

# How do Education and Skill Development Affect the Transition from 'Goodenough' Job to 'Decent' Job in Bangladesh?

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#### Abstract

Although, the decent work agenda has been initiated since 1999, the ongoing current literatures are highly concentrated either on policy implications or depict the decent work agenda from a macro point of view. Majority of studies conducted on decent job primarily focused on the demand side issues. However, there is a need to explore the supply side issues as the composition of labor supply itself can be a determining factor for the status of decent job. This article follows the definitions of 'good-enough' job, 'good' job and 'decent' job from Raihan (2014) where it is argued that there could be three stages for moving towards 'decent' job. The first stage is the 'good-enough' job which shows the transition from no job to job or from unpaid family job to paid-job. The second stage is the 'good' job which shows the transition from 'good-enough' job to job with better return, formal job security and enhanced workers' rights. The third stage is the 'decent' job, which is the transition from 'good' job to a state of productive employment in compliance with agreed international standards of working environment and workers' rights. In this paper, we have suggested that, although if we initiate improvements at the demand side, there could be a supply side mismatch intermitting the overall effectiveness of the demand side policies. From the econometric analysis part of the paper, we see that, education and training have highly significant impacts over the quality of employment that a person may avail. The transition takes place in the form of productivity enhancement. The importance of the productivity enhancement is that, even if we can generate terms and conditions for employing 'decent work' agenda in practice, the workers may themselves lack the quality to be absorbed in the transformation process due to their lower productivity. Productivity enhancement will not only create 'decent job' benefits to the households at the individual level but will also accelerate the process of transformation at the social level. Hence, supply side policies like spreading education and skill development programs to the mass population, removing socio-economic barriers those have converse impacts over education attainment, and enhancing the diversity of training programs taking into consideration of the domestic as well as global labor market demands should be adapted. Most importantly, to ensure the proper escalation of labor productivity – emphasis must be put on the improvement of the quality of education and training as well. A prompt response from the government incorporating various development agencies and international donors will fasten the process of recognition of the problems, identification of the strategies and implementation of the policies.

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#### Introduction

In the arena of economic literature, it is now well established that economic growth is a necessary but insufficient condition for development (Sen, 1999). In addition, increasingly there is a consensus among academicians that employment creation as such does not guarantee social, economic and political inclusion or basic human rights as chartered by the UN system. Within this context, the focus of the policy exercise has shifted from mere economic growth approach towards a broader approach of inclusive growth. The International Labor Office's 'Decent Work' agenda replicates the importance of such context. Although, the decent work agenda has been initiated since 1999, the ongoing current literatures are highly concentrated either on policy implications or depict the decent work agenda from a macro point of view. Majority of studies conducted on decent job primarily focused on the demand side issues. However, there is a need to explore the supply side issues as the composition of labor supply itself can be a determining factor for the status of decent job. This article follows the definitions of 'good-enough' job, 'good' job and 'decent' job from Raihan (2014) where it is argued that there could be three stages for moving towards 'decent' job. The first stage is the 'good-enough' job which shows the transition from no job to job or from unpaid family job to paid-job. The second stage is the 'good' job which shows the transition from 'good-enough' job to job with better return, formal job security and enhanced workers' rights. The third stage is the 'decent' job, which is the transition from 'good' job to a state of productive employment in compliance with agreed international standards of working environment and workers' rights.

#### Literature Review

Most of the studies on decent work, using country level macro data, primarily focused on demand side issues. Ghai (2003) examined different indicators for measuring and comparing decent work status of the OECD countries, using the country level aggregate data, and formulated an index to measure the performances and patterns of decent work in the industrial countries in the 1990s, and found that, some countries like Sweden, Denmark and Norway performed better than other OECD countries. Analogous to Ghai (2003), Anker *et al.* (2002) identified various statistical indicators to measure decent work in a cross country perspective. In the context of Bangladesh, Mujeri (2004) assessed the availability of the decent work statistical indicators for the country and constructed an aggregate scenario of the decent work environment, and identified that the quality, coverage of the data as well as comparability and consistency of the data over time were the major challenges.

A number of papers identified the informal sector as the major vulnerable and challenging sector for the implementation of the decent job agenda. Cohen and Moodley (2012), in the case of South Africa, found that the major challenges for decent work were the poor working conditions, workers' exploitation in the growing informal sector, and implementation of social protection and social dialogue which included the informal sectors. Amin (2002) argued for an integral approach for ensuring decent work for the workers in the informal sector in the Asian countries. Ahn (2008) discussed the challenges of growing informal employment in South Asia and analyzed measurable indicators of decent work in the informal economy. The author argued that, in order to introduce an environment conducive to promoting decent work – it would be inevitable to organize and mobilize

workers in need through promotion of social dialogue. In line with this argument, Servais (2004) proposed that, the states should give the workers a more significant part to play in the regulatory process, and suggested that the key role of the national, regional and local authorities should include identification and recognition of the social actors, promotion of access to information by eliminating hindrances such as anti-union practices and by taking part in their establishments.

Some studies stressed importance on the enhancement of global value chains and broader trade arrangements to promote compliance with labor standards. Trade agreements and supply chain relationship can put pressures on governments and businesses to improve conditions for workers (Polaski, 2009). Pressure from civil society campaigns, and in light of increasingly aware consumers, quality now includes social and environmental issues (Barrientos, 2007). This is putting pressure on producers to improve employment conditions, and ensure labor standards are met.

Although the aforementioned papers looked primarily at the demand side issues, there is a need to consider the supply side effects too as far as the promotion of decent job is concerned. Indeed, for a sustainable improvement in the working condition as well as the lives of the workers there is no other alternative but to enhance the productivity of the workers through skill development, i.e. through education and training. The objective of the current study is to explore on how education and training can play the role in improving the quality of employment.

#### The Labor Market in Bangladesh: How does it stand in terms of Quality of Employment?

#### Classification of the quality of employment

We have used the Labor Force Survey data of 2010 (LFS 2010) for Bangladesh and the available indicators in that survey to classify the jobs as per the definitions suggested by Raihan (2014). As the data and questions in the questionnaire of LFS (2010) are different for wage employed and self-employed, we had to set different definitions for these categories.

Following Raihan (2014), in the case of wage employment, we have defined decent job as a job which is permanent, has a written job contract, decent working hour, decent and adequate earnings, leave, pension, and termination notice. On the contrary, a job is 'good-enough' if he/she has at least a paid job. In between 'decent' job and 'good-enough' job there is 'good' job which is defined as having a permanent employment along with a decent earning. Following ILO (2012), decent earning is defined as earnings which is higher than  $2/3^{rd}$  of the median income. The decent working hour is defined as working hour which is neither low nor excessive and lies in between 35 - 48 hours per week.

Following Raihan (2014), in the case of self-employment, we consider 'decent job' as a job with decent earnings, permanent employment, and decent working hours, while the definitions of 'good' job and 'good-enough' job remain the same. A challenge that we faced in case of self-employment was the missing data problem of the income of the self-

employed. We applied the technique of multiple imputations by chained equations (MICE) for determining the missing incomes from the available observable characteristics<sup>3</sup>.

#### Employment categories and quality of job

Figure 1 suggests that, in 2010 in the case of wage employed, while the decent job appeared to be only 10 percent, good job and good-enough job constituted 36 percent and 54 percent respectively. For self-employed, decent job comprised of 9 percent, while good job and good-enough job constituted 39 percent and 52 percent respectively.



Source: Author's calculation from the LFS, 2010



Figure 2: Distribution of wage employed by type and quality of job

Source: Author's calculation from the LFS, 2010

Figure 2 shows that the proportion of decent job is the highest among the regular paid employee constituting 27.1 percent of total regular paid employees. The significance of good job is also the highest for this employment category. However, in all other cases, more than three-fourth of employment is good-enough, whereas the proportion on decent job is very insignificant.

As shown in Figure 3, in the case of self-employment, around 20 percent of the employers appear to be with decent jobs, whereas decent job is less than 10 percent in both agricultural and non-agricultural self-employment. More than 50 percent of the jobs in the

<sup>&</sup>lt;sup>3</sup> For details on MICE please see Schafer (1999), Royston (2009), Royston and White (2011), Marchenko (2011), Azur, et. Al. (2011) and Bouhlila and Sellaouti (2013).

employer category are good jobs, whereas around 50 percent of the jobs in both agricultural and non-agricultural self-employment categories are good-enough.



Figure 3: Distribution of self-employed by type and quality of job

Source: Author's calculation from the LFS, 2010



Figure 4: Distribution of wage-employed by job quality and source of employment

Figure 4 and Figure 5 show the proportion of job qualities among various occupations wageemployed and self-employed respectively. For the wage employed (Figure 4), the highest share of decent job is being generated in the 'professional, technical' occupation as 50.4 percent of total wage-employed in 'professional, technical' are in decent jobs. The share of decent job is also high among 'administrative manager' (30 percent) and 'clerical workers' (49.2 percent). Share of 'good' job is also high for these categories. The figure thus points out that, the professions those tend to be higher productive by nature are more likely to have greater shares of decent job. In contrast, wage labor in service work, sales work, production and transport work and agriculture are pre-dominantly good-enough with very small share of decent job.

However, for the self-employed category, as shown in Figure 5 we do not see such variations in job quality. Among the clerical workers and professional - technical workers, the share of good job comprises of 49.2 percent and 36.5 percent respectively. Although not as high as the wage employed category, decent job accounts for the highest percentage in the professional-technical, administrative manager and clerical worker occupational categories. Although weak, it resembles the link between productivity and the quality of jobs.

Source: Authors' calculation from the LFS, 2010



Figure 5: Distribution of self-employed by job quality and source of employment

Source: Author's calculation from the LFS, 2010

#### Age distribution and quality of job

Table 1 shows that for the wage employed, more than 50 percent of the good-enough job as well as good job are mostly concentrated among the age groups between 15 and 34. In contrast, more than 50 percent of the decent job is concentrated among the age group between 25 and 44.

Table 1: Age o	Table 1: Age distribution and quality of job for wage employed			
Age	Good-enough	Good	Decent	
category	Job	Job	Job	
15-24	27.7	24.4	9.6	
25-34	26.6	31.1	28.0	
35-44	21.7	23.2	26.2	
45-54	12.9	12.7	26.8	
55-64	7.5	6.0	8.1	
65+	3.8	2.6	1.3	
Total	100	100	100	

Source: Author's calculation from the LFS, 2010

On the contrary, Table 2 shows that, when considering self-employed, more than 58 percent comes from the age groups between 25 and 44 in the case of 'good-enough' job. In the cases of 'good' job and 'decent' job, more than 50 percent is comprised of the age groups between 35 and 44. A sharp contrast between Table 1 and Table 2 is related to the share of youth employment in total 'good-enough' job or 'good' job: while youth employment (for the wage-employed category) in total 'good-enough' job or 'good' job comprises of more than 24 percent, in case of self-employed this share is less than 10 percent.

Table 2: Age distribution and quality of job for self-employed			
Age	Good-enough	Good	Decent
category	Job	Job	Job
15-24	9.8	6.5	9.5
25-34	23.1	21.3	19.5
35-44	35.1	26.1	26.0
45-54	20.3	24.0	23.3
55-64	7.8	13.8	13.2
65+	3.9	8.4	8.4
Total	100	100	100

Source: Author's calculation from the LFS, 2010

To see the distribution of age and quality of job from a different perspective, we intend to look at the quality of job with respect to segregated age group. Table 3 shows that, most of the youth employment is concentrated in good-enough job (about 60.1 percent). It is also evident from Table 3 that, employment in decent job steadily rises from only 3.9 percent for the age group of 15–24 to 19.1 percent for the age-group of 45–54. Thereafter, the share of decent job among the later two age-groups continues to fall again. A similar pattern is noticed (in Table 4) when observing the youth-employment profile of the self-employed category apart from the fact that, we do not observe any kind of trend between decent job and age distribution like we have seen in the case of wage-employed.

-				• •
Age	Good-enough	Good	Decent	Total
category	job	job	job	
15-24	60.09	36.00	3.92	100
25-34	50.11	39.92	9.97	100
35-44	51.10	37.21	11.69	100
45-54	48.50	32.46	19.05	100
55-64	57.12	31.24	11.64	100
65+	64.96	30.89	4.15	100

#### Table 3: Age distribution and quality of job for wage employed

Source: Author's calculation from the LFS, 2010

Table 4: Age distribution and quality of job for self-employed				
Age	Good-enough	Good	Decent	Total
category	job	job	job	
15-24	59.64	30.02	10.33	100
25-34	53.93	37.89	8.18	100
35-44	58.90	33.29	7.81	100
45-54	47.51	42.71	9.78	100
55-64	37.78	50.72	11.50	100
65+	33.37	53.85	12.77	100

Source: Author's calculation from the LFS, 2010

#### Education and quality of job

The strong relationship between education and quality of job can be depicted from the Figure 6 (for the wage-employed) and Figure 7 (for the self-employed). In the case of wage employed, workers with no-education or primary education are mostly prevailing in the 'good-enough' job (comprising more than 60 percent). On the contrary, workers with secondary or higher than secondary education are mostly engaged in the 'good' job or 'decent' job (comprising more than 50 percent). For example, while 30.7 percent of the workers with SSC/HSC education availed 'decent' job, 55.8 percent of the workers with university education got employed in 'decent' job.



Figure 6: Education and quality of job for wage employed

Source: Authors' calculation from the LFS, 2010

In case of self-employed (Figure 7), persons with education equivalent to secondary education or lower are concentrated in good-enough jobs while persons with SSC/HSC or higher level of education are primarily concentrated in good-jobs. A contrasting feature of Figure 7 with respect to Figure 6 is that, while, in the case of wage employed, we found the large of pool of university graduates are employed in the 'decent' job, we see only 12 percent of the university graduates engaged in 'decent' self-employment. In concurrence, about 47 percent of the university graduates are found to be self-employed in the 'good' job.



Figure 7: Education and quality of job for self-employed

Source: Author's calculation from the LFS, 2010

#### Training and quality of job

The Figure 8 shows that, for the wage employed, while only 5.2 percent of the persons in good-enough job received training, the rate is 11.7 percent and 32.8 percent for persons in good job and decent job respectively. In contrast, Figure 9 shows that, the percent of people received training in case of self-employment is about only 5 percent which remains invariably same for all three job qualities.



#### Figure 8: Training and quality of job for wage employed

Source: Author's calculation from the LFS, 2010



Figure 9: Training and quality of job for self-employed

Source: Author's calculation from the LFS, 2010

### How do Education and Skill Matter for a Better Job? Insights from Econometric Exercises

In order to see the impacts of education and training over the quality of employment we have run two separate multinomial logistic regressions: one, considering only the wageemployed category, and the other considering only the self-employed category. In both of the cases, our base category is good-enough job.

In case of the first set of regression where we considered only the wage employed, we find that education and training have highly significant impact on moving from good-enough job to good job and decent job (Table 5). The results from average marginal effect reported in Table 5 suggest that, though, primary education is found to be insignificant in changing the quality of job, persons with secondary and higher secondary education have almost 20 percentage points higher probability to be in a decent job compared to persons with noeducation. The impact of education is found to be the highest for university education, as being educated in a university increases the probability to be in a good job by 18 percentage points while it increases the probability to be in a decent job by 26 percentage points compared to the persons with no-education. Moreover, education of the household head has a statistically significant and positive trans-generational impact if the household head has more than primary education. Household heads with secondary or higher secondary

education increases the probability of a worker to be in a good job by more than 5 percentage points and to be in a decent job by around 3 percentage points compared to the household heads with no education. The magnitude is the same in case of decent job if the household head possesses a university degree. The results also indicate that, training helps to move people up from good-enough job to good job or decent job. Compared to persons without training, a trained worker has more than 6 percentage points higher probability to be in a good job or a decent job.

Table 5 also suggests that there is a concave relationship between age and the probability of having good-job or decent job, i.e. the probability of having a better job increases at a decreasing rate with the increase in age. The gender dummy (female) shows that, females have 8.3 percent higher probability to be in good-enough job compared to the male category. The coefficients of family income further suggest that, with the rise in family income – the probability of a person to be in good-job or decent job increases significantly. Although to a lesser extent, the implication of per capita household land is analogous to the impact of family income.

Fuelenstenuverishiss	Marginal effects for	Marginal effects for	Marginal effects for
Explanatory variables	good-enough job (category 1)	good job (category 2)	decent job (category 3)
Primary education	0.005 (0.010)	0.020 (0.014)	-0.025 (0.016)
Secondary education	-0.079*** (0.011)	-0.110*** (0.012)	0.191*** (0.009)
SSC/ HSC	-0.160*** (0.011)	-0.032** (0.013)	0.193*** (0.009)
University education	-0.433*** (0.033)	0.174*** (0.032)	0.258*** (0.011)
Age	-0.020*** (0.001)	0.011*** (0.001)	0.0094*** (0.001)
Age squared	0.0002*** (0.000)	-0.0001*** (0.000)	-0.0001*** (0.000)
Family income	-0.219*** (0.003)	0.185*** (0.004)	0.034*** (0.002)
Female dummy	0.083*** (0.007)	-0.117*** (0.008)	0.033*** (0.004)
Training dummy	-0.066*** (0.010)	0.034*** (0.010)	0.032*** (0.003)
Household head with primary education	-0.023** (0.009)	0.023** (0.010)	0.0001 (0.008)
Household head with secondary education	-0.082*** (0.011)	0.054*** (0.012)	0.028*** (0.006)
Household head with SSC/HSC	-0.091*** (0.012)	0.064*** (0.013)	0.027*** (0.006)
Household head with university education	-0.028 (0.031)	-0.003 (0.029)	0.031*** (0.008)
Land holding	-0.0004*** (0.000)	0.0002* (0.0001)	0.0002*** (0.000)

Table 5: Average marginal effects (for wage employed category)

Note: \*\*\*, \*\* and \* indicate statistical significance at the 1, 5 and 10 percent levels respectively. The figures in parentheses are the standard errors.

To understand how and to what extent education and training shift the quality of job we have also calculated the relative risk ratio (RRR) of the corresponding variables for each category compared to the base category (Table 6). We find that, RRR is significant for all other levels of education except primary education. For a person with secondary education relative to no education, the relative risk (RR) for decent job compared to good-enough job would be expected to increase by a factor of 23.2. The RR for decent job relative to good-enough job would increase by a factor of 32.7 and 241.1 for attainment of higher secondary and university education respectively compared to the no education category holding all other things constant. These results indicate the strong capability of higher education in lifting up the quality of employment generation as opposed to no education. Although small in magnitude, training does have a highly significant impact. For persons with training in comparison to persons without training, the relative risk for having a decent job compared to good-enough job would increase by a factor of 2.1 holding all other variables constant.

Evelopeton, veriebles	Category (base category : Good-enough Job)		
Explanatory variables	Category 2 (Good job)	Category 3 (Decent job)	
Primary education	1.016 (0.052)	0.667 (0.174)	
Secondary education	1.105 (0.067)	23.245*** (3.628)	
SSC/ HSC	1.722*** (0.113)	32.701*** (5.229)	
University education	6.959*** (1.278)	241.06*** (57.132)	
Age	1.100*** (0.006)	1.241*** (0.016)	
Age squared	0.998*** (0.0001)	0.997*** (0.0001)	
Family income	3.182**** (0.078)	3.791*** (0.162)	
Female dummy	0.592*** (0.026)	1.204** (0.092)	
Training dummy	1.364*** (0.075)	2.076*** (0.149)	
Household head with primary education	1.138*** (0.057)	1.093 (0.147)	
Household head with secondary education	1.501*** (0.097)	2.078*** (0.236)	
Household head with SSC/HSC	1.580*** (0.109)	2.128*** (0.247)	
Household head with university education	1.105 (0.187)	1.788*** (0.353)	
Land holding	1.001*** (0.001)	1.004*** (0.001)	
Constant	.00001*** (3.11e-06)	2.71e-09*** (1.27e-09)	
Number of observations	26417		
LR chi2(28)	11373.92		
Prob > chi2	0.0000		
Pseudo R2	0.2305		

Table 6: The result of multinomial logit regression in case of wage employment (in terms of RRR)

Note: \*\*\*, \*\* and \* indicate statistical significance at the 1, 5 and 10 percent levels respectively. The figures in parentheses are the standard errors.

		• • •	• • •
Explanatory variables	Marginal effects for good-enough job (category 1)	Marginal effects for good job (category 2)	Marginal effects for decent job (category 3)
Primary education	-0.012* (0.006)	0.02** (0.006)	-0.008* (0.004)
Secondary education	-0.028*** (0.008)	0.038*** (0.008)	-0.01* (0.005)
SSC/ HSC	-0.065*** (0.008)	0.070*** (0.008)	-0.0053 (0.005)
University education	-0.002 (0.018)	0.002 (0.018)	0.0002 (0.010)
Age	-0.006*** (0.001)	0.007*** (0.001)	-0.0011* (0.001)
Age squared	0.00003** (0.00001)	-0.0001*** (0.000)	0.0000** (0.000)
Family income	-0.136*** (0.004)	0.112*** (0.004)	0.0240*** (0.002)
Female dummy	0.496*** (0.007)	-0.393*** (0.009)	-0.1038*** (0.007)
Training dummy	0.0003 (0.012)	-0.001 (0.012)	0.001 (0.007)
Land holding	-0.0007*** (0.000)	0.001*** (0.000)	0.0001*** (0.000)

#### Table 7: Average marginal effects (for self-employed category)

Note: \*\*\*, \*\* and \* indicate statistical significance at the 1, 5 and 10 percent levels respectively. The figures in parentheses are the standard errors.

In the second regression, reported in Table 7, we have considered the self-employed category while our base category remains the same ('good-enough' job). However, in this case, we have dropped variables related to household head, as self-employed persons are pre-dominantly household heads (about 72 percent). Average marginal effects, reported in Table 7, show that level of education has statistically significant impact over moving from good-enough job to good job or decent job. While persons with primary education have around 2 percentage points higher probability to be in good-job compared to the no-education category, it has almost negligible but negative influence over the probability of attaining decent job. Persons with secondary or higher secondary education have more than 4 percentage points higher probability of having a good job compared to no-education category. The data suggests no significant impact of university education over the attainment of good job or decent job. Moreover, impacts of training are also found to be insignificant in cases of such transitions. A possible explanation of the insignificance of these major variables could be that, only a very low percentage of people in the self-employed category participated in any training program (only about 4 percent) or had university

degree (2.24 percent) in the LFS 2010 data. This finding stylizes nothing but the fact that, the majority of the self-employed sector comprises of unskilled labor who lack higher education and/or proper trainings.

Table 7 also suggests that, compared to males, females have 39 percentage points and 10 percentage points lower probability to be in the good job and decent job respectively. Just like the previous case, in case of self-employment we find a highly significant influence of family income over the probability of availing a good job or decent job. Per-capita land holding has also a significant effect over the quality of employment that a person may avail. Combined, these two show that, the socio-economic context of a household may play an important role in assuring better quality employment to its members. Hence, skill development programs may have a multiplier effect through the spillover benefits accrued to its members.

In terms of RRR, reported in Table 8, we find that, having primary education compared to no-education improves the Relative Risk (RR) to be in good job compared to good-enough job. However, it doesn't have any significance with respect to decent job. On top of that, having secondary or higher secondary education compared to no education increases the RR for good job compared to good-enough job by more than a factor of 1.2. However, impacts of university education and training were found to be insignificant in case of RRR.

<u>Evalenctory</u> voviables	Category (base category : Good-enough job)		
Explanatory variables	Category 2 (Good job)	Category 3 (Decent job)	
Primary education	1.089** (0.037)	0.950 (0.052)	
Secondary education	1.192*** (0.053)	0.974 (0.070)	
SSC/ HSC	1.435*** (0.059)	1.128* (0 .073)	
University education	1.010 (0.096)	1.007 (0.141)	
Age	1.037*** (0.005)	1.005 (0.008)	
Age squared	0.999 *** (0.000)	1.000 (0.000)	
Family income	1.947 *** (0.043)	1.886*** (0.064)	
Female dummy	0.0921*** (0.004)	0.083*** (0.007)	
Training dummy	0.996 (0.065)	1.008 (0.103)	
Land holding	1.003*** (0.000)	1.003*** (0.000)	
Constant	0.002*** (0.000)	0.001*** (0.000)	
Number of observations	29196		
LR chi2(20)	5576.89		
Prob > chi2	0.0000		
Pseudo R2	0.1028		

Table 8: The result of multinomial logit regression in case of self-employment (in terms of RRR)

Note: \*\*\*, \*\* and \* indicate statistical significance at the 1, 5 and 10 percent levels respectively. The figures in parentheses are the standard errors.

#### Conclusion

There is no denying the fact that the world of today is equally concerned, if not more, with the quality of employment rather than improvement in numbers. The dominant paradigm in the discussion on quality of employment focuses on the improvements at the demand side of labor, i.e. issues related to the working condition. In this paper, we have suggested that, although if we initiate improvements at the demand side, there could be a supply side mismatch intermitting the overall effectiveness of the demand side policies. From the analysis part of the paper, we see that, education and training have highly significant impacts over the quality of employment that a person may avail. The transition takes place in the form of productivity enhancement. The importance of the productivity enhancement is that, even if we can generate terms and conditions for employing 'decent work' agenda in practice, the workers may themselves lack the quality to be absorbed in the transformation process due to their lower productivity. Productivity enhancement will not only create 'decent job' benefits to the households at the individual level but will also accelerate the process of transformation at the social level.

Hence, supply side policies like spreading education and skill development programs to the mass population, removing socio-economic barriers those have converse impacts over education attainment, and enhancing the diversity of training programs taking into consideration of the domestic as well as global labor market demands should be adapted. Most importantly, to ensure the proper escalation of labor productivity – emphasis must be put on the improvement of the quality of education and training as well. A prompt response from the government incorporating various development agencies and international donors will fasten the process of recognition of the problems, identification of the strategies and implementation of the policies.

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