



Skills Development for Graduate Employability in Bangladesh: Japanese Language in TVET Program

Md. Jahangir Alam^{1*}, Dilruba Sharmin²

^{1,2}Department of Japanese Studies, Faculty of Social Sciences,
 University of Dhaka, Dhaka-1000, BANGLADESH

*Corresponding Author

DOI: <https://doi.org/10.30880/jtet.2023.15.02.007>

Received 8 April 2023; Accepted 16 May 2023; Available online 21 June 2023

Abstract: The tremendous potential of Technical and Vocational Education and Training (TVET) appears evident worldwide, including in Bangladesh, where the emphasis is primarily on individual skills development for decent employment. Numerous studies have demonstrated that varying degrees of development of soft skills and hard skills contribute to the strength and capability of human capital. It is well acknowledged that knowledge and technology are rapidly updated in the contemporary world. This study explores how skills development influences sustainable employability through the lens of the Japanese language skills development program in TVET. Moreover, this research aims to study the impact of Japanese language programs in Bangladesh's TVET system on skills development and sustainable employability. It aims to assess how the skills acquired through these programs benefit both the domestic and international job markets related to Japanese language abilities. This research employs a mixed-methods research approach examining the participants' perceptions and understandings of those TVET students who have enrolled or graduated from the Japanese language program. The research endeavours to conduct a theoretical examination of the human capital development theory and to establish a connection between the Japanese language program and its associated approach, knowledge, and method. By examining the research findings, this study found that the TVETs' Japanese language program significantly positively impacts individuals' hard and soft skills development, improving the quality and form of employability, increasing individual wages, and playing a supportable role in achieving the SDG 8 of decent work and economic growth. Several practical initiatives have been recommended to increase this language program's sustainability in TVET.

Keywords: TVET, SDGs, skills development, sustainable employability, Japanese language

1. Introduction

In this modern age of education and training, a strong emphasis on Technical and Vocational Education and Training (TVET) is critical for developing human capital in all world regions, which is valid for Bangladesh. Modern educational management must transition to new instructional content and delivery forms to react to the required specifications of economic developments and objectives. Given TVET's enormous potential for expansion, it is developing as a critical energizing instrument for enhancing living conditions by increasing persons' abilities to find a job and be employed, acquire decent employment, and strengthen their wages (Murgor, 2013). Thus, integrating TVET with the global labor market needs is vital for socio-economic development and growth and sustainable development for a nation like Bangladesh. TVET is proven to be highly effective in achieving the SDGs, notably the target of decent employment and economic growth, in many developing and developed nations through providing a skill development process for human capital development (Pavlova, 2005). Training and educational changes must be founded on evaluating market demands discovered via relevant market research. This paper discusses the outcomes of such a project, which were done to identify

the requirements that must be met through the implementation of TVET programs, which are often regarded as the most efficient strategies for addressing globalization demands. Globalization has resulted in the reorganization of industry globally (Sohimi et al., 2019). Bangladesh's government aims to achieve a middle-income position by 2024 (Alam et al., 2023). It recognizes the potential of TVET's contribution to economic progress by creating a skilled workforce and sustainable employment (Asian Development Bank, 2015), ensuring that the labor force participation rate grows, resulting in a country making strides with a higher education rate and improved living prospects.

Consequently, TVET is undergoing significant reorientation, particularly in educational reform, which is becoming more market-driven and industry-oriented, focusing strongly on soft and hard skills, eliminating outdated areas of study, and modernizing tools and learning or teaching materials related to skills development. In Bangladesh, learning foreign languages, mainly English, is considered preparation for the future workforce. Many multinational companies operate in Bangladesh, and employees with good foreign language skills are in high demand. Learning foreign languages such as Japanese is gaining popularity because Japan has growing economic and trade relations with Bangladesh. These foreign language skills can open new job opportunities domestically and abroad and help individuals stand out in a competitive job market (Alam, 2022). Okoye and Okwelle (2014) advocate for improved foreign language hard skills for community individuals who may seek employment overseas or in the domestic labour force sponsored by any foreign company, stating that this enhances the possibility of a more seamless transition and higher wages for migrants and domestic workers. Skills enhancement initiatives in employability are frequently justified by an evident correlation between foreign language learning and socio-economic advancement (Koh, 2020). However, the value of learning a new language for international migrant employment or decent employment in the country has received little consideration in Bangladesh.

The association between Japanese language learning and financial advantage in wages has significantly motivated international employee development programs in Bangladesh's TVET Program. The requirement for highly skilled human capital from emerging and underdeveloped nations is growing more quickly than that of industrialized countries (Auta & Onwusuru, 2022). Hence, it is imperative to promote ongoing professional growth that includes proficiency in foreign languages, particularly Japanese, for migrant workers in Japan, along with various integration initiatives. Vocational education and training instruction based on curriculum design with unique features must be enhanced to battle international market policies and guidelines and face globalization issues. Given the critical nature and importance of comprehending the cultural and social contexts that influence the extent to which the Japanese language can contribute to economic development, this research explores and examines the factors that motivate Bangladeshi TVET students to seek employment in the international labour market via the medium of skills development programs for Japanese language learning. It is done by focusing on a specific category of students from Bangladeshi TVET institutions: it is limited to local ones and career opportunities are linked to Japanese language training and who want to emigrate overseas to work in high-quality jobs, particularly in Japan. The focal point of this research is to close the information disparity and underscore the significance of language skill enhancement for the sustained employability of TVET graduates in the long term, specifically focusing on the Japanese language program. Also, to build a need-based evaluation and a standard framework for Bangladesh's TVET skills development program to eliminate barriers to SDGs achievement by 2030.

2. Background of The Research

TVET incorporates conventional, semi-conventional, and non-conventional education focusing on the global workforce. Skills development and graduate employability are two critical areas increasingly attracting attention in the TVET sector. TVET systems have been widely designed to prepare and educate students for immediate employment in a particular occupation, organization, or industrial area. In this context, integrating the Japanese language into TVET programs can enhance skills development and graduate employability by providing students with opportunities to develop intercultural competence and broaden their professional prospects. Typically, the students are led to a vocational and occupational qualification standard developed by relevant specialists (Ven & Naron, 2020). TVET, as an essential component of school education, is reflected in various nations' educational goals. There is a rising recognition that general education is often overly intellectual and does not effectively prepare young people for the workplace. In terms of skills development, incorporating the Japanese language into TVET programs can help students to develop a range of soft skills such as communication, teamwork, and problem-solving, as well as technical skills specific to their chosen field.

Furthermore, learning a new language can boost students' cognitive abilities and increase their cultural awareness, preparing them for a globally interconnected workforce. Additionally, several nations provide a variety of vocational or career-oriented schools. Without question, vocational education and training have a stronger and more direct relationship to economic and professional growth than general education. As a result, businesses and organizations must adapt strategically to the changes to benefit from expanding vocational training. Understanding the Japanese language and business practices can help graduates navigate cross-cultural business environments and better collaborate with Japanese clients and colleagues. TVET appears to be focused on training qualified professionals and enhancing national human capital output and competitiveness in most of the region's nations (Comyn, 2012). Looking at the context of Bangladesh, it can be noted that the official TVET education framework, opportunities for defining structural credentials, and an examination system are all extremely well established. Due to various industry initiatives in Bangladesh, some TVET programs successfully develop foreign language skills. Fig. 1 illustrates the collaboration between numerous stakeholders and Bangladesh's Japanese language on the TVET program. Integrating the Japanese language into TVET programs can

bring innumerable benefits for both skills development and graduate employability, helping students to build a well-rounded skill set and expand their professional prospects.

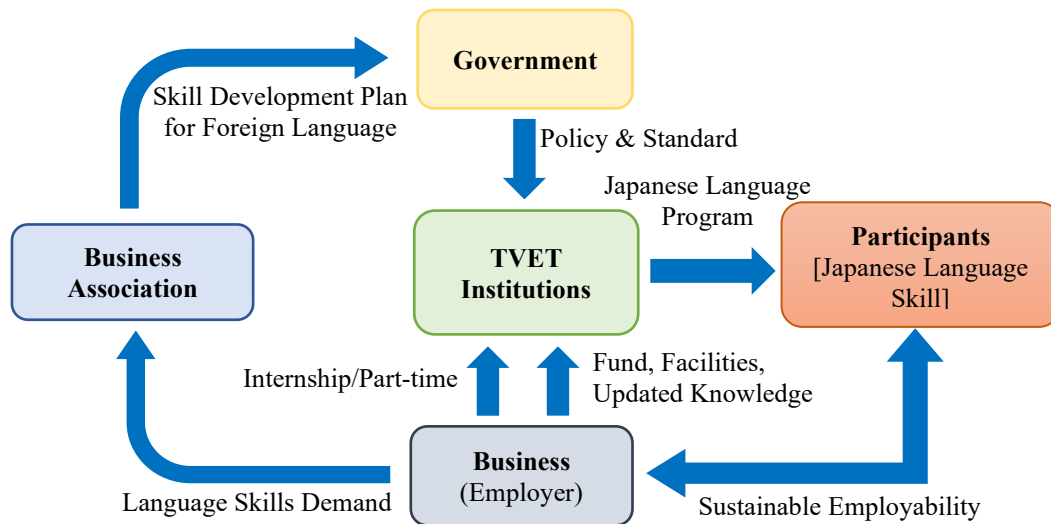


Fig. 1 - Collaboration model of Japanese language in the TVET program

Due to the recent growth of Japanese investment in Bangladesh, there is a strong focus on language skills for jobs offered by Japanese employers in the domestic market. The employees' communication skills will make their scope of work considerably more dynamic and robust. Different scopes and opportunities can be utilized in linguistic resources according to diverse research data. Linguistic skills are a category of skill development strongly linked to income growth, which, according to Erling (2015), is expected to improve by 13-15%. Also, if this linguistic skill is compared with other skills, it is evident that it helps in long-term work retention. This initiative aimed to compensate for traditional vocational education and training courses' inability to influence the sector or increase employment effectively. Integrating Japanese language programs into TVET institutions in Bangladesh was implemented with a range of specific policy objectives. This initiative aims to foster inter-professional collaboration and promote economic growth in Bangladesh. To achieve this, it is vital that foreign language education and training at all levels of vocational education is facilitated and encouraged. One of the critical reasons behind implementing Japanese language programs in TVET institutions is to ensure that Bangladesh has a qualified and competent workforce to support Japan's investment in the nation. Effective communication and cultural awareness are essential for successful international business interactions in today's globalized economy. As such, learning Japanese provides TVET students with valuable skills to enhance their employability and support the country's development. Moreover, acquiring Japanese language skills can open new job opportunities for TVET graduates in Japan, particularly in industries such as manufacturing and technology, where intercultural skills and multilingual professionals are in high demand.

Furthermore, in the past four decades, Bangladeshi migration has been defined by long-term labour relocation to industrialized nations (Hadi et al., 2015). Foreign employment has developed into a significant source of revenue for Bangladesh (Alam, 2022). Due to the current demographic crisis in Japan, this huge labour market has opened. In that market, linguistic skills are crucial in importing human resources from developing countries like Bangladesh (Organisation for Economic Cooperation and Development, 2018). The Japanese migrant employment market research reveals wide marketplaces for all labour categories, including professional, skilled, semi-skilled, and low-skilled. However, language is a fundamental skill for the Japanese labour market (Connell & Burgess, 2009).

In today's globalized world, knowing a foreign language is a desirable asset and a necessity. In Japan, where the demand for skilled human resources is expanding rapidly, proficiency in the Japanese language is a crucial requirement for migrant workers. Moreover, it is essential for individuals looking to be competitive in the domestic job market and increase their chances of finding sustainable employment. The Japanese language is a crucial factor in the workforce and future employability. Knowing the Japanese language also opens doors to new professional opportunities and helps individuals to better integrate into the local culture and work environment. According to the International Labour Organization (2022) report, Bangladesh's workforce was 68.4 million in 2021, having grown at an average annual rate of roughly 1.5 million recruits since 2001. According to some estimates, the workforce will approach 85 million by 2030 (World Bank, 2020). However, over 40 per cent of the workforce was uneducated and unskilled, and 22.8 per cent had just completed grades one to five. The percentage of the population having official TVET credentials is relatively minimal. Around five hundred thousand students are enrolled in traditional TVET programs, and approximately 2.6 per cent of the

education budget is spent on TVET (United Nations Educational, Scientific and Cultural Organization, 2016). There are 70 government Technical Training Centers (TTCs) in Bangladesh under the TVET education facility, of which 32 TTCs offer Japanese language teaching programs. Improving the workforce's skills and knowledge is critical for significantly establishing or sustaining economic competitiveness as globalization accelerates. Thus, acquiring proficiency in the Japanese language is an important step toward enhancing one's skills and future employability. It is essential to improve the quality of their facilities and develop concrete structural plans. As a result, skill development in the Japanese language will assist in supplying skilled human resources to the labour market. According to a prior survey, one of the most often stated reasons for students of TVET to be interested in learning Japanese was that it would provide them with the skills necessary to pursue this kind of economic migration, ensuring a better standard of living for themselves and their families back home. Some studies have shown that language skills can also facilitate upward social mobility. Bangladeshi TVETs can achieve sustainability in economic gain by utilizing these Japanese language programs (Comyn, 2018).

However, there are some limitations to this approach as well. A lack of coordination between institutions, employers, companies, and investors leads to a fragmented approach to language skills development. Education and training for the Japanese language can be expensive and not easily accessible to everyone. Additionally, the absence of a standardized and uniform curriculum can lead to disparities in the quality of training received. Despite increasing numbers of educated workers, the issue of educated unemployment remains a challenge, as many individuals with the necessary skills and qualifications struggle to find suitable employment opportunities. These factors must be considered to effectively address the challenges associated with language skills development and future employability (Alam et al., 2022; Nuttavuthisit, 2017). Its skilled labour force is insufficiently large and diverse enough to satisfy the demands of its industry. Millions of Bangladeshis seek work overseas each year, the majority as unskilled labourers (National Institute of Labour Studies & Flinders University, 2010). According to International Labour Organization (2020), these migrant labour forces contributed roughly 7 per cent of the Gross Domestic Product (GDP) in 2019-2020. If migrant workers were more skilled for employment, remittance inflows might have been higher. Enhancing its workforce's skills via increased access to high-quality TVET would contribute to the country's economic development and improve productivity. TVET has played a crucial role in educating the country's massive youthful labour force aged between 15-30 years with transferable employable skills and formal qualifications and in providing expanded support services to guarantee a smooth transition from schooling to decent employment (Schröder, 2019). TVET may also alleviate poverty by offering employability and professional skills to those who drop out or leave school earlier than planned and most underemployed and unemployed adults (Yi et al., 2015). A recent policy adjustment in the area is toward industry-cum-market or demand-driven TVET instead of supply-driven TVET. However, each country's geography, demographic, and economics provide distinct circumstances for TVET. Several nations are reinventing TVET to fit the evolving demands of their societies and free-market economies.

3. Theoretical Framework

This study explains the phenomenon of skills development for sustainable employability through the lens of human capital development theory. A more competent, knowledgeable, and trained individual may provide more valuable productive work than a less educated and qualified one. Because human capital is considered to improve organizational performance, an organization's value creation relies on its employees' skills, knowledge, and competence (McGrath, 2002). Human capital development through language skill development might be crucial for an organization's employees in a global workforce. Language learning skills and overall competencies are essential aspects of human capital. They can significantly impact an individual's chances of securing a decent job and maintaining sustainable employability. The ability to speak multiple languages can make a person more marketable to employers and open new job opportunities in a globalized economy. Language skills can also enhance an individual's communication, cultural competence, and ability to work effectively with people from diverse backgrounds, further increasing their employability.

Adam Smith pioneered improvement in human potential, which was vital to productivity in the eighteenth century. By the early 1960s, prominent human capital academics such as Gary Becker, Theodore Schultz, and Jacob Mincer had developed a shared understanding of the study aim that resulted from implementing the human capital theory. Theodore Schultz used the phrase 'human capital' in 1961 in the American Economic Review article 'Investment in Human Capital.' Schultz introduced the notion of 'human capital to the training and education field, focusing on improving human resource productivity; he also analysed the link between socio-economic advancement and human capital. The human capital theory was popularized when Gary Becker received the Nobel Prize. Gary Becker claimed that different levels of skills and training correlate with varying income and salaries (Wuttaphan, 2017). Language knowledge, ability, and competence in a job can make a person more attractive to potential employers. This can increase their chances of getting a decent job because employers are more likely to hire someone with the necessary communication skills to perform the job well. Becker (1964) asserts that each worker has a set of qualities or abilities that may be enhanced or acquired via training and education. He set out to calculate the rates of return on investments made by individuals in their abilities and efficiency in self-improvement, primarily via education and training. Fig. 2 depicts a process model for obtaining employment skills and the outcome of building sustainable employability. The model's endurance is ensured by improving performance and obtaining language skills. When people acquire cross-cultural communication abilities through language training, their involvement in work situations enhances, as does engagement with co-workers and job

satisfaction. Consequently, the individual’s job performance improves significantly as the individual becomes more proactive and the communication barrier diminishes, resulting in a more flexible work environment. Hence, language learning abilities are critical to human capital development and boosting sustainable employability.

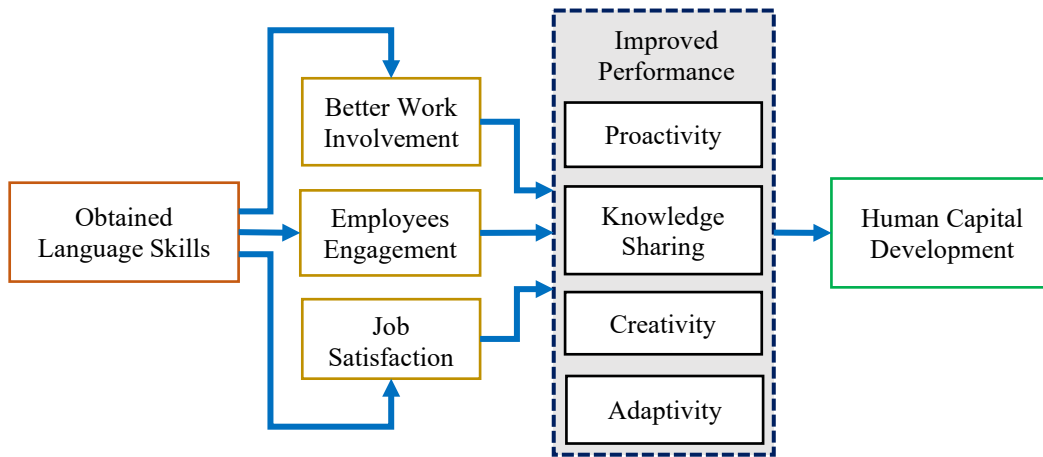


Fig. 2 - A process model of human capital development through language skills

Governments and organizations invest in human capital through education, training, and health care. They invest in human capital because they perceive employees as assets and expect that they will repay their investment and provide future value. According to Backer (1964), human capital is a physical production element. In other words, a person invests in their education or training, expecting that the information and skills obtained might help them advance in their careers. Later, Davenport (1999) stated that human capital contained skills, knowledge, competence, personal talent, better behavior, and effort when those four components were added simultaneously with time. In a broad sense, human capital refers to the basis of a person’s knowledge or attributes, whether natural or learned, that contribute to their ‘productivity.’ The advantages are obvious: it allows individuals to consider schooling years and other qualities when investing in human capital. These include personal qualities, professional experience, and attitudes toward work. The employability skills obtained through human capital investment directly relate to the graduates’ professional experience. At some point, it may oversimplify that the concept of human capital investment does solve all attributes of compensation inequality in the labor market (Tan, 2014). Ulrich (1998) stated that human capital in the structure of labor and business functions had been considered an expense to be minimized. Nevertheless, human resources are referred to as human capital, resulting in a production component.

Table 1 - Capability approach for human capital development

Features and Domain	Capability Approach
Human capital	A generator of value to the organizations.
Work	Accentuates knowledge-based and cross-functional collaboration.
Employee	An organization’s competitive edge may be built in its unique manner.
Human Resource Function	Considered a strategic partner of the business with executive-level responsibilities.
Management	Decentralized and elevated leadership from the structure’s base.
Objective	Enhances the utility and value of all stakeholders.

Table 1 outlines several human capital capability approaches where globalization has redefined the nature of skills and knowledge. These result-oriented terminologies have gained prominence in practices and legislation in recent years. Simultaneously, input-oriented concepts such as education and training have significantly declined. Historically, the training was limited to a few businesses and occupations. Rapid technological advancements have diminished the importance placed on pre-service training. Rather than that, it emphasized the significance of retaining and lifelong learning.

Furthermore, Singh (2012) claimed that human capital is viewed as an asset that should be cultivated and combined with multi-dimensional technologies. Technological advancements have successfully facilitated a narrowed education-training gap. The distinction makes even less sense in a post-industrial era, characterized by a preference for services over the production process. It also loses significance when the emphasis, especially in the productive sector, is on increasing intelligence.

4. Methodology

This study employs a mixed methods approach to acquire a better perception and deeper understanding of the Japanese language program’s importance and the needs of TVET graduates. Interview, survey, observation, and document analysis have been used to address the research questions and acquire a clear perception and comprehensive insight into the Japanese language TVET program’s needs, importance, experience, and graduates’ desires. The research is based on both primary and an assessment of secondary data. The secondary data was gathered from previously issued and unissued scholarly research articles, organizational research projects, governmental and non-governmental policy papers, and other relevant grey literature in the public sphere. The qualitative data is collected through Key Informant Interviews (KII) and Focus Group Discussion (FGD) based on the theoretical framework to better understand sustainable employability through Japanese language skills development programs at TVET institutions in Bangladesh.

The researchers used quantitative and qualitative data analysis tools. This study used a survey method, and semi-structured and structured questionnaires were developed to get primary numeric and narrative data. The questionnaire was developed based on the Likert scale and was filled out by concerned stakeholders about the Japanese language skills development program in TVET. Data have been categorized into survey data, KIIs, and observation data. This analysis understands the impact of the language learning program in TVET, participants’ overall performance, and their direction in Bangladesh to achieve the SDG of decent work through Japanese language skills development programs for sustainable employability.

This study would be explorative and rely on inductive logic to conclude by threading new knowledge into hypotheses. The Qual-Quant sequential of mixed methods has been maintained regarding research design, with qualitative research as the core component and quantitative research as a supplement. Participants’ attitudes and perceptions are carefully monitored via qualitative research to study the critical idea of the TVET graduate employability and skill development program, which is then used to justify and explain the quantitative data of this research. A thematic analysis was undertaken to investigate the nature, extent, and effectiveness of policies and the provision of the Japanese language program in TVET. While there has been little prior research on language skills development and the employability of TVET graduates in Bangladesh, this research design has been utilized in some related studies in Bangladesh due to its immense potential for knowledge exploration (Haolader et al., 2017; Iqbal, 2022; Bhuiyan, 2022).

4.1 Sampling and Interviewing

This study’s contact technique was based on ‘purposive sampling’ and ‘snowball sampling.’ This study chose Technical Training College (TTC), considering its geographical location and the average number of students enrolling in Japan-invested skills development programs. The total sample size was 270, including 15 Key Informant Interviews (KIIs) and 5 Focus Group Discussions (FGDs) (Table 2 outlines the sampling in detail). The respondents were stakeholders, teachers, instructors, and students of the TTCs. Initially, the qualitative data were collected based on the theoretical framework for an in-depth understanding of the skills development programs in Bangladesh.

Further, the quantitative study analysed the Japanese language skills development program’s supply and demand side issues to address sustainable employability in Bangladesh for human capital development. Access to a TVET institution was a significant barrier to collecting data. Five concerns are evaluated throughout the data collection planning process: the purpose, the sample unit of study, the data collection method, the analysis method, and the practical implications for Bangladesh. Participants’ responses were collected for sampling based on their familiarity with TVET in Bangladesh.

Table 2 - Detailed sampling, selection criteria, and tools

Participants’ Group		Sample Size	Sample Selection Criteria	Tools/Instruments
Government Stakeholders	Government Policymakers	5	Five government officials were interviewed (KII) in total, along with five policymakers at the government level.	Semi-Structured Questionnaire for KII and FGD
	Government Officials	5		
TVET Instructors	TTCs/TVET	10	Ten Japanese language instructors were interviewed (KII) from ten TTCs.	
TVET Students	TTCs/TVET (Japanese language)	250	25 Graduates and current students were selected via random purposive method from each institution from 10 TTCs. Employed graduates were selected based on their availability.	Structured and Semi-Structured Questionnaire for Survey, KII, and FGD
Total		270		

Note. B-JET = Bangladesh-Japan ICT Engineers’ Training Program, FGD = Focus Group Discussion, IM Japan = International Manpower Development Organization of Japan, KII = Key Informant Interview

The method of contacting respondents for this research was based on snowball sampling, although the ‘mudball sampling’ metaphor might be more appropriate for this study. Existing respondents recruit new volunteers via their networks in this technique. As a result, the sample group seems to expand as a rolling snowball or mudball does. The researcher also collected data through purposeful sampling to acquire the research objectives for this study. In purposive sampling, data are often obtained from samples intending to comprehend a phenomenon. The purposive sampling approach is practical for qualitative and quantitative research with limited participants in a sample population. After obtaining their identification and contact details from other respondents, the researcher contacted individuals. Participants were occasionally supported by other TVET professionals and students who were friends or co-workers of the person questioned when researchers came for interviews. In these cases, the research performs an FGD, where the minimum number of participants was 6. The research employed a list of prospective interview questions as a guide. However, this research was adjustable and flexible enough to handle situations where participants wanted to talk more about specific themes, brought up facts out of order, or said some inconsequential topics.

The survey maintained a thematic format containing three rounds. Which began with fundamental inquiries regarding the participant’s education, especially the language studied, and aspirations after graduation from the TVET institutions. This prompted the second round of questionnaires which focused on their choice to learn Japanese and the potential influence and counsel of family members and other members of the community who had earlier enrolled in a Japanese language program, as well as an examination of the main obstacles they experienced during the procedures necessary for skills development. The third round comprised queries about the respondents’ language learning experiences, obtaining information about jobs requiring Japanese language skills, their socioeconomic opportunities, and, most importantly, the skills required for the employment they desired to pursue to advance or earn more money. This section mainly addressed the Japanese language, highlighting the necessary language abilities and if and how language skills developed while participating in TVET institution-organized activities. The last subject was views on the language course and whether the job experience was helpful financially or otherwise.

4.2 Ethical Issues

All interviews, including local experts, were anonymized, and referred to by pseudonyms; no personally identifying information was collected. Participation is entirely voluntary, transparent, and secure in this research. Participants are informed about the study’s funds, purpose, benefits, risks, and support before consenting or rejecting to participate.

4.3 Data Collection

The interview and survey research methods were employed, and both structured and semi-structured questionnaires were developed to get primary data. This survey questionnaire was developed using questions involving the Likert Scale, and concerned stakeholders related to the skills development programs in Bangladesh participated. A suitable combination of various data collection methods is adopted to triangulate the information obtained. Three phases of data collection occurred: the piloting phase, the principal phase, and the follow-up visit. In February 2022, a pilot survey was initiated to evaluate the instruments and data collection mechanism. The primary data gathering began shortly after the pilot. Some participants were questioned in groups, while others were interviewed separately, depending on their connection, relationship, and flexibility. A follow-up visit was organized for member checking and recruiting a few additional female respondents. All interviews and discussions for this research were conducted and audiotaped in Bengali. The investigators who were part of the study translated and transcribed the interview data.

Table 3 - Details of sample locations and distribution of respondents

Divisional Area	Locations (Districts)	Sample Size
Dhaka	Dhaka - Technical Training Center (TTC)	25
	Manikganj - Technical Training Center (TTC)	25
Chattogram	Noakhali - Technical Training Center (TTC)	25
Mymensingh	Netrokona - Technical Training Center (TTC)	25
	Bogura - Technical Training Center (TTC)	25
Rajshahi	Rajshahi - Technical Training Center (TTC)	25
	Pabna - Technical Training Center (TTC)	25
	Rangpur - Technical Training Center (TTC)	25
Rangpur	Dinajpur - Technical Training Center (TTC)	25
	Nilphamari - Technical Training Center (TTC)	25

As described in Table 3, 10 TTCs show proposed sampling areas where Japanese skills development programs are conducted. The average number of TTCs is situated in the region based on socio-economic demand. Regarding TVET student enrollment, Dhaka and Chittagong were considered the most prominent city; Rajshahi and Rangpur divided the

country's average, and Mymensingh had the lowest enrolment. In obtaining the research objectives, 10 of the country's 70 TTCs were selected. The sample areas' locations, availability, and COVID-19 status were also considered.

Additionally, sample TTCs' financial and timing constraints were taken into consideration. The TTCs, TVET, B-JET, IM Japan, and other Japanese language educational institutions are visited to analyze the implementation of these programs in Bangladesh using a combination of observations, interviews, and focus groups. This research chooses these Technical Training Colleges considering their geographical location and the average number of students enrolling in language learning programs.

4.4 Data Analysis

The acquired data for this research is examined through the respondents' autobiographical thoughts and narratives better to understand their socio-economic origins and Japanese language proficiency. These narratives are not viewed as factual data but as 'accounts' of truths, reflecting respondents' perspectives, values, and cognitive factors. Profiles were created that detailed the respondents' histories. Following that, it was organized into categories based on recurring themes. These comprised vocational education and training, skills development, Japanese language acquisition and usage, interaction, financial benefits, and social standing. The motivation of human resources to participate in various skills development programs partnered with Japan like TTCs, TVET, B-JET, IM Japan, and other Japanese language schools, a thematic analysis is used to understand their overall performance and direction in Bangladesh to achieve SDGs. All questions concerning the study's objective are considered while the data is analysed. A discourse analysis of the witness statements demonstrated both understandings of the respondents' personal experience, specifications, approaches to the themes being examined, and larger conceptual patterns about where Japanese language skill development programs for employability are integrated into society.

5. Findings

5.1 Socio-Economic Conditions

According to the field research, many TVET Japanese language program participants originate from low-income families. In general, other family members rely on a steady income source; there is only one income source to support the family in most circumstances. Respondents felt the pressure to take the responsibility of becoming the family's next income source. The family's financial situation may deteriorate if participants do not take on this responsibility fast; therefore, they must do so. One of the participants mentioned,

If I finish this Japanese language program, I can work in Japan sooner because of my language skills. To help my family, I will have to move out of the country. Since my primary career goal is to find suitable employment in Japan, becoming fluent in the language is critical for me If one has language skills, one can go to Japan cost-free through government or Japanese organizations. Moreover, I can work in Japanese companies in Bangladesh if I become proficient in the language. (Participant Q)

Respondents here must decide to support the family and participate in this program out of responsibility toward the family. However, even if they go overseas to help their families financially, the respondents' families do not have the financial means to bear the expense of sending the participants (TVET graduates) abroad. So, they depend on various schemes and programs where the costs of going abroad will be significantly lower. Socially, migration from Bangladesh to other developed nations is considered respectable for economically weak and vulnerable people. Many previous migrants' suitable social and economic progression has motivated and influenced them to seek employment in developed countries. Further, participant M mentioned,

One of my neighbours, a Japanese migrant, has come a long way in supporting his family financially. Their financial status was formerly like ours, but now they are one of the wealthiest families in my village. (Participant M)

Many are eager to work outside to overcome the financial crisis quickly, and they believe migrant work seems to be much more secure; they hope it will provide them with long-term financial support. Apart from hard skills like language learning, the focused skills for long-term employability in TVETs are also mentioned in Table 4.

Table 4 - Types of employability skills developed by the Japanese language in the TVET program

Natures	Hard Skills	Soft Skills
Knowledge	Competency in Work Disciplines	Lifelong Learning Skills
	Competency in Application Resources Use	Knowledge of Contemporary Issues
		System Approach
Personal Attributes	Professionalism	Teamwork Skills
	Communication Competency	Problem-Solving
	Program Management	Optimism
	Behaviour Management	Adaptability

The disparity in enrolment in Japanese language programs can be observed in several factors. Household income is a significant factor in which students decide whether to enrol. Families with lower incomes are less hesitant to enrol in TTC’s Japanese language program. The disparity seen in the second component is primarily a regional phenomenon. In this case, the enrolment rate in Japanese language skill development programs is meagre in rural areas. Many students are unable to be regular in programs even after enrolment. Fig. 3 depicts that students mainly get motivated for the Japanese language program in TVET by their family, relatives, advertisements of TTC, previous educational institutions, self-motivation, and TTC alums of language programs. They mostly learned about TTC from their relatives, and TTC alumni significantly informed them. Previous educational institutions were crucial in making them concerned about the TTC skills development programs. However, the average result asserts that the government initiative of advertisement of TTC worked significantly.

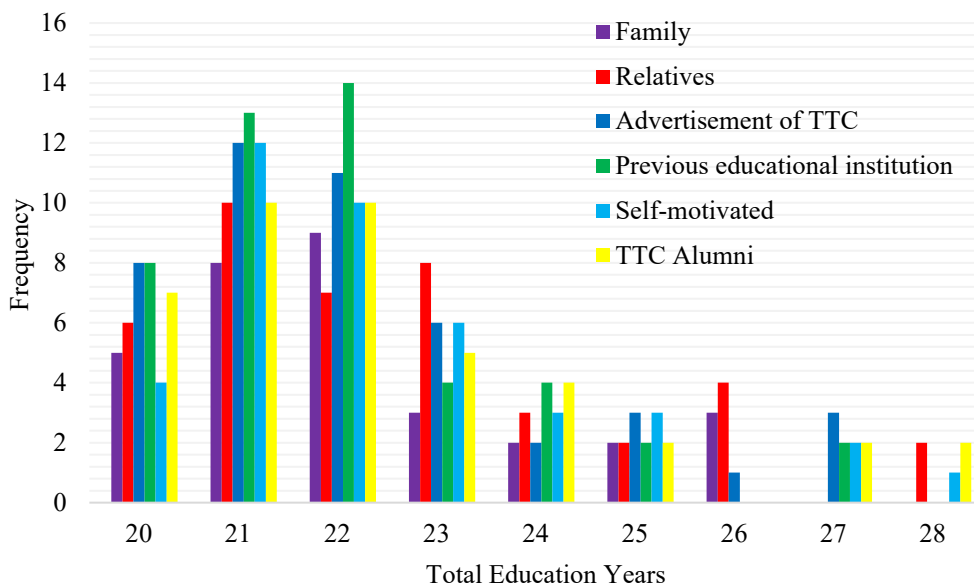


Fig. 3 - Source of motivation in enrolment

In summary, many participants in TVET Japanese language programs in Bangladesh come from low-income families and feel the pressure to support their families by finding decent work. They are motivated to participate in the Japanese language program, hoping for better financial stability and the belief that having language skills would make it easier to find decent employment. However, the cost of going abroad for decent employment with Japanese language skills is challenging for these families. Enrolment in the Japanese language program in TVET is affected by household income and regional disparities, with lower enrolment in rural areas. Participants are motivated mainly by family and relatives, advertisements, previous educational institutions, and TTC alums. The government’s advertisement of the program has also significantly impacted enrolment.

5.2 Educational Backgrounds

It was found that the participants did not make much progress in educational qualifications due to their family’s low economic profiles. Many participants cannot participate and continue formal education due to their lower scores in the public exam. As a result, many find it challenging to find decent jobs in Bangladesh with low educational qualifications.

A poor wage structure is provided for those with these educational qualifications, so the participants believe it will be impossible to improve their standard of living. One participant strongly expressed,

It is complicated for us less educated students to get jobs in Bangladesh, where the labour market is in turmoil due to the high unemployment rate. Due to unfair practices and obstacles, securing a quality job can be challenging. If somehow, we manage the jobs, we are not employed for the long term, very short-term work with low wages. We need some qualification certificate for that, so we have come to continue our studies in technical line again. ... I could not continue my college education. After my father's death, I must hurry to care for the family. (Participant Y)

Although teachers have the necessary qualifications to teach, their positions in the language program are not permanent, and they are losing interest in the Japanese language training program of TVET. Many of them are opting for other careers. Trained instructors are increasingly scarce due to inadequate production from teacher education institutes, a lack of opportunities for in-service training, and a low wage structure. Moreover, owing partly to administrative red tape, the instructor vacancy rate at TTCs is approximately 50 per cent, and it takes the government approximately 2-3 years to select new instructors. Participant R, a Japanese language instructor, clearly expressed,

I must manage this TTC's entire Japanese language program alone, which is impractical. Here, educators are under an enormous workload. My family continuously advises me to search for another job because there is no future in this job. Students do not always have enough teaching resources, so their teaching process will not be as attractive as it used to be. Many people, like me, are leaving TTC positions to pursue better opportunities. (Participant R)

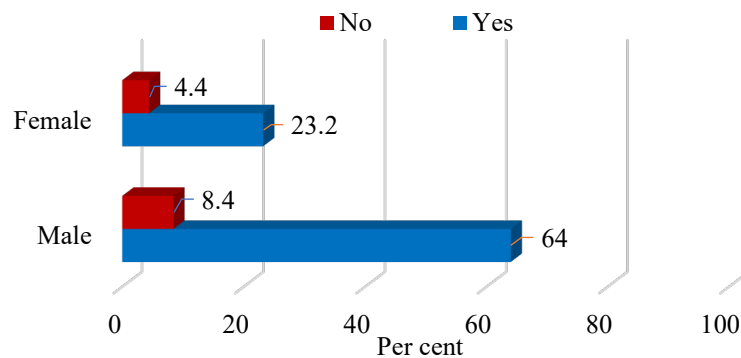


Fig. 4 – Perceptions of the Japanese language program for future employability

At present, TTCs in Bangladesh have not been able to become as modern as language learning and teaching methodologies. There are several opportunities to improve quality in these areas. Ineffective teaching techniques generally diminish the quality and overemphasize testing memorized information and a lack of focus on practical (competency-based) learning, aggravated by insufficient resources, equipment, and instructional materials. Fig. 4 shows that, on average, most students recognized the significance of TTC's Japanese language skill development program for their future employability. Fig. 5 below indicates how the improved classroom concept in Japanese language learning would help develop the quality of the language skills program in TVET. To improve the teaching and learning process in this scenario, it's crucial to meet the criteria of competent teachers, adequate physical facilities, and updated learning resources. Additionally, optimizing class size, providing modern classroom amenities, allocating adequate class time, and implementing a feedback mechanism is essential for teaching and learning methods.

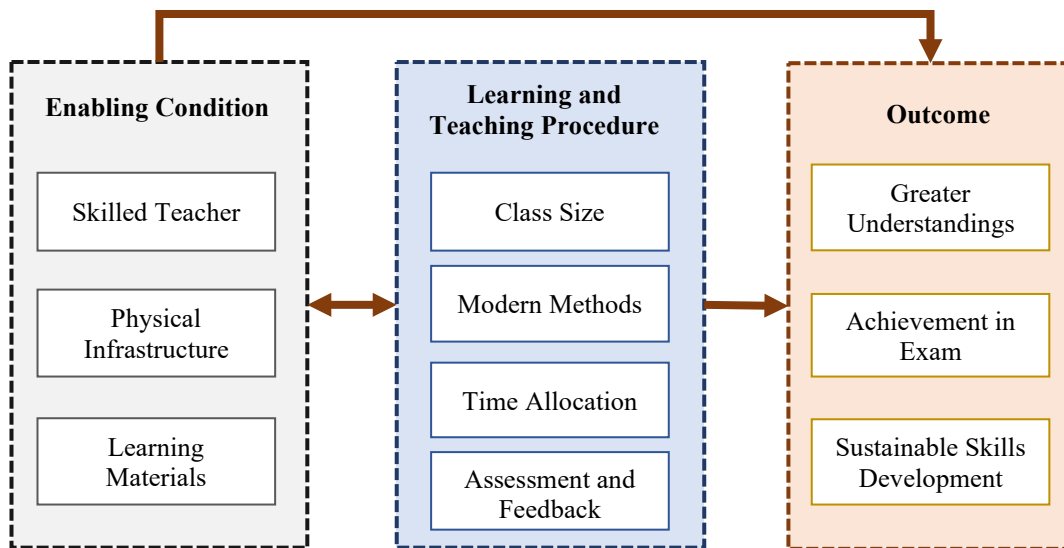


Fig. 5 - Developing the learning model of the Japanese language program in TVET

In summary, the study found that participants of the Japanese language in the TVET program of Bangladesh face challenges in advancing their education and finding decent jobs due to low educational backgrounds and poor wage structure. The labour market is in turmoil with high unemployment and unfair practices making it difficult to secure quality jobs. Teachers in the Japanese language program also face difficulties with a lack of permanency in their positions and low wages, leading many to leave for better opportunities. The Japanese language programs at TTCs in Bangladesh also face challenges in quality due to ineffective teaching techniques, insufficient resources, and an overemphasis on memorization techniques of learning. Despite these challenges, students recognize the importance of the Japanese language skill development program for their future employability.

5.3 Chances of Employment

One of the most remarkable outcomes is the level of employability gained through the Japanese language skill development program offered in TVET, where Many participants lack prior experience in the fields related to the language program, both domestically and internationally, making it necessary for them to acquire new skills in addition to proficiency in Japanese for employment purposes. Thus, if someone possesses excellent language skills, they will have a much simpler time comprehending the task than others. The more significant the communication gap between employer and employee, the higher the production quality. It appears to be a fundamental understanding but deserves additional investigation. However, language skills and other abilities are essential for employment, regardless of the type of profession, whether it be other technical works, English language skills, or computer skills. While proficiency in the language is the priority, obtaining a decent job based on language skills is not always the way out. As a result, TVET must prioritize developing language programs and other skills. Most participants report not acquiring skills in any other job besides the language program. Frequently, those who return to their home country are unskilled and unemployed. Hence, developing other essential skills in addition to language study is critical. Participant Y explained,

We are merely studying Japanese here, but it will be a waste of time without a job placement. ... As a result, combining this program with another skills development program will significantly benefit our placement in Japan. Any ability would be preferable, but our migration to Japan-related skills is more desirable. (Participant Y)

Table 5 - Case processing summary of the evaluation of personal skills

Factors	Response	Frequency	Per cent
Employability chances based on overall skillsets	Highly unlikely	37	14.8%
	Unlikely	58	23.2%
	Neutral	87	34.8%
	Likely	39	15.6%
	Highly likely	29	11.6%

Evaluation of current hard skills for future employability	Enough for employment	34	13.6%
	Needs more development	138	55.2%
	Not enough for employment	78	31.2%
Evaluation of current soft skills for future employability	Enough for employment	68	27.2%
	Needs more development	138	55.2%
	Not enough for employment	44	17.6%
Evaluation of current Japanese language skills for future employability	Enough for employment	58	23.2%
	Needs more development	138	55.2%
	Not enough for employment	54	21.6%

Table 5 describes the case processing summary of the survey conducted against the statement ‘evaluate the current level of Japanese language skills for your employability chances’ and ‘evaluate the chances of employability with the current level of other (i.e., other soft skills, hard skills, and Japanese language skill) skillsets.’ 14.8% of total respondents believe that getting a job with their overall skillsets is doubtful, and 23.2% are also slightly negative that they lack the required skills. The most significant number of respondents, 34.8%, think they are neutral about getting jobs based on their abilities. 11.6% of the respondents, the lowest recorded, think they have high employability chances based on their soft, challenging, and language skills. While evaluating their hard skills, 55.2% of the respondents believe they need to be more advanced in hard skills, and only 13.6% of participants believe they have skills that would surely provide them with a job. Regarding soft skills, 55.2% of the respondents consider they need more improvement to get a job, and 27.2% of participants think they possess enough soft skills. Regarding Japanese language skills, 55.2% of the respondents need improvement to be considered competent candidates in the job market, and 23.2% think they possess enough language competency to be employed related to the Japanese language job field.

COVID-19 added more challenges and barriers to the current plights of the participants, as there was a long-term travel restriction by Japan, which resulted in the program not generating output during the last two years. TVET’s Japanese language program must soon be streamlined to deploy qualified personnel to compensate for this loss quickly. In summary, most participants believe they need improvement in both hard and soft skills and their Japanese language abilities to be considered competent candidates in the job market of decent work. However, a significant number also believe they have enough skills to be employed in related fields of the Japanese language. The importance of language skills for employment is emphasized, but the need for additional skills development is also acknowledged. The program is seen as beneficial, but not a guarantee of employment, and participants want to combine it with other skills development programs for better job placement.

5.4 Lengthy Process

This study discovered that one of the significant weaknesses of the Japanese language program from TVET institutions in Bangladesh is that even after completing the Japanese language skills development course, the concerned authorities have taken a long time to integrate the graduates into their respective job sectors at specific points. As a result, many have begun to lose interest in the skills development program. Even after obtaining a specified level of language skills (passing a minimum of N5 or N4 level in the Japanese Language Proficiency Test (JLPT) is required) for employment in Japan, it takes several years to go there. Simultaneously, many TVET graduates cannot go to Japan because of the lengthy process created by concerned authorities. As a result, those given time in this Japanese language learning program are moving to other jobs. For instance, Participant P reported.

The Japanese language training program has not resulted in job placement for many previous participants, as the authorities have delayed their departure to Japan. There is uncertainty about securing employment at the end of the program for our current batch. Waiting for years to go to Japan is not an option. (Participant P)

The requirement to streamline the screening of skilled labour by the TVET’s institutes, such as IM Japan, for exporting them to Japan was constantly noted by the FGD participants when it came to the adjustments that the participants believed their training institution should bring. In addition, some participants think the number of successful migrant workers from TTCs in Japan should be increased to encourage potential students in the skills development program. Furthermore, some participants argued that the strict examination system and harsh discipline of TVET institutes, such as IM Japan, should be relaxed to attract more students to the Japanese language program at TVET institutions.

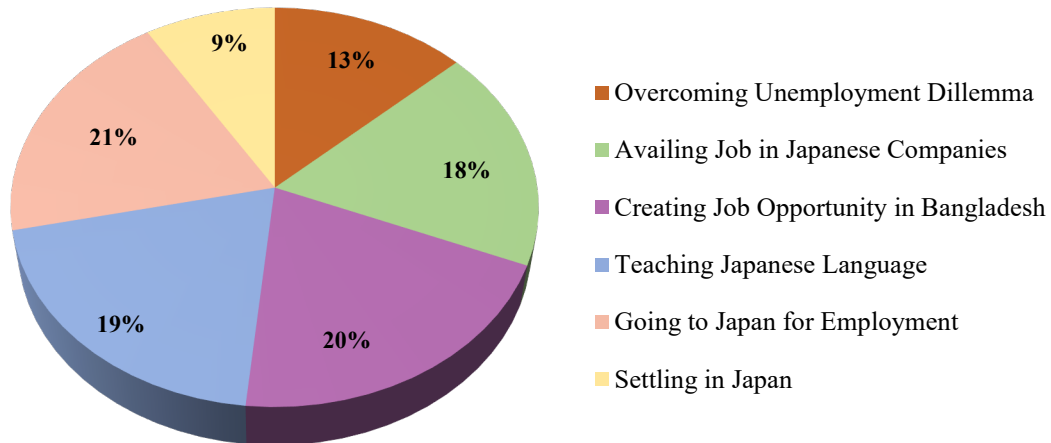


Fig 6 - Motives behind students’ enrollment in the Japanese language program

In this study, participants were asked about the reasons behind their enrolment in the Japanese language program, and Fig 6 illustrates some outcomes from their responses. Students are significantly supported for Japanese employment; out of the 250 TTC students, 21% of responding as their motives for enrolling in language skills development programs. 20% of students supported creating job opportunities in Bangladesh, and 19% supported teaching the Japanese language. 18% of the students want to find jobs in domestic Japanese companies. Students’ motive for settling in Japan is a minuscule percentage at 9, which means students want to get employed in Japan.

In summary, the study found that the Japanese language program offered by TVET institutions in Bangladesh has a significant weakness: a lengthy integration process into the job sector after completing the language skills development course leads to a loss of interest in the program. Passing the required proficiency test takes several years, causing graduates to look for other employment opportunities. Participants suggest streamlining the screening process and increasing the number of successful migrant workers to encourage enrolment in the program. The primary motive for enrolling in the program is employment in Japan, with a smaller percentage seeking domestic Japanese jobs or settling in Japan.

5.5 Opportunity Costs

The research identified extreme dropout and failure rates, small job placement rates, capacity underutilization, and the significant wastage of resources. Inadequate institutional autonomy leads to a lack of responsibility. Students who can work outside the program are locked in the lengthening process, which ranges from 2 to 4 years, preventing them from utilizing their potential for long periods. As a result, they must stay unemployed and hence cannot meet their various expenses, making them solely dependent on their families. In this case, the opportunity cost is much higher for those not being employed because the employment rate of this skills development program cannot be considered high. Many females do not have equal access to TVET. The program is not widely available to them, mirrored in their minimal participation rate, ranging from 8 to 12 per cent. Government funding for TVET is minimal, and budget recovery mechanisms such as trainee charges and other revenue-generating initiatives are insufficient.

Similarly, Participant T mentioned,

I have no opportunity to work outside due to the focus on the total concentration of language study. I am doing this Japanese language learning program and my other studies simultaneously. It makes it challenging for me to balance on both sides. This time will be useless if I cannot get any job placement. (Participant T)

Students often do not attend classes properly, so teaching them is a hassle. However, because the learning capacities of the students are often not that high, it can be considered that not everyone is equally qualified for this program. A Japanese language instructor stated,

They do not have the patience needed to learn another language. They do not come to class day after day for various reasons, so they cannot link their new lesson with the previous one. Not all students can run the course

equally and are not equally proficient. Therefore, many students are dropping out of this program. (Participant Z)

Participants were asked about their regular employment after completing their Japanese language courses because their expectations might technically bring them to the path of becoming human capital for the country. The data analysis of Table 6 was run by dividing the male and female students separately to understand the diversity of choices for their future employment with Japanese language skills. Out of the 181 male students, 41 students, with a maximum of 23%, desire to learn and work in the electrical sector; 19% students want to work in the electronics and home appliance sector; 17% students wish to work in civil construction sites; 16% as car engine mechanics and 26% students want to work in restaurants and welding workshop if they get the chance of migrant worker in Japan. For female students, the scenario is different; most significantly, female students want to work in the caregiving sector. Eighty-one per cent of Female students wish to work as a caregiver, and few want to work in restaurants, with a percentage of 18.2 per cent if they get employment opportunities in Japan.

Table 6 - Expected employment after completing the Japanese language program

Gender	Sectors	Frequency	Per cent
Male	Electrical Sector	41	22.65
	Electronics and Home appliance	34	18.78
	Civil Construction Site	30	16.57
	Car Engine Mechanic	29	16.02
	Welding	28	15.47
	Restaurant	19	10.50
	Sub Total	181	100
Female	Restaurant	11	15.94
	Caregiving Sector	58	84.06
	Sub Total	69	100
Total		250	

In summary, this study found high dropout and failure rates, low job placement rates, and underutilization of resources in a Japanese language training program. Lack of institutional autonomy and long wait times (2-4 years) prevent students from utilizing their potential and finding employment. Many students have trouble balancing the program with other responsibilities and the high opportunity cost of not being employed. Female students have limited access to the program and low participation rates (8-12%). There is minimal government funding, and revenue-generating initiatives are insufficient. The study found that male students primarily want to work in electrical, electronics and home appliances, construction, car mechanics, and restaurants/welding workshops if they get to work in Japan. Female students primarily want to work as caregivers and in restaurants.

5.6 Social Impact of The TVET Japanese Language Program

TVET is not a new concept in Bangladesh, yet it is still a relatively unpopular and stigmatized stream of schooling. Often, it is seen as a last resort for individuals with low academic achievements and a lack of employment opportunities. Furthermore, TVET has a minimal impact on poverty reduction in Bangladesh, so little attention is paid to this informal sector. There is no attempt to popularize TVET programs. No planned action has been taken in this regard. As a result, the stigma created in a society with TVET education cannot be easily removed. Even those individuals who meet the criteria and the socio-economic conditions for the program will feel hesitant to come through because of the existing stigma.

TVET's Japanese language program had minimal impact on society, mainly because their lack of employability was invisible. Since very few have got migrant jobs or domestic jobs after graduating from the Japanese language program until now. Society does not want to give these individuals much recognition despite the possibilities and potential of great opportunities in this sector. As a result, families have no promotion or encouragement to join such skills development programs. On the other hand, the scenario changes regarding acquiring employment from these programs have promoted neighbours and relatives embracing and encouraging the program. This implies that the possibility of securing employment after completion significantly affects this program's promotion, popularity, and success. In this regard, many participants feel that if their placements are appropriately done, this language program of TVET will gain much momentum. The new students who will be admitted or who are currently being trained as students will be adequately evaluated. The program will serve as a source of information. One participant added emphatically,

Many of my relatives disapproved of my study of Japanese here. They asked me to join the typical work. They believed it would be risky for me to learn the language. Even if the job placement exists in Bangladesh, students of the technical line like us cannot get it. (Participant H)

There are several challenges for the students of Japanese language programs in acquiring their proper skills in the present situation. On a similar path, the institutions are facing challenges as well. Students face challenges because of their low socioeconomic background, lack of proper trainers and instructors, lack of language training programs, poor learning facilities, and poor program administration are the core reasons behind the barriers for the students in acquiring the language skills in their institutions. Students were asked about their challenges in achieving their Japanese language skills, and the responses are shown below in Fig. 7.

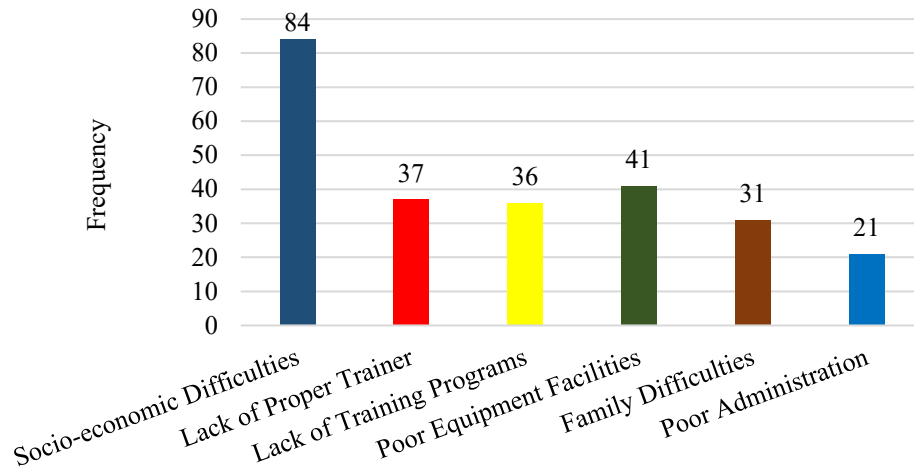


Fig. 7 - Challenges in acquiring the Japanese language in TVET

In Fig. 7, it can be observed that most of the students are facing difficulties because of their low socioeconomic status. Out of 250 students, 84 students have socioeconomic challenges. Most Bangladeshi students with financial problems choose technical education to get employment. However, their family condition hampers their technical education significantly; 31 per cent of students have family difficulties. The other significant reason is poor equipment facilities, with 41 per cent preferring TTCs' equipment shortage. To mitigate this challenge, GoB and Japanese investors are working together, which this study has realized.

6. Discussion

The growing demand for human resources to maintain Bangladesh's booming socio-economic progress highlights the relevance of skill development. Vocational training is emphasized because it may directly address domestic and international market situations and skills demands. Furthermore, vocational education may contribute to the development of social sustainability by supporting the transition from uneven economic growth to long-term comprehensive human capital development (Raihan & Han, 2013; Hamdan et al., 2021). Bangladesh must use technologies, ideas, and skills built on a foundation of high-quality TVET. Significant investment in the quality of TVET and, to a lesser extent, technical higher education would be critical for Bangladesh's shift from a low-skilled workforce to a more productive and internationally competitive workforce. There are several reasons to be optimistic since Bangladesh emphasizes human capital development as an essential component of long-term sustainability in socio-economic growth (Goel, 2011). Similarly, the Japanese language program is an essential component of TVET because it enables a far more focused approach to achieve sustained employability of migrant human capital. Despite various government reform initiatives, the TVET Japanese language programs require more reinforcement, encouragement, adoption, and adaptation by stakeholders across regulations, structures, procedures, and the job market. Moreover, the Bangladesh government's pledge to and continued engagement with the corporate, industrial, and economic sectors to enhance the country's desperately needed management and administration of the skills development programs, especially Japanese language programs, is not to be neglected (Mehrotra, 2015; Yeoh & Singh, 2020). The COVID-19 global pandemic has now amplified these issues. With the declaration of the countrywide shutdown of all educational institutions on 17 March 2020, TVET provision also ceased.

In the Japanese language program of TVET, difficulties vary from a shortage of instructors and trainers to a deficient quality assurance system and insufficient industry engagement. Common issues were identified, including low graduate employment rates and a lack of demand information, resulting in a mismatch between curriculum and available job requirements. Statistical data on the Japanese language in TVET success is insufficient for decision-making and investment planning (Khan, 2019). Furthermore, insufficient quality assurance mechanisms, prohibitively lengthy and

expensive training, schooling that eliminates low-income and marginalized people, fragile organizational structures, and an insufficient supply of excellent vocational training to maintain and increase capacity for Japanese language training programs. Continued institution closures and learning disruption are projected to influence the nation's learning negatively, human capital development, and employment in the short, medium, and long term (Ismail & Mohammed, 2015; Kiong et al., 2020). As a result, the Government of Bangladesh understands the crucial importance of planning and executing alternative TVET projects for Bangladesh during and after the COVID-19 pandemic. Equitable access, quality and standard, and financing are all common concerns. Due to systemic quality assurance rules and processes, increasing the number of graduates with appropriate other skills has been challenging, such as providing market-related training and credible evaluation and certification. Fair access depends on the availability of finances for education and training, the effective adoption of existing facilities and resources, and the engagement and collaboration of public-private partnerships in respective nations (Ismail et al., 2015). It must also evaluate the readiness of different age groups within society to reskill to handle the skills constraints provided by the 4th Industrial Revolution (4IR). To make 4IR effective in Bangladesh, there is no alternative to implementing human capital development on multiple levels through the holistic development of skills across various qualities.

Bangladesh's TVET rules and regulations are sometimes contradictory. No initiatives have been evaluated for their budgetary viability or potential consequences. In addition, Bangladesh needs a comprehensive TVET skills development program and strategy. The governance structure of TVET is inadequate, and central institutions lack well-defined tasks and a good pool of skilled professionals (International Labour Organization, 2019). For the human resource development framework to attain the intended outcomes with TVET trainees, it is essential to coordinate the appropriate training through the TVET stakeholders. National Skills Development Council (NSDC) meetings are irregular, and their structure is complicated. Public training institutes have limited administrative power over training programs and developmental expenditures. Political interference and Bangladesh Technical Education Board (BTEB) understaffing have contributed to unsatisfactory quality control over non-government TVET providers. It must expand TVET facilities if the SDGs are achieved by 2030, and governments must increase incentives for firms and individuals to participate in TVET skill development. Employers, on average, participate in establishing training policies or content or assessing outcomes (Moodie, 2002). Similarly, there is no set mechanism for labour market evaluations, and governmental training institutes lack the initiative to involve enterprises when creating and revising standards. Because of administrative red tape and long training sessions, the system's inability to change curriculum on a need-to-know basis reveals a limited training supply response.

The challenges of planning and monitoring the SDG of decent work and the increasing focus on TVET and skills development would bolster bilateral, multilateral, and international stakeholders' efforts. It has been discovered that the SDGs objectives for TVET and skills development consider modern development actors' ambitions and ethical standards and a recent surge of enthusiasm for skills development and TVET. Oketch (2007) suggested that new donors prioritize funding and tactics that may help nations develop the technical workforce necessary for economic and social advancement. Additionally, these techniques may aid organizations in gaining a competitive advantage in their efforts to maximize the benefits of global and regional commerce and mobility in this era of extraordinary technological innovation. Language skills for human capital development are a critical factor in employability, particularly in industries that require strong communication skills, such as healthcare, education, technical and professional services. TVET graduates with strong language skills can better communicate their ideas and work effectively with others, leading to increased productivity and better job performance. TVET's Japanese language program's immediate task is to close the gap between employment demand and fundamental societal, economic, and sustainable growth requirements for migrant workers. There is also an urgent need for nations and donors to make significant investments in the skills of the future needs, especially for future generations, which may require bold actions from several stakeholders in the country (Ansah & Ernest, 2013). However, significant doubts remain about whether this model adequately balances the interests of multinational investors, their regional socio-economic actors, and the regional population within their respective nations. This model probably needs a significantly higher focus on incorporating regional societies to establish more informal educational institutions and possibilities tailored to their community's needs. Komari et al. (2019) mentioned that numerous countries had implemented performance evaluation using a performance-based learning (PBL) method in response to a general lack of practical application in TVET. PBL may enable vocational schools to create performance assessments based on the PBL method to assist students in improving their acquired skills. It is essential to employ this approach to strengthen the program in Japanese language programs, as some of the crisis findings regarding the class can be noticed. PBL is not only about evaluating student performance on TVET; it also involves guaranteeing fair and transparent student assessment. Students may watch their peers' advancement, and the unbiased and transparent evaluation procedure would raise students' drive to improve their abilities over time.

Khan (2019) mentioned that numerous technical trainees have no interest in using their newly acquired professional abilities and instead want to pursue qualified degrees and certificates, implying that they are being targeted improperly. The study makes several recommendations, including the creation of a national quality assurance program for training and skills development initiatives, the advancement of reliable skills statistics for job market information, the establishment of efficient financing schemes, the implementation of better public-private partnerships, and the establishment of global benchmarking and common standards to improve international competitiveness. Human capital

development theory holds that increased skill and knowledge are primary drivers of economic expansion and employment creation. As the world becomes more interconnected and technologically advanced, it is more important than ever for nations to develop their capacities to fulfil the market's needs. This may be accomplished via an increased emphasis on skill-building and job placement services within the TVET language program. To this end, it is necessary to create a governing body that can coordinate and grow training programs, cultivate crucial national competencies, and strengthen TVET institutions (Ismail et al., 2019). TVET graduates with language mastery tend to have higher productivity and better employment outcomes and explore that the result is consistent with the human capital theory's prediction that education and training are key drivers of human capital accumulation, which in turn leads to better economic outcomes. Also, the study findings delve into the mechanisms of the theoretical framework by which language mastery enhances productivity, such as improved communication, problem-solving, and team coordination skills. It is recommended that enticing involvement and cooperation be centred on the dual process. To arrange a Japanese language program in TVET via the employer (business, industry, and private sectors) regarding operating funds, bodies of knowledge, curriculum development, instructional materials, and equipment. The government shifts from a regulator to a policy builder to provide operational simplicity, such as facilitation and certification by international standards for Japanese language skills development programs (Ismail & Mohammed, 2015). To further enhance skills, the primary aims are to strengthen research capacity, improve the targeting of financial support to students, implement formula financing for TVET, and promote accountability among TVET institutions.

7. Conclusion

This study determines the efficacy of language programs in TVET for future sustainable employment through developing language skills, precisely the function of the Japanese language in TVET experiences. In addition to the extent to which TVET connects Japanese language proficiency with socioeconomic advantage or other aspects of achievement. The results indicate that respondents emphasize language proficiency in various contexts and throughout the process of migrating to Japan or pursuing employment with a local Japanese company. An elementary knowledge of Japanese language literacy is essential for navigating the process of submitting a job application. Participants acknowledged proficiency in soft and hard skills and the Japanese language as an additional benefit, contingent upon the role performed during the placement period. Additionally, proficiency in the Japanese language – which for most participants in this study referred to accomplishing a Japanese language program was viewed as an immediate requirement for dealing with job situations and understanding what was happening in foreign settings, including Japan, corresponding to the participants. However, some challenges need to be addressed to fully harness the program's potential, such as the lengthy process, poor educational backgrounds, inadequate employment chances, opportunity cost, and negative social impact of the TVET Japanese language program. The government and institutions must address these obstacles to realize the program's potential and maximize its impact on TVET graduates' employability. Despite the promising prospects for language skill development and long-term employability, this study illuminates the significance of Japanese language programs in Bangladesh's TVET system. It highlights the necessity of proactive measures to resolve the obstacles and maximize their potential. One significant impact of Japanese language mastery in TVET is the availability of platforms that provide learners with opportunities to improve their language skills through interactive and personalized learning experiences. By providing TVET graduates access to updated resources, personalized feedback, and exposure to a wide range of language styles and contexts, TVET should create new opportunities for learners to develop their language skills and achieve their goals. Thus, the program might considerably improve the employment prospects of TVET graduates and contribute to the nation's socioeconomic development.

Acknowledgement

The authors would like to thank the University of Dhaka, Bangladesh's authorities, for their generous support in conducting this research under the Centennial Research Grant, University of Dhaka, Bangladesh. [Grant Number: Regi/ad-3/47713, 2020-2021]

References

- Alam, M. J. (2022). *Bangladesh-Japan diplomatic relations (1972-2022): A new paradigm of strategic partnership*. MuktoBuddhi Publishers.
- Alam, M. J. (2022). Japan's contribution to Bangladesh: Aspirations for inclusive development and regional cooperation, *Cogent Social Sciences*, 8(1), 2138150.
- Alam, M. J., Ogawa, K., & Islam, S. R. B. (2022). Importance of skills development for ensuring graduates employability: The case of Bangladesh. *Social Sciences*, 11(8), 360.
- Alam, M. J., Ogawa, K., Islam, S. R. B. (2023). e-Learning as a doubled-edged sword for academic achievements of university students in developing countries: Insights from Bangladesh. *Sustainability*. 15(9), 7282.

- Ansah, S. K., & Ernest, K. (2013). Technical and Vocational Education and Training in Ghana: A tool for skill acquisition and industrial development. *Journal of Education and Practice*, 4(16), 172-180.
- Asian Development Bank. (2015). *Innovative strategies in technical and vocational education and training for accelerated human resource development in South Asia: Bangladesh*. <https://hdl.handle.net/1813/87229>
- Auta, M. A., & Onwusuru, I. M. (2022). TVET graduates employability for the construction industry: A mixed-method study. *Online Journal for TVET Practitioners*, 7(1).
- Becker, G. (1964). *Human capital: A theoretical and empirical analysis, with special reference to education* (3rd ed.). The University of Chicago Press.
- Bhuiyan, M. S. (2022). *Current status of TVET programs at technical training centres (TTC) in Bangladesh* [Master's thesis, Islamic University of Technology (IUT)]. IUT Institutional Repository. <http://103.82.172.44:8080/xmlui/handle/123456789/1787>
- Bronh, S. (2015). *The challenges of implementing active labour market policies in Cambodia: Technical vocational education and training, and public employment service* [master's thesis, KDI School of Public Policy and Management]. <https://archives.kdischool.ac.kr/bitstream/11125/30610/1/The%20Challenges%20of%20implementing%20active%20labour%20market%20policies%20in%20Cambodia.pdf>
- Comyn, P. (2012). Skill intensity and skills development in Bangladesh manufacturing enterprises. *Journal of Education and Work*, 26(4), 402-430.
- Comyn, P. J. (2018). Skills, employability and lifelong learning in the Sustainable Development Goals and the 2030 labour market. *International Journal of Training Research*, 16(3), 200-217.
- Connell, J., & Burgess, J. (2009). Migrant workers, migrant work, public policy and human resource management. *International Journal of Manpower*, 30(5), 412-421.
- Davenport, C. (1999). Human rights and the democratic proposition. *Journal of Conflict Resolution*, 43(1), 92-116.
- Erling, E. J., Seargeant, P., Solly, M., Chowdhury, Q. H., & Rahman, S. (2015). *English for economic development: A case study of migrant workers from Bangladesh*. British Council. <https://www.teachingenglish.org.uk/article/english-economic-development-case-study-migrant-workers-bangladesh>
- Goel, V. P. (2011). *Technical and vocational education and training (TVET) system in India for sustainable development*. UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training. <http://hdl.voced.edu.au/10707/392795>
- Hadi, M. Y. A., Hassan, R., Razzaq, A. R. A., & Mustafa, M. Z. (2015). Application of thinking skills in career: A survey on technical and vocational education training (TVET) qualification semi-professional job duties. *Procedia-Social and Behavioural Sciences*, 211, 1163-1170.
- Hamdan, N., Heong, Y. M., Kiong, T. T., Ibrahim, B., Mohamad, M. M., Ching, K. B., & Azid, N. (2021). Thinking styles among technical students in TVET: Differences in thinking styles by students' demographic. *Journal of Technical Education and Training*, 13(1), 56-65.
- Haolader, F.A., Foysol, K.M., Clement, C.K. (2017). Technical and vocational education and training (TVET) in Bangladesh – systems, curricula, and transition pathways. In M. Pilz (Eds.), *Technical and Vocational Education and Training: Issues, Concerns and Prospects*, (Vol. 24). Springer, Cham.
- International Labour Organization. (2019). *Guidelines for model TVET institutions (MTIs)*. Retrieved from https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilodhaka/documents/publication/wcms_736053.pdf
- International Labour Organization. (2020). *COVID-19 response plan for Bangladesh TVET sector*. Retrieved from https://www.ilo.org/dhaka/Whatwedo/Publications/WCMS_759932/lang--en/index.htm
- International Labour Organization. (2022). *World employment and social outlook: Trends 2022*. Retrieved from https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_834081.pdf
- Iqbal, R. M. (2022). Prospects and challenges of Technical and vocational education and training (TVET) for skill development in Bangladesh. *Journal of Business and Society (JBS)*, 9, 154-169.
- Ismail, A., Adnan, W. N., Masek, A., Hassan, R., Hashim, S., & Ismail, M. E. (2019). Effectiveness of entrepreneurship programmes in developing entrepreneurship skills towards quality TVET graduates. *J. of Technical Education and Training*, 11(1), 81-86.
- Ismail, S. & Mohammed, D. S. (2015). Employability skills in TVET curriculum in Nigeria Federal Universities of Technology. *Procedia - Social and Behavioural Sciences*, 204(24), 73-80.

- Ismail, S., Mohamad, M. M., Omar, N., Heong, Y. M., & Kiong, T. T. (2015). A comparison of the work-based learning models and implementation in training institutions. *Procedia-Social and Behavioural Sciences*, 204, 282-289.
- Khan, M. A. (2019). *Situation analysis of Bangladesh TVET Sector: A background work for a TVET SWAp*. International Labour Organization. https://www.ilo.org/dhaka/Whatwedo/Publications/WCMS_735704/lang--en/index.htm
- Kiong, T. T., Saien, S., Rizal, F., Sukradi, Risfendra, Yee, M. H., Mohamad, M. M., Othman, W., Azman, M. N. A., & Azid, N. (2020). Design and technology teacher in TVET: A view on thinking style and inventive problem-solving skill. *Journal of Technical Education and Training*, 12(1).
- Koh, D. (2020). Migrant workers and COVID-19. *Occupational and Environmental Medicine*, 77(9), 634-636.
- Komari, R. N., Aryanti, T., & Sudjani, S. (2019, February). Skill and performance assessment using problem based learning in TVET. In A. G. Abdullah, I. Kustiawan, I. Widiaty, Ana, & T. Aryanti (Eds.), *5th UPI International Conference on Technical and Vocational Education and Training (ICTVET 2018)* (Vol. 299, pp. 514-518). Atlantis Press.
- McGrath, S. (2002). Skills for development: A new approach to international cooperation in skills development?. *Journal of Vocational Education and Training*, 54(3), 413-430.
- Mehrotra, S. (2015). *Realising the demographic dividend*. Cambridge. <https://doi.org/10.1017/CBO9781316134603.008>
- Moodie, G. (2002). Identifying vocational education and training. *J. of Voc. Education and Training*, 54(2), 249-266.
- Murgor, T. K. (2013). Relationship between technical and vocational acquired skills and skills required in job market; evidence from TVET institutions, Uasin Gishu County, Kenya. *Journal of Education and Practice*, 4(19), 77-83.
- National Institute of Labour Studies., & Flinders University. (2010). *A proposal to strengthen TVET & skills data in Bangladesh*. Retrieved from https://www.ilo.org/dhaka/Whatwedo/Publications/WCMS_142745/lang--en/index.htm
- Nuttavuthisit, K. (2017). Vocational education for sustainable community development: Building collaborative efforts in Myanmar and Vietnam. *Community Development Journal*, 52(1), 125-143.
- Oketch, M. O. (2007). To vocationalise or not to vocationalise? Perspectives on current trends and issues in technical and vocational education and training (TVET) in Africa. *International Journal of Educational Development*, 27(2), 220-234.
- Okoye, K. R. E., & Okwelle, P. C. (2014). Technical vocational education and training (TVET) as intervention mechanism for global competitiveness: Perspectives from Nigeria. *Developing Country Studies*, 4(4), 85-91.
- Organisation for Economic Cooperation and Development. (2018). *The role of technical and vocational education and training (TVET) in fostering inclusive growth at the local level in Southeast Asia*.
- Parvin, N. & Alam, M. J. (2016) Empowerment of Women to alleviate Poverty through Education in Bangladesh, *Journal of Governance and Innovation*, 2(2), 49-60.
- Pavlova, M. (2005). Life skills for employability, citizenship and sustainable development: A case study of vocationalization in Russia. *Prospects*, 35(3), 343-354.
- Raihan, M. A., & Han, S. L. (2013). Integrating web-based e-learning in TVET to enhance the literacy and socio-economic condition for sustainable development of Bangladesh. *Journal of Education and Practice*, 4(1), 1-12.
- Schröder, T. (2019). A regional approach for the development of TVET systems in the light of the 4th industrial revolution: The regional association of vocational and technical education in Asia. *International Journal of Training Research*, 17(1), 83-95.
- Singh, M. (2012). India's national skills development policy and implications for TVET and lifelong learning. In M. Pilz (Ed.), *The future of vocational education and training in a changing world*. VS Verlag für Sozialwissenschaften.
- Sohimi, N. E., Affandi, H. M., Rasul, M. S., Yasin, R. M., Nordin, N., & Adam, S. (2019). Malaysian industrial collaborations for skills development in 4th industrial revolution. *Journal of Technical Education and Training*, 11(3).
- Tan, E. (2014). Human capital theory: A holistic criticism. *Review of Educational Research*, 84(3), 411-445.
- Ulrich, D. (1998). *A new mandate for human resources*. Harvard Business Review. <https://hbr.org/1998/01/a-new-mandate-for-human-resources>
- United Nations Educational, Scientific and Cultural Organization. (2016). *Strategy for TVET (2016-2021)*. Retrieved from <https://en.unesco.org/sites/default/files/tvet.pdf>
- Ven S., & Naron, V. (2020). *The contribution of vocational skills development to Cambodia's economy*. Cambodia Development Resource Institute.

World Bank. (2020). *Competency standards as a tool for human capital development: Assessment of their development and introduction into TVET and certification in Indonesia*. <http://hdl.handle.net/10986/33558>

Wuttaphan, N. (2017). Human capital theory: The theory of human resource development, implications, and future. *Life Sciences and Environment Journal*, 18(2), 240-253.

Yeoh, L. S., & Singh, M. K. M. (2020). The Use of Japanese Language in Intercultural Context among Malaysian Japanese Speaking Employees in Japanese Companies. *J. of Intercultural Communication Research*, 49(3), 191-210.

Yi, H., Zhang, L., Yao, Y., Wang, A., Ma, Y., Shi, Y., Chu, J., Loyalka, P. & Rozelle, S. (2015). Exploring the dropout rates and causes of dropout in upper-secondary technical and vocational education and training (TVET) schools in China. *International Journal of Educational Development*, 42, 115-123.