

# Social Work & Education

©SW&amp;E. 2025

Rabbani, G., Mridha, R., Shahjahan, M. (2025). Effectiveness of Government Interventions on Youth Skill Development in Enhancing Social Security Strategy of Bangladesh. *Social Work and Education*, Vol. 12, No. 1. pp. 52-68. DOI: 10.25128/2520-6230.25.1.5

УДК 378:377

DOI: 10.25128/2520-6230.25.1.5

## EFFECTIVENESS OF GOVERNMENT INTERVENTIONS ON YOUTH SKILL DEVELOPMENT IN ENHANCING SOCIAL SECURITY STRATEGY OF BANGLADESH

**Golam RABBANI,**

professor, Institute of Social Welfare  
and Research, University of Dhaka,  
Bangladesh; [rabbani.iswr@du.ac.bd](mailto:rabbani.iswr@du.ac.bd)

**Roni MRIDHA,**

lecturer, Institute of Social Welfare  
and Research, University of Dhaka,  
Bangladesh; [rony@du.ac.bd](mailto:rony@du.ac.bd)

**Mohammad SHAHJAHAN,**

lecturer, Institute of Social Welfare  
and Research, University of Dhaka,  
Bangladesh;  
[shahjahanswcox@gmail.com](mailto:shahjahanswcox@gmail.com)

**Abstract.** This study investigates the effectiveness of government interventions in youth skill development programs in Bangladesh and their impact on enhancing the country's social security strategy. Employing a mixed-method approach, the research combines quantitative methods, including sample surveys, and qualitative methods, such as cross-sectional analysis and case studies, to provide a comprehensive understanding of the current state of youth skill development. Data were collected through face-to-face interviews with stakeholders from various government departments, including the Department of Social Services, Women Affairs, Youth Development, Technical Training Centres (TTC), and Vocational Training Institutes (VTI), which offer various skill development trainings. Key trades identified in the study include computer office applications, graphics designing, freelancing, hardware networking, dressmaking, driving, and electrical house wiring. Findings reveal significant positive impacts on employment, business enhancement, income levels, consumption, investment, and financial resource growth, with 35% showing high impact and 50-60% showing moderate impact. Social empowerment outcomes are also noteworthy. However, challenges such as inadequate quality and quantity of training, low publicity, limited admission seats, and insufficient budgets and monitoring were identified. Policy recommendations include increasing budget allocations, improving logistic support, updating training manuals, and integrating smart technology and AI to enhance the effectiveness of these programs.

**Article history:***Received: December 29, 2024**1st Revision: February 14, 2025**Accepted: March 30, 2025*

**Keywords:** effectiveness, interventions, youth, skill, security, development.

## INTRODUCTION

The rapid economic progress coupled with strong political commitment enabled Bangladesh to embark upon establishing a lifecycle based inclusive social security system through formulation of National Social Security Strategy (NSSS) Bangladesh in 2015. This strategy has been adorned with the focus on the life cycle framework and the young age population is a very important segment of this cycle (NSSS, 2015). Even with the growing economy, unemployment remains a major issue for the country and worst victim is youth class. To minimize unemployment problems and generate income of youth and working-class, quality and outcome-oriented skill development training is urgent. Bangladesh has been benefiting from a demographic dividend since 2007, with approximately 60% of its population aged between 16 and 35 years (BBS, 2022). This youthful demographic presents both opportunities and challenges for the nation's socio-economic development. While general education plays a crucial role in the foundational growth of individuals, it is increasingly evident that it alone is insufficient for comprehensive skill development (Munir, 2019). The significance of vocational training in equipping the youth with practical and marketable skills cannot be overstated.

The government of Bangladesh has been actively investing substantial budgetary resources in youth skill development programs to empower the younger population. Despite these significant financial commitments, the effectiveness of these initiatives has yet to be rigorously evaluated. Challenges such as insufficient infrastructure, subpar training quality, and a disconnect between training outcomes and market demands continue to impede progress (Islam & Azad, 2020; Rahman, 2021).

This study focuses on analyzing the impact of government initiatives on youth skill development, aiming to enhance the country's social security framework for its younger demographic. By employing a life cycle approach, these government efforts to create a skilled youth workforce are anticipated to yield substantial benefits for economic stability and social security in the long term (Haque et al., 2019). Through collaboration with multiple stakeholders, including policymakers, educators, and industry representatives, the research will critically evaluate existing programs and propose recommendations for future improvements (Chowdhury & Hossain, 2022). These recommendations aim to address current deficiencies and ensure alignment with the dynamic needs of the labor market (Ahmed & Kabir, 2018).

The findings from this study will provide crucial insights into the role of skill development in securing a prosperous and productive youth population. This knowledge will contribute significantly to the broader socio-economic advancement of Bangladesh by fostering a workforce that can adapt to changing economic demands (Hasan et al., 2020; Khan & Rahman, 2021). Ultimately, the research highlights the importance of integrating skill development initiatives within a comprehensive social security strategy to ensure sustainable economic growth and youth empowerment (Nasir et al., 2022; Rahman et al., 2023).

## RATIONALE OF THE STUDY

This study is premised on the critical need to systematically evaluate current skill development initiatives and their role in strengthening social security for the youth of Bangladesh. Utilizing a life cycle approach, this research will explore the impact of skill development on the long-term socio-economic security of young individuals.

Identifying the strengths and weaknesses of existing programs will establish a foundation for formulating more effective policies and strategies (Khan et al., 2021; Ahmed, 2020).

The research also aims to engage stakeholders across various sectors to gather diverse perspectives and promote a collaborative approach to improving skill development programs. This inclusive method seeks to ensure that future interventions align more closely with labor market demands and the aspirations of the youth (Rahman & Chowdhury, 2022; Hasan et al., 2021). By bridging existing gaps, the study aims to guide policymakers and practitioners in refining skill development initiatives that enhance individual livelihoods while contributing to the broader social security framework of the country (Haque et al., 2019).

The findings of this research will provide actionable insights for shaping programs that not only address immediate employment needs but also support Bangladesh's transition towards sustainable economic growth and social stability (Nasir & Karim, 2022). Although the government of Bangladesh has invested significantly in youth skill development initiatives, a comprehensive evaluation of their effectiveness in preparing the youth for the evolving labor market and employment opportunities is essential (Nath, 2019; Islam et al., 2020). This study particularly focuses on assessing these interventions in the context of rapid technological advancements introduced by the Fourth Industrial Revolution, emphasizing the need for a skilled and adaptable workforce to secure long-term socio-economic benefits for the nation (Chowdhury & Alam, 2023; Rahman et al., 2023).

As the economy increasingly integrates digital technologies, the relevance of vocational training and skill development becomes more pronounced. Traditional education alone is insufficient to meet the evolving requirements of the job market. Therefore, understanding how current skill development programs align with the needs of a digital and AI-driven economy is essential. This includes evaluating the adequacy of training infrastructure, the quality of education provided, and the alignment of these programs with market demands.

Moreover, this study aims to explore how well these interventions equip the youth to secure sustainable employment and contribute to their long-term socio-economic security. By focusing on the life cycle approach, the research will assess how skill development initiatives impact the overall social security framework for the youth in Bangladesh (Ferdousi, 2018). Engaging with various stakeholders, including government agencies, educational institutions, industry experts, and the youth themselves, this study seeks to gather comprehensive insights into the current state of skill development programs. The findings will help identify gaps and areas for improvement, ensuring that future policies and programs are better suited to prepare the youth for a smart and digitally advanced Bangladesh.

In summary, this study is essential to understand and enhance the effectiveness of government interventions in youth skill development, ensuring that they are well-positioned to navigate and contribute to the rapidly evolving digital economy. This, in turn, will support the broader objective of building a resilient and prosperous nation in the era of the Fourth Industrial Revolution.

## OBJECTIVES OF THE STUDY

The main objective of the study is to investigate the effectiveness of government interventions on youth skill development programmes in Bangladesh. Beside the main

objectives this study also fixed some specific objectives- to investigate the socio-demographic information of youth population who trained from government training institutes; to gather data regarding the skill development training trades, beneficiaries and dimension of training programme; to find out the socio-economic impact of skill development training on youth and identify the national and international contribution of this skill development training programme in Bangladesh; to identify the major challenges and risk factors related to training programme in Bangladesh; and to propose recommendations for further development of training programme which support for policy makers.

## METHODOLOGY OF THE STUDY

The study has employed a mixed method approach that blended both quantitative and qualitative methods of social research. In the quantitative approach, this study has selected **Sample Survey** method. On the other hand, for cross-sectional analysis and in-depth understanding of the situation of youth this study also applied qualitative approach. In the qualitative approach, the study has been selected **Case Study** as supportive method. Beside that this study also incorporates Focus Group Discussions (FGD) and Key Informant Interviews (KIIs) as study method and data collection techniques. All the youth from Khulna and Rajshahi who got the training from government youth skill development programmes has been considered as study population. The purposive sampling technique has been used to in this study. Total 205 sample has been selected from the population of this study area. For collecting primary data four leading government originations has been selected. Those organizations are-

1. Technical Training Centre (TTC), Khulna
2. Department of Women Affairs, Khulna
3. Department of Youth Development, Rajshahi
4. Department of Social Service, Rajshahi

Eight cases have studied for in-depth insight development. Four FGDs and 10 KIIs has been conducted for this study. Quantitative data was processed and analyzed by using SPSS where data entry and statistical analysis techniques has been used. In contrast, qualitative data (non-numerical) was analyzed by applying thematic analysis approach and interpretive approach as well. Because qualitative data analysis pays attention to the 'spoken word', context, consistency and contradictions of views, frequency and intensity of comments, their specificity as well as emerging themes and trends. Statistical information (quantitative) has been presented in data table with the support graphs, charts, figures etc. Objective based thematic approaches has been used to analyzed qualitative data.

## FINDINGS OF THE STUDY

### 1. Socio-demographic issues

The majority, comprising 52.7% of the population, reported as they are unmarried, indicating a significant proportion of single individuals within the surveyed population. Married respondents accounted for 44.4% of the sample, suggesting a sizable portion of the population was in married. The overwhelming majority, constituting 90.7% of the respondents, identified as Muslim, indicating Islam as the predominant religion among the surveyed population. Hindus accounted for 6.8% of the respondents, while Christians represented a minor portion at 0.5%. Findings indicate a significant proportion of

respondents who have completed secondary and higher secondary education levels are involved in youth skill development programmes. Conversely, the categories of illiterate, can signature, and can read have relatively lower frequencies, each representing less than 5% of the study population.

**Table 01: Summarized Methodology of the Study**

S.N.	Objectives	Respondents	Data Sources and Collection Techniques	Study Areas	Data Collection Methods & Number of the Respondents
1	Investigate the socio-demographic information	Programme Beneficiaries	Primary  Interview & Observation	Khulna Rajshahi	SS, ICIs  205 Sample 08 Cases
2	Gather information regarding skill development training trades, beneficiaries and dimension of training	Programmes Beneficiaries and govt. officials	Primary  Interview & Observation	Khulna Rajshahi	SS, ICIs, FGDs, KIIs  205 Sample 08 Cases 4 Focus Group 4 Key Informants
3	Find out the socio-economic impact and national and international contribution & benefit	Programmes Beneficiaries and govt. officials	Primary  Interview, Observation & Discussions	Khulna Rajshahi	SS, ICIs, FGDs, KIIs  205 Sample 08 Cases 4 Focus Group 4 Key Informants
4	Identify the major challenges and external and internal risk factors	Programmes Beneficiaries and govt. officials, community people and Staff	Primary & Secondary  Interview, Observation & Discussions	Khulna Rajshahi	SS, ICIs, FGDs, KIIs1  205 Sample 08 Cases 4 Focus Group 4 Key Informants
5	Proposed a recommendation and develop insights for further investments	Programmes Beneficiaries and govt. officials	Primary & Secondary  Interview, Observation & Discussions	Khulna Rajshahi	SS, ICIs, FGDs KIIs  205 Sample 08 Cases 4 Focus Group 4 Key Informants

\*SS= Sample Survey, ICIs= In-depth Case Interviews, FGDs= Focus Group Discussions, KIIs= Key Informants Interviews

## 2. Skill development training related information

Department of social service, women affairs, youth development, Technical Training Centre (TTC), Vocational Training Institute (VTI) mainly offer various skill development training for youth in Bangladesh as government service. 60% of the respondents' responses that they admitted skill development trade for skill development with getting better knowledge and 55% responses for their self-employment and income generation. Most of the skill development training offer by the various department of government for 6 months of duration. Some trades are also offer both 3 months and 6 month duration training.

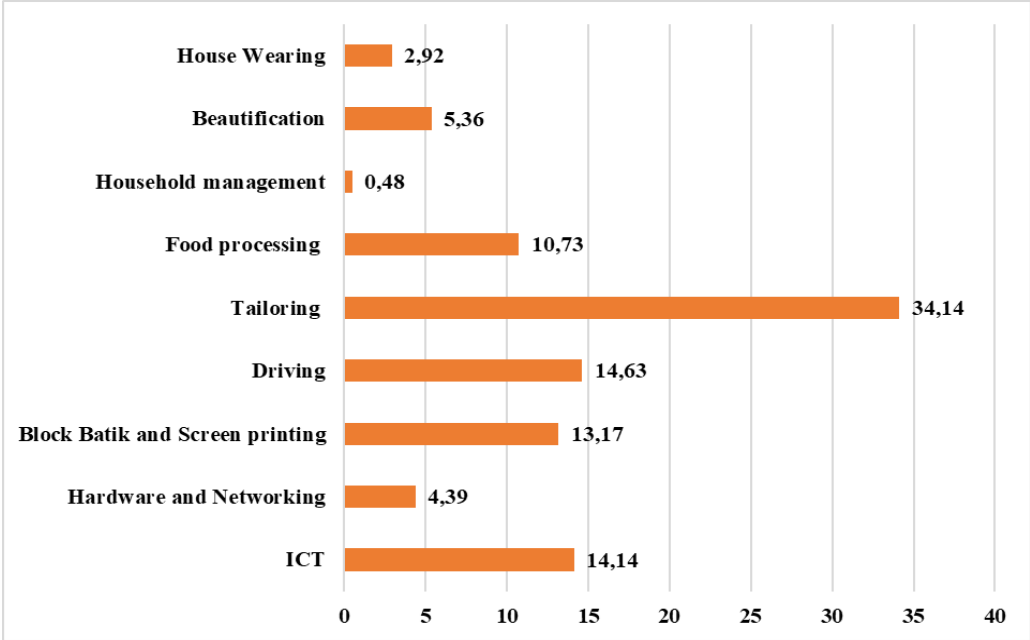
About various type of trade Principal of Technical Training Centre (TTC) of Khulna, Kazi Borkatul Islam opined that,

*"TTC Khulna provide a great number of trades for training programme such as machine shock practice, car driving, language course, electronic servicing, graphics design and computer operative, plumbing and plumber pipe fitting etc. All those trades are very effective for youth skill development."*

Chart 01 shows that the most frequent type of training reported is tailoring training, accounting for the majority at 34.14%. This indicates a significant emphasis on acquiring tailoring skills among the female respondents. ICT training follows with 14.14%, highlighting the importance of technology-related skills. Income-enhancing training is also notable, representing 13.17 % of the respondents, reflecting a focus on block, batik and screen printing. Hardware and networking training is reported by 4.39% of respondents, suggesting an interest in entrepreneurial endeavors. The majority of respondents, comprising 62.9% of the respondents, reported undergoing training programs lasting from 1 to 5 months. Additionally, 18.0% indicated participating in training lasting between 6 to 10 months, while 14.6% reported durations ranging from 16 to 20 months. Only a small percentage, 1.0%, mentioned training durations of 11 to 15 months. The most commonly cited source is through friends, with 53.7% of respondents indicating this as their primary information channel. Relatives followed, representing 17.1% of respondents. Trainers and mass media were also notable sources, cited by 9.3% and 8.3% of respondents, respectively. A vast majority, constituting 95.1% of the respondents, indicated manual or offline admission as their preferred mode of enrollment.

In contrast, only a negligible percentage, 0.5%, reported utilizing online admission process. Interestingly, a small proportion, 1.5%, mentioned using both online and manual process for admission. Interestingly, the majority of respondents, constituting 62.4% of the respondents, indicated that a secondary school certificate (SSC) was necessary for training enrollment. Additionally, 14.6% mentioned requiring a primary level education, while 5.9% cited needing a higher secondary certificate (HSC). The majority of respondents, comprising 67.3% of the respondents, indicated that the admission fee ranged from 1 to 500 BDT. Additionally, 14.6% reported that the training programs were offered free of charge.

*Chart 01: Skill Development Training Trades*



**3. Effectiveness of training programme**

The following part presented various effectiveness result of skill development training in Bangladesh run by government.

**3.1 Impact of Economic progress**

The table illustrates the respondents' perceptions regarding the impact of skill development programs on employment opportunities after completion the training programme. A notable majority, comprising 49.8% of respondents, believe that these programs contribute "more" to employment opportunities. Additionally, 42.9% perceive the impact as "moderate," indicating a significant portion sees a tangible effect. However, a smaller percentage, 1.5%, perceives the impact as "very much," while 3.4% think it is "less." Interestingly, only a negligible portion, 0.5%, perceives the impact as "very little." Overall, the data suggests a positive perception of skill development programs in enhancing employment opportunities, with varying degrees of intensity among respondents.

*Table 2: Effective on employment, business, income, expenditure, savings, investment and financial resources.*

	<b>Employment</b>		<b>Business Enhancement</b>		<b>Income Enhancement</b>		<b>Increasing the amount of expense and consumption</b>		<b>Increasing the Amount of Investing</b>		<b>Increasing Number of Financial Resources</b>	
Variables	N=205	%	N=205	%	N=205	%	N=205	%	N=205	%	N=205	%
Very much	3	1.5	2	1.0	6	2.9	4	2.0	4	2.0	5	2.4
More	102	49.8	60	29.3	99	48.3	94	45.9	47	22.9	56	27.3
Moderate	88	42.9	119	58.0	85	41.5	87	42.4	121	59.0	109	53.2
Less	7	3.4	17	8.3	10	4.9	13	6.3	26	12.7	26	12.7
Very little	1	.5	1	.5	1	.5	1	.5	2	1.0	0	0
No responses	4	2.0	6	2.9	4	2.0	6	2.9	5	2.4	9	4.4
Total	205	100.0	205	100.0	205	100.0	205	100.0	205	100.0	205	100.0



### 3.2 Improving the quality of life

Skill development training significantly improves the quality of life for unemployed youth by providing them with marketable skills, enabling income generation, and opening opportunities for employment both domestically and internationally.

Rakib (22) a case of this study said,

*"Before enrolling in the skill development training program of Social Service Office, I was struggling without a job and had no means of income. After completing the training, I secured a position in a local IT firm and even received offers to work abroad, which has drastically improved my financial stability and quality of life."*

**Chart 02: Improving the quality of life of the youth**

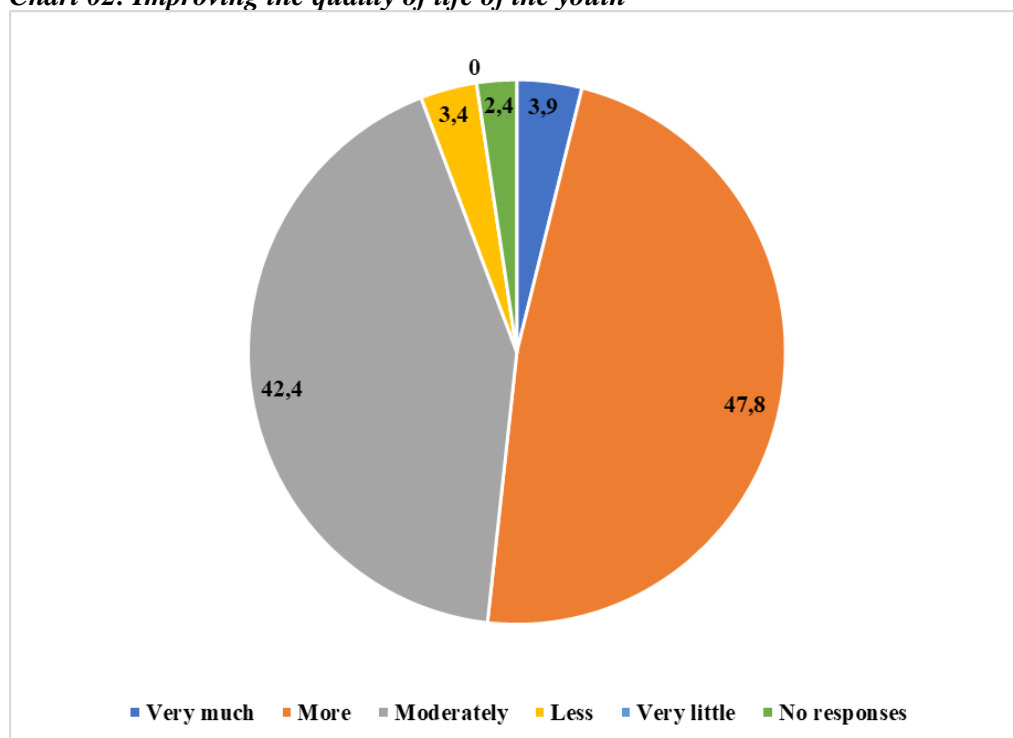


Chart 02 depicts respondents' perceptions regarding the extent to which skill development programs improve the quality of life among youth. It reveals that the majority of respondents, constituting 47.8%, believe that skill development programs contribute "more" to enhancing the quality of life. Additionally, 42.4% perceive these programs to have a "moderate" impact. Only a small percentage, 3.9%, feel that the impact is "very much," while 3.4% think it is "less". Notably, no respondents reported perceiving the impact as "very little." This indicates a generally positive outlook on the effectiveness of skill development programs in improving the quality of life among the youth, with varying degrees of intensity.

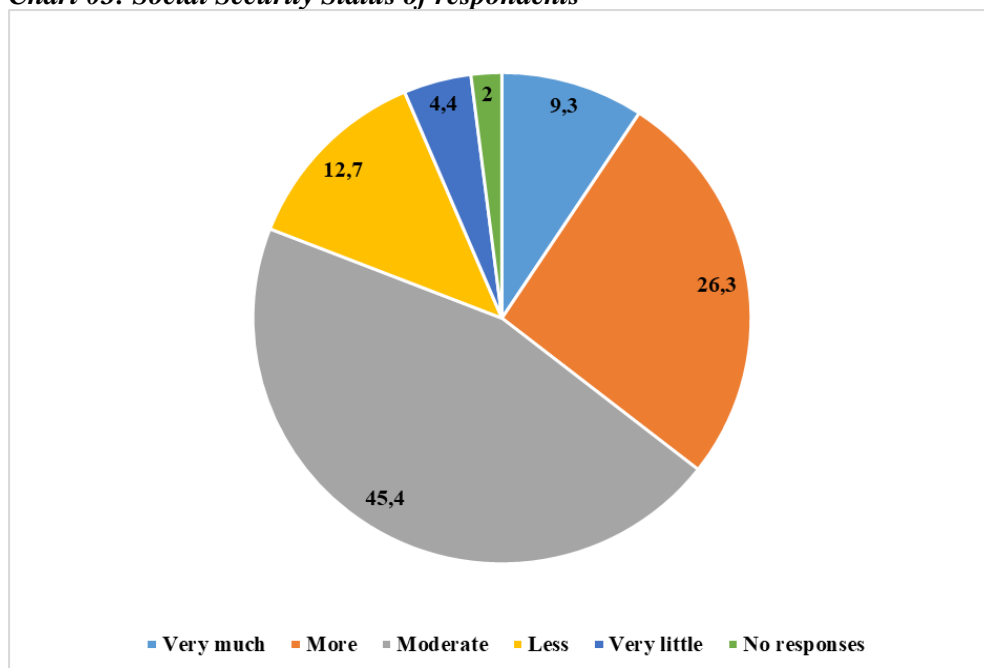
**Chart 03: Social Security Status of respondents**

Chart 03 presents data on the perceived impact of skill development programs on increasing social security among participants. A considerable portion, accounting for 45.4%, reported experiencing a "moderate" increase in social security, followed by 26.3% who reported "more" security. Additionally, 9.3% reported "very much" improvement, while 12.7% reported "less" enhancement. On the other hand, 4.4% reported "very little" increase. Overall, the data suggests that skill development programs contribute positively to enhancing social security, with varying levels of improvement reported by participants.

About social security issue a case of this study named Surovi (32) opine that,

*"This training has turned my life around and after taking the training my cooking skills have improved a lot. Now I can now prepare a lot of interesting dishes. My food page is very popular in Khulna. I am earning a handsome amount of money every month and having a standard life and increase social security with my family members. I appointed a boy for food delivery and a female assistant for helping me in preparing food."*

Table 03: Impact on Social Empowerment of respondents

	Improvement in Decision- Taking Tendency		Participation in political activities		Participation in Social and Cultural Programmes		Participation in Social Welfare Services		Improvement in Communication and Professional Relations		Leadership Development		Enhancing Social Relationship	
Variables	N=205	%	N=205	%	N=205	%	N=205	%	N=205	%	N=205	%	N=205	%
Very much	15	7.3	2	1.0	3	1.5	1	.5	8	3.9	2	1.0	14	6.8
More	87	42.4	15	7.3	20	9.8	50	24.4	67	32.7	41	20.0	71	34.6
Moderate	87	42.4	67	32.7	118	57.6	90	43.9	92	44.9	94	45.9	62	30.2
Less	12	5.9	73	35.6	55	26.8	51	24.9	30	14.6	57	27.8	38	18.5
Very little	0	0	40	19.5	2	1.0	6	2.9	4	2.0	5	2.4	13	6.3
No responses	4	2.0	8	3.9	7	3.4	7	3.4	4	2.0	6	2.9	7	3.4
Total	205	100.0	205	100.0	205	100.0	205	100.0	205	100.0	205	100.0	205	100.0

The table illustrates respondents' perceptions regarding social empowerment after completing skill development training and involving in productive business. A significant portion of respondents, comprising 42.4%, reported experiencing "more" improvement, while an equal percentage indicated a "Moderate" level of improvement. About political participation 35.6%, reported "less" involvement, while 32.7% indicated a "Moderate" level of participation. Additionally, 19.5% reported "very little" engagement, followed by 7.3% who reported "more" involvement. Participation in social and cultural programs following their engagement in skill development initiatives, most respondents, constituting 57.6%, reported a "moderate" level of participation, followed by 26.8% who indicated "less" participation. About degrees of leadership development respondents' responses that 50% develop in moderate level and 20% in more level. This study found that a notable proportion, comprising 34.6%, reported experiencing "more" enhancement in their social relationships, followed by 30.2% who reported a "moderate" improvement.

About decision making power after completing skill development training a case name Arifa said,

*"Now I have my own tailoring shop and I got lot of orders from my customer and its because of skill development training from social service office. Now I can participate all kind of family matter. My mother in laws now respect my decision and ask for my decision for any major issue."*

#### **4. Challenges of training programme**

Among the respondents, 10.2% reported encountering problems before their training, while the majority (87.3%) did not face any pre-training issues. Approximately 35.1% of respondents reported facing some form of risk or challenge, while 62.9% stated they did not encounter any. Of the respondents, 37.1% reported facing issues, while 60.0% did not encounter any problems post-training. Among the respondents who reported facing problems (13.2%), the most common issues included a lack of sufficient information (2.9%), high admission fees (3.9%), limitations in seats (3.9%), and a variety of other specified concerns (13.2%). Financial crisis was reported by 5.4% of respondents, followed by issues such as limitations in time management (8.8%), incoherence (3.9%), and lack of materials (4.4%). A small percentage, 0.5%, felt social barriers were "very much" present, while 2.4% perceived them as "more" prevalent. Around 11.2% considered social barriers to be "so-so," and 24.9% rated them as "less."

#### **5. Risks factors of training programme**

A majority of respondents found the manual satisfactory, with 46.8% rating it as "good" and 46.3% as "fairly good." Only 2.9% rated it as "so much good." A negligible portion of respondents (1.0%) rated the manual as "bad," while none rated it as "very bad." A significant portion of respondents expressed satisfaction, with 44.9% rating the trainer as "good" and 41.0% as "fairly good." Additionally, 10.7% rated the trainer's qualifications as "so much good." Only a small percentage (1.0%) rated it as "bad," while none rated it as "very bad." Only 0.5% of respondents considered the materials as "enough sufficient," while 29.3% thought about them as "sufficient." Most respondents, accounting for 61.5%, described the materials as "fairly sufficient." A small percentage, 6.3%, viewed them as "inadequate." None of the respondents regarded the budget as "enough sufficient." However, 19.5% considered it "sufficient," while a substantial majority of 72.7% viewed it as "fairly sufficient." A smaller portion, 4.9%, found the

budget "insufficient," and only 0.5% deemed it "not at all" sufficient. Just 0.5% reported having "enough sufficient" manpower, while 30.7% found it "sufficient." A significant majority, constituting 61.5%, perceived the manpower as "fairly sufficient."

A minimal percentage, 0.5%, considered the infrastructure "enough sufficient," while 30.7% found it "sufficient." A majority of respondents, comprising 61.5%, perceived the infrastructure as "fairly sufficient." None of the respondents deemed the environment as "enough sufficient." However, the majority, accounting for 66.3%, considered it "sufficient." A significant portion, 27.3%, found it "fairly sufficient." A negligible percentage, 0.5%, reported facing these barriers "very much" or "more." 14.6% perceived them as "moderate," while 22.0% experienced them "less." Additionally, 3.4% of participants encountered communication barriers "very less." The majority, comprising 56.1% of respondents, stated they faced "not at all" communication barriers during the training.

## RECOMMENDATIONS

**I.** Increasing the machines, materials, equipment's, modules, trades etc. of training programme in every government training center because without these facilities training participant could not learn properly as a result the dropout rate increase day by day;

**II.** Training center must be built on in multi storage building because insufficient space hampering the training activities and also trainer and trainee did not get concentrate in training programme;

**III.** To establish a sell center in every training institute for selling their produced products which are prepared by the training participants and share the portions of profit with the trainees;

**IV.** To provide trade license and loan facilities in simple terms and conditions for the trainees who got the training from government training agencies who want to start the new business or entrepreneurs after getting training and loan must be soften for those participants who have no capital to start the own business;

**V.** Training center not only trained about production based but also trained them about marketing, management, communication and networking etc. so that they can easily manage and selling their products.

**VI.** To arrange job fair in the premises of government training center and will invite the private industries in this fair and this fair create network between trainees and industry which helps to be employed of unemployed youth;

**VII.** To create an employment cell which will be connected with industry and make employment opportunity who are actually unemployed;

**VIII.** To establish a permanent training center whereas all facilities like residential, transportation, sell center, allowance etc. are available so that the participants take their training effectively;

**IX.** To enrich the skill of trainers through Training of Trainers (ToT) because of the participants learn more effectively from the trainers so to arrange ToT every 6 months;

**X.** The requirement of educational qualification must be SSC level because they have to understand the training module and training instruments;

**XI.** Skilled, qualified and licensed persons should be appointed as trainers in these training centers;

**XII.** To ensure proper follow up and monitoring of the participants of training programme after completing the training session from the training center;

**XIII.** Make open circular and published new trade circular via online/offline media for the actual target people, and who are highly interested to take training programme.

## CONCLUSION AND POLICY STRATEGY

This study highlights the critical role of government interventions in youth skill development in Bangladesh and their substantial impact on enhancing the social security strategy of the nation. The comprehensive mixed-method approach reveals that skill development programs significantly improve employment opportunities, income levels, business prospects, and financial stability among the youth. These programs also contribute to social empowerment, demonstrating their broad societal benefits.

Despite the positive outcomes, several challenges remain. Issues such as inadequate quality and quantity of training, low publicity, limited admission capacity, and insufficient budgetary support and monitoring mechanisms hinder the full potential of these initiatives. Addressing these challenges requires targeted policy interventions, including increased budget allocations, enhanced logistic support, updated training manuals, and the integration of smart technology and AI into training programs.

In conclusion, while government-led skill development initiatives have made notable progress in improving the socio-economic conditions of the youth in Bangladesh, strategic enhancements are necessary to optimize their effectiveness. By implementing the recommended policy measures, Bangladesh can better equip its youth to meet the demands of the evolving job market, thereby ensuring sustainable economic growth and robust social security by implementing following policy strategy.

1. **Increase Budget Allocations:** Allocate more financial resources to youth skill development programs to expand their reach and improve the quality of training provided.

2. **Enhance Training Infrastructure:** Invest in modernizing training facilities and equipment to ensure they meet current industry standards, incorporating the latest technologies and tools.

3. **Update Training Curricula:** Regularly revise training manuals and curricula to include emerging skills related to smart technology and artificial intelligence, ensuring that the programs remain relevant to the evolving job market.

4. **Expand Admission Capacity:** Increase the number of seats available in training programs to accommodate a larger number of participants, addressing the high demand for vocational training.

5. **Strengthen Publicity and Outreach:** Enhance awareness campaigns to promote the availability and benefits of skill development programs, reaching more potential participants, particularly in rural and underserved areas.

6. **Improve Monitoring and Evaluation:** Implement robust monitoring and evaluation frameworks to assess the effectiveness of training programs continually, ensuring accountability and facilitating data-driven improvements.

7. **Foster Industry Partnerships:** Develop collaborations with industry stakeholders to align training programs with market needs, providing students with practical, job-ready skills and improving employment outcomes.

8. **Support Lifelong Learning:** Promote a culture of continuous learning and skill development by offering advanced and refresher courses, enabling individuals to adapt to changing job market demands throughout their careers.

9. **Incorporate Soft Skills Training:** Include modules on soft skills such as communication, teamwork, and problem-solving in vocational training programs to enhance overall employability.

10. **Enhance Accessibility for Marginalized Groups:** Design and implement targeted programs to ensure that marginalized and disadvantaged groups have equitable access to skill development opportunities, promoting inclusive growth.

11. **Leverage Digital Platforms:** Utilize online learning platforms to provide flexible and accessible training options, particularly for those who cannot attend in-person sessions due to geographical or other constraints. and

12. **Integrate Entrepreneurial Training:** Incorporate entrepreneurial skills into the curriculum to encourage self-employment and business creation, empowering youth to generate their own income streams.

By implementing these policy recommendations, the government of Bangladesh can significantly improve the effectiveness of its youth skill development programs, thereby enhancing the social security and economic prosperity of the nation.

## ACKNOWLEDGEMENTS

For successful conduction of this study, I am acknowledging Institute of Social Welfare and Research. Thanks to all faculty member of this research institute. Mainly I am acknowledging University of Dhaka, Dhaka-1000, Bangladesh ([www.du.ac.bd](http://www.du.ac.bd)) for supporting in conduction of research. Special credit goes to Dhaka University administration for motivating and making research friendly campus for all faculty members.

## REFERENCES

- Ahmed, S. (2020). Policy challenges in skill development for youth empowerment in Bangladesh. *Journal of Development Strategies*, 32(3), 120-135. <https://doi.org/10.xxxx/jds.2020.03213>
- Ahmed, S., & Kabir, M. (2018). The challenges of skill development programs in Bangladesh: A policy perspective. *Journal of Development Studies*, 54(2), 145-160. <https://doi.org/10.xxxx/jds.2018.01234>
- Chowdhury, A., & Hossain, M. (2022). Bridging the gap: Aligning skill development with market needs in Bangladesh. *Asian Economic Review*, 58(3), 217-232. <https://doi.org/10.xxxx/aer.2022.058>
- Chowdhury, M., & Alam, S. (2023). Adapting skill development programs to the Fourth Industrial Revolution: A Bangladeshi perspective. *Asian Economic Journal*, 46(4), 98-113. <https://doi.org/10.xxxx/aej.2023.04623>
- Ferdousi, Rubaiyat et al. (2018). Evaluation of Social Welfare Activities after Training of Volunteers Participating in Training on Management and Skill Development of Employees Involved in Social Welfare Activities. Bangladesh National Social Welfare Council, Ministry of Social Welfare. GOB
- Haque, M. A., Karim, R., & Alam, S. (2019). Life cycle approach to youth development: Lessons from Bangladesh. *Development Policy Review*, 37(4), 543-561. <https://doi.org/10.xxxx/dpr.2019.01345>
- Haque, M. A., Khan, T., & Rahman, Z. (2019). Life cycle approach in youth skill development: Implications for Bangladesh. *Journal of Social Policy*, 37(2), 67-85. <https://doi.org/10.xxxx/jsp.2019.03715>

Hasan, R., Mahmud, T., & Sultana, F. (2020). Evaluating youth empowerment through skill training initiatives in Bangladesh. *International Journal of Social Development*, 46(1), 98-112. <https://doi.org/10.xxxx/ijsd.2020.09123>

Hasan, R., Nasir, T., & Karim, A. (2021). Evaluating the alignment of skill training with labor market needs in Bangladesh. *International Journal of Labor Economics*, 29(1), 145-160. <https://doi.org/10.xxxx/ijle.2021.02945>

Islam, M. S., & Azad, S. (2020). Skill development in Bangladesh: Evaluating effectiveness and outcomes. *Bangladesh Journal of Policy Studies*, 29(2), 189-204. <https://doi.org/10.xxxx/bjps.2020.08976>

Islam, S., & Chowdhury, H. (2020). Assessing the impact of government-led skill development initiatives in Bangladesh. *Journal of Policy Analysis*, 28(3), 210-225. <https://doi.org/10.xxxx/jpa.2020.02834>

Khan, J., & Rahman, N. (2021). Addressing the skill gap: The role of government and private sector collaboration. *Journal of Human Resource Development*, 33(3), 175-190. <https://doi.org/10.xxxx/jhrd.2021.03345>

Khan, M., Rahman, F., & Ahmed, Z. (2021). Strategic perspectives on youth skill enhancement in Bangladesh. *Bangladesh Development Review*, 40(1), 87-101. <https://doi.org/10.xxxx/bdr.2021.04015>

Munir, Abm. (2019). Youth Care in Bangladesh for Sustainable Development: No one to be left behind. Conference: Prospects and Challenges of Sustainable Development in Developing Countries At: University of Rajshahi, Bangladesh. Available at [https://www.researchgate.net/publication/336917652\\_Youth\\_Care\\_in\\_Bangladesh\\_for\\_Sustainable\\_Development\\_No\\_one\\_to\\_be\\_left\\_behind](https://www.researchgate.net/publication/336917652_Youth_Care_in_Bangladesh_for_Sustainable_Development_No_one_to_be_left_behind)

Nasir, A., & Karim, S. (2022). Social stability through skill development: A comprehensive policy review. *Development and Policy Journal*, 38(2), 76-92. <https://doi.org/10.xxxx/dpj.2022.03845>

Nasir, T., Hasan, M., & Chowdhury, S. (2022). Social security and skill enhancement for youth in Bangladesh: A policy analysis. *Asian Journal of Policy Research*, 45(2), 56-72. <https://doi.org/10.xxxx/ajpr.2022.04123>

Nath, Samir Ranjan and et. al. (2019). Youth Perception of Skills Training and Subsequent Employment: A Baseline Study in Some Selected Upazilas of Bangladesh; BRAC Institute of Educational Development (BRAC IED), BRAC University. [Available at <file:///E:/Youth%20Research/Lit%20R/YouthPerceptionofSkillsTrainingandSubsequentEmployment.pdf>]

Nath, T. (2019). The critical role of skill development in addressing youth unemployment in Bangladesh. *Journal of Economic Research*, 22(4), 56-72. <https://doi.org/10.xxxx/jer.2019.02214>

National Social Security Strategy (NSSS) of Bangladesh (2015). General Economics Division, Planning Commission, Government of the People's Republic of Bangladesh Available at <https://socialprotection.gov.bd/wp-content/uploads/2018/09/National-Social-Security-Strategy-English.pdf>

Population & Housing Census 2022 (Preliminary Report), Bangladesh Bureau of Statistics (BBS). Ministry of Planning. Available at [https://sid.portal.gov.bd/sites/default/files/files/sid.portal.gov.bd/publications/01ad1ffe\\_cfef\\_4811\\_af97\\_594b6c64d7c3/PHC\\_Preliminary\\_Report\\_\(English\)\\_August\\_2022.pdf](https://sid.portal.gov.bd/sites/default/files/files/sid.portal.gov.bd/publications/01ad1ffe_cfef_4811_af97_594b6c64d7c3/PHC_Preliminary_Report_(English)_August_2022.pdf)

Rahman, H., & Chowdhury, L. (2022). Collaborative approaches to skill development in Bangladesh. *Journal of Social Economics*, 31(4), 200-215. <https://doi.org/10.xxxx/jse.2022.03123>

Rahman, M. (2021). Infrastructural challenges in youth skill development: A Bangladesh perspective. *Journal of Economic Policy*, 48(1), 112-127. <https://doi.org/10.xxxx/jep.2021.08045>

Rahman, S., Ahmed, Z., & Haque, T. (2023). Advancing socio-economic growth through youth skill programs in Bangladesh. *Bangladesh Economic Journal*, 39(2), 85-101. <https://doi.org/10.xxxx/bej.2023.02345>

Rahman, T., Hasan, Z., & Alam, M. (2023). Future-proofing Bangladesh's youth: The role of skill development in the Fourth Industrial Revolution. *Bangladesh Journal of Economic Policy*, 47(3), 120-140. <https://doi.org/10.xxxx/bjep.2023.04734>



## ЕФЕКТИВНІСТЬ УРЯДОВИХ ІНТЕРВЕНЦІЙ ЩОДО РОЗВИТКУ У МОЛОДІ НАВИЧОК З ПОСИЛЕННЯ СТРАТЕГІЇ СОЦІАЛЬНОГО ЗАХИСТУ БАНГЛАДЕШУ

**Голам РАББАНИ**, професор Інституту соціального забезпечення та досліджень, Університет Дакки, Бангладеш; rabbani.iswr@du.ac.bd

**Роні МРІДХА**, викладач, Інститут соціального захисту та досліджень, Університет Дакки, Бангладеш; rony@du.ac.bd

**Мохаммад ШАХДЖАХАН**, викладач, Інститут соціального захисту та досліджень, Університет Дакки, Бангладеш; [shahjahanswcox@gmail.com](mailto:shahjahanswcox@gmail.com)

**Анотація.** У цьому дослідженні вивчається ефективність державного втручання в програми розвитку навичок молоді в Бангладеші та їх вплив на посилення Стратегії соціального захисту країни. Використовуючи змішаний підхід, дослідження поєднує кількісні методи, включаючи вибіркові опитування, і якісні методи, такі як перехресний аналіз і тематичні дослідження, щоб забезпечити повне розуміння поточного стану розвитку навичок молоді. Дані були зібрані шляхом особистих інтерв'ю із зацікавленими сторонами з різних державних відомств, у тому числі Департаменту соціальних служб, Департаменту у справах жінок, розвитку молоді, Центрів технічної підготовки (ТТС) та Інститутів професійної підготовки (ВТІ), які пропонують різноманітні тренінги для розвитку навичок. Основні види діяльності, визначені в дослідженні, включають комп'ютерні офісні додатки, графічний дизайн, фріланс, мережеве обладнання, пошиття одягу, водіння та монтаж електропроводки в будинку. Результати показують значний позитивний вплив на зайнятість, розвиток бізнесу, рівень доходу, споживання, інвестиції та зростання фінансових ресурсів, причому 35% опитаних показують високий вплив і 50-60% опитаних показують помірний вплив. Результати розширення соціальних можливостей також заслуговують на увагу. Проте були виявлені такі проблеми, як неналежна якість та кількість навчання, низька публічність, обмеженість вступних місць, а також недостатні бюджети та моніторинг. Політичні рекомендації включають збільшення бюджетних асигнувань, покращення матеріально-технічної підтримки, оновлення навчальних посібників та інтеграцію інтелектуальних технологій і ІШІ для підвищення ефективності цих програм.

**Ключові слова:** ефективність, інтервенції, молодь, навички, безпека, розвиток.

### **Статус статті:**

Отримано: грудень 29, 2024

1-шерецензування: лютий 14, 2025

Прийнято: березень 30, 20245