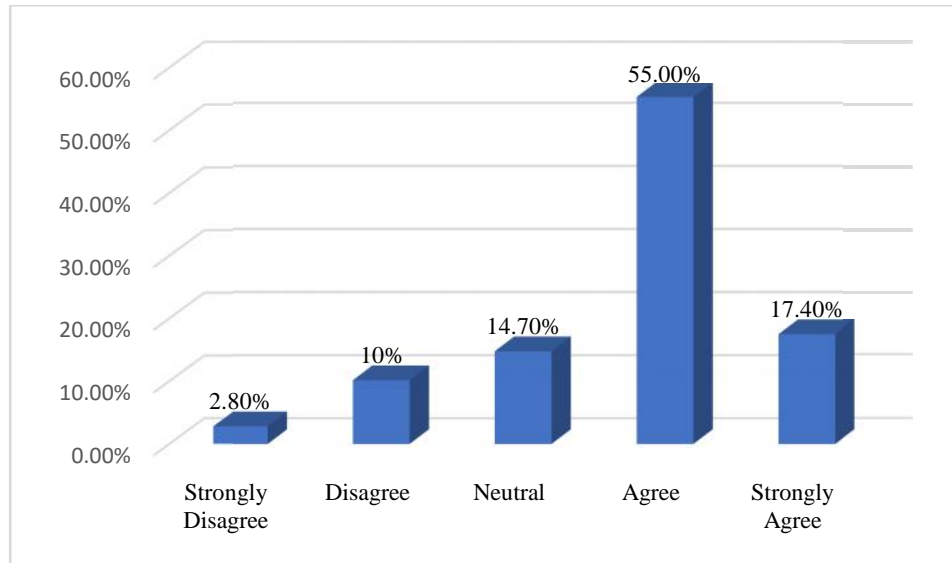
3.6.2. **Opinion 2 (C1Q2) - Skilled HR has more employment opportunities than unskilled.** Above 80% respondents either agreed or strongly agreed that, skilled HR has more employability than unskilled (Figure 3.2):

Figure 3.2: Skilled HR has more Employability



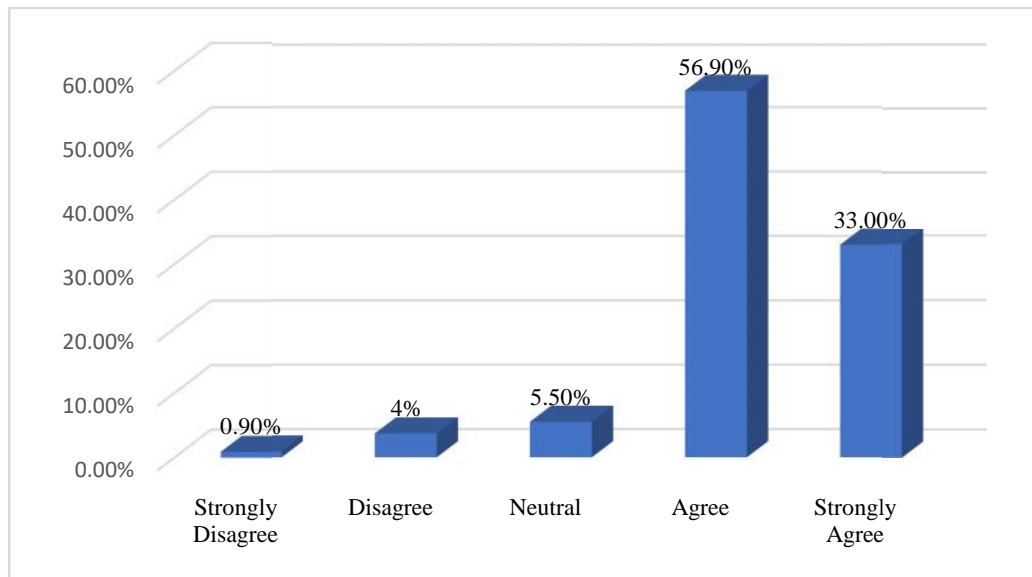
3.6.3. **Opinion 3 (C1Q3) - If there are new inclusion of HR with relevant skills, they will also have occupation opportunities abroad (if other factors remain unchanged).** 55 % population agreed and 17.4% respondents strongly agreed with the statement that, if there are new inclusion of HR with relevant skills, they will also have occupation opportunities abroad (Figure 3.3):

Figure 3.3:HR with Relevant Skills Have Occupational Opportunities



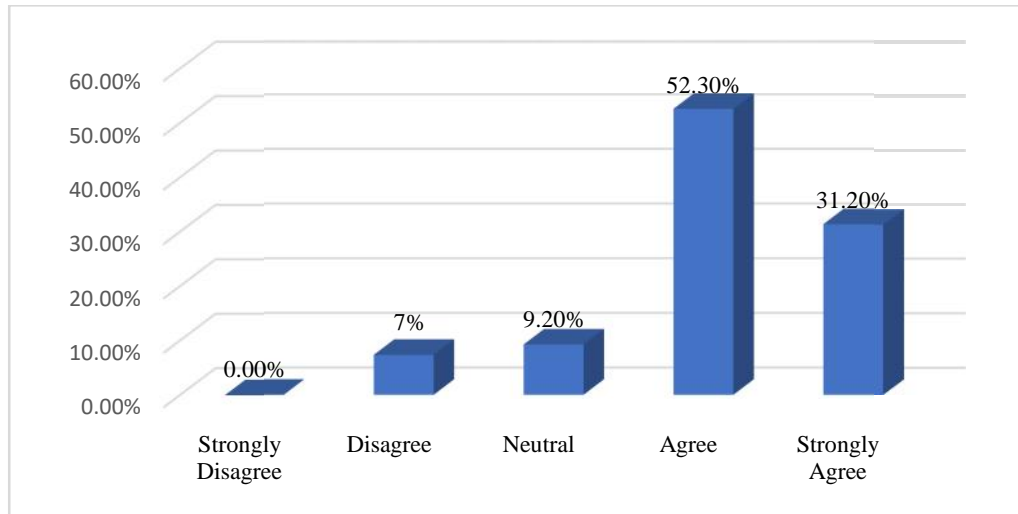
3.6.4. **Opinion 4 (C1Q4) - Skilled HR able to earn more wages compared to unskilled manpower.** As shown in Figure 3.4, 89.9% respondents either agreed or strongly agreed that, Skilled HR able to earn more wages compared to unskilled manpower:

Figure 3.4: Skilled HR able to Earn more Wages



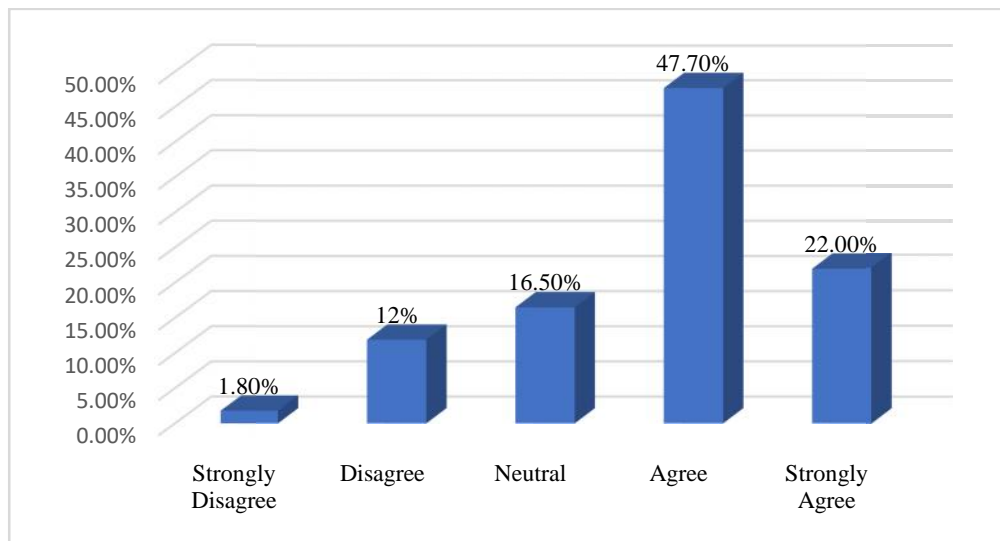
3.6.5. **Opinion 5 (C1Q5) - More the amount of wage earning, more the flow of remittances in Bangladesh.** 52.3% agreed and 31.2% strongly agreed that, more the amount of wage earning, more the flow of remittances (Figure 3.5):

Figure 3.5: More the Amount of Wage Earning, More the Flow of Remittances



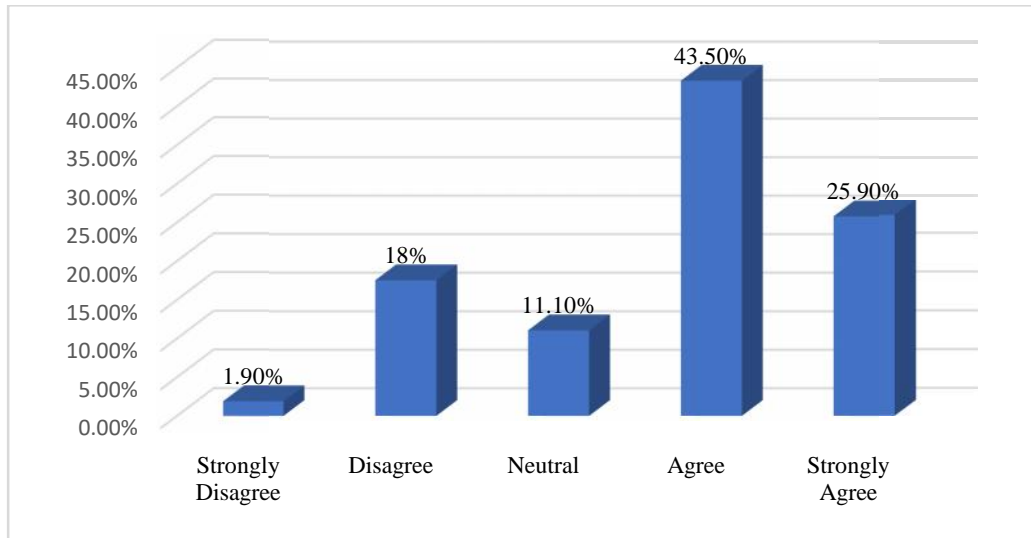
3.6.6. Opinion 6 (C1Q6) - More the inflow of remittances more the chances of investment in technical education. As per Figure 3.6, 47.7% respondents agreed and 22% strongly agreed that, more the inflow of remittances more the chances of investment in technical education in Bangladesh:

Figure 3.6: More the Inflow of Remittances more the Chances of Investment



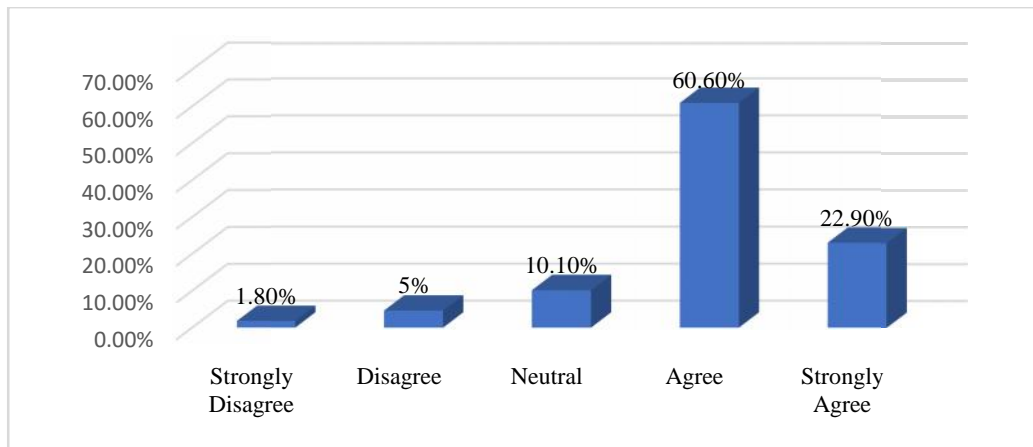
3.6.7. Opinion 7 (C1Q7) - Lack of basic education is the prime causes of exploitation for overseas employment. In the Figure 3.7, 43.5% respondents agreed and 25.9% respondents strongly agreed that, lack of basic education is the primary causes of exploitation for overseas employment:

Figure 3.7: Lack of Basic Education is the Primary Causes of Exploitation



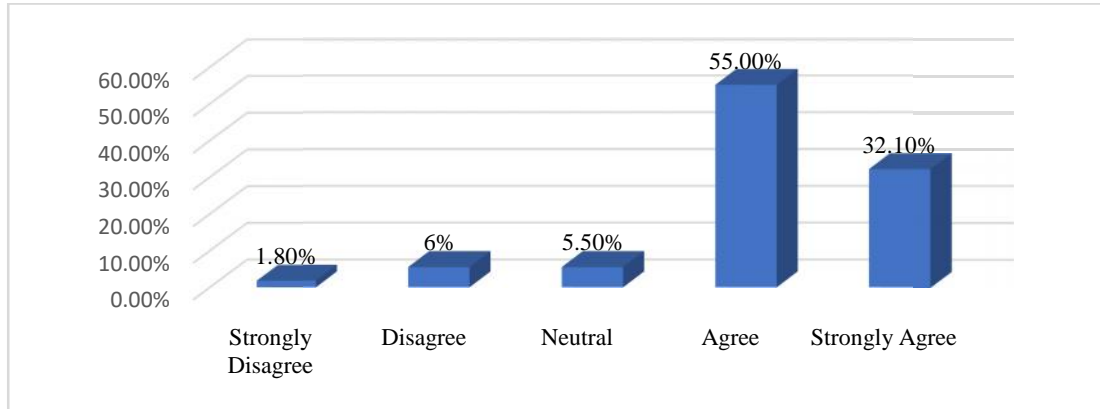
3.6.8. Opinion 8 (C1Q8) - Concerned Bangladeshi authority should assess about the needed qualification requirement for most promising employment opportunities in overseas countries. 60.6% respondents agreed and 22.9% strongly agreed with the statement that, concerned Bangladeshi authority should assess about the needed qualification requirement for most promising employment opportunities in overseas countries (Figure 3.8):

Figure 3.8: Authorities to Assess Needed Qualification for Employment



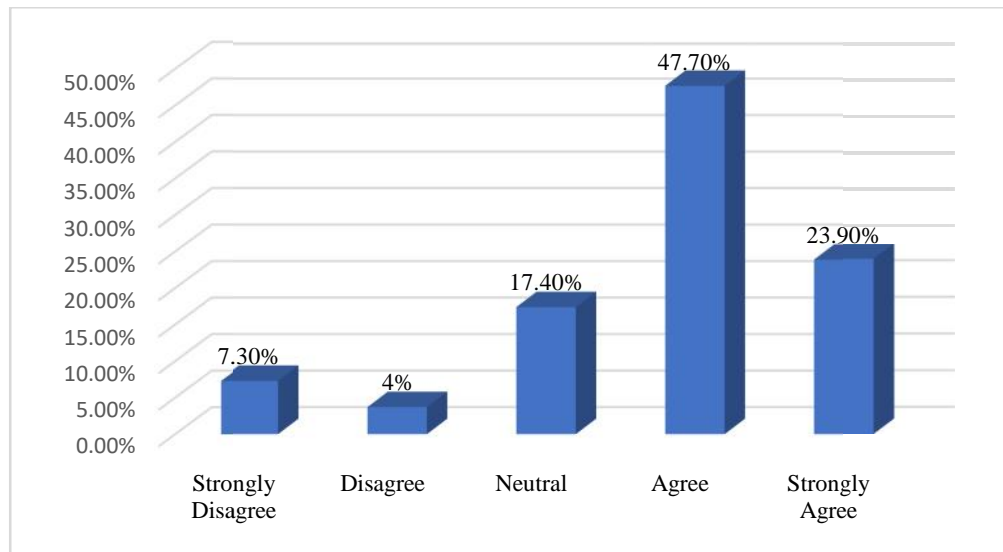
3.6.9. **Opinion 9 (C1Q9) - Considering the emerging requirement of skilled HR in developed countries, Bangladesh Government should take effective initiatives for developing skilled human resource for overseas employment.**As shown in the Figure 5.9, 55% respondents agreed and 32.1% respondents SA with the above mentioned opinion (Figure 3.9):

Figure 3.9: Take Effective Initiatives for Developing Skilled HR



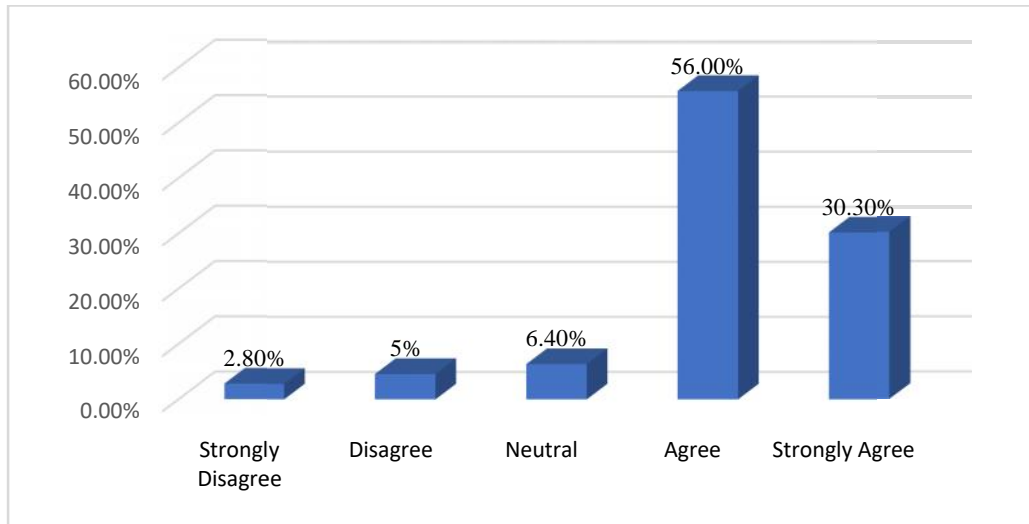
3.6.10. **Opinion 10 (C1Q10) - Bangladeshi overseas employment aspirants are susceptible to exploitation by many internal and overseas recruiting agencies.**Above 71% respondents either agreed or strongly agreed that overseas employment aspirants are susceptible to exploitation (Figure 3.10):

Figure 3.10: Expatriates are Susceptible to Exploitation



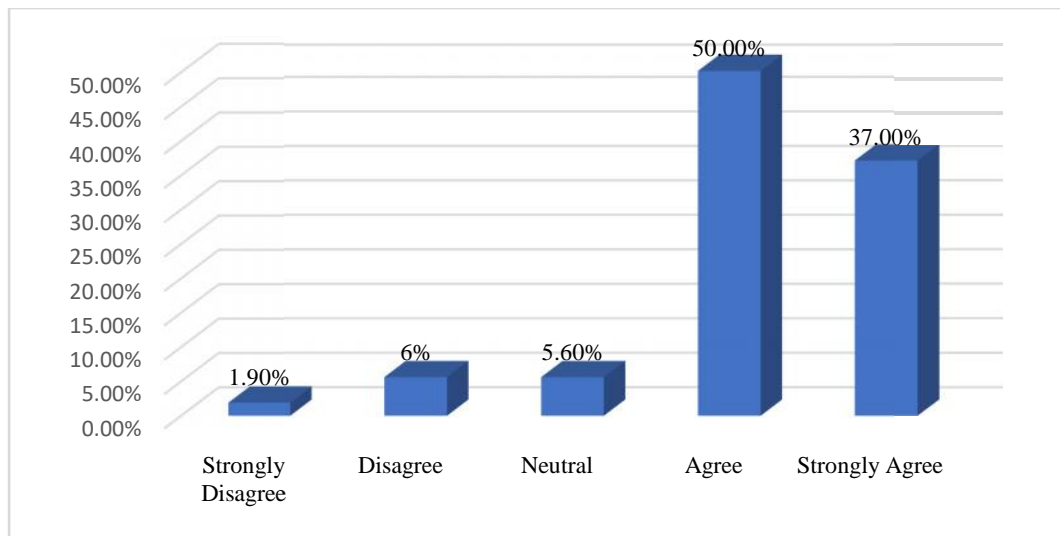
3.6.11. **Opinion 11 (C2Q1) - Skill training in Bangladesh should be organized in consonance with the need based requirements for overseas employment.** Above 86% respondents either agreed or SA that, Skill training in Bangladesh should be organized in consonance with the need in overseas employment market (Figure 3.11):

Figure 3.11: Skill Training should be in Consonance with the Demand



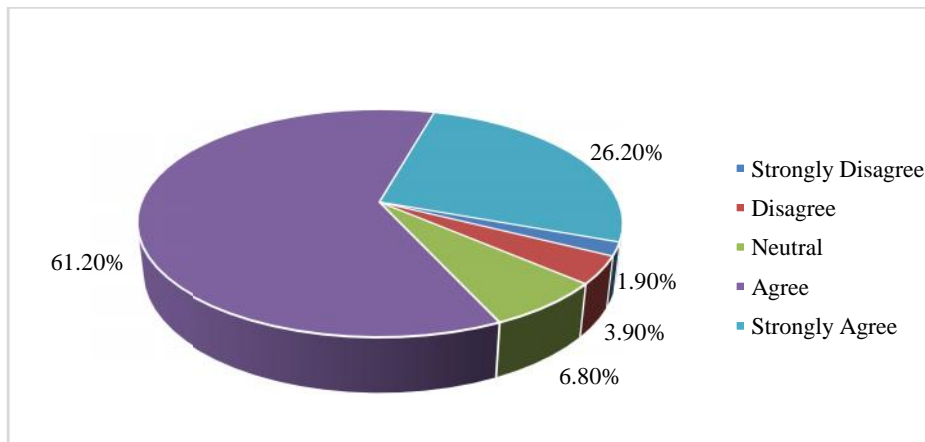
3.6.12. **Opinion 12 (C2Q2) - Needed skills and skill gap to be identified before planning training for overseas employment.** 87% respondents either agreed or SA that, needed skills and skills gap to be identified before planning training for overseas employment (Figure 3.12):

Figure 3.12: Skills Gap to be identified before Training



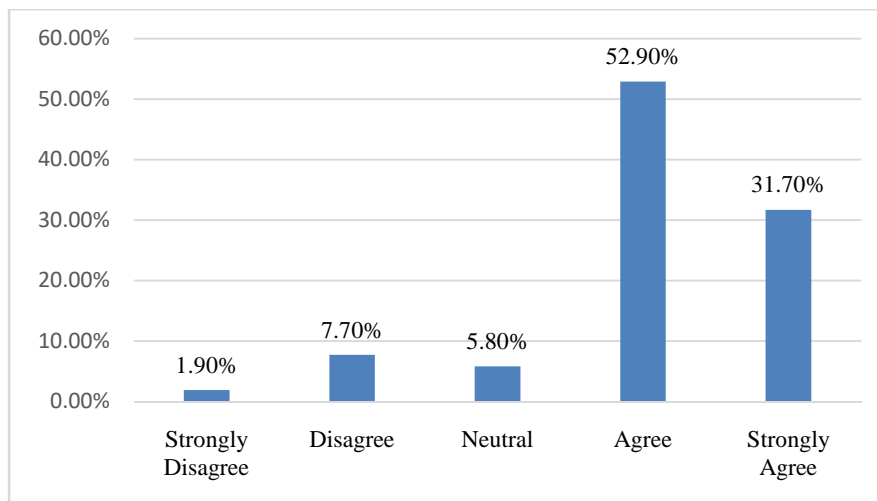
3.6.13. **Opinion 13 (C2Q3) - Actual need-based training facilities to be introduced for overseas employment training and education.** 87% population agreed that, actual need-based training facilities to be introduced for overseas employment training and education (Figure 3.13):

Figure 3.13: Need-based Training Facilities to be Introduced



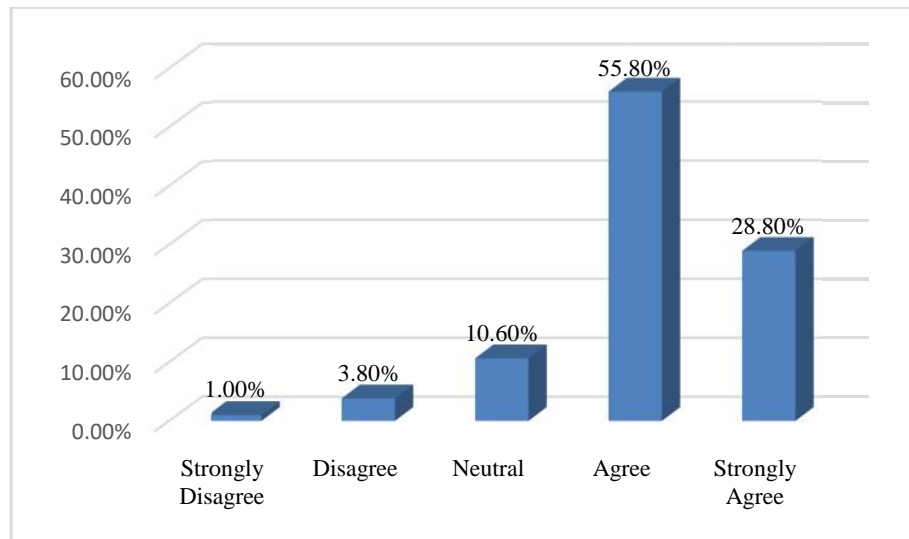
3.6.14. **Opinion 14 (C2Q4) - Investment in training for overseas employment will encourage more potential and unemployed youngsters for admission in technical / vocational training.** 84% population is with the opinion that, investment in training for overseas employment will encourage more potential and unemployed youngsters for admission in technical / vocational training (Figure 3.14):

Figure 3.14: Investment will Encourage Skills Training



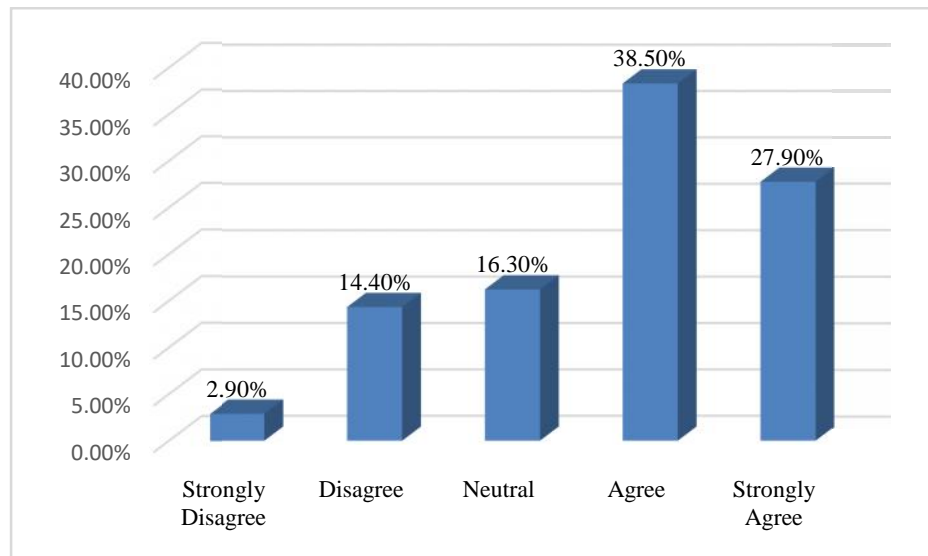
3.6.15. **Opinion 15 (C2Q5) - Technical education program should be ever changing to cope with the need of the future.** 86% population agreed with the statement that, technical education program should be ever changing to cope with the need of the future (Figure 3.15):

Figure 3.15: Education Program should be Dynamic



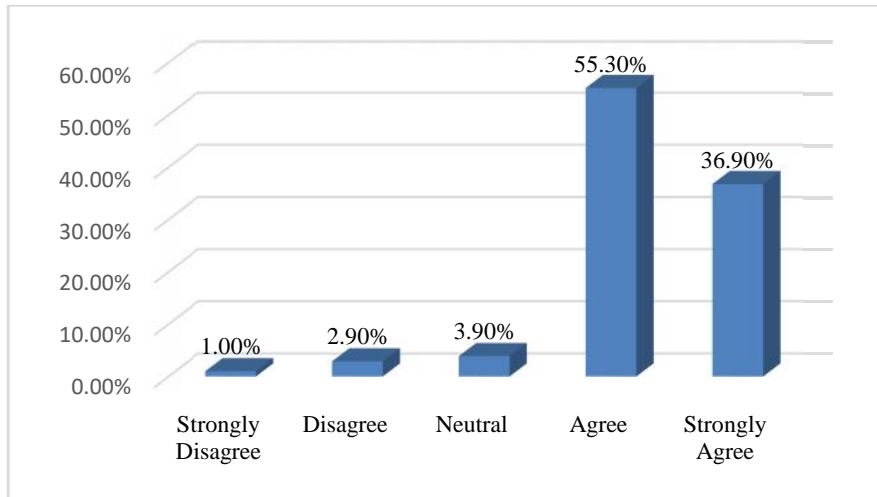
3.6.16. **Opinion 16 (C2Q6) - Minimum 10 years of general education should be mandatory for Bangladeshi migrant workers.** 66% population agreed with the statement that, minimum 10 years of general education should be mandatory for migration workers (Figure 3.16):

Figure 3.16: Eligibility Criteria for Migration



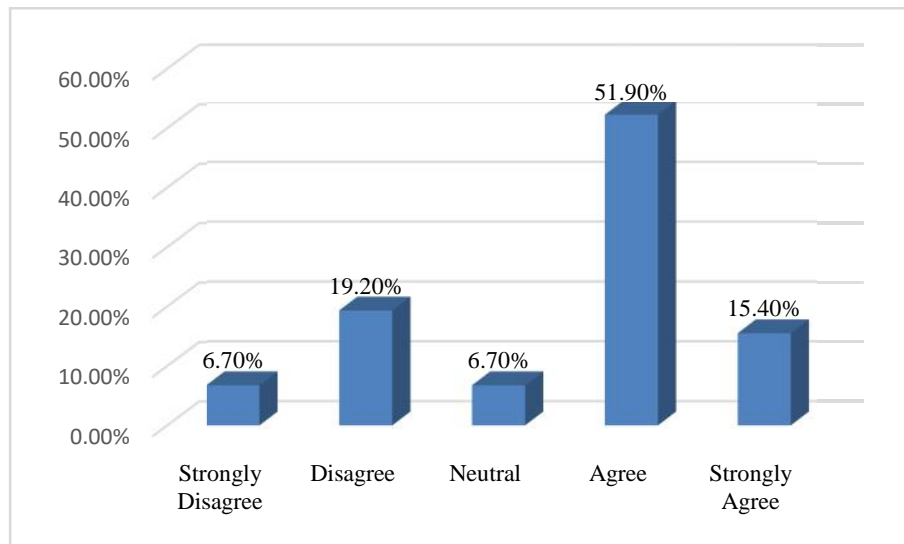
3.6.17. **Opinion 17 (C2Q7) - Education and training system in Bangladesh should be more practical and need based.** 92% population either agreed or SA agreed that, education and training system in Bangladesh should be more practical and need based (Figure 3.17):

Figure 3.17: Training System Should be Demand Based



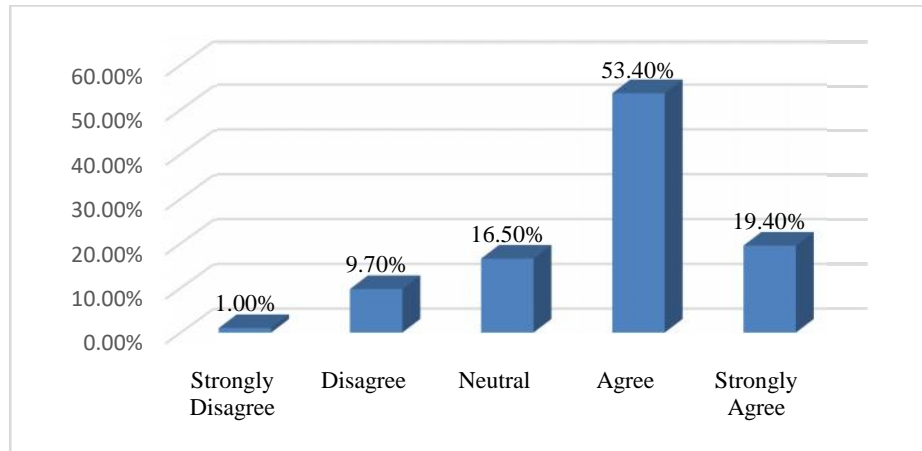
3.6.18. **Opinion 18(C2Q8) - The culture of introducing technical education is not as easy as general education in Bangladesh.** 67% population either agreed or SA that, the culture of introducing technical education is not as easy as general education in Bangladesh (Figure 3.18):

Figure 3.18: Technical Education is not as popular as General Education



3.6.19. **Opinion 19 (C2Q9) - Technical education must be preferred over general education for overseas employment.** 72% population agreed or SA with the statement that, technical education must be preferred over general education for overseas employment (Figure 3.19):

Figure 3.19: *Technical Education is Preferred over General Education*



3.7. Key Informant Interviews’ (KII) Highlights

KII are in-depth interviews with people who know details about the topic under consideration or what is going on in the community. The purpose of KII is to collect relevant first hand data or evidence from a wide range of folks, including scholars, practitioners, leaders, professionals, or residents, who have first-hand knowledge about the topic. KII falls within the preview of qualitative research. For the research on HRD and overseas employment, a good number of scholars were contacted for in depth interview. However, due to CORONA Virus pandemic, response from all the respondents were received in time. Nonetheless, finally a handsome number of scholars have shown their keen interest on the topic and gave their valuable inputs. Prior to conduct of KII, a checklist was prepared in consultation with the respected research supervision. The checklist comprised of total 14 (fourteen) questions as shown in Annexure A. A total of 15 (fifteen) eminent scholars on the relevant field was contacted to gain subject matter expert opinion. Finally, 09 (nine) key informants (KI) replied and provided invaluable data on the subject matter. Following subject matter experts were interviewed to gain in depth analysis and first hand data on the subject:

- Additional Secretary (now secretary) of Mission and Welfare Wing, Ministry of Expatriate Welfare and Overseas Employment (MoEWOE).
- Director General (DG), Employment, BMET, MoEWOE.
- DG Training, BMET, MoEWOE.
- DG, BOESL.
- Managing Director (MD) of Recruiting Agency.
- Principle of Technical Training Institute (TTI).
- Professor, North South University.
- Relevant appointment holder of Bangladesh High Commission, Singapore.
- Chairman, Bangladesh Technical Education Board (BTEB).
- Migration Program Officer and ILO Representative.

Important highlights of KII are enumerated below:

3.7.1. Overseas Employment Opportunities. There are highly encouraging employment opportunities throughout the world specially emerging opportunities in the developed countries. Most of the developed countries ask for skilled technical HR. Enormous manpower demand emerging in the field of skilled HR. Though, most of the Middle Eastern countries especially KSA ask for unskilled labours nonetheless, countries like Qatar, Jordan, and Oman now-a-days looking for skilled HR from Bangladesh. South America, Latin America, East Europe, ASEAN countries and countries like Japan, Korea are also demanding for skilled HR to maintain their economic wheel rolling. But, countries like Japan and Korea also look for language proficiency for work permit in their respective country.

3.7.2. Challenges Regarding Opportunities. Though demand for skilled HR is increasing, call for unskilled labour is rapidly shrinking as machine replacing human being. Most of the Bangladeshi overseas workers are unskilled labours working primarily in the construction sector in the MENA countries. Rapid modernization and technological development is also likely to take over construction sector. In consonance with the rapidly evolving technology at whirlwind speed, if Bangladeshimigrants do not up skill or reskill them, they might find them in peril.

3.7.3. Skills Demand for Overseas Employment. Bangladeshi migrants suffer from disorientation right from the port of embarkation. Most of the migrant workers come from village background and they are not exposed to modern environment and gadgets. Therefore, skill need for most demanding jobs to be identified to impart need based skill training for aspirants. Following are suggested during interview:

- Due to ever changing technological progression, Bangladesh should first identify skill requirement for overseas employment, then plan and invest for demand based skills training.
- Bangladeshi manpower primarily go as unskilled labour in ME countries. Professional category skilled personnel generally go to the developed countries at their own accord. Developed countries have demand in the field like AI, cyber security, nursing, age care, doctor, engineers, welding, pipe fitting, plumber, language expert etcetera.
- Higher education with high skills is extremely demanding throughout the world. Any sorts of skill is demanding including vocational education and training. Only theoretical knowledge without skill is less demanding in most of the parts of the world. On the other hand, no skill no education is highly susceptible to exploitation and only suited for highly vulnerable labour jobs.

3.7.4. Trades of Employment Opportunities. In the present day context, to be skilled one may not be highly educated doctor or engineer. Generally, job for all categories and all disciplines are available throughout the world. Simple diploma or vocational training in the following fields are highly demanding throughout the world:

- Building construction and maintenance
- Shipyard technicians
- Airport maintenance
- Hospital assistance
- Housemaid job assistant
- Bar & restaurant management
- Hotel management
- Clerical activities

- Data operator
- Heavy crane operators
- Long vehicle driver
- Fork lifter
- Heavy welding
- Surveyors
- Draftsmen
- Electrician
- Air Condition mechanics
- Plumber
- Carpenter
- Lift installation & maintenance
- Nurse
- Security personnel
- Driver
- Genitor technician cum operator
- Barber with efficiency on modern gadgets and equipment
- Washer-men with efficiency on modern washing technology
- Housemaid
- Cook
- Waiter
- Receptionist
- Barman
- Bellboy, etcetera

3.7.5. **Skilled versus Unskilled Dilemma.** Presently unskilled labour market in Middle Eastern countries are at priority list for the government, as many of the Middle Eastern countries have high demand for unskilled construction workers. Government policy to employ these unskilled and less educated population as labour in Middle Eastern countries at least provides some dividends in the form of employment and remittance earning. High education combined with high skill jobs are primarily available in the

developed countries those are generally handled by respective job seekers. Except Japan and Korea, the government is yet to receive bulk demand for skilled HR from developed countries. Japan and Korea need expertise in Language, hence language training is on-going in different institutes of BMET. Until bulk demand for skilled HR is open in the MENA countries, the policy of sending unskilled labour to Middle Eastern countries may continue. Vis-à-vis extensive effort for creation of skilled HR through training should also continue to meet the demand of the future. However, promotion and effort to send skilled HR should get precedence over unskilled.

3.7.6. Benefits of Skilled HR. There is no denying the fact that, skilled migrants send more remittance than unskilled. Besides, skilled emigrants enhance the reputation for the country. If some skilled HR do well in their place of work that encourages employers to demand for more skilled HR from the same country. Hence efforts should continue to train and send more skilled HR for overseas employment.

3.7.7. Skills Gap of Bangladeshi Aspirants. Communication skill is a serious drawback for most of the Bangladeshi migrants. Some of them do not have bare minimum awareness about internationally expected rules of behaviour. Most of the Bangladeshi migrants lacks in following skills:

- Knowledge on laws, rules, culture and traditions of the destination country.
- Rules of behaviour.
- Manners and etiquettes.
- Hygiene and sanitation practice.
- Communication and analytical skill.
- Lack in cultural awareness and religious sensitivity.
- Uncomfortable to working in cross cultural environment.
- Poor interaction ability.
- Untrustworthiness.
- Poor behavioural issues.
- Moral issues.
- Physical unsuitability for construction work.
- Lack of technical skills prior to migration.

- Non-committal and inert attitude by some of the workers.
- Poor interpersonal relation with the employers

3.7.8. Present State of Education and Training on the basis of Performance. KSA has huge demand of skilled HR for which they hire manpower from countries other than Bangladesh. One of the reasons for not taking Bangladeshi skilled HR is their impression and image about the standard of education and training in Bangladesh. Based on the performance of the expatriates in the foreign soil, following shortcoming have been identified:

- TTCs are not yet capable of making skilledHR at par international standard. They lack in training, equipment, standard of trainers, and other peripheral facilities of international standard.
- National education system needs review. Even after primary education most of the population are unable to communicate in Basic English.
- Education on internationally accepted rules of behaviour, hygiene and sanitation is absent in many of the cases.
- Overall general education is mostly theory based without practical orientation and implications. Students are hardly exposed to modern gadgets and technology.

3.7.9. BTEB. BTEB works under the Ministry of Education. They trainHR for domestic need on the basis of industrial requirement. Presently there is no coordination between BTEB and BMET. The lack of coordination between ministries is a concern for skills development. Such non-coordination is likely to waste resource through duplication of effort and there might be vacuum in the most promising skills need. According to the chairman BTEB (KII), the board coordinates and control following institutes throughout the country:

- 49 (forty nine) Public Polygenic Institutes.
- 450 (four hundred fifty) private Polygenic Institutes.
- 64 (sixty four) Technical Schools and Colleges.
- 9000 (nine thousand) technical institutes of various types spread throughout the country covering all districts.

- Technical education of 34 (thirty four) discipline / trade being run in the above mentioned institutes.
- The board is primarily responsible to provide diploma engineering certificate after 04 (four) years of technical education.
- In addition, the board also conducts Vocational Training Class IX, X and SSC or equivalent vocational training certificate course.

3.7.10. **BMET.** BMET is the hub of all activities related to manpower training and employment abroad. According to one of the key informants, BTEM contribute in overseas employment performs following key activities:

- BMET regulates more than 1700 recruiting agencies available in Bangladesh.
- BMET supervises and coordinates activities of all 29 labour councillors working in Bangladesh embassies throughout the world.
- BMET employment wing issues Smart Card⁸, verify employment vacancies and contract of the recruitment, confirms decent working environment through labour attaches and rationale compensation package for potential overseas employees.
- As a Standing Operating Procedure (SOP), recruiting agencies and individuals bring job specification and the vacancies. Individuals and recruiting agencies then contact BMET for Smart Card which is an essential document for immigration in the port of disembarkation. Smart Card also helps individuals for identification and claim in case of any unforeseen situation like death or accidents. BMET also maintains One Stop Service Centre for issuance of Smart Card for professional category persons migrating at own their own accord.

3.7.11. **Efforts to be taken to cover the Skills Gap of Bangladeshi Migrants.**

Bangladeshi migrants should not be allowed to go without Smart Card issues from BMET to ensure at least one week compulsory training prior to departure. Following steps to be taken to enhance efficiency and effectiveness of all aspirants:

- Migrants should be briefed about rules, regulation, culture, laws, language, and religion of the destination country.

⁸Smart card is a sort of identity card with computer chip for expatriates for ease of immigration process and to help them while they are abroad.

- Primary education system should also be reviewed thoroughly. Before crossing primary level, participants should know internationally expected rules of behaviour, manners, etiquettes, hygiene, sanitation, good language, culture and other relevant things to make them competent in international environment.

3.7.12. Difficulties Faced by Bangladeshi Migrants. Most of the migrants face unbearable misery in overseas. Some of the miseries faced by emigrants are appended below:

- High cost of migration
- Unreliable and unethical practice by the recruiting agencies
- Communication difficulties
- Lack of knowledge about the host country's laws, rules, regulations, religion, customs, culture etcetera
- Most of the migrants are unable to read host country's language, traffic signal etcetera
- Lack of freedom as travel document is generally ceased on arrival
- Mismatch between promised salary and salary paid
- Lack of freedom to change the job and get a new one
- Violation of human rights and international migration law.
- Domestic violence and sexual harassment especially to female migrants.

3.7.13. Causes of Exploitation. Bangladeshi migrants face multifaceted and numerous difficulties. Some of the causes are enumerated below:

- Lack of education and common sense.
- Inadequate training on use of modern gadgets, rules of behaviour and basic hygiene and sanitation.
- Dearth of knowledge about the job opening, job specification, rights, obligations, culture, tradition, laws, rules, regulation, and language of the host country.
- Unethical practice of recruiting agencies and employers. Most of the time recruiting agencies violate the agreement at the cost of the migrants.

3.7.14. Efforts by Diplomatic Missions. Few of the labour attaches are not yet service oriented. In some of the missions, some of the labour attaches are highly busy with other protocol assignments except his own responsibility and obligation. In few of the instances, there is little coordination between different wings of the high commission. Some of the attaches also talk about lack of support from the high commission.

3.7.15. Suggestions to Maintain Smooth Flow of Remittance. As follows:

- In near future, there should be a strict provision of sending only educated skilled HR abroad. Minimum educational qualification should be SSC or equivalent or at least 10 (ten) years of education in any discipline or training. To get the fruit in near future, the process to commence forthwith.
- To protect the rights of Bangladeshi migrants, none should be allowed to go without Smart Card of BMET to ensure at least one week compulsory training.
- Maintenance of national data bank of potential aspirants and introduction of digital selection procedure to commence forthwith.
- Strict policy and implementation to stop any further unethical practice by the recruiting agencies.
- Government to government agreement is a good choice for smooth flow of migration and remittance earning.
- Diplomatic missions to go a long way to help the workers or those who need help. Labour attaches may maintain a data base of potential employers in their respective zone of responsibility and keep constant contact with them to grasp any fleeting opportunities for employment. They should also negotiate with the employers and concerned government authorities to ensure decent working environment and interest of the employees.
- Present system of 2% incentive for following proper channel of remittance should continue.
- Expatriate workers should be recognized as an important citizen of the country by giving them special honour like Commercially Important Personality (CIP) or any other accolade as appropriate.

3.8. FGDs

FGD is a form of discussion where concerned subject matter people from similar circumstances or experiences gather together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions on specific opinion, attitudes, ideas, and or beliefs on a topic. For a qualitative research, FGD is a very effective tool to gather relevant information on the topic under consideration for research. The FGD method intends to acquire data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population. For the research, 02 (two) FGD were conducted in two different regions, i.e. one each in MENA and developed countries. Anchor and coordinator for each of the FGD were nominated to facilitate the entire gamut. Details about FGD 1 and 2 are enumerated below:

3.8.1. **FGD – 1.** 06 (six) participants working in Dubai formed part of FGD – 1. Engineer XXX was nominated as the coordinator and anchor of the session. Important highlights of FGD – 1 are enumerated below:

- There are huge differences in salary between unskilled construction workers and skilled manpower. Most of the Bangladeshis work as unskilled construction and industrial labour, driver, shop keeper, salespersons, restaurant worker, cleaner, and domestic aid etcetera.
- There are ample of opportunities for high skill professionals like doctors, engineers, and ICT specialist. Business, like operating small shops, garments, café, and restaurant etcetera are emerging opportunity.
- Bangladeshi licence, certificate or skill is not recognized in most of the MENA countries, especially in UAE. For example, to be a driver, one must undergo driving training followed by national driving test which incur 2 - 3 lac BTK and the process takes more than a year.
- Most of the workers do not envision to permanently settle in MENA countries. After saving considerable amount of money, they wish to migrate to European or North American countries. Some wish to come back home to open his own business.
- After meeting self-sustenance expenditure, most of them remit remaining amount (almost 70% of their earnings) back home for sustenance of other family members,

repay loan, construct accommodation, invest in real estate, education, and savings etcetera.

- Even after government declared 2% incentives to follow conventional banking channel, the practice of ‘Hundi’ is still in vogue.
- Poor communication and professional skill, lack of knowledge on rules of behaviour, hygiene and sanitation, lack of understanding about cultural and religious diversification.
- No idea about national law, traffic law, and social norms, custom and etiquette.
- Most of the workers do not have much idea about diplomatic mission. Generally, they do not expect effective assistance from Bangladesh High Commission. In case of difficulties, they rely on fellow mates.
- Migration cost is very high from Bangladesh compared to other neighbouring countries. For example, Indian citizen generally pay 01 (one) lac IR compared to 03 - 04 lac BTK from Bangladesh to reach to Dubai with a job.
- Suffering caused by recruiting agency and employers are common. Lower wage, lower category of job, indecent working and living environment etcetera.

3.8.2. **FGD – 2.** Total 06 (six) participants working in Sydney, Australia formed part of the FGD – 2. Engineer XXX was nominated as coordinator and anchor of the session. Important highlights of FGD – 2 are discussed in succeeding paragraphs:

- High skilled professionals, i.e. doctor, engineer, teacher, ICT specialist, computer programmer, cyber security specialists, web designers, nurse, medical specialist, age care, medical assistant, pathologist, etcetera have good employment opportunities in developed countries.
- Practical knowledge with technical know-how is the yard stick to judge one’s skill for the professional and technical employment. Theoretical knowledge and certificate are also required, but not the criteria. Hence, even being professional graduate, Bangladeshi aspirants need to restudy in the similar field or undergo diploma or certification course in the host country to pursue professional and technical career. However, in addition to primary occupation, there are scopes for part time jobs or running own business.

- Most of the expatriates envision for permanent settlement. Hence, after incurring family expenditure (30 - 40% earnings is spent for livelihood, education, household expenditure, and tourism etcetera), most of them save their earning (30 - 40%) for investment in real estate or to start own business. However, on requirement basis a small amount of money (10 – 30%) is sent back home as remittance.
 - Generally, Bangladeshis expatriates do not expect effective assistance from High Commission.
 - Government agencies or recruiting agents do not sponsor migration to developed countries. It is done at individual level through individual initiative.
 - Lack of exposure to modern gadgets, outdated educational curriculum and syllabus, lack of exposure to technical know-how and poor skill, lack of knowledge on internationally accepted rules of behaviour, customs, etiquettes, regulations and laws are some of the challenges.
 - Bangladeshi migrants often suffer from confidence, poor communication and analytical skill, and adjustment in diverse social, cultural and religious environment.

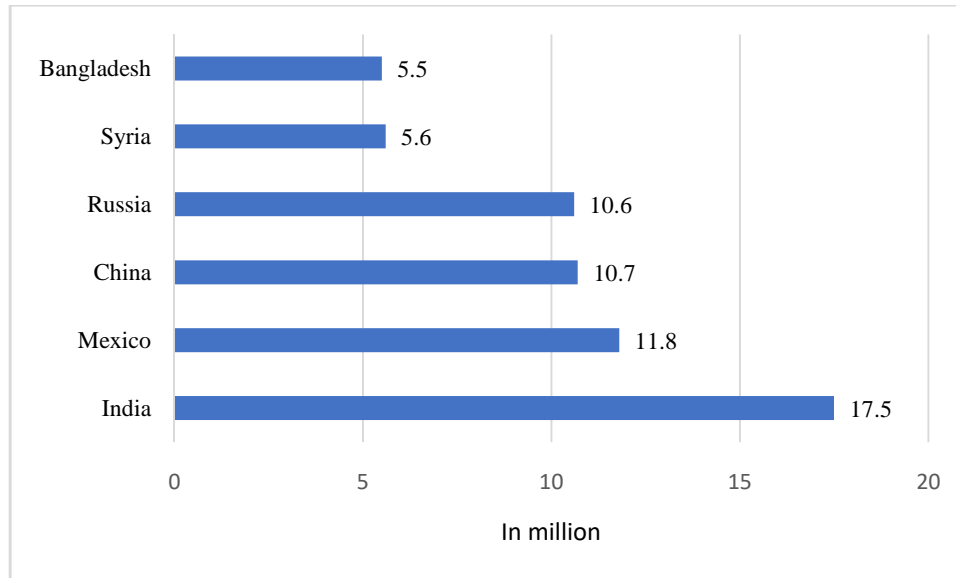
Chapter 4: Employment Opportunities, Skills Need and Skills Gaps

4.1. Global Migration and Remittance Scenario

Top Migration Origin Countries. Migration has direct impact on economic development, poverty reduction, and income distribution adjustment (Ozden & Schiff, 2006, pp. 8-10). Barkat et al. (Barkat & Ahmed, 2014, pp. 1-10) state that, migrants' income increase three to six times when migrant move from lower wage income country to higher wage income countries. The average income for unskilled young in USA is about 14000 USD per year which is many more times higher than the source countries. The Business Standard (The Business Standard, 2019) reports that, overseas employment is a global trend. Bangladesh being part of the globalization, is the 6th largest source of overseas workers⁹ and India continues to be the largest country of origin for international migrants with 17.5 million Indians living abroad, followed by Mexico (11.8 million), China (10.7 million), Russia (10.6 million) and Syria (5.6 million). Top migration origin countries are shown in figure 4.1:

Figure 4.1: Top Migration Origin Countries

⁹As per BMET data, so far above 13 million Bangladeshi went abroad for work. But, it does not mean that, all 13 million population are still working outside. However, most of the data indicates that, above 9.5 million Bangladeshi are presently working abroad.

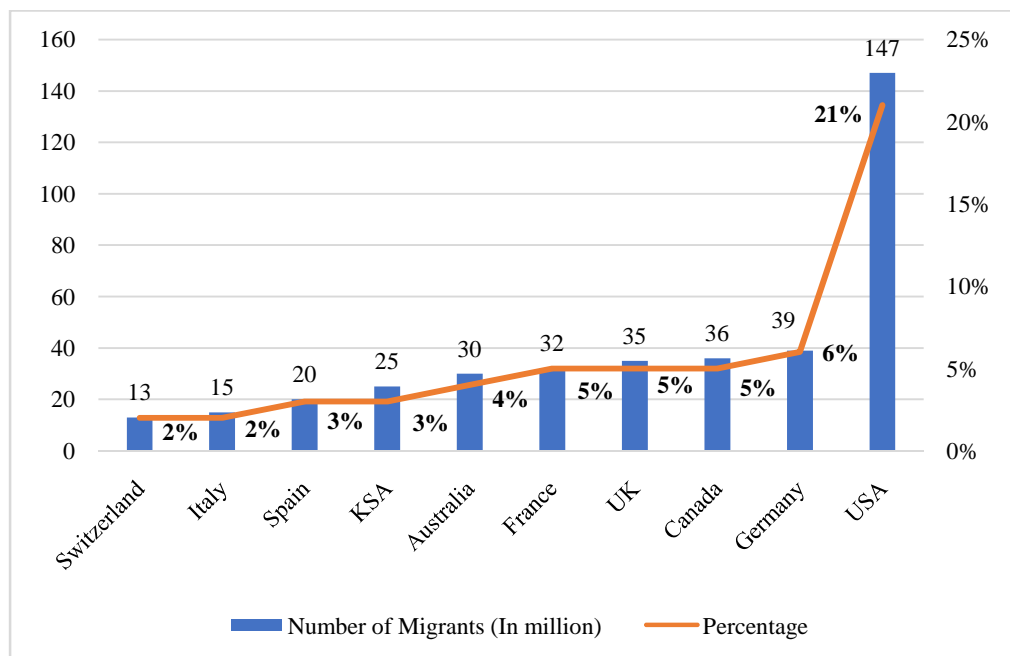


Source: (The Business Standard, 2019)

4.1.1. **Top 10 World Destination for Migration.** Over 3% world population accounting 240 million people reside in the countries where they were not born (WB, 2018, p. 1). Top 10 (ten) destination countries host over 56% of global migrants (Figure 4.2). According to the statistics shown in the Figure, neither any of the MENA nor any of the South Asian countries are within top 10 global destination for migration except KSA. KSA being the largest destination for Bangladeshis, host 3% of the global migration accounting for 25 million migrants of the world. Economic motivation is the primary factors to identifying most desired destination countries. According to WB(WB, 2018, pp. 78-80) report, most of the SA countries send low skilled migrants to Gulf Cooperation Council (GCC) countries and most of the high skilled migrants move to The Organisation for Economic Co-operation and Development (OECD) countries. Besides, in addition to MENA countries, huge number of Bangladeshi workers are also working in South Asian countries. Search for a better life, pursuit of higher wages, and better jobs is a key determinant for migration. The overall condition of the migrants in OECD countries is better compared to MENA and SA countries, hence, most of educated and skilled migrants prefer to settle in those countries. 03 key determinants influence migrating decision (WB, 2018, pp. 85-88). Firstly, economic cost and benefits are critical determinants of migration decision. Potential migrants weigh these costs and benefits in deciding whether and where to migrate. The evidence strongly shows that, people move from low wage to high wage location and they are attracted to labour markets with

superior current and future employment opportunities. Secondly, the skill composition of migration flows is a critical determinant of the economic impacts of immigration. High skilled migrants are disproportionately attracted to wealthier countries that have liberal and selective immigration policy and where absolute and relative returns to education and human capital are higher. Thirdly, economic factor play an important role in choice of destination country. In case of Bangladesh, migration to developed countries incurs more amount of money, hence, mostly aspirants of relatively wealthier families venture to migrate to developed countries. Another very important aspects of migration is education and technical knowledge. Mostly wealthier families can bear the expenses of higher education and to gain some sorts of technical know-how. Distance is also a consideration for Bangladeshi migrants. The more the distance, the more the expenses. So, interested folks of poor families try to minimize extra expenditure and they are happy with migration to Middle East and South Asian countries. Figure 4.2 shows top 10 destination of world migrants:

Figure 4.2: Top 10 Destination of World Migrants

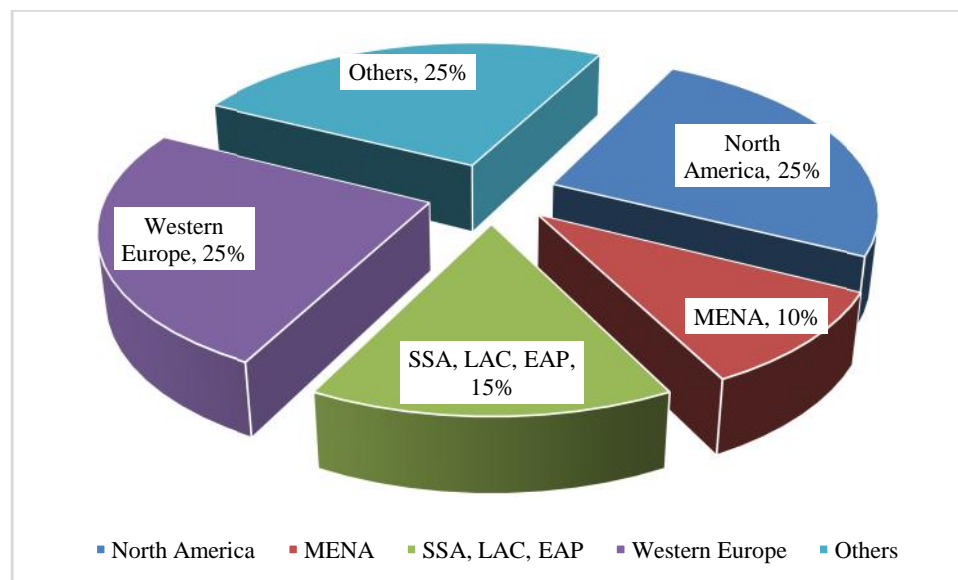


Source: (WB, 2018, p. 51)

4.1.2. International Migration Pattern. According to IOM (The Business Standard, 2019) data, presently, the US is the top source of remittance accounting \$68 billion,

followed by the UAE (\$44.4 billion) and KSA (\$36.1 billion). More than half of all international migrants accounting 141 million people live in Europe and North America, and over 40% of all international migrants were born in Asia accounting 112 million population (The Business Standard, 2019). An estimated 52% of the migrants are males and 48% represent female migrants. According to WB (WB, 2018, p. 42), West Europe and North America each host 25%, MENA 10%, and Sub-Saharan Africa (SSA), East Asia and Pacific (EAP), and Latin America and Caribbean (LAC) host 15% global migrants (Figure 4.3). In all count, western developed countries are the most preferred global destination due to higher wage, liberal environment, and better opportunity of job and a safe future for the children. From 1970 to 2010, high income North American, Western European, and MENA countries have witnessed substantial growth in their immigrant population. As of 2010, GCC countries experienced over 40% immigrants implying 02 immigrant for every 03 native born immigrants. Countries like Kuwait, Qatar, UAE experienced over 75% immigrants implying 03 out of every 04 people are foreign born(WB, 2018). International migration pattern is shown in Figure 4.3:

Figure 4.3: International Migration Pattern



Source: (WB, 2018, pp. 42 - 43)

4.1.3. **Determinants of Migration Destination.** Better employment opportunities and higher wage is the prime determinants for migration. Ozden et al. (Ozden & Schiff, 2006, pp. 4-5) suggest following determinants for international migration:

- The presence of a social safety network based on family.
- Community.
- Ethnicity.
- Nationality
- Legal affairs,
- Job search.
- Housing.
- Insurance, etcetera.

However, high skilled migrants can very well overcome the barriers of physical distance, policy barriers and linguistic differences (WB, 2018, p. 31). The global scenario on determinants of migration for employment equally applies for Bangladesh as well. Bangladeshi migrants also look for social safety networks as elucidated in the preceding arguments. In case of Bangladesh, the elder of a family shows the path of migration to other family members, who later band wagon with their elders and move to the same place for livelihood.

4.1.4. **Brain Drain Literature.** Schiff (Schiff, 2006, pp. 201-205) challenges the traditional brain drain literature and acknowledges brain drain increase trade, remittance, knowledge, Foreign Direct Investment (FDI), and skill development upon return. Brain drain through remittance and additional knowledge upon return of migrants raises the standard of education. Hence, brain gain has greater dividends than loss of brain. In case of Bangladesh, brain drain literature does not apply much, as the country has abundance of highly educated and highly professional HR, who can quickly cover up the vacuum created by few scholars. Rather, the theory of brain gain applies more in case of Bangladesh.

4.1.5. **Most Preferred Global Destination.** Gray(Gray, 2018) reports citing Boston Consulting Group's Decoding Global Talent survey that, all the preferred destination countries are western developed countries. Higher wage, good health care system, education etcetera are the prime determinants for most preferred destination. A list of most preferred global destination is shown below:

- US
- Germany
- Canada
- Australia
- UK
- Spain
- France
- Switzerland
- Italy
- Japan

None of the MENA or SA countries are within the most preferred top 10 destination. Gray(Gray, 2018), most of the key informants, and participants of FGD suggest following considerations to be the most preferred global destinations:

- Liberal immigration policy.
- Higher wages.
- Better educational and livelihood opportunities for self and future generations.

- Freedom.
- Opportunities for part-time extra jobs.
- Liberal work permit.
- Liberal citizenship policy.
- Recognition of talents.
- In most of the cases, no intermediaries in the migration procedure.
- Ensured health care system, etcetera.

4.1.6. **Countries that Welcome Expatriates.** All the most preferred destination are not the most welcoming destinations. Globcoin(globcoin, 2020)and most of the key informants (KII) state, following countries welcome HR of all categories, i.e. professional, skilled, semi-skilled, and un-skilled to cover the gap of the shortage of their native population:

- Canada
- Sweden
- Germany
- Norway
- Ireland
- Australia
- New Zealand
- Singapore
- Hong Kong
- Emerging economic powers of Latin American and Caribbean countries.
- Japan
- Rising economies of ASEAN countries
- South Korea
- Growing economies of East Europe and South American countries

A thorough analysis reveals, few countries fall within the categories of most preferred destination and also within most welcoming destination. Countries like Canada, Germany, Australia, and Japan falls within the category of most preferred destination and

also these countries are considered as the most welcoming nations. Hence, there should a holistic approach to study most preferred and most welcoming destination on the following issues:

- Employment opportunities in the most preferred and most welcoming destinations.
- Skills need for those opportunities.
- Skills gap of Bangladeshi emigrants.
- Analysis of HRD and skills training infrastructure to imparting training on skills gap.
- Infrastructural modification requirement to imparting demand based skills training.

4.1.7. Growing Demand of Skilled HR. High skills play a dominant role in current global migration. Over the years, international migration has become increasingly high skilled. WB (WB, 2018, pp. 28-34) reports that, in 1990, 27% migrants accounted high skilled or with tertiary education which rose to 50% in 2010. Top 10 (ten) destination countries account for 75% of high skilled immigrants¹⁰. Immigrants play an outsized role in science, technology, engineering, and Mathematics (STEM) and as investor and innovators in the country of destination. The 4.0 IR has redefined the world of work. There will be rapid shift from transactional and reactive method of HR to automated ICT dominated environment in the form of AI, robotics, 3D printing, and genetic engineering etcetera. Shifting from man to machine has already commenced. The COVID 19 situation has further accelerated the process of digitalization and automation. Hence, huge requirement of skilled HR is likely in near future. Thus, the world is in the process of witnessing a rapid shift from unskilled to skilled HR environment.

4.2. Possible Future Technological Transformation

Schwab (Schwab, 2015) suggests, future technological revolution will fundamentally alter the way human live, work, and relate to one another. The scale, scope, and complexity of the transformation will be unprecedented involving all stakeholders including political, public, private, academic, and civil society affairs. The 4.0 IR is evolving at an exponential pacedisrupting all affairs of human life including production, management, and governance. The modern technology is connecting and giving access to

¹⁰ Among 75% of high skilled immigrants, Australia, Canada, UK and USA host 2/3 of all high skilled migrants (2018, pp. 28-34).

knowledge to billions of folks by mobile devices with unprecedented processing power and storage capacity. The access to knowledge through future technology will be multiplied by emerging technology breakthroughs in the fields such as:

- AI.
- Robotics.
- Autonomous vehicles.
- Nanotechnology.
- Biotechnology.
- The Internet of Things (IoT)
- 3-D printing.
- Energy storage.
- Materials science.
- Quantum computing, etcetera.

Extraordinary evolution has been made in AI through augmented computing power and availability of huge data set. Engineers, designers, and architects are uniting computational design for following:

- Additive manufacturing.
- Materials engineering.
- Synthetic biology, etcetera.

4.2.1. Opportunities. Transportation and communication costs have dropped significantly. Over the years, logistics and supply chains had become more effective with reduced cost of trade. Technology has increased the efficiency, effectiveness, and pleasure of human being in many ways. Schwab (Schwab, 2015) states, the 4.0 IR has the potentials to improve the quality of life of the people through enhance income level. The blessing of technology have already been seen in the following fields through access to automation and digitalization:

- Ordering a cab.
- Booking a flight.
- Buying a product.

- Making a payment.
- Listening to music.
- Watching a film.
- Playing a game - any of the above things can now be done remotely.

4.2.2. **Challenges.** Schwab (Schwab, 2015) states citing economists Erik Brynjolfsson and Andrew McAfee that, technological evolution might disrupt labour markets through displacement of workers by machines. Talent will soon represent the critical factor of production which will lead to increased social tensions through segregation into ‘low-skill/low-pay’ and ‘high-skill/high-pay’ segments. The largest beneficiaries of technology will be following stakeholders:

- Innovators.
- Shareholders.
- Investors.

Technology resulting strong demands at the high and low ends, but a hollowing out of the middle. Thus, middle classes are increasingly experiencing dissatisfaction and unfairness.

4.2.3. **The Impact of Technology.** The 4.0 IR is significantly disrupting existing industry value chains by improving the quality, speed, and price through research, development, marketing, and sales. Major shifts on delivery of product and services are taking place through more engagement with the potential consumers using technology platforms, i.e. smartphone, convene people, assets, and data. On the whole, there are four main effects that the 4.0 IR has on business:

- On customer expectations.
- On product enhancement.
- On collaborative innovation.
- On organizational forms.

The inevitable transferal from simple digitization of 3.0 IR to innovation based 4.0 IR is compelling corporations to re-examine the way they do business. Hence, business leaders will relentlessly continue to innovate. Thus, Bangladesh should comprehend the likely future technological transformation and prepare its HR accordingly.

4.3. Overseas Employment - Bangladesh Perspective

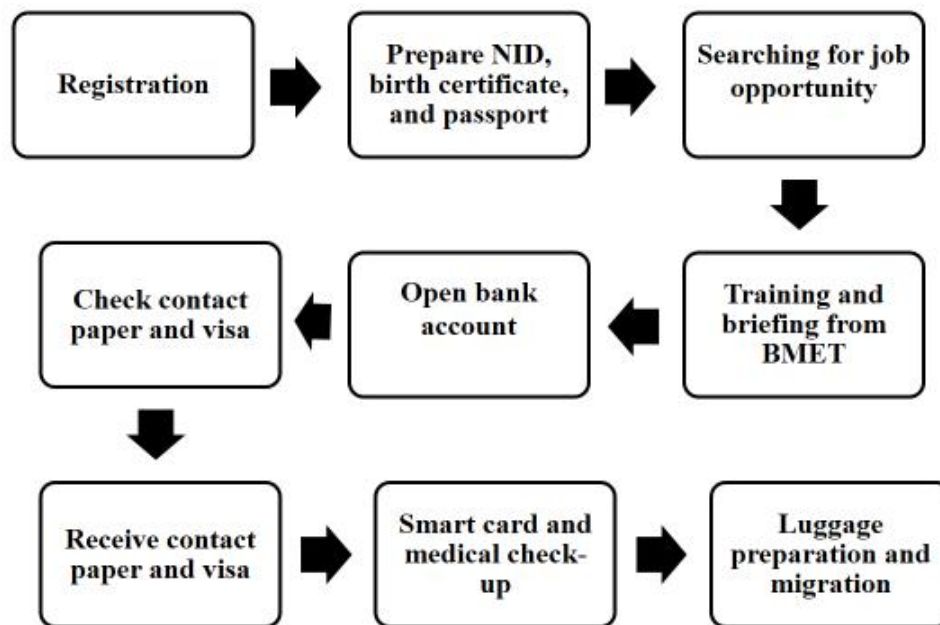
4.3.1. History of Migration. International migration is not new to Bangladesh. Since British Colonial period, people started migration to UK and USA for trade, commerce, and higher studies. It is only after liberation, bulk migration started to oil rich MENA countries. Schiff et al. (Ozden & Schiff, 2006, pp. 1-2) suggest, international migration has tremendous implication on economic, social, and cultural aspects in both origin and destination countries. Siddique (Siddiqui, 2005) states, migration to developed countries happen with an intent to settlement in those countries and migration to MENA countries take place for temporary employment. Off late, a new trend of further migration to west from MENA and South Asian countries evolved (FGD). There are instances where a good number of Bangladeshi workers after certain period of time migrated to developed western countries. So, a deduction could be drawn as; migration from Bangladesh takes place for a better life and guaranteed future. MENA countries do not have the provision of permanent settlement in those countries. On the contrary, most of the developed western countries have a provision for permanent settlement and citizenship. Hence, primarily most of the able and eligible professional and skilled HR urge to migrate to developed countries. Once fail, they only resort to migrating to MENA countries.

4.3.2. Migration Process to Various Destination Countries. MoEWOE(MoEWOE and ILO, 2015)reports, the linkage between the aspirants and the country of destination is the recruitment agents operating in Bangladesh. Social networks, family members, relatives, and friends are also major sources of information about migration. There are many subagents who also establish linkage between workers and the recruiting agencies (ILO, 2014b). BMET under MoEWOE is the government regulating body for migration.The migration process from Bangladesh is discussed as follows and shown diagrammatically in Figure 4.4:

- Firstly, interested workers are to register in the BMET database through District Employment and Manpower Offices (DEMOs) or at BAIRA offices.
- Prepare passport and birth certificate
- Attend training, apply for visas, and go through medical check-ups.

- BMET issues smart cards.
- In the course of the migration, overseas firms send copies of demand letters to the recruiting agents specifying category of workers and skills. Recruiting agents also communication with the recruiting agents in the destination countries certified by their respective governments.
- Local recruiting agents mostly operate through foreign agents and their subagents in the destination countries.
- In the process, local agents prove the legitimacy of the demand notes to the BMET.
- Fulfilling all the necessities as per BMET and MoEWOE guidelines, recruiting agents select and recruit workers according to the requirements specified by foreign employers.

Figure 4.4: Migration Process from Bangladesh



Source: (MoEWOE and ILO, 2015)

4.3.3. Malpractice in the Recruitment System. According to MoEWOE(MoEWOE and ILO, 2015), following are the malpractices in the recruiting system:

- Recruiting agents do not maintain documentation about the involvement of middlemen in the recruitment system to use them as protective shields.

- Data regarding workers' skills are often misrepresented to the employers.
- Migrant workers are often betrayed about the type of occupations and wages which are not met in the destination.
- As migrants' do not receive their promised job and salary, they often resort to strikes or escape in search of better opportunities. This leads to persecution by law enforcement agencies in the destination countries.
- Female workers who escape become subject to fraudulent practices in the destination countries and become victims of physical abuse and or are forced into prostitution.
- Migrant workers resort to irregular migration to avoid high costs in the migration process. Many similar incidences of irregular migration to Malaysia, Europe, other destinations reported by media. Cheating, extortion, and death are outcomes of these illegal practices.
- Recruiting agents conduct serious malpractices in the following fields:
 - Charging high fees.
 - Not comply with the promised jobs and wages.
 - Exaggerated information to the employers regarding the workers' skills.

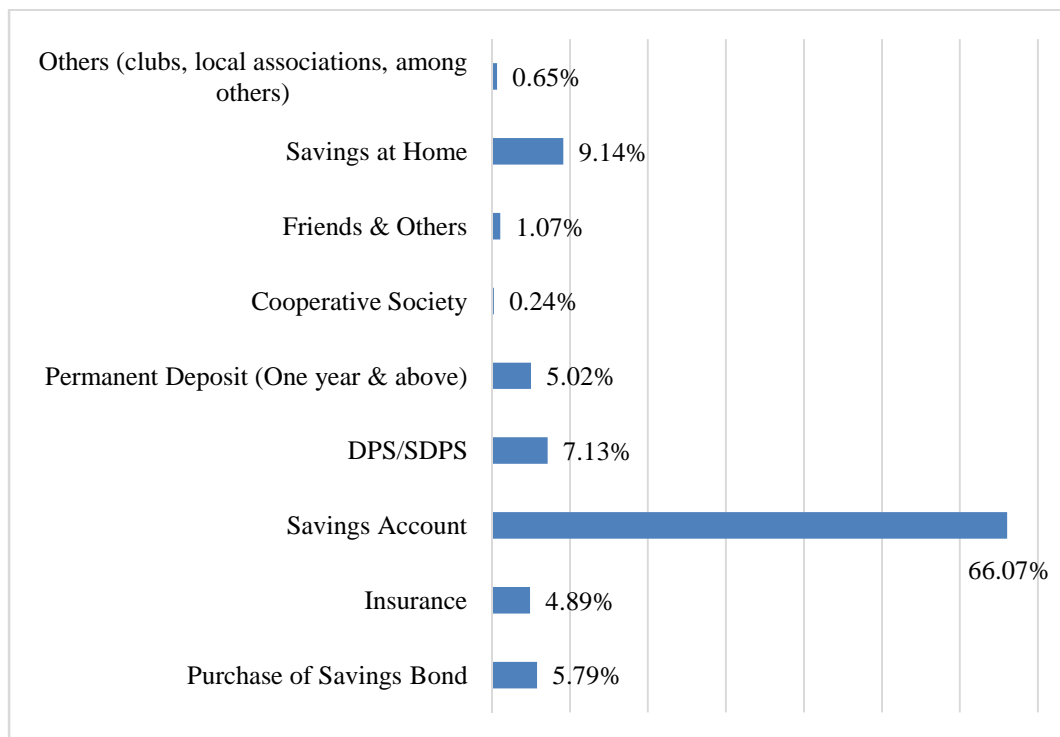
4.4. Impact of Skilled HR on Migration and Remittance Earning

4.4.1. **Employment Opportunities.** With the advent of 4.0 IR, the world's industry and business is rapidly embracing technology. Dependence on AI, ICT, robots, 3D printing is rising. Even under unprecedented technological innovation, the need for human being to operate those technology will remain at high demand. Hence, as the need for unskilled population reduces, there will be ever increasing demand of professionals and high skilled HR. Lack of professional and interpersonal skills seriously impact image of the nation and future employment opportunities. If existing HR display good performance in their respective jobs, employers are encouraged to ask for more skilled HR from the same country. On the other hand, while employees display poor performance and become a liability that seriously impacts future employment opportunities (KII). Already serious image injury has been done in the overseas employment sector through poor skill performance, unethical practice by unscrupulous recruiting agencies, and alleged involvement in illegal activities. Impact of Skilled HR on

maintenance of migration momentum and remittance earning is discussed in the succeeding paragraphs.

4.4.2. Remittance Distribution. According to MoEWOE(MoEWOE and ILO, 2015), the main contribution of the expatriates workers is their earnings and remittances. The benefits to the economy is contingent on the savings and investment of the migrant workers’ families. A BBS (MoEWOE and ILO, 2015) survey reveals, the largest proportion of remittances sent is kept as saving money in the savings accounts. Remittances sent by the migrants are mostly expended on food and housing expenses. Migrants spend 9.15% as savings at home, 5.79% for purchase of saving bonds, 5.2% for permanent deposit, 7.3% as DPS, and 4.89% for insurance. The numerous forms through which migrants save their earnings is shown in the Figure 4.5:

Figure 4.5: Distribution of Remittance by Family Members



Source: (MoEWOE and ILO, 2015)

4.4.3. Economic Development. Migration has direct impact on economic development, poverty reduction, and income distribution adjustment (Ozden & Schiff, 2006, pp. 8-10). Migrants’ income increase three to six times when migrant move from lower wage income country to higher wage income countries (ILO, et al., 2014, pp. 1-

10). The average income for unskilled young in USA is about 14000 USD per year (2014, p. 1) which is many more times higher than the source countries. Skilled HR earn 3 to 4 time more than unskilled HR (FGD, KII).

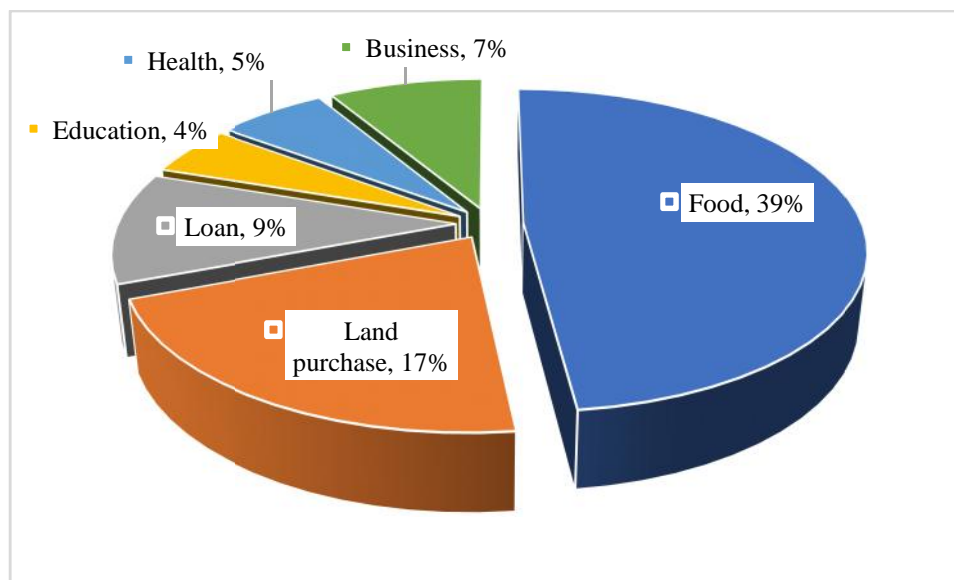
4.4.4. **Positive Investment.** Schiff et al. (Ozden & Schiff, 2006, p. 8) state, remittance is primarily invested in the field of education, health and housing. Investment in health and education is valuable for long-term economic growth and productivity. Study found that, 21% moderate poor families before migration reduced to only 7% in post migration period. Migrant families invest more in nutrition, housing, education, healthcare, social security, and investment. Significant improvement in poverty alleviation and enormous socio-economic benefit could be derived from remittance.

4.4.5. **Human Capital Development.** At national level, remittance facilitates investment in the field of human development. Human development includes quality education, awareness in hygiene and sanitation, construction and development of schools, colleges, health centres, water supply, rural electrification etc. Human development is part of making skilled HR. Skilled HR will earn more wage and remittance. More remittance will create more resource for more investment in human development. Hence, all possible measures to be taken to enhance migration flow and remittance earning.

4.4.6. **Macro and Micro Impact.** ADB (ADB, 2016) reports, the growing importance of overseas employment for the Bangladesh economy is clearly evident. Remittances have become a major source of foreign exchange earnings, second only to ready-made garments. Remittances contributed 61% of the recent foreign exchange reserve. Overseas employment itself represents over one-fifth of the annual addition to the country's total labour force and over half of additional manufacturing jobs created in recent years. Close to half a million people found jobs abroad every year from 2012. At the micro level, the contribution of migration to poverty reduction is notable, with remittances boosting household consumption and savings significantly. The World Bank(2012)(ADB, 2016) report suggests that, the monthly income increased by 82%, consumption 38%, and savings increased by 107% for remittance receiving households. On the use of remittances, the BBS, 2014 (ADB, 2016)survey reveals that, migrants generally spend their earning on 03 primary field, i.e. food (39%), land purchases (17%), and loan repayments (9%). A substantial amount of money is also spent on education and health

care accounting for 4% and 5%, respectively and 7% for business. Sector wise migrants' expenditure is shown in Figure 4.6:

Figure 4.6: Sector wise Migrants' Expenditure



Source: BBS 2014 (ADB, 2016)

4.4.7. Highest Source of Foreign Currency. Remittance income of Bangladesh is recorded as the second highest foreign currency income. But if the cost of import of raw material is adjusted, then the net earnings from migrant workers' remittance is much higher than that of the garments sector. According to BBS, in 2012, net export earnings from RMG was USD 11.287 billion, whereas the earning from remittance was net USD 12.87 billion. In the year 2019, the remittance earning crossed 18 billion crossing all predictions which is very encouraging.

4.4.8. Improvement in Socio-Economy. Remittances had been continuously playing a significant role to the economic progress and the livings of people in Bangladesh. Remittance earnings is more valued for any emerging economies like Bangladesh. Remittances has been acknowledged as the most important factors for reducing the overall incidence of poverty in Bangladesh. Details discussed as follows:

- Remittance adds to the national exchequer by amassing foreign exchange reserve, per capita income and employment opportunities.

- It has been uninterruptedly lifting the GDP of Bangladesh. In 2019, remittances supplemented about USD 100 to the existing per capita GDP. 5.5% of GDP per capita comes from remittance.
- Remittance has been incessantly contributing for economic emancipation of Bangladesh through micro-enterprise development, generating employment and income.
- Remittance had been the prime contributor for payment of instalments of different foreign dues.
- Dependency on foreign aid has significantly been reduced through remittance earning.
- The prime sources for the balance of payment is the remittance.
- Over the years, Bangladesh's financial market has expanded manifold – remittance is the key player for expansion of financial market.
- HRD through education and training is the necessity. Remittance generates economic productivity thus helps government expansion of schools facilities, colleges, universities, hospitals, roads, tracks, highways, bridges, and culverts etcetera.
- Overall economic expansion of migrants' families are the contribution of remittance.
- Bangladeshi taka is doing well against USD or any other foreign currencies. Remittance is considerably contributing keeping the exchange rate against USD.

4.5. Policies and Organizations Available to Facilitating Overseas Employment

4.5.1. **Sustainable Development Goal (SDG) and Migration.** There are 02 targets regarding SDG and migration as follows:

- **Target 8.8.** Target 8.8 guard labour rights and uphold safe and secure working surroundings of all workers, including migrant workers, predominantly women migrants, and those in precarious employment.
- **Target 10.7.** Target 10.7 promotes orderly, safe, regular and accountable migration and flexibility of people, including through application of planned and well-managed migration policies.

4.5.2. **Adoption of Global Compact for Migration (GCM).** Bangladesh is an active member of GCM. The country became member of GCM since its inception in

2018 when GCM was adopted. GCM is the first inter-governmentally negotiated agreement, organized under the umbrellas of the United Nations, covering all magnitudes of international migration in a holistic and comprehensive method.

4.5.3. **MoEWOE.** (MoEWOE, 2020), MoEWOE is liable to preservation of welfare of the expatriates and enrichment of employment in overseas countries by formulating policies, programmes, enacting laws, planning and implementing projects, and monitoring rules and regulations relating to the administration of the expatriates. The ministry envision to ensuring wellbeing and privileges of the expatriates and socio-economic improvement of Bangladesh through overseas employment and remittance earning'. Mission of the ministry are appended below:

- To discover new labour markets, sustain, and expand the prevailing ones.
- To guarantee welfare, safety and privileges of the Bangladeshi expatriates and to preserve their interest.
- To establish discipline in migration administration including decline of migration cost.
- To boost openings for decent employment through HRD.
- To make wider participation of expatriates in socio-economic development.

Activities of MoEWOE is highlighted in the succeeding paragraphs:

- **Mission and Welfare Wing.** Mission and welfare wing of the ministry is accountable to ensuring welfare and protection of the overseas workers. The wing is also responsible to maintain close communication with the labour wings and Bangladeshi missions abroad for safeguarding the workers' rights. There are 29 labour attaches in different parts of the global. The service and engagement of these labour attaches need further improvement and they need to be labour friendly. Most of the expatriate are not aware about the existence of the labour attaches. Hence, measures to be taken to inform all about existence of Bangladeshi labours attaches in different parts of the world before departure as part of pre deployment training.
- **Overseas Employment Wing.** The wing is accountable to processing and examining application for recruiting license. The wing is also responsible to providing necessary recommendations, government approval and permission for

sending overseas worker in favour of recruiting agencies. The wing carries out market research on keeping existing labour market. They also explore new overseas employment market and non-traditional employment opportunities. The wing plays a noteworthy role in ensuring safe working environment for the workers.

- **Training Wing.** Responsibilities of training wing are highlighted in the following paragraphs:
 - Planning and implementing course curriculum as per the demand of market.
 - Analysing training demand for transfer of workers overseas and coordinate with international establishments.
 - Management of training activities of the training institutions under the ministry.
 - Quality guarantee of technical trainings and accreditation to overseas institution.
 - Providing training of trainers' and assessing demand for such activities of the training centres.
 - Prepare database for trainees and update it regularly.
 - Conducts skills development training for the returnee for rehabilitation.

4.5.4. **Legal Frameworks.** There are a good number of legal framework to facilitate overseas employment as shown below:

- Emigration Rules, 2002
- Overseas Employment and Migrants Act, 2013
- Expatriates' Welfare and Overseas Employment Policy 2016
- Overseas Employment and Migrants Rules, 2017
- The Wage Earners' Welfare Board Act, 2018
- Recruiting Agents' Conduct and License Rules, 2019
- Various Guidelines, Special Orders, Directives etc.

4.5.5. **Overseas Employment and Migrants Act, 2013.** Overseas employment and migration act has been articulated to promote openings for overseas employment and to begin a safe and fair system of migration. The act ensures rights and welfare of migrant workers and members of their families. The act namely 'Overseas Employment and Migrants Act, 2013' revokes the Emigration Ordinance, 1982. First chapter of the act

define different definitions related to overseas employment and skills development. According to the act recruiting agents are to do following:

- To produce the papers of migrant workers for registration and to collect migration authorisation.
- To guard the interest of the Bangladeshi migrant workers.
- To carry out any other duties as specified by the Government.
- To employ the workers in the job offered and ensure due wages and compensation package.
- Ensures a good workplace conditions in accordance with the terms and conditions.
- Finally, maintain contact with the employer for the above purposes.

There are 29 Labour attaches in different corners of the world. These labour attaches work in close harmonization with the Bangladeshi high commission, MoEWOE, and employers of the host country. The migration act clearly enunciated various roles and responsibilities of the labour wings. Roles and responsibilities of labour wing are enumerated below:

- The authorized officer of the Labour Welfare Wing shall study the place of work where migrant workers are to be employed in the destination country. The officer shall meet with the employers whenever necessary.
- As a follow up of the inspection, the concerned officer supposed to forward a consolidated report to the government of Bangladesh along with the information such as follows:
 - Services, counselling, and legal assistance offered.
 - A list of Bangladeshi migrant workers, their trades, occupations, working environment, benefits and problems.
 - A summary of death cases.
 - Any further job opportunities.
 - Services related to passports, visas, and consular services etcetera.

Salient aspects of Overseas Employment and Migrants Act, 2013 is highlighted in Annexure D. According to the Act, Labour attaches, concerned appointment holders of the ministry, and recruiting agencies have many jobs to perform. If the Act is fully

followed and implemented, many of the difficulties of the migrant workers will reduce. Therefore, strict implementation and the Act is the need of the time to encourage overseas employment and enhance remittance earning.

4.5.6. BMET – Employment Wing. According to the key informant of BMET (KII), BMET under MoEWOE aims to ensure safe and regular migration by providing skill development training and welfare support to the migrant workers. BMET is the hub of all activities related to manpower training and employment. BMET regulates more than 1700 recruiting agencies available in Bangladesh. The wing supervises and coordinates activities of all 29 labour councillors working in Bangladesh High Commissions throughout the world. Employment wing of BMET issues Smart Card¹¹, verify employment vacancies, recruitment contract, confirms decent working environment through labour attaches, and rationale compensation package for potential overseas employees. As a SOP, recruiting agencies and individuals bring the vacancies for specific job and job specification. Individuals and recruiting agencies then contact BMET for Smart Card which is essential document for immigration through the port. Smart Card also helps individuals for identification and claim in case of any emergency like death or any other unforeseen situation. For professional category folks, there is a One Stop Service Centre in the ministry for issuance of Smart Card. BMET performs following role in relation to overseas employment (BMET, 2020):

- Regulating and monitoring recruiting agents who recruit workers for foreign employment.
- Processing employment demands for recruitment from Bangladesh.
- Regulating emigration clearance for recruited migrants for overseas employment.
- Collecting and publicising labour market information through a computerized database.
- Implementing self-employment programmes.
- Organizing and providing institutional vocational and technical training through different TTIs in employable trades.

¹¹Smart Card is a document issued to all migrants by BMET as a prerequisite for immigration. Name and licence number of the recruiting agency, passport details, fingerprints etcetera are inserted in the SMART CARD.

- Conduct welfare activities for Bangladeshi workers.
- Registering unemployed persons and transfer to the vacancy positions.
- Planning, conducting, and implementing development programs to conduct training activities for overseas employment.
- Coordinating apprenticeship training for aspirants.
- Conducting casual, formal and special training courses.

4.5.7. **BOESL.** BOESL is the government owned recruiting agency operating under the MoEWOE to perform recruiting activities like any other recruiting agent for overseas employment (BOESL, 2020). BOESL, the only government owned recruiting agency is playing a significant role to ensure safe and reliable working environment for the workers. The agency also performs a noteworthy work to create competitive environment among the recruiting agents.

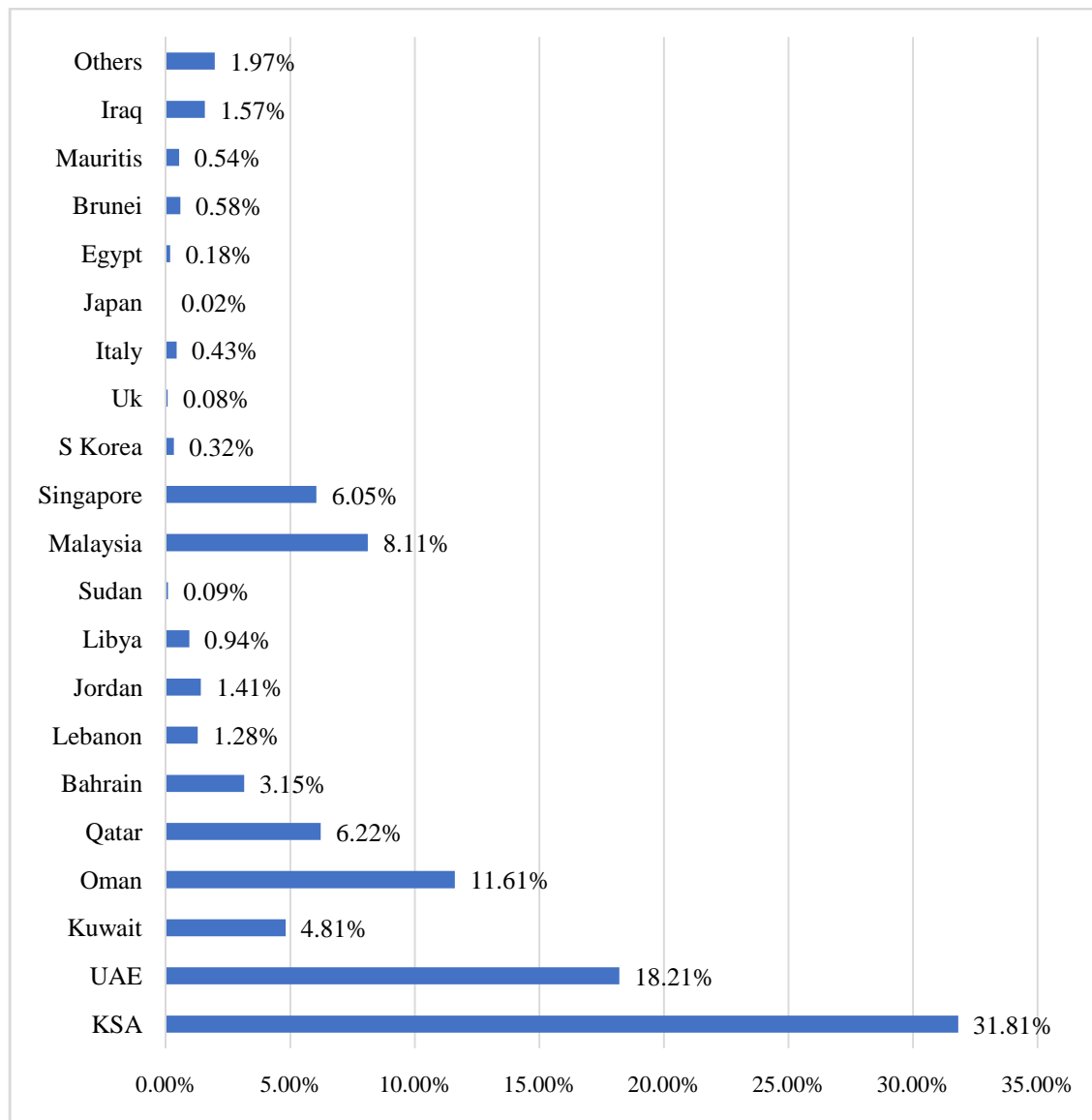
4.5.8. **Bangladesh Association of International Recruiting Agencies (BAIRA).** BAIRA is an association of the recruiting agencies working for the welfare of the migrant workforce. There are approximately 1300 member agencies in the association (BAIRA, 2020). The association looks after the interest of the recruiting agencies. But, so far there is no noteworthy contribution of the association in enhancing the welfare of the workers.

4.6. Migration from Bangladesh and Remittance Inflow

4.6.1. **Migration from Bangladesh.** Since 1976, MoEWOE has sent nearly 9 million workers to 160 countries (MoEWOE, 2020). The flow of migration is still on the rise. During survey, 38.2% agreed and 8.8% respondents SA that, smooth employment opportunities are available in overseas countries. Last 03 years' statistics also indicate encouraging flow of migration. In 2017, 01million migrants, in 2018, 0.73 million, and in 2019, 0.7 million migrants went abroad for overseas employment (BMET, 2020). As shown in the Figure 4.7, 31.81% Bangladeshi migrants are working in KSA, 8.21% in UAE, 11.61% in Oman, and 8.11% migrants are working in Malaysia. The manpower migration to Malaysia had been halted for last few years. According to Key Informants, illegal human trafficking, sending more manpower than authorized, illegal involvement of migrants in anti-social activities, etcetera are some of the causes for declining trend of manpower migration to Malaysia. Besides, a good number of migrants approximately 10

lac (KII) are settled in different parts of USA. As a whole, the trend of Bangladeshi migration to foreign countries is a dynamic process. It shifts with the privilege and opportunities offered by manpower receiving countries. Country wise Bangladeshi migration is shown in Figure 4.7:

Figure 4.7: Bangladeshi Migration in Overseas Countries (1976 -2019)

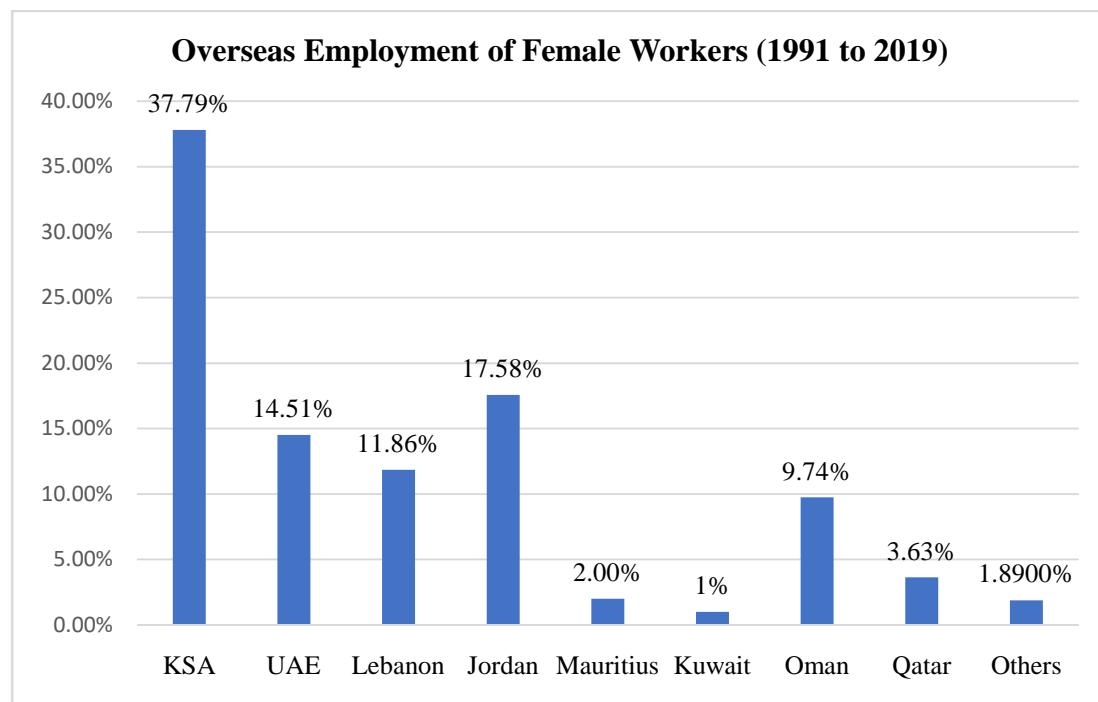


Source: Constructed based on the data of BMET(BMET, 2020)

4.6.2. Female Migration from Bangladesh. According to BMET (BMET, 2020), female migration to overseas countries from Bangladesh commenced since the 1990s. In 1991, total female migrants were only 2,189 followed by 1,907 female migrants in the

next year, 1992. Since then, female migration got popularity in Bangladesh and presently over 9, 02481 female migrants are working in different parts of the world. Like male migration, KSA is the top female migration destination for Bangladeshi women accounting 3, 41020 female migrants followed by Jordan accounting 1,58626 female migrants. However, often media reports that, female Bangladeshi migrants are highly vulnerable to sexual harassment and abuse. Top Bangladeshi female migration destination countries are shown in Figure 4.8:

Figure 4.8: Top Female Migration Destination from Bangladesh

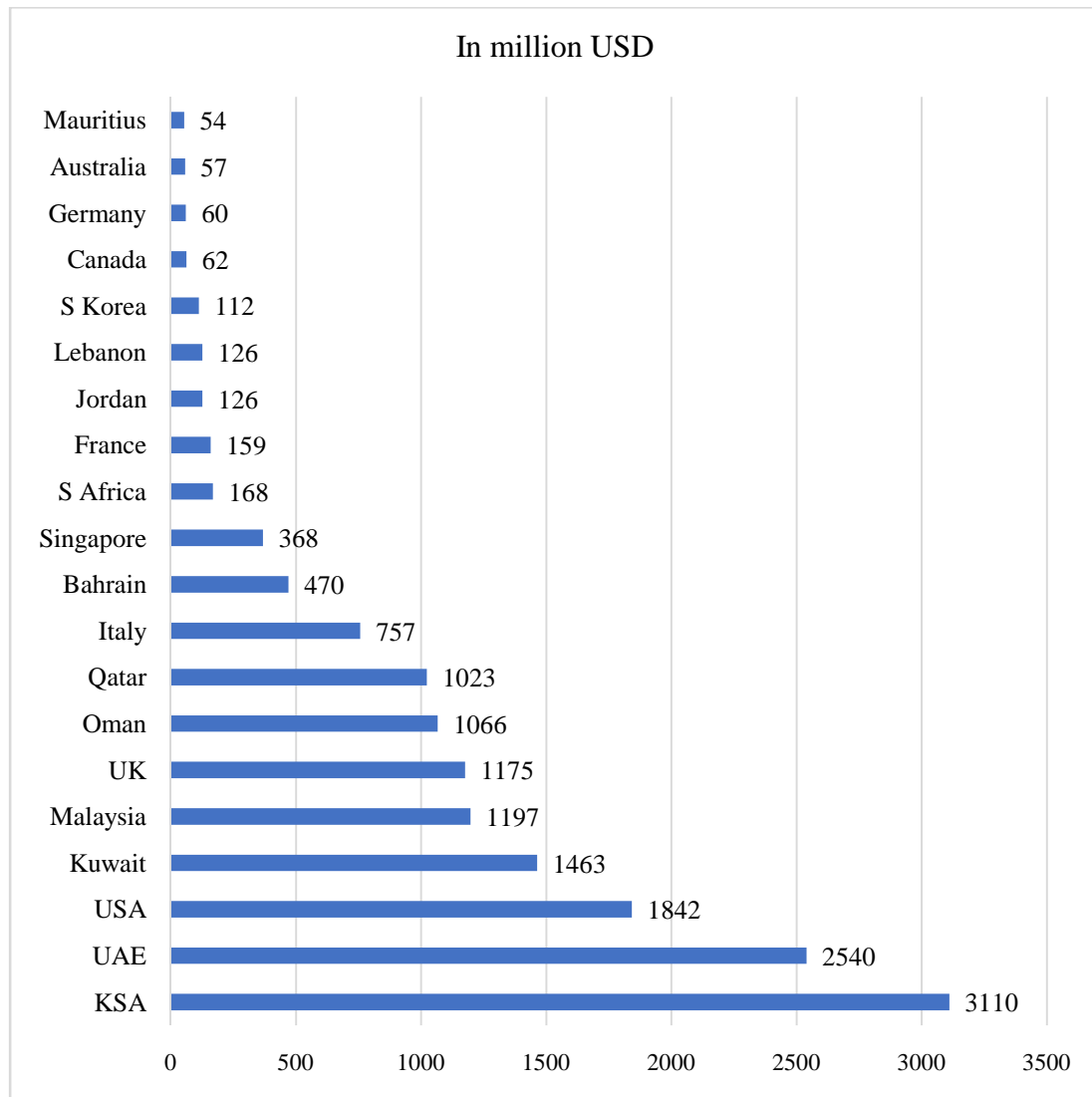


Source: Constructed based in the data of BMET (BMET, 2020)

4.6.3. **Remittance Inflow.** Country wise remittance inflow is shown in Figure 4.9. According to the data shown in the figure, KSA followed by UAE and USA are the top remittance earning sources. Data analysis indicates that, migrants from developed countries being comparatively small in number send more remittance than migrants of other countries. But, there is a common perception among government officials that, unskilled migrants from MENA countries send more remittance than the migrants from developed countries. Unskilled workers from MENA countries may send back most of their earnings as remittance, but that amount is not even equal to certain percentage of

earning which migrants from developed countries remit after incurring their family sustenance. Higher rate of wage and availability of more skilled HR in developed countries are the prime reasons. As discussed in the preceding paragraphs, migrants in the developed countries settle in those countries along with their family members. So, they have to spend substantial amount of money as sustenance. Their spending includes high rate of income tax, spending for children education, health care, real estate management for residence, managing own business, etcetera. Apparently, migrants in developed countries spend most of their earning and only a small amount is remitted for family members back home. But, the spending for education, health care, and HRD of future generation is more beneficial than remittance. The spending on education and health care will certainly help the country in the future through influential diaspora, educated human capital, and new knowledge for investment once they come back home:

Figure 4.9: Remittance Inflow from Top 20 Countries



Source: Constructed based on the data of BMET(BMET, 2020)

4.6.4. **Migration versus Remittance Growth.** According to the BMET (BMET, 2020) data as shown in the Figure 4.1, the flow of labour migration has been following an increasing trend over the years until 2008. Later, it continued to decline in 2009 and 2010. The reasons are, the global economic recession and collapse of the construction sector in the Middle East due to which the demand for external labour declined. After a slight increase in 2011 and 12, the migration again fell in 2013. The rapid decline of migration in 2013 was due to the political instability in Bangladesh and Arab Spring in many Middle-Eastern countries and some economic recession in western countries (Liton, et al., 2018). Later, the flow of labour migration increased since 2014 compared to

preceding years. However, the momentum of migration again declined in the year 2018 and 2019. On the contrary, apparently the remittance growth is not directly influenced by migration growth. There is a decline in remittance growth in 2013 (-2.3%), 2016 (10.35), and 2017 (-1.2%). The decline of remittance is not directly influenced by the decline of migration on the similar year except in 2013. The decline of migration of previous years may have spill over effect of remittance in subsequent years. The statistical data apparently indicates that, there is no direct relationship between increase of migration and increase in remittance in the same year. The remittance growth primarily depends on how many upper class migrates like professional and skill category went abroad. Generally, migrants start sending remittance after certain period of time. Initially, they take some time to settle down and to fulfil own requirement for sustenance. Hence, the remittance growth in the figure shown is most likely the manifestation of growth of migration in previous years or so. If Bangladesh could prepare enough skilled and professional HR for migration, the growth of remittance is likely to increase with the same ratio of migration. A comparative statement between migration and remittance growth rate is shown in Table 4.1:

Table 4.1: Comparative Statement of Migration and Remittance Growth

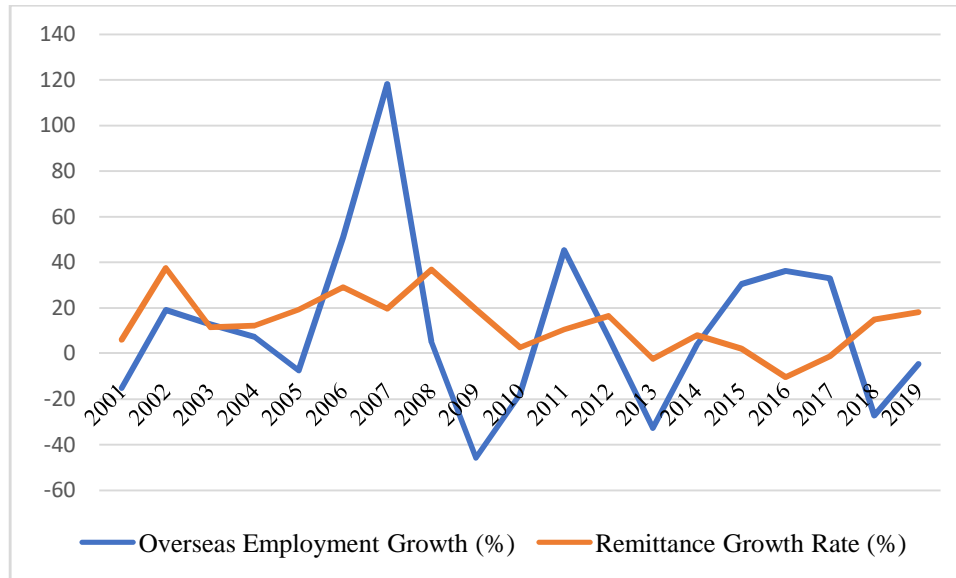
Year	Overseas Employment			Remittance Earning		
	Total Employment In Number	Growth In Number	Growth (%) Rate	Total Earning (million USD)	Growth in Million USD	Growth (%) Rate

2000	222686			1954		
2001	189060	-33626	-15.10	2071	117	5.99
2002	225256	36196	19.15	2847	776	37.47
2003	254190	28934	12.84	3177	330	11.59
2004	272958	18768	7.38	3565	388	12.21
2005	252702	-20256	-7.42	4249	684	19.19
2006	381516	128814	50.97	5484	1235	29.07
2007	832609	451093	118.24	6562	1078	19.66
2008	875055	42446	5.10	8979	2417	36.83
2009	475278	-399777	-45.69	10717	1738	19.36
2010	390702	-84576	-17.80	11004	287	2.68
2011	568062	177360	45.40	12168	1164	10.58
2012	607798	39736	7.00	14163	1995	16.40
2013	409253	-198545	-32.67	13832	-331	-2.34
2014	425684	16431	4.01	14942	1110	8.02
2015	555881	130197	30.59	15270	328	2.20
2016	757731	201850	36.31	13690	-1580	-10.35
2017	1008525	250794	33.10	13526	-164	-1.20
2018	734181	-274344	-27.20	15544	2018	14.92
2019	700159	-34022	-4.63	18354	2810	18.08

Source: Constructed based on the Data of BMET(BMET, 2020)

Summary of comparative statement of migration and remittance growth rate is shown in the Figure 4.10:

Figure 4.10: Migration and Remittance Growth Rate (2001- 2019)



Source: Constructed based on the data of BMET (BMET, 2020)

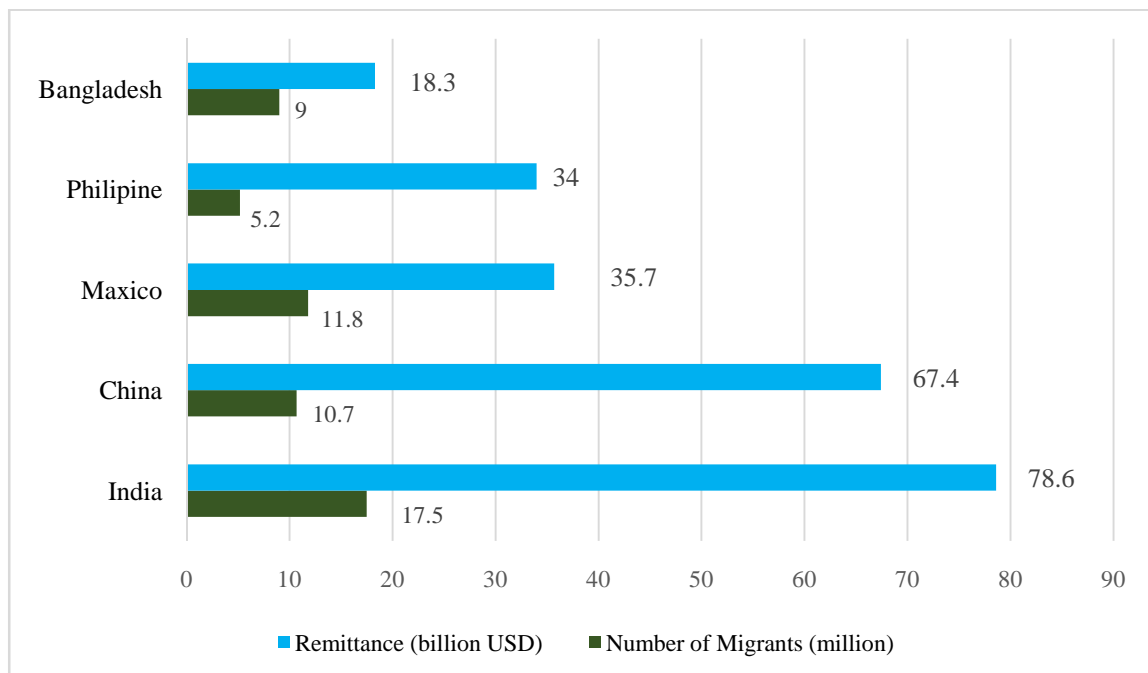
4.6.5. **Comparative Statement between Remittance Earning Countries.** 09 (nine) million Bangladeshis remit over 18 billion USD which is lowest among other remittance earning countries as shown in Figure 4.11. 17.5 million Indian remit over 78.6 billion USD, 10.7 million Chinese remit over 67.4 billion USD, 11.8 million Mexicans remit 35.7 billion USD, and 5.2 million Philippines remit 34 billion USD (The Business Standard, 2019). The causes of low remittance by Bangladeshi migrants are multifarious. Following are the most pronounced skills gap of Bangladeshi expatriates:

- Low skills set.
- Poor communication and analytical skills.
- Unable to adapt to cross cultural environment.
- Poor educational background.
- Poor interpersonal behavioural skills.
- Unable to maintain positive relation with supervisors and employers.
- Unable to follow directions.
- Physical unsuitability.

According to Faruk(The Business Standard, 2019), other top migrant origin countries have more highly skilled workers working abroad compared to Bangladesh, hence they earn more wages and subsequently sent more remittance. Besides, most of the

Bangladesh's migrant workers go abroad without the required skillset and fail to get highly-paid jobs. More so, many workers cannot even earn back the money they spend on going abroad. Therefore, Bangladesh has scopes to enrich its remittance earning through skilling, reskilling, up-skilling and creating afresh need based skilled professionals through appropriate HRD programme. Though Bangladesh have enough skill training facilities in its crucible¹², but most of the courses conduct and syllabus of these institutes mismatch with the job requirement (Bidisha, 2012, p. 292). During survey, above 82% respondents either agreed or SA that, needed qualification to be analysed first to provide need based effective skill training for overseas employment: A comparative statement of number of expatriates and remittance earning is shown in Figure 4.11:

Figure 4.11: Comparative Statement between Migration and Remittance



Source: (The Business Standard, 2019), (BMET, 2020), (MoEWOE, 2020)

4.7. Occupational Categories of Bangladeshi Migrants'

Bangladeshi migrants are mostly employed in low graded indecent unskilled jobs (The Business Standard, 2019).In MENA countries, employers conduct in-house skill test to

¹²World class universities, technical, engineering and medical colleges, and TTIs are available throughout the country.

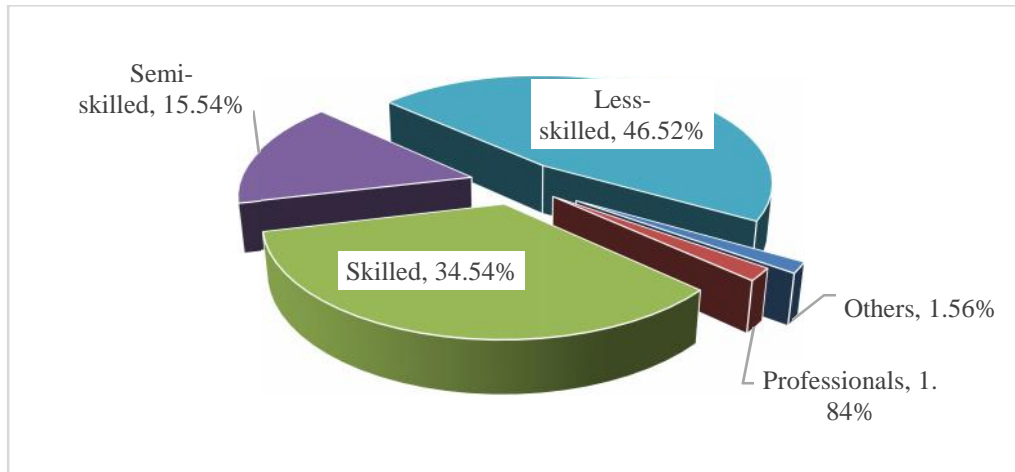
ascertain skill level of workers despite TVET certification. During the test, Bangladeshi migrants generally disqualify, hence they are assigned with labourer in auxiliary role including cleaner, tea boy etcetera (City and Guilds & IOM, 2017, p. 5). Nonetheless, a handful number of migrants are also employed as high skilled professionals like doctors, engineers, pharmacist etcetera. Name of the occupations in which most of Bangladeshi workers are involved is shown in as follows (KII, FGD):

- Cleaner
- Mason
- Nurse
- Pharmacists
- Carpenter
- Driver
- Doctor
- Teacher
- Domestic aid
- Engineers
- Electrician
- Gardener
- Hotel assistant
- Hospital assistant
- Industry worker
- Loader in the port
- Maintenance work in the factories
- Airport management assistance
- Plumber
- Pipe fitter
- Typing
- Rod binder
- Salesperson
- Shop keeper

- Chemist
- Barber
- Welding
- Salesperson
- Waiter
- Housemaid
- Factory Worker
- Ship building
- Garments worker
- Restaurant assistant
- Oil field worker
- Shipyard worker
- Airport assistant
- Small entrepreneur
- Oil Palm Plantation
- Security personnel
- Rubber Gardener
- Construction worker, etcetera

Category wise overseas employment of Bangladeshi expatriates' is shown in Figure 4.12:

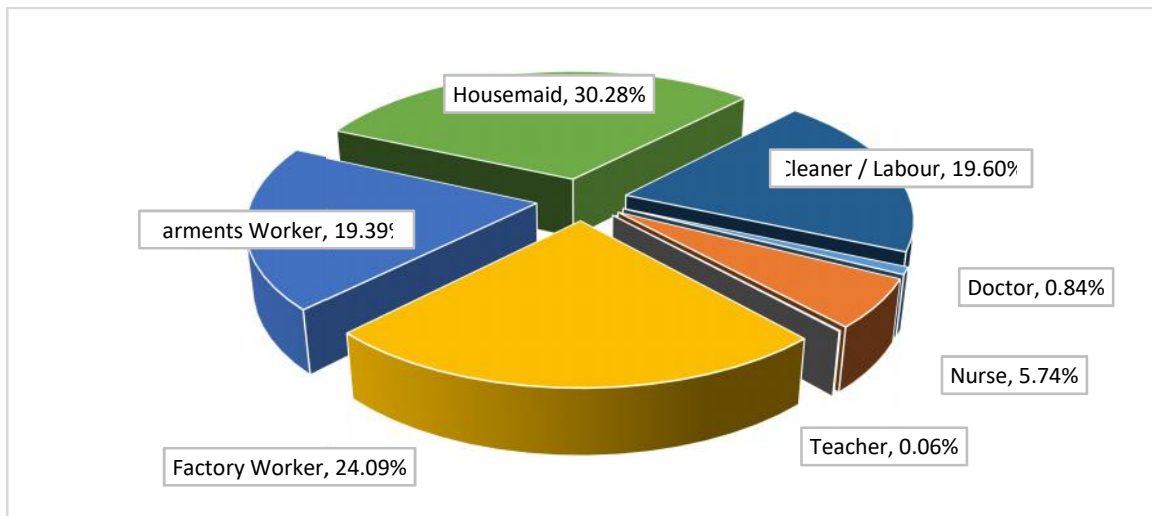
Figure 4.12: Category wise Overseas Employment (1976 – 2019)



Source:(BMET, 2020)

4.7.1. **Female Migration from Bangladesh.** Zamman(Aminuzamman, 2007) states, a good number of female skilled category of migrants used to work in overseas countries. Due to increased exploitation and abuse, the rate of female migration gradually reduced. According to Zamman(Aminuzamman, 2007), 30.28% female used to work as housemaid, 19.6% as cleaner / labour, 0.84% as doctor, 5.74% as nurse, 0.06% as teacher, 24.9% as factory worker, and 19.39% used to work as garments worker. The present state of professionals and skilled female migrate are far below the state shown in the figure 4.13. Figure 4.13 shows the state of female migration from Bangladesh:

Figure 4.13: Female Migration from Bangladesh



Source: (Aminuzamman, 2007, p. 14)

4.8. Employment Opportunities and Skills Requirement

4.8.1. **Interested Groups for Migration.** According to World Bank: 2012 (ADB, 2016), interest for migration of Bangladeshi people increases up 43.3 years of age and then declines. In case of education, interest for migration increases up to 10.5 years of schooling and then declines. People above 40 years of age with university degree are less likely to migrate compared to younger and less educated. The above statement is substantiated by Mora and Taylor's findings cited by Schiff et al. (Ozden & Schiff, 2006, p. 5) that, Mexicans migrants to US are less educated than non-migrants. Poverty and migration have bi-directional relationship. While poverty restricts migrations, migration can potentially reduce poverty (BBS, 2015, p. 27). Study shows that, higher educated and high skilled professionals maintain lower ties with the families back home and send less remittance compared to others (Islam, n.d.).

4.8.2. **Current Opportunities.** MacLellan (MacLellan, 2020) reports through Reuters that, Britain will give priority to skilled manpower for access to UK without any discrimination to European or non-European citizens. The new system of immigration to UK will also offer equal opportunity to Bangladeshi job seekers to migrate to UK based on skill competence, qualification, and professionalism, etcetera. UK reiterates its commitment to shift its reliance on cheap labour to technology and automation based HR. During telephone interview on 10 April 2020, KII - 4 states, there are huge skilled HR demand in hand with the MoEWOE. State of Qatar asked for 5000 welding and care giver experts, South Korea asked for 7000 Bangladeshi experts in the field of welding, pipe fitting, and plumbing. But, those interested to go to Korea need to have Korean language efficiency. Hong Kong requested for 6000 nurse and construction workers. Japan also showed their interest for skilled HR from Bangladesh. Countries like Austria, Germany, Albania, and Poland also demanded skilled HR of different disciplines in varying number. Opportunities for skilled HR is also emerging in LAC, East Europe, ASEAN, and African countries. In case of Japan and Korea, the migrants need to possess language efficiency. According to key Informant, necessary language training is on-going in various BMET training centres. If Bangladesh could respond to the call of above mentioned employers with appropriate skill and language, in future there will be more demand in the similar or in any other field of specialization. On the contrary, if the process of recruiting and trainings is not up to the satisfaction of the employers, in future,

Bangladesh might lose the opportunity to sending more migrants. Hence, Bangladesh should consider the call of emerging economy to prepare its HR to meet the demand of the day and future through appropriate HRD programme. A summarized country wise skilled HR demand is shown in the Table 4.2:

Table 4.2: Country wise Skilled HR Demand

Country	HR Demanded (Number)	Skill Category	Special Requirement
Qatar	5000	Welding, Care giving	
Korea	7000	Welding, Pipe fitting, Plumber	Language efficiency
Hong Kong	6000		
Hungary	1100	Nurses	
Japan	-	Nurse and Age care	Language efficiency

Source: KII

4.8.3. Special Opportunities in Nursing and Care Giving Profession. Zamman(Aminuzamman, 2007, pp. 5-20) states, in some developed countries, people above 80 years of age is increasing. These aged people stay alone at home and they need constant support from professional care giver. The situation is further exacerbated as native people of these countries declining to join nursing profession. There are huge employment opportunities in the professions like nursing, age care, physiotherapists, day care, pathologist, pathological technician etcetera in the developed countries. In the light of the foregoing discussions, Bangladesh should seriously consider the above mentioned opportunities and train its HR to meet the demand in the field of nursing, care giving, age care, physiotherapy, and language of the host country. If the HRD programme can meet the need of those manpower shortage countries, it will be able to accelerate its migration growth and remittance growth will then be a by-product. Projected population aged 80 years or older in developed countries is shown in Table 4.3:

Table 4.3: Projected Population Aged 80 Years or Older

Country	Projected 80 Years or Older Population (%)	
	2025 (Estimated)	2050 (Estimated)
Denmark	5.9	9.7
Norway	5.4	9.9
UK	5.6	10
Spain	6.8	12.8
Ireland	3.9	7.7
France	6.1	10.6
Netherlands	5.3	10.5
Greece	7	11.6
Germany	7.8	13.1
Canada	5.1	9.5
USA	4.5	8
Sweden	7.2	10.2
Italy	7.9	13.6

Source: (Aminuzamman, 2007, p. 7)

4.8.4. **Opportunities in all Category of Professions.** During survey, 75% respondents agreed or SA that, if there are new inclusion of skilled HR with need based skill, they will also have enough employment opportunities without being fear of saturation. According to Population Reference Bureau (Rosenberg, 2019), at least 20 (twenty) countries of the world is facing negative or zero population growth. These countries need additional manpower in all categories to keep their economic wheel rolling. A list of top 14 (fourteen) negative growth rate countries is shown in Table 4.4:

Table 4.4: List of countries with Negative Growth Rate

Country	Natural Decrease Annually	Total Population Decrease by 2050
Moldova	-0.2%	-21%
Japan	0%	-21%
Ukraine	-0.8%	-28%
Russia	-0.6%	-22%
Belarus	-0.6%	-12%
Romania	-0.2%	-29%
Bulgaria	-0.5%	-34%
Latvia	-0.5%	-23%
Lithuania	-0.4%	-15%
Hungary	-0.3%	-11%
Estonia	-0.2%	-23%
Croatia	-0.2%	-14%
Germany	-0.2%	-9%
C' Republic	-0.1%	-8%

Source: (Rosenberg, 2019)

4.8.5. Most Demanding Global Opportunities. Countries welcome foreign migrants to compensate shortage of manpower in Science, technology, engineering, and mathematics (STEM), and to perform 3D jobs. Oil rich MENA countries are manpower hungry to support construction for national infrastructural development. Others need migrants to support their aged population, keep their industrial and economic wheel rolling, and to compensate negative growth rate. Almost all manpower hungry countries need wide variety of HR ranging between high skilled professionals and unskilled labours despite the fact that, need for unskilled labours are rapidly declining. A list of most demanding global occupation is shown in Table 4.5. The most demanding global occupation is not similar for all manpower hungry countries. MENA countries especially KSA and Qatar generally ask for manpower as construction labours, rod binders, pipe fitters, engine operators, masons, electricians, drivers, hospital assistance, hotel assistance, sales man, security, and etcetera. Other MENA countries look for garments workers, doctors, engineers, ICT specialists, computer operators, nurses, agricultural works, and oil field labours etcetera. Countries in the SA especially Malaysia ask for

labour for their flourishing oil palm plantation, rubber garden, agriculture, hotel, restaurant assistant, etcetera. Singapore is also a manpower hungry country generally look for manpower for their ship building yard, industries, port, restaurants, etcetera. Japan and South Korea also ask for manpower in the field of construction, age care, care giving and nursing, etcetera. Besides, European and American countries look for bulk number of nurses, age care and care giving, barber, ICT specialists, computer operators, and security specialists, etcetera:

Table 4.5: Most Demanding Global Occupation

Most Demanding Skill / Trades / Disciplines			
Nurse Practitioners	Auditors	Age care	Carpenters
AI	Security analysts	Aviation management	
Biologists	Bacteriologists	Cleaner	Childcare
Hospitality management	Business operations specialists	Construction managers	Computer systems analysts
Caregiver	Chemical engineers	Computer operation	Culinary service
Data analysts	Computer Specialist	Chemist	Cabin crew
Domestic aid	Dentists	Diploma engineers	Doctors
Electricians	Engineers	Epidemiologist	Financial managers
Factory workers	Genetic engineer	Garments workers	General managers
Lawyers	Heavy truck drivers	Day care Service	Home Health Aides
Language expert	ICT specialist	Medical managers	Marketing specialist
Management analysts	Information systems managers	Market research analysts	Management analysts
Mathematicians	Pathologists	Medical Assistant	Accountants
Pharmacist	Operations manager	Marketing specialist	
Entrepreneurship	Physical Therapist	Robotics	Teacher
Sales representative	Personal Care Aides	Therapist Assistants	Pipefitters
Physician Assistant	Plumbers	Physicians	Port management
Renewable energy technicians	Security professional	Market research analysts	Shipyard management
Software Developer	Statisticians	Steamfitters	Surgeons
Applications software developers	Solar and Windmill Technician	Pathological technicians	Automotive mechanics

Source: (The Best Schools staffs, 2018), (Kiersz & Akhtar, 2020), (Marr, 2018), *KII*,

FGD

4.8.6. Most Demanding Global Skills. All the opportunities available today is also likely to remain for tomorrow with a major shift towards machine instead of man. Control of machine will remain in the hands of the human being; thus, the requirement of human being will increase in manifold where skilled human capital will gain edge over unskilled. Today's training and learning will be obsolete tomorrow. But individuals having urge of continuous learning will be able to cope with the rapidly shifting technology by remaining abreast with the latest happenings. A habit of life wide¹³, lifelong learning¹⁴, self-discipline, capacity to make decision, analytical and communication skill, basic knowledge on ICT will be paramount importance for a competent and most demanding global workforce. According to FGD and KII, following are the most pronounced and highly demanding global skills need:

- Literacy.
- Communication skill.
- Confidence.
- Technical know-how.
- Behavioural skill.
- Knowledge on host country's legal system.
- Hygiene and sanitation.
- Life skills.
- Soft skills.
- Talents.
- Learning skills.
- Intellectual capacity.
- Computer literacy.
- Interpersonal interactive skills.

¹³*Life wide learning is learning from a wide spectrum of sources including but not limited to full range of personal, social and professional activities*(Wilson, 2012, p. 334).

¹⁴*Learning does not conclude after termination of compulsory education or retirement. Lifelong learning is a habit of leaning from the pre-school age to that of post retirement* (Wilson, 2012, p. 334).

- Negotiation skills.
- Ability to work in multi-cultural environment.

4.8.7. Impact of Skilled HR on Overseas Employment. If Bangladesh could prepare need based skilled HR, it will enjoy enormous overseas employment opportunities. During FGD and KII, following impacts are identified:

- Increased demand of workers.
- Enhanced wage and compensation package pledge.
- Improved working environment.
- Proactive initiative to hire HR.
- Increased flow of HR.
- Increased flow of remittance.

4.9. Skills Gap / Shortcomings of Bangladeshi Migrants

4.9.1. Miscellaneous Shortcomings / Skills Gap. Most of the migrants disqualify in-house skill test and forced to accept low wage and indecent working environment or face repatriation. As such, over the years, demand for skilled HR had been shifted to unskilled labours which seriously affect the image of the follow up workers / echelons. Some of the shortcomings revealed through KII and FGD are enumerated:

- Poor communication and interpersonal skill is a real trouble for both employers and employees.
- Dearth of knowledge about the job opening, job specification, rights, obligations, culture, tradition, laws, rules, regulation, and language of the host country is a challenge for most of the migrants.
- National educational system is neither technology based nor there is any mechanism to make competent human being to adaptive to international environment.
- Most of the migrants are unaware about internationally accepted rules of behaviour, legal system of the host country, customs and etiquettes, and handling of modern gadgets.
- Some of the migrants do not follow basic hygienic and sanitation practice.

- Most of the migrants are inefficient to work in multi-cultural, religious, and ethnical environment.

Zamman(Aminuzamman, 2007, pp. 15-18) states about following skills gap:

- Incompetence and behavioural shortcomings.
- Lack of professionalism.
- Poor Interpersonal and communication skill.
- Cultural insensitiveness, shyness, and inward looking attitude etcetera.

City and guilds (City and Guilds & IOM, 2017) and the key informants (KII) state about following shortcomings / skills gap:

- **Lack in Cultural Awareness.** There is serious lacking on multicultural and multi religious environment among Bangladeshi migrants. Mutual trust and confidence by showing tolerance on each other's culture is a perquisite for working in a multicultural environment.
- **Poor Communication Skill.** Poor communication and interpersonal skill is a real trouble for both employers and employees. Most of the migrants are illiterate in KSA especially those who work in the constructional sector. Due to poor communication skill, most of the migrants are devoid of good quality skill job.
- **Poor Language Skill.** Migrants are neither good in English nor in Arabic. Poor language skills is a serious disqualification for the migrants in overseas countries.
- **Untrustworthiness.** Mutual trust and confidence is a prime requirement for long lasting friendship and good employer – employee relationship. Most of the Bangladeshi migrants fail to create and earn confidence of their employers and supervisors.
- **Poor Behavioural Issues.** Internationally accepted rules of behaviour is the foremost requirement for working in an international environment. Education system in Bangladesh does not give due importance on this subtle issue. Hence, some of the Bangladeshi migrants are considered as rude and unsocial, thereby devoid of good skilled job.
- **Moral Issues.** Low employee morale is a silent killer of workplace productivity and performance. When employees feel down and disengaged, they might meet

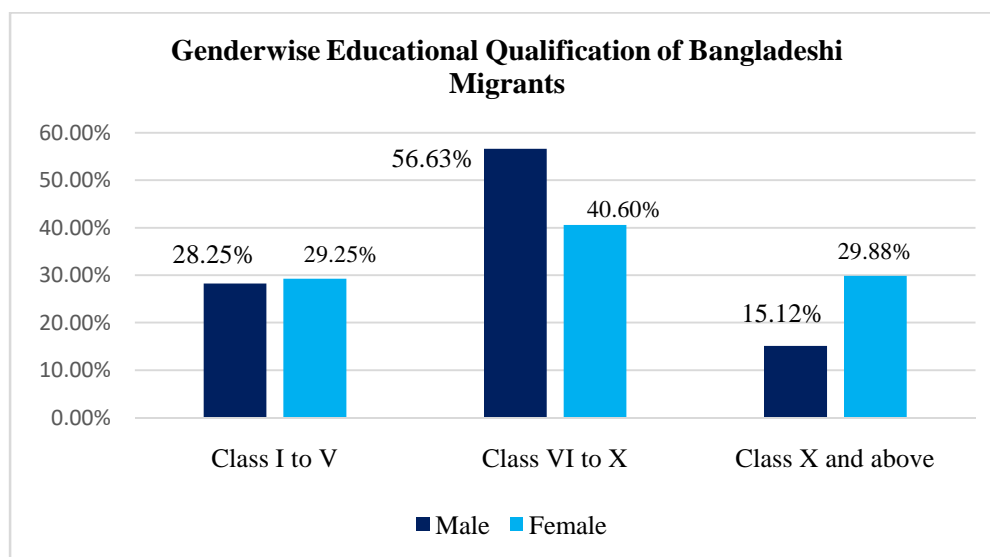
deadlines, but the work will be subpar, uninspired, and lacking innovation. Most of the employers have reservation on the moral issues of Bangladeshi migrants.

- **Physical Unsuitability for Construction Work.** Construction work is physically enduring and such occupation demand strength and stamina for work. To save money, most of the migrants resort to low cost low protein food without strength. Hence, some of the Bangladeshi migrants look unfit and suffer from malnutrition which seriously impact employee impression. Employers generally look for physically fit workers to get maximum output.
- **Lack of Technical Skills Prior to Migration.** Most of the migrants disqualify in-house skill test and forced to accept low wage and indecent working environment or face repatriation. 36% KSA employers have no confidence on Bangladeshi skill training system. As such, over the years, demand for skilled HR had been shifted to unskilled labours which seriously affect the image of the follow up workers. As discussed in the preceding paragraphs, some migrants join skill job without sufficient training and practice. Once examined, most of them fail to display required skill in their respective field. Hence, overall impression about the standard of Bangladeshi TVET suffer. Finding no other way, they show their willingness to accept low pay job.
- **Knowledge Gaps.** Dearth of knowledge about the job opening, job specification, rights, obligations, culture, tradition, laws, rules, regulation, and language of the host country is a challenge for most of the migrants.

4.9.2. **Educational Standard of Bangladeshi Migrants.** Educational standard of Bangladeshi migrants is shown in Figure 4.14. According to BBS (BBS, 2015, p. 14), 28.25% Bangladeshi male expatriates have educational qualification below class V, 56.63% between class VI and X, and only 15.12% have educational qualification above class X. On the other hand, 29.25% female expatriates have educational qualification below class V, 40.60% between class VI and X, and only 29.88% female Bangladeshi expatriates possess educational qualification above class X. Educational qualification is at the epitome and bedrock of all kinds of qualifications. During survey, 68% sample population either agreed or SA that, lack of basic education is the prime cause of exploitation in overseas employment. As a while, the educational qualification of

Bangladeshi migrants are far below expected standard which not only hinders getting a good job and higher wages, but also impact national image. Hence appropriate measures to be taken to enhance educational standard of Bangladeshi migrants through comprehensive HRD programme:

Figure 4.14: Gender wise Educational Qualification of Bangladeshi Migrants



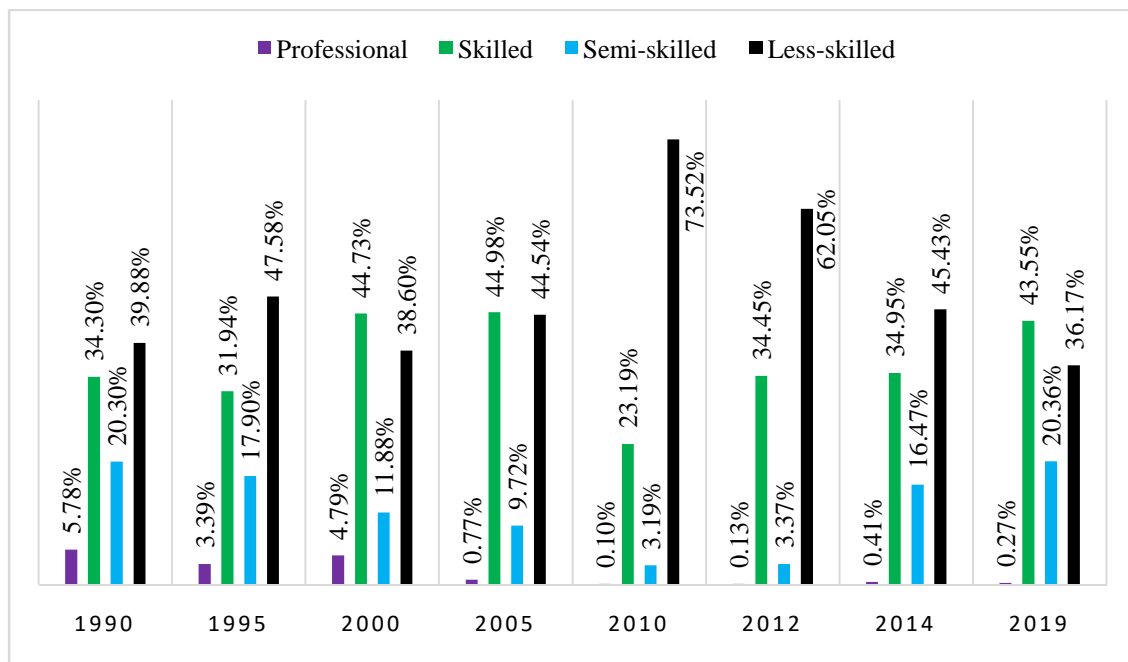
Source: (BBS, 2015, p. 14)

4.9.1. **Professional and Skills Category Representation.** According to Hossain¹⁵(Quayyum, 2019), 60% Bangladeshi population are of working age and 35% of them are young. Only 1.07% of those 35% had skill development training who are not even skilled enough. Figure 4.15 shows, gradual contraction of professional category representation in overseas employment. Professional category HR accounted for 5.7% in 1990 which declined to only 0.27% in 2019. In 1990, skilled category composed of 34.3% expatriates, which increased to 43.55% in 2019. Semi-skilled expatriates composed of 20.3% in 1990, which remains stable in 2019 with 20.36%. However, there were lots of ups and downs regarding the percentage of participation of skilled category population. Definition is a factor for difference in the category of participation. Less skilled category composed of 39.88% in 1990 which became 36.17% in 2019. Nonetheless, whatever is the definition of different categories, it is a fact that, participation of professional category is facing contraction and decline. If the declining

¹⁵MdFaruque Hossain is the Executive Chairman (Secretary), NSDA.

trend of sending professional and skilled HR continue, the future job market will be in a peril. Therefore, all out efforts to be taken to prepare demand based skilled and professional HR for overseas employment:

Figure 4.15: Skill category of Bangladeshi Migrants (1990 -2019)



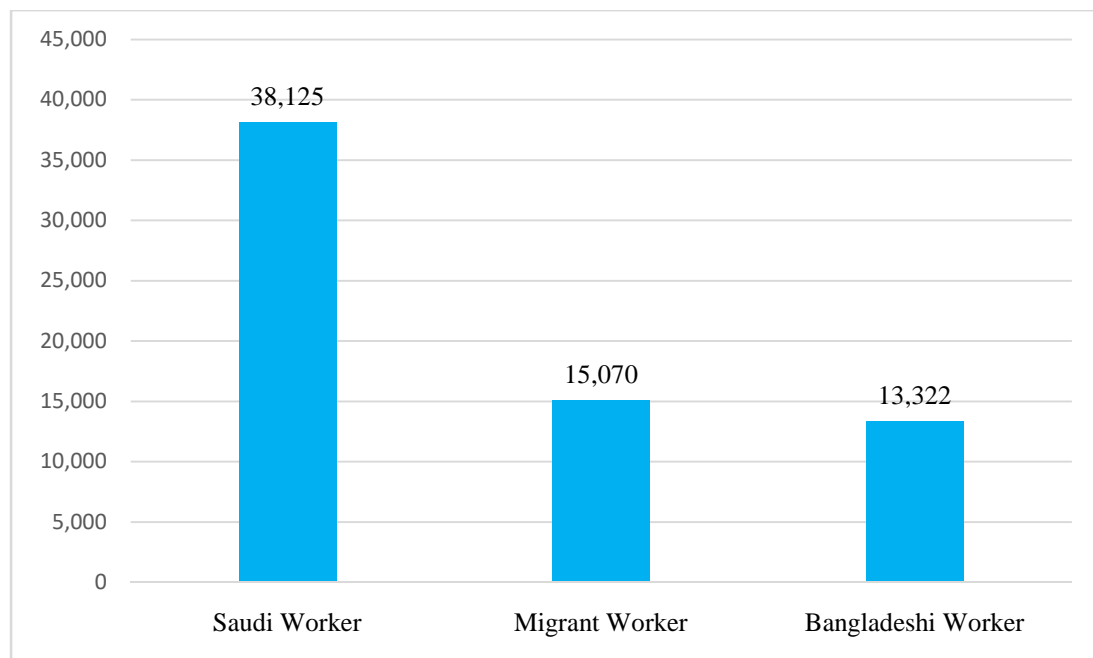
Source: (ADB, 2016, p. 2), (BMET, 2020)

4.10. Impact of Skills Gap Poor and Educational Background

4.10.1. Impact on Wage and Compensation Package. Salary in the MENA countries gradually reducing since 1990s (Siddiqui, 2005). According to FGD and KII, on arrival, some employers deny to keep their commitments regarding working condition, working hour and salary. Workers have no other choice but to accept all new conditions. In some cases, salary is so low that, it is very difficult to recover even travel expenses. As a result, they resort to unauthorized extra work like cleaning cars or become hawker to recover travel expenses which is again illegal and subjected to legal action if caught by law enforcing agencies. Besides, skilled category workers need to qualify in competence test arranged by the employers in the place of work. Failure in competence test compel them to accept low wage or face the risk of repatriation (City and Guilds & IOM, 2017). Entry identity as skilled or unskilled is the most important determinants in fixing wage

which continues for rest of the career. After certain period of time, even after displaying equal or better performance unskilled HR will continue to receive low wage (KII). On average, Bangladeshi workers receive 25% less wage than migrants of other nationalities and 1/3 of their Saudi counterparts (Figure 4.22). Such low wage is the upshot of poor image, low skillset, poor communication and interpersonal skills. Besides, entry identity as skilled or unskilled is the most important determinants for wage fixation for rest of the contract period (KII). According to City and Guilds (City and Guilds & IOM, 2017), generally Saudi construction workers earn 38125 Saudi Real (SAR) for annum. On the other hand, foreign construction workers earn only 15070 SAR per annum. The situation is further worst in case of Bangladeshi workers. Bangladeshi construction workers earn only 13322 SAR per annum against their Saudi counterpart earning 38125 SAR. Comparative Statement of Salary of KSA workers, foreign workers, and Bangladeshi workers as shown in Figure 4.16:

Figure 4.16: Comparative Statement of Salary

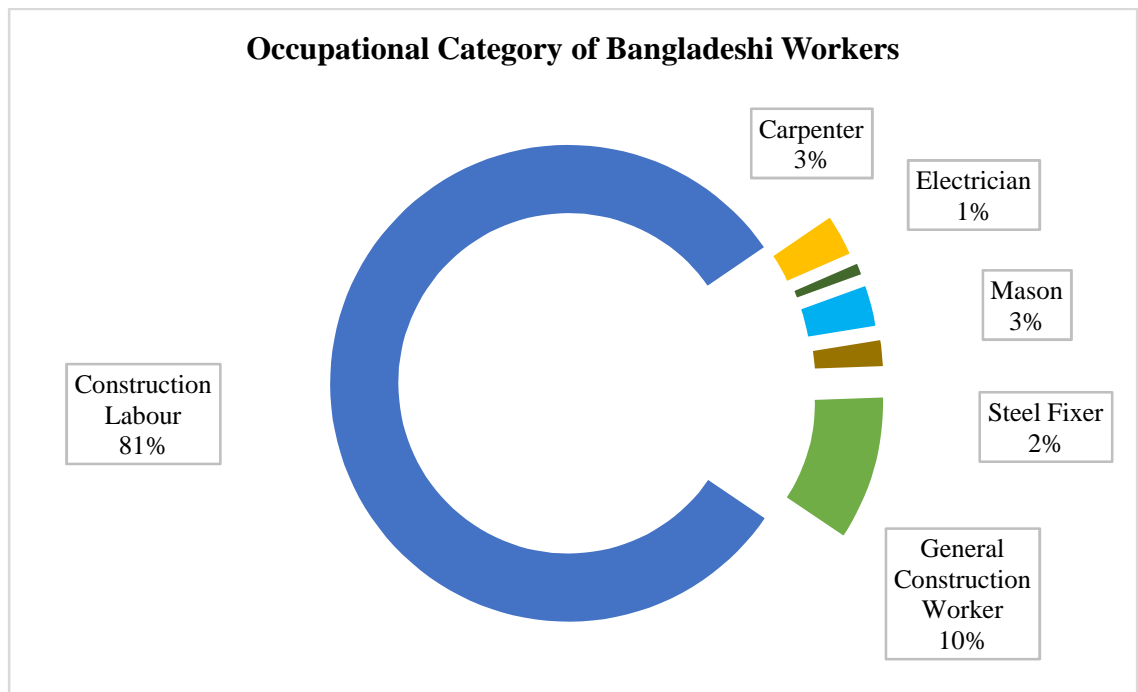


Source: (City and Guilds & IOM, 2017, p. 16)

4.10.2. Impact on Skills Category Jobs. Poor educational background, incompetence, obsolete training system and skill standard devoid workers getting skill job. Hence, above 81% workers are employed as construction labours and a handful of

them works as skilled technician. 3% expatriate in KSA are engaged as carpenter, 1% as electrician, 3% as mason, and 10% as general construction workers. The more there are professionals and skilled workers, the more they enhance national image and remittance. On the other hand, huge number of unskilled labours in a foreign country does not project a good image for the country. Hence, measures to be taken to increase more number of professional and skilled HR for overseas employment. Occupational Category of Bangladeshi Workers is shown in Figure 4.17:

Figure 4.17: Occupational Category of Bangladeshi Workers

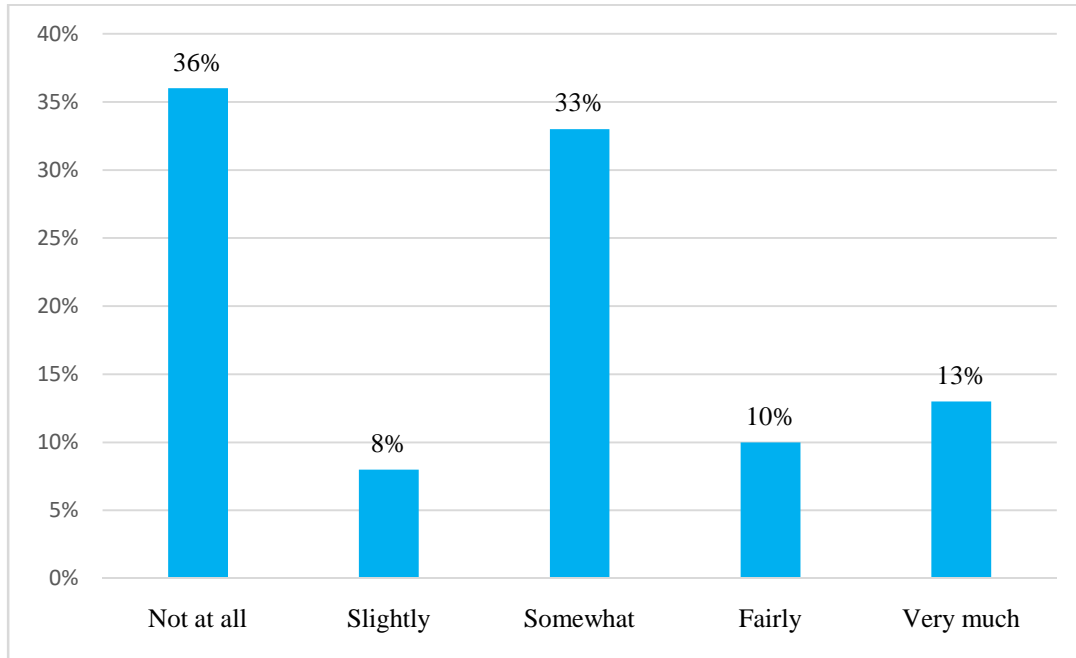


Source: (City and Guilds & IOM, 2017)

4.10.3. Impact on National Image. Most of the Bangladeshi expatriates in the MENA and South Asian countries are employed as low skilled labours. Even someone recruited as skilled HR, on arrival in the destination country, need to face in house practical skills test organized by the employers (FGD). In many of the occasions, migrants bearing skills certificates earned from TTCs failed to prove his/her worthiness for the earmarked job (City and Guilds & IOM, 2017), as a result employed as low skilled laborer jobs. Such unexpected embarrassment would not have happened, if TTCs could be accredited with the employers. Unfortunately, hardly any technical training institutes are accredited with the overseas employers. Hence, 36% KSA employers have no confidence in Bangladeshi

TVET, 8% have slight, 33% possess somewhat, 10% fairly, and remaining 13% have confidence on Bangladeshi TVET. The above statistics is shown in Figure 4.18:

Figure 4.18: Perception about TVET qualification



Source: (City and Guilds & IOM, 2017)

4.10.4. Exploitation. Over 72% respondents either agreed or strongly agreed that, Bangladeshi overseas employment aspirants are susceptible to exploitation by many internal and overseas recruiting agencies. Migrants face problems at all stages of migration, i.e. firstly most of them sell their homestead to incur the excess cost of migration, secondly, some are cheated by middlemen, recruiting agencies, and sometimes by employers in the place of work. Thirdly, upon return some are harassed in the Airport or hijacked on the way back home, and after few days finally, suffer from unemployment and same cycle of sufferings restart (Siddiqui, 2005). Upon arrival in the destination, especially in MENA countries, many of them need to submit their travel documents to the employer to prohibit change of profession (Siddiqui, 2005). Female are the worst sufferers of Sexual Exploitation and Abuse (SEA), discrimination, low wage, and 3D working environment. Illiteracy and skills gap are the prime causes of many other difficulties as discussed in the seceding paragraphs:

- Migration cost is very high from Bangladesh compared to other neighbouring countries. For example, Indian citizen generally pay 01 (one) lac Indian Rupee (IR) compared to 03 - 04 lac BTK for migration to ME (FGD).
- Most of the workers do not have much idea about diplomatic mission. Generally, they do not expect effective assistance from Bangladesh High Commission. In case of difficulties, they rely on fellow mates. (FGD, KII)
- Migrants are not allowed to form any sorts of association or unions. Most of the destination countries have not yet ratified UN International Convention for Migrants and or ILO conventions (Siddiqui, 2005). Besides, Bangladeshi licence, certificate or skill is not recognized in most of the MENA countries, especially in UAE. For example, to be a driver, one must undergo driving training followed by national driving test which incur 2 - 3 lac BTK and the process takes more than a year (FGD).
- Unethical and immoral practice by recruiting agencies sometimes adds misfortune for the migrants. Some of the recruiting agencies often send more HR than demand, once identified by appropriate authority innocent migrants suffer (KII). Middlemen or Dalal sponsored by recruiting agencies often cheat and charge unrealistically access money.
- Migrant workers of Bangladesh are regularly encountering various problems in sending remittances, especially to the remote areas of the country, through formal channels because the process of sending remittance through banks is slow and complicated. Hence, most of them resort to informal channel like HUNDI.
- The migrant workers of Bangladesh are regularly facing passport collection problem because with the introduction of machine readable passport and electronic passport system, people are compelled to travel all the way from their village and wait for weeks to get their travel document / passport.

Chapter 5: HRD Infrastructure and Profile of Relevant Organizations

5.1. Relevance and Prospects of HRD

5.1.1. **Skill Set and Its Relevance.** (WB, 2018) High skilled manpower plays a central role in today's globalization. They are the innovators, scientists, business magnets, teachers, doctors, engineers and a model for future generation. They lead, coordinate and manage the organization for creation of future global workforce. Top 10 developed destination countries¹⁶ account for over 75% skilled immigrants in the world. High skilled HR can overcome inherent limitations of migrants like physical distance, linguistic, cultural and religious differences. Hence, WB report (WB, 2018, p. 33) suggests to create international demand based skilled HR. Individual skill set is the bed rock of any professional education. Skillset is directly proportionate to wage earning. During survey, over 80% population either agreed or strongly agreed that, skilled HR has more employment opportunities than unskilled. The higher the skillset, the higher the wage earning. Hossain¹⁷(Quayyum, 2019) states, high skilled individuals even without much general education may reach to the apex of the organization. Respondents' perception about relevance of skill training is shown in Table 5.1:

Table 5.1: Relevance of Skilled HR¹⁸

Opinion	N	Mean	Std. Dev.
Skilled HR has more employment opportunities than unskilled	120	3.92	.922
If there are new inclusion of HR with relevant skills, they will also have occupation opportunities abroad (if other factors remain unchanged)	120	3.71	.956
Skilled HR able to earn more wages compared to unskilled	120	4.17	.737

¹⁶Australia, Canada, UK and USA are leading hubs of global skilled HR.

¹⁷MdFaruque Hossain is the Executive Chairman (Secretary), NSDA.

¹⁸Data collected on a 5 point likert scale from SA to SDA (value from 5 to 1).

Technical education is preferred over general education for overseas employment	120	3.85	.936
Valid N (list wise)	120		

Source: Survey Result

5.1.2. **Need based HRD and its Prospects.** With the advent of 4.0 IR, the world's industry and business is rapidly embracing technology. Dependence on Artificial Intelligence (AI), ICT, robots, 3D printing is rising. Even under unprecedented technological innovation, the need for human being to operate those technology will remain at high demand. Hence, as the need for unskilled population reduces, there will be ever increasing demand of high skilled HR. Bangladesh suffers from acute shortage of higher and middle order management and technically skilled HR. Garments, textile mills, buying house, power plants, telecommunication, information, and computer technology (ICT), rawhide industry, healthcare, hotels and restaurants, cargo and freight forwards, shipyards, and pharmaceuticals are the worst sufferers. According to Transparency International Bangladesh (TIB), almost 3.1 billion USD is siphon off from Bangladesh by 250 thousand foreign workers of India, China, Japan, South Korea and Malaysia (The Daily Star, 2020). Hence, 84% respondents suggest to conduct need based skill training and 76% suggest to identify skill gap before imparting training for overseas employment. Respondents' opinion about skill training on the basis of skills need is appended in Table 5.2:

Table 5.2: Need Based Skill Training¹⁹

Opinion	N	Mean	Std. Dev.
Considering the emerging requirement of skilled HR in developed countries, Bangladesh should take effective initiatives for developing skilled HR for overseas employment	102	4.04	.893

¹⁹Data collected on a 5 point likert scale from SA to SDA (value from 5 to 1).

Skill training in Bangladesh should be organized in consonance with the need based requirements for overseas employment	102	4.01	.921
Needed skills and skill gap need to be identified before planning training for overseas employment	102	4.10	.915
Valid N (list wise)	102		

Source: Survey Result

5.2. HRD Policies and Infrastructures

Remittance earning is a highly talked about a subject in Bangladesh. Since remittance is the second largest source of foreign currency earning which is vital for national survival, Bangladesh government has long been deeply engaged in overseas employment and remittance enhancement programme. There are lots of ups and downs in the field of remittance earning due to multifarious reasons like oil price hike and declining trend of oil price, international recession, war, political instability, diplomatic relation between countries, and MoU etcetera. To handle any unforeseen contingencies and to promote overseas employment and remittance earning, Bangladesh has formulated a good number of policies and infrastructures. Details about policies and infrastructures are discussed in the succeeding paragraphs:

5.2.1. **National Education Policy 2010.** Salient aspects of National Education Policy 2010 is highlighted in Annexure E. According to National Education Policy 2010, the level of primary education increased from class V to class VIII. The policy brought all the stream of education system, i.e. Bangla, English, and Madrasha education under a unified education curricula. There are some common subjects which must be taught in all stream of education. The compulsory subjects enumerated below:

- Bangla.
- English.
- Moral Science.
- Bangladesh Studies.
- Mathematics.

- Social Environment.
- Natural Environment with emphasis on topics like climate change, Science and IT.

The level of secondary education has been raised from VI to class IX. According to the latest policy, class IX to XII is considered as secondary level of education. There are also 03 streams of education in secondary level as follows:

- General.
- Madrasa.
- Technical.

To maintain a national standard and to bring all streams of education under a unified system, secondary level of education has following core subjects as compulsory:

- Bangla.
- English.
- Bangladesh Studies.
- General Mathematics.
- IT

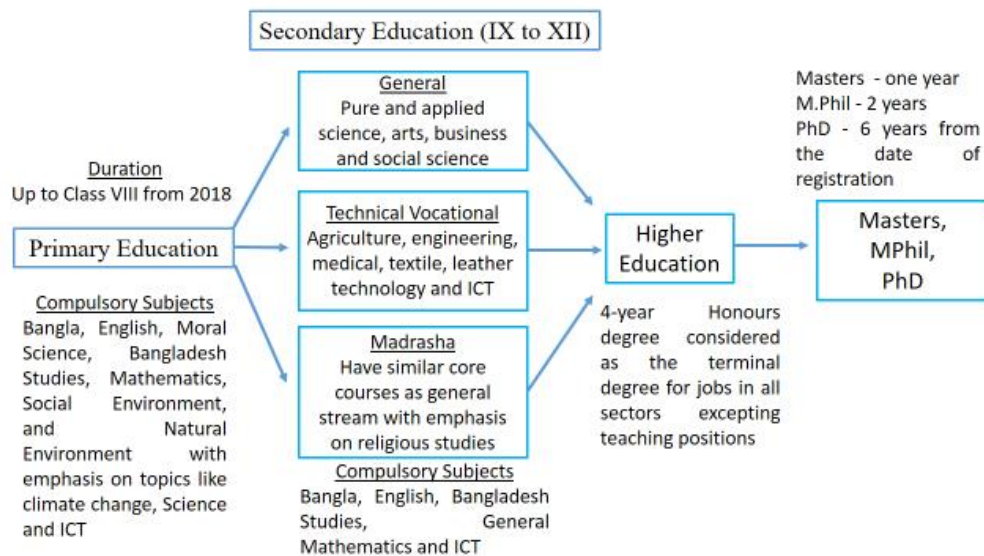
5.2.2. Analysis of National Education Policy - 2010. Though the policy highlights necessity of English language proficiency at secondary level of education, but unfortunately the policy could not yet be materialized. Nonetheless, as IT and computer handling is a compulsory subjects for secondary level, there is good progress in enhancing computer literacy among the populace of Bangladesh. Other analysis are appended below:

- The policy gave due importance on vocational education and training. On completion of Class VIII, a student can enrol in vocational/technical education to facilitate him / her to go up for higher education in their desired technical subjects.
- The policy specifies 4 year honours degree as the terminal degree for jobs. However, for teaching professions, there are provisions for Masters, M.Phil or Ph.D. IT, engineering, chemical industry, textiles, jute, leather, ceramic and gas sectors are flourishing in Bangladesh. The above mentioned sectors also have huge potentials in

international employment market which have been amply covered and addressed in the policy framework.

- There are huge employment opportunities in the field of medical, nursing, health care, and age care service. Proper education is essential to produce sufficient doctors, nurses, male nurses, health care specialists. The policy also gave due priority in the field of medical and health care service.
- In Bangladesh, there is no dearth of policy framework, but the problem is implementation and execution. If appropriate agencies and relevant stake holders view the policy seriously and endeavour for implementation, very soon instead of losing the overseas employment market, Bangladesh would soon emerge as most demanding global source of skilled HR and professionals.
- The policy has sufficiently emphasized on the requirement of technical and vocational education. Various streams of national educational development programme is shown in Figure 5.1:

Figure 5.1: National Educational Development Programme



Source: Constructed based on National Education Policy 2010

5.2.3. National Skill Development Policy 2011. Salient aspects of National Skill Development Policy – 2011 is shown in Annexure F. The development of a national policy for TVET and skills development is a key result of the TVET Reform Project which is a US\$ 20M project over 5 years funded by the Government of Bangladesh (GOB), the European Commission (EC) and the ILO. The Ministry of Education is the line ministry responsible for the project. Skills development depends on many different actors as follows:

- Private sector.
- Non-profit actors.
- NGOs.
- Civil society.
- Large number of government ministries delivering skills based education and training.

Consequently, the Skills Development Policy for Bangladesh is a major initiative to improve the coordination and delivery of skills in Bangladesh for the betterment of the nation as a whole. This policy also extends and builds on other major government policies such as the Education Policy of 2009, the Non-Formal Education Policy of 2006, the Youth Policy of 2003, the National Training Policy of 2008 and the NSDC Action Plan of 2008.

5.2.4. Analysis on National Skill Development Policy 2011. According to the policy paper, skill development is defined as the full range of formal and non-formal vocational, technical, and skill based education and training for employment and or self-employment. The policy does not include general education programme delivered by primary or secondary schools that do not have a vocational skills components. The policy also excludes professional training for executives outside the scopes of NVQF and education for professional delivered by universities, i.e. those programmes that lead to qualifications at the bachelor's degree level or higher. Other analysis are appended below:

- The most important aspects of the National Skill development Act 2011 is recognition of lifelong learning. The policy ensures establishment, maintenance, and

improvement of a coordinated education and training system within the concept of lifelong learning.

- The policy also emphasized on demand drive, flexible, and responsive training provision. Demand driven policy would promote training institutes to explore skill need and customize their skill training programme to match with the need of the industries.
- The introduction of NTVQF is the major outcome of the policy. The NTVQF supports integration of skill training in community organizations, schools, training institutes, and the workplace by providing a common framework below university level.
- The skill development policy accentuate on accurate skill and labour market data for planning and monitoring. Data is required to ensure accountability and transparency for skill development.
- Competent and certified instructors and trainers are of paramount importance for building international standard skilled manpower to meet the need of today and tomorrow.
- The policy recognizes the backward and under-privileged segments of the society. To bring disadvantaged group within the bracket of skill training, 10% enrolments for people from haors, chars and monga affected areas are considered.
- In Bangladesh, there is an overflow of university trained graduates and a shortage of workers with skills and qualifications required by industry and business. Skills based education and training can no longer be considered a second class option for students and workers.
- The policy recommends enhanced social status of TVET. Proper implementation of NTVQF will certainly help improve national human capital through skill development. NTVQF is shown in Table 5.3:

Table 5.3: National Technical & Vocational Qualifications Framework

Levels	Pre-Vocation Education	Vocational Education	Technical education	Job Classification
NTVQF 6			Diploma in engineering	Middle level manager / Sub

			or equivalent	assistant engineer etcetera
NTVQF 5		National Skill Certificate 5 (NSC 5)		Highly skilled worker/Supervisor
NTVQF 4		National Skill Certificate 4 (NSC 4)		Skilled worker
NTVQF 3		National Skill Certificate 3 (NSC 3)		Semi-skilled worker
NTVQF 2		National Skill Certificate 2 (NSC 2)		Basic skilled worker
NTVQF 1		National Skill Certificate 1 (NSC 1)		Basic worker
Pre-Voc 2	NPVC 2			Pre-vocational Trainee
Pre-Voc 1	NPVC 1			Pre-vocational Trainee

Source: National Skill Development Policy 2011

Note:

1. According to the table, the first two levels from the bottom are for pre-vocational training (Pre - voc). Under-privileged and low education sections of the populations are well looked after through the first 02 tires. National Pre-Vocation Certificate 1 & 2 are the awards for underprivileged and low education section of the society.

4. At National Technical & Vocational Qualifications Framework – 1 (NTVQF), participants would get a National Skill Certificate – 1 (NSC 1) in their respective occupation/specialization. It is almost similar in level to the current basic trade courses.

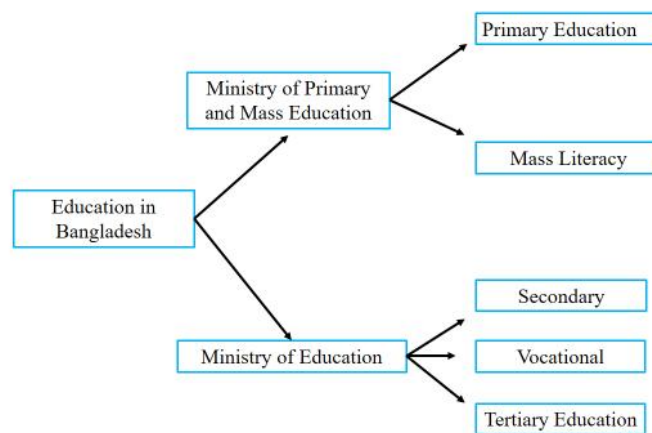
5. National Skill Certificates Levels 2 to 5 are the National Skill Certificates which indicate the skills levels from medium to highly skilled worker / supervisor.

6. The premier TVET qualification Level 6 is the Diploma level.

5.2.5. Education and Technical Development Ministries. 02 (two) ministries are responsible for education in Bangladesh, i.e. Ministry of Primary and Mass Education and Ministry of Education (Figure 5.1). According to rules of business, Ministry of

Primary and Mass Education looks after primary education and mass literacy. Ministry of Education looks after secondary, vocational, and tertiary level of education. Creation of 02 ministries provides better opportunities, flexibility, and leverage to address nitty-gritty of primary and mass literacy. Since the creation of separate ministries, there are significant development in the educational sector of Bangladesh. Ministries responsible for education and technical training in Bangladesh is shown in a diagram through Figure 5.2:

Figure 5.2: Ministries for Education in Bangladesh



Source: National Education Policy 2010 and (Bidisha, 2012, p. 284)

5.2.6. **HRD Perspective Plan 2021.** Salient aspects of the HRD Perspective Plan 2021 is shown in Annexure G. In the light of the Government’s visions 2021, HRD perspective plan envisioned for significant improvement in the quality of education with emphasis on science and technology. The perspective plan recognizes the shortcoming in the field of HRD and suggested necessary action plan to cover up the gap in making skilled HR through appropriate HRD programme. Analysis about HRD Perspective Plan 2021 has been discussed in the succeeding paragraphs:

- A separate chapter namely ‘education, training and skill development for human capital formation’ is dedicated to highlight and delineate perspective plan for skill development. Education is essential for developing the foundation required for a highly trained work force. Education is the bed rock and foundation of any skill training. Until people are well educated, only skill training through vocational

education will not make them a responsible citizen capable to face the challenges of the millennium.

- The 1st perspective plan 2021, envision for an informed, knowledge-based, technologically-oriented, gender equitable learning system for all. All students enrolled in primary, secondary, and tertiary levels will have access to gender responsive health, nutrition, water and sanitation, socio-cultural development, greater participation in sports and ensuring a fruitful learning and living environment.
- The perspective plan also provides due guidelines for universities and institutions to become a centres of excellence to be competitive globally.
- TVET and skills development programs are designed to deliver competencies and qualification required by industry around the world. In this regard, in primary, secondary, and tertiary level curricula, ICT education has be established as a compulsory subject.
- Perspective plan 2021 also calls for not to leave any child outside education system irrespective of his / her family income level, gender, religion, ethnicity, or disabilities.
- Effective measures supposed to be taken to improve the training and quality of school teachers, management, and to put in place to promote women’s leadership in teaching as well as governance of secondary education.
- Nonetheless, the perspective plan has all the ingredients to make a society free from exploitation and promoting skilled HR through a comprehensive HRD programme.
- It is evident that, the 1st perspective plan could not fulfil its expectation and the strategies are not yet met. In the light of the first perspective plan - 2021, Bangladesh Government has approved “Bangladesh’s 2nd Perspective Plan 2021-2041,” on 25 February 2020 (Ovi, 2020).
- The new plan set the target to become a developed country by 2041. To cope with the global changes in the IT, the plan focuses on 4.0 IR and ICT, skills development, while attention has been given to agriculture, rural poverty eradication, education and researches, and tourism infrastructures.

5.2.7. **NSDA Act 2019.** Salient aspects of NSDA Act 2019 is highlighted in Annexure H. NSDA, earlier known as NSDC is the apex body to regulate all skill training activities in Bangladesh headed by honourable Prime Minister (HPM). The authority formulates policy, strategy, maintain skill data bank, monitor skill development activities, and form Industry Skills Council (ISC) to strengthen industry linkage. Analysis about NSDA Act 2019 is highlighted below:

- NSDA reviews training curricula and standards of all training providers.
- According to BSS²⁰(BSS, 2019), NSDA plans to provide training in 100 categories of trades through 13,163 registered institutions available in Bangladesh under 35 departments of the government.
- The authority will help develop minimum 20 lakh skilled workforce every year considering the demand in the local and international labour markets.
- 23 ministries and 29 departments are concerned and directly involved in skill development in Bangladesh.
- List of ministries and departments is shown in Annexure J.
- According to the act, the authority is empowered to fix the Key Performance Indicator (KPI) for government and non-government training institutes, prepare uniform training manual and coordinate the activities for implementations, supervision and evaluation for the purpose of creating skilled HR for the national and international labour market.
- The authority can also take any initiative for creating skilled HR for national development and to meet the need of overseas employment.

5.3. Responsible Organizations and Departments for Skills Development

5.3.1. **BMET – Training Wing.** The BMET Training Wing under MoEWOE is also responsible to impart skill development training for overseas employment. At present, it conducts training on 46 trades and disciplines through its 69 TTCs (BMET, 2020). TTCs are not yet accredited with manpower receiving countries, hence its certificates are not yet accepted by most of the employers. Outdated training courses and training syllabus, poor standard of trainers and insufficient infrastructure are some of the challenges faced

²⁰Bangladesh Sangbad Sangstha (BSS) is a national news agency of Bangladesh.

by BMET (KII). BMET envision to ensure safe and regular migration by providing skill development training and welfare support to the migrant workers. Vision of BMET is appended below:

- Establishment of good governance in the recruitment of overseas employment.
- Creation of skilled manpower in line with demand of local and global labour market.
- Ensuring overall safe migration.

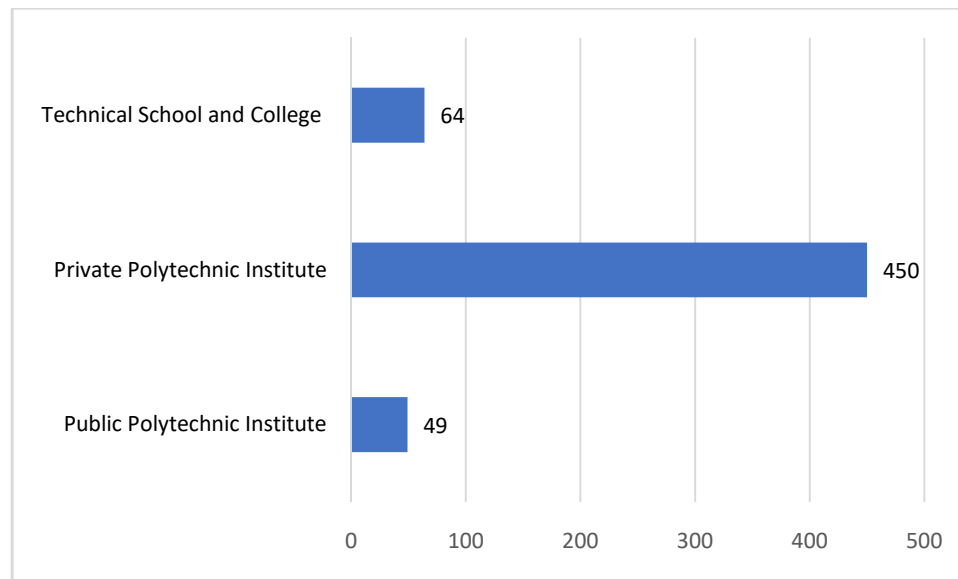
Following technical training are offered by BMET governed institutions:

- Marine Engineering.
- Ship Building Engineering.
- Welding (6G).
- Marine Diesel Engine Artificer.
- Refrigeration & Air-conditioning.
- Machine Tools Operation.
- General Electronics.
- General mechanics.
- Dress Making/Garments.
- Pattern Making.
- Marker Making & Cutting.
- Electrical Machine maintenance.
- Welding & Fabrication.
- Arc & Gas Welding.
- Auto CAD 2D & 3D.
- Drafting Mechanical.
- Plastic Technology.
- Catering.
- Housekeeping.
- Tiles Fixture.
- Mason.
- Shuttering.

- Boutique/Block.
- Korean Language.
- Mechanical Fitter.
- English Language.
- Drafting Civil.
- TIG/MIG Welding.
- Ship Fabrication.
- Carpentry/Wood Works.
- Duct Fabrication.
- Sewing machine Maintenance.
- Quality Control Management (Garments).
- Building & Architectural Drafting.
- Consumer Electronics mechanics.
- Electrical House Wiring.
- Rod Binder.
- Architectural.
- Drafting with Auto CAD.
- Ship Building & mechanics.
- Drafting.
- Automotive/Auto mechanics.
- Auto-Mechanics.
- Fruit & Food processing.
- Sewing Machine.
- Computer Operation.
- Troubleshooting & Networking.
- Plumbing Construction.
- Civil Construction.
- Mid-Level Garments Supervisor for RMG Sector.
- Graphics & Design.

5.3.2. **BTEB.** The BTEB is committed to organize, supervise, regulate, control, and develop technical and vocational education in Bangladesh. Nonetheless, technical skill development program in Bangladesh is not free from constraints and difficulties. The board is operating under the Ministry of Education hence, formal channel of coordination between MoEWOE and BMET is not yet established (KII). During a telephone interview on 03 April 2020, Chairman BTEB (KI) informed that, BTEB coordinates and regulates activities of above 9000 institutes in Bangladesh. Besides, there are 49 public and 450 private polytechnic institutes and 64 technical institutes and colleges. Number of technical training institutes governed by BTEB is shown in Figure 5.3.

Figure 5.3: Number of technical training institutes governed by BTEB



Source: Chairman BTEB (KII)

BTEB conducts a good number of certificate courses as mentioned below (Barkat & Ahmed, 2014):

- Diploma Engineering in multiple fields.
- Diploma in Health Technology & Services.
- SSC.
- HSC.
- Dhakil Vocational.
- Diploma in Fisheries.

- Diploma in Jute.
- Diploma in Agriculture
- Diploma in Textile
- Basic Trades
- Diploma in Commerce
- Diploma in Medical Ultrasound
- Diploma in Forestry
- Certificate in Health Technology

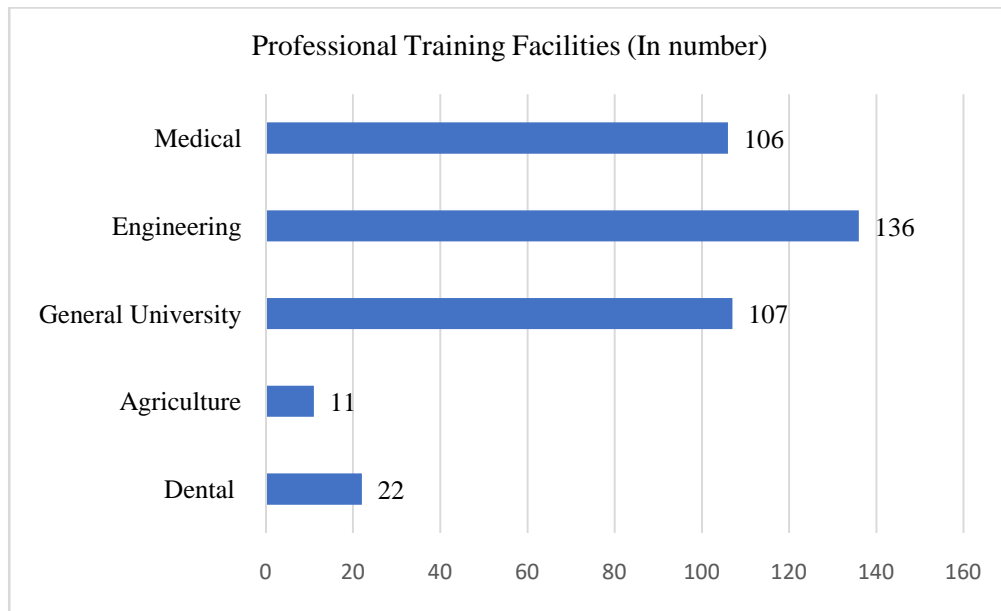
5.3.3. NGOs and Private Training Providers. Following NGOs and private training providers' offer skill development training and substantially contribute in HRD. Comparatively, NGOs and private training institutes are doing well for skill development. But, these originations and institutes are not also immune from challenges. Often lack of fund and high cost of tuition fee impedes interests among potential candidates:

- Underprivileged Children's Education Programmes (UCEP).
- Save the Children.
- Dhaka Ahsania Mission.
- MAWTS (Institute of Technology Engineering and Technological Services).
- CARITAS Bangladesh.
- BRAC.
- Thengamara Mohila Sabuj Sangha.
- Ananda (Ananda Shipyard & Slipways Ltd).
- SOS Children Village.
- Practical Action.
- Centre for Mass Education in Science.

5.3.4. Professional and Higher Educational Facilities. Under UGC, there are 46 public, 105 private and 03 international universities of all category (general, technical, medical, agricultural, and specialized universities) available in Bangladesh. Professional and Higher Educational and Training Facilities is shown in Figure 5.4. UGC coordinates administration, policy formulation and budget related issues of public universities of

Bangladesh. UGC is also the ultimate authority to provide permission to open any new university in Bangladesh. The matters related to opening new courses to match with the modern technological requirement and obliterate old and obsolete courses should also be one of the prime functions of UGC:

Figure 5.4: Professional and Higher Educational and Training Facilities

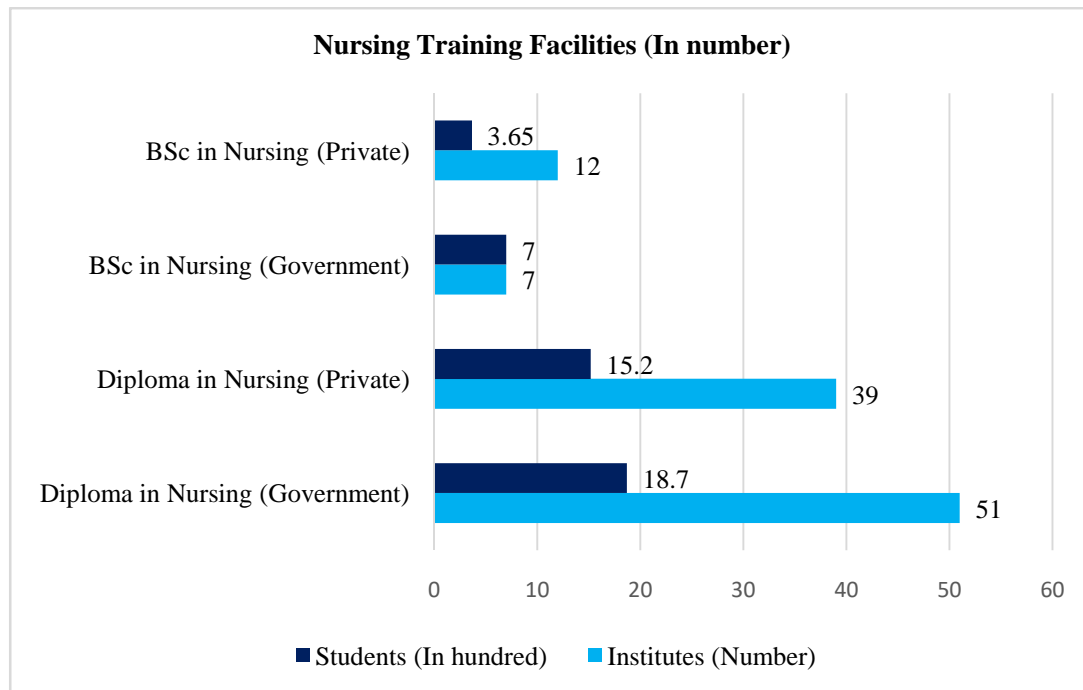


Source: (eduicon, 2020)

5.3.5. **Bangladesh Nursing and Midwifery Council (BNMC).** (BNMC, 2020), Diploma in Nursing (02 years) and BSc in Nursing (04 years) are 02 forms of nursing training conduct in 109 nursing training institutes in Bangladesh. Also, there are 02 institutes for health technology and 08 medical assistant training schools. Nursing training facilities available in Bangladesh is shown in Figure 5.6. According to Aminuzaman(2007, pp. 15-18), Bangladeshi nurses could not display required professionalism while discharging their duties in overseas. Some of them even failed to understand instructions, follow up procedures, and response to the challenges of modern health management system. There are huge potentials in the field of nursing and health care service in developed, Middle Eastern, and south Asian countries. The requirement of nursing and age care is more pronounced in the developed countries. If appropriate measures could be taken to train Bangladeshipotential nurses and age care providers matching the international standard, they will be able to dominate international age care

service. The first step to be taken in this regard is identification of skill and qualification need. Based on the skill and qualification need, comprehensive plan to be made to prepare nurses and age care givers following time worthy technology based HRD programme:

Figure 5.5: Nursing Training Facilities in Bangladesh



Source: (BNMC, 2020)

5.4. Profile of the Organizations Involved in HRD through Skills Training

In Bangladesh, there are a good number of public and private educational and technical institutes. These encompasses primary, secondary, and tertiary level of educational institutes. There are 38,033 Primary Schools, 25,008 New Nationalized Primary Schools, and 193 Registries Non-Government Primary School (Wikipedia). For secondary education, there are 23,500 High Schools throughout the country (Wikipedia). In addition, there are a good number of medical and nursing colleges and institutes, engineering institutes, and universities including professional universities. Details about technical and vocational institutes have been covered in the preceding paragraphs. Nonetheless, profile of some of the technical training centres and recruitment agency have been discussed in the succeeding paragraphs:

5.4.1. **Bangladesh German Technical Training Centre (BGTTC).** Details about BGTTC is highlighted in Annexure K.

5.4.2. **Trust Technical Training Institutes (TTTI).** Annexure L.

5.4.3. **SenaKalyan Overseas Employment Services Limited (SKOESL).** Annexure M.

5.5. Limitations in HRD through Skill Training

BMET conducts training on 46 trades and disciplines through its 69 TTCs (BMET, 2020). Above 9000 technical institutes under BTEB conducts technical training. Besides, there are world class education facilities in the field of general education, medical, engineering, ICT and business studies. Nonetheless, educational and technical training institutes suffer from following drawbacks (KII):

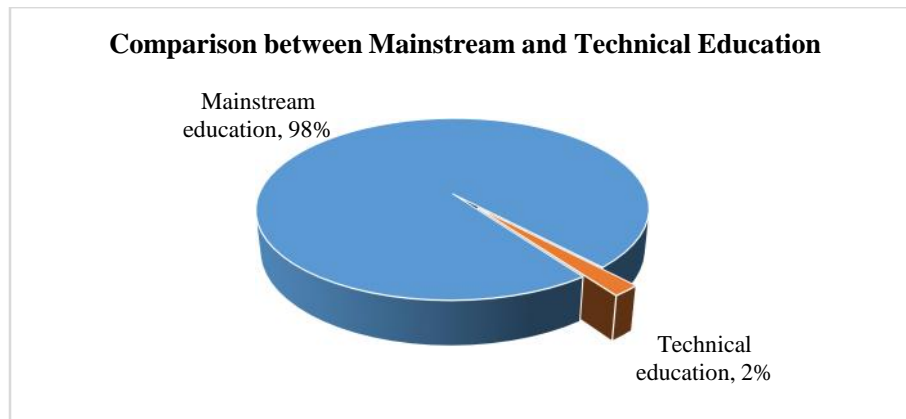
- Outdated training courses and syllabus.
- Quality of trainers, training aids, and infrastructures.
- Lack of practical oriented lessons.
- Lack of organizational training on communication and analytical skills.
- Lack of exposure to modern gadgets.
- Lack of interest among youngsters to undergo technical training.

Other limitations and drawbacks are discussed in the subsequent paragraphs:

5.5.1. **Lack of Interest among the Populace of Bangladesh.** During survey, 67% respondents either agreed or SA that, the culture of introducing technical education is not as easy as general education in Bangladesh. The opinion is substantiated by the statistics; total number of students being educated in primary, secondary, madrassa, and technical education is 27,172,545; out of which 506,556 are engaged in technical and vocational education making it only 1.8% of the total students (ILO, et al., 2014, p. xiii) (Figure 5.6). Huge difference between technical and mainstream education indicates, majority of the youngsters still prefer to pursue general education instead of technical education. Ostensible future, lack of social awareness, obsolete course and course curriculum, inadequate training facilities, infrastructural lacking etcetera are the prime causes of low turn up. 84% respondents suggest investment in training for overseas employment will

encourage more potential and unemployed youngsters for admission in technical / vocational training centres. Comparative statement between mainstream education and technical training is shown in the Figure 5.6:

Figure 5.6: Mainstream Education and Technical Training



Source: (ILO, et al., 2014, p. xiii)

5.5.2. Mismatch Between Skills Need and Skills Offered. According to the most of the key informants and the participants of FGDs, following are the drawbacks in conduct of education and training:

- Many of the courses conduct and course syllabus of various educational and technical training institutes do not match with the requirement of the day and future.
- Some of the university courses and its syllabus are obsolete to match the requirement of 4.0 IR.
- Latest internationally demanding courses like genetic engineering, robotics, AI, big data, data analysis, networking, security specialization etcetera are not yet widely available in most of the universities, institutions or specialization centres.
- There is no central regulatory body to coordinate subjects/disciplines to be taught in the universities to meet the need of the day and future. Neither NSDA nor UGC is empowered to coordinate the subjects to be taught in the universities.

5.5.3. Infrastructural Weaknesses. According to KII and FGD, Bangladeshi education and skill training infrastructure suffers from following shortcomings:

- National educational system is neither technology based nor there is any mechanism to make competent human being to adaptive to international environment.
- Most of the migrants are unaware about internationally accepted rules of behaviour, legal system of the host country, customs and etiquettes, and handling of modern gadgets.
- Some of the migrants do not have knowledge on basic hygienic and sanitation practice.
- Most of the migrants are inefficient to work in multi-cultural, religious, and ethnical environment.

5.5.4. Qualitative and Quantitative Challenges in the Field of Education. Bidisha(2012, p. 289) states that, education and practical classes face following qualitative and quantities challenges:

- In most of the classes, there are more number of students than capacity.
- Lack of teaching staff in most of the educational and training institutes.
- Poor laboratory facilities in most of the institutes.
- Inadequate books in library and education support equipment to meet the growing need.
- Curricula and examination system of some of the institutes are of sub-standard.
- Inappropriate curricula and pedagogy at primary and secondary level.
- Quality of teaching staff, and administration of educational institutions.

5.5.5. Drawback in the Field of TVET. According to Bidisha(2012, p. 292), main constraints in the field of technical education are as follows:

- Technical and vocational institutes are inadequate to meet growing need.
- Lack of interest among youngsters for technical and vocational education. The training courses conduct and syllabus are mostly out dated and education system is far behind than modern technology.

- There are gulf of mismatch between skill training impart and skill need for employment.
- Poor quality and outdated training offered in the vocational and technical training institutes.

5.5.6. Poor Socio-economic Background. Poverty and lack of interest among parents exerts pressure on students to continue their education and training. According to Bidisha(2012, p. 288), following are the obstacles towards knowledge and skill development:

- Lack of persistence and continuation of education by pupils.
- Poverty of parents.
- Engagement in different works by child.
- Early marriage of female child.
- Lack of interest and conservative attitude towards female children.
- Poor infrastructure of educational institutions.
- Inappropriate curricula and pedagogy at primary and secondary level.
- Quality of teaching staff, and administration of educational institutions.

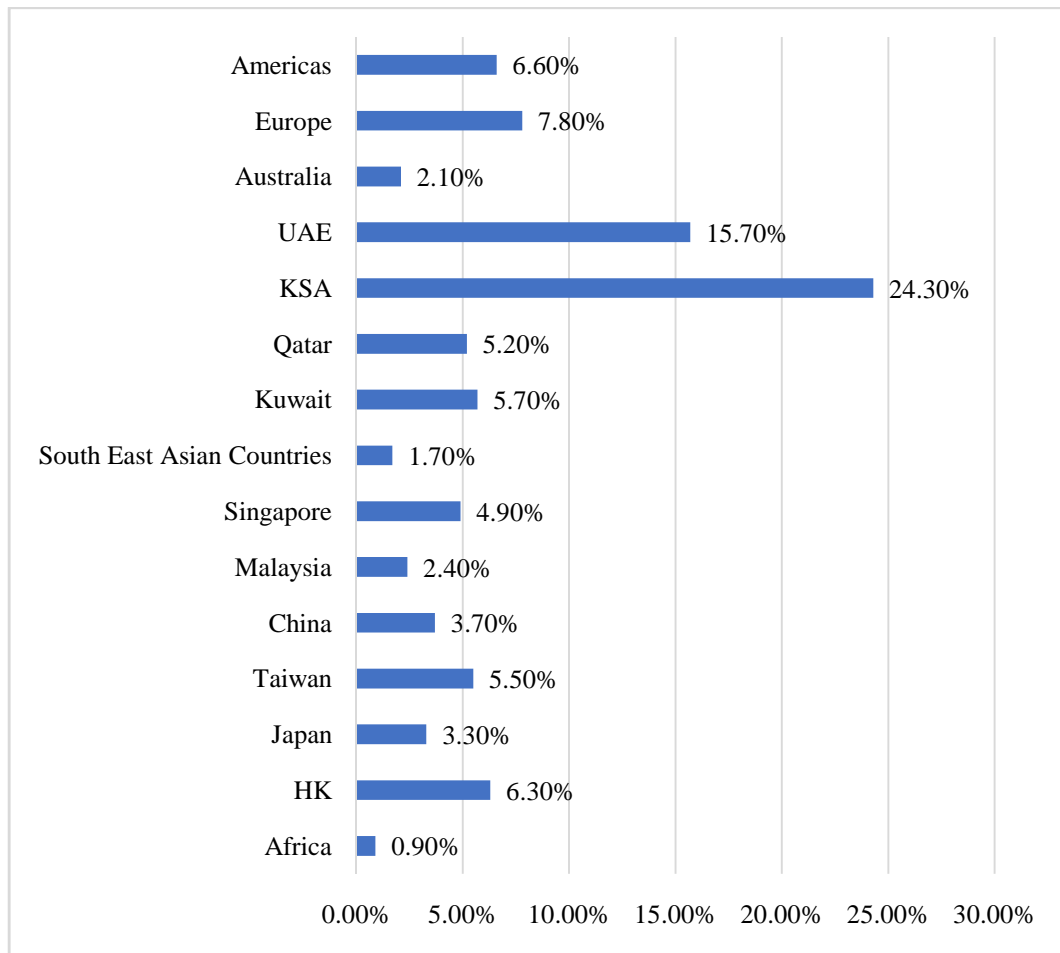
5.6. Case Study - The Secret to Philippines Success in Remittance Earning

The Philippines is the 4th largest remittance earning countries with 5.2 million Filipino remitting 34 billion USD after India, China, and Mexico (The Business Standard, 2019). Hays (Hays, 2015) states citing Richard C. Paddock, the Philippines' nurse, age care, drive heavy vehicles, sail cargo and cruise ships throughout the world. They are ‘the backbone of the new global workforce’ as articulated by the President of the Philippines. They are everywhere in the multi-disciplined and multi diversified working environment covering between low skilled labour and high skilled professions.

5.6.1. Country wise Filipino Migrants. Since 1970s, Filipinos are present throughout the world for work. Country wise Overseas Filipino Workforce (OFW) distribution is shown in Figure 5.7. According to the Philippines Statistic Authority (Philippine Statistics Authority, 2018), most of the OFW are deployed in KSA accounting 24.3% workers followed by 15.7% deployed in UAE. A significant number of

Philippines are also working in Europe and Americas accounting 7.8% and 6.6% workers respectively. Since colonial era, a significant number of Philippines working in the armed forces and medical services of USA. As the number of Philippines workers are quite encouraging in Europe and Americas (above 13%) and wage earning in those countries are also higher, therefore, overall remittance of Philippines is also higher compared to other contemporary countries:

Figure 5.7: Country wise Filipino Migration

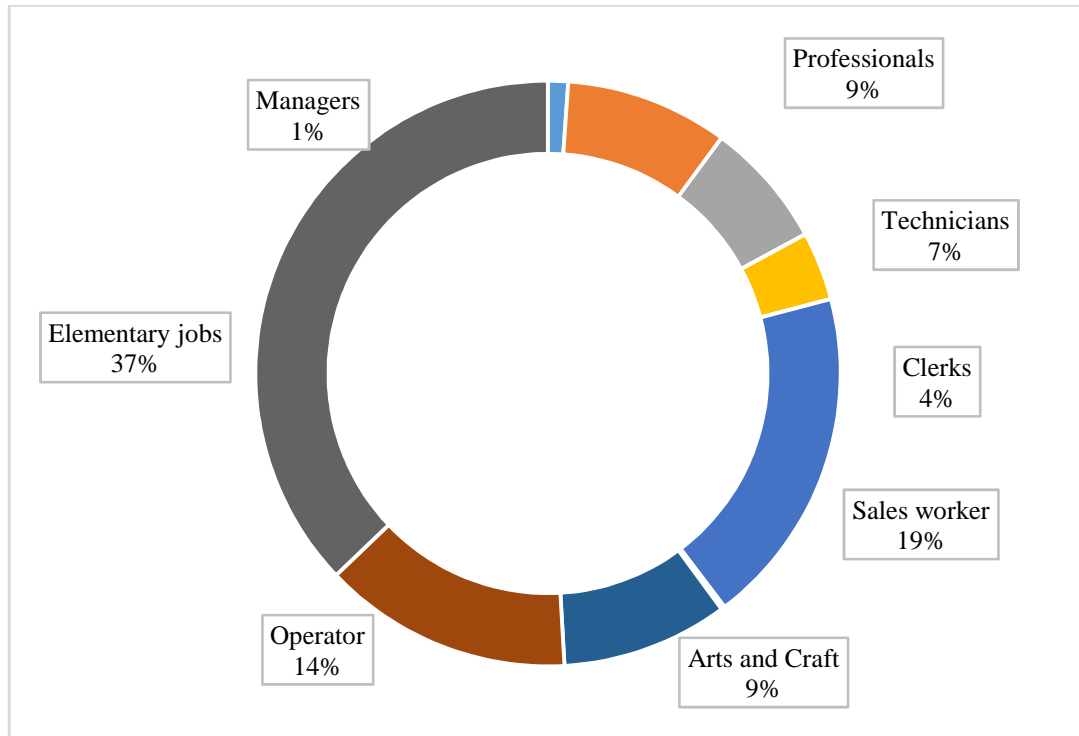


Source: (Philippine Statistics Authority, 2020)

5.6.2. OFW by Major Occupation. Filipino workers work as the members of the US Armed Forces; professionals, nurses, doctors, and healthcare service providers etcetera throughout the world. They are considered as the most competent, proficient and professional global skilled HR composed of hard, soft and life skills. OFW by major occupation is shown in Figure 5.8. According to Philippine Statistics Authority, 2020

(Philippine Statistics Authority, 2018), 9% Philippines are working as professionals, 7% technicians, 4% clerks, 19% sales workers, 9% in arts and crafts, 14% operators in different fields, 1% managerial job, and 37% working in elementary jobs. The overall statistics indicates that, a good number of Philippines are working in professional and skill related job compared to Bangladesh which is only 0.27% as professionals:

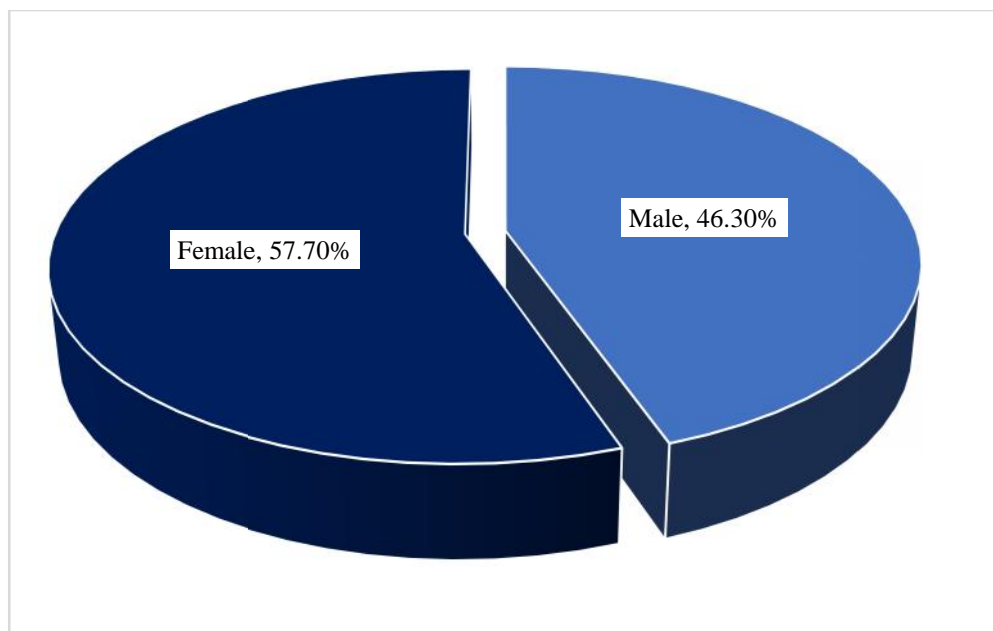
Figure 5.8: Filipino Workers by Occupation



Source: (Philippine Statistics Authority, 2020)

5.6.3. **OFW by Gender.** The proportion of female OFW is higher than male as shown in the Figure 5.9. 46.3% Filipino overseas workforces are male, whereas 53.7% Filipino overseas workforces are female. Philippines is unique in sending their female workforce throughout the world. Off late Bangladesh also started sending its female worker forces. But, exploitation and SEA cases against female workforces is more compared to male workers. Nonetheless, Philippines female migrants work as doctors, engineers, managers, receptionists, domestic aid, parlour assistant, bar attendant, hotel assistant, etcetera. In the Middle Eastern and western countries they have huge demand due to their hard work, sincerity, and professionalism. FWO in overseas countries as per gender is shown in the Figure 5.9:

Figure 5.9: OFW by Gender

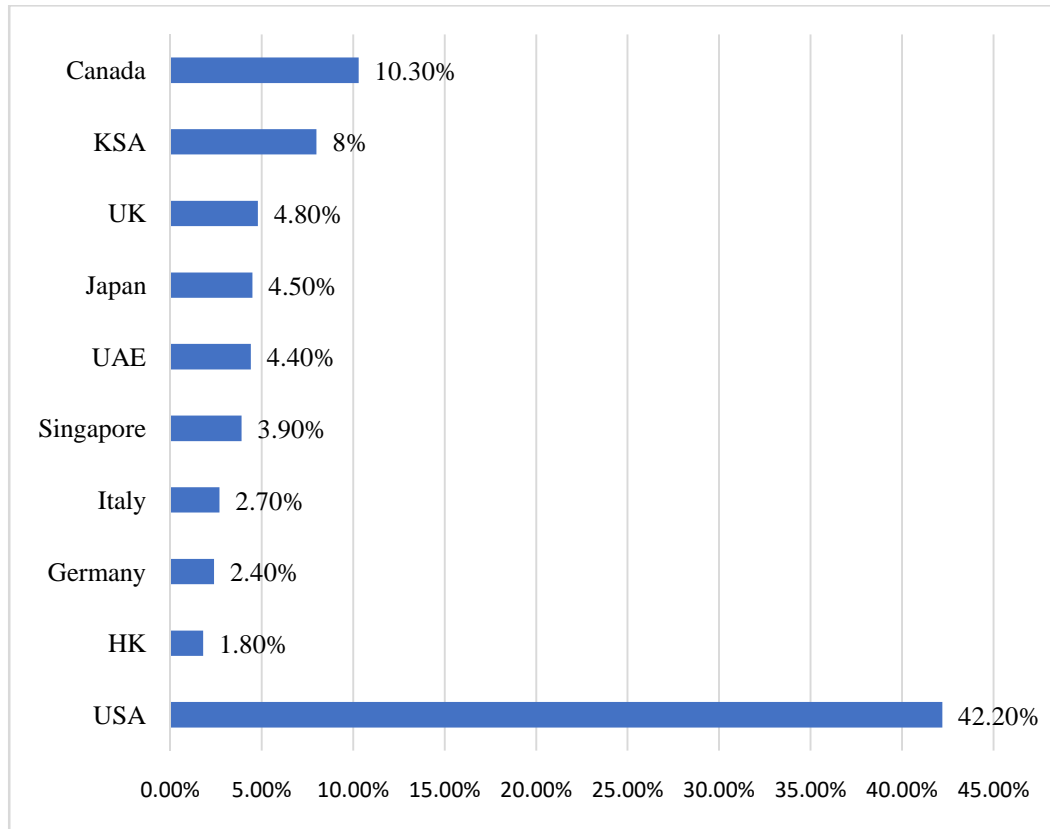


Source: Constructed based on the data (Philippine Statistics Authority, 2020)

5.6.4. **Remittance Earning.** In 2019, Filipinos received a highest record of 34 billion USD as remittance (Xinhua, 2020). KSA followed by UAE being the highest destination as shown in the figure 5.7, is not the highest source of remittance as shown in the fire 5.10. On the contrary, USA followed by Canada is the highest source of remittance. The total number of OFW population in KSA is 24.3% followed by 15.7% population in UAE. Vis-à-vis, The Philippines earn over 42.2% remittance from USA followed by 10.35% remittance from Canada. The reasons for such inconsistencies are appended below:

- More number of professionals and high skilled HR are working in the countries like USA and Canada. As discussed in the preceding paragraphs, huge number of Philippines professionals and skilled HR work throughout the world. Professional and skills HR naturally earn higher pay and allowance packages.
- Better wage and compensation package available in the developed countries like USA and Canada compared to other MENA and South Asian countries.
- Country wise Sources of Filipino Remittance earning is shown in Figure 5.10:

Figure 5.10: Source of Filipino Remittance



Source: (ILO, 2013)

5.6.5. Education and Skill Development System in Philippines. According to the Education Policy (Education in Philippines, 2020), education in the Philippines spans over a period of 14 years, i.e. 6 years of primary school education, 4 years of secondary school education, and 4 years of higher education leading to a bachelor’s degree. Details discussed in succeeding paragraphs:

- **Primary Education.** In the Primary school, students are taught local dialect, English and Pilipino as second languages. Subjects like mathematics and science are taught in English, social sciences and humanities courses are taught in Pilipino.
- **Secondary Education.** General secondary schools²¹ (90% enrol) and vocational secondary school²² are two mainstreams of secondary education. Additional stream is

²¹ *General Secondary Schools curriculum consists of language or communicative arts, mathematics, science, technology, and social sciences.*

²² *Vocational secondary school offers technical and vocational instruction on agriculture, fishery, trade/technical, home industry, and non-traditional courses with a host of specializations.*

Science Secondary Schools²³ which enrol only those displayed good results in mathematics, science, or technology at the primary school level.

- **Bachelor Degree.** Bachelor degree programs span a minimum of four years in duration. Specialization programs like agriculture, pharmacy and engineering take five years.
- **Master Degree.** Master degrees programme generally span for two years. Specialization programmes like law, medicine, and engineering need many more years as education.
- **Technical Education and Skill Development.** According to Technical Education and Skill Development Authorities (TESDA) of Philippines (Buzz, 2010), Philippines follow a Dual Training System (DTS) adapted from German model. DTS is a model that combines theoretical and practical training in the school or training centres and the company and or workshop. Both school and technical training centres take responsibility to educate and train the students comprehensively both on theoretical and practical know-how to better equip them with employable skills, work knowledge, and develop attitudes. In this system 40% classes are dedicated for training and learning in the school and 60% for practical training. The German model was first introduced in 1980s. In following years, the model received accolades of mass popularity and was replicated nationwide in public and private technical schools. Later in 1994, DTS model was institutionalized in accredited public and private educational institutions, training centres, agricultural, industrial, and business establishments. The trainees learn theory, values, good citizenship, safety, mathematics, drawing and social sciences in the school of academics and job skills using state of the art technology, good work habits, and virtues in the practical training centres or workshops.

²³ *The curriculum in Science Secondary Schools is almost like that of the General Secondary Schools.*

5.6.6. Efforts by Filipino Diplomatic Mission. Green (Green, 2018) states, Sarah Balabagan, a Filipino domestic aid in UAE was sentenced to death by firing squad as found guilty of manslaughter her employer in 1994. There was an international outcry, massive diplomatic effort and a personal appeal by the President of the UAE to the victim's family for mercy dropped execution in exchange for blood money. Through judicial proceeding, her sentence was reduced to a year's imprisonment and 100 strokes of the cane along with payment of blood money which was donated by a Filipino businessman. The incident is considered as victory of Filipino diplomats. Embassy officials kept contact with her throughout the proceedings. She returned to the Philippines in 1996 with a heroic welcome.

5.6.7. Filipino Secret of Doing So Well in Overseas Employment. Philippines possess unique quality as global workforce. They are mature, good in English Language, well mannered, well behaved, and efficient in cross cultural and religious environment. Below are some of the unique characteristics possessed by Filipino global workforce:

- **Overriding Qualities.** Hays (Hays, 2015) states, there is a strong demand for Filipino workers throughout the world mostly due to good command over English, high level of education, good image for maintaining good work relationships with their employers. They are talented and better educated than workers from countries like Bangladesh, Sri Lanka, or Indonesia. An entire bureaucracy has been created for overseas employment.
- **Legal Support.** Asis (Asis, 2017) states, as overseas employment competition spurred, difficulties about decent working environment and abuse surfaced. Filipino government augmented by civil society advocacy initiated several institutions, laws, policies for the protection of OFW and their families. This dual approach contributed to making the Philippines a major source country of workers and talent for the global labour market.
- **Employability²⁴ Skills of the OFW.** Torres (Torres, 2014) reports on 'The Employability Skills of the OFW' identified self-awareness and initiative skills are the qualities which make Filipino as global citizens and lifelong learners thus

²⁴ *Employability skills are the skills those help get employment.*

employable in the global context. This implies that, even if the academic credentials do not directly match with the job description, the Filipino graduates are even hired based on their employability qualities and skills. The study concludes that the concept of discipline-based knowledge for a job is no longer relevant as the knowledge will be outdated as new technology emerge. But the habit of continuous learning will keep people abreast with the latest innovation and prepare them suited for any job. Some of the pronounced qualities for employability of OFW is shown as follows (Torres, 2014):

- Self-awareness
- Confidence
- Listening
- Initiative
- Independence
- Self-management
- Computer literacy
- Commercial awareness
- Ability to work cross-culturally
- Ethical sensitivity
- Prioritizing
- Problem-solving

Chapter 6: Data Analysis and Ways Forward

6.1. Research Hypothesis Analysis

- **Alternate Hypothesis (H1).** More the demand based HRD through skills training, more there will be overseas employment opportunities.
- **Null Hypothesis (H0).** Demand based HRD through skills training will not impact overseas employment opportunities.
- **Independent Variable.** Demand based HRD.
- **Dependent Variable.** Overseas employment.

6.1.1. **Construct 1 –Demand based HRD through skills training.** 09 opinions / statement were articulated under construct 1 (HRD) and circulated to the environment. 120 respondents gave their valuable opinion on a likert scale from SA to SDA (value from 5 to 1). Mean and standard deviation of each of the opinions are shown in Table 6.1:

Table 6.1: Mean and Standard Deviation of Construct 1²⁵

Opinions	N	Mean	S. Dev.
HRD through Skill training in Bangladesh should be organized in consonance with the need-based requirements for overseas employment	120	4.01	.921
Needed skills and skill gap need to be identified before planning training for overseas employment	120	4.10	.915
Actual Need based training facilities to be introduced for overseas employment training and education	120	4.01	.818
Investment in training for overseas employment will encourage more potential and unemployed youngsters for admission in technical / vocational training centres	120	4.05	.887
Technical education program should be ever changing to cope with the need of the future	120	4.07	.822
Minimum 10 years of general education should be mandatory for Bangladeshi migrant workers	120	3.77	1.065
Education and training system for HRD in Bangladesh should be more practical and need based	120	4.20	.787
The culture of introducing technical education is not as easy as general education in Bangladesh	120	3.57	1.157

²⁵Data collected on a 5 point likert scale from SA to SDA (value 5 to 1).

Technical education must be preferred than general education for overseas employment	120	3.85	.936
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Source: Survey Result

6.1.2. **Construct 2 - Overseas Employment Opportunities.** 10 opinions / statements were articulated under construct 2 (overseas employment opportunities) and circulated to the environment. 102 respondents gave their view on each of the statement in a 5 point likert scale from strongly agree to strongly disagree (value from 5 to 1). Mean and standard deviation of each of the opinions are shown in Table 6.2:

Table 6.2: Mean and Standard Deviation of Construct 2²⁶

Opinions	N	Mean	S. Dev.
Smooth employment opportunities are available in overseas countries	120	3.17	1.150
Skilled human resource has more employment opportunities than unskilled	120	3.92	.922
If there are new inclusion of human resource with relevant skills, they will also have occupation opportunities abroad (if other factors remain unchanged)	120	3.71	.956
Skilled human resource able to earn more wages compared to unskilled manpower	120	4.17	.737
More the amount of wage earning, more the flow of remittances in Bangladesh	120	4.08	.811
More the inflow of remittances more the chances of investment in technical education	120	3.74	.992
Lack of basic education is the prime causes of exploitation for overseas employment	120	3.75	1.083
Concerned Bangladeshi authority should assess about the needed qualification requirement for most promising employment opportunities in overseas countries	120	3.93	.857
Considering the emerging requirement of skilled human resource in developed countries, Bangladesh Government should take effective initiatives for developing skilled human resource for overseas employment	120	4.04	.893
Bangladeshi overseas employment aspirants are susceptible to exploitation by many internal and overseas recruiting agencies	120	3.80	1.050

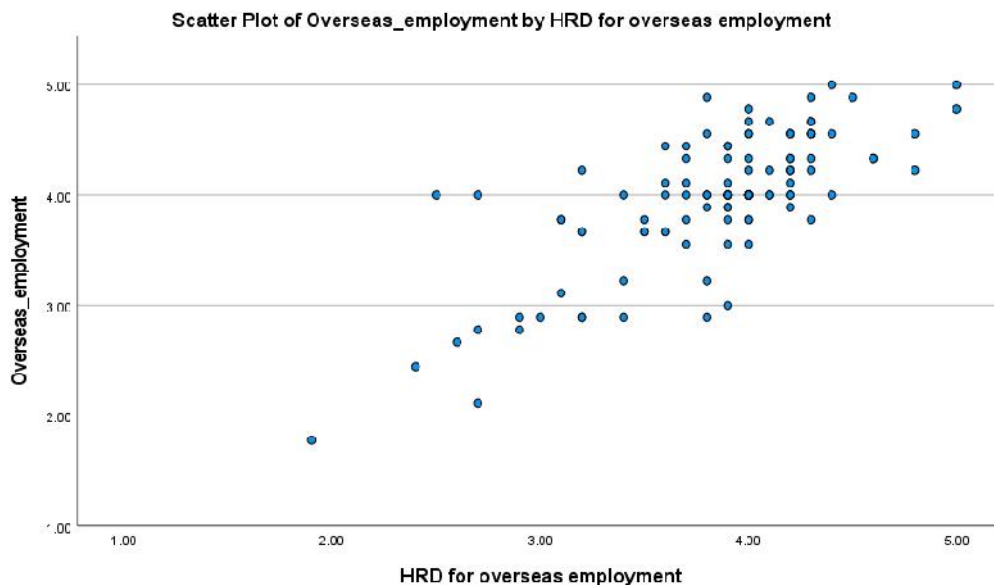
Source: Survey Result

²⁶Data collected on a 5 point likert scale from SA to SDA (value 5 to 1).

6.2. Relationship Analysis

6.2.1. **Bivariate Analysis for HRD and Overseas Employment.** According to Glen (Glen, 2014), bivariate analysis helps determine relationship between 02 variables. In this case, scatter plot is drawn using SPSS software (as shown in Figure 6.1) to determine the relationship between 02 variables namely demand based HRD and overseas employment. The question was whether there is any association between HRD and overseas employment? Apparently, there is association between the variables as shown in the scatter plot. The next question was whether there is liner or nonlinear relationship. The plot indicates a linear relationship, but not exactly linear. However, it is not clear, whether there is strong linear relationship or not. Therefore, we have to rely on mathematical measurement, known as Pearson Correlation Coefficient (denoted by r), that determines how strong the linear relationship between HRD and Overseas Employment. Pearson correlation analysis is done in succeeding paragraphs. Scatter Plot between HRD and Overseas Employment is shown in Figure 6.1:

Figure 6.1: Scatter Plot between HRD and Overseas Employment



Source: Bivariate Analysis through SPSS Software

6.2.2. **Pearson's Correlation.** According to Kentstate(Kentstate, 2020), Pearson's correlation (denoted by r) measures the strength of linear association between 02 numeric variables. r is bounded by $-1 < r < 1$. As r gets closure to 1 or (-1), the linear association

becomes stronger, as r gets closure to 0, the linear association becomes weaker. In this case, Pearson Correlation 0.753 as shown in Table 6.3 indicates that, there exists a strong positive linear association between demand based HRD through skills training and overseas employment. The significance (p value) value 0.000, indicates that, the relationship is statistically significant since 0.000 (p) is less than (<) 0.05:

Table 6.3: Correlations between Independent and dependent variables

		Demand based HRD	Overseas employment
Demand based HRD	Pearson Correlation	1	.753**
	Sig. (2-tailed)		.000
	N	119	115
Overseas employment	Pearson Correlation	.753**	1
	Sig. (2-tailed)	.000	
	N	115	116

** . Correlation is significant at the 0.01 level (2-tailed).

6.2.3. **Coefficients.** The coefficients table provides information to predict dependent variable from independent variable. Coefficient Table 6.4 shows that, 01 (one) unit increase in demand based HRD through skills training will result to 0.849 unit increase in overseas employment. According to Glen (Glen, 2014), standardized coefficient Beta compares the strength of the effect of independent variable to the dependent variable. In this case, there is strong effect of demand based HRD to overseas employment as Beta value is 0.753:

Table 6.4: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.713	.271		2.635	.010
Demand based HRD	.849	.070	.753	12.167	.000

a. Dependent Variable: Overseas employment

6.2.4. **Linear Regression Analysis.** The model summary table reports the strength of the relationship between independent and the dependent variable. R (multiple correlation coefficient) value 0.753 indicates strong relation between demand based HRD and overseas employment opportunities. R Square value .567, the coefficient of

determination, is the squared value of the multiple correlation coefficient. It shows that 56.7% of the variation in time is explained by the model (Table 6.5):

Table 6.5: Linear Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.753^a	.567	.563	.39591

a. Predictors: (Constant), HRD for overseas employment

6.2.5. **ANOVA.** The ANOVA table is used to check whether there is a statistically significant relationship between variables. The Sig. column in Table 6.6 indicates 0.000 value which is less than (<) 0.05. This implies (Sig.) that, there is a statistically significant relationship between demand based HRD and overseas employment opportunities:

Table 6.6: ANOVA Table

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.203	1	23.203	148.028	.000^b
	Residual	17.712	113	.157		
	Total	40.915	114			

a. Dependent Variable: Overseas employment
b. Predictors: (Constant), Demand based HRD

6.2.6. **One Sample T Test (Hypothesis Testing).** One sample t test for both the constructs at 95% confidence level has been done and the result shown in Table 6.7. Mean values of the constructs are 3.82 and 3.97 for demand based HRD and overseas employment opportunities, respectively. In a 05 (five) point likert scale, the mean value between 3.41 and 4.20 or between 3.01 and 4.00 indicate population ‘agreed’ with the constructs and opinions. Hence, alternate hypothesis is proved:

Table 6.7: One Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
HRD for overseas employment	119	3.8294	.53494	.04904
Overseas employment	116	3.9751	.59648	.05538

In the table 6.8, Sig. (2 tailed) or p value for both the constructs is 0.00. Ideally, p value lower than 0.05 indicates less support for the null hypothesis. As 0.00 is less than (<) 0.05, so the null is rejected:

Table 6.8: One-Sample Test

	t	df	Sig. (2-tailed)	Test Value = 0		
				Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper	
Demand based HRD	78.091	118	.000	3.82941	3.7323	3.9265
Overseas employment	71.776	115	.000	3.97510	3.8654	4.0848

6.2.7. Concluding Remarks on Scientific Analysis. In the light of the above scientific analysis, it is proved that, more the demand based HRD through skills training, more there will be overseas employment opportunities, thus alternate hypothesis is proved. On the contrary, null hypothesis 'demand based HRD through skills training will not impact overseas employment opportunities' is rejected.

6.3. Stakeholders' Analysis

6.3.1. According to Project mangment.com (Project Management.Com, 2020), often a project's success depends more on stakeholders than getting done on time, budget, and scope. Project stakeholders are those, whose interests may be affected as a result of project implementation. Therefore, they are to be considered in achieving project goals. The stakeholder management processes for a project involves following six activities(Project Management.Com, 2020):

- Identification of all stakeholders.
- Ascertain stakeholders' need.
- Assessing interest and influence of relevant stakeholders.
- Identify stakeholders' expectations and management.
- Take necessary actions.
- Review and repeat.

6.3.2. After identification of all stakeholders needs; analyse their interests and influence. Having done with the analysis of interest and influence, map their names visually using a power-interest grid for the next step. After putting the names of the relevant stakeholders on the basis of their power and influence in the four square model, formulate strategy according to the Power – Interest Grid Matrix. Power Influence Grid Matrix is shown in Figure 6.1. Stakeholders, those are placed in the High Power –High Influence square, they are to be managed closely. Stakeholders, those are placed in the High Power – Low Influence square, they are to be kept satisfied. Accordingly, next group of stakeholders to be monitored with minimum effort and the last group to be kept informed.

6.3.3. In order to formulate a comprehensive strategy for HRD, overseas employment, and remittance earning, stakeholders’ analysis has been done in subsequent paragraphs:

6.3.4. **Lead Ministry.** MoEWOE.

6.3.5. **Approvers.** Consent of following governments, ministries, organizations and divisions is necessary:

- Government of HR receiving country.
- HR Employers.
- Ministry of Education.
- Ministry of ICT.
- Ministry of Labour.
- Ministry of Foreign Affairs (MOFA).
- NSDA.

6.3.6. **Supporters / Constrainers.** Stakeholders who may provide or withdraw support are listed below:

- Ministries and organizations involved in skill development (Annexure H).
- Ministry of Home Affairs.
- IOM.
- ILO.
- UN.
- Bangladesh Bank (BB).
- UGC.



- Bangladesh High Commission in HR destination countries.

6.3.7. **Beneficiaries / Losers.** Following stakeholders will be beneficiary or losers for any new policy or program regarding HRD and overseas employment:

- Recruiting agencies.
- Travel agencies.
- BAIRA.

6.3.8. **Stake Holders’ Impact.** Stake Holders’ Impact through a Power Grid Matrix in respect of demand based HRD through skills training and overseas employment has been done and shown in Figure 6.2:

Figure 6.2: Stakeholders Impacts

 I M P O R T A N C E	High Importance, Low influence	High Importance, High Influence
	Ministry of Labour Ministries and organizations involved in skill training (Annexure H) Ministry of Home Affairs	MoEWOE Ministry of Education MOFA HR Employers Government of HR Receiving Countries Ministry of ICT NSDA
	Low Importance, Low influence	Low Importance, High Influence
	ILO IOM UN UGC International Conventions on migration, labour rights, and working condition	Bangladesh High Commission in HR destination countries Recruiting agencies Travel agencies BAIRA BB
	I N F L U E N C E 	

Source: Constructed based on the theory of Stakeholders Analysis (Project Management.Com, 2020)

6.3.9. Strategies based on Stakeholders' Analysis

- **High Importance, High Influence.** Maintain close liaison with the relevant stake holders of the Governments of the HR receiving country and employers and keep them on board to promote overseas employment. Besides, close contact and liaison to be maintained with Ministry of Education, MOFA, and Ministry of ICT.
- **High Importance, Low influence.** Concerned ministries and authorities to be supplied with relevant information on skill requirement and employment opportunities to receive necessary support for promotion of remittance inflow.
- **Low Importance, High Influence.** Relevant ministries, organizations and authorities to be kept informed to facilitate overseas employment.
- **Low Importance, Low influence.** Monitor latest development with IOM, ILO, and UN for matters related to international conventions on migration, labour rights, and decent working condition.

6.4. SWOT Analysis

6.4.1. Griffin (Griffin, 2013, pp. 207-209) states, SWOT analysis is an effective tool to exploiting organization's strengths and opportunities, neutralizing threats, and avoiding weakness. Demand based skills development and overseas employment have been analysed through SWOT model as shown in Figure 6.3:

Figure 6.3: SWOT Analysis – Demand Based HRD for Overseas Employment

Strengths	Weaknesses
------------------	-------------------

<ol style="list-style-type: none"> 1. Abundant trainable and adaptive young HR. 2. Well-structured policies and implementation agencies, i.e. ministries, NSDA, UGC, and Labour attaches etcetera. 3. TVET institutes. 4. Diploma institutes. 4. Higher technical institutes, i.e. engineering, agricultural, and medical etcetera. 5. Higher general educational institutes. 6. Specialization institutes. 	<ol style="list-style-type: none"> 1. Mostly unskilled and illiterate HR. 2. Age old theory based education system. 3. Insufficient practical lessons and irrelevant syllabus. 4. Lack of institutional training on soft and life skills. 5. Lack of exposure to modern gadgets and technology. 6. Lack of demand based TVET. 7. Lack of demand based professional courses. 8. Quality of instructors and training aids. 9. Non-accreditation of training institutes. 10. Image. 11. Naïve labour diplomacy.
Opportunities	Threats
<ol style="list-style-type: none"> 1. Employment opportunities for hi-tech professionals and skilled HR. 2. Opportunities in emerging economies, i.e. LAC, East Europe, ASEAN countries, and African countries. 3. Scopes for accreditation of TTCs with HR receiving destination. 	<ol style="list-style-type: none"> 1. Ever changing technological transformation. 2. Competition with migration origin countries. 3. Conservative attitude of few of the governments. 4. Human rights violation by some of the employers.

Note: Constructed based on data discussed in the preceding chapters

6.4.2. Strategies Using Strengths to Take Advantage of Opportunities. As follows:

- Abundant HR to be trained on demand based skills, i.e. age care, nursing, pathologists, medical assistant, physiotherapists, mason, electrician, plumber, rod binder, pipe fitter, and welding etcetera.
- In addition to doctors, engineers, lawyers, statisticians, teachers; professional category and high skilled HR to be trained on AI, genetic engineering, web designing, data editing, data management, and security specialization etcetera.
- Professional and skills training institutes should periodically review courses, syllabus, and mode of conduct to remain relevant with ever changing technological transformation.

- BMET and BTEB in coordination with NSDA to take effective steps to upgrade all available TTIs to transcend to the global standard.
- Diplomatic missions to take effective steps to gain accreditation of TTCs and TTIs with the HR receiving countries.
- Proactive diplomatic effort to be initiated to explore new employment opportunities in emerging economies of ASEAN, LAC, East European, and African countries.

6.4.3. Strategies using Strengths to Avoid Threats. As follows:

- Accelerate the training to making demand based skilled HR faster than other competitor countries to exploit employment opportunities.
- Bangladesh High Commissions to maintain diplomatic engagement with the relevant stakeholders of the manpower receiving countries to protect the rights of the workers, and ensure decent working environment.

6.4.4. Strategies to Overcome Weakness by Taking Advantages of Opportunities.

As follows:

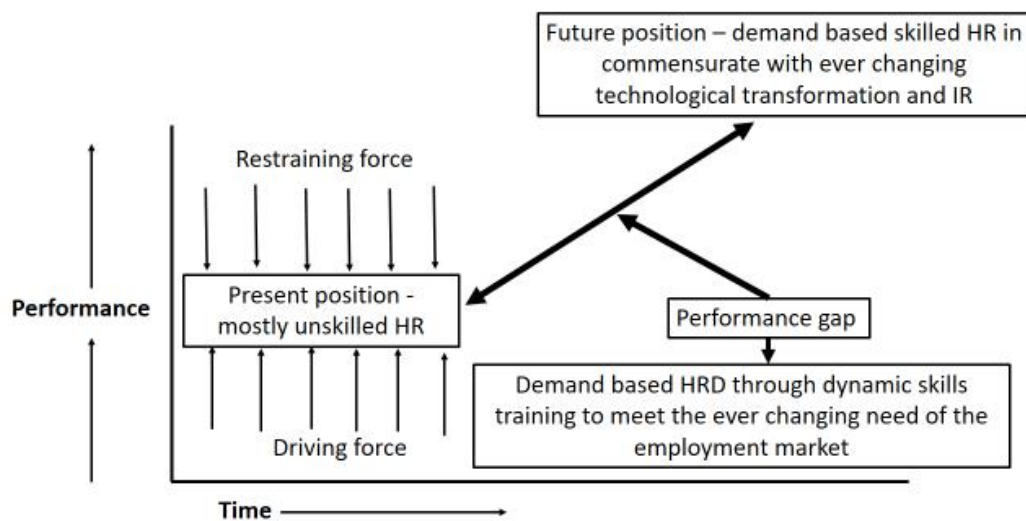
- Appropriate authorities may work on German DTS model followed by the Philippines or innovate state of the art model to prepare demand based skilled HR, i.e. STEM, soft skill, life skills, learning skills through life-wide and lifelong learning.
- PDT offered by BMET should be the pre requisite for emigration to ensure learning on rules, regulation, culture, laws, language, and religion of the destination country.

6.5. Performance Gap Analysis

Wilson (Wilson, 2012, p. 84) states, the gap analysis approach involves a consideration of where the organization is presently placed and where it would like to sit in due course of time. As per Figure 6.4, presently Bangladesh has abundance of unskilled labours, but it is not happy with its present standing rather the country would like to progress and grip the opportunity pledged by 4.0 Industrial Revolution. There are enormous potentials and abundant overseas employment opportunities for skilled human resource. Hence, Bangladesh would like to transform its human burden to skilled human resource. To overcome the performance gap and reach the future position, Bangladesh needs to

implement new initiative for breaking out from current constraints that are holding it back. The primary performance gap is demand based skilled HR in commensurate with the market demand. As shown in the Figure 6.4, presently majority of the Bangladeshi youngsters work as unskilled or less-skilled construction labours in the overseas countries. In near future, the country intends to create demand based skilled HR in commensurate with dynamic technological transformation. To overcome the performance gap and reach to the future position, Bangladesh needs to create ‘demand based HRD through dynamic skills training system’:

Figure 6.4: Gap Analysis

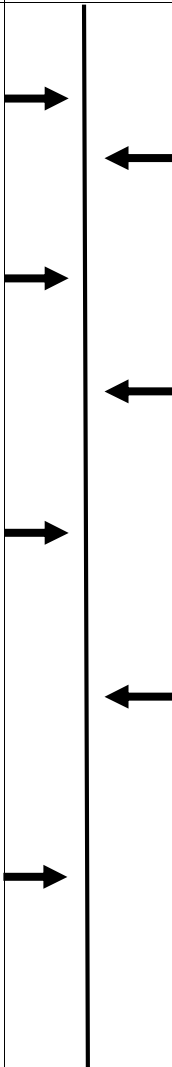


Source: Constructed based on Performance Gap Analysis Model (Wilson, 2012, p. 84)

6.6. Force Field Analysis Model

Lewin(Wilson, 2012, p. 83) states, Force Field Analysis model is a worthwhile tool to identify driving and resisting forces for achievement of the future intended position. In this study, force field analysis has been done to identify most prominent driving and resisting forces promoting and hindering achievement of future intended position respectively. Force Field Analysis model prepared on the basis of demand based skills training and overseas employment is shown in the Figure 6.5. The concerned authorities are to take effective steps to promote driving forces. New initiatives and measures to be taken to nullify and or diminish resisting forces:

Figure 6.5: Force Field Analysis

Driving Forces	Status quo	Resisting Forces
<ul style="list-style-type: none"> • Primary education • Secondary level education – general, madrasa, technical • TVET • Diploma engineering in various fields including marine, nursing, and medical assistance • Higher educational – General, technical, medical, agriculture, ICT, miscellaneous • Government regulations and policies • Regulating agencies, i.e. ministries, NSDA, UGC, general and technical education Board • Recruiting agencies and associations, i.e. local and foreign • Employment opportunities • Diplomatic missions 		<ul style="list-style-type: none"> • Age old theory based teaching system • Inadequate capacity, absence of technology, lack of practical lessons • Obsolete courses, syllabus, quality of instruction, poor training infrastructure, and training aids • Mismatch between courses offered and market demand, lack of exposure to modern technology • Absence of institutional training on market oriented demanding skills, i.e. soft skills, life skills, and professional hard skills • Neither NSDA nor UGC coordinate training courses conduct at tertiary level • Illiterate, unprofessional and low skilled image • Naïve and reactive diplomacy • Emerging competitors and unethical practice by recruiting agencies • Poor implementation of policy

Source: Constructed based on Lewin's Force Field Analysis Model (Wilson, 2012, p. 83)

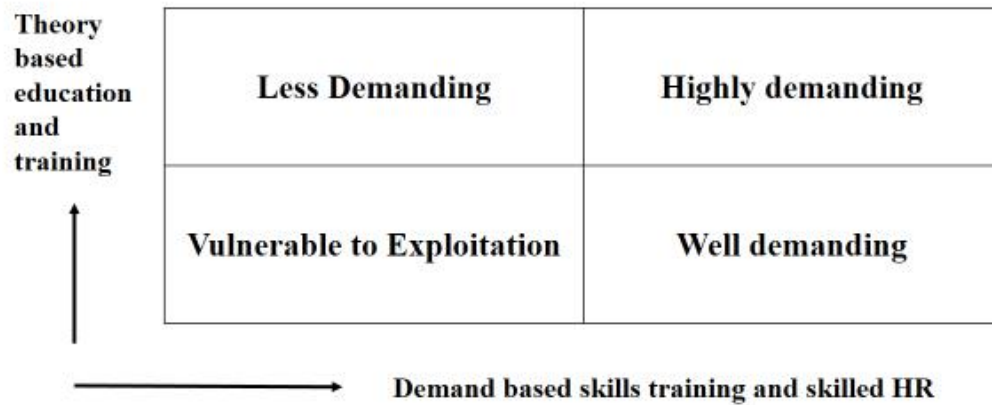
6.7. Ways Forward

6.7.1. To remain relevant in the highly dynamic global market, demand based technical skills get precedence over only theory based education.

6.7.2. Education being the bedrock of all forms of HRD, minimum 10 years of education is suggested as the eligibility criteria for overseas employment.

6.7.3. Relative importance of technical know-how and theoretical knowledge is shown in a diagram as Figure 6.6:

Figure 6.6: *Importance of Technical Know-How and Theoretical Knowledge*



Note: Level of wage is directly proportionate to the level of demand, more the demand - more the wage

6.7.1. Employment opportunities are emerging in the countries of growing economies, i.e. South America, LAC, ASEAN, East Europe, and African countries. Hence, diplomatic initiatives to be taken with potential migration destination countries to promote overseas employment.

6.7.2. There are huge employment opportunities for professionals and skilled HR in the developed, South Asian and manpower hungry MENA countries. Therefore, diplomatic efforts to be taken to further widen the scope of sending skilled HR to those countries.

6.7.3. Bangladesh should resort to comprehensive HRD programme to create corps of professionals and highly skilled HR who are effective and efficient in the most promising highly demanding occupations in commensurate with the 4.0 IR. However, following disciplines will need huge number of skilled HR in near future:

- Different disciplines in marine engineering, i.e. engine operators, engine room technicians, pipe fitters, fire fighters, navigation experts, handling of goods, loading and unloading specialists, culinary service etcetera.
- Plumber, mason, electrician, pipe fitter, rod binder, and welding etcetera specialists will be required in the construction and real estate sector.
- Nursing, age care, medical assistance, pathology, physiotherapy, and pharmacy management etcetera will be in high demand in the developed countries.

- Driver, automobile technicians, security specialists, computer operator, sales staff, restaurant staff, and culinary service etcetera will be required throughout the world.

6.7.4. Professionals and high skilled HR with theoretical and technical knowledge i.e. doctors, engineers, teachers, lawyers, pharmacists, nanotechnologists, biotechnologists will ever remain highly demanding.

6.7.5. Demand in the following specialization will continue to grow. Hence, special arrangement to be made to introduce following courses in various educational and technical institutes:

- AI.
- Robotics.
- IoT.
- Autonomous vehicles.
- 3-D printing.
- Data analysis.
- Security analysts.
- Big data handling.
- Computer programming and web-designing.
- Quantum computing, etcetera.

6.7.6. As the technological transformation is taking place at whirlwind speed, traditional method of job specification²⁷ will be obliterated. Following individual skills set will remain ever demanding. Hence, systematic institutional training to be imparted on following universal skills requirement:

- Human talents.
- Art of handling situations.
- Intellectual capability.
- Interpersonal behavioural skills.
- Communication and analytical skills.

²⁷ *Job specification specifies about minimum acceptable human qualities that allows to perform a job.*

- Self-assertiveness and self-resolve.
- Self-discipline.
- Learning skills.
- Mastery of working in cross cultural environment etcetera.

6.7.7. Nation education system to be viewed holistically to make a paradigm shift from age old theory based memorization oriented lessons to technology based practical learning. Following points are emphasized:

- National education and training system should match with the ever transforming technological shift.
- Course conduct, syllabus, mode should match with the global market.
- Increase investment in the TVET to enhance the equality of teaching staff, training aids, and introduction of state of the art equipment to make TVET popular among the youngsters.
- Increase number of technology based practical lessons in all streams and tire of education and training.
- Communication and analytical skills, interpersonal behavioural skills, and hygiene and sanitation practice should be part of national educational curricula.

6.7.8. German DTS model adapted by the Philippines proved to be highly effective for technical enhancement. Appropriate authority may work on German or any other north European model to introduce state of the art system for time worthy technical training.

6.7.9. Accelerate the process of skill making faster than other competitors to exploit the fleeting opportunities.

6.7.10. Labour attaches should maintain a data base of potential employers and maintain constant contact to gain first-hand information about employment opportunities.

6.7.11. All aspirants should be trained about rules, regulation, culture, laws, language, and religion of the destination country under the responsibility of MoEWOE. Pre Deployment Training (PDT) should be strictly enforced prior to issue of Smart Card.

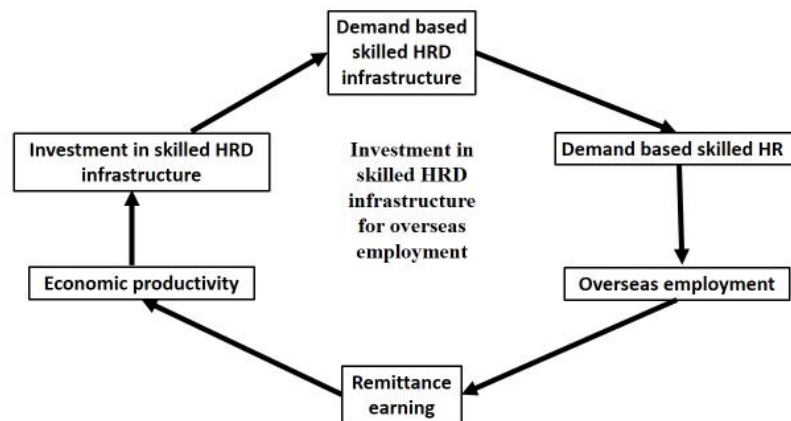
6.7.12. NSDA should be empowered to regulate and impose demand based courses and syllabus to match with the global job market.

6.7.13. **Miscellaneous Issues.** As follows:

- Government agencies to remain vigilant and proactive to prevent unethical acts of recruiting agencies.
- Effective steps to be taken to lower the migration cost.
- Present system of 2% incentive for money transfer should continue to discourage HUNDI business.
- Digitalize the system of recruitment to curve dominance of middleman and recruiting agencies.
- BMET to maintain a national data bank of potential aspirants and adopt digitalization for selection and financial transaction.
- MoEWOE to devote for effective policy implementation to reintegrate and rehabilitate returnees.

6.7.14. In the light of the above discussions, it is evident, investment in the demand based HRD through skills training will pave the way for overseas employment. Overseas employment will generate resources for further investment – thus there will be economic productivity and development. Investment in demand based HRD through skills training spiral is shown in Figure 6.7:

Figure 6.7: Investment in Demand Based HRD through Skills Training spiral



Note: The diagram is prepared in accordance with the theoretical framework

Chapter 7: Summary Conclusions and Policy Recommendations

7.1. Summary

7.1.1. Remittance earning through overseas employment has been considered as one of the vital sources for GDP and national development. Over 10 million overseas workers send more than 18 billion USD which is the second highest source for GDP after apparels sector in Bangladesh.

7.1.2. Bangladesh's overseas employment is infested with lots of challenges and opportunities. Challenges emerged due to rapid technological transformation, as most of the Bangladeshi expatriates are unskilled and less-skilled. With the rapid emergence of technology, calling for a cab, booking a ticket, confirming a comfortable seat for air flight, and booking for a holyday trip on-line etcetera are already happening all around us which were beyond imagination before decades. Further, the 4.0 IR has brought

phenomenal transformation through AI, robotics, the IoT, 3D printing, genetic engineering, and quantum computing etcetera.

7.1.3. Almost 60% of Bangladeshi population are of working age and 35% of them consists of the youth. Only 1.07% of those 35% possess skill development training and even these 1.07% are not properly skilled. The world is now shifting from human interactive system of business to machine oriented automation and digitalization. Hence, Bangladeshi unskilled workers are likely to face job cut, if they do not reskill and up-skill themselves.

7.1.4. Lack of proper education and skills, poor communication and analytical skill, ignorance about the legal system of the host country, lack of understanding about the rules of behaviour, and inefficiency in working in cross cultural environment are some of the glaring shortcomings of Bangladeshi overseas workers. The overall education and training system is not technology oriented and do not address essential aspects of soft and life skills, i.e. communication and analytical skill, interpersonal behavioural skills, and cross cultural orientation etcetera.

7.1.5. The future job aspirants are also likely to be denied appropriate employment if country's HRD programme is not dynamic enough to meet modern technological requirements. No technical knowledge or skillset would last forever, but a habit of continuous learning would keep individual abreast with the latest happenings to adapt to ever changing technological evolution.

7.1.6. TVET programme lacks need based technology orientated modern courses and burdened with age old syllabus, training aids and staffs, poor instructional facilities and infrastructure. Almost 23 ministries and 29 organizations and departments conduct skill training in Bangladesh. Realizing the importance of skill training, a coordinating body namely NSDA headed by honourable Prime Minister has been formed to synchronize skill training of all the concerned ministries and departments.

7.1.7. There are huge potentialities and job offers to Bangladeshi professionals and high skilled HR by manpower shortage developed countries. In response to those offers, Bangladesh often had to decline job offers due to shortage of professionals and skilled HR. Besides, professionals and skilled HR representation is gradually declining.

7.1.8. Bangladeshi workers especially in MENA and SA countries suffer from multifaceted difficulties like exploitation, low wage, poor working environment, substandard accommodation, and SEA by female workers. Most of the Bangladeshi migrants do not have any contact or sufficient idea about Bangladeshi Mission abroad.

7.1.9. Bangladeshi Labour Attaches are not yet workers friendly. They are engaged in many non-labour related affairs, hence they are unable to dedicate for promotion of overseas employment and remittance earning.

7.1.10. Government officials and bureaucrats prefer sending more unskilled HR instead of professionals and skilled HR with the plea that, unskilled migrants from MENA and SA countries send more remittance than skilled and professional HR working in the developed countries. The statement has been disproved in the process of discussing in the preceding chapters.

7.1.11. More the HRD through skills training, more there will be overseas employment opportunities has been articulated as the research hypothesis that has been scientifically tested and proved.

7.1.12. In line with the research hypothesis, the theoretical framework of the research has been formed as, 'more the demand based skilled HRD infrastructure to meet the skills need of the global workplace, more there will be need based skilled HR for overseas employment, overseas employment will generate added remittance and greater economic productivity, thus there will be increased resources for further investment in need based skill HRD infrastructure.

7.1.13. The present skills standard and intended future position has been analysed through gap analysis approach proposed by Wilson. In accordance with Wilson's Performance Gap Analysis model, Bangladesh needs to have sufficient number of skilled HR in commensurate with 4.0 IR.

7.1.14. Later, the driving and the restricting forces to achieve desired international skill standard has been analysed using Lewin's Force Field Analysis Model. According to the model, theory based obsolete education system without practical leaning, lack of soft and life skill training, absence of competent regulatory body to lessen the suffering of migrants, and image of the country are the restricting forces working against achieving the desired level of skills development.

7.1.15. Finally, the research suggests, theoretical knowledge combined with technical know-how enjoys highly demanding employment opportunities. On the contrary, migrants without any of the qualities, i.e. either technical or theoretical are highly vulnerable to severe exploitation.

7.2. Conclusions

7.2.1. Bangladesh being the most populous countries of the world resorted to overseas employment since the 1970s. Overseas employment had been one of the most significant means for employment and foreign currency earning. The trend of migration for employment and remittance earning is still on the rise. Presently, Bangladesh stands as the 6th largest migration origin country, but unfortunately the country is not within the list of top 10 remittance earning countries. There are multiple of reasons for not being able to synchronize between migration and remittance growth. Low skills set, poor educational background, and poor communication and interpersonal behavioural skills etcetera disqualify many of the Bangladeshi expatriates for highly demanding skilled jobs. As a result, expatriates are often exploited, harassed, abused, and compelled to work in dirty, dangerous, and demeaning working environment with low wage and compensation package.

7.2.2. In the light of the foregoing discussions, the subject demands a holistic approach to explore overseas employment opportunities, ascertain skills need for those opportunities, identify skills gap and its impact on overseas employment, and analyse skills training infrastructure to impart demand based skills training for overseas employment. Therefore, the main objectives of the research has been drawn as ‘to ascertain most demanding skills need and analyse HRD infrastructure in Bangladesh to imparting demand based skills training for overseas employment’.

7.2.3. The research followed a combination of quantitative and qualitative method. The quantitative data was collected from a stratified survey sample (n=120) on judgemental and convenience method using a pre coded survey statements consisting 19 opinions on a likert scale. The qualitative data were collected by employing specific tools like KII, FGD, and case study. Besides, qualitative information were also collected through study of relevant books, publications, journals, reports, newspaper, and internet searches. The research hypothesis 'more the demand based HRD through skills training, more there will be overseas employment opportunities' has been analysed and tested using SPSS software. The study found that, there is a direct relationship and effect of demand based HRD through skills training overseas employment ($r = .753$). There is also a strong positive linear relationship between demand based HRD through skills training and overseas employment ($r = .753$).

7.2.4. Remittance earning through overseas employment had already been proved to be the prime contributor to the GDP and keeping the unemployment rate stable at 4.2% since the 1990s. Future overseas employment market has both challenges and opportunities. Rapid technological transformation and adoption of machine from man is the greatest challenges for Bangladeshi migrants, as most of expatriates are less-skilled or un-skilled HR. However, if the unskilled abundant HR of Bangladesh are trained on demand based skills through well planned and comprehensive HRD programme, the challenges of today would turn in to opportunities tomorrow. Many developed countries are facing negative growth rate of population and many nations are bearing the load of aged population. They need huge skilled HR to maintain their economic wheel rolling and to nurse their aged population.

7.2.5. There are enormous employment opportunities in the field of age care, nursing, and physiotherapy in the negative growth rate countries like Japan, Germany Ukraine, Lithuania, Romania, Estonia, Moldova, Croatia, and Hungary etcetera. MENA countries will also remain manpower hungry for construction of infrastructures and they also need skilled HR in the field, i.e. plumbers, pipe fitters, rod binders, masons, and welding etcetera. High skilled HR will have demand from throughout the world. AI, robotics, IoT, autonomous vehicles, 3-D printing, biotechnology, nanotechnology, materials science,

and quantum computing etcetera have already emerged as the highly demanding skills all around.

7.2.6. No education or skills training will remain relevant for long. Today's skills will be obsolete tomorrow. But, a habit of continuous learning will keep oneself abreast with the latest technology and keep relevant for any job for all the times. There will be less demand of theory based highly educated HR. Certain universal skills such as talent, intellectual capacity, adaptability, communication and analytical skills, interpersonal behavioural skills, ability to work in cross cultural environment will be the basic and elementary eligibility criteria for any future appointments.

7.2.7. In many cases, Bangladeshi migrants could not display minimum professionalism while discharging their duties in overseas. Some of them even failed to understand instructions, follow up procedures, and response to the challenges of modern management system. Lack in cultural awareness, poor communication skills, poor language skills, poor behavioural skills, physical unsuitability for construction work, and lack of technical skills etcetera are the skills gap of many of the expatriates. The above mentioned skills gap has ripple effect on overseas employment in the form like reduced HR demand from the employers, job termination, low wage and compensation package, demeaning working environment, etcetera.

7.2.8. In Bangladesh, 02 ministries are responsible for education and skills development, i.e. Ministry of Primary and Mass Education and Ministry of Education. There are 03 streams in the secondary education, i.e. general, madrasah, and technical education. A good number of ministries, departments, industries, NGOs, and INGOs conduct education and skills development programme in Bangladesh. To harmonize and synchronize skills development, NSDA coordinates skills training organized by 23 ministries and 29 government organizations and departments. NSDA also coordinates training organized by BMET and BTEB. BMET conducts training on 46 trades and disciplines through its 69 TTCs. BTEB coordinates and regulates training activities of 9000 technical institutes of all types. BTEB is also responsible to confer diploma engineering certificate in multiple fields i.e. diploma in health technology & services, fisheries, jute, agriculture, textile, and forestry etcetera.

7.2.9. There are 46 public, 105 private and 03 international universities of all categories available in Bangladesh. These universities offer graduation degree on general, technical, medical, agricultural, and specialized disciplines. Diploma in Nursing and BSc in Nursing are 02 forms of nursing training conduct in 109 nursing training institutes. Also, there are 02 institutes for health technology and 08 medical assistant training schools.

7.2.10. In Bangladesh, many educational and training institutes are burdened with age old training courses having little or no match with modern job market. National education system is mostly theory based with little exposure to modern technology oriented practical lessons. Organized institutional training on soft skills, i.e. communication and analytical skills, interpersonal behavioural skills, hygiene and sanitation practice etcetera are missing. Besides, technical and vocational institutes could not yet grow interest among youngsters of Bangladesh. Latest internationally demanding courses like genetic engineering, robotics, AI, big data, data analysis, networking, security specialization etcetera are not yet widely available in most of the universities, institutions or specialization centres. There is no central regulatory body to coordinate subjects/disciplines to be taught in the universities to meet the need of the day and future. Neither NSDA nor UGC coordinate the subjects to be taught in the universities.

7.2.11. Finally, the study suggests HRD infrastructural modification to imparting demand based skills training for overseas employment. National education system to emphasize on technology based practical lessons. Organizational restructuring is vital to imparting institutional training in the field like communication and analytical skills, internationally accepted interpersonal behavioural skills, learning skills, and hygiene and sanitation practice etcetera. Education is the bed rock and at the epitome of all skills, hence efforts should be taken to fix minimum 10 years of education as eligibility criteria for overseas employment. Finally, diplomatic efforts should endeavour to facilitate smooth flow of migration and attain accreditation of Bangladeshi TTIs.

7.3. Policy Recommendations

- National education curricula should emphasize on technology based practical classes in all streams and all tiers of education and training.
- National educational and training curricula may consider incorporation of training on communication and analytical skill, behavioural skill, hygiene and sanitation practice, learning to learn, cultural awareness and digital competence to develop world class human capital.
- Encourage more investment in TVET to attract youngsters for skills training by introducing market matching training courses, modern technology based syllabus, and practical lessons through qualified instructors and modern training infrastructures.
- Higher educational and training institutes should periodically review courses, syllabus, and mode to remain relevant in the era of 4.0 IR and future.
- To maintain national image, government may delineate minimum 10 years of education as eligibility criteria for overseas employment.
- The policy of sending unskilled labour to MENA and SA countries to continue, vis-à-vis extensive effort in making skilled HR to begin forthwith to meet the demand of the future.
- Diplomatic efforts to be undertaken to gain accreditation and recognition of Bangladeshi TVET and certificate.
- NSDA to monitor and impose demand based courses in tertiary level of educational institutes to remain relevant in the era of 4.0 IR and beyond.

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Annexure C - FGD Checklist
Annexure D - Salient Aspects of Overseas Employment and Migrants Act 2013
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Dated: October 2020
Dhaka

MD SHAHEDUL ISLAM
Registration Number: 304 / 2017-18

ANNEXURE A

Survey Statements

Survey statements were divided in to 02 (Two) constructs, i.e. Construct 1 (C1) and Construct 2 (C2). Each construct constitutes 10 and 09 opinions respectively. In consultation with the respected research supervisor, opinions were formulated and circulated to the environment. List of the opinions are appended as follows:

Please tick your choice on the opinion below					
Opinions	SDA	DA	N	A	DA
C1Q1. Smooth employment opportunities are available in overseas countries.					
C1Q2. Skilled human resource has more employment opportunities than unskilled.					
C1Q3. If there are new inclusion of human resource with relevant skills, they will also have occupation opportunities abroad (if other factors remain unchanged).					
C1Q4. Skilled human resource able to earn more wages compared to unskilled manpower.					
C1Q5. More the amount of wage earning, more the flow of remittances in Bangladesh.					
C1Q6. More the inflow of remittances more the chances of investment in technical education.					
C1Q7. Lack of basic education is the prime causes of exploitation for overseas employment.					
C1Q8. Concerned Bangladeshi authority should assess about the needed qualification requirement for most promising employment opportunities in overseas countries.					
C1Q9. Considering the emerging requirement of skilled human resource in developed countries, Bangladesh Government should take effective initiatives for					

developing skilled human resource for overseas employment.					
C1Q10. Bangladeshi overseas employment aspirants are susceptible to exploitation by many internal and overseas recruiting agencies.					
C2Q1. Skill training in Bangladesh should be organized in consonance with the need-based requirements for overseas employment.					
C2Q2. Needed skills and skill gap need to be identified before planning training for overseas employment.					
C2Q3. Actual Need based training facilities to be introduced for overseas employment training and education.					
C2Q4. Investment in training for overseas employment will encourage more potential and unemployed youngsters for admission in technical / vocational training centres.					
C2Q5. Technical education program should be ever changing to cope with the need of the future.					
C2Q6. Minimum 10 years of general education should be mandatory for Bangladeshi migrant workers.					
C2Q7. Education and training system in Bangladesh should be more practical and need based.					
C2Q8. The culture of introducing technical education is not as easy as general education in Bangladesh.					
C2Q9. Technical education must be preferred than general education for overseas employment.					

KII Checklist

Prior to conduct of KII, a checklist was prepared in consultation with the respected research supervisor. The checklist comprised of total 14 (fourteen) questions as follows:

Checklist
Q1. Study on relevant information indicate that, there are emerging employment opportunities in overseas countries. What is your view on employment opportunities?
Q2. In developed countries, most of the employment opportunities are technical or technology based. In your view, what are the disciplines of opportunities available?
Q3. Bangladesh has options to direct its human resource as unskilled labor for Middle Eastern countries and or skilled human resource for throughout the world. Which option would you prefer and your rationale for such option?
Q4. To avoid wastage, do you think that, Bangladesh should first identify skill / qualification requirement (job specification) and then plan and invest to impart right training for overseas employment?
Q5. Do you think that, international demand based modern technical education facilities would be a better option for Bangladesh? Your rationale please.
Q6. If the present trend continues, do you foresee that, there would still be opportunities available for the future passed-out skilled manpower?
Q7. In the present-day context, considering vocational, technical and professional education are three different tires, which tire of education has maximum employment opportunity abroad?
Q8. Bangladeshi migrants often face severe exploitation, humiliation, deprivation, abuse, and gross violation of human rights (as the ILO Convention) by recruiting agencies, employers or by other stakeholders. In your view, what are the prime causes and suggestions to overcome such exploitation?
Q9. To protect the rights of Bangladeshi migrants, should there be strict guiding principles of government and relevant stakeholders?
Q10. To ensure the fair deal with the overseas migrant workers what kind of diplomatic effort need to put by the Diplomatic Missions of Bangladesh and Foreign Ministry concern?

Q11. Should there be a modality for minimum need based educational qualification for overseas employment? If it is so, what should be the minimum level of educational qualification?

Q12. Do you think that there is a lack of understanding by migrant workers about the culture and language of recipient country? If it is so, what kind of measure to be taken?

Q13. If general education and technical know-how are two different aspects of qualifications, which aspect of the qualification should get precedence over other?

Q14. What are your suggestions for ensuring uninterrupted and continuous flow of remittances through overseas employment?

FGD Checklist

Prior to conduct of FGD, a checklist as follows was prepared:

Q1. What is your view on employment opportunities abroad?
Q2. Does Bangladesh already possess sufficient skilled manpower to avail employment opportunities offered by overseas countries?
Q3. If lack of skilled human resource is the prime cause of not availing those opportunities, do you think that, Bangladesh should first learn about the job specification, identify skill gap, then plan and invest for overseas employment?
Q4. Make skilled human resource in commensurate with international requirement – is it a right approach for Bangladesh? Rationale please.
Q5. More skilled human resource will be able to avail more employment. Do agree with the statement? Your rationale please.
Q6. Bangladeshi migrants often face exploitation by recruiting agencies, employers or by other means. In your view, what are the prime causes of exploitation and what could be done about it?
Q7. To protect the rights of Bangladeshi migrants, should there be minimum educational qualification for overseas employment? If it is so, what should be the minimum level of educational qualification?
Q8. If general, education and technical knowhow are two different aspects of qualification. Which aspect of the qualification should get precedence over other?
Q9. Bangladesh has options to direct its human resource as unskilled labour for Middle Eastern countries and or skilled human resource for throughout the world. Which option would you prefer and your rationale for such option?
Q10. If the present trend continues, do you foresee that, there would still be opportunities available for the future passed out skilled manpower?
Q11. In the present-day context, considering vocational, technical and professional education are three different tires, which tire of education has maximum employment opportunity?
Q12. What are your suggestions for more remittance in flow through overseas employment?

ANNEXURE D

Salient Aspects of Overseas Employment and Migrants Act 2013

The following Act of the Parliament of the Peoples' Republic of Bangladesh received the assent of the President on the 27th of October 2013/the 12th of Kartik 1420, and is hereby published as the official translation into English and for information to general public: —

(Act No. VLVIII of 2013)

'An Act to promote opportunities for overseas employment and to establish a safe and fair system of migration, to ensure rights and welfare of migrant workers and members of their families, to enact a new law by repealing the Emigration Ordinance, 1982 (Ordinance No. XXIX of 1982), and for making provisions in conformity with the International Convention on the Rights of Migrant Workers and the Members of Their Families 1990 and other international labour and human rights conventions and treaties ratified by the People's Republic of Bangladesh'

CHAPTER I - Preliminary

1. **Short title and commencement.** — (1) This Act will be called the Overseas Employment and Migrants' Act, 2013. (2) It shall come into force at once.
2. **Definitions.** — In this Act, unless the context otherwise requires, —
 - (1) "**migration**" means the departure of a citizen from Bangladesh for the purpose of employment in a trade or profession in any foreign country.
 - (2) "**migrant**" means any citizen of Bangladesh who has migrated to a foreign country for the purpose of overseas employment in any work or profession and is staying in that country.
 - (3) "**migrant worker**" or "worker" means any citizen of Bangladesh who, for wages,—
 - (a) is in the planning process to migrate for work or is departing to any foreign country for work; (b) is employed in a trade or profession in any foreign country; or (c) has returned to Bangladesh at the end of the tenure of employment or without having completed the tenure of employment in a trade or profession from a foreign country;
 - (4) "**demand**" means any job-offer or request for Bangladeshi workers for employment in a project or organization/entity by an overseas or a Bangladeshi employer, or a person

overseas, which is approved or conforms with the instructions for visa or is approved vide any other lawful means by the appropriate authorities of the country of employment.

(5) "**citizen**" means any citizen of Bangladesh according to the provisions of the Citizenship Act, 1951 (Act No. II of 1951) and the Bangladesh Citizenship (Temporary Provisions) Order, 1972 (P.O. No. 149 of 1972).

(6) "**prescribed**" means set down as a course of action to be followed by Rules.

(7) "**dependent**" means a spouse/husband or wife, mother, father, children, brother or sister, or any other household member who is financially dependent on the migrant worker.

(8) "**employer**", for the purpose of overseas employment, means an overseas or Bangladeshi person or organization/entity who has hired the worker.

(9) "**fraud**" means to cheat, deceive, induce or mislead others wilfully or negligently by any word or conduct or by contract or document about any facts or law, which shall include the meaning for which the word "fraud" is used in section 17 of the Contract Act, 1872 (Act No. 9 of 1872).

(10) "**departure**" means the emigration of a Bangladeshi citizen to a foreign country.

(11) "**Rules**" means Rules made under this Act.

(12) "**Bureau**" means the Bureau of Manpower, Employment and Training established under Memorandum No. VIII/E-4/76/296, dated 3-4-1976 of the then Ministry of Health, Population Control and Labour.

(13) "**overseas employment**" means the employment of a Bangladeshi citizen in a foreign country outside the legal authority of Bangladesh.

(14) "**person**" means any natural person, company, association of persons, partnership firm, or statutory or any other kind of bodies including their agents.

(15) "**recruitment**" means the hiring of workers for overseas employment by any overseas or Bangladeshi employer directly or through concerned authorities or a recruitment agent by means of a contract entered into orally or in writing, or enlistment of workers subsequent to publishing or circulating an advertisement for recruitment of workers, or exchanging letters or in any other way.

(16) "**recruitment agent**" means any person/entity licensed under the Section 9.

(17) "**licence**" means a licence issued to a recruitment agent under the Section 9.

CHAPTER III - Recruitment Agents, Licence, and such others

9. **Licence** (1) No person shall operate any activity relating to recruitment unless issued a licence under this Act. (2) A person willing to recruitment services shall have to apply to the Government for a licence.....(10 -14 not mentioned)

15. **Duties of the recruitment agent.** (a) to protect the interest of migrant workers. (b) to produce, when applicable, the migrant worker for registration under section 19 and to collect migration clearance. (c) to employ the migrant worker in the job offered and provide wages and other benefits and to ensure a good workplace conditions in accordance with the terms and conditions of the employment contract, and to maintain communication with the employer for these purposes. (d) to discharge other duties as may be specified, from time to time, by the Government.(16-18 not mentioned)

CHAPTER IV - Registration of Migrant Workers, Migration Clearance, and such others

19. **Registration of migrant workers and protection of their interests.** (1) A person planning to migrate under the provisions of this Act or all migrant workers shall be registered with the Bureau and concerned trade and profession recorded. (2) If a migrant is not registered under sub-section (1), the worker shall be allowed to register and have concerned trade and profession recorded at any time. (3) The Bureau, any other organisation or company established by the government, and the recruitment agents shall recruit workers openly and by means of computerised database on a random basis from amongst workers registered according to their trade or profession under subsection (1): Provided that qualified workers are not available in the database, workers may be recruited through open advertisements in the newspapers with prior approval of the Government or of the authorities with delegated authority.

20. **Migration Clearance.** Subject to the fulfilment of all official requirements related to migration, the Bureau shall stamp the passport of every person registered under the Section 19 with a seal bearing the registration number, and shall issue a migration clearance electronic card bearing the thumb impression and necessary information concerning migration including biometric details of the concerned migrant worker.

CHAPTER V - Employment Contract

22. Employment contract. (1) The recruitment agent shall cause to be concluded an employment contract between the recruited worker and the employer, in which stipulations concerning the worker's wages, accommodation facilities, duration of employment, compensation amount in the event of death or injury, cost of emigration to and return from the foreign country, and so on shall be stated.(23 not mentioned)

CHAPTER VI - Labour Welfare Wing and Agreements on Migration

24. Duties of Labour Welfare Wing. (1) The authorized officer of the Labour Welfare Wing shall inspect the place of work where Bangladeshi migrant workers are to be employed in the concerned country and shall meet with the employers, when necessary. (2) Following the regular inspection under the Sub-section (1), the authorized officer of the Labour Welfare Wing shall, in December of every year, send to the Government an annual report along with the following information: (a) a list of Bangladeshi migrant workers, trades, professions, working conditions, benefits and problems. (b) a list of cases brought against. (c) a list of death cases. (d) services, counselling, and legal assistance offered. (e) Job opportunities. (f) facilities related to passports, visas, and consular services. ...(25 not mentioned)

CHAPTER VII - Rights of Migrant Workers

26. Right to information. Migrant workers shall have the right to be informed about the migration process, employment contract or the terms and conditions of the work overseas, and the right to know about their rights as per the law before his departure.

27. Legal aid. Migrant workers and the persons who have become victims of fraud in the name of migration shall have the right to reasonable legal aid.

28. Right to file civil suit. Without prejudice to the right to seek a criminal prosecution for any offence under this Act, a migrant worker, if affected by violation of any provision of this Act or of the employment contract, may file a civil suit for compensation.

29. Right to return home. (1) A migrant worker, especially a worker detained or stranded, or otherwise is in situation of distress overseas, shall have the right to return to Bangladesh and to receive necessary assistance from the Bangladesh Mission in the concerned foreign country.....(30 not mentioned)

CHAPTER VIII - Offences, Penalties, and Trial

31. Penalties for sending migrant workers overseas in unlawful manner, and for charging unlawful amounts of fees, and such others. (1) It shall be considered an offence if a person or a recruitment agent: (a) sends or assists to send a person overseas. (b) receives or attempts to receive any sum of money or a payment. (c) detains, without any valid reason, the passport, visa, and migration-related documents of a migrant worker. and (d) makes a person fraudulently emigrates or induces a person to enter into a contract for migration by giving a false promise of high wages, benefits and facilities.....

Salient Aspects of National Education Policy 2010

Primary Education. The duration of primary education has been extended from Class V to Class VIII from 2018. As per the Constitutional directive and with a view to introducing non-discriminating education system, a uniform curricula and syllabus will be followed in some specific subjects at the primary level in all schools across the country. Details as Follows:

- Specific subjects such as Bangla, English, Moral Science, Bangladesh Studies, Mathematics, Social Environment, and Natural Environment with emphasis on topics like climate change, Science and Information Technology are to be there in the syllabus as compulsory subjects for all students of diverse streams of primary education.
- Appropriate steps will be taken from the very beginning to ensure English Writing and Speaking skills and that will be continued and emphasized in the forthcoming classes as per needs.
- From Classes VI to VIII, students will be exposed to pre-vocational and information technology lessons so that they can avail themselves of job opportunities if they discontinue their studies after the primary level.

Adult Education. The aim of adult education is to make people literate, to offer them minimum skills in reading, writing and numeracy, to instil in them some humane values, to make them aware of health and environment and to increase their professional skills. Efforts will persistently continue till the enrolment rate reaches 100% and all the adult people become literate.

Non-formal Education. Non-formal education is a complementary stream to the formal primary education system. Those children who cannot be in the schools till 100% enrolment is ensured at the primary level or drop out of primary education are supposed to receive some basic education or vocational training to use their skills in real life situations through the non-formal schooling system. The children and adolescents

completing their non-formal education will be eligible for admission in the appropriate class of primary education.

Secondary Education. In the new academic structure, the secondary level of education will include Classes IX to XII. At the end of this level, students will choose different streams of higher studies according to their capabilities, or they will earn their livelihood by their acquired vocational education or they can seek further vocational skills. Details as follows:

- There will be 03 streams at the secondary level, i.e. General, Madrasa, and Technical.
- For all streams, uniformity will be maintained through some stipulated compulsory subjects, such as Bangla, English, Bangladesh Studies, General Mathematics and Information Technology. There will be some compulsory and optional subjects in each of the streams.
- To achieve excellence in the stream-related subjects, the syllabus will be designed as per needs and specific syllabus will be developed accordingly.
- Bangladesh Madrasa Education Board (BMEB) and BTEB are responsible for designing and preparing the textbooks and curriculum of special subjects of Madrasa and Vocational Education.

Vocational and Technical Education. It is noteworthy that at present, in the rural areas of Bangladesh, expansion of science and technology is reaching out very fast from agriculture and farming to sugarcane threshing machines, rice-mills, communication sector, supply of electricity, power looms, etc. The country needs to develop in these sectors including ICT. It needs competent manpower to meet up internal needs. Moreover, there is a high demand of skilled manpower abroad and this will gradually increase over the coming years. And export of skilled manpower can increase our foreign currency earning. Development programs will be undertaken to build up competent manpower in view of national and international demands. Salient aspects of vocational and technical education are appended below:

- All students in every stream of primary level must complete 8-year cycle with pre-vocational and ICT courses as included in the curricula of Classes VI to VIII.

- On completion of Class VIII, a student can enrol in vocational/technical education. Facilities will be created for the students of this stream so that they can gradually go up for higher education in their desired technical subjects.
- On completion of Class VIII, some students may opt out of mainstream education. But they can take up a 6 months' vocational training program. Then they will be considered to have acquired National Standard of Skills-1. By completing Classes IX, X and XII in vocational and technical education, one can attain respectively National Standard of Skills 2, 3 and 4.
- On completion of Class VIII, one can undergo vocational training of 1, 2 and 4 years to be coordinated by mills, factories, and government technical institutes or nongovernment vocational training institutes situated in the upazillas and districts and thereby earn National Standard of Skills 2, 3 and 4.
- SSC graduates and students having certificates of National Standard of Skills 4 are eligible for admission in various diploma programs by coordinating credits. These programs include Diploma in Engineering/ Business Management (XI-XII)/Diploma in Commerce (XI-XII) and courses of similar standard. But priority will be given to the students who have degrees in vocational education.
- Students having technical diplomas will be eligible for admission in Bachelor program of different and relevant courses (such as Engineering, Textiles and Agriculture etc.) through some tests and coordination of credits.
- Computer and ICT will be included as compulsory subjects in vocational and technical education curricula.

In every Upazilla, one technical education institute will be established for the expansion of technical education. Besides, the number of polytechnic institutes, textile institutes, and leather institutes will be increased.

The vocational and technical institutes offering secondary level vocational education will provide courses on technical, agricultural and business studies.

- Students unable to study beyond Class VIII or those who discontinue after any level of secondary education for sundry reasons (economic or familial) will be motivated to undertake vocational or technical courses and to complete the courses. Necessary

stipends will be given to them as financial help. Such students will be brought under vocational curriculum within a reasonably acceptable time-frame.

- A survey will be conducted about the needs of the countries that import manpower from Bangladesh. Course materials in vocational and technical education will be included accordingly. Provision will be there to train the students to have some primary skills of the languages of those countries.
- The curricula of vocational and technical education will be constantly under review and revision in view of job markets of home and abroad.
- In future, steps will be taken to establish a technical university.

Madrassa Education. Currently, 5-year Ibtedaye, 5-year Dhakil, 2-year Alim, 2-year Fazil and 2-year Kamil courses are in practice. To maintain equivalence to other streams, Madrassa courses will be redesigned where Ibtedaye courses will be of 8-year and Dakhil and Alim 2-year each. 4-year Fazil honours and 1-year Kamil course will be introduced to coordinate these with the higher education of general stream, subject to recruitment of necessary and qualified teachers and availability of necessary materials. But till these facilities can be ensured, the existing duration of Fazil and Kamil courses will continue.

Higher Education. 4-year Honours degree will be considered as the terminal degree and acceptable/required qualification for jobs in all sectors excepting teaching positions at higher education institutions. Masters, M.Phil or Ph.D will be considered as specialized education. Only those interested in research and teaching positions at tertiary level will seek admission for post-graduate degrees. General duration of Masters Course will be one year, for M.Phil 2 years and for Ph.D, it will be 6 years from the date of registration.

Engineering Education. New faculties of studies will be introduced in science and technology universities to build up competent engineers and technologists required in the field of large industries like IT, engineering, chemical industry, textiles, jute, leather, ceramic and gas sectors. In this regard, decision has to be taken as per the rules of University Grants Commission. Details as Follows:

- Emphasis will be given on economics, sociology, development, poverty eradication and management while preparing the curriculum and syllabus of engineering education.

- Continuous training, education and professional development programs for the professional engineers will be in place on a larger scale in the context of shortened lifecycle of science and technology and the continuous thrust of information and technology.
- The diploma engineers may seek admission for higher studies in the engineering and technology universities. They will be eligible for regular admission tests according to their merit and quality and by appropriate coordination of their credits.
- UGC will take the responsibility of coordination, monitoring and financial assistance.

Medical, Nursing and Health Education. Proper education is essential to produce sufficient doctors, nurses, male nurses, health workers and specialists. Since medical profession is characteristically more sensitive and is related to the physical, mental sufferings/sickness that concern the issues of life and death, the specialists and general doctors, dentists, nurses, health assistants and workers and health technicians are to be motivated and trained as to work as sensitive and conscientious human beings devoted to the service of mankind. Details as follows:

- Admission test will be held to admit new students in medical colleges after the completion of HSC degree. No candidate will be allowed to sit for the admission test more than twice/two years.
- Medical colleges will follow 5-year curricula and syllabuses and 1-year of internship.
- The demand for nursing profession has been increasing day by day at home and abroad. So opportunities for quality nursing education and nursing training have to be extended. Measures will be taken to introduce B.Sc. and M.Sc. courses in nursing.
- Nursing training centres will be attached to hospital management.
- Measures will be taken for the expansion of education and skilled training for the health assistants.

Facilities for standard paramedical education will be expanded. Minimum requirement for admission in this course will be SSC or its equivalent. With the objective of building up larger manpower, all medical college hospitals will offer courses in nursing and paramedics.

Information Technology Education. Technology can play a vital role in the eradication of corruption by bringing in transparency in the state machinery. More attention will be given to prospective areas of export such as software, data processing or call centre services industry including supply of skilled manpower in information technology. Details as follows:

- Right from the Primary level of education, computer will be used as a tool of teaching.
- All students will be computer-literate before they reach the secondary level.
- Secondary education level students are supposed to study computer science along with mathematics and science.
- In vocational and technical education, there must be the scope of learning graphic design, multimedia, animation, CAD/CSM etc.
- Computer Science and Information Technology departments of international standard curriculum will be opened in all universities.
- An Information Technology University (ITU) will be established for the purpose of training of teachers engaged in teaching of IT in higher education and to facilitate research in this field.

Salient Aspects of National Skills Development Policy – 2011

Definition of Skill Development. Skills development is defined as the full range of formal and non-formal vocational, technical and skills based education and training for employment and or self-employment. In keeping with international trends, skills development thus includes pre-employment and livelihood skills training, including TVET, apprenticeships and school based TVET, education and training for employed workers, including workplace training, and employment oriented and job-related short courses not currently affiliated with BTEB servicing both domestic and international markets.

Skills Development does not include following.

- General education programs delivered by primary or secondary schools i.e. those that do not have a vocational skills component.
- Non-formal education delivered by NGOs and government agencies that do not develop employment oriented livelihood skills e.g. programs on literacy, numeracy, nutrition etcetera.
- Education for professionals delivered by universities i.e. those programs that lead to qualifications at the Bachelor's degree level or higher.
- Professional training for executives outside the scope of National Vocational Qualification Framework (NVQF).

Classification of Skill Development. The Bangladesh Skills Development System will consist of National Technical & Vocational Qualifications Framework (NTVQF), Competency Based Industry Sector Standards & Qualifications, and Bangladesh Skills

Quality Assurance System. The skills development system in Bangladesh can be classified into four main segments as highlighted below:

- Public (delivered to varying degrees by numerous ministries).
- Private (receive some form of government subsidy e.g. MPO and grants).
- Private (commercial training institutions including madrashas).
- NGOs (non-for-profit institutions).
- Industry based (institutions managed by industry and training delivered in the workplace, including apprenticeships).

Vision. Skills development in Bangladesh will be recognised and supported by government and industry as a coordinated and well planned strategy for national and enterprise development. The reformed skills development system will empower all individuals to access decent employment and ensure Bangladesh's competitiveness in the global market through improved skills, knowledge and qualifications that are recognised for quality across the globe.

Mission. The mission of the skills development system in Bangladesh is to support rapid and inclusive economic growth through:

- Enhancing individuals' employability (in wage / self-employment) and ability to adapt to changing technologies and labour markets.
- Improving the productivity and profitability of enterprises.
- Strengthening national competitiveness and reducing poverty.

Objectives. Major objectives of the National Skill Development Policy are to:

- Provide a clear statement of the reform agenda and strategy for skills development in Bangladesh.
- Improve the quality and relevance of skills development in Bangladesh.
- Establish more flexible and responsive delivery mechanisms that better service the needs of labour markets, individuals and the community at large.
- Improve access to skills development for various groups of citizens including women and people with disabilities, encourage participation in skills development by industry organisations, employers and workers and improve skills acquisition in communities.

- Enable more effective planning, coordination and monitoring of skill development activities by different ministries, donors, industry, and public and private providers.

Key Target Groups. Access to education, training and lifelong learning will be promoted for people with nationally identified specific needs, such as youth, women, low-skilled people, people with disabilities, migrants and internally displaced people, older workers, indigenous people, ethnic minority groups and the socially excluded; and for workers in small and medium sized enterprises, the informal economy, in the rural sector and in self-employment.

Decent Work. A major challenge for the skill development system is to address the needs of a huge population by providing skills to enhance employability and secure safe and decent work. Consequently, skills development for those working in the informal economy is a key strategy, one that will also create greater awareness of environmental, safety and health concerns.

Lifelong Learning. The government will establish, maintain and improve a more coordinated education and training system within the concept of lifelong learning. The primary responsibility of government is for education, pre-employment training and training the unemployed.

Demand-Driven, Flexible and Responsive Training Provision. For skills development in Bangladesh to meet the needs of local and overseas employers, workers and the community at large, it needs to be more flexible and responsive to demand. Flexibility means that providers of TVET and skills training have the incentives, resources and capacity to understand and respond to the identified demand. Demand-driven policy requires capacity within agencies, industry and regional authorities to identify and communicate the demand for skills to providers. The skills data system will be developed to inform the type of skilled workforce required, and training providers will be encouraged and empowered to respond to this demand through incentives, performance based funding mechanisms and accountability regimes. To achieve this shift, a series of structural reforms will be implemented to ensure that through the Bangladesh Skills Development System, government, industry and the social partners can:

- More clearly assess the skill needs of industry in Bangladesh.
- Deliver nationally and internationally recognised qualifications that meet the needs of learners and employers.
- Deliver higher quality skill outcomes to maintain individuals' employability, increase their productivity and support higher standards of living.

National Technical and Vocational Qualifications Framework (NTVQF). The NTVQF will expand the number of qualifications available in the country to better reflect the growing and changing occupational and skill profiles in both domestic and international labour markets. The NTVQF will support stronger integration of skills training in community organisations, schools, training institutions and the workplace, by providing a common national benchmark for the naming and achievement of qualifications, up to, but not including, university degrees. The NTVQF will also provide a new benchmark for the international recognition of the skills and knowledge of Bangladeshi workers, who are recognised as an increasingly important export for this country. The Bangladesh NTVQF will be a nationally consistent system designed to:

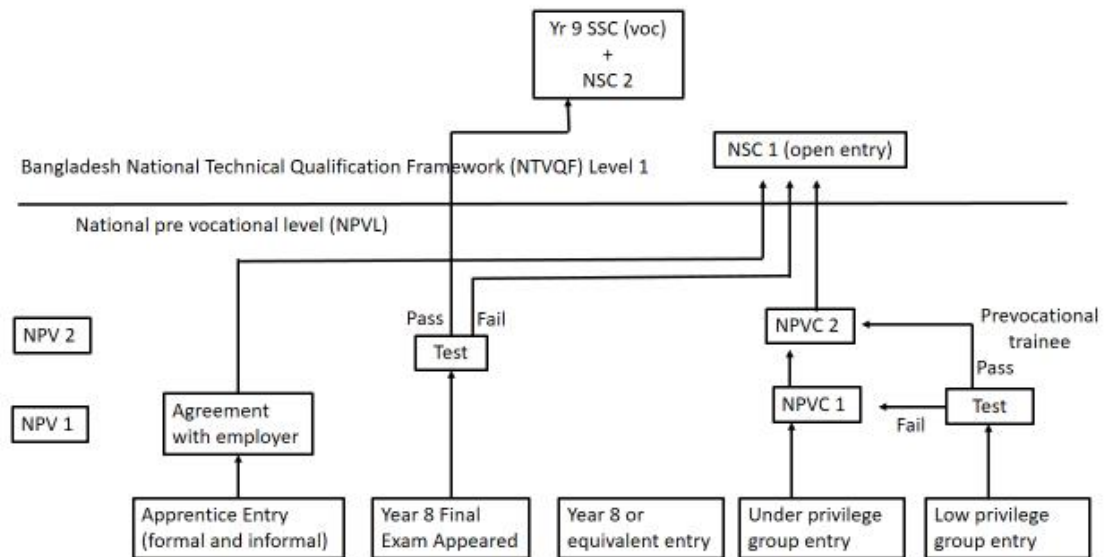
- Improve the quality and consistency of nationally recognised qualifications.
- Introduce consistent naming of credentials for formal and non-formal skills based education and training.
- Provide formal recognition of workplace skills obtained in both the formal and informal economies.
- Provide high-quality skill outcomes to maintain individuals' employability and increase their productivity.
- Improve the alignment of formal and non-formal training programs with industry requirements.
- Increase options for students by broadening program and progression pathways.
- Support lifelong learning by providing recognised pathways for workers to raise the level of their knowledge and skills throughout their working life, and beyond.

The Bangladesh NTVQF will include two pre-vocational levels to introduce additional pathways in general education and to cater for the under privileged and low educated groups in society. It will also include five vocational levels, and one level for diploma

level qualifications. Under the NTVQF, training organisations will also be able to issue a Statement of Attainment for specific units of competency when less than the full program has been completed. In general education, a new system of dual certification will be introduced so that students who satisfactorily achieve the skills component of vocational education programs such as the SSC (Voc), HSC (Voc) and HSC (BM), will receive a NTVQF qualification in addition to, and separate from, the school qualification.

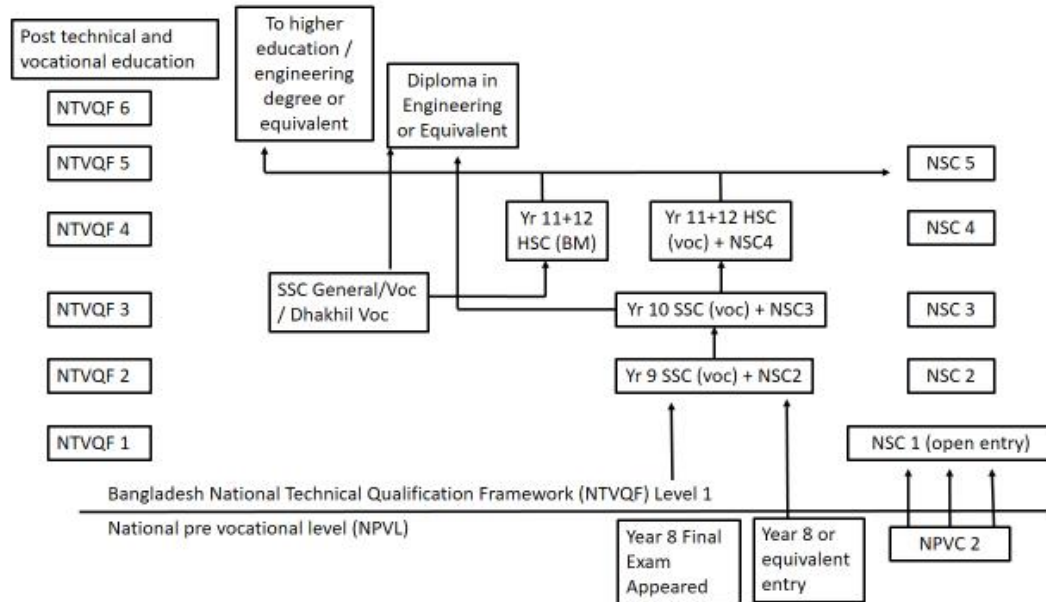
Pathways for Technical & Vocational Education with the introduction of the NTVQF.

National Prevocational Levels (NPV)



Source: National Technical and Vocational Qualification Framework for Bangladesh

Bangladesh NTVQF



Competency Based Training & Assessment. The skills development system must be responsive to the present and future industry needs and will move to implement a competency based training and assessment (CBT&A) system to achieve that end. It is widely recognised that skill needs in the labour market need to be more clearly and precisely defined so that delivery and assessment arrangements can give greater emphasis to practical skills. The CBT&A system will support the introduction of demand-driven training, and will result in the development of partnerships between industry sectors and the training organizations. CBT&A represents a shift away from traditional theory based approaches to delivery and assessment by placing greater emphasis on the achievement and demonstration of practical skills required to perform at a specified standard demanded by industry. The CBT&A system will be based on the following principles:

- Progression through a competency based training program will be determined by whether the student has met the set standards, and not by the time spent in training.
- Each learner's achievement is measured against job-related competency standards rather than against the achievement of other learners.
- An important foundation for the introduction of CBT&A is close dialogue with industry to develop clear descriptions of the skills and knowledge required to perform different tasks in the workplace. These units of competency, or competency

standards, set the performance criteria that will be assessed in training institutions who issue nationally recognised qualifications.

Industry Sector Standards and Qualifications Structure. Under a CBT&A system, industry will be expected to increase its engagement and support of training institutions, so that programs and graduates are more likely to meet the needs of employers and their staff. Vocational education programs in schools such as the SSC (Voc), HSC (Voc) and HSC (BM) will be revised to ensure that the vocational components are based on industry competency standards and that students only receive NTVQF qualifications if they are assessed as competent. The implementation and periodic review of the new quality system will be the responsibility of the BTEB under direction of the NSDC.

Industry Skill Councils (ISCs). It is important that TVET and skills training institutions are aware of the skill needs in industry and understand the latest employment and technology trends. Without this knowledge, the skills produced by institutions will not meet the needs of industry. ISCs bring together major enterprises and industry bodies in an industry sector to discuss skill development issues affecting their industry sector.

- The ISCs will monitor and review skills development practices in the industry sectors and identify and overcome deficiencies.
- Develop industry specific skills development policies and practices.
- Develop industry's capability to deliver the skills training and upgrade their employees in order to improve productivity and enhance the welfare of employees.
- Provide leadership and strategic advice to the skills system on skills development needs and priorities for those industry sectors covered by the council.
- Support the delivery of industry relevant training and/or professional development programs for instructors and trainers.
- Contribute to the development and review of skills standards and qualifications and participate in the development and review of new training curriculum.
- Advise the NSDC on the industry sector demand for skills.
- Advocate and facilitate workforce development activities in industry.
- Produce sector skills development plans as required on a regular basis.

- Support strengthening of industrial apprenticeship programs.
- Develop partnerships with training providers and support improvement of skills programs in schools, colleges, industry and enterprises.

Accurate Skills and Labour Market Data for Planning and Monitoring.

- Quality data is crucial for the effective management and planning of skills development. If the demand for skills is not understood then government, employers, workers and other stakeholders cannot make informed decisions about what skills are required, what programs should be delivered and where. Data is required to ensure training institutions are accountable for the funds they receive and key labour market and program measures are required to ensure that TVET supply better matches the demand from industry. The planning of pre-employment education and training should align with future employment opportunities and deliver competencies that meet the expectations of prospective employers both here and abroad. Accurate skills and labour market data is also important for assessing new opportunities for workers whose skills sets may be affected by change.
- BMET will be responsible for coordination of international demand data, including from Bangladesh missions abroad overseen by the NSDC.

Competent and Certified Instructors and Trainers. As the backbone of any effective skills development system is a well-trained cadre of instructors and trainers, those responsible for delivering both formal and non-formal skills training must possess the necessary up-to-date technical skills alongside with the ability to deliver and assess training in institutions and/or the workplace.

Recognition of Prior Learning. Many citizens acquire skills and knowledge through work and other life experiences without access to formal education or training. In order to recognise the skills and knowledge acquired and provide enhanced pathways into further education and training, a system for the Recognition of Prior Learning (RPL) will be introduced. The RPL system will officially recognise prior learning (skills and knowledge) so that individuals can enter or re-enter formal training institutions and thus enhance their employability.

Improved Access for Under-represented Groups. The government recognises that for Bangladesh to reduce poverty and mitigate the limitations of inadequate school education, more citizens need to have access to both formal and informal skills training to develop skills that increase their employability. Accordingly, strategies to improve access for groups that are traditionally under-represented in skills training will be implemented targeting the agriculture, fisheries and handicrafts industries in the first instance.

People with Low Levels of Education. Many citizens have left school before completing Grade 8 of general education, and because of this, are not able to enrol in formal skills programs. To overcome this barrier, the government will work with its partners to introduce reforms to ensure that, the Grade 8 prerequisite is removed from formal courses and replaced by course specific entry requirements and challenge tests that are more closely aligned to the level of training being delivered.

Women. Women should have equal access to both formal and non-formal programs so they can acquire or improve their knowledge and skills for meaningful employment or upgrade existing employment opportunities. Given the current low participation rates of women in skills development, special efforts are necessary to correct this gender imbalance, particularly in the formal training system by offering a broader range of traditional & non-traditional skills training programs that could improve the employability of women.

Less Developed Areas. The government recognises that many citizens often have limited access to skills development programs due to their physical isolation or lack of access. To increase participation of these disadvantaged groups, in skills programs, the government will set an overall target of 10% enrolments for people from haors, chars and munga affected areas in all skill development programs.

Enhanced Social Status of TVET. The value and status of skills development and TVET need to be upgraded and enhanced. In Bangladesh, there is an oversupply of university trained graduates and a shortage of workers with skills and qualifications required by industry. Skills based education and training can no longer be considered a second class option for students and workers. Becoming and being a skills trainer or a skilled worker should be a respected career choice. To raise the status of skills

development and TVET, a new partnership between government, employers, workers and the social partners under PPP is required in Bangladesh.

Industry Training & Workforce Development. For Bangladesh to prosper in the future, employers and workers must become more actively involved in skills development. New and upgraded workplace skills are required for enterprises to retain their workers and remain competitive. Higher and new skills also support improved employability for workers, better career paths and higher income.

Skills Development for Overseas Employment. The future growth of remittances from expatriate workers is dependent on improved skills development in Bangladesh. To improve skills development for overseas employment the new skills development system will do following:

- Assess and respond to the demand for different categories of skilled workers in major overseas markets.
- Develop a national qualification system against which skill certification of an international standard can be made and communicated to overseas employers and international recruitment agencies.
- Improve the capacity of training providers to deliver skills to the standard required by overseas employers.
- Improve the regulation and quality assurance of training providers delivering pre-embarkation training.
- Improve the employment outcomes of those who undertake skills training for overseas employment.
- Engage with returning migrants to assess and certify higher skills gained overseas.

National Skills Development Council (NSDC). The NSDC is an important tripartite forum where representatives of government, employers, workers and civil society can provide leadership and clear direction to skills development in Bangladesh. Membership of the NSDC will be reviewed to ensure regional and national industry representation alongside representatives of national youth organisations and other elements of civil society, including disability groups, to ensure that direct beneficiaries are included at the highest level.

ANNEXURE G

Salient Aspects of HRD Perspective Plan 2021 - Bangladesh

Bangladesh's HRD will encompass three broad processes as follows:

- Ensuring education for all.
- Promoting and sustaining health and nutrition.
- Planning population (both containment and management) and converting them as HR.

Perspective Plan Targets. In light of the Government's vision 2021, the country aims at fulfilling the following targets:

- Deficiency in food will be removed and nutritional requirements of 85% of the population will be ensured.
- In addition, a minimum daily intake of 2,122 kilo calories of food will be ensured.
- Contagious diseases will be eliminated and primary health care and sanitation will be ensured for all.
- Average longevity will be increased to 70 years.

- Under 5 mortality per 1000 live births will be reduced to 45 and maternal mortality will drop to 100 in 100,000.
- Net enrolment at the primary level will be increased to 100%.
- Illiteracy will be removed.
- By 2021, there will be significant improvement in the quality of education with emphasis on science and technology.

Population Planning and Generating Human Capital. Population and development go hand in hand. Since people in a society are both producers and consumers, a development process should consider demographics, i.e. a population's structure, composition, distribution, behaviour pattern, attitude, values, norms, beliefs, practices, and its whole lifestyle pattern. The number of people, the rate of growth, the quality of life, the pressures people face are influenced by environmental, economic, political and social conditions. This is not a one way process. People influence these conditions by the decisions they take, and vice versa. Therefore, any development effort must take account of population parameters if economic growth and the welfare of society are to be sustained. **Demographic Challenges.** Although Bangladesh is the eighth most populous country in the world, with the highest population density, the country's demographic indicators have recorded considerable improvements. The contraceptive prevalence rate has risen; fertility and mortality rates have declined; per capita income has increased; the overall level of poverty has declined; the rate of school enrolment has increased; the proportion of the population living in urban areas has increased; to name but some. In spite of such achievements, many challenges remain in this sector. The total population has increased from 71 million to 150 million since independence in 1971. The Total Fertility Rate (TFR) remained stagnant for almost a decade and the recent decline is very slow. With the current rates of fertility and mortality, the population size is expected to be about 280 million before it stabilizes. The population aged over 60 years will reach staggering proportions by 2051. This indicates that Bangladesh is entering a new phase of rapid growth of elderly population, with all its associated challenges. Projections show that even after reaching replacement level fertility, the population will continue to get older.

Education, Training, and Skills Development for Human Capital Formation.

Education directly contributes to building a dynamic economy, an efficient system of governance, non-communal democracy and an enlightened progressive society. Illiteracy and democracy cannot run together. Recent experiences of developing countries suggest that successful implementation of population policies such as delayed marriage and late child birth aimed at a small family norm are directly related to education of girls. Education, health, nutrition, family size and employment are mutually reinforcing. Education is essential for developing the foundation required for a highly trained work force. It is accepted as the foundation of growth in productivity, income and employment opportunities, and for the development of science and technology. Outcomes Visualized for 2021 are discussed in the succeeding paragraphs:

An Informed, Knowledge-Based, Technologically-Oriented, Gender Equitable Learning System for all will be established.

Every school age boy and girl has access to primary level institutions with the necessary facilities, they will also continue in school to receive quality education. All opportunities are provided to pre-primary children, young person; and adults to meet their learning needs in a competitive world, both in formal and non-formal subsectors of education, without any discrimination based on gender, income, ethnicity, livelihood, geographical location, disability, and autism.

Gender Equality at all Levels of Education will be ensured. All students enrolled in primary, secondary, and tertiary levels will have access to gender responsive health, nutrition, water and sanitation, socio-cultural development, greater participation in sports and ensuring a fruitful learning and living environment. The government, civil society, the community, and other stakeholders equitably share responsibilities in ensuring quality education for all at different branches and stages of education and training. Universities and institutions of higher learning have been developed as centres of excellence for teaching so that they can be competitive globally.

TVET and Skills Development Programs. Bangladesh TVET and Skills Development Programs are of a higher quality, deliver competencies required by industry and the qualifications received are recognized in Bangladesh and around the world. In primary, secondary, and tertiary level curricula, ICT education will be established as a compulsory

subject. Teachers are recruited through a separate Teacher Recruitment and Development Commission and their salaries and benefits will be consistent with their qualifications.

Literacy. The literacy rate in Bangladesh has increased substantially in recent decades. In this respect, the country has done better than many other LDCs, and even compared to some middle income countries, but still has a long way to go. Bangladesh has a net primary school enrolment of 91%, compared to 90% in LMI and 94% in UMI countries. Considering this net primary enrolment rate, Vision 2021 has put a target of 100% net enrolment and literacy rate.

Primary Education. As elaborated in Education Policy 2010, the duration of primary education will be from class I to VIII. Quality of education will be ensured in all schools irrespective of locations, rural or urban. A core curriculum will be followed by all types of schools irrespective of the medium of teaching to ensure that all children in the country have basic grounding in key national characteristics including language, culture, history, and geography as well as in science including mathematics and IT. Girl students shall be protected against discrimination, harassment, or violence. A child friendly pedagogy will be followed in all classrooms in an inclusive manner.

Key Issues and Challenges of Primary Education in Bangladesh. Following are the key issues and challenges of primary education in Bangladesh:

- Ensuring inclusiveness and access as the duration of primary education is extended to class VIII.
- Upgrading the curricula to the need of 21st century for quality education in a gender sensitive manner enabling all students to acquire human qualities on one hand and some basic skills on the other.
- Decentralizing administration and management system to develop a good mechanism for the supervision and monitoring through involvement of local citizens in addition to official processes.

Non-formal/ Mass Education. The target group for non-formal/mass education is out-of-school children, school drop-outs, adolescents and young adults, street children, and children of urban slum-dwellers' engaged in hazardous occupations. All illiterate, semi-literate and new-literate young persons and adults will have access to learning

opportunities for basic education, adult literacy, and continuing education, including skills development for jobs or self-employment. This learning will be linked to the new National Technical and Vocational Qualifications Framework (NTVQF), which will allow access to further learning. For skill development of the rural children and adults not in formal education for one reason or another, vocational schools with a wider choice of subjects will be important.

Secondary Education. By 2021, it should be possible to provide quality primary and secondary education to every child. No child should be left outside this education system on grounds of her/his lower family income level, gender, religion, ethnicity, or disabilities. Measures will be taken to improve the training and quality of school teachers. Management practices will be put in place to promote women's leadership in teaching as well as governance of secondary education.

Key Issues and Challenges of Secondary Education in Bangladesh. Key issues and challenges of secondary education in Bangladesh are enumerated as follows:

- Improving the relevance of secondary curriculum, especially for livelihood improvement and encouraging mathematics, science, IT and humanitarian education.
- Encouraging students to seek quality education and accordingly, improving classroom teaching-learning activities and introducing mentoring activities to develop leadership quality among the students.
- Reducing gaps and differences between educational institutions of different types (standard, madrasa, English medium and other) and in different locations (village, urban) in the imparting of education by introducing certain common subjects (English, Bangla, mathematics, Science (ICT) and disparities in facilities and abilities through appropriate interventions.

Sustaining Gender Equality for Secondary Education. Following are the steps for sustaining gender equality for secondary education:

- Using Public Private Partnership (PPP) in expanding vocational education.
- Reforming the examination system in order to assess creativity, knowledge and problem solving skills of students rather than memorization.

- Improving the curricula, facilities, and methods of skill training for secondary school programs such as the SSC (vocational) and HSC (vocational).

Integration and Unification of Education System at Primary and Secondary levels.

With the unification of education at the primary and secondary levels, replacing the segmented education system (e.g. Bangla-medium, English-medium, Madrasha system) the exclusiveness, the socio-economic-intellectual discrepancies detrimental to social justice and solidarity will be eliminated. The curriculum needs to be revised for consistency amongst the major parts of the streams. Therefore, all streams will teach a number of core subjects (Bangla, English, Maths, Science, ICT, and Bangladesh Studies) along with stream-specific subjects. All students at secondary levels should be able to achieve a functional knowledge of English as a foreign language, which would enable them to connect with the outside world. All primary and secondary schools, public or private, rural or urban, will be improved to offer a high standard of education and will be equipped with comparable teaching staff, laboratory and computer facilities, libraries and so forth. Free education and textbooks up to secondary level are part of Vision 2021.

Tertiary/Higher Education. Enhanced opportunities for research will be created by establishing centres of excellence in some of the institutions of higher learning. The performance of private as well as public universities will be evaluated and monitored by establishing an Accreditation Council. Attempts will be made to improve the quality of teaching, library facilities, and research. The goals for all universities are to meet international standards. Current public expenditure on education is 2.24% of GNP, which should be at least 6.0% by 2021. The government is supporting education of meritorious students' stipend schemes for schools and public colleges. Such students will be provided full funding of education, a goal to be reached by phases. For this purpose government will set up a Stipend Trust Fund with budgetary allocation and private contributions eligible for tax breaks. This Trust Fund will finance free education up to degree level for qualified students.

Key Issues and Challenges in Higher Education. Key issues and challenges in higher education are discussed as follows:

- Upgrading the curricula and improving teaching - learning methods for quality outcomes to meet 21st century challenges.
- Integrating ICT in the curriculum irrespective of the stream and encourage computer aided learning at secondary level by establishing a coherent and comprehensive policy framework articulating national priorities in the education and reducing urban-rural gaps.
- Linking TVET curriculum to local industries and business needs and higher studies.
- Reducing session jam and elimination of politicization in higher educational institutions.
- Introducing a fair, non-political system of recruitment and promotion of teaching staff on the basis of performances.
- Introducing a special salary scale for teachers to ensure commitments and accountability.
- Increasing revenue of the public universities to cover 50% of their budget.
- Implementing Private University Act to enhance quality education and a standardized system.
- Setting up an Accreditation Council for ranking the quality of higher education in all of the public and private universities.

Strategic Issues in Education Development. Key strategic issues in education development are discussed as follows:

- **Quality Enhancement of Education System.** The goal is to transform educational environment in the country and to be internationally competitive by 2021. The engineering and scientific pursuits and methods will be of international standards. Students will be encouraged to work for leadership, co-operative zeal, and sense of positive competition and will be able to express their free opinion on national and international issues through dialogue. University administration and student discipline will be restored.
- **Decentralized Education System.** The administration, particularly for secondary and college education, will be decentralized in a manner that conflict does not arise among different persons and agencies, problems are more quickly solved

and at the local levels, and school/college authorities do not need to come to Dhaka for even routine official matters like time scale, transfer, and etcetera.

- **Community Management of Local Educational Institutions.** A mechanism shall have to be devised, based on the Education Policy 2010, to ensure accountability of school teachers to the local community and to ensure school facilities (i.e. toilets, drinking water, and safety issues) that meet the needs of both girls and boys. Local community members and respected personalities, along with representatives of parents' should be an effective part of school management committees.
- **Increased Investment and Cost Sharing in Education.** While government budgetary share in education may have to be suitably raised – may be doubled in the foreseeable future, private sector participation in education, both investment and current expenditure, can improve the situation. Training of teachers and expansion of peer approach/students mentoring activities in the secondary and higher secondary levels are areas where NGOs can supplement government efforts. In the interest of both equity and resource mobilization, higher education can be financed increasingly through greater cost sharing by beneficiaries, thereby making it less dependent on public resources. There are benefits to be derived through establishment of better linkages with job markets on the one hand and the world educational systems on the other.
- **Use of Technology in Education and Computer Literacy.** Integration of technology in teaching learning process, teacher development process, and skills development is a must to cope with the demand of 21st century. Computer aided learning would be given special emphasis so that students are able to handle technology smoothly. Full utility of modern technology including computers for quality improvement in primary and secondary education will be explored. An Educational TV channel could be established for this purpose.
- **Rejuvenation of Sports and Cultural Activities.** The basic cultural characteristics of all culturally distinguishable groups including ethnic minorities will be facilitated to flourish, with unity in diversity established based on the common purpose of cohesive national progress that includes everybody. In order to facilitate, in this sprint, flourishing of cultural traits and their expression in performances and

- other activities, policy and budgetary support will be provided right from the early stages of schooling for cultivation of various cultural pursuits. Encouragement and budgetary support will be provided to educational intuitions at all levels aimed at promotion of exercises and sports. International participation in sports, games and cultural performance will continue to be encouraged.
- **Teacher Development.** Appropriate policies will be adopted to attract talented and inspired young people to the teaching profession and retain them in the profession. It is essential to create a critical mass of talented teachers in the education system. Measures such as benefit packages may be introduced to attract qualified teachers to serve in rural areas. A Teacher Recruitment and Development Commission will be established to recruit teachers and support their professional development. Teachers' status, special incentives and training (home and abroad) will be ensured. They have to be encouraged and given opportunities to do research in their respective fields, in teaching methodology, in curriculum development, and in methods of assessment.
 - **Promoting Science and Technology.** Objectives in promoting science and technology are to:
 - Create a generation highly educated in science and technology.
 - Encourage Research and Development in government and private sector and increase the share of GDP spent on R&D.
 - Establish science and technology parks.
 - Spread awareness of vocational education for work at home and abroad.
 - **Technical and Scientific Education for Development.** Expenditure on Research and Development (R&D) is an index of a country's orientation to science and technology. India & China spend on R&D 0.85% and 1.44% of GDP respectively. Bangladesh currently spends 0.62% of GDP on R&D, which is higher than some LMI countries. However, better performance in this regard must be attempted. Universities of science and technology, together with other general universities have to move forward with R&D, training men and women professionals in technology to meet the enormous demand for such expertise in the context of increasing investment and growth stipulated in the industries and services sector by 2021.

- **Technical and Vocational Education and Training (TVET).** A strategy to achieve nearly full employment by 2021 must ensure that all new entrants to the work force are trained to enhance their knowledge, skill, and creativity. Both the private and public sectors should expand the network of quality vocational training institutes. The private sector which came forward to train people in computer technology as well as in many of the trades and skills related to vocational training needs of different fields. These institutes can be developed in such a manner that promotes the role of women in non-traditional skills (i.e. scientific services, trades, technical areas, finance, nursing, ICT, management, etc.). In addition, strategy to promote and increase women in TVET is essential. The great surge in 15 - 35 age group requires creation of employment opportunities through provision of training for self-employment and/or employment in Small and Medium Enterprise (SME). However, strict monitoring and regulation of these training activities for purposefulness and quality will need to be put in place. Different types of vocational training could be planned, including those in the emerging trades such as accounting and financial services, graphics and textile design, computer animation, etc. Management and engineering positions in commercial and services sectors will need newer type of skills. Industry can have a greater role in setting the standards for TVET and skills training and to assist government identify the skill needs of the economy in coming years. Income and remittances will increase substantially if we can send abroad workers with appropriate skills. New destinations for workers also will be explored such as Europe and East Asia. In addition to traditional job markets in the Middle East, future job openings are also widely expected in European and East Asian countries where unskilled hands will not be needed much.

ANNEXURE H

National Skill Development Authority (NSDA) Act 2019

An act to establish National Skill Development Authority:

Whereas it is necessary to develop the skill of manpower by improving the standard of technical and vocational considering national and international labour market demand and

Whereas it is expedient and necessary to make provisions for the establishment of national skill development authority and matters ancillary thereto for carrying out the purpose mentioned above.

The Functions of the Governing Body

- To approve the policy and strategy paper related to national skill development.
- To approve short, mid, and long term plan of action of national skill development.
- To examine the overall activities of the authority and executive committee and give necessary directions.
- To take any decision for carrying out the purpose of this act.

Duties and Functions of NSDA

- To formulate skills development policy, strategy and plan of actions.
- To fix the Key Performance Indicator (KPI) for government and non-government training institutes, prepare uniform training manual and coordinate the activities of the their implementations, supervision and evaluation for the purpose of creating skilled HR for the national and international labour market.
- To publish the forecast of national and international labour market demand and establish sector-wise skills data bank.
- To give recognition of prior learning of professions under this Act, where applicable.
- To monitor and coordinate all projects and actions related to skills development.
- To take actions to develop the standard of training, certification and mutual recognition.
- To form Industry Skills Council (ISC) and provide with necessary assistance.
- To strengthen industry linkage.
- To take any initiative by the Authority on its own consideration for creating skilled HR; and to discharge such other duties as may be directed by the Government or Governing Board.

Industry Skills Council

- Agro-Food ISC
- Ceramic ISC
- Construction ISC

- Furniture ISC
- Informal Sector ISC
- Information & Communication Technology ISC
- Leather & Leather Goods ISC
- Light Engineering ISC
- Pharmaceutical ISC
- Ready-made Garments & Textile ISC
- Tourism & Hospitality ISC

ANNEXURE J

Ministry/Departments Concerned for Skills Development

- **Ministries related to Skills Development**
 1. Ministry of Labour & Employment.
 2. Ministry of Education.

3. Ministry of Expatriate Welfare & Overseas Employment.
 4. Ministry of Youth & Sports.
 5. Ministry of Social Welfare.
 6. Ministry of Women & Children.
 7. Ministry of Agriculture.
 8. Ministry of Industry.
 9. Ministry of Civil Aviation & Tourism.
 10. Ministry of Information.
 11. Ministry of Railway.
 12. Ministry of Local Government, Rural Development & Cooperatives.
 13. Ministry of Textiles & Jute.
 14. Ministry of Power, Energy and Mineral Resources.
 15. Ministry of Fisheries & Livestock.
 16. Ministry of Health and Family Welfare.
 17. Ministry of Posts, Telecommunication & Information Technology.
 18. Ministry of Shipping.
 19. Ministry of Primary & Mass Education.
 20. Ministry of Chittagong Hill Tracts Affairs
 21. Ministry of Environment, Forest and Climate Change.
 22. Ministry of Defence.
 23. Ministry of Finance.
- **Departments related to Skills Development**
 1. Directorate of Technical Education (DTE).
 2. Bangladesh Technical Education Board (BTEB).
 3. Bureau of Manpower, Employment & Training (BMET).
 4. Department of Women Affairs.
 5. Department of Youth Development.
 6. Department of Social Services.
 7. Bangladesh Small and Cottage Industry Corporation (BSCIC).
 8. Bangladesh Parjaton Corporation (BPC).
 9. Bangladesh Chemical Industries Corporation (BCIC).

10. Bangladesh Railway.
11. Bangladesh Rural Development Board (BRDB).
12. Bangladesh Jute Mills Corporation (BJMC).
13. Department of Shipping.
14. Department of Textiles.
15. Bangladesh Computer Council (BCC).
16. Department of Health.
17. Department of Fisheries.
18. Bangladesh Association of International Recruiting Agency (BAIRA).
19. Bangladesh Nursing Council (BNC).
20. Bangladesh Industrial Technical Assistance Centre (BITAC).
21. Bangladesh National Social Welfare Council.
22. Soil Resource Development Institute (SRDI).
23. Department of Agricultural Marketing (DAM).
24. National Productivity Organization (NPO).
25. Bangladesh Atomic Energy Commission.
26. Bureau of Non-formal Education (BNFE).
27. Department of Information and Communication Technology.
28. State Medical Faculty.
29. SME Foundation.

ANNEXURE K

Bangladesh German Technical Training Centre (BGTTC)

BGTTC is one of the oldest and pioneer technical training institutes in Bangladesh. BGTTC has been established in 1965 on 6.48 acres of land in collaboration with the Government of Germany. So it is named as Bangladesh-German Technical Training Centre. As the social and economic fabric is becoming more and more complex and

technology dependent, a worker's skill must be perfected to a high level of proficiency. In the world of work today, a worker's Productivity derives as much as from team work, punctuality, discipline, safety consciousness as well as from his high standard of skill. Thus qualitative changes in the character of the work-force mainly depend on the nature and quality of the training. In the light of the above, BMET under the MOEWOE is playing very important role in the development of HR by providing training to untrained persons for improvement of their skills. BGTTC has been established for the training of craftsman, unskilled and skilled workers in a planned and scientific manner to the requirement of the country and aboard. This training Centre has adequate workshops, big floor space, equipped with modern machines and equipment, science lab and computer lab. The instructional staff are highly experienced in their field of expertise and more than 80% of them are trained at home & aboard. Other relevant aspects of BGTTC are appended in succeeding paragraphs:

- **Mission.** To impart knowledge, skills and attitudes in trainees using modern technology and research in keeping with changes for employment in the local and global market.
- **Vision.** To be a model of Centre of excellence in TVET for national development.
- **Objectives.** Objectives of BGTTC are listed below:
 - To improve the quality of TVET trainees.
 - To deliver advanced training to the technical trainees.
 - To undertake action to improve the skills of the trainers as the Technological Development.
 - To provide/Employment to the trainees at home & aboard as their skills.
 - To perform to the Technical and socio-economic Development of the country.
- **List of Department.** Following department are relentlessly involved in skill development:
 - House Keeping
 - Auto CAD
 - Drafting Mechanical
 - Garments
 - Graphics Design

- Computer
- Welding
- Refrigeration and Air Conditioning
- Machine tool Operation
- General Mechanics
- Electronics
- Plumbing
- Electrical
- Civil Construction
- Drafting Civil
- Automotive
- **Courses Conduct by BGTTC.** BGTTC conducts a good number of courses. Students certified from BGTTC is doing good in their respective filed of work both at home and abroad. Various courses conduct at BGTTC are highlighted below:

- **Self-Supporting**

Shuttering

Tiles Fixer

Rod Binding

Mason

Tig and Mig Welding

6-G Welding

Machinist (Milling, Shaping and Grinding Operator)

Turner (Lathe Machine Operator)

Building and Architectural Drafting

Radio and Television Servicing

Welding and Fabrication

Electrician

Plumbing and Pipe Fitting

Auto Mechanics with Driving

Auto mechanics

Electrical House Wiring

Refrigeration and Air Conditioning
House Keeping Course
Architectural Drafting with Auto CAD
Computer Application

○ **Garments Trade**

Dress Making
Quality Control Management
Swing Machine Operator
Sewing Machinery Maintenance
Pattern Making
Mid-Level Management

○ **Language Course**

IM Japan Technical Intern (Language and Culture)
English spoken course
Korean Language courses

○ **SSC Vocational**

Welding and Fabrication
General Electronics
Automotive
Civil Drafting with CAD
Civil Construction
Mechanical Drafting with CAD
General Mechanics
Machine Tools Operation
General Electrical Works
Plumbing and Pipe Fitting
Refrigeration and Air Conditioning

○ **Skills for Employment Investment Program (SEIP)**

Bricklaying

Motor Driving with Basic Maintenance
Welding and Fabrication
Quality Control Supervisor
Mid-Level Supervisor
Refrigeration and Air Conditioning
Plumbing and Pipe Fitting
Graphics Design
General Electrical Work

ANNEXURE L

Trust Technical Training Institute (TTTI)

Preamble. Like any other third world and emerging countries Bangladesh has plenty of uneducated and unemployed populace. In Bangladesh, a scanty amount of population are educated in terms of technical and formal education. Approximately 2.5 million new young people mostly without any technical knowledge are entering into the job market every year and this is likely to continue for next few decades. All these people needs

further training and develop their skills to be employed anywhere. Bangladesh Army is also not out of that environment. Most of the soldiers who are retiring or going to retire in the near future from the service are also not technically qualified. Every year a huge number of such persons are retiring from the service and unable to make any headway in their post retirement career. All these civil and army personnel are part of our society and needs to be addressed properly, so that, they acquire required knowledge and skills and can contribute to their future employment, which will help their family, society and the nation as well. Keeping this in mind, Bangladesh Army has decided to establish a technical training institute named as TTTI to train both the civil and army personnel on different technical trades. So that, these people are capable of being employed at home and abroad as a technical person or go for small entrepreneurship. This institution is run by Bangladesh Army (Army Welfare Trust-AWT) and Governed by a Board of Directors. The institute has started its journey on 01 June 2009. It is a non-profitable, welfare oriented organization. TTTI has started its journey in the field of technical training on June 2009. The institute is established to impart technical training to both non-technical army personnel who are retiring at an early age and also the unemployed youths of the country. TTTI is run and financed by AWT. It is a non-profitable, welfare oriented organization.

- **Location.** TTTI is located at Savar. It is approximately 32 KM North-West from the capital city Dhaka, beside Dhaka-Savar-Aricha highway. It is 01 KM East of Bish Mile-Zirabo Road junction. Savar is connected both by road link from Dhaka and other parts of Bangladesh.
- **Approach towards Training.** To ensure the development of technical skills and HR in a professional manner. TTTI is a full-fledged technical training institute which provides training to develop skills on different technical trades and language proficiency. Highly trained and skilled persons who are experienced in their own field conduct the training. The training module is followed as per the guideline of BTEB, Ministry of Education, BMET, MoEWOE, and SEIP sponsored by ADB.
- **Objectives of TTTI.** Trainees undergo series of lectures to provide sound foundation on the theoretical aspect which is followed by practical lessons. They are tested about their performance in theoretical and practical classes. Their daily and

weekly performances retested, maintained and recorded in database. One of the main sources of foreign remittance earning in Bangladesh is from manpower export. Skilled manpower has got huge demand in MENA, Europe, USA, Canada and Australia. Presently it is found that certified skilled technician on many field like construction, rod binding, house wiring, electrical and plumbing can get jobs outside world. To meet up their requirements and supply trained and acceptable certified technical and other skilled professional TTTI have designed all its courses. Thus, the objectives set up for the courses are as under:

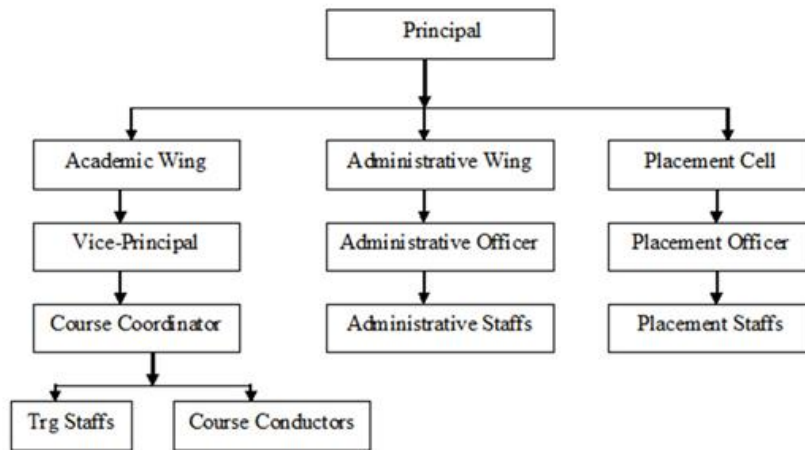
- To provide institution based technical training in different employable trades.
- To conduct formal, informal and special training.
- To conduct trade test for Overseas Employment.
- **Training Conduct by TTTI.** TTTI conducts different types of training. Thus, the academic system is also different. All the training's are technical in nature and mostly practical oriented. Approximately 80% classes is based on practical and 20 % classes are theoretical. Different academic systems are as under:
 - **Regular Trade Training under BTEB Curriculum.** These training are of 06(six) months duration comprising of 360 (Three hundred sixty) training hours. These training's are conducted session wise. Every year there are 02 sessions. Summer Session- Starts from 01 January and ends in 30 June of each year.
 - **Training under SEIP.** SEIP is sponsored by ADB Supervised by Bangladesh Association of Construction Industry (BACI). These training's are of 03 months duration. In a training year TTTI conducts 04 sessions as under:
 - Session 1 - 01 January to 31 March.
 - Session 2 - 01 April to 30 June.
 - Session 3 - 01 July to 30 September.
 - Session 4 - 01 October to 31 December.
 - **Trade Training SEIP.** TTTI conduces following trade training under SEIP:
 - Driving Training under SEIP.
 - Plumbing and Pipe Fitting Training Supervised by Polly KormoShoyaok Foundation (PKSF).
 - Refrigeration and Air Condition Training Supervised by PKSF.

- **Training System.** All the training curriculum and syllabus of TTTI are followed according to the instructions of BTEB and SEIP. Practical classes have been given maximum importance along with theoretical lessons, so that, students achieve basic skill as well as special skill. The system which is followed to impart training are enumerated below:
 - Lecture
 - Demonstration
 - Assignment
 - Practical exercise
 - Audio-visual aid
 - Educational/training visit
- **Specialties of TTTI.** The specialties of TTTI which makes it different from others are:
 - TTTI is an institute where maximum emphasis is given on imparting lessons to the students. Thus, due importance is given on qualities and number of instructors and teaching staffs. The student instructor ratio is strictly maintained i.e. for BTEB Courses 15:1, for WB and ADB sponsored courses 10:1.
 - It is a self-sufficient training institute which has got separate academic building, independent class room for each trade, practical class room equipped with modern equipment. It has also got a huge library comprising of few thousands books on different trades for the students and also reference books for the instructors.
 - TTTI has got an exclusive internal and external driving track for driving practice of the students of driving cum auto mechanics course. It has also got adequate number of different types of transport for imparting practical lessons on driving. TTTI has developed a driving village for the students of driving cum auto mechanics course where they will come across all types of road/traffic sign and symbols, road markings and different types of obstacles while carrying out. It is only one of its kind in Bangladesh.
 - It has got a big Multi-purpose hall where different functions can be organized.

- The institute has got a residential complex of 700 persons along with catering facilities. All indoor and outdoor recreational facilities are available for the students and staffs of this institute.
- **Regular Trade Training under BTEB Curriculum.** These training are of 06(six) months duration comprising of 360 (Three hundred sixty) training hours. These training may also be conducted in 03 (three) months keeping 360 (Three hundred sixty) training hours intact. Youths who have studied minimum up to class VIII standard are eligible for these courses. However, students qualified in SSC are given priority. Courses run at the moment under this category are as under:
 - Driving cum Auto-mechanics
 - Welding and Fabrication
 - Air-condition and Refrigeration
 - Electrical House Wiring
 - Plumbing and Pipe Fitting
 - Masonry and Rod Binding
 - Radio TV and Mobile Repair
 - Computer Office Application
- **Benefits for the Students from Regular Trade Training Courses.**
 - Direct employment opportunity in Bangladesh Army.
 - Will get priority in recruitment in Bangladesh Army in General Duty (GD) trade.
 - Priority on recruitment / employment in different technical category / trades in Bangladesh Army
- **Training under SEIP.** Details about training under SEIP sponsored by ADB training vary from 03 Month to 04 months. Under SEIP, training is conducted for a duration of 03(Six) Month / 360 Training Hours Duration Curriculum Supervised by BACI. Under this program TTTI conducts following courses:
 - Masonry
 - Electrical Installation
 - Steel Binding & Fabrication
 - Plumbing
 - Tile & Marble Works

- Plumbing
- Air-condition and Refrigeration
- Driving and Maintenance
- **Certification.** At the end of the course, successful students are awarded with certificate from BTEB as well as from ADB / WB. In addition to that, TTTI also provides a certificate of qualification to the successful students who attend the regular training under BTEB.
- **Organization of TTTI.** The organization of TTTI is shown in the Figure below:

Figure: Organization of TTTI



Source: (TTTI, 2020)

ANNEXURE M

SenaKalyan Overseas Employment Services Limited (SKOESL)

Preamble. SKOSL has been established in the year 2016. It aimed at promoting skilled and unskilled work force of Bangladesh for a better earning duly deploying them globally. With this aim, it successfully managed to have overseas employment of 425

work force of varied trade for the first time in 2018. The SKOSL Company now intends to further expand its ventures in this arena. SKOESL is providing security services for last 04 years. Having a military regulatory body, it has distinct qualitative features for which the company achieved confidence of the clients. We are capable of mastering various technical and non-technical persons for overseas employment. The Company has been running by very efficient military officers. Therefore the company can provide overseas employment services very smoothly with total satisfaction of the clients

- **Mission.** To be a trust worthy overseas employment services provider in Bangladesh.
- **Vision.** ‘SenaKalyan Overseas Employment Services Limited is to be rated the best recruitment company by every client and candidate we serve, to always act in the best interest of the individual, not just the bottom line’.
- **Company Information.** Details about SKOESL is highlighted as follows:
 - Name of company: SenaKalyan Overseas Employment Services Limited (SKOESL)
 - Type of Company: Scheme of Admin, BD Govt.
 - Trustee Board: Chairman: Chief of Army Staff, BD Army
 - Vice Chairman: Adjutant General, BD Army
 - Members: As follows:
 - Chairman, SenaKalyanSangstha
 - ACNS (Personnel), Bangladesh Navy
 - ACOS (Admin), BD Air Force
 - DG, DGFI
 - Director, Armed Services Board
 - A nominee of the Secretary, Ministry of Finance
 - A nominee of the Secretary, Ministry of Defence
 - Director General (any one), SenaKalyanSangstha
- **Headquarters.** SKS Tower (Level-10), 7 VIP Road, Mohakhali, Dhaka-1206, Bangladesh
- **SKOESL Strengths.** SKOESL’s strengths are enumerated below:
 - Strong Recruitment and screening capability.

- Good in-house and affiliated training facilities available.
- Good Administration.
- Legal needs and support available.
- Transparency at all level maintained.
- Long term maintenance and follow up.
- **SKOESL's Service List.** SKOESL provides following services:
 - Security Personnel
 - Drivers
 - Skilled Workers
 - Care worker
 - Building cleaning worker
 - Machine parts & tooling worker
 - Industrial machinery worker
 - Electric and electronics worker
 - Shipbuilding/Ship machinery worker
 - Automobile technician
 - Aviation technician
 - Agriculture worker
 - Fishery & aquaculture worker
 - Food and beverages worker
 - Food service worker
 - A/C Technician (Package chiller central)
 - Building Electrician
 - Finishing Carpenter for carpentry shop
 - Carpenter for site work
 - Gypsum Installer
 - HVAC Duct Fabricator
 - HVAC Duct Installer
 - HVAC Duct Panel termination Technician
 - M.V/L.V Panel termination Technician
 - Mason (Tile setter, Block Layer, Plasterer, Marble Setter)

- Painter
- Pipe Fitter
- Plumber
- Shuttering Carpenter
- Steel Fixer, Bar Bender
- Welder
- Floor Vinyl Installer
- Heavy Duty Drivers
- Un-Skilled Workers
- Construction Labour
- Helper/Cleaners
- Architectural Engineering
- Office Engineer - Design and shop Drawings
- Site Engineer
- Quantity Surveyor
- Civil Engineering
- Planning Engineer
- Planning Manager
- Quantity Surveyor
- Site Engineer
- Construction Site Engineer
- Surveyor
- QA/QC
- QA/QC Engineer
- HSE Engineer
- QA/QC Low Current Electrical Inspector Engineer
- Electrical Engineering
- Low Current (Fire Alarm, BMS, Data, Access Control etc.)
- Power & Lighting (Low Voltage) Engineer
- Mechanical Engineering
- Fire Fighting and Plumbing Engineer

- HAVC Engineer
- Quantity Surveyor
- Draughtsman
- Architectural
- Civil/Structural
- Electrical
- Mechanical
- Timekeeper
- Timekeeper
- Document Controller
- Accountant
- Accountant
- Supervisor
- Civil/Structural Supervisor
- Electrical - LC, LV Supervisor
- HVAC Supervisor
- Plumbers and fire Fighting Supervisor
- Architectural Supervisor (Finishing Supervisor)
- **Selection Process.** Considering the diversity of categories and segments, SKOESL employ a dedicated panel of experts for the selection process. Details about the selection process is discussed in the subsequent paragraphs.
- **Technical Trade Test.** Trade tests are conducted for all technical personnel such as technicians, electricians, welders, plumbers and mechanics. Company has short-listed high ranking technical institutes equipped with the finest workshop facilities for these trade tests. Heavy-duty operators are tested on project sites. Trade tests are also conducted for Civil / Mechanical / Marine Engineers. Trade test for carpenters are conducted at The Government Carpentry School and workshops attached to major engineering corporations.
- **Medical Test.** All short-listed candidates have to compulsorily undergo a thorough medical check and physical suitability is never compromised upon. The company employs doctors to determine physical fitness level of every candidate.

Further, the company seek endorsement from the Government authorities to ensure healthy employees are recruited.

- **Application for Visa.** For selected candidates, the company under their responsibility apply for the visa in the respective embassy as authorised by the employer.
- **Ticketing and Immigration.** SKOESL obtains immigration clearance from the concerned Government department for the candidates and also facilitate making the requisite travel arrangements.
- **Orientation Program.** Once candidate is selected, The company conduct an orientation program where he is familiarized with the new work environment which includes:
 - Work Culture of Prospective Organization
 - Industrial Practices
 - Safety Guidelines to be followed at work place
 - Labour Laws prevalent in the country
- **Candidate Arrival Information.** After the selection process is completed, clients are informed regarding the arrival information of the candidates in advance. This ensures that the clients have sufficient time to receive the employee at the port of arrival.
- **Recruitment Objective.** To find out someone whose value systems and approach to work matches with that of the prospective employer. For employers, the cost of making the wrong hire can be the true value of working with a strong Manpower Recruitment partner such as SKOESL. Development of a well-thought out client specific recruitment strategy is done to ensure that recruitment is concluded as per the quality expectations of the client.
- **Data Bank.** A short-list of suitable candidates interested for specific needs, whether it is a key direct hire or high-impact contract professional is prepared from company's extensive database. SKOESL combines extensive research, networking and direct sourcing to find qualified candidates.

- **Quality Check.** All applicants are screened and references checked to ensure that only the right candidates with desired qualification and relevant work experience get on board.
- **Deployment Period.** After taking into consideration the volume and category of manpower the company will quote the time required for recruitment. The entire recruitment process for a batch of 250 candidates takes approximately 60 days.
- **Performance Guarantee.** SKOESL believes in providing quality manpower and endeavour to select the right candidate matching the job role requirements. In case any of any selected candidates fall below the expected standards and seems unsuitable for the job within the 3 month probationary period, the company shall assist the employer in repatriation of the employee and provide replacement.

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