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STATUS OF TVET GRADUATE EMPLOYABILITY IN BOTSWANA AND ZIMBABWE: WHAT IS THE MISSING LINK?

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Abstract

Concerns from employers that Technical and Vocational Education and Training (TVET) institutions fail to provide graduates with necessary skills have recently become a dominant issue particularly in developing economies (Mbongwe, 2018). Botswana and Zimbabwe included. Scholarly works on graduate employability in such economies are few. It is the purpose of this study to examine the status of graduate employability and labour market demands in Botswana and Zimbabwe. The strategies being implemented by the two countries to foster graduate employability are exposed in a bid to share knowledge and policy indicators to other nations facing similar challenges. Literature review and documentary sources were used to generate data for the study and content analysis was used to interpret the data. The study established that the TVET system in Botswana is unable to supply an adequate number of appropriately trained workers. Existing training courses do not address the actual needs of enterprises, and graduates are not well trained to exploit the opportunities on the national labour market. Similarly, Zimbabwe is witnessing a growing number of graduates who are chasing declining job opportunities in the formal market. It is clear from the study that Botswana and Zimbabwe share the same challenge of high unemployment and skills mismatch between graduates produced by TVET institutions and what the industry needs. TVET institutions are making efforts to establish social partnerships with labour markets. Advisory councils have also been set up in order to improve TVET delivery to enhance graduate employability.

Keywords: Skills, curriculum, Botswana, industry, competency, labour market, mismatch, unemployment

Introduction

Business and industry representatives in both developed and developing countries have expressed considerable dissatisfaction with the general level of work preparedness of prospective entry level employees. The debate is not unique to Botswana and Zimbabwe (Garwe, 2014; Moswela&Chiparo, 2015). It reflects a worldwide phenomenon where questions are asked about the usefulness of Technical and Vocational Education and Training (TVET) institutions in delivering job-ready graduates who fit the competency profiles of entry level jobs and are able to navigate the dynamics of changing work and workplaces (Maunganidze, Faimau & Tapera, 2016; Mbongwe, 2018). TVET institutions need to ensure that the education they offer meets the expectations of the students and the requirements of employers, both today and for the future.

Despite Botswana's considerable progress and development, it still needs to overcome many challenges. The TVET system is unable to supply an adequate number of appropriately trained workers. Existing training courses do not address the actual needs of enterprises, and graduates are not well trained to exploit the opportunities on the national labour market (Pheko&Molefe, 2017). The vocational institutions lack the curricular, the human resource and the organizational capacities to provide needs-based training (Moswela&Chiparo, 2015). The concerns on graduate employability are not unique to Botswana alone but even its neighboring country Zimbabwe has positive and negative aspects in this regard.

Similarly, the graduate employability situation in Zimbabwe has since deteriorated as the country is witnessing a growing number of graduates who are chasing declining job opportunities in the formal market (Garwe, 2014). While graduation statistics in the country's higher education sector are easily available, the same cannot be said about the employment statistics of these graduates since most TVET institutions do not have fully fledged career and alumni centres which handle graduate placement and trace alumni careers. They lack feedback from their markets, such as labour markets studies and tracer studies on the destination and performance of graduates (African Development Bank, (ADB), 2008; Zimbabwe National Critical Skills Audit (NCSA), 2018).

Despite these extensive developments and evidence of innovative practices to increase employability TVET institutions, employability still remains to be a complex and problematic area without much clarity or complete direction (Rae, 2007:605). Even though employability of graduates has been subjected to various studies most of them were based on case study approach and findings could not be generalized to other contexts. To add to this complexity, literature shows that different stakeholders like employers and students understand the employability concept differently (Wickramasinghe & Perera, 2010). In such a context, this paper on graduate employability and labour market demands focusing on practices in Botswana and Zimbabwe is both timely and important. Since employability does not guarantee employment, it however increases the chances of obtaining suitable employment, compared to other job seekers, understanding how to manage employability is more important than just understanding what employability is (Van Staden, 2015). According to Nilsson (2010), attitude and behaviour, individual characteristics, and labour market conditions all play an integrated role in generating employability. In reality most individuals are unable to change or influence their internal and external labour market while only those in higher levels of career mobility have opportunity to influence their environment. The paper will be guided by the following questions:

- What is the status of graduate employability in Zimbabwe and Botswana?
- What initiatives are being done to enhance graduate employability to meet labour market demands?

The study will also make recommendations based on good practices from other countries.

Theoretical framework

The human capital theory (Schultz, 1961; Becker, 1964) argues that education increases individuals' productivity, which consequently enhances job performance. As such, education provides marketable skills and abilities relevant for job performance, and thus the more highly educated people are, the more successful they will be in labour markets in terms of both incomes and work opportunities. While the human capital theory has become a popular explanatory tool for the relationship between education attainment and labour market outcomes, it has received criticism too. The human capital hypothesis is based on perfect foresight, meaning that the employers are able to make an objective and rational evaluation of the employees' or job-seekers' ability. However, the situations in labour markets are often associated with uncertainties, including imperfect knowledge of individual characteristics, uncertainty of the quality of schooling, and imperfect knowledge of future demand and supply conditions (Cai, 2013).

The rationale for adopting the human capital theory was that the paper is concerned with employability skills required by employers from TVET graduates entering the labour market. It was

assumed in this paper that employability skills make individuals flexible and adaptable to changing demands at the workplace, resulting in increased productivity at the work place. At the core of human capital theory is the idea that humans and more precisely, their stock of knowledge and skills are an important factor of production. Accordingly, Van Loo and Rocco (2004:99) regard human capital as an investment in skills and knowledge. Brooks and Nafukho (2006:121) argue that human capital is a manifestation of a person's education, experience and identifiable skills which translate to increased productivity and earnings. The debate on human capital argues on the premise that investment in knowledge, skills and know-how of the workforce can significantly contribute to the productivity and economic growth of a nation (Robeyns, 2006:72). Consequently, learners entering the labour market without the required skills may secure low paid jobs, face the consequence of retrenchments or simply remain unemployed.

Concept of graduate employability

Employability is not the same as getting a graduate job, rather it implies something about the capacity of the graduate to function in a job and be able to move within jobs, and thus remaining employable throughout their life (Moswela&Chiparo, 2015; Paterson, 2017). Conversely, just because a student is on a vocational course does not mean that somehow employability is automatic. Employability is more than about developing attributes, techniques or experience just to enable a student to get a job, or to progress within a current career. Harvey (2003) highlights that employability is about learning and places less emphasis on 'employ' and more on 'ability'. In essence, the emphasis is on developing critical reflective abilities with a view to empowering and enhancing the learner. According to Jeswani (2016) employability refers to the competencies and abilities that graduates need to enhance employment opportunities in the labour market, as well as the economic and social development of the country. Yorke and Knight (2006) define graduate employability as the possession of skills, knowledge and personal attributes that make a graduate more likely to gain employment and be successful in the chosen occupations which benefits themselves, the workforce, the community and the economy. From the definitions provided, it is noticeable that there is consistent emphasis on application of graduate attributes in the workplace and for lifelong learning. Therefore it can be concluded that TVET graduate employability attributes are the generic qualities and skills that are suitable for contemporary workplace. These attributes allow a graduate to identify relevant further learning opportunities for continuous professional and personal growth.

Employability skills are viewed as those generic skills, attitudes and behaviours that employers look for when they hire new employees, attributes which can be developed (Yorke& Knight, 2006; Jonck& van der Walt, 2015).The personal attributes referred to, relate to such attributes as relating with others, good communication, work ethics, honesty, conduct, reliability can enhance the graduate's employability. Embedding employability into the core of higher education will continue to be a key priority, of government, universities and colleges and employers. The rationale for focusing on graduate employability in Botswana and Zimbabwe arises from the realisation that governments, employers and communities are increasingly interested in what TVET institutions have to offer as a source of recruitment and for the development of existing employees (Garwe, 2014; Joosten&Heleta, 2017).

TVET graduate employability in Zimbabwe

Whereas Zimbabwe can be credited for having one of the highest literacy rates in Africa, much still needs to be done in terms of skills development. Due to its supply-driven training approach, the education system is failing to meet the needs of the economy, creating a mismatch between demand and supply of labour (Labour and Economic Development Research Institute of Zimbabwe (LEDRIZ, 2016). According to the 2014 Labour Force and Child Labour Survey (LFCLS), about 83,3% of the employed population were unskilled and 5,4% were skilled and 4,9% were professionals (ZIMSTAT, 2014). The main skills challenge that Zimbabwe faces are those related to the gap between what the educational and training institutions produce and what industry needs, in technical and soft skills (Zimbabwe NCSA, 2018). The graduate employability situation in Zimbabwe has since deteriorated as the country is witnessing a growing number of graduates who are chasing declining job opportunities in the formal market. Mpofu and Chimhenga (2016:8) confirm that in Zimbabwe, the number of youths who are graduating from various TVET colleges far outnumber the employment opportunities available on the market. However, there is no consensus on the exact statistics as well as disaggregated data on the nature of this graduate unemployment problem (Zimbabwe NCSA, 2018).

The National Youth Policy also highlighted that high youth unemployment was due to inadequacy of the educational system that does not adequately prepare the youth for the current job market in both formal and informal sectors of the economy, inadequate training and education materials at all levels, and lack of access to resources among many things. The mismatch between the technology used in TVET institutions and in industry, is also of concern. Studies on the status of Vocational Training Centres (VTC) across the country have shown infrastructure and equipment being either inadequate or in state of disrepair (Mambo, 2010; Murinda, 2014; Munyoro, et al. 2016). Mambo (2010) also indicated the following as some of the causes of skills mismatch in Zimbabwe:

- Absence of national skills development policy
- Curriculum reviews not done regularly
- Curricula lagging behind on use and application of modern technologies for the digitised and automated work places
- Supply-driven curriculum
- Inadequate and obsolete equipment in TVET institutions
- Inadequate learning and teaching materials and human resources.
- Inadequate opportunities and inappropriate work-based learning environments for learners during training.

Effectively, this trend affects the employability of graduates since they will be lacking relevant skills on the labour market. The secondary education curriculum did not effectively develop children according to their unique needs and inclinations, implying that it did not lay a solid foundation for employability of graduates in the economy (ZINEPF, 2009).

Sadly, while graduation statistics in the country's higher education sector are easily available, the same cannot be said about the employment statistics of these graduates since most tertiary institutions do not have fully-fledged career and alumni centres which handle graduate placement and trace the alumni careers (Garwe, 2014). The current state of the economy, characterised by further shrinkage of the formal sector and the concomitant retrenchments suggests that there has not been significant job

creation. The growing cadre of graduates must compete for the few jobs available in the private sector as well as the public service.

TVET graduate employability in Botswana

While Botswana has long invested in education, high unemployment rates among the youth, females and university graduates remain a critical challenge for the country. The country is seized with daunting innovative strategies to equip the youths with relevant skills to enhance graduate employability (Government of Botswana, 2008). The Global Competitiveness Report identified poor work ethics and the lack of appropriately educated labour force as among the top five constraints to doing business in Botswana. In a study on Graduate employability in Botswana, Maunganidze, Faimau and Tapera (2016) established some of the factors influencing graduate employability as:

- Lack of practical experience
- Mastering subject specific matter
- Self-belief and values
- Capacity to learn on the job
- Intellectual ability

In the study by Maunganidze et al (2016), TVET graduates rated practical experience as the strongest employability factor. The problem of graduate unemployment was attributed to; inappropriate industrial training environment to nurture proper and relevant technical skills development; lack of training collaborations between colleges and industries and in congruences between tertiary institutions' programmes and technological development in the labour market leading to graduate skills-job mismatch.

Curriculum change studies by the Department of Education and Training and the Botswana Training Authority in 2007 and 2010 respectively indicated that nearly 50% of the graduates were still unemployed due to mismatch between skills training supply and those skills demanded in the workplaces (Bolaane et al., 2010). According to Ndung'u (2014), the education programme in Botswana has been criticized as weak in terms of being less relevant for the labour market. Powell and Short (2013) noted that a growing number of unemployed graduates in Botswana faced what is called a chicken and egg situation-in that they could not get employment because they lacked practical experience and in turn they could not get practical experience because they do not have a job. In another study by MoESD 2013/15 in Botswana on the re-organization of TVET Programmes, both students and lecturers added that the nature of programmes and the lack of links to the actual work-practice were causes of limited curricula relevance for the actual labour market, hence producing graduates with limited employability skills. Key findings from a BOTA Tracer Study of 2010 on employment of Vocational Training graduates suggest that fulltime employment is high among graduates who attained the National Craft Certificate over other qualifications.

In the same vein, the Botswana National Development Plan (NDP10) identifies that it has a challenge of training high quality graduates with skills relevant to the country's economic development and ability to compete in global markets. On challenges, Akoojee et al (2006) posit that there is disjointed coordination between training institutions and industrial training, inadequate monitoring of trainees' work based learning, poor quality curriculum which is outdated to industry needs and less practical

work done at the institutions. The challenges may also weaken the graduate employability upon completion of courses.

Initiatives for enhancing graduate employability

Globalization and the fourth industrial revolution are changing work skills and competence demands from graduates. The labour market has become so dynamic and graduates must adapt quickly to new transformations (Woesmann, 2018; Jooste & Heleta, 2017). Adaptability of new graduates in the workplace is closely related to the extent to which education systems convey general skills together with specific job competences (ibid). The absence of a skilled workforce will be detrimental to any employment creation strategy and there are arguments on how to train skilled people who are in sync with employment requirements (LEDRI, 2016; Bahl, et al, 2018; Woesmann, 2018). Therefore, Zimbabwe and Botswana should focus on the development of the human capital base of their nations, thus developing the required skills as espoused by the human capital theory. Research has documented several responses and strategies of enhancing graduate employability such as; introduction of new relevant courses and qualifications, enhanced curricula, entrepreneurship modules, imaginative developments in work experience and its accreditation, careers advice and the development of progress profiles and personal career planning (Cranmer, Hall et al., 2009; Nielsen, 2011:7; OECD, 2016). In order to bring efficiency in the area of human capital development, government needs a clear picture not only of how labour markets and economies are changing, but the extent to which the citizens are equipping themselves with skills demanded in the 21st century. It is important to interrogate and explain how Botswana and Zimbabwe enhance graduate employability in their countries.

Initiatives for enhancing graduate employability: Zimbabwean perspective

In Zimbabwe, TVET training programmes have a component of Work-based learning (WBL). All the TVET institutions include an assessed component of work-based learning in the form of industrial attachment for periods of up to one year in their curricular (Ministry of Higher and Tertiary Education, 1990). The overall purpose of WBL is to acquire job related competencies which can assist graduates in the transition to the workplace. The TVET sector must clearly show its relevance to labour market by producing graduates who are employable (GIZ, 2018). Workplace based learning (WBL) is increasingly recognized as an effective strategy to promote quality and relevance of education and training (Jeswani, 2016); Bahl, Dietzen, 2019:3). Studies have shown that most students finally get employed by the companies they were attached during WBL. In a study by Garwe (2014) it was established that employers, students, graduates and higher education institutions valued WBL as an effective way to promote the employability of graduates. The findings are in agreement with other researchers who found WBL to be invaluable as a way of inculcating non-technical skills such as team work, as well as improving personality, self-confidence and attitudes towards work (Mabhandu, 2017, Weligamage, 2006). In a study by Mabhandu (2017), the findings reveal that TVET lecturers did not go on WBL to update their skills since technology is fast changing. Employers prefer to recruit graduates who are confident, assertive and can work with minimum supervision (Jonck & van der Walt, 2015). The positive effects of graduate work experience on labour market outcomes buttresses the point that many relevant employability skills are probably best learned in work places rather than in classroom settings (ILO, 2018). However, work based learning in Zimbabwe faces a lot of challenges which affect the acquisition of proper work skills by trainees. Active participation of all stakeholders is needed to

change the perception of people towards TVET and in turn this will make TVET a first choice for the youths.

Noting also the skills mismatch and the growth of technology based production, the Ministry of Higher and Tertiary Education, Science and Technology Development has established the Science Technology, Engineering and Mathematics (STEM) programme (LEDRIZ, 2016:28). The programme is aimed at the development of STEM skills as a key part of Zimbabwe's long term human capital objectives. However, at tertiary level, there have to be measures to ensure that the increased number of STEM students is translated to viable skills that benefit the economy. There is also need to equip the training institutions with the requisite up to date machinery and also ensure that the training is demand driven. Skills development should also be integrated into national and sectorial development strategies.

Addressing Zimbabwe's graduate employability challenges requires evidence-based and credible data on human capital in general and skills in particular. To this end, in 2018 Zimbabwe carried out a National Critical Skills Audit with a view to address critical skills shortages mismatch and predict future needs. Wang (2012) indicates that skills auditing is now a commonly used tool for embedding employability in the curriculum. Wang further asserts that the use of skills audits as a measure of employability also forges an easy connection with the personal development planning initiative.

Due to the competency-based education and training's (CBET) success in other countries, the Zimbabwean government has adopted CBET in their education training programmes. CBET primarily focuses on lifelong learning, holistic and integrated pedagogy, whole-person development, multi-skilling, flexibility and world class workforce (Woyo, 2013:185). Geresu (2017) indicates that in the competency-based TVET system, TVET institutions have to develop curricula that consider specific needs of the target groups and local labour market requirements. With CBET, graduates are expected to become competent in their work and technical job contexts as well as have the capacity to transfer skills and knowledge to others in new tasks and situations.

Although a National Manpower Advisory Council (NAMACO) has been in place it seems it had not been carrying out its mandate. According to recommendations in the Zimbabwe NCSA (2018) report NAMACO's industry sector committees are required to provide more comprehensive and up-to-date information on graduate employability. Studies have shown that persistent skills gaps in many countries are attributed to lack of communication between colleges and industry which results in TVET institutions' programmes not matching industry needs or demands (Odora, (2011); Holmes, 2013; Shivoro, Shalyefu&Kadhila (2017). The ability of training institutions and their industrial partners to establish successful collaborations depends on the forms of linkage mechanisms and communication channels established. Teachers can have structured programmes to learn on the new technology and equipment in industry which may not be in the school so that they can expose such new technology to their learners before they graduate (Mabhandu, 2017). In turn, such networks and synergies between industry-based experts and TVET trainers, short cuts efforts to engage industry experts for specialized lesson deliveries in schools. Furthermore, the committees should provide well-designed tracer studies to assess the effectiveness of the various training programmes. NAMACO should also carry out Sector Specific Skills Survey every three years to inform the curriculum of all higher and tertiary institutions.

Initiatives for enhancing graduate employability: Botswana perspective

Mbongwe (2018) noted that newer tertiary institutions in Botswana have embraced the requirement for demand driven learning programmes that address skills shortages in the economy and meet the needs of employers. However, the same requirements are not being embraced by traditional public institutions even though it is articulated in the national Human Resource Development Strategy and other public developmental agenda.

The introduction of the Botswana Technical Education (BTEP) programmes aimed at equipping trainees with various skills, knowledge and understanding of the occupation as well as vital skills, mandatory key skills that one needs to succeed at work and in life. The Ministry of Education (2005:1) identified the following mandatory key skills as outlined in the BTEP curriculum: communication, numeracy, entrepreneurship, personal and interpersonal skills and information and communication skills. This reform indicates the commitment by the government to ensure that graduates acquire employability skills.

Botswana also established the Botswana Training Authority (BOTA) under the Vocational Training Act No. 22 of 1998 (BOTA 2003:3). Botswana Training Authority is made up of employers and employee representatives and is mandated to coordinate vocational training activities in order to achieve better integration and harmonization of the vocational training system in the country. Furthermore, school based trainers must visit learners in the workplace to complement the school-company relations in the skills development process of the learner (Holmes, 2013; ILO, 2018). Wang (2012) confirms that it is necessary for policy makers to understand how the education system and labour market interact in order to prepare students for employment.

The Ministry of Education and Skills Development through its structures like the Department of Technical and Vocational and Training (DTVET) and Madirelo Training and Testing Centre (MTTC) is responsible for the development of the curricula. Research has shown that there is little and direct involvement of the industry or prospective employers of the graduates and the colleges (Moswela&Chiparo, 2015). This practice is not in sync with international trends that incorporate the views and experiences of the industry and the TVET institutions to ensure curriculum relevance. In operation, Curriculum Development Groups (CDGs) are mostly not inclusive of all stakeholders though on paper it spells out the need to have all stakeholder participation.

Botswana introduced the National Internship Programme (NIP) to benefit both the organization and the learner. The programme provides a valuable opportunity for unemployed graduates to enter the labour market and gain work ready skills. The skills of the NIP have typically been characterized as: traditional intellectual skills, considered as key skills, personal attributes deemed to have a market value, knowledge about how organizations work and how people in them do their jobs (Powell & Short, 2013, Jeswani, 2016).

Challenges in fostering graduate employability

Botswana and Zimbabwe have to overcome constraints of having efficient and effective skills development programmes both in training institutions and workplaces to promote employability skills for the TVET graduates. The challenges are intertwined with the support mechanisms which are meant to promote the skills development agenda. UNESCO (2015) reports that common challenges on

workplace learning include limited capacities of institutional trainers and industry assessors. Both Zimbabwe and Botswana do not have adequately qualified TVET lecturers and industry experts who are both technically and professionally qualified to produce competent skilled people on completion of training (Zindi&Matienga, 2017). There is poor workplace environment (Mabhanda, 2016) for adequate skills gain. There is shortage of workplace learning spaces to gain proper job competencies; training equipment in some workplaces is inadequate, outdated and inappropriate (Mabhanda, 2016; Paterson, 2017). Other challenges are inappropriate trainee attachment deployment, inadequate finance support for students leading to low trainee motivation and absenteeism (ibid). Other challenges include poor linkages between training providers and industry, and limited research recommendations (UNESCO, 2018).

In Botswana vocational training is affected by lack of adherence to policy that guides the Apprenticeship Programme at management level and abuse of apprenticeship system by some students and employers. There is disjointed coordination, inadequate monitoring of work placement, poor quality curriculum which is out-dated to industry needs and less practical work done at the institutions (Akoojee et al., 2006). Graduates enter the world of work which is consistently undergoing rapid change. Changes are basically new technological demands and new types of job roles (Jooste&Heleta, 2017:47; Vaccari&Gardinier, 2019:83).

Good practices to enhance graduate employability

According to Wang (2012), without labour market policies, higher quality human resources cannot be absorbed by a national economy and may result in unemployment. In order to secure employment, students need to be realistic in their expectations, prepare themselves with the skills in demand, and develop self-learning skills. Consequently, they become desirable to employers.

To foster graduate employability, some countries establish skills councils. Skills councils are employer-led tri-partite organizations involving representatives from employers, workers and government or educational institutions (OECD, 2016). These councils are generally involved in the provision of training, thus translating their sector specific knowledge into education and training courses. For example, in Canada more than 30 Sector Councils examine current and projected skill needs. The councils link stakeholders from the business, labour and education communities. Similarly, in the United Kingdom sector skills councils are employer-led organizations that define occupational standards and job competencies.

In South Africa, Sector Training and Education Authorities (SETAs) established in 23 sectors are in charge of the development of a series of sector skills plans to implement the National Skills Development Strategy (OECD, 2016a; DHET, 2018). SETAs ensure alignment of industry needs to the provision of training and skills development. The functions of SETAs include:

- Promoting employability of workers entering the sector
- Facilitating training in the sector and monitoring its quality
- Identifying skills that are needed in the industry, particularly those that are scarce or critical
- Accrediting training providers
- Implementing projects that will help to close the skills gap.

Skills Councils can also help Botswana and Zimbabwe to improve coordination between TVET institutions and industry in a bid to enhance graduate employability and close the skills gap. The OECD (2016) confirms that governments should enhance flexibility and governance within the TVET systems at the local level to ensure that institutions and programmes adapt to the needs of employers, individuals and the local labour markets. The Southern Africa Development Community (SADC) (2011:8), states that TVET must lead to employability in both the formal and non-formal sector. Particular focus should also be placed on promoting business management and entrepreneurial skills in the curriculum. There must be continuous research on how TVET education programmes can best prepare graduates for employment taking cognizance of the fourth industrial revolution and other emerging technological changes.

Conclusion

The paper brings to the fore that, factors influencing graduate employability in Botswana and Zimbabwe are multi-dimensional and interwoven and thus require a multi-sectorial intervention. The TVET system's success depends on the interaction between educational institutions and the social actors (the governments, the labour market and the trade unions. It is clear from the paper that Botswana and Zimbabwe share the same challenge of high unemployment and skills mismatch between graduates produced by TVET institutions and what the industry needs. Despite the challenges faced by the two countries efforts are being made to foster employability of TVET graduates by attempting to close the gap between skills acquired and those required by industry. Advisory councils have also been set up in order to improve TVET delivery to enhance graduate employability. Finally, it is incumbent upon all stakeholders (graduate, employer, institutions and human capital professionals) to reassess their individual and collaborative contribution to graduate quality. The study recommends that TVET educational programmes must strike a balance between teaching job-specific and general skills if they are to foster graduate employability.

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SKILLS AND STRATEGIES FOR THE POST COVID- 19 WORKPLACE

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Background:

The world seems to have changed in manifold since the beginning of the COVID 19 Pandemic. Suddenly, the human race discovered themselves amidst an unprecedented scenario in which we are all forced to shift from the ways we used to work and live. Under the curtain of uncertainty and fear, the job market took a hard hit world-wide. Millions across the world lost their jobs or living without pay and many more will be finding themselves searching for jobs when many companies may have to cut down overhead cost or shut down completely.

During this time, we are observing two opposite scenarios in which many companies are forced to declare bankruptcy, shutting down all operations and cutting down the workforce, while some other companies such as Amazon, Walmart, and industries in health care services, biotech companies, Food & Beverage, Information Technology, Computer Hardware and Software are in a hiring spree.

This phenomenon can be explained through Simon Sinek's concept of Finite and Infinite Mindset. Sinek borrowed this concept from Carse's (1986) philosophical book titled **Finite and Infinite Games**. According to the author, *infinite player tend to keep the game going and put more effort into figuring out what is possible. They are unconcerned with the maintenance and display of past status and more concerned with position themselves to deal effectively with whatever challenge comes up.*

And **Finite players** according to Simon Sinek are *comfortable having known players, fixed rules and agreed upon objectives*. But with the recent arrival of an unknown player (The COVID -19 Virus) into the equation—many such companies with finite mindset did not have the tools to survive. In contrast, organizations with Infinite mindsets accepted that the rules are changeable in such games and adjusting themselves to survive and also thrive.

This approach is not only applicable for companies but also for individuals of the ever changing modern world. From newly graduate students to people who are in the job market are now required to understand and develop strategies and skills transforming them into high level performers.

There has been a huge shift in the job market as supply of job seekers are far more in numbers than the market demands for. You need to plan ahead as nothing is secured at this moment of time.

In this article, I will be focusing on the following two groups of people in the job market who would need to reinvent or revamp themselves to face the Post Covid work environment.

1. Job Seekers

Methods:

Qualitative research seemed to be the best approach to understand the contents on post COVID-19 skills. Analyzing articles as secondary resources and interviewing few members of Global Leadership Network in USA through a Zoom interview session provided the information for this study. Due to the time limitation, the article was not able to conduct primary data collection that could have been done through survey questionnaire but opened up scopes to further explore this phenomenon.

Skills & Strategies for Job Seekers in Post COVID-19 Job Market:

It will be a challenging task to navigate through the Post COVID job market. But job seekers can use this time effectively to get ready for a world that might be demanding some new skills to help the organization better adapt to the new changes. Following are some such strategies that could provide an extra edge to the job seekers in this highly competitive market.

- a. **Getting comfortable in remote work environment and be online-interview ready:** According to the Cornell Chronicle (2020), the future employee of the digital era has to become comfortable with the entire online remote working environment. Not only do you have to conduct your job search online, but you will have to get prepared for online interviews as well. Before the interview, candidates should practice figuring out the best camera position and lighting to use for **Zoom** or **Microsoft Teams** calls. Invite your friends or family members to help you practice with the interviewing and troubleshoot any connectivity or sound issues before the actual interview takes place. Be prepared to make a good impression remotely as well smiling and sitting upright and paying full attention to others.

- b. **Hone on digital skills.** Covid-19 has expedited us to move towards technology-enabled, remote delivery of services. To keep up, we all need to be upgrading digital literacy skills, devices and mastering digital platforms as much as possible.

The digital transformation of organizations seems to be boosted because of coronavirus; therefore, professionals with digital skills, including coding, web development, and digital marketing, will become even more important than they are now Weyman (2020). People who can keep the digital business running and help to thrive amidst economic downturns or pandemics are going to be on the must-hire list.

- c. **Data Literacy:** Data has always been a critical asset for every company. More companies are investing on storing and analyzing the right data to better predict the impact of future business disruptions and learn how to better serve customers. However, the data is useless if the company's employees do not have the skill to understand the data and make better decisions because of it. Professionals with data literacy will be now having the competitive edge over others as employers are looking for these skills in their potential employees.
- d. **Add new skills to your resume:** In this uncertain time, many will face the problem landing the dream jobs right after university and both newly graduates and people who were laid off will be fighting for their places in the job market. This is why, those who could manage should even decide to forgo immediate job search if they are not getting what they want and pursue additional education, certifications to better their position in the economy as it might take the following year to fully recover from this slump. LinkedIn reported that, *"many of the most in-demand competencies- the ones most requested in job postings across every industry-are soft skills, like communication and leadership."*
- e. **Be prepared to work for less:** World-wide the supply of job seekers are more than the actual demand. This is why, many companies are even hiring people with low salary. If you do not have any previous job experience or looking for gaining new skills- then it's wise to accept the job now and prove yourself worthy to be noticed for a change in salary when the market recovers from the post COVID crisis.

2. People who already hold a job

- f. **Get connected:** Networking will pay off as soon as the job market opens up after the world gets back to normalcy. Donnel (2020) talked about the significance of building a network of people through your Alumni

base, and social network pages. Be visible and make a comment on the pages of people whom you think could be your future employer or potential networking source. During the social isolation period, you could also arrange virtual meet ups. Make meaningful conversation to earn trust and respect of people around you who can realize your worth. Reach out to top professionals to write a reflective interview piece on their success and experiences at your LinkedIn page. This can open new doors for you.

And during any types of communication, one should always show humility instead of arrogance. Avoid sounding desperate and showing off.

Skills to develop for the existing Job holders: The fortunate ones are those who managed to keep their jobs during this crisis. But that too could change if your company decides to downsize after they open or decides to hire people with new skills suited for the post Covid world. Surely, no one can predict the future accurately but can take steps to prepare themselves being adaptable and flexible to the change.

- a. **Make yourself Indispensable:** Try to stand out from others by keeping in touch with your boss and other leaders of the company but be aware to not become over-bearing. Do everything in your power to effectively get things done and become the go-to person when there's a problem. Let the powers that be know you're the person who takes decisive actions and makes things happen. It's an aggressive approach, but tough times call for bold actions.
- b. **Opportunities in Job that will require working remotely:** Companies are recognizing that in some jobs people can work effectively from home. Companies can save money by cutting down on rent and utilizes in that way too. This might open up job offers that will offer work-from-home arrangement.
- c. **Becoming Tech Savvy:** Every industries realized that they have to be well-prepared in the Post COVID world being equipped with new tech tools that would allow the work force to work efficiently and effectively even when crisis such as the pandemic hits. Many companies fast tracked into digital transformation and this is why employees too have to become comfortable with technology instead creating resistance.
- d. **Develop Critical Thinking Ability:** One of the skills that will be essential in POST COVID economy is critical thinking. As a well informed and educated individual, all of us also have to be vigilant to identify which information and news are conducive to the industry and learn how to apply them wisely. This is why; to be valued by your company—one would need to show and prove that he or she can objectively evaluate information from diverse sources and make sense out of them.
- e. **Develop Leadership and Emotional Intelligence:** In the world of social distancing and home working, the Post Covid workplace will be depended on the gig economy more. People will be meeting and working virtually and will require to be lead at different point of times. This is why; professionals with strong skills in leadership who can inspire and bring out the best in teams to encourage meaningful collaboration will be in demand.

Heightening one's Emotional Intelligence will be another aspect to focus on as more now than ever we would have to deal with both our own and others emotion in all environments. According to Goleman (1992), emotional intelligence is about the ability to be aware of expressing and controlling our emotions and be aware of others' emotions in different context of our daily lives. And in these uncertain times, individuals with strong EQ will undoubtedly be coveted by organizations of all sizes and in all industries.

- f. **Commit to Continuous Learning:** 35 percent of the skills that are seen as essential today will soon change in few years (World Economic Forum). To stay relevant in this ever-changing work environment, professionals would continuously need to work towards obtaining advanced job skills that will be in

demand and will tune you to the market. Attending webinars, listening to podcasts, signing in for online or in-person courses could definitely provide the professionals with the extra edge.

Conclusion:

No doubt that the whole world is experiencing a tectonic shift as businesses, education , politics, socio-economic structures are finding themselves in need to re-adjust to the sudden changes. But every crisis present itself with new opportunities and that is why even if you find your career or plans you made before COVID 19 irrevocably damaged--- you also have the chance to reinvent yourself that is more aligned to your untapped potential.

So during this time-out, prepare yourself to make an inventory of your resources to see what your options are. You can even think about taking that leap of faith to start your own business and experiment with your life choosing a new career path transforming yourself or your business into an infinite player.

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IMPACT OF CERTIFICATION ON TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) IN NEPAL

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Abstract:

TVET from the past is needed to review rigorously to influence its development. Once this education system is well functional the development of nation is somehow confirmed which we do have many cases and examples to realize it. All the investments both from the governments and outsiders from the government will be well utilized and ensure the successful implementation of the program in the field with the needy people. The databases are all analyzed based on the literature searches related to TVET and its influences and interests. This is providing youth force not only a very interesting mechanism but also knowledge and skills required for their future endeavor. Migrated youths are very rarely getting back from the abroad rather they lost their Nepalese identity instead the country is seeking them and their arrival in another way.

So for this all National vocational qualification system is introducing its activities to better enhance the NSTB under CTEVT and it has gone fully functional either producing the remarkable number of youth force already to contribute to the development of national mainstream. So this has a high impact to see the TVET graduates to certain level in terms of their employability and prosperity. So country is having a bright future mainly because of TVET integration in the country. Once the certification process is successful the youths will have better competency for the work and occupation of their interests. The individual who have been awarded with the certification are having good job and occupation relatively.

Key words: TVET, youth employability, foreign investment, government interest, NVQS, CTEVT

Context :

Youths today are the makers of the nation tomorrow. Youths in the communities, regions and nations are the most important and valuable human capitals required for the lasting growth and development. Developing countries like Nepal in the south Asian region have been facing a serious problem on losing the human capital which is an ever best as well as potential capital required for not only the societies and communities but the nation. Every day an average 1500 youth forces are leaving the country for employment for lower salary position most in Middle East some other in other Asian countries like Malaysia, South Korea and even India.

There are numerous ways to retain the countries' youth force to their own but it will have its own specific scenario to face the situation. Reviewing up of the existing situation of labor market will help go further for its improvement and solution. It has been a very common as well as universal agendas that the youths in the country of all sorts are leaving as some would have been of their physical strengths, some of cognitive minds and youths of a very young of any stages.

National Skill Testing Board (NSTB) under the CTEVT as an apex body for the technical and vocational education system in Nepal has been working seriously since its establishment. However there have been different international projects coming up to strengthen the capacity of youth forces graduated from the technical and vocational education in Nepal. Similarly from the year 2015 National Vocational Qualification System (NVQS) in Nepal with the technical support of Switzerland Development Cooperation (SDC) has been started its program for the qualification assessment.

The research paper is mainly focused with the current situational progression on National Skill Testing Board (NSTB) and its functionality contributing to help lowering the youth force loosing every day in a big chunk. Similarly the research paper is responsible to see the situation of graduated youths in the country. And it is expected that the graduates from the training or any learning would come with competency based knowledge and skill in them so that they would have somehow equal efficiency in the mass of people as they would have a good association knowing or unknowingly for the career progression. National level vocational qualification system is being much oriented to provide a global certification and the system in Nepal is also intending for the same so that the youths will be much valued in their career prospects.

Problem:

The country is facing a very dire situation of youth capital recession for a long. It seems like so many attempts have been made to retain the capital and use it back to local level which indicates the true development of the country as all the youth force will be utilized matching with their capacity and skills. But the changing situation is taking its own pace as still the country is not in the satisfactory level and country is still losing its youth force. Political instability for many reasons has been causing the problem. However the situation is still not coming aligning expectation but it doesn't mean that it's difficult to decrease the trend level to some extent. The education system of a nation is only and the best alternative to develop a nation. Rather if the education is of technical and vocational system would indeed have no choice. Every year graduates from all modes of learning or graduating the education level are coming added up in a huge mass to the labor market but all are coming without knowledge, skills and attitudes which is showing almost no productivity in the education system. And the situation has proceeded in such a way that those who are graduated with upper ranking are not living in the country rather they are leaving abroad. This has made a huge loss of the capital in the country.

Literature search:

After the TVET as a terminology formulated by the world congress in South Korea in 1999; United Nations for Economic, Science and Cultural Organization (UNESCO) and another body from the same as International Labor Organization (ILO) in a joint as well as collaborative meeting come up with certain points decision in Memorandum of Understanding (MoU) in 2001 for common purpose of getting benefitted linking with education and employment. It is expected to contribute to all those nations in the world who are serious working in the sector of TVET. This has truly been enhancing the existing TVET situation for a long. TVET has been following its pace even apart from the instant development to show but it is gradually lagging behind to achieve a targeted goal from technical and vocational education system.

(Keynes, 1936) In his book has mentioned about employment, interest and money as there have been many theories interlinked each other for the decent work of a person as an employment. Theory of interest together with other theory of skill and knowledge one bears has a great relationship to get an employment by a person of his/her choice. The crux all behind it is all about the right person for a right place in right time is much influential agenda one needs to understand about employment which truly generates a good career progression on one's level.

Bridging innovation and learning in TVET is one of the projects component in UNEVOC that has focused on one learning that enables him/her to innovate something not only to contribute oneself but also in TVET area. It's a life time learning experience one can achieve and benefitted (UNEVOC, 2020) as mostly of the projects under it are all innovation oriented real time practical experience and learning. So, this all contribute to those interested individual to pursue their lifelong career development.

Generally all sorts of education system talks more, do the marking more about and act less but if you see the TVET system of education you can find it act more and speak less. The practicality we have been

expecting is all possible from it. This can be good weapon to kill the un-employability in the region. We can say that the global situation of COVID-19 pandemic is shriveling the people's side, lost the hopes in them and people are all surviving with the technology we are having now to coop with the regular living. Something is better than nothing as they say; people are getting benefitted out of it or more than previously. So the technology is contributing critically in this dreaded situation (ACTVET, 2020).

Ministry of Labor and Employment in Nepal in its report has mentioned mostly about those who are prone to go abroad for the employment and the system in the ministry is getting better to help the youth individual. It is focused that the career in the abroad level requires high competency in their work proficiency. So the incumbent need to have good knowledge, skills and attitude towards the work. The ministry with its number of projects has been enhancing its training mechanism to promote their competency prior going to abroad (MoLE, 2016). However the ministry is required to strengthen the local level employment opportunities and management in the country so that the youths from the labor market somehow got influenced within the country itself not draining their capacity from their own nation. It's already been a time for brain grain stopping the brain drain from the country.

One of the original research papers by (Caves & Renold, 2018) concluded as going through the overall TVET system through out the country starting from its project inception from the various field needs it good reform from the government itself as TVET umbrella act if developed and work as per the requirement involving many of the youths in the technical and vocational education not only to uplift the economic condition of them but a whole nation. The writers further have suggested to resolve the existing TVET related acts and policies and coordinate between the new Constitutions and the goals under it for the TVET accomplishments. It would be very easy to advance confidently in the sector to see the country's prosperity bit ahead together with the labor market with competent youth individual.

The youths from the country will be all addressed as none of the children are devoid of going to school and get the education and develop accordingly in their career prospects. As there are 14 zones and 75 districts as a political division will be all equally addressed and supported the individual based on their capacity and interest to the areas. There could have been interested youths in education and some for other activities as sports and games and some for their higher education will be closely looked into and proceed for better exploration of them so that they could contribute in diversified areas. Then we can say the youths are the makers of the world (NYC, 2016).

There are some youth entrepreneurs in the country involving in different works and occupation for the bright life ahead. And entrepreneurs never make the work marginalized as the individual works is good or bad. Entrepreneurs always love work not the varieties of it. Choosing one from the groups as their interests and start producing has been their success stories in lives. Ministry of Education Sports and Technology (MoEST) has run many different project for youths in different areas however the crux of the interest is all about their productivity in lives and their ultimate prosperity. One of the projects named Support to knowledge and lifelong skills (SKILLS, 2019) supported by United Nations Development Programme (UNDP) with close collaboration of MoEST has been supporting with the youth focused programme in the country and get a extreme success stories from them to show up in the communities so that it could be learned by others and contribute to the overall sustainability and benefits to other youths.

Government of Nepal (GoN) under Ministry of Federal Affairs and General Administration (MoFAGA) has been supporting to Local Development Training Academy (LDTA) to provide the varieties of training to all the federally central, provincial as well as local level stakeholders of the youth development (LDTA, 2015). This organization has taken almost a whole responsibility of the training to the people in the organization so that they can perform their tasks and roles contributing to the national mainstreaming of the nations development. The training will help them understand their self evaluation and appraisal in different time frequencies. Here also the youths mostly as below the age of 45 will be benefitted.

International Youth Forum (IYF) has been established all the way to benefit for the youth as youth's helping hand for the youth itself. Based on India and liaison office in Nepal has in collaboration have been performing different activities for the benefits of youths. International level youths are also taking membership for this forum to make a good association or forum benefitting youth each other depending upon their skills knowledge and capacity (IYF, 2020).

Nepal Vocational Qualification System (NVQS) under the Nepal Skill Testing Board (NSTB) in its annual report (NVQS, 2019) has been thoroughly refurbished the existing system to be well reviewed and put forth with some improvements. Tracer study has its mechanism to gather mostly the learning of informal stages which is more than 85% not for its better productivity. So This has somehow manage to gather it all and make it certified for their knowledge and skills. And until now NSTB has provided certification around 400,000 individual and people are in labor market somehow engaged. This is also in the process of providing certification of international level who are graduating from the TVET institution in Nepal. NVQS has also appealing its program can have the equivalent qualification to the general education in the university level.

(Sharma, 2013) in his article has mentioned about the road map to the expected result on the TVET system of education in Nepal. He has mainly focused with the local bodies needs to be fully responsible in arranging the short-term skill training program in the TVET modality all for the youths and their benevolence. Local bodies are also expected to arrange local learning venue, skill upgrading, skill training program even in the level of mobile training program. The local authority assists the provincial authority in effectively implementing provincial roles in the districts.

Methodology:

As the research paper is qualitative based; the related documents for the youth development for the better career will be reviewed thoroughly. The very renowned a emerging documents from one and only autonomous body for a technical and vocational education; Council for Technical Education and vocational Training (CTEVT) and its different program will be considered to explore about the chances and the opportunities a youth can get from. The apex as well as autonomous is controlling all the donors of all levels ranging from individual to institutions. More than 1037 institutions have all been controlled by CTEVT all for the growth and development of children and youths.

There are different projects funded by EU, USAID, SDC, UNDP and some other bilateral to support with the TVET system of education and training to uplift the knowledge skills and attitude of youths in the country. All the databases both in terms of quantitative as well as qualitative as going through the information in the case based manner and produce a output reviewing and engaging on them. The information once realized both in terms of empirical aspects like asking question for the same information have found as secondary information to counter it for validity and reliability ahead. Realizing all the information will be consolidated and forward it for better conclusion and recommendation. And the recommendation provided will too be evaluated and see if it has the successful impact on it.

Discussions:

As the term education is not only gaining qualification but also help gaining awareness on people in terms of their knowledge, skills and attitudes. Education starts from informal mode as once a baby born s/he starts learning in many different ways in informal mode. So, gaining education is all about living a life. Not only a human kind learn and get the knowledge but all creatures, flora and fauna also have learning in it. A good schooling that starts from early age would go success for a lifelong of a person. Education from a early age would somehow confirm a successful life of a person or an individual youth. The education we have been understood until now is mostly about the general educations that are run in university level but the education as a knowledge and skill is all about the success of an individual. The development can be determined how a

society is running its work and occupation to serve the people in it. Development is never saturated and it has its own pace advancing ahead. Education in technical level or vocational training has got a high chance of having output and results. These days even a general education is knowingly or unknowingly following the practicality in their education system as the students can learn the skills and earn the knowledge for the successful accomplishment.

The graduate youths are coming up in the market without knowledge and skills in particular subject matter and cannot perform for their better productivity. However the TVET system of education has absolutely high chance of involving in the work and occupation either in a job level or start up their own business in entrepreneurial ways. General education is dominating in terms of volume but the technical education has its own value and importance throughout the globe. Youths are mostly dwelled into the general education as it is better marketed for its success in the region but the youths in TVET system seems very poor enrollment but has not that value comparatively.

When we see developed countries like in America and Europe relatively higher number of people are engaged in technical and vocational education and earning an adequate amount of money for their living. TVET system has such a mechanism that one can be a good entrepreneur in life which is relatively true to the general education holder. TVET education system offers a person to get ready for the work in practical life as their cognitive mind will get influenced and learned the scenario. They never stopped following the tradition and make it revised for their expected benefits. The TVET system has been running its activities even before the term TVET has been originated because it's a lifelong process humankind it needful for an ancient time. TVET system has been only mechanism a country would have economic growth, development and prosperity. The United States of America has Career on Technical Education (CTE) as a different as well as successful education system with them and it is still very much influential in their countries. Likewise many of the countries have assessed the system with their own suitable name as we are having CTEVT in Nepal.

A whole world is now not in position to grow its employment possibilities rather the growing population and decreasing of the resources from the globe has been a very serious problem. In addition the education system is not being that productive as it used to be for a long. People are much satisfied for the good living but now it is somehow recessing in terms of resourcefulness in any areas. So those who kept on following the TVET system as the key source for the growth and development of a nation are in upper level position. And TVET system is not as such a key instead but rather it is a tool to strengthen the existing norms and values of a nation in terms of technology, work and occupation. If we see China in current situation has become a synonymous to the production. Production and productivity has brought them to the peak when we compare it with other neighboring countries like East Asian but even a global level. The full utility of technology for the production system is mainly all about their growth and development.

General education rarely provides skills and capacity to live a good life however the people with hands on skills in any area are easily surviving their lives. So TVET these days doesn't have any choice or option to anticipate to. So Nepal is also preceding its steps though for a slow motion that has been somehow managing to go ahead with some level up. Now Nepal has been very much rigorous to come in the front as many donor agencies including UNDP both in terms of UNESCO and ILO to mostly the bilateral as SDC as well as EU have been supporting for a successful as well as sustainability of the TVET system in the country. All efforts even from the government as well as from the local level are doing their best to uplift the TVET system in the country so that the youth force can retain their skills and knowledge all for the country itself.

As it is clearly understood that the major chunk of the population in the country throughout the globe is all youths and any program that are expected benefiting will solely be benefitted to the young generation. Therefore any programs that are believed supports through TVET is only for the young people and young minds. TVET is technology suited and technology friendly which a majority as a young people in the country can grab it easily. The technical education and vocational training is all benefitting to the youths in the country. Once the

TVET systems of education go influential to the youths then it automatically generates and confirms the prosperity of a nation and the people in it. Career of youths come automatically confirmed from the TVET because s/he will be graduated from the training provided by the TVET mechanism in the country. NVQS will strengthen their level up to compete in the labor market. The certification and qualification will have a better recognition to the individual to uplift their career growth. They even can go further to compete in the international labor market and confirm their better lives. So the majority of youths need to go for TVET system of education for the career progression in lives. TVET system not only flourishes youth's individual lives but all including the mainstreaming of the national development. Therefore TVET system can be considered as only option for the development upon their successful training and development.

Results:

Nepal has been facing a successful as well as wonderful time because of the TVET integration as it is talked even in the constitution though for a small integration. It was not mentioned in the earlier constitution that technical and vocational education will be having varieties of program in the national level. And now with the introduction of federal mechanism as well as the promulgation of constitution of federal government has responsively announced for the upcoming TVET system of education and its integration up to the rural level throughout the country. With this particular article in the constitution foreign grants and investment have been much influenced to run the program related to technical education and vocational training system. Nepal is a virgin land not only in terms of education system but all in terms of the possible investment and the gradual return of it. Nepal is passing by its dependent monetary influence by the remittance for a long and it didn't seem that effective and confirmed the potential impact by it. However the investment in TVET system will have been a better chance to improve with because it has a tangible as well as transparent mechanism to run the program in the country.

Public private partnership in the country have been much influenced these days as many of the private institutions have also been provided with accreditation and affiliation from the government through CTEVT. This is being a good mechanism to influence the labor market with high chances of employability. TVET is going to be very much inevitable area to integrate with because it is going to be such a important and valuable area like the ICT these days are growing much influenced in the world. Not only the ministry for education ws running the TVET program but now there are 12 more ministries that are integrating training to the youth level ultimately to retain them in the country itself. Among all 22 ministries total 17 ministries will be handling the effective training with the sole purpose of supporting to the youth generation in the country which is believed to be a effective tool to develop the nation. A common effort from the government level and public private level have common forum to contribute to TVET system of education in the country. However the government is still required to increase the budget for TVET with the bigger chunk because TVET is an industry as much as this works for productivity mostly with the tangible products less likely as service level products.

Therefore TVET is the only option to cover most of the youths for the growth and development live a better life. And a country itself has also been much influential to promote the education system in the country and make it a successful impact in the global arena. However the there are still many things to go with for the development of TVET system however it is aligning in the progressive mode.

Conclusion:

The political instability has been the biggest problem ever since a long time. However, the rays of hope are all due there to make them correct and prosper ahead. This is all about the keen interest of one to serve a country with selflessness. Being rather optimistic to some limitation is okay but randomly is not good to go. TVET I believe has such a big opportunities serving their people in the ultimate level best because this is a good as well as a very rigorous and competent tool of education not only to flourish the technology in education but all including general education and higher education as well.

Having said that the government in the country; after the promulgation of constitutions and inception of federal system of government is providing some hopes to enhance the TVET system with different objectives and activities to fulfill the needs and expectations from it. Therefore once the system is fully functional people starts getting benefit out of it and gradually the labor market will be saturated in the country and monetary recession will not be perceived in the country. Remittance from outside country will be comparatively less influenced and country will be benefitted out of it because there are hardly any country that are developed all because of the remittance. The countries in the world today that are believed and understood as the developed nations do not have history of remittance for their development and prosperity rather it is all because of their youths coming up in the national mainstream development process. The youth capital is the utmost source for the successful application of the funds.

And hence if the current government starts with its historical steps to utilize the budget allocated for the TVET system properly will definitely build some level and grow ahead. And the TVET experts are required to see the achievement as it is expected or not will all the way help the possibility of employment in the country.

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YOUTH ENTREPRENEURSHIP AND ONLINE BUSINESS: A STUDY ON ECONOMIC EFFECTS OF CORONAVIRUS OUTBREAK (COVID-19) IN DHAKA CITY

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Abstract

Unemployment of educated youth has, for quite some time, become a growing concern all over the world. Youth empowerment depends on taking part in various development activities. Human capital formed in youth is thus an important concept of long term progress that a nation can devote on. Despite recent advancement and empowerment, youth in Bangladesh still remain vulnerable to poverty and social deprivations. Youth entrepreneurship is the process where a young person run a small or medium business with different factors of production, undertake risks and provide employment to others. It plays a significant role in the financial growth of Bangladesh. This paper aims to focus on the online business of youth entrepreneurs by using a purposeful sampling method where in-depth interviews were carried out over twomonth's period. It utilizes a qualitative methodology by conducting interviews with forty fourmale and female youth entrepreneurs of online business holders located in Dhaka city. This paper is evaluating the position of youth entrepreneurs in online business, basically economic effects of coronavirus outbreak (COVID-19) situation analysis in this sector. The findings of this paper will help others to develop their business strategies and overcome financial crisis from this pandemic (COVID-19).

Key Words

Young Entrepreneurs, Youth Entrepreneurship, Online Business, Economic Effects, Coronavirus, Dhaka, Bangladesh

1. Introduction

Youth's economic empowerment is an inevitable part of economic development of a nation. Despite recent progress in the advancement and empowerment, youth in Bangladesh still remain vulnerable to poverty and social deprivations. Youth entrepreneurs are in a less favorable position in case of accessing; for example, commercial credit from formal financial service providers. Unemployment of educated youth has become a growing concern all over the world. Youth empowerment depends on taking part in various development activities. The problem is particularly acute in the developing countries (Awogbenle and Chijioke, 2010; World Bank, 2005; Amin, 2019).

In the Asian context this difficulty has been studied from different standpoints by different entities and groups. Therefore, the involvement of young people in various entrepreneurial activities has empowered them in social and economic development activities. Youth entrepreneurs are proved very crucial for their community; they are the rising star for their nation (ILO publication, 2004; ILO publication, 2007; Amin 2019). Youth growth and empowerment are vital stages in life for building the human capital that allows young people to avoid poverty and possibly lead an improved life (Amin, 2019). Human capital formed in youth is thus an important determinant of long term growth that a nation can rely on. Today's youths aiming to have a well-organized future, which is enormously significant to the course of poverty alleviation and progress (World Bank, 2005; Awogbenle and Chijioke, 2010; Uddin et al., 2015). According to the ILO (ILO publication, 2007), the rise in the number of youths in secondary and tertiary education is a positive improvement; however, labor markets in

various countries are presently unable to accommodate the expanding pool of the skilled young graduates. It is estimated that about 400 million new jobs would be needed to absorb today's youths. Due to the decline in jobs and the rise in the number of those unemployed, young people are forced to work in the informal sector (ILO publication, 2007).

Government and private sector interventions of Bangladesh have generally accelerated earnings generating activities of young people both in the urban and rural areas with entrepreneurship development (Amin, 2019). Factors which readily come to mind when analyzing the worsened unemployment crises in this nation are usually traced to the long period of instability in the socio-economic and political dimensions that led to the complications imposed on the economy, the nation and the workers (Uddin et al., 2015). According to Chigunta (2002), self-employment, taking youth into the economic mainstream, addressing socio-psychological problems and crime coming out of joblessness, developing new expertise, encouraging creativity and flexibility, rejuvenating the local community by supplying valuable goods and services, and making young entrepreneurs receptive to new economic openings. There is also a general lack of in-depth research and concrete findings on motivating and identifying start-up barriers of youth entrepreneurship especially in the context of Bangladesh in this COVID-19 crisis situation. This study is an attempt to address this gap. Moreover, this study hopes to contribute to the existing works of youth employment providing an update in this pandemic period of time.

1.1. Importance of Youth Employment of Bangladesh

Youth entrepreneurs are creating job for himself and for other young people. Reducing youth unemployment could contribute to the addition of GDP, societies may gain direct economic benefits, violence and crime as well as vulnerability and exclusion might be reduced (ILO publication, 2004; ILO publication, 2007; Amin 2019). "Youth are valued possessions of the nation. Without them there can be no reconstruction and development program. Without them there is no future. Their needs are immense and urgent." – (May, 1999) Former President of South Africa, Nelson Mandel (Clinton and Lecture, 2006). Bangladesh is a densely populated country with a youth population of 55 percent. Every year nearly 2 million individuals are entering into the labor force while only 1 million get employed in domestic and overseas job markets (BBS, 2014). As conventional career opportunities are fading away rapidly, entrepreneurial activities are becoming an essential choice for young people who face a labor market crisis with high rate of unemployment (Uddin et al., 2015; Momen, 2005). Entrepreneurship is considered as useful revenue of generating income for young people to enhance employment and creating job. It also provides young people a sense of belongingness and openings to achieve their visions and dreams (Uddin et al., 2015; Amin, 2019). Hence, consistent programs and policies addressing the issue of youth employment are essential for the country's benefit in the long run (Momen, 2005; ILO publication, 2005). According to Amin (2019), today's youths are better educated, tech savvy, dynamic, visionary, ambitious, sensible and smarter than the previous generations. The youth has the potential to improve the knowledge-based society of Bangladesh in economic and social aspects (Amin, 2019).

1.3. Covid-19 Outbreak and Its Impact Analysis

According to Doern et al. (2019), every crisis brings challenges and dangers to entrepreneurs and their organizations, no matter if initiated by human behaviour, natural disasters or economic mechanisms. As world see the fact on the end of December 2019, the coronavirus (so-called COVID-19) has started spreading from Wuhan, China to other countries so widely and quickly, that on 11th March 2020, World Health Organization – WHO (2020) declared COVID-19 as a global pandemic. As a response to mitigate coronavirus spread and save lives, governments in affected countries imposed desperate measures of social distancing, widespread lockdown, restrictions on travelling and people meetings. Liguori and Winkler, 2020 state that many aspects of private and public life had to be moved online due to this pandemic situation. Universities had to establish similar precautionary measures to minimize the impact of COVID-19 on higher education. The COVID-19 pandemic required universities to switch their entire institutional apparatus to one of online delivery overnight. Thus, it is no longer a question of whether online learning can deliver the promise of a quality higher education

and rather one of how can universities immediately and successfully can embrace mass adoption of online classroom (Liguori and Winkler, 2020).

The COVID-19 epidemic has infected millions of individuals around the world and caused over 130,000 deaths. The World Health Organization (WHO) estimates that the case fatality rate is around 2% (WHO 2020), but the overall burden of COVID-19 remains uncertain, and it is still not clear when and how regular economic and social life will return.

Social distancing has emerged as a major intervention during the COVID-19 epidemic. The health threat posed by the virus provides a direct incentive for individuals to avoid physical interactions, but the private responses of individuals will likely be insufficient to account for externalities and are unlikely to contain the epidemic. Thus, government policies to increase social distancing play an important role in theory (Gupta et al., 2020).

Youth entrepreneurs were not an exception. They had to start shifting their business activities online. Pandemics will very likely influence traditional entrepreneurial decision-making processes (Chell, 2013), communication and conflict management (Aldairany et al., 2018), well-being (Stephan, 2018) and entrepreneurial outcomes (Wach et al., 2016). However, not everything can be solved conveniently through online activities despite of limited options.

COVID-19 has significantly influenced the entrepreneurial engagement of self-employed persons. Some entrepreneurs had to close their businesses temporarily as a result of governmental restrictions; others had to impose precautions and to run their activities in reduced extent. They also need to find innovative solutions in all aspects of their entrepreneurial endeavor as the consequences of the pandemic linger on. It took time before the entrepreneurs got oriented in the new situation, and governments started helping them out with particular policy-actions aiming to deliver information, advisory and financial support (Kuckertz et al., 2020; Turner and Akinremi, 2020). Therefore, this special issue aims to capture the impact of COVID-19 pandemic on entrepreneurship at different kinds of levels, to accumulate knowledge of best individual and policy-initiated practices helping entrepreneurs and self-employed persons to overcome the crisis.

Bangladesh have weathered cyclones, floods, and so much more. Let's not underestimate our own ability to find the best way forward in this crisis, to find the best in ourselves and make sure that thenation can help each other survive this crisis. According to World Bank data, only 15% of Bangladesh's population makes more than 500 taka (\$5.90 per day). They can meet their daily expenses, send their children to school, and hope that they reserve enough for an emergency health emergency. Most villagers depend on remittances from the cities or abroad. But because of this global crisis, people everywhere are out of work. The generation of income has decreased significantly. The economic shutdown sparked by COVID-19 threatens millions of livelihoods in the country imminently. Dhaka's streets are eerily empty. When 10 million rickshaw drivers, day labourers, factory workers, maids and others raced to get home before the start of the shutdown - announced by the government on 26 March - the city became unnaturally quiet. This populous city is usually full of the sounds of interaction, energy and a growing economy (Saleh, 2020).

Youth entrepreneurship in Dhaka city is considered as an important revenue of generating income for young people to enhance employment and creating job. It also delivers young people a sense of belongingness and openings to achieve their visions and dreams (Uddin et al., 2015; Amin, 2019). According to Amin (2019), popularity of online shopping is very high in demand in Dhaka city. Amin, 2018b states that Facebook is very popular in Dhaka. Many people of Dhaka city does not know about using internet, but they are using Facebook (Amin, 2018b). In the time of COVID-19 crisis, online business is not just an option for their customers or business holders, it's the only alternative to do business in this situation.

2. Objectives of the Study

This study aims to review the present scenario of online business of youth entrepreneurs in Dhaka city.

There are also some specific objectives such as:-

- To find out the position of youth entrepreneurs in online business, basically economic effects of coronavirus outbreak (COVID-19) situation analysis in Dhaka city
- To find out their present confrontations or challenges to run and manage online business in Dhaka city
- To understand youth entrepreneur's business strategies and how they try to overcome financial crisis from this pandemic (COVID-19).
- To explore theoretical analysis of online business holder of youth entrepreneurs in Dhaka city

3. Literature Review

The Media Research Consultants Pte. Ltd. (2005) conducted a survey in Singapore to assess the level of financial literacy among Singaporeans. Financial literacy was measured using three parameters: (1) "basic money management (budgeting, spending, saving, loans, and credit facilities)"; (2) "financial planning/retirement planning"; (3) "investment know-how". A majority of the respondents were also not well-versed on the key features and mechanics of common financial products such as life insurance policies and unit trusts. There is reason to believe that the majority of youth possess inadequate knowledge relating to financial literacy. Lusardi et al. (2009) also examined financial literacy among the youth in the USA using data from the 1997 National Longitudinal Survey of Youth. They reported that less than a one-third of young adults possess basic knowledge of interest rates, inflation, and risk diversification. It is proved that financial literacy is very low among young people (Lusardi et al., 2009).

Entrepreneurship is widely considered as an essential ingredient in the modern global economic improvement recipe (Kirschhoff and Phillips, 1989; Keeble et al., 1990; Audretsch and Fritsch, 1992; Amin, 2017). US studies exhibit ninety percent of employment growth originating from the "entrepreneurial sector" of the economy (Morris et al., 1996). Despite the potential for richness and texture that such a diverse mix of disciplines brings, a key weakness is that, in many cases, researchers from one discipline have tended to ignore entrepreneurship studies by researchers in the other disciplines (Wortman 1992). The term "Entrepreneur" has been interpreted dissimilarly by divergent people and yet no unity has been arrived on one universally obtained definition. An entrepreneur is an independent who drives by an idea, proactive goals and ambition, brings together the financial capital, people, equipment and facilities to establish and manage a business enterprise (Donnelly et al., 1990). Sarasvathy (2008) states that expert entrepreneurs behave more like explorers, rather than rulers. Historically, it is proven that with each economic downturn in both developed and developing countries, it is the entrepreneurial drive and persistence that brings us blessing (Kuratko, 2006; Amin, 2017).

Youth entrepreneurship also promotes innovation and resilience as it encourages young people to find new solutions, ideas and ways of doing things through experience-based learning (OECD, 2001; White and Kenyon, 2000). According to Hytti and Gorman (2004), entrepreneurship graduates implement better than the graduates without entrepreneurship education.

Youth can be defined as transition period of an individual from childhood to adulthood. Countries vary considerably in their definition of youth and childhood. The UN considers individuals under the age group of 15 – 24 as youths. In Uganda, for example, youth is from 12 to 30 years, while in Nigeria, it is between 18 and 35 years (ILO publication, 2005; ILO publication, 2007). There are also differences of age limit among some Asian countries, which are presented as below (table-1).

Table 1: Age limits for considered as “Youth”

Asian countries	Age Limit
India	15-34
Pakistan	18-30
Sri Lanka	15-29
Malaysia	15-29
Nepal	15-40
Singapore	15-30
Hong Kong	10-24
Bangladesh	18-35

Source: Sutradhar (2005)

Without entrepreneurial efforts of this large group of population, it is very tough to accomplish sustainable development in Bangladesh (Uddin et al., 2015). One third of total population of Bangladesh is between the ages of 18 and 35 years old (Ali, Roy and Bhattacharjee, 2006). Monitoring the Situation of Vital Statistics of Bangladesh (MSVSB), in 2016 the estimated total population of Bangladesh is 160.8 million; where men is 80.5 million (50.1%) and women is 80.3 million (49.9%) (BBS, 2017; Amin, 2019). Youth unemployment is an enormous waste of human resources that could rather contribute to socio-economic progress of the country. Boosting up youth entrepreneurship may bring several effects on the economy of a country resulting in the increase of consumer demand and national revenue (Momen, 2005). Roy (2016) states that, families feel more relaxed supporting financially a son, than a daughter for capital in Bangladesh. Amin (2018b) states that Dhaka's women are fascinated to establish their own online business professionally as a career and they are very active in nature.

Family background, in particular, plays a vital role in the growth of entrepreneurial attitudes (Street and Sykes, 2003). Young people's attitude towards starting their own business is also influenced by the image, reputation, and credibility of entrepreneurs in a civil society (Uddin et al., 2015). Haque (2013) identified some obstacles of maintaining online clothing stores and strategies adopted by entrepreneurs to attract consumers. Youth entrepreneurship has attracted growing attention in recent years in sunlit of concrete evidence of its significance for financial progress and social improvement in Dhaka city via online business (Amin, 2019). Haque and Quader (2014) investigated the use of technology as an empowerment tool by entrepreneurs operating online bakery stores on Facebook in Dhaka city. In a study on SME sector of Bangladesh, Miah (2006) found that the major constraints for entrepreneurs are lack of adequate investment and lack of modern technology.

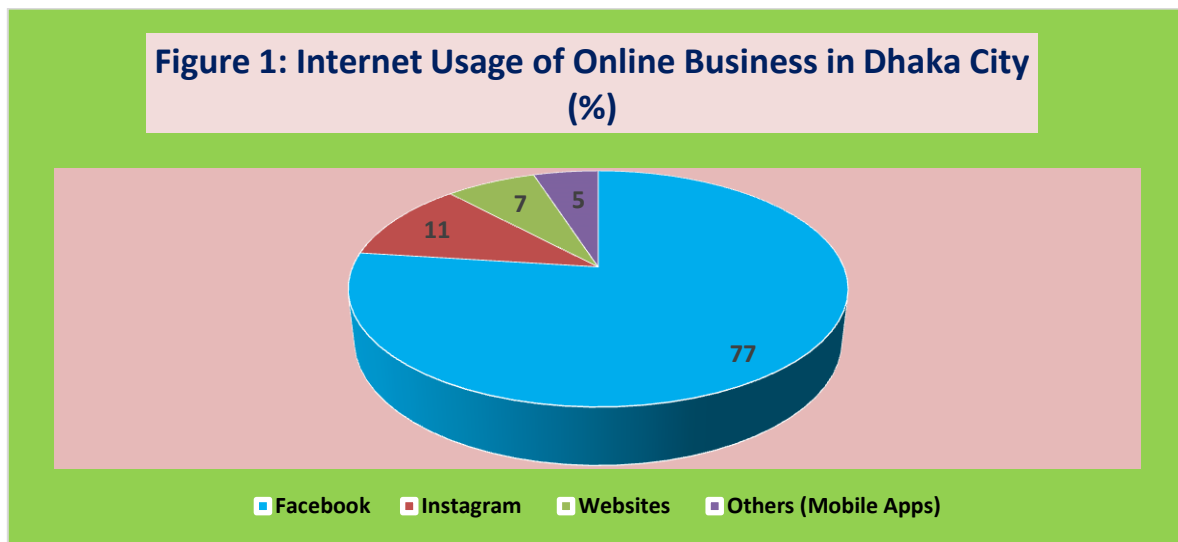
According to table 2, Facebook is very popular in Dhaka. Many people of Dhaka city does not know about using internet, but they are using Facebook (Amin, 2018b; Amin, 2019). The internet users of Bangladesh spend a staggering amount of time on Facebook. According to the Q2 report of 2017, Dhaka is ranked second in the world in terms of having the most active Facebook users. (Global Digital Statshot, Appendix, table-7).

Table 2: Internet usage behavior analysis of youth entrepreneurs in Dhaka city

Technology (Internet)	Frequency	Percentages
Facebook	34	77
Instagram	5	11
Websites	3	7
Others (Mobile Apps)	2	5
Total	44	100

Source: Amin (2019)

With regard to network access, 34 participants (77%) utilize the Facebook network and 3 participants (7%) have got their own websites (table-2 and figure 1). According to Amin (2019), Facebook is a very significant tool for young entrepreneurs of online business in Dhaka city.



Source: Amin (2019)

There are some previously published articles showing the issues of problem and scope for youth entrepreneurs of Bangladesh. Regarding this Saleh (2020) has published an article on the outbreak of covid-19 situation in Bangladesh. There have been a number of articles on youth entrepreneurship practices but the illuminative fact of this article is that author highlight the present situations of youth entrepreneurship in case of online business, basically economic effects of coronavirus outbreak (COVID-19) condition analysis in Dhaka city via questionnaire and face to face interview. This study also serves as a directory of initiatives, programs and instruments to benefit the practitioners and policy makers in the field of youth entrepreneurship, pandemic period crisis management and progress of online business in this city.

4. Methodology

Both desk research and a questionnaire complemented by interview were used to accomplish the objectives of this study. The desk research involved a review of relevant literature relating to entrepreneurship and financial literacy. This article is basically a descriptive research. A semi-structured questionnaire was prepared consisting of a number of questions regarding the purpose of the study. Dhaka city has been selected for three reasons. Firstly, Dhaka is the capital of Bangladesh; secondly the population of Dhaka is higher than other divisions of Bangladesh. According to Population and Housing Census (2011), 17 million people live here. Thirdly, youth entrepreneurs of Dhaka city are more active and the number of online business holders is greater than any other division of Bangladesh (Amin, 2018a; Amin, 2018b; Amin 2019).

The study was conducted in northern part of Dhaka city. Dhaka North City Corporation (DNCC) and its surrounding areas (Mirpur, Dhaka Cantonment, Mohakhali, Gulshan, Uttara and other surrounding areas of Dhaka North City Corporation of Dhaka city) are chosen randomly as sites of data collection. The survey was conducted among 44 young entrepreneurs (online business owner) as sample size. The convenient sampling method was used to select the individual youth entrepreneur from under Dhaka North City Corporation. The choice of the sample size is based on the work of Schoof (2006), Uddin et al., (2015) and Amin (2019). This paper aims to focus on the online business of youth entrepreneurs by using a purposeful sampling method where in-depth interviews were carried out over two month's period.

In order to complete the objectives of the study, a qualitative research approach was applied. In depth desk study along with interviewing young entrepreneurs was carried out. The desk research reviewed relevant literature relating to youth entrepreneurship, including relevant texts and journal articles and other publications. The literature review was done with a view to summarizing and updating key information with regards to youth entrepreneurship. Young entrepreneurs' viewpoint have also been integrated into the study. The questionnaire was derived, with some modifications, from Schoof (2006), Uddin et al.,(2015) and Amin (2019); all three papers were based on youth entrepreneurship.

At first a list of 69 young entrepreneurs was prepared and out of this list, 54 young entrepreneurs from northern part of Dhaka city were contacted and requested to fill up the questionnaire. 52 questionnaires were distributed among the contacted young entrepreneurs by a group of three members in the sample area and a total of 45 accomplished questionnaires were returned. After removing the ones with missing data, 44 useable questionnaires with a response rate of 85% were selected for analysis. So, the sample of the study is 44 young entrepreneurs selected purposively and conveniently from Dhaka for easy access and smooth collection of data and opinions.

With this small sample size, it would be inappropriate to draw representative assumptions for the young entrepreneurs in Dhaka city of Bangladesh. According to Suddaby et al. (2015), Ramadani et al. (2015), Amin (2018b) and Amin (2019); the qualitative research is better for in-depth research prospective into understanding the complex psycho-social issues in case of youth entrepreneurs. Furthermore, the collected perceptions, opinions, experiences were described in the light of barriers and incentives to participate in entrepreneurial activities by young people in this city in this pandemic situation.

5. Empirical analysis and findings from own survey (Findings through conducting face to face Interview)

5.1. Business profile of youth entrepreneurs in Dhaka city

The shared information of the young respondents (female and male), who participated in this study is shown in table-3. Here in table-3, it is clear to mention that, youth entrepreneurs are involved in different types of online business in Dhaka city. According to this study, the focus of online business of this city has shifted away from selling products and services to creating a great overall customer experience. Customers are now in the driver's seat, expecting an experience that is targeted to their demands (Amin, 2019).

Table 3: Business profile of youth entrepreneurs of Dhaka city

Items of Online Business	Frequency	Percentage (%)
Food Items / Imported Food	4	9
Imported Handy items/ Electrical items	5	11
Homemade Designer cloths, Imported dress	10	23
Stationery, Imported items	2	4.5
Home-made Jewelry, Imported Jewelry	6	14
Imported gadgets, Mobile accessories	5	11
Imported ladies and gents bag and shoe	3	7
Homemade Cosmetics, Imported Cosmetics	2	4.5
Others Miscellaneous items	7	16
Total	44	100

Source: Own survey (March-April 2020)

5.2. Youth Entrepreneurship and innovation in times of COVID-19 crisis

Six proactive reasons are identified as new demand of online business in this crisis period in this study from the young respondents, which is showed in table-4.

Table 4: Reasons for new opening for online business of youth entrepreneur's in times of COVID-19 crisis in Dhaka city

Reasons	Frequency	Percentages (%)
Less Job security during pandemic period	22	50
The popularity of online festive shopping	11	25
Lack of option during lockdown	5	11
Increased demands for emergency products and services	3	7
High transportation cost appreciated by many online customers	2	5
Demands for daily necessities getting higher	1	2
Total	44	100

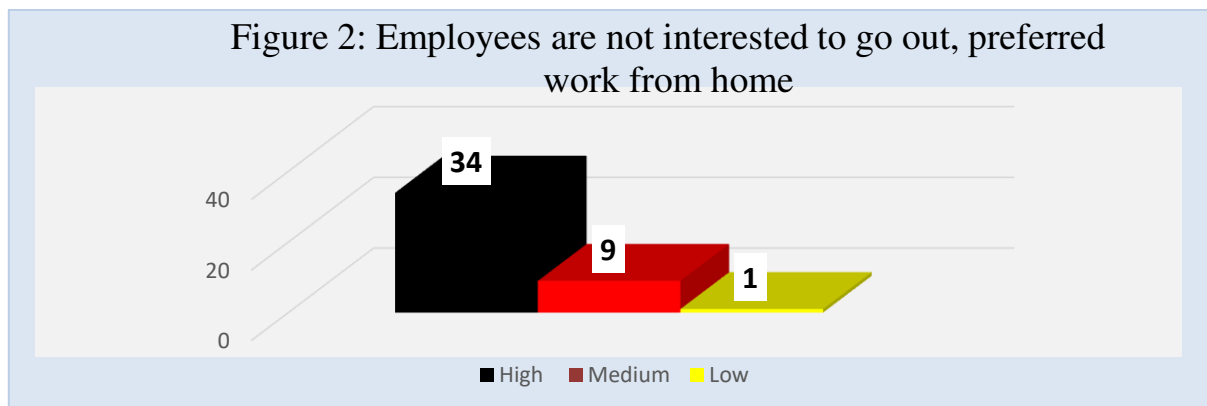
Source: Own survey (March-April 2020)

Comments:According to this study in table-4, 22 respondents (Out of 44), 50% of total respondents' main reasons for youth entrepreneur's new opening in times of COVID-19 crisis "Less job security during pandemic period" in Dhaka city. Many online business holders are conducting dual career options and seasonal online businessman. The popularity of online festive shopping, lack of option during lockdown, increased demands for emergency products and services, high transportation cost appreciated by many online customers and demands for daily necessities getting higher- are the other five reasons for online business of youth entrepreneur's new opening in times of COVID-19 crisis in this city (table 4).

5.3. Major challenges of youth entrepreneurs for running their online Business in Covid-19 outbreak

5.3.1. Employees are not interested to go out, preferred work from home

Employees of online business holder are facing huge problem to run and manage their business as there huge customer demand with very few supporting staffs. Most of the employees are not interested to go out and want to work from home which is sometimes impossible to manage.

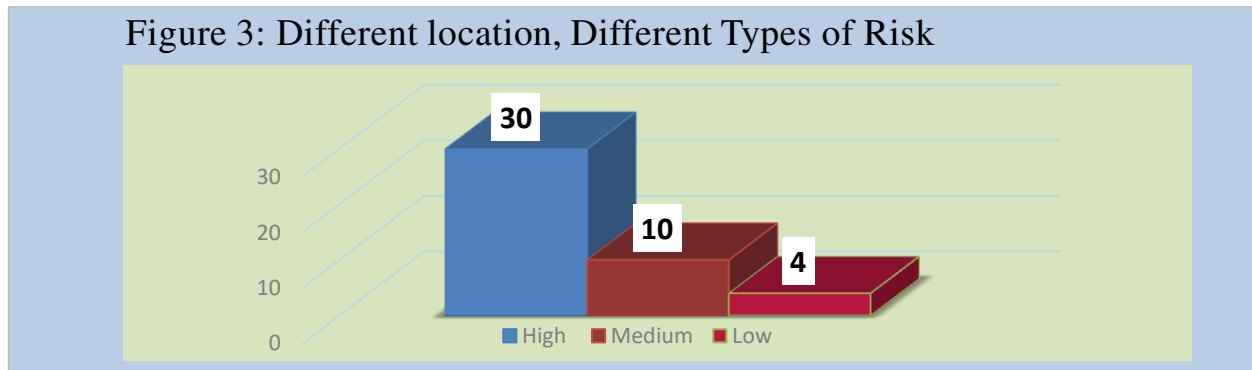


Source: Own survey (March-April 2020)

In figure-2, 34 respondents (out of 44) are reported that employees are not interested to go out, preferred work from home is one of the problems of youth entrepreneur for running their online business in Dhaka city during this pandemic period.

5.3.2. Different location, different types of risk

During this pandemic crisis, Different location of Dhaka city consist of different types of risk issues. For example, delivery problem in case of lockdown areas like Mirpur.

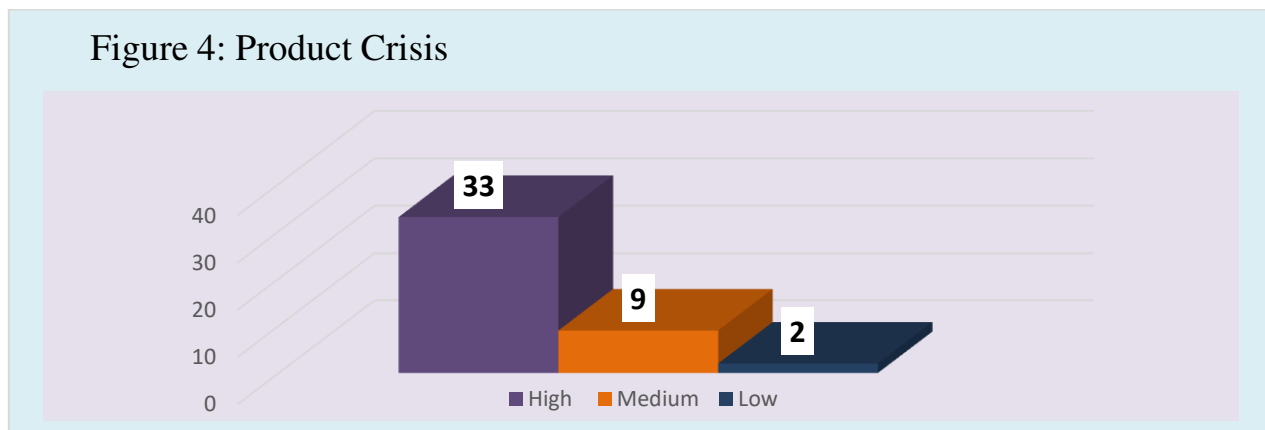


Source: Own survey (March-April 2020)

In figure-3, 30 respondents (out of 44) are reported that different location located with different types of risk is one of the difficulties of youth entrepreneur for running their online business in Dhaka city.

5.3.3. Product crisis

Some imported products are difficult to collect according to customer demands. As we see many customers were staying in home, so imported cosmetics products demands were getting high in this pandemic period.

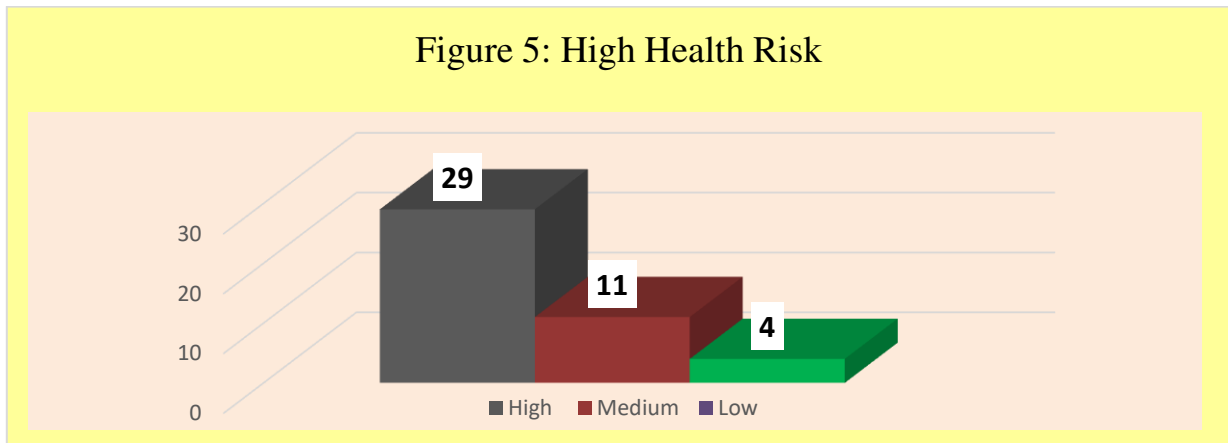


Source: Own survey (March-April 2020)

In figure-4, 33 respondents (out of 44) are reported that product crisis one of the challenges of youth entrepreneur during this pandemic period in Dhaka city.

5.3.4. High health risk

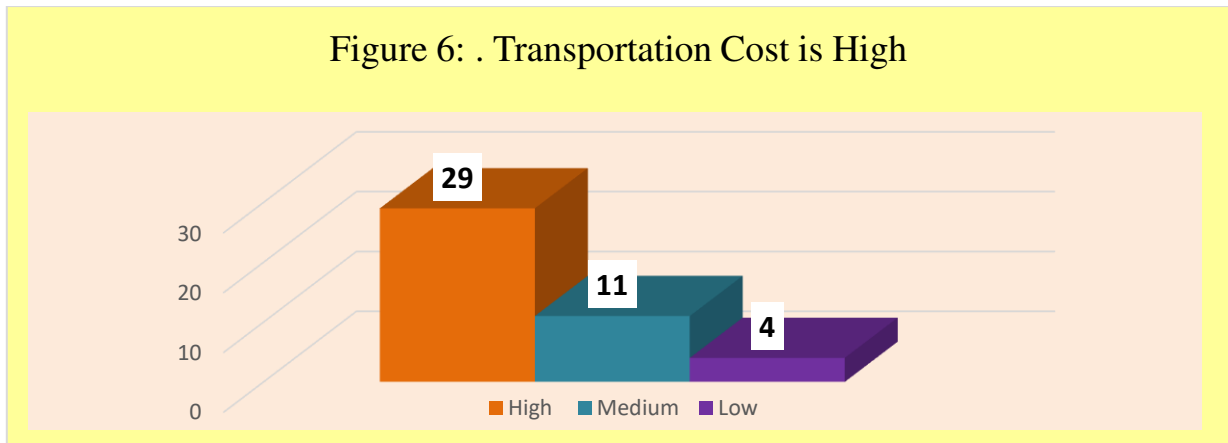
There are many online business holder and their employees are facing high health risk due to corona virus outbreak. There are transportation problem are also related. Sometimes, personal transportation are not available and high health risk is a big threat for youth entrepreneurs of Dhaka city.



Source: Own survey (March-April 2020)

In figure-5, 29 respondents (out of 44) are reported that business holders and their employees are facing high health risk, which is one of the challenges of youth entrepreneur for running their online business in Dhaka city in this pandemic situation.

5.3.5. Transportation cost is high



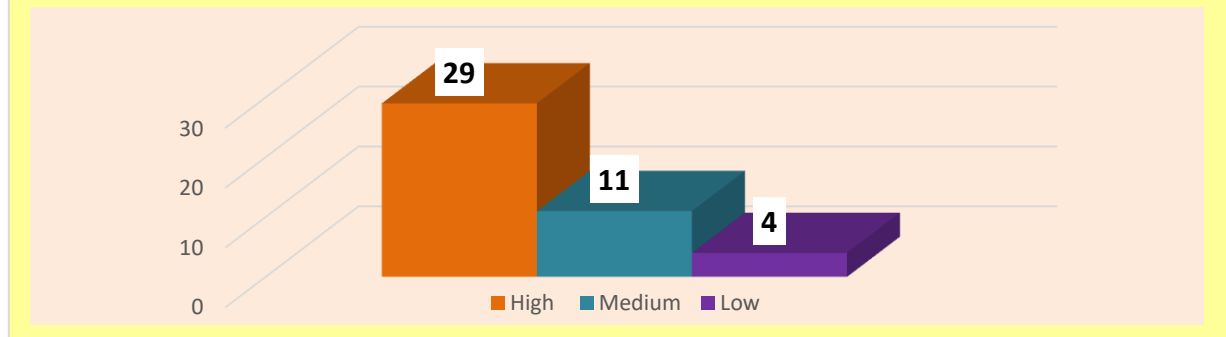
Source: Own survey (March-April 2020)

Comments

In figure-6, 29 respondents (out of 44) are reported that transportation cost is high is one of the challenges of youth entrepreneur for running their online business in Dhaka city in this pandemic period.

5.3.6. Fixed cost is difficult to manage

Figure 7: Fixed Cost is difficult to manage



Source: Own survey (March-April 2020)

Comments

In figure-7, 29 respondents (out of 44) are reported that fixed cost (like; office rent) is difficult to manage is one of the challenges of youth entrepreneur for running their own online business in Dhaka city in this pandemic period.

5.4. Strategies of youth entrepreneurship in Dhaka city in times of COVID -19 crisis

Youth entrepreneurs are facing various challenges to run and manage their business. According to this study, there are applied four strategies to survive their own online business which is deadly effected by this pandemic named "COVID-19" (table-5).

Table5: Strategies of youth entrepreneurship in Dhaka city in times of COVID -19 crisis

Strategies	Frequency	Percentages (%)
Proper Targeting and Selection	11	25
Risk Management	11	25
Correct Market Information and Need Based Marketing	11	25
Sustainable Development	11	25
Totals	44	100

Source: Own survey (March-April 2020)

5.4.1. Strategy 1: Proper targeting and selection

Today's customer are better informed, as technology has made it easier for them to do their homework and proper product knowledge (Amin, 2019). According to Amin (2019) high competition and less business security risks is very high in Dhaka city in case of online business. Proper target customer group and product selection are two most essential factors to do well in online business. There are 11 respondents reported that "proper targeting and selection" is one of the vital strategies.

5.4.2. Strategy 2: Risk management

In this paper, ‘youth entrepreneurship’ is defined as the “practical application of enterprising qualities, such as initiative, innovation, and risk-taking into the work environment in this COVID-19 period. There are many risks identified from respondents in this paper; such as employee health risk, delivery risk due to lockdown and so on. Managing all types of business risk is one of the most effective technique to run an online business successfully. Risk management is one of the strategies followed by youth entrepreneurs in Dhaka city reported by 25% respondents of this study.

5.4.3. Strategy 3: Correct market information and need based marketing

The critical advantage of producing for Dhaka’s markets is that the youth entrepreneurs know and understand customer’s needs and opportunities, as well as the quality standards and expectations of that market in this pandemic period. According to this study, correct market information and need based marketing are followed by online business holders in Dhaka city reported by 25% respondents.

5.4.4. Strategy 4: Sustainable development

Young entrepreneurs can be particularly responsive to new business opportunities, trends and continues market development. According to this study, sustainable development is one of the strategies which is followed by online business holders in Dhaka city reported by 25% respondents.

6. Behavior Analysis of Youth Entrepreneurship in Dhaka city in times of COVID -19 crisis

6.1. Theoretical analysis

According to Amin (2019) behavior analysis of youth entrepreneurs are important to understand their current status. In this study after all findings author explain the behavior analysis of youth entrepreneurs of Dhaka city in this pandemic period. Now following the theory of entrepreneurship (Bulland Gary, 1993) resolve describe and begin to predict the phenomenon of youth entrepreneurship in Dhaka city during this pandemic situation. “A person will carry out a new combination, causing discontinuity, under conditions of-

1. “Task-related motivation”, 2. “Expertise”, 3. “Expectation of personal gain”, and 4. “A supportive environment.” (Bull and Gary, 1993)

Table 6: Behavior analysis of online business holders in Dhaka city

Entrepreneurship Theory (Bull and Gary, 1993)	Youth Entrepreneurs in Dhaka city in periods of COVID-19 crisis Source: Own survey (March-April 2020)
“Task-related motivation”	Home Based Business
“Expertise”	New innovate ideas for products and services
“Expectation of personal gain”	Easy to get mass amount of customers and earn profits via internet during pandemic
“A supportive environment”	-Internet facilities are everywhere as part of Bangladesh Government project called “Digital Bangladesh” -During lockdown period Emergency supplies and service were available -Online business were getting extra attention for festive shopping (Like; Eid) during this pandemic period

Source: Adapted from Amin (2019), Bull and Gary, (1993)

7. Summary of Findings

Bangladesh is a densely populated country where youths constitute one third of total population. Youth entrepreneurs still face challenges getting a suitable job in Dhaka city due to increase number of unemployment. The six proactive reasons for increasing the online platform of business are: less job security during pandemic period, the popularity of online festive shopping, lack of option during lockdown, increased demands for emergency products and services, high transportation cost appreciated by many online customers and demands for daily necessities getting higher. The author identified six challenges of youth entrepreneurs for running and managing their own online business in this COVID- 19 crisis period. The author also spot four business strategies of youth entrepreneurs for running and managing their own online business as follows; proper targeting and selection, risk management, correct market information and need based marketing, sustainable development. Moreover, this article attempts to relate between entrepreneurship theory of Bull and Gary (1993) and behavioral analysis of Dhaka's youth entrepreneurs in times of COVID-19 crisis.

8. Suggestions for Further Study

Author of this article has analyzed the present situation of youth entrepreneurship after corona virus outbreak. Further investigations are needed to know the upcoming post pandemic situation analysis in case of youth entrepreneurship in Dhaka city in some other methodological way (Qualitative and or Quantitative research).

9. Conclusion

In spite of the increasing recognition of youth entrepreneurship as a source of job creation, empowerment and commercial dynamism in a rapidly globalizing world, there has been no systematic attempt to look at it from a youth angle (Chigunta, 2002). Youth entrepreneurship is the key to the creation of new enterprises that energize and revitalize the economy. It serves as the catalyst in the process of industrialization and commercial growth (Amin, 2017). Youth entrepreneurs can play an energetic role in combating poverty of Bangladesh (Amin, 2019). This paper shows that youth entrepreneurship has some economic and social value, such as allowing young people to pursue independent livelihoods and an increase in self-confidence in though coronavirus outbreak (COVID-19) situation in Dhaka city. Youth entrepreneurs aim to organize their own business successfully to overcome their challenges like poverty, pandemic period and to generate family income while increasing the standard of living.

10. Acknowledgement

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11. Appendix

Table 7: Cities with the largest number of active Facebook users

Top Cities	Users	Total (%)
Bangkok	30,000,000	1.5%
Dhaka	22,000,000	1.1%
Jakarta	22,000,000	1.1%
Mexico City	17,000,000	0.9%
Sao Paulo	13,000,000	0.7%

Source: Global Digital Statshot, 2017 (According to a study conducted by We Are Social and Hootsuit. The study was conducted in 2016) (GDS, 2017)

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THE IMPORTANCE OF SOCIAL KNOWLEDGE NETWORK FOR ORGANIZATIONAL LEARNING

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Abstract

In this innovation prone world, organizational learning has been a vital issue. The organization is pulled by the changing pattern of people and their interest. To find out the enter link between network ties and organizational learning, social capital has been discussed in this paper. The role of network ties in initiating learning in the organization is the purpose of the paper. To clarify the idea from theoretical point of view, we use qualitative methodology. To analyze organizational learning and the actors behind the organizational learning which ultimately intensify the importance of social network ties in strength of ties and structure of network which ultimately either have new knowledge has been developed by theoretical framework. For further learning, knowledge has been transferred to the organization. This paper deliberated that the organization should have the flexibility to absorb learning and have the space for formal and informal relationships both inside and outside the organization. For the future research in this area in our country will be inspired by this paper.

Introduction

Learn is the main, key and requirement factors of organization that wants remain in the economic modern world and competitive environment. Thus, organizations must be prepared people through constantly learning, for deal with changes and to have the ability to adapt with conditions changes and challenges moderns must be able to institutionalize learning within the organization. In other words, become to a learning organization. Learning organizations are bold and powerful organizations that their foundation are based on learning and the best way to improve performance in the long run, consider learning. (Sharifi&Eslamieh 2008).

Organizational learning is one of the most promising concepts of research in modern managerial literature. So far, it was proved that higher-level organizational learning contributes to organizational performance. Understanding the role of social network and organizational learning in fostering or inhibiting innovation becomes crucially important. It is impossible to understand organization learning without going deeper into the understanding of learning and knowledge and it is blind to explain economic performance without bringing into the analysis of social relationships and organizational structures. Knowledge creation, knowledge sharing and knowledge application which are crucial to technological innovation highly depend on social interaction in the circumstance of technological uncertainty and complexity.

Objectives of Study

1. To show the importance of Organizational learning
2. To describe the and lead and learning skills
3. To converse mechanisms of Organizational learning
4. Organizational Learning and Learning Organization
5. Social knowledge network
6. Social knowledge networks as a tool for organizational learning

Importance of Organizational learning

The importance of organizational learning is shown by the various benefits that occur in organizations that develop a learning culture:

1. Increased employee job satisfaction
2. Lower turnover rates
3. Increased productivity, profits and efficiency
4. Developing leaders at all levels
5. Enhanced adaptability throughout the organization

When organizations dedicate time and resources to developing a learning culture and implementing organizational learning, they are more competitive.

This increased ability to react quickly to fast-changing market conditions is just one of the reasons why organizational learning is important.

An organization that embraces the lessons that can be learned from failure and studies its own processes will be an organization that contains more knowledge about best practices, and will be much more able to adapt. By creating an environment where all employees are teachers and students, there is an equal exchange of information that allows each person to contribute in a substantial manner.

Learning Styles & Attitudes to learning and creativity

About the concept of learning styles has been raised numerous theories. one of the theories is Kolb's theory of experiential learning. Based on this theory, each learning situation in different individuals can create four modes that this four modes set in two side and are on the two vectors. Modes of concrete experience (CE) versus abstract conceptualization (AC) on vector of received and mode of Reflects Observation (RO) versus active experimentation (AE) on vector of processor. (Safavi et al. 2010)

Eysenck and Keane (1995), believes that creativity is one of the highest expressions of human thought. When we do not have sufficient knowledge to solve problems is activated creativity. Wallas(1926) proposed a model of four-stage to the creativity process, that include

- 1) **Preparation** :Once the problem is formulated in an initial attempts to its solve
- 2) **Latent period** :Once the problem be pretermite to work on other tasks
- 3) **Clarification** :Once a solution suddenly occurs to solve of problem
- 4) **Overview** :Once problem solver will ensure that desired solution, is effective (Osterberg 2004)

Style of Lead encourages learning

Popper (2000) believes that leading is factor to affects on organizational learning. Leaders can make organizational structure, shape organizational culture and through affairs and measures varieties can be caused a of different effects. Thus the leadership influences on organizational learning. Lead and organizational learning are correlated On the each other to many. Also Lead can to improved process and result of organizational learning activities.

Leaders can through move their insights and create of learning opportunities for subordinates, improve and increase Capacity and capability of organizational learning and thus organizational learning. (JavaheriKamel&Kosarneshan 2009).

Organizational Learning & Process of Organizational learning

The simplest definition provided by "Yuki" that is expressed, learning that is provided by a set of organizational members. (Hagen 2010).

Argis an Skan expressed to 4 linear stages as result and proofs of organizational learning. These include discovery, invention, production, and generalizes of total results. (Khatri 2010) Organizational learning is a set of organizational actions such as knowledge acquisition, information distribution, information interpretation, and memory that consciously or unconsciously affect on positive development of organizational. (Sharifi&Eslamieh 2008).

The purpose of learning is tendency of organizations to behave in participatory method for the use of learning opportunities. The purpose of learning is to determine the extent that organizations can learn. (Huang 2010) Process of organizational learning is shown in the following diagram.



These steps have been mutually influenced each other. (Huang 2010)

Mechanisms of Organizational learning

Infrastructure that provides the context for improved of learning opportunities, are called mechanisms of organizational learning.

Mechanisms of organizational learning are structural and cultural aspects that facilitate the development and revision of a learning organization

Cultural aspects includes a set of common values, beliefs, norms, attitudes, roles, assumptions and behaviors provide possible to true learning.

Aspects of structural are institutionalized arrangements of structural and procedural that allow organizations that systematically to perform collection, analysis, storage, distribution and use of information that are related with organizations effectiveness.

Both aspects structural and cultural are affected on learning in different levels of an organization including individuals, teams and entire organizations.

Mechanisms of organizational learning are includes the following elements:

1. Learning Environment
2. Identify of learning and development needs
3. Implementation of learned knowledge in practice
4. Fulfilling of learning and development needs

Organizational Learning and Learning Organization

Organizational learning and learning organization are two different concepts. Organizational learning refers to particular activities (processes) within a organizations while the learning organization is a special type of organization. The systematic definition, a Learning organization is an organization that learns powerfully and collectively and constantly alter his that can better data collecting, management and use with aim of the organizational set success. In fact Learning organization is an organization that helps to promote of organizational learning through structures and strategies creates. With regard to this means learning organizational is a dimension or elements of a learning organization.

Characteristics of a learning organization

Characteristics of a learning organization introduced with Fundamental characteristics the following :

1. In Learning organization "information" runs smoothly at all levels of the organization
2. Learning is done simultaneously at four levels of individual, group, intergroup, and organizational
3. Staff due to continuous training and delegating that be given to them, with creating of numerous teams and doing group discussions to pay their information and ability improves.
4. Learning organization has bright and consensus visions about the future, growth and development of the organization and the employees.
5. Learning organization is types of reflective thinking and insights about people, organization and management.(Sery 2004)

Creating a learning organization utilizes human resource management

Human resource management must provide learning environment for the improve of human resources by the following factors:

- 1) Creation of challenge job :Include job enrichment, job development and job rotation
- 2) Change of available perception patterns: Required to transfer of Knowledge concepts through teaching, sharing and self-study.
- 3) Change of the thinking habits: Change of mental models through teaching, sharing and self-study.
- 4) Allowing the separation in production and its valuing: Provides shape a creative culture in which employees would be willing change their thinking and understanding habits. (Hong 1999)

Barriers to Infrastructure of learning organizations create

In order to create of a learning organization must overcome on these challenges:

1. Challenge of moving start
2. Challenges of moving impulses sustaining
3. Challenges of redesigning and rethinking in level of organizational (senge et al. 2007)

SOCIAL KNOWLEDGENETWORK

A network is generally defined as a specific type of relation linking a defined set of persons, objects, or events. The definition does not include only persons but also objects and events, or anything that can be included in a relationship. Social networks on the other hand are represented by a set of persons and relationships between them. The social knowledge network approach views organizations in society as a system of objects -i.e. People, groups, and organizations- joined by variety of relationships. Not all pairs of objects are directly joined, and some are joined by multiple relationships. Network knowledge

analysis is concerned with the structure and patterning of these relationships and seeks to identify both their causes and consequence social networks, whether supported by relationships established through computer environments or not, serve as a base for communities of practice. Communities of practice in turn, serve as a base for knowledge management. Stated that there is also a concept called computer supported social networks, which only includes relationships supported through computer environments, e.g., chat, news, and e-mail. Knowledge network structure is important in determining the outcome of many important social and economic relationships. For example, networks play a fundamental role in determining how information is exchanged. Such information may be as simple as an invitation to a party, or as consequential as information about job opportunities. The social knowledge networks serve as a base or ground for communities of practice. Poor social networks will most likely produce poor communities of practice. People need the infrastructure of social networks to establish communities of practice, which, in turn, will increase exchange of knowledge within the organization. Social knowledge networks are also important for the purpose of knowing who to ask in different situations. In many ways the ideas behind social networking sites are not new. It has been possible since the early days of the internet to do many of the things which social networking site users do now, such as creating personal web pages and communicating with others through interfaces such as chat rooms, internet forums, message boards, web communities and blogs.

Several sites combining functions of today's social networking sites appeared in the late 1990s. In worldwide terms many people see Friendster as the first to make a serious impact. It launched in 2002 before falling back relative to other sites in 2004. Concluded that the results of a social knowledge network analysis might be used to:

- Identify the individuals, teams, and units who play central roles.
- Discern information breakdowns, bottlenecks, structural holes, as well as isolated individuals, teams, and units.
- Make out opportunities to accelerate knowledge flows across functional and organizational boundaries.
- Strengthen the efficiency and effectiveness of existing, formal communication channels.
- Raise awareness of and reflection on the importance of informal networks and ways to enhance their organizational performance.
- Leverage peer support.
- Improve innovation and learning.
- Refine strategies.

The defining feature of social knowledge network analysis is its focus on the structure of relationships, ranging from casual acquaintance to close bonds. Social knowledge network analysis assumes that relationships are important. It maps and measures formal and informal relationships to understand what facilitates or impedes the knowledge flows that bind interacting units, who knows whom, and who shares what information and knowledge with whom by what communication media -i.e. data and information, voice, or video communications-. Because these relationships are not usually readily discernible, social knowledge network analysis is somewhat akin to an organizational x-ray. Social knowledge network analysis is a method with increasing

Social Knowledge Networks as a Tool for Organizational Learning

Organizational learning is a social event in which a group of people along with their shared resources and dynamic relationships assemble to make use of shared knowledge in order to enhance learning and create new knowledge. Organizational learning has been viewed as a process by which organizations as collectives learn through interaction with their environments. Organizational learning addresses how organizations adapt to their environments, create new knowledge, build core competences, and then achieve competitive advantage. Social networks of organizational learning contribute significantly to the innovative capabilities of firms by exposing

them to novel sources of ideas, enabling fast access to resources, and enhancing the transfer of knowledge. The outcome of learning processes will depend on social relationships such as trust, authority and recognition.

Therefore, the broader societal and socio-economic context needs to be taken into account when analyzing the formation of network relationships. Social network can provide diversified knowledge resources for organizational learning. Either intra organizational or inter organizational relationships lead to various benefits relating to knowledge diffusion, knowledge sharing, access to specialized knowledge, and intra- and inter-organizational learning. Organizations with border networks make organization expose to more experiences, various competencies and added opportunities. Concluded that Computer Supported Social Networks (CSSN's) support a focus on information exchanges. People can easily post a question or comment and receive information in return. Broadcasting queries through CSSN's increases the chances of finding information quickly and alters the distribution patterns of information. It gives those working in small or distant sites better access to experienced, skilled people. Additionally, online information flows spill over unexpectedly through message forwarding, providing access to more people and new social circles, thus increasing the probability of finding those who can solve problems. The social relationships supported by CSSN technology in conjunction with the affordances of that technology for continuing those relationships in certain ways collectively constitute socio-technical capital: a resource that can be accumulated and whose availability allows people to create value for themselves or others.

Information technologies can facilitate organizational learning by making processes, artifacts, and knowledge more explicit and sharable. Information technologies can also facilitate the creation and maintenance of social networks. Computer networks are inherently social networks, linking people, organizations, and knowledge. They are social institutions that should not be studied in isolation but as integrated into everyday lives. The proliferation of computer networks has facilitated a de-emphasis on group solidarities at work and in the community and afforded a turn to networked societies that are loosely bounded and sparsely knit. The Internet increases people social capital, increasing contact with friends and relatives who live nearby and far away. New tools must be developed to help people navigate and knowledge in complex, fragmented, networked societies. Another way to think about the role of information technology in organizational learning is as a way to connect people together to leverage their individual social capital. Interest in social networks has grown exponentially with the development and spread of online social network sites. Social network sites (SNSs) are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system. Social network sites are commonly viewed as part of the overall Web 2.0 revolution that aimed to enhance creativity, communications, secure information sharing, collaboration and functionality of the crowd sourcing. There are many ways to add social media tools to support a learning strategy.

Organizations can add groups on public-facing sites such as Face book, Twitter, and LinkedIn, and many are seeing tremendous participation here, much to the chagrin of management. Because these sites are one size-fits-all and not specifically designed for the organization, they provide an avenue for employees to meet and communicate with one another outside the workplace but don't necessarily support the overarching goal of involving them in the learning process. A social knowledge network is a well-defined research area in organizational behavior, psychology, and communication.

Conclusion

Learning involves knowledge acquisition, knowledge sharing, knowledge utilization and also new success. Organizational is learning, learning that provided through set of organizational members. Lead can improve process and outcome of organizational learning activities. In organizational learning, leaders must create an environment that all organizational members as learners, teachers and leaders flourishing to increase what they choose, they do and have ability. Organizational learning and Learning organization are two different concepts,

organizational learning is only one dimension or element of learning organization. In fact learning organization is an organization that helps to enhance organizational learning by creating of structures and strategies. Social knowledge networks with interaction, knowledge sharing and interplay with organization learning process. One of the main success factors of organizational learning depends strongly on the degree of social knowledge network contribution reached in the accomplishment of their actions. On the other hand social knowledge network organizations depend heavily on voluntary work and using web 2.0 tools to improve the social collaboration such as blogs and wikis inside the enterprise, questions and answers in social networks.

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