



Trends of unemployment among the educated youth in Bangladesh and the policy for solving the issue

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Abstract

Bangladesh has a fairly young population with 34 percent aged 15 and younger and just 5 percent aged 65 and older. At present, more than 65 percent of our population is of working age, between 15 and 64. But the irony is, as has been depicted by the Bangladesh Bureau of Statistics (BBS) that the unemployment rate among people with tertiary level education has considerably risen up. In contrast to overall development, about 46% of the total unemployed youth are university graduates!

This article identified inconsistencies prevailing within different policies which were prepared by the government of Bangladesh to education along with skills development and job placement i.e. the (i) 'National Education Policy-2010', (ii) 'National Skills Development Policy-2011' and 'NFE Act 2014', (iii) National Service Program Guideline and (iv) NFE Act 2014. In this paper short-term, medium-term and long-term target, plans and strategies have been illustrated.

It has been projected that if the recommendations of this study are implemented, the days are not far off when there will be zero unemployment among educated youth.

Keywords: Gross Domestic Product (GDP), Least Developed Countries (LDCs), Lower Middle Developing (LMD), National Skills Development Policy (NSDP), Non-Formal Education (NFE), National Service Program (NSP), Sustainable Development Goal (SDG), Technical and Vocational Education and Training (TVET).

1. Introduction

Over the past decade the development of Bangladesh has been an exceptional example for the world. The overpopulated Bangladesh has set a landmark record in poverty alleviation by reducing the level of 24.6% between 2000 to 2016. Not only that, Bangladesh is also now eligible to graduate from the list of Least Developed Countries (LDCs) to a Lower Middle Developing (LMD) nation. Life expectancy went up to 72 years in 2017 from 65.32 years in 2000.

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According to the UN Department of Economic and Social Affairs, Bangladesh has been accruing the benefit of demographic dividends since 1990s that will continue until 2050. Bangladesh has a fairly young population with 34 percent aged 15 and younger and just five percent aged 65 and older. At present, more than 65 percent of our population is of working age, between 15 and 64.

While Bangladesh has a long list of achievements to its credit, nevertheless it has failed on many fronts. The economic growth has also failed to create enough jobs for the millions of young Bangladeshis joining the workforce every year. Different studies show that between 2013 and 2017, while the average annual GDP growth was 6.6 percent, the average annual growth of jobs was only 0.9 percent (study conducted by the General Economics Division under the planning ministry between May and June 2019).

The more shocking messages came from Bangladesh Bureau of Statistics (BBS)—the unemployment rate among people with tertiary level education has considerably risen up. In contrast to overall development, about 46% of the total unemployed youth are university graduates.

Unemployment reduces the long run growth potential of the economy. When the situation arises where there are more other resources for the production and no man power leads to wastage of economic resources and lost output of goods and services and this has a great impact on government expenditure directly (Clark, 2003).

High unemployment causes less consumption of goods and services and less tax payments results in higher government borrowing requirements. The impact of the unemployment is seen with the individuals and household curtailing the consumption drastically to meet financial obligation and factors like this have adverse impact on the whole economy. It also reduces the output of goods and services which could have produced by unemployed labor force. An economy is producing substantially below its potential if unemployment rate is extremely high, thus everybody in the society loses by consuming and enjoying less because less is produced for distribution.

The negative impact of unemployment is not only confined to the economic field but also destroys the sense of moral values on the whole. Many educated young people become frustrated. They have to lead a vagabond life. They have to idle away their time. Life becomes a curse and burden to them. When there is no dim ray of hope, they resort to commit different types of crimes like hijacking, plundering, robbery, murder, terrorism, drug addicting etc.



Thus, unemployment is a biggest threat for the potential Bangladesh. We cannot expect the development of our country leaving its millions of people unemployed to survive as a boastful nation. Especially those who become educated with having potential to contribute in the development of the nation. We should make all out efforts to get rid of this curse. So, the government needs to formulate a very clear and comprehensive policy to streamline the young people in the right direction of employment and utilize the human resources or human capital in a more effective manner. Otherwise, mass people will fail their hope on education by seeing people are unemployed when they become educated. They also will feel more interest to engage next generation in labor-work at the age of childhood. As a result, talentless nation will generate.

So, before time runs out, we must act to prepare our young people for the future world of work. Since most new jobs that will be created in the future will be highly skilled, we need to revamp our weak education system to make it more suitable to the changing times.

2. Objectives of the Study:

Objective of the paper includes:

- To find the ways for ensuring employment of unemployed educated youth by making effective use of existing resources;
- To discover the policy gap in engaging with occupation of the educated youth commensurate with their education and skills;
- To design a plan of sustainable employment opportunity for the educated youths.

3. Materials and Methods:

Context: This study was conducted to fulfillment of the requirement for the award of the certificate of Policy Analysis Course, conducted by Bangladesh Institute of Governance and Management (BIGM). The study has been prepared on the basis of original research work carried out by the author.

Methods: This study is tried to establish a link among the existing policies and program which are linked with Education and Employment in Bangladesh. To meet the objectives of this study qualitative method has been used from only Secondary source.

Data Source: Most of secondary data collected from recognized documents i.e. guideline of 'National Service Program', National Education Policy 2010, 'NFE Act 2014' 'National Skills Development Policy 2011', 'Perspective plan', 'Vision 2040', Seventh 5 years plan and SDG.



Moreover, data has been collected from some acceptable documents i.e. periodical, annual reports for both financial and impact aspects, evaluation report of World Bank, ADB, TIB etc.

Data analysis: Internationally recognized tools for policy analysis e.g. SWOT, PASTLE, Multi-criteria, Force field analysis and other methods have been used in the appropriate field. As well as impact analyses have been made to choose the best option from the different policy options.

Finally the implementation plan has been prepared on the basis of the practical and empirical evidence and circumstances.

Policy Limitation: Enough time was not allocated to share and get feedback from wider range of stakeholder priors to preparing of this study report.

4. Results:

Bangladesh’s tremendous economic growth has been unable to create jobs proportionately over the past decade, raising questions about the significance of the growth for a large section of the population. According to Bangladesh Bureau of Statistics (BBS), the unemployment rate in Bangladesh is 4.37%. The World Bank country report 2017 demonstrates the unemployment rate of the youth in Bangladesh as bellow table-1.1.

Table-1.1: Population, Youths and Unemployment

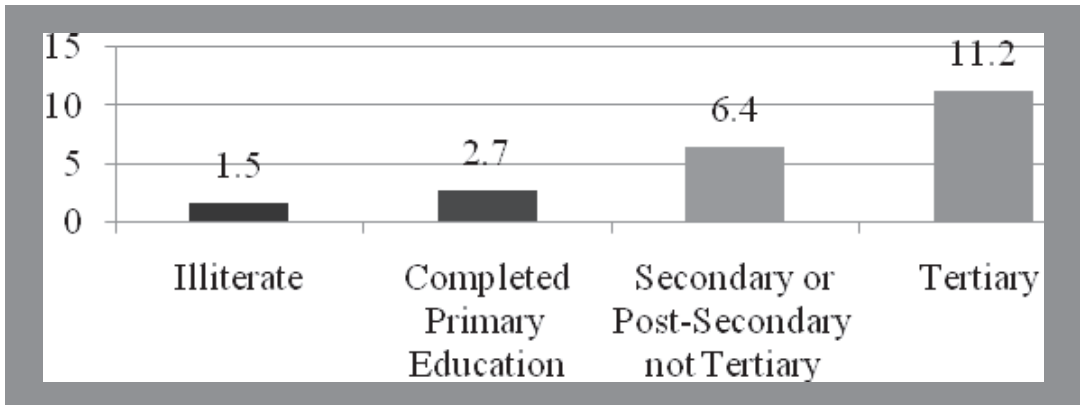
Youth (12_25): 30 percent, 47.6 million		
Youth unemployment rate:		
2014	:	10.33%
2015	:	10.65%
2016	:	11.08%
2017	:	11.37%

Data Source: World Bank Country report, 2017

The rate of unemployment among youth people with tertiary level education has considerably risen up, according to the latest Labor Force Survey (LFS) 2017 by BBS. About 46% of the total unemployed youth are university graduates. The irony is that educated people are more unemployed than non-educated in Bangladesh. The graph below shows is presenting the unemployment rate in different level of education.



Graph-1.1: unemployment rate in different level of education



Source: Labor Force Survey (LFS) by BBS, 2017

The graph-1.1 presented above shown that, Bangladesh's tremendous economic growth has been unable to create jobs, which raises questions about the significance of the growth for a large section of the population. At present the toughest task for most of the graduate/post-graduate youths is to engage with a work. It is tedious and sometimes humiliating. A graduate/post-graduate person has to run year after year from office to office to find out a job. Thousands of candidate's swarms over a single post.

Bangladesh has many commonalities with the global situation of youth unemployment described in the previous sections-2.2. However, there are more problems involved e.g. traditional values and practices; increasing number of higher educations without addressing job market demand; less opportunity to build entrepreneurship, etc. The overall scenario can be depicted in the following paragraphs:

4.1 Traditional values and practices

In Bangladesh's social system, jobholders are viewed with extra respect. As a result, most of young educated and their guardian are desperate for jobs. Any way they want to get a job, not any other like self-employment. This desire to choosing a job more than any other profession is increasing the scarcity of employment among the educated young people. Over it again, Bangladesh's graduates choose only one option i.e. government jobs. Most of the students prepare themselves to sit for BCS exams after their graduation although they completed their graduation in physics or mathematics or applied chemistry or physics or business administration or pharmacy. A graduate having MBBS degree wants to be a police officer or magistrate or a student wants to be a customs officer after being graduated in computer science and



engineering. Due to traditional social value graduates hardly prefer to have private sector jobs.

This has created a huge system loss. If we let a university graduate having MBBS or engineering or MBA/M Pharm degree to become a BCS cadre (customs officer or magistrate), the nation will lose an efficient doctor/engineer/banker or a good pharmacist. Ultimately the country will be deprived of their services. Besides, the government spends large sums of the taxpayers' money on someone studying in a government university.

On the other hand, many private sector employers do not find skilled personnel if they require so. As a result, they loss interest in expanding their business range and Bangladesh misses a wider range of employment opportunities for the potential workforce.

In his article, Biru Paksha Paul (Former chief Economist, Bangladesh Bank, currently professor of economics at the State University of New York at Corland), said— “We have produced millions of youths holding master’s degrees in Chemistry, Physics, Philosophy, History, Political Science, English, and Literature. But most of them, if not all, want to be magistrates where power and money merge together without the need for any ready skills” (Raise of Educated unemployed, Sheikh Nahid Neazy, Dhaka Tribune, June 28th 2019).

4.2 Raising quantity of higher education without addressing job market demand

Educational mismatch in skills that graduates possess and market requires creates barriers for organizations as well as for job seekers. This situation is getting worse day by day in Bangladesh. In the ILO report published in 2017 focused that the demand for labor market is few compared with the number of graduates in Bangladesh. It has been clearly proved that Bangladesh is focusing on increasing the rate of higher education without setting SMART goals. Most of the youths are studying in those disciplines which are not compatible with job market or practical life. On the other hand, those disciplines which can meet demand of the requisite scope are rather very limited. Table-1.2 presented bellow will depict a comparative picture:



Table-1.2: Comparison between higher education and demand of job service market (in both public and Private Sector).

DISCIPLINE	STUDY RATES (%)	REQUIRED IN JOB MARKET (%)	SURPLUS (%)	WORKER DEFICIT (%)
Arts and Humanities	52.5	12.7	39.8	--
Social science	11.8	4.4	7.4	--
Science	8.5	3.9	4.6	
Engineering & Technical	3.8	17.3	--	-13.5
Commerce/ Administration	19.9	8.2	11.7	--
Agriculture	3	4.8	--	-1.8
Public administration	0.3	0.55	--	-0.25
Medical	0.2	2.15	--	-1.95
TOTAL	100	54	46	17.5

Data Source: South Asian Human Resource Development Sector: An assessment of skills in the formal sector labor in Bangladesh, 2017.

According to the data shown above indicates that it was possible to ensure employment of 17.5% out of 46% educated unemployed of Bangladesh's by rearranging courses at graduate level. In fact, the lack of job placement policy and poor skill development in education system of Bangladesh is bearing joblessness of the educated youths which is pushing them into desperation. And lack of skill-based education and the existence of irrelevant degrees which do not match the needs of the job market also contribute to their compounding anxieties.

4.3 Less opportunity to build entrepreneurship

Being a self-made entrepreneur youths of Bangladesh, faces a number of challenges. Among them social stigma, lack of capital and lack of collaborative environment are the most daring.

Perhapssocial stigma is the most difficult of the challenges to wade through in Bangladesh as far as entrepreneurial pursuit is concerned. Starting from family,



friends to acquaintances, most people are negatively and heavily prejudiced towards entrepreneurs. One of the reasons is that the society stereotypically brands entrepreneurs as ethically challenged and usually looks down upon them compared to professionals. Alongside that, there is also a risk factor when you are doing business compared to when you are a professional. As a result, family and friends discourage the idea of entrepreneurship.

On the other hand, usually, capital comes from either taking loans from financial institutions or using one's own savings. Compared to other developed nations, Bangladesh has a significantly higher interest rate. The average interest rate on loans was between 10–12% in January 2018. This reflects how expensive to take loans from Bangladeshi banks. The financial organizations also make it very difficult for new businesses to take loans. This is a big obstacle many businesses owners face when trying to acquire capital. On the other hand, FDR rate in Bangladesh is very high compared to other countries. Different institutions provide different rates but it still goes as high as 9.75%. Due to this the opportunity cost of using savings as the capital for a business becomes extremely high, as any given new business can yield a mere 10–15% profit on a good day. Hence, most investors shy away from investing in new businesses and keep their savings as FDR instead.

There is a kind of ominous competition among the entrepreneurs of Bangladesh. They choose to look bigger than the other entrepreneurs. As a result, they seek to do business harm to other entrepreneurs. As a result, many new entrepreneurs become fail to survive such competition. In such a precarious situation many young people lose interest to become entrepreneurs.

4.4 Bangladesh Government's initiative

After 2009, the government of Bangladesh has been trying to eradicate the unemployment of the educated by adopting some policies and programs. The government has taken three separate policies which have relevance to skills development for ensuring job for the youths who are literate, semi-literate or illiterate: (i) National Education Policy 2010, (ii) National Skills Development Policy 2011, and (iii) NFE act 2014. All these have connectivity with objectives and strategies of different aspects of formal and non-formal education along with the training opportunities offered to the young people. They also converge in recognizing the importance of skills for life and livelihood through lifelong learning with a poverty reduction emphasis (MOE 2011).

Apart from these policies some significant programs i.e. 'National Service Program' and 'One house One Farm' have been commissioned by Bangladesh government.





But study says these projects could not meet half of the goal with which government desire (TIB, 2013).

5. Critical Evaluation of Policies linked with Education and Employment

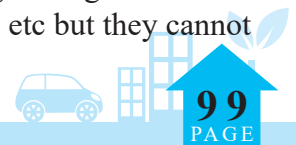
(a) **National Education Policy:** Immediately after independence, at the initiative of Bangabandhu Sheikh Mujibur Rahman, the Father of the Nation, the first Education Commission was constituted to prepare an Education Policy under the leadership of Dr. Qudrat-e-Khuda. That Commission prepared a pro-people, modern and science-oriented education policy on the basis of exhaustive inquiry and contemplation. But, the sequence of the usurpation of political power change, the education policy prepared by Qudrat-e-Khuda was abandoned. Rather, the nation experienced the toying with the destiny of people; no step was taken to fulfill the basic demand relating to education.

In 1996, it again took steps to prepare an Education Policy. The Report was ready by 1997. 'Education Policy-2000' was prepared on the basis of that Report. But with the change of political power, that education policy was again suspended. In 2010 the education policy prepared earlier with some fixed objectives was entrusted on some eminent educationists and subsequently views of people belonging to diverse classes and professions were received. Since it recognized the importance of public views and reactions to it, this Education Policy could succeed to earn a nationwide receptivity.

The important aspect of this Education Policy is that it emphasizes religion, science and technical education. This Policy attaches importance to the natural sensitivity of people and also to the delivery of education that helps find employment in the material world.

The aims, objectives, goals and principles of the Education Policy has described in 30 points. Interestingly there is no indication in the education policy 2014 regarding massing job and education except the point-13. The point 13 is ***'to put special emphasis on the extension of education; to give priority to primary and secondary education; to motivate the students to show dignity of labor; to enable students to acquire skills in vocational education to facilitate self-employment, irrespective of levels of education'***.

Since to no emphasis was given on job market demand education system of Bangladesh was not thought to be adapted to changing occupation in the changing world. Eventually every year, thousands of students are obtaining undergraduate and postgraduate degrees with honors in philosophy, history, Bangla, etc but they cannot



get the field to apply their knowledge and they become unemployed (see table 3.1). On the other hand, due to lack of quality in education youth are not getting job even completing technical education, on the contrary mill factories cannot find qualified workers!

(b) National Service Program: The National Service is a priority base program of the government that is run as per the National Service Program Policy approved by the cabinet. As per electoral commitment of the present Government, the National Service Program was launched in 2009-10 fiscal year with a view to providing temporary employment to the unemployed youths passing SSC or above in the age group of 15-35 years through their involvement in national building activities. Activities of the service were started in three districts as pilot basis, adding that later its activities were expanded in different phases on the basis of country's poverty map.

According to the National Service Program Cell sources, a total of Taka 2074.8 crore was allocated from 2009-10 fiscal to 2017-18 fiscal for the service while a target was set to create employment for 1,91,650 youths in seven phases at 128 upazilas under 37 districts. Under the service, the target was set to impart training to 1,93,985 youths while training has already been given to 1,14,034. The ratio of the participant of women and men is 51:49.

Primarily, the educated youths of the working areas are given three months' training on 10 particular modules. After completion of training, they are employed temporarily in the upazila administration, law and order protection activities, schools, colleges, madrasahs, municipalities, union parishads, upazila health complexes and clinics, banks and different government and non-government service-oriented institutions.

During the training period, every youth gets Taka 100 as training allowance daily while they get Taka 200 (per person) as service allowance daily during their two-year temporary employment. In every month, each of the youths has to deposit Taka 2,000 as saving out of monthly remuneration of Taka 6000 against his/her bank account which is refundable after completion of two years assignment.

The fact is that, this project fails to create any sustainable job for the unemployed youths. The temporarily employed could not play a desired role while being involved in a government office after receiving training. Again, after two years, when his attachment is over, he is thrown into extreme unemployment again.

(c) Non-Formal Education Act, 2014: The parliament of Bangladesh has passed the Non-Formal Education Act, bill in 2014 to bring the non-formal education sector, which was being run under a policy formulated in the year 2006. This is a



glaring example for Bangladesh because the national education system is operated by a policy (National Education Policy 2010) which has strong and established formal shape. On the other hand, Non-Formal Education system in Bangladesh is still being operated with vulnerable institutional strength as an act.

However, the act was passed to ensure the education for the deprived communities within the circle of literacy, to create opportunities of lifelong education, to develop life skills through technical and vocational training and to create alternative opportunities for the out of school and dropped out children.

The law aimed at bringing the existing non-formal education of the country under a legal framework. The Constitution of Bangladesh recognizes education as a fundamental right of every citizen and enjoins on the state “to adopt effective measures for (a) establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law; (b) relating education to the needs of society and producing properly trained and motivated citizens to serve those needs and (c) removing illiteracy within such time as may be determined by law”.

In accordance with the NFE Act- 2014, the Bureau of Non-Formal Education formed an ‘Non-Formal Education Board’ to provide approval of an equivalent structure for each of the Pre-Vocational Grades-I and II of National Technical Vocational Qualification Framework (NTVQF) corresponding to, and on the basis of, primary competencies of the basically equivalent standard of formal education. Most important objective of the act was to give— certificate to persons as examiners on the basis of their personal skills, capabilities and trustworthiness. It was very important for Bangladesh. Because there are many illiterate skilled workers at home and abroad who are deprived of the right to be appointed to the post due to lack of certification. Over the last five years, no one has been able to certify from Non-Formal Education Board.

(d) National Skills Development Policy 2011: The Skills Development Policy for Bangladesh is a major initiative to improve the coordination mechanism 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.

This Skills Development Policy provides the vision and direction for skills development over coming years as it sets out the major commitments and key reforms that government will implement in partnership with industry, workers and civil society.



This national policy will be supported by a revised and more detailed NSDC Action Plan which will identify clear roles and responsibilities for all stakeholders and set out time bound measurable targets for action over five years. Among 5 objectives, the objective (c) has clearly mentioned that it wanted to '*Establish more flexible and responsive delivery mechanisms that better service the needs of labor markets, individuals and the community at large*'.

This policy has already passed 8 years but no remarkable achievement yet. Statistical evidence, although limited, indicates that the skills imparted by much of the TVET system are not those that the market requires. Unfortunately, this information is scanty because of the paucity of tracer studies. In one tracer study, 47% of graduates from formal TVET programs reported being unemployed when surveyed at least 2 years after their graduation (World Bank 2016). Most of the remainder was continuing their education, consequently very few were actually employed. If these findings are true then it could be that TVET is failing provide skills in demand, whether because of the quality of the education or the nature of the skills imparted.

6. Feasibility of ending the unemployment for educated youth

Most of studies have focused on four primary causes behind unemployment among educated youths in Bangladesh. These are: (i) limited job opportunity, (ii) Lack of self-employment, (iii) Miss match between higher education and job market demand, and (iv) inadequate Technical and Vocational Education and Training Opportunities. In the problem tree analysis regarding this issue different causes have been found. However, 'Inappropriate Act., policies, Program and Project' is identified as the main tertiary cause.

After analyzing the problem tree and reviewing literature a total of 5 (five) policy options have come up. These are:

- a) Increasing investment to create job opportunity for all educated youth.
- b) Developing private sector to provide job for all educated youth.
- c) Establishing TVETs institutes for developing skills of all educated youths.
- d) Taking initiative to open subject/course/discipline matching with job market demand.
- e) Ensuring Policy reform to cope with the demand of present labor market.

Considering the context of the problem a number of stakeholders has been identified. Among many most relevant 14 are significant. Responsibilities are not the same for each stakeholder. It can be explained narrative presented bellow table-1.3.



STAKEHOLDER	MAIN CONCERN ABOUT CREATE EMPLOYMENT FOR THE EDUCATED YOUTHS
Parliament member	They are in front of sustainable growth and development of our country though providing employment to all the persons seeking/ willing to be employed.
Political parties in opposition	They are the critics of any action initiated by the government.
Bureaucrat	They assist in the whole process of decision making through their knowledge, expertise and work experience. They also play key role in proper implementation of government decisions.
Development partners	They provide financial and technical support when needed for the implementation of important government activities.
Private Sector/ Chamber of commerce	They promote all kinds productive activities wish to accrue maximum profits. They create employment for many people.
Universities	They can initiate, design and demand driven new courses, syllabus and awarded degree.
Financial Institutes	They are in favor of promoting young entrepreneurs.
Teachers	They provide necessary knowledge and skills.
TVET Institutions	These institutions are charged with the responsibilities of providing skill development training in accordance with the needs of recruiters both at national and international labor market
Education Ministries	They (MoE, MoPME) main portfolio to transform the nation's manpower into a public resource by operating the entire education structure.
Youth Development Ministry	They are responsible to make the youth Self-employed and self-sufficient.
Ministry of Labor	They are responsible to ensure citizens access, protection and fair wages in national and international labor markets.
Civil Society and Media	Civil Society and Media are interested to create public awareness and form public opinion.
Educated youths	They want job/employment according to their educational background.
NGOs	They are involved in creating skills manpower and take necessary steps for employment generation with particular emphasis of self-employment.

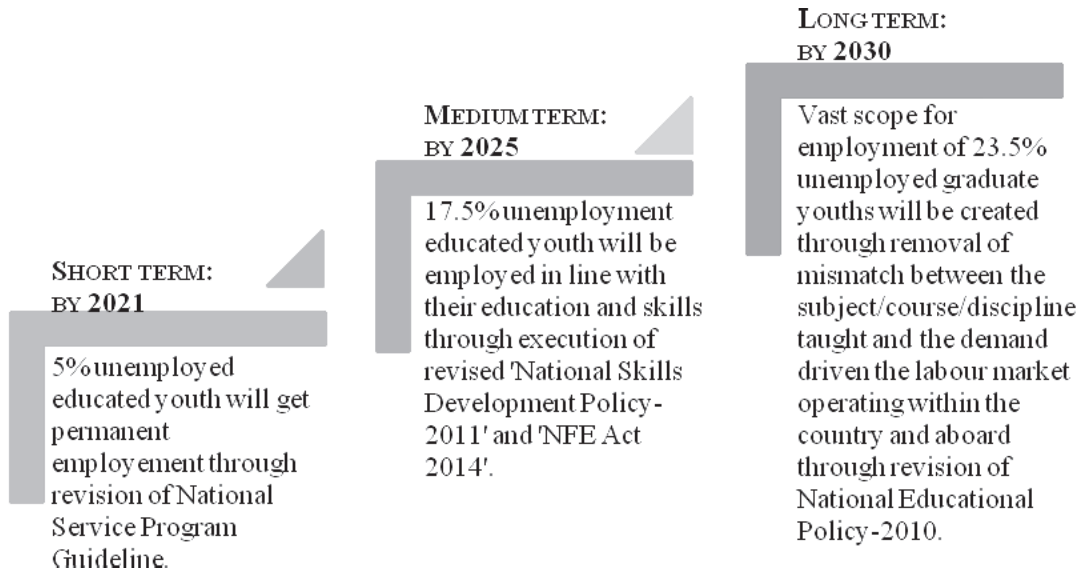
Table-1.3: List of Stakeholders' concern



In the preparation of this policy paper, internationally recognized analysis tools and procedures have been applied at different stages. One of them is Stakeholder Analysis and another is option analysis. In the case of stakeholder analysis: SWOT analysis, Interest-influence analysis, Force field analysis, Vertical force analysis have been used. And in case of option analysis Multi-criteria analysis, PESTLE analysis and Risk analysis tools have been used.

Based on comparison among different five options, the option-(e) **‘Ensuring Policy reform to cope with the demand of present labor market’** got the highest score and selected as best option for ending unemployment among the educated youths in Bangladesh.

To implement this option, implementation strategies have also been determined in line with the policy objective. A total of 11 years (2020-2030) will be spent to achieve the all outcomes of the proposed policy. Of this, policy objective will be achieved in three stages fulfill to the three specific objectives. The timeline and the result that is expected to be accrued from these stages have shown the figure-1.1 below:



With the adaptation of Kipling Method (5W1H, Rudyard Kipling's 1902) the following set of questions prescribed below can giving a clear view about implementation plan of this particular policy.





Kipling Method for SMART policy plan

WHAT	WHERE	WHY	WHO	WHEN	HOW
National Education Policy-2010	The aims, objectives, goals and principles of the Education Policy (<i>Article no:1, Page No.: 1</i>)	There is no provision of learning to refine and discard on a regular basis by focusing the global and national labor market and to arouse students' interest for choosing work of his own interest.	Task will be force formed to review the policy. Directorate of Higher and Secondary education will stir the overall implementation process.	Policy review within three months, ensuring 100% implementation 2030.	Existing management mechanism of concern ministry will implement the policy. PIC will monitor regularly, conduct evaluation and provide assistance in the areas as an when needed.
National Skills Development Policy-2011	Key Target Groups (<i>Article no: 3,4, Page: 12</i>)	As the target for skill development is specified, educators in general education are out of the reach of the contemporary labor market skills.	Task force formed to review the policy. Ministry of Youth Development will ensure its implementation	Policy revision within three months, ensuring 100% implementation 2025	All general education institutions will have to create the necessary management to implement SSDP.
National Service Program guideline	Areas of beneficiaries service (<i>Article no: 5,4, Page: 2-3</i>)	It is recommended provision of attachment would remain confined within the public and private sector service only. Not in the productive completion of first phase of implementation by 2 years.	Task force formed to review the policy. Ministry of Youth Development will ensure its implementation.	Policy revision within three months, ensuring 100% implementation 2021.	Targeted youths will be recruited for 2 years in the field of production in private sector. Since they are being recruited for 2 years only. The educated unemployed youths will be imparted with necessary knowledge, skills and experience so the private Sector will regularize these youths at the end of the project.
NFE ACT- 2014	Formation of Non-Formal Education Board, (<i>Article no:15-25 3,4, Page: 19674-19679</i>)	In the absence of certificates, many skilled workers are working in the informal sector at home and abroad, where wages are low and jobs are not guaranteed. But this board has not given any certification to any skilled staff till now.	Task force formed to review the policy. Ministry of Youth Development will ensure its implementation	Within three months the board will be started to give certification to the skills labor.	By ensuring all arrangement of the Board in accordance with NFE Act 2014.

Table-1.4: Method for SMART policy plan



7. Sustainability

This proposed policy implementation will be started through the existing set up of concern ministries and departments, No new activities will be added to this policy however implementation methods of some activities will only be changed. So, activities of the proposed policy will continue. However, to meet up the upcoming needs and necessities additional support may be needed on urgent basis. For obvious reason, the government will provide technical assistances, necessary funds from the national budget. Moreover, this policy matter should be well-defined in the National Five-Year Plan.

This the slightest changes in the three policies outlined above, it is possible to ensure the employment of the all educated youths in Bangladesh without using additional resources. This implementation strategy required a 'Policy Implementation Cell (PIC)' headed by honorable Minister, Ministry of Planning. However, recruitment of new people would not be needed at this point.

8. Conclusion

In order to achieve the Perspective Plan and Vision 2040 Bangladesh must have to create jobs for educated youths including all the unemployed population. It is also essential for achieving Sustainable Development Goal (SDG). Because SDG 8 is to “promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.” The targets under this goal includes “full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value (Target 8.5); substantial reduction by 2020 of youth “not in employment, education or training” (Target 8.6); and, by 2020, developing and operationalizing a global strategy for youth employment and implement what is called the “Global Jobs Pact of the International Labor Organization” (Target 8.b) (UN 2015).

Therefore, an effective policy is needed for the Bangladesh first. I strongly believe if this policy is formulated and implemented effectively will meet this pertinent problem of educated unemployment successfully.

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