

A Comparative Study between National Human Resource Development (NHRD) and Vocational Education and Training (VET)

Dr. Md. Shahidul Islam¹, Dr. Afroza Banu², Md. Mansur Hashain³

¹Associate Professor, Department of English, Trust University, Barishal, Email: shahidphd92@gmail.com

²Associate Professor, Department of English, Islamic University, Kushtia, Email: afrozaui83@gmail.com

³Lecturer in English, Khatia Bondan Fazil Madrasa, Gazipur Sadar, Gazipur, Email: tusardada@gmail.com

Corresponding author: Associate Professor, Department of English, Trust University, Barishal, Email: shahidphd92@gmail.com

Citation: Islam, M. S., Banu, A., Hashain, M.M. (2023). A Comparative Study between National Human Resource Development (NHRD) and Vocational Education and Training (VET). *International Journal of Humanities Arts and Business (IJHAB)*; Vol-I, Issues-3.

ABSTRACT : This essay seeks to clarify how vocational education and training (VET) and national human resource development (NHRD) are related to one another. It has shed light on National Human Resource Development (NHRD) and Vocational Education and Training (VET). It demonstrates how VET and NHRD are similar and how crucial they are for human resource development. Recently, the importance of vocational education and training in fostering economic growth through workforce development has come to light. The key focuses of National Human Resource Development (NHRD) include promoting literacy education, reducing poverty, promoting social development outcomes, etc. Vocational Education and Training (VET) also plays a significant role in these areas. As a result, National Human Resource Development (NHRD) expands the view of vocational education and training (VET) in relation to regional and national economic development objectives. However, the National Human Resource Development (NHRD) and the results of Vocational Education and Training are founded on the same ideas when addressing education, skills, workforce, economic, and social development.

Keywords- : NHRD, VET, comparative study, poverty, illiteracy, education

I. INTRODUCTION

The development of a nation's human resources is a key element in determining how strong an economy will be. The development of human resources requires appropriate instruction and training. Effective and efficient national human resource development (NHRD) is prioritized by nearly all nations in the world. In order to enhance human resources (HR), many nations have increased their interest in strengthening vocational education and training systems. This essay seeks to explain the developments in vocational education and training (VET) and national human resource development (NHRD). It also clarifies the role and impact of VET in connection to the query raised by NHRD; 'How far are National Human Resource Development (NHRD) and Vocational Education and Training (VET) the same thing?' According to Marimuu et al. (2009), exposing the workforce to extensive HRD (education and training) programs is the only way to ensure that there are high-quality human resources for sustainable growth in a setting that is changing quickly. According to Yamada

and Matsuda (2007), the goal of vocational education and training (VET) is to address the needs of national development by providing students with the information and skills necessary for technological advancement and globalization.

National Human Resource Development (NHRD)

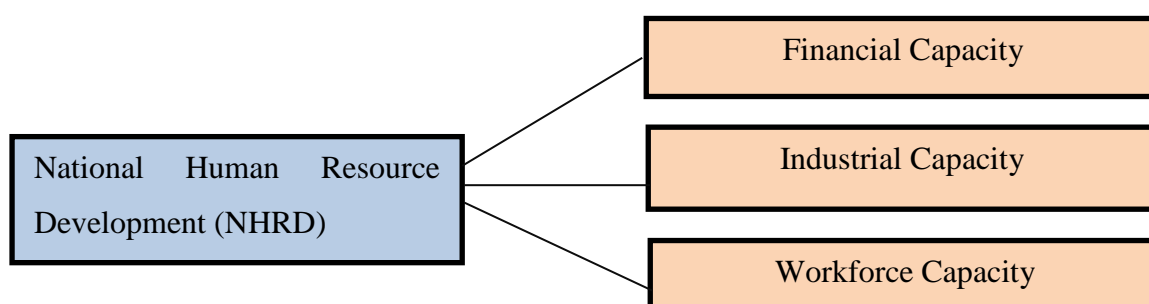
National Human Resource Development (NHRD) is a strategy for fostering and maintaining economic growth in a nation relevant to global challenges. Human resource development (HRD) is connected to the level of living, the nature of cultural and social life, and the welfare of the society, claim Alsahawi & Gardener (2004). It is crucial to the design of national development programs and the maintenance of economic growth. They view human resource development (HRD) as an accurate sign of progress. They believe that all forms of development and growth require this HRD as a prerequisite. According to Bouchard (2006), the resource that is converted, employed, or exploited in order to gain some benefits is regarded as a human resource. In order to increase organizational, group, and individual effectiveness and efficiency, human resource development refers to the integration of employing education and training for career development. Human resource development (HRD), according to Kelly (2001), is the growth of human capital for a person's performance enhancement inside an organization. According to Heathfield (2012), HRD is only a strategy for assisting individuals and organizations with the development of their ability, skills, and knowledge. He views HRD as a strategy involving professional endeavors, learning, or training. According to Okorafor et al. (2011), human resource management is a strategy for fostering people's competency that is connected to the goals of vocational education and training. According to Kim (2012), National Human Resource Development (NHRD) is a planned and coordinated strategy for improving human resources within a state or kingdom for social and political goals.

Policies of National Human Resource Development (NHRD)

The National Human Resource Development's plans and strategies were formally introduced in 2018. The primary NHRM strategies and directives are;

- To increase knowledge;
- To increase skills;
- To diversify the economy
- To fill up knowledge gaps

Capacities of National Human Resource Development (NHRD)



(Source: Alagaraja and Githens, 2016)

The Objectives of National Human Resource Development (NHRD)

The objectives of NHRD are;

- To promote demand-driven approaches, enhance lifelong learning, and ensure that young people transfer to the workforce
- To establish an effective partnership
- To facilitate an integrated approach to human resource development
- To clarify defined roles and responsibilities for human resource development

- To keep human resource development at the forefront of the development process
- To enable sustainable investment in human capital.

The Vision of National Human Resource Development

The goal of NHRD is to provide the general public with the knowledge, abilities, and competence they need to support sustainable social and economic development by actively participating in lifelong learning.

The Mission of National Human Resource Development

The purpose of NHRD is to establish a necessary framework for tracking and evaluating the requirements for human resource development within the framework of national development, as well as for ensuring the aforementioned requirements.

Strategies and Responsibilities for National Human Resource Development

Priority Area	Strategic interventions: activities and expected outcomes
Access to the labor market is facilitated through youth entrepreneurship.	<ul style="list-style-type: none"> • VET is reinforced to integrate knowledge and skills to occupational standards necessary in the workplace; • Improved career counseling is provided, through qualified counselors; • Development of internship program for unemployed youth; • Creating a curriculum for enterprise education • Offering support for self-employment • Creating qualifications based on the workplace
VET's growth and improvement (based on the new VET Policy and Plan and carried out by the new VET Division)	<ul style="list-style-type: none"> • Utilizing occupational standards (OS), creating a more adaptable system for the training of technicians, and promoting and supporting vocational education and training as a viable career option • TEC Current industry knowledge
Increasing the responsiveness of human resources development practices to the labor market	<ul style="list-style-type: none"> • Providing support for the training of technicians and technologists • Targeted funding backed by law and policy • Increasing funding windows and opening up access to training monies • Employers participating in education and training initiatives
Improving workforce development, productivity, and lifelong learning	<ul style="list-style-type: none"> • Promoting a culture of lifelong learning, implementing HRM changes to keep employees, and creating public-private partnerships (PPP) • More options other than scholarships are available to help people expand their knowledge and abilities
Institution building and enhanced research	<ul style="list-style-type: none"> • Standardize the collection, analysis, and dissemination of data regarding HRD requirements.

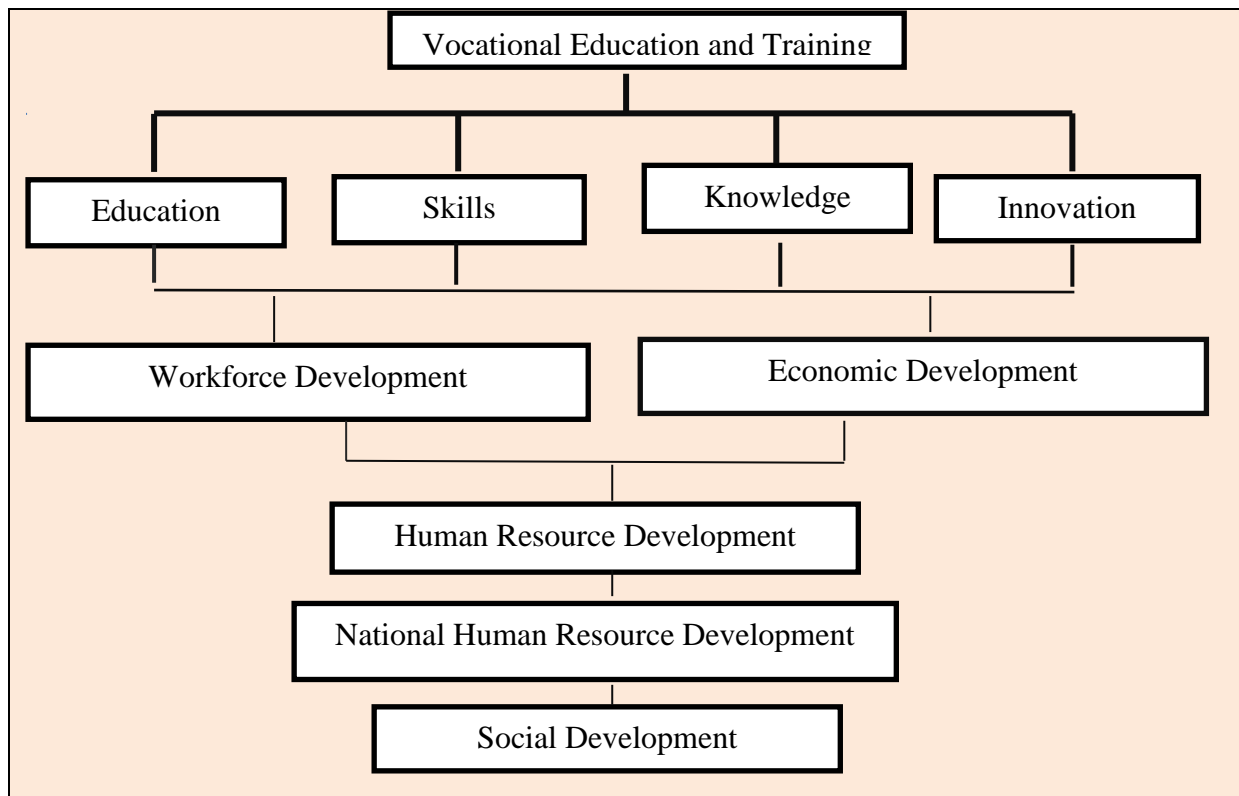
(Source: A G20 Training Strategy, 2010)

Vocational Education and Training (VET)

Vocational education is a strategy for preparing people for the workforce and career development. Vocational education and training (VET) has garnered a lot of attention from the community's worldwide policy makers in recent decades. VET is used as a critical instrument for social and economic development nowadays. The ability to enroll in courses offered by institutions of vocational education and training, which are particularly developed to impart vocational education and training, has given people a fantastic opportunity to get skill-based education and training. According to Mion and Zhu (2013), vocational education may improve knowledge and skills over the long term but may

make it challenging to transfer into the workforce in the short term. Vocational training, on the other hand, places emphasis on specific skills and may indicate an attainable transition to work in the short term. It may also improve short-term performance and lower employee turnover. Making a connection between two learning contexts is the major goal of vocational education and training. School and the workplace are the two learning venues for vocational education and training.

Role of Vocational Education and Training



By offering training, education, and retention in both developed and developing nations, vocational education and training (VET) can play a significant part in the development of workforce systems. At the national, regional, and organizational levels, vocational education and training (VET) links national human resource development aims with workforce, economic, and social development. According to Symonds et al. (2011), VET significantly contributes to the quick development of both developing and developed nations. To meet the demand on a national and worldwide level, the global economy needs qualified people. To achieve the aim of current global economic trends, an updated variety of skills and knowledge is prioritized. According to McGrath (2002), the knowledge economy is a movement that relies heavily on high-quality knowledge and skills to be the primary engine of global competitiveness and economic growth.

Relevance of Vocational Education and Training (VET) to National Human Resource Development (NHRD)

National Human Resource Development (NHRD) policies in industrialized nations differ from those in underdeveloped nations. Vocational education and training has as its main goals the development of the workforce and the efficient use of human resources. In the USA, where industry and market demands mandate worker training, skill development is driven by demand-driven sector or industry cluster-led plans, according to Garmise (2009) and Harper Anderson (2008). On the other hand, vocational education and training (VET) in developing nations is mostly dependent on the systems that are in place and give attention to the development of personal skills for individuals who are weak, disadvantaged, and poor. Vocational education and training, according to Federal Republic and

Knowledge (2004), refers to those aspects of the educational process that involve technologies and related sciences, practical skills, attitudes, knowledge, and realizations that are related to the occupations in various economic sectors and also social life. According to Alexandre Ardichvili (2012), human capital development (HCD) and national human resource development (NHRD) are interdependent. According to McLean (2004), National Human Resource Development (NHRD) includes a variety of factors that are often not thought of as part of manpower planning or human capital investment, such as health, safety, community, and culture. It goes beyond preparing for work-related difficulties and employment. According to Eze & Okorafor (2012a), vocational education is one type of education and training that is intended to meet the social and economic needs of young adults who are interested in gaining more job competencies and raising performance standards at work. In a different sense, vocational education and training is a crucial method of instructing people on how to become successful and efficient producers in a number of predetermined economic activity sectors. Additionally, it improves people's working capacities and competencies. People's attitudes, routines, and practical abilities are developed through vocational education and training, which helps them become resourceful, inventive, and creative.

Roles of Vocational Education and Training (VET) in National Human Resource Development (NHRD)

Vocational education and training help build a nation's workforce's skills. Effective vocational education and training implementation can equip self-sufficient graduates with the necessary skills for long-term human resource development in the global era. A strategy for developing and delivering service-related skills is vocational education and training. It supports human resource development and revitalizes a nation's economy. According to Awotunde (2004), the National Policy on Education is built on skills acquired through vocational education and training. When vocational education and training are implemented effectively, the necessary competences and abilities are instilled in young people, empowering them to be independent. However, effective vocational education and training implementation contributes to a nation's human resource development for its economy. Amaehule and Envekit (2010) provide a fairly critical explanation of vocational education and training. Amaehule and Envekit assert that via the acquisition of competence and skills, vocational education and training provides young people with the managerial and technological skills they need to manage the material and human resources of their own businesses.

Challenges of National Human Resource Development through Vocational Education and Training

- The incidence and occurrence of involuntary unemployment, including layoffs, retrenchments, underemployment, and decreases in employment and the workforce
- Industry production is declining, and training funds for human resources have been drastically curtailed
- Voluntary and involuntary reductions in pay and salaries
- Uncertainty and the resulting low morale among the current workforce
- Inflation is a result of the decline in output of products and services.

II. DISCUSSION ON THE FINDINGS

The National Human Resource Development (NHRD) has several main objectives, including training, pay planning, workplace safety, employee relations, and compliance with labor laws. On the other side, vocational education and training (VET) aims to improve workers' performance in their current roles. Through school-based and workplace learning, vocational education and training (VET) guarantees the development of skills in a wide range of occupational domains. Therefore, vocational education and training (VET) and national human resource development (NHRD) are not the same. The strength of a country's economy is significantly influenced by the growth of its human resources. It takes the right guidance and training to attain this development. To improve their human resources, almost all nations place a high priority on effective and efficient national human resource development (NHRD). The importance of vocational education and training (VET) as a way to

improve human resources has grown. Strategies to promote economic growth in response to global concerns are referred to as NHRD. It is crucial for a country's development and economic expansion and is regarded as a sign of progress.

The goals of NHRD's policies are to diversify the economy, advance knowledge, and close knowledge gaps. The NHRD's goals include encouraging demand-driven strategies, forging strong alliances, facilitating an integrated approach, delineating roles and responsibilities, and facilitating long-term investments in human capital. The goal of NHRD is to empower the public via lifelong learning with the skills and information necessary for sustained social and economic development. VET is a method for training people for the labor market and career advancement. It has attracted interest as a vital tool for societal and economic advancement. The long-term goal of VET is to enhance knowledge and skills, while the short-term goal is to ease the transfer into the workforce. It plays a significant role in workforce systems' development by offering training, education, and retention. VET connects NHRD goals with workforce, economic, and social development.

VET is pertinent to NHRD since it helps a country's workforce develop and makes the best use of its people resources. In order to improve short-term performance, connect learning settings (school and workplace), and provide skill-based education and training, VET plays three key roles. By giving graduates the essential skills, VET aids in the development of human capital and supports the expansion of the national economy. To achieve NHRD through VET, there are obstacles to overcome, such as involuntary unemployment, dwindling training funding, salary cuts, low morale, and inflation brought on by falling output. A nation's economic prosperity depends heavily on the development of its human resources through effective instruction and training. NHRD and VET are closely related, with VET playing a significant role in achieving NHRD goals. However, challenges exist in implementing NHRD through VET.

III. CONCLUSION

The fact that National Human Resource Development (NHRD) and Vocational Education and Training (VET) share some components does not imply that one is a prerequisite for the other. Vocational Education and Training (VET) may be a source of National Human Resource Development (NHRD) for the development of the poor and vulnerable classes of society as well as for receiving knowledge economy, but this does not imply that VET can play a crucial role in the policies that NHRD covers or mandates. The National Human Resource Development (NHRD) program is crucial in transferring knowledge to help individuals, groups, communities, and the country as a whole. It also establishes objectives for effectively using human capital. Development of National Human Resources (NHRD) implies processes, investments, and activities. In the competitive world, there is a need for a potential workforce to meet the needs of global transformation. It has added a fresh perspective on how to develop human capital in a way that will help us add greater value in a competitive environment. The basic problem in this competitive environment is competition. A significant solution has been developed to address this difficulty by National Human Resource Development (NHRD) and Human Resource Development (HRD). Vocation education, on the other hand, only focuses on ensuring skill development through school-based and workplace learning in a variety of occupational disciplines. Thus, it can be claimed that while vocational education and training simply produces knowledgeable and trained people for development, national human resource development (NHRD) covers a very broad range of development. Therefore, vocational education and training (VET) and national human resource development (NHRD) cannot be the same thing.

Author Contributions: All authors contributed equally to complete the study.

Funding: This research received no external funding.

Acknowledgments: The authors are grateful to everyone who contributed to this study.

Conflicts of Interest: All authors declare no conflict of interest

REFERENCES

- Alagaraja, M., & Githens, R. P. (2016). Capacity and Capability Building for National HRD: A Multi-Level Conceptual Framework. *Human Resource Development Review*, 15(1), 77–100. DOI: 10.1177/1534484315623908.
- Alexandre Ardichvili, Elena Zavyalova, & Vera Minina. (2012). *National human resource development strategies: comparing Brazil, Russia, India, and China*. International Human Resource Development.
- Alsahlawi, K., & Gardener, E. (2004). Human resources and economic development: the case of Saudi Arabia. *Journal of Third World Studies*, 21(1), 175-189.
- Amahule, S., & Enyekit, E. O. (2010). Re-branding vocational education skills acquisition: The role of the administrator. *SBMT Nekede Conference Journal*, 1(2), 132-137.
- Awotunde, P. O. (2004). *Technical and vocational education in Nigeria: Past, present and the future*. In Awotunde, P. O. (Ed.), *The dynamics of vocational technical education in a democratic Nigeria*. SVTE Katsina-Ala Educational Series.
- Bouchard, P. (2006). *Human capital and knowledge economy*. In T. Fenwick, T. Nesbitt, & B. Spencer (Eds.), *Canadian Readings in Adult Education*. Toronto: Thompson Publishing.
- Eze, T. I., & Okorafor, A. O. (2012a). Trends in technical, vocational education and training (TVET) for improving the Nigerian workforce. *Ebonyi Technology and Vocational Education Journal* (Accepted).
- Eze, T. I., & Okorafor, A. O. (2012b). *New approaches to the development of technical, vocational education and training (TVET) curriculum for improved labor productivity*. Paper presented at the 2012 International Conference of the Faculty of Education, University of Nigeria, Nsukka.
- Federal Republic of Nigeria. (2004). *National Policy on Education*. Lagos, Ministry of Education.
- Garmise, S. (2009). *Building a workforce development system as an economic development strategy: Lessons from US programs*. *Local Economy*, 24(3), 211-223.
- Harper-Anderson, E. (2008). *Measuring the connection between workforce development and economic development: Examining the role of sectors for local outcomes*. *Economic Development Quarterly*, 22(2), 119-135.
- Heathfield, S. M. (2012). *What is human resource development (HRD)?* Retrieved from www.about.com
- International Labour Office. (2010). *A Skilled Workforce for Strong, Sustainable and Balanced Growth: A G20 Training Strategy*. Geneva.
- Kelly, D. (2006). *Human resource development: For enterprise and human development*.
- Kim, N. (2012). Societal development through human resource development: Contexts and key change agents. *Advances in Developing Human Resources*, 14(3), 239-250. doi:10.1177/1523422312446054
- Marimuthu, M., Arokiasamy, L., & Ismail, M. (2009). Human capital development and its impact on firm performance: Evidence from Developmental Economics. *The Journal of International Social Research*, 2(8), 265-272.
- McGrath, S. (2002). Skills for development: A new approach to international cooperation in skill development? *Journal of Vocational Education and Training*, 54(3), 413-430.
- McLean, G. N. (2004). National human resource development: What in the world is it? *Human Resource Development Review*, 5(2), 176-201. doi:10.1177/1534484306287273
- Mion, G., & Zhu, L. (2013). Import competition from and offshoring to China: A curse or blessing for firms? *Journal of International Economics*, 89(1), 202-215.
- Okorafor, A. O., Okorafor, P. N., & Ike, C. U. (2011). *Enhancing human capital building in open distance education through information communication technology in Nigeria*. Paper presented at the 32nd International Conference of Nigerian Association for Educational Media and Technology (NEAMT).
- Symonds, W., Schwartz, R., & Ferguson, R. (2011). *Pathways to prosperity: Meeting the challenge of preparing young Americans for the 21st century*. Report issued by the Pathways to Prosperity Project, Harvard Graduate School of Education.

Yamada, S., & Matsuda, N. (2007). *Vocational and industrial human resource development through TVET in Africa: Changing assistance environments and human resource demands*. Tokyo: Japan International Cooperation Agency (JICA) & National Graduate Institute for Policy Studies (GRIPS).