

**Project Implementation
On
Impact of Leadership and Skill Development Training on Career
Readiness: Bangladesh Youth Leadership Centre (BYLC), Dhaka.**



Daffodil
International
University

Submitted by

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**Project Implementation
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Readiness: Bangladesh Youth Leadership Centre (BYLC), Dhaka.**

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Letter of Transmittal

November 5th, 2024

Md Kamruzzaman Didar

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Department of Innovation & Entrepreneurship

Daffodil International University

Subject: Report about “Impact of Leadership and Skill Development Training on Career Readiness: Bangladesh Youth Leadership Centre (BYLC), Dhaka.”

Dear Teacher,

It is my great pleasure to submit the internship report named **“Impact of Leadership and Skill Development Training on Career Readiness: Bangladesh Youth Leadership Centre (BYLC), Dhaka.”** as a part of Project 12 of the Department of Innovation & Entrepreneurship for your kind consideration. I'm going to give it my all for this report. It comes from Daffodil International University's Innovation & Entrepreneurship department.

Within a limited time, I have worked to make this report as comprehensive as possible. But there may be some incompleteness due to various restrictions. For this reason, I beg your kind consideration in this regard.

Sincerely,

Tamim

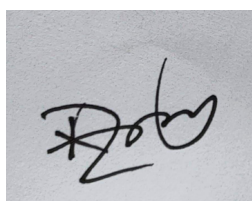
Abrar Hasin Tamim

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Certificate of Approval

This is certifying that Abrar Hasin Tamim bearing ID No:212-45-004 is a regular student of Department of Innovation & Entrepreneurship, Faculty of Business and Entrepreneurship, Daffodil International University. He has successfully completed his project 12 on “**Impact of Leadership and Skill Development Training on Career Readiness: Bangladesh Youth Leadership Centre (BYLC), Dhaka.**”

I have gone through the project and found the report feasible. I wish his every success in life.



Md Kamruzzaman Didar

Head

Department of Innovation & Entrepreneurship
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Acknowledgement

I have worked on this project with the kindly assistance of the Almighty Allah. It would not have been possible without the kind support and assistance of many people and organisations, though. They all have my heartfelt gratitude, which I would like to express. I owe a huge debt of gratitude to my supervisor, Md Kamruzzaman Didar, Head, Department of Innovation Entrepreneurship at Daffodil International University, and Zahir Raihan, Senior Executive, Branding, Marketing and Communication Team, BYLC for their direction, continual supervision, and provision of the knowledge I needed to complete the project.

Executive summary

This report focuses on the effectiveness of Leadership and Skill Development training programs in enhancing work readiness among undergraduate students, with a focus on BYLC, Dhaka. The study comprehends how well BYLC prepares its participants to be competent in job markets. Informed consent from each participant, interviews, questionnaires, and analysis of data will be part of the survey for securing information from the participants, teachers, and employers involved.

Results show that there is a significant enhancement in the leadership, communication, teamwork, and problem-solving skills of the respondents. Besides that, the confidence and adaptability of the graduates have been enhanced, which are very important features they should possess in securing job opportunities. The employers were satisfied with the work readiness of the graduates. Recommendations are made for the improvement in effectiveness through curriculum improvement, industrial links, and monitoring and continuous evaluation.

This report constitutes a final project paper for the Department of Innovation & Entrepreneurship, leading to the degree of Bachelor of Business Administration, at Daffodil International University.

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Chapter 1

1.1 Introductions

The social transformation from academic institutions to the professional sector has remained a major concern demanding and intense in the concurrently rising and rapidly evolving XXI century global market environment. Undergraduate students, Bangladesh's future human capital, face a number of issues while they are attaining gainful employment and to partake in the development of the nation. Against this backdrop, we start with a detailed background analysis of the known Bangladesh Youth Leadership Center (BYLC) within the high rising giant of the sprawling city of Dhaka to establish the extent of its importance in shaping the workplace. extent of preparedness of these young people. Bangladesh, a country often associated with a young population is on the verge of experiencing a gigantic potential and opportunity. However, such a demographic dividend is only possible when younger people are sufficiently prepared to possess the essential leadership competencies and skills required in today's organisations for competence, their fit within organisations, and paragraphs within each section. Leaving the academia for the civilian work environment employment does not entitle education to be just academic achievements and one has to work hard in developing critical interpersonal and communication skills, problem solving skills and ethical behaviours including leadership values. BYLC was founded in the year 2009 with the main objective of assisting youth transform from school acquisition of knowledge and was applying that knowledge every day. Training activities which are organised by their academies combine leadership knowledge and be familiar with ethical considerations and procedural knowledge applicable on the job. The hope therefore is to produce graduates who are nurtured not just in their intellect. labourers but as the 'men and women with ideas and ideals'. Inter alia, this internship report closely examines the extent to which BYLC's leadership and skill training is actualized. enhances job readiness for the undergraduate students in Bangladesh and as such, various types of research methods will be employed to find out what exists and what can be enhanced. The big idea here is to analyse the effect created in the organisation this is BYLC providing helpful tips to advance the programs they have set up. That is why we would like to help answer the larger question concerning the general methods of preparing youth for employment and employability in Bangladesh and other countries as well.

1.2 Background of Report

Bangladesh is full of the youth eager to bring changes, but the aspiring businessmen and entrepreneurs hit a great problem when it gets to the time of seeking Employment after University. A recent survey conducted by an organisation known as BYLC established that

approximately 2 and 5 million young people attempt to enter the working force every year but a number of them end up jobless, or employed in substandard or lower capacity jobs than they are qualified for. This means there is a huge difference between those who actually have IT jobs and those with IT education and training. what students learn in school and the competencies that are relevant in the workplace. By this, BYLC has been trying its level best to do away with this scourge by imparting leadership and soft skills training. It is a unique movie that enlightens young people on issues to do with careers and success. They are relatively young; they began their operation in the year 2009, and up to now, they've been serving all sorts of activities – leadership seminars and classes on communication, practical assignments and training. and more. They are trained in values and ethics of leadership, therefore they would wish generate qualified employees and ethical members of society.

1.3 Objective of the Study

Quite specifically, the goals of this study are as follows: The first and foremost aim of this study is to produce a scientifically sound analysis of the impact of BYLC.

Over the course of this analysis, various aspects of Leadership and Skill Development training programs in the promotion of job readiness among undergraduate students. To achieve this objective, the study will: To achieve this objective, the study will:

- Evaluate the effectiveness of BYLC's training programs in relation to leadership skill enhancement. Hypothesis testing also indicated substantial within-group improvement on the development of communication skills, interpersonal and soft skills, and job-specific competencies among program participants.
- To create awareness, experience, and understanding of the ideas, feelings, and thoughts of the participants in a program as well as the instructors. to employers so that they would be able to get an overall view of the training's efficiency.
- Analyse the correspondence of BYLC's training programs to the new demands in the job market in Bangladesh.
- To find problems and offer recommendations for boosting output

1.4 Scope of the Study

Hypothesis of this study is centred on the effectiveness of BYLC's Leadership and Skill Development training programs. To have it, information has to be collected from those who are or have undergone through the program. individuals such as current and former BYLC students, teachers, and employers. The study's geographical scope conducted in Dhaka only, as it is the operating area of BYLC. Moreover, it should also be noted that the primary emphasis will be placed on the issues affecting the undergraduate students, the insights from many a stakeholder will be useful in painting an overall picture. image of how the program is going to affect the society, organization or group, in cases where it is

implemented. The author ensured that all aspect of BYLC's contribution was captured by delineating a broad research question that captured all the core areas of its work. to fill this gap a conceptual foundation to work preparedness development in the context of Bangladesh's youths is adopted. research method that employs both survey and interviews with the use of data analysis. At the same time, it is expected that the results of the study as well as recommendations made will not only aid in enlightening the effectiveness of BYLC's programs but will also help expand the existing understanding of. downloads that are observed to revive discussion pertaining the provision of youth with the proper skills and leadership to provide a fitting solution to cope up with the ever changing job market environment.

Chapter 2

2.1 Overview of BYLC

The BYLC is the first leadership institute which is established in Bangladesh with the vision of turning this country into a much better place in near future by grooming young generations as ethical leaders. BYLC was established in the year 2008 by Ejaj Ahmad who was inspired from his capability in the Harvard University in the Kennedy School of Government. To reduce the leadership crisis which was very much prevalent in the context of Bangladesh, Ahmad wanted to educate the youths to provide leadership skills, values and knowledge.

One must also be fluent to know that the center provides several programs out of which leadership, training, professional, development programs, social entrepreneurship programs among others that is touched in the center. BYLC's BBLT program organizes young people of different education level, different economic status and come from different zones and then expect them to fight prejudice and build up tolerance.

BYLC has expanded and developed over the years and has impacted the lives of many and alumni are accomplishing great things in various fields. These key values are expressed in distinct educational paradigms and therefore are contain practices like the focus of knowledge by experience, critical thinking, and community engagement as a few of the objectives carried out by the organization. BYLC also maintains that it provides it another chance to enable the youthful, energetic leaders to network and implement the social causes projects.

The above published activities have been well recognized by the national and international organizations and institutions making BYLC more central figure and significance in the development and leadership training of the youth of Bangladesh. This center's work is still useful, and it continues to create the new forms of programs that address the needs of the youth in the context of the country with the focus on the goal of raising the generation of leaders with the strong ethical standards and commitment to fight for the equality of the opportunities for all.

2.2 Vision-Mission

Vision

Caring force is the determination of a society that is economically well off, free from social injustice, and open for all the individuals who are willing to brave the system for change competent leaders.

Mission

This intervention will ensure that close relations are fostered especially between youths of different origin and prepare them for leadership vocational competencies, relate them to occupations and business ventures, thus providing them with the ability to positively impact in its workings in public, private and civil domains.

Core values listed for Bangladesh Youth Leadership Center (BYLC):

- Practise Adaptive Leadership
- Integrity
- To be the organisation which excels in everything that is done.
- Respect For Others
- Continuous Development
- Empathy

Chapter 3

Program details

3.1 Leadership Training Program

Leadership for Kids

Today's world is the world of children and tomorrow's leaders will be from these children only. YCA believes that children can be trained in leadership if through the Leadership for Kids program, for us to empower them with the skills and the values that would enable them to achieve their full potential. Over the past thirteen years, BYLC has been consistent in the development of the leadership, problem solving, and communication skills. Having lectured leadership to over 6000 high school, our target groups of learners, which include

college, and university students, we have come to appreciate the importance of stopping good habits in learners. empathy, creativity and, most importantly, an understanding of the world and how one can change it at such an early age.

The COVID-19 led to the launch of Leadership for Kids (LFK), a four weeks long online leadership course in 2020. project implemented to ensure that young children all over Bangladesh are catered for.

Building Bridges through Leadership Training Junior:

Thus, the Building Bridges through Leadership Training Junior (BBLTJ) is a five weeks programme. specifically for secondary school level students in junior high school or middle school consisting of sixth, seventh, eighth, ninth, and tenth graders. It is also worthy to point out that the BBLTJ program employs a certain competitive selection in order to admit the students with several types of educational track backgrounds. namely English and Bengali medium schools and Madrassa schools. The program modified to the learning style of the target group of learners. requirement s of learners, which are in the group of the 12-16 year olds, it aims at the cultivation of a principles of leadership, team work, community and active participation in the community.

The program aims more at the senior-learning age students in class 6 to 10 in order to inculcate positive values from an early age so that the aspects of leadership and bearing a bridge stay impactful in their lives. their lives.

Building Bridges through Leadership Training:

About BBLT Building Bridges through Leadership Training is a eight weeks program of BYLC. Leadership training program. Specially suitable for HSC/Alim/A Levels and first and second year students. university students, to enroll students the BBLT program adopts a competition based admission criteria. from the three tracks of education in equal proportions, showing their coordination with each other as a management team. This characteristic entails the following: The curriculum for the program has borrowed most of its principles from what is taught in leadership courses at Harvard University.

The demanding programme of training together with the use of the Knowledge by Application model is likely to pose students to engage them in critical thinking of leadership and how they can actualize change. in society. During the first part of the program, learners attempt at experimenting, in this step they take chances at: challenge those preconceptions within the classroom. During the second phase students have the chance to apply the learned knowledge practically through putting into practice community service and nongovernmental organisation awareness projects in less privileged societies.

Art and Practice of Leadership:

The Art and Practice of Leadership (APL): This would is a leadership and skills conference that spans for three days. Development National Workshop with the provision of a rare

practice for participants to gain. why and how to practice leadership in a crisis. As it stems from Harvard University the game was initially designed. In return, APL provides the participants with an opportunity to begin a thought-provoking self-learning process that can assist them. obtain advanced knowledge for the posterior COVID-19 conditions and acquire new abilities for performing. fit for competing in the labor market that has become dynamic. The targeted participants include students from the best universities all over the world. Bangladesh will also gain the chance to be a member of a stronger youth leaders grouping.

3.2 PROFESSIONAL Development Program

CareerX:

CareerX is a comprehensive one month training exercise, aimed at enhancing professional skills of the students graduates and young professionals towards ensuring that they get the best start possible with their professional lives. The According to the set criteria the given program includes the following topics which are considered to be significant for the modern workplace: communication. management, operational, intrapreneurial, and others. Video-based online modules are implemented with in-person, instructor-led and Virtual classes weekly Capstone programs to guarantee a really realistic practice and learning process.

Career Bootcamp:

Career Bootcamp is directed to the young learners who feel that they want to progress in the career ladder quickly acquire adequate skills, and establish themselves in the current complex working environment. This program aims at educating, supporting and enabling program participants with appropriate skills, Knowledge and confidence to achieve maximum productivity in their respective fields of work.

3.3 Entrepreneurship Development

BYLC Ventures

We are privileged to have imparted leadership to over five thousand of Bangladesh's young women and men, for over a decade. Having coached many of them as they started own businesses and 'Funding Boot Camp' helped many to bootstrap their businesses we have witnessed challenges Startups go through in their initial years. That is why we established BYLC Ventures to assist passionate young founders to get the first capital and push forward their great ideas. We achieve this by affording the corporation technical support to affirm the product or solution, and go-to-market funding. We also offer a set of acceleration support which come as a plug-and-play ready office space to work from, business skills

sessions manned by CEO turned instructors and business professionals, and legal, accounting, and corporate governance services among others. We plan to co-invest with local angels and institutions in not less than 20 startups annually.

3.4 Online Courses

BYLCx

BYLCx is a fundamental component of BYLC, Bangladesh Youth Leadership Center that is an online learning academy. It is our purpose to unlock the opportunity of vocation preparation for Bangladeshi youth in the 21st century through accessible, coordinated, and applicable online education from the comfort of their homes. BYLCx currently offers many subjects in its course list that deals with communication skills, analytical thinking, personal growth, management, business, and even more. Our programmes are Unique and Preferences are taken from different sectors to get the updated curriculum and certificates are awarded on the completion of the respective programme. As AN by LCX courses enhance our students' employment prospects, they also enable our students to question about their beliefs, objectives, and potential in their lives.

BYLCx aims to advance on BYLC's vision of helping Bangladeshi youths stay informed, participate in society and create positive changes on the public, private, and civic domains. With our content going online, it is our intent to expand our sphere of influence to create this world of shared prosperity, justice, and fairness which will be managed by brave, empathetic, and efficient leaders.

STRUGGLES THAT PREVAIL AMONG UNDERGRADUATE STUDENTS

The present section details the difficulties experienced by undergraduate students in Bangladesh regarding leadership and skill development training activities designed to increase employment preparedness. The discussion works in coincidence with the relevant literature with reference to Bangladesh.

In the case of Bangladesh, the process of graduating from undergraduate study to the job is replete with problems, and therefore leadership and skill development training programs have to achieve success in solving these problems. Based on the previous literature and research, this section emphasises some of the major challenges faced by the undergraduate students in Bangladesh due to such training programmes.

Undergraduate Students' Challenges:

1. Limited Access to Quality Training Programs: **Ahmed et al. , (2016)** The authors affirmed that entrance to quality leadership and skill development training still remains a challenge particularly to the students from rural backgrounds. This means that students' readiness for employing the acquired skills on the job market is hampered since they are not exposed to such essential training.

2. Relevance and Alignment with Industry Needs: From the article under analysis, the following may be concluded, as cited by **BANBEIS (2017)**, one of the persistent problems remains in the failure to match training activities with the needs of the industries and the employment sectors. Differences between training material and the requirements in the labor market can disorient the students for employment.

3. Inadequate Soft Skills Development: As stated by **Rashid, M. M. (2017)**, the competencies like communication, teaming, and problem solving, are not well developed in training curricula. These skills are valuable in the employing organizations, yet they receive inadequate coverage in various learning institutions.

4. Resource Constraints: In the study by **Chowdhury et al. , (2019)** it was found that many educational institutions in bangladesh are resource constrained rendering them unable to offer proper training programmes. The main factors that limit the speed of infection control and reporting are the shortage of money for construction of new facilities, equipment, and materials for labs, as well as the staff. Further, it observed that overly experienced trainers are not very helpful for appropriate learning of the skills.

5. Limited Industry Linkages: As stated by **Zahid rt al, (2018)** it is crystally clear that creating good connections between universities and companies is crucial for students to have practical experiences and job relevance. Lacos in this sector of education and training include: Limited industry-academia engagement can be blamed for the lack of preparation of students to enter the labour market.

Work preparation practices have to be enhanced for the undergraduate students operational in Bangladeshi organisations thus via leadership and skills development training. To close the gaps therefore, challenges that concern access, content, the development of soft skills, limitations on resources, and links to industries must be solved across the board. If these concerns are acknowledged and addressed, the policymakers, educators and the industry stakeholders will be in a better position to enable the undergraduate learners to effectively cope with the competitive employment environment in Bangladesh. There has been a growing popularity for research and policy interventions to enhance the leadership and skill development of the country's training programs.

Chapter 4

4. BYLC STRATEGY 2023-2027

So by 2027, theoretically, it is expected that BYLC will have influenced at least 350000 young people including both, direct and indirect beneficiaries and/or participants, by providing them Leadership, professional and entrepreneurial skills so that specific initiatives can be fostered and led by these young people for positive social and environmental change all across the country.

To do this, BYLC will: To do this, BYLC will:

- improve the quality and the content of the capacity development training programs that would help the youth in the current scenario based on the developments of the sector.
- benefit the society by providing innovation, which in turn presents the beneficiaries with skills compatible with the 21st century.
- concern with the issues that are progressively relevant in relation to Bangladesh, for instance, the climate change.

To develop and enhance the training, products, and services that are to be provided to the young changemakers of Bangladesh, BYLC will from time to time prepare impact assessments and reports like this one. The outcomes and the lessons learnt from the impact reports will also enable BYLC to disseminate the work that the graduates of BYLC and the young champions are doing for a prosperous, just and inclusive Bangladesh.

4.1 Target and Goal

TARGET	
Beneficiaries	Geographical focus
Young people, including children and adolescents	BYLC's Headquarter is located in Dhaka, with a branch office in Chattogram, where BYLC's programs take place
Communities	BYLC provides physical, online, and blended services nationally through partnerships with educational institutions and employers
Educational institutes through skills building of students and teachers	BYLC will broaden its scope to cater to the needs of underprivileged communities and underserved areas through strategic partnerships
Employers, Young professionals and entrepreneurs	BYLC will launch another branch office in Khulna, especially focusing on climate change
Goal	
Equip 353,325 young people to lead social transformation for positive changes in society and contribute to national prosperity through employment opportunities, job creation, and caring for the environment	

4.2 Strategies

Interventions	Aspects	Expected Outcomes
Consolidate and build on BYLC's successes, good practices, and lessons to deliver quality products and services relevant to national and international market demands	Quality & Relevance	Leadership, professional, and entrepreneurial capacity of children, adolescents, youth, and young adults increases
Offer innovative products envisioning emerging issues, future priorities, and key changes in the next five years	Innovation	BYLC develops new products and services, and also renovates the existing services and products responding to newer advancements made nationally and internationally
Ensure BYLC's services are impactful to equip youth to demonstrate proactive leadership for positive socio-economic and environmental change	Impact & Influence	Youth availing BYLC's services contribute to equitable growth, and the preservation of peace, people, and the planet
Strengthen and transform existing interventions, generate new ideas, and foster innovations for successful revenue generation opportunities for BYLC	Sustainability	Revenue generation capacity and scope increased for BYLC and revenues are generated from programs and services
Build organisational and Institutional capacity to sustain, deliver effectively and efficiently, and take up a leadership role in the development of the country	Capacity	BYLC contributes to creating a prosperous, just, inclusive society, and a sustainable world driven by courageous, compassionate, and competent leaders

4.3 Services and Capabilities

I. Skills development for 21st century: Educate the young Bangladeshi generation in leadership, for overcoming adversity, in flexibility and in professional competencies so that they develop opportunities for a prosperous and resilient nation.

II. Employability skills for decent work: On the same note, empower youth employment seekers with employment relevant skills for the 21st Century, advice and link them to income generating activities to enhance livelihood decently and sustainably.

III. Entrepreneurship skills for job creation: Startup pitches, elevator pitches, entrepreneur boot camp, accelerator pitching, university hackathons, climate change accelerator initiative, a national Micro, Small, Medium Enterprise (MSME) business toolkit workshop/training, and technology hackathons.

IV. Environmental protection: Centrality of youth and guaranteeing they become champions of environmental conservation; Incorporation of climate-change curriculum, convening of youths to advance climate change activism and supporting youths to initiate green economy enterprises.

V. Peace building and social cohesion: Efforts for peacebuilding and social integration through engagement and integration of Youth from different social economic and cultural backgrounds and Skills development training.

4.4 Skills development for 21st century (blended training)

Thematic areas	Name of programs	Age group
Leadership development	Leadership for Kids	9-12 years
	BYLC Leadership Summer Camp	9-16 years
	Building Bridges through Leadership Training Junior	12-16 years
	Building Bridges through Leadership Training	18-22 years
	Art & Practice of Leadership	24-30 years

	BYLC Youth Leadership Summit	18-35 years
Professional development	CareerX	22-30 years
	Career Bootcamp	22-30 years
	Interview Garage	20-30 years
	Project Management for Students	20-30 years

4. 4. 1 Expected Result

- 5,300 youth will enhance their human capital for decent work by acquiring set career readiness skills.
- It is youth and adolescents' positive change that will be achieved as the following outcome:
- 5,930 youth & adolescents will be trained on values, social cohesion & other skills, and economics of the 21st century through leadership.
- At least 70,000 youth & adolescents will be creating awareness on climate adaptation as well as mitigation through one-hour workshops.

4.5 Skills development for 21st century (online training)

Thematic areas	Name of programs
Month-long online courses	Leadership Development Online Courses
	Soft Skills Development Online Courses
	Communication Skills Development Online Courses
	Professional Development Online Courses
	Entrepreneurship Skills Development Online Courses
Professional diploma	Professional Development Accredited Courses
	Project Management Accredited Courses
	Tech-based Accredited Courses

International courses	Leadership Development Online Courses
	Soft Skills Development Online Courses
	Communication Skills Development Online Courses
	Professional Development Online Courses
	Entrepreneurship Skills Development Online Courses

4. 5. 1 Expected results

- Online capacity building for 15,000 youths in areas leadership, professional development & entrepreneurship will be implemented through 70 online learning modules.
- 9,000 youth will be trained online in employability skills specifying 155 International & professional diploma courses

4.6 Skills that enable a person to secure decent employment

- I. Career Expo
- II. Youth for Youth Program
- III. Career Camp
- IV. Career Conversations

5. 6. 1 Expected Result

- 7,300 youth will receive plans that will assist them to advance their careers
- 6,335 youths will be placed in decent jobs and they will improve their earnings to at least double.

4.7 Entrepreneurship skills for job creation

Programs	Expected Results
Accelerator Program	12,500 youth will improve entrepreneurial skills

Climate Accelerator Program	2,500 youth will undertake climate solution initiatives
Techpreneurs Development Program	2,500 youth will work in technology-driven enterprises
Micro, Small, Medium Enterprise (MSME) Development Program	4,500 youth across the country will be supported to develop MSMEs

Chapter 5

5.1 Study and Impacts

5.1.1 Programs and beneficiaries of BYLC

Thematic areas	Name of programs	Number of programs	Number of beneficiaries
Leadership development	Building Bridges through Leadership Training	38	1497
	Building Bridges through Leadership Training Junior	32	1271
	Art and Practice of Leadership	29	1187
	Youth Leadership Summit	7	2162
	Youth Leadership Bootcamp	4	408
	Leadership for Kids	4	62
Professional	Office of Professional	33	921

development	Development workshop		
	Acquiring Competencies for Employment	23	1398
	CareerX	22	991
	Career Bootcamp	4	505
	1,826 youth placed in jobs (till October 2022)		
Entrepreneurs hip development	BYLC Ventures accelerator programs	5	544
	24 ventures funded and mentored (till October 2022)		
Online education	72 online courses published and hosted on BYLCx 41,460 online course completions between 2017 to 2022		

***According to the BYLC impact report 2022**

5.2 Survey Reason:

When benchmarking the findings of various capacity development training, including the leadership training programs of BYLC, studies deal with the participants' reportage of their activities. Surprisingly, there are not many works which can be indexed in terms of the amount and visibility of the impact generated by the participants in regards to the community-level research (Emery et al. , 2007). The kind of impact that is created in the community-level by the leadership training participants can be assessed with the help of what is referred to as types of capital such as social capital, political capital, cultural capital among others as postulated by Flora and Flora 2008 The evaluative SPD studies do not necessarily have to be conducted at the end of the date of completion of the training. In the previous chapter of this report, structures of the evaluation studies included the learning results of the training participants, as well as the difference of the learning effect of the training participants with those young people who failed to participate in the training programs. However, some questions were unanswered, such as: how helpful are these programs at the community level? Venturing through the efficiencies, effectiveness, and impacts of the programs, to ask: How have these programs created change in the participants' various community capitals? For instance when the participants have been attending these training sessions for a few months or a few years do they recognize the enhancement of their values, morals, and decision making abilities? To determine the impact caused by the leadership training programs wherein BYLC provided training to the beneficiaries, a survey was conducted in December 2022. In this piece of research, there was a consideration of Flora and Flora's (2008) community capitals whereby participants' capital gains were assessed as a result of the training programs attended. For this study, the capitals

developed by the participants after graduating from the BYLC's leadership programs were interpreted (Beaulieu, 2014) in the following way: For this study, the capitals developed by the participants after graduating from the BYLC's leadership programs were interpreted (Beaulieu, 2014) in the following way:

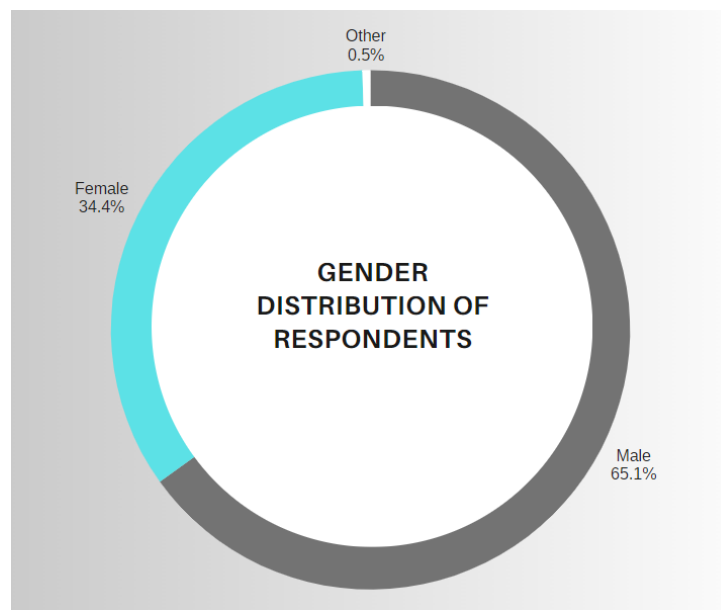
5.3 Purpose of the survey:

- To examine whether the participants who underwent and completed the leadership training programs of BYLC recognize the new knowledge gained from BYLC's trainings about the enhancement of community capitals.
- To enable the graduates to emphasise some of the changing processes or needful transformations.

5.4 Methods and respondents of the study:

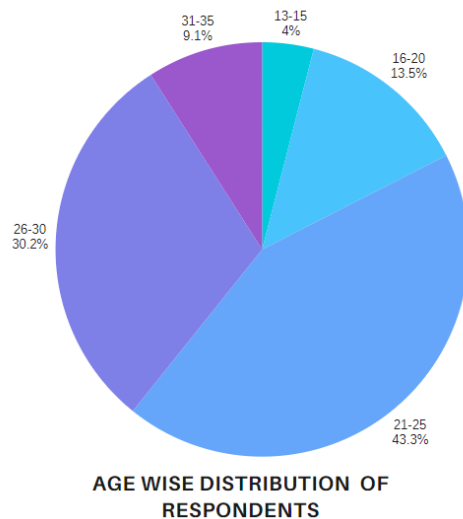
The research combined qualitative and quantitative data to develop the study findings. Given that the total BYLC's graduates are in leadership is 6,587 till September 2023, the expected number of responses from BYLC's leadership graduates for this study is 364 considering 5% margin of error, 50% response distribution, and 95% confidence level. Nevertheless 374 responses were accrued for the purpose of coming up with this report. Hence the use of open ended questionnaires in the interviews and the purposive technique was applied in sampling. Each of the variables in this study was assessed using the BYLC Graduate Network (BGN) to gather the qualitative and quantitative data. The graduates were contacted through their official emails and requested to participate as respondents in the study, the follow up was done through phone.

The gender breakdown of the responses is seen in the following chart:

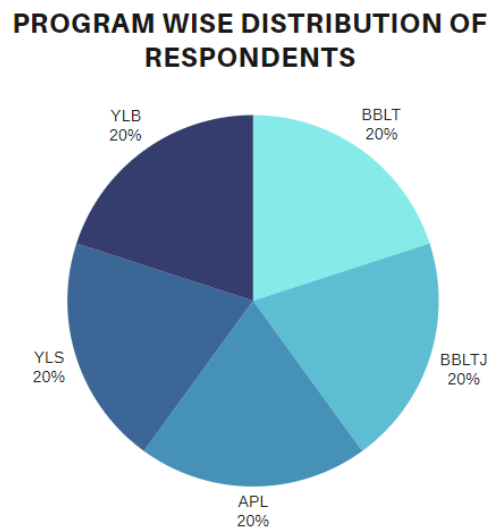


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The respondents came from different age groups, as invitations were sent to all of the graduates to date. The age-wise distribution of respondents are as follows:



It's also important to note that the people who took part in this study were from different BYLC leadership programmes. As an overview of how the responses were spread out by programme, the following chart shows:



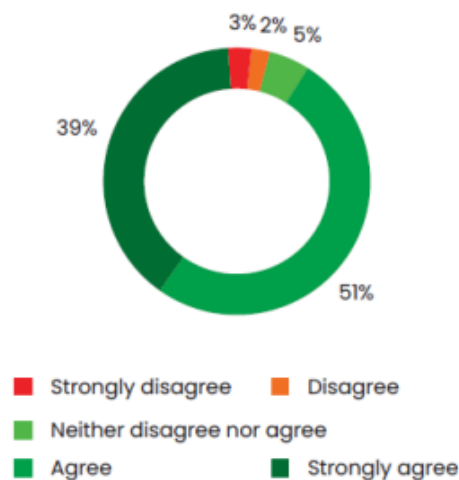
5.5 Study findings:

The survey has presented some praiseworthy figures insofar as the amount of changes that has been brought by BYLC in the lives of the graduates. The study in question divided these areas of impact into four broader categories. They have been described in the following

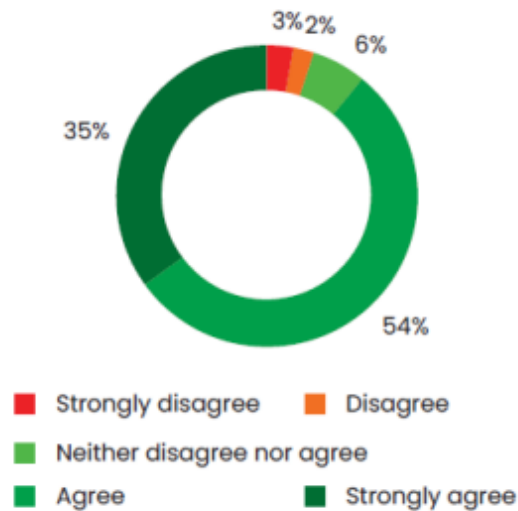
section with the summary findings: They have been described in the following section with the summary findings:

Category 1: Cultural capital

Hence, it is evident that BYLC aspires to develop leaders who are heart-touching. Religious and communal violence has also increased in Bangladesh, which must also be attributed to intolerance people from other religion's beliefs, feelings and values. Science often blurs out civilizing goals of the schooling by portraying a humanistic and tolerant association as 'integral and essential' for a pacific society (UNESCO, 1994). In an attempt to determine if the BYLC graduates have experienced any shift, ever since they took the leadership training programs, in their tolerance and appreciation of people with different socio-cultural backgrounds, they were asked the following questions: The respondents also expressed their opinion about the level of self-confidence, which they have regarding the possibility to represent own culture to other individuals after passing the training programs. Their responses are highlighted in the following graphs: Their responses are highlighted in the following graphs:



"BYLC's leadership training has increased my appreciation, tolerance, and understanding of people from different socio-cultural backgrounds"

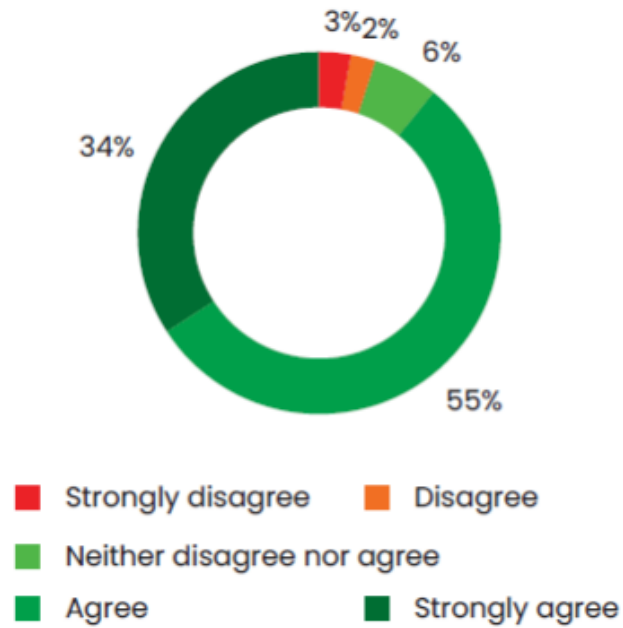


“After completing the leadership training program at BYLC, I feel more confident and comfortable in expressing my beliefs and values to others”

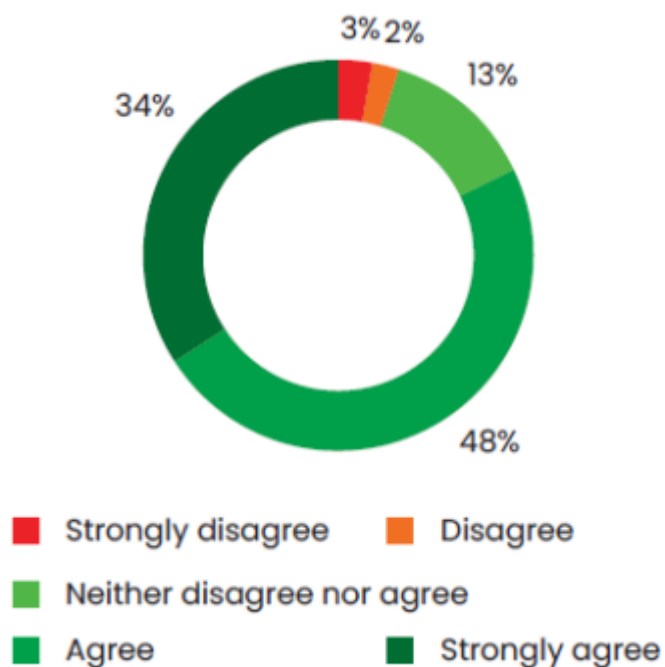
The study implies that there is the potential for the leadership training programs to increase positive cultural capital in the lives of the 90% of the respondents who patronise BYLC. Also, the result of the study reveals that 89% of the respondents stated that they embrace more confidence and comfort in the expression of beliefs and values to other people. Matured and noble graduates are expected to work for a better and prosperous Bangladesh – a just, peaceful, and tolerant one – in the next years.

Category 2: Human capital

As one can deduce, investing in human resources of the future generation is not only advantageous for the beneficiaries. The investigations reveal that the leaders who are more educated, healthy, and competent are capable of managing the communities during economic and social challenge (Beaulieu, 2014). BYLC’s vision is aimed at developing competent future leaders and thus the program graduates were asked if they were able to identify more what needed to be done to change on the competency scale. They were also asked if they would be able to increase the network size following the completion of the training programs. The results are as follows: The results are as follows:



"After going to the leadership training, I had a better understanding of why I needed to improve myself, which allowed me to do so."

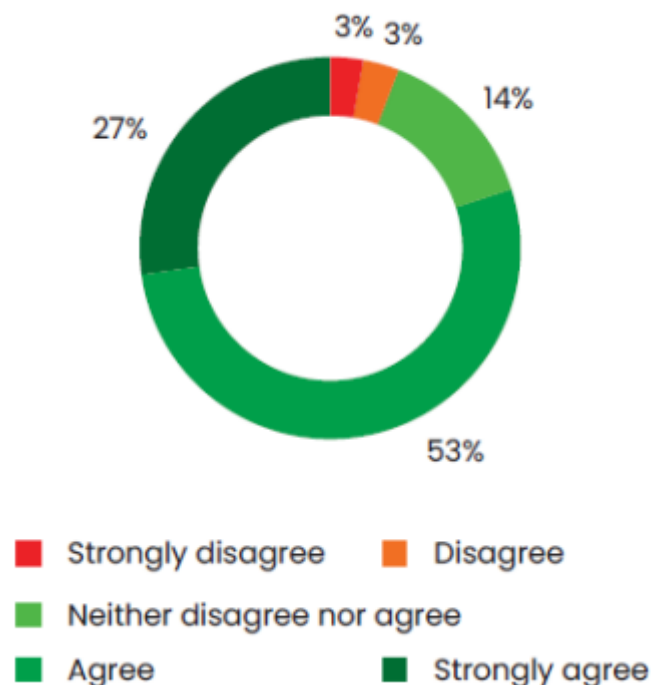


"The leadership training program helped me develop and expand my networking and I could build bridges with other people"

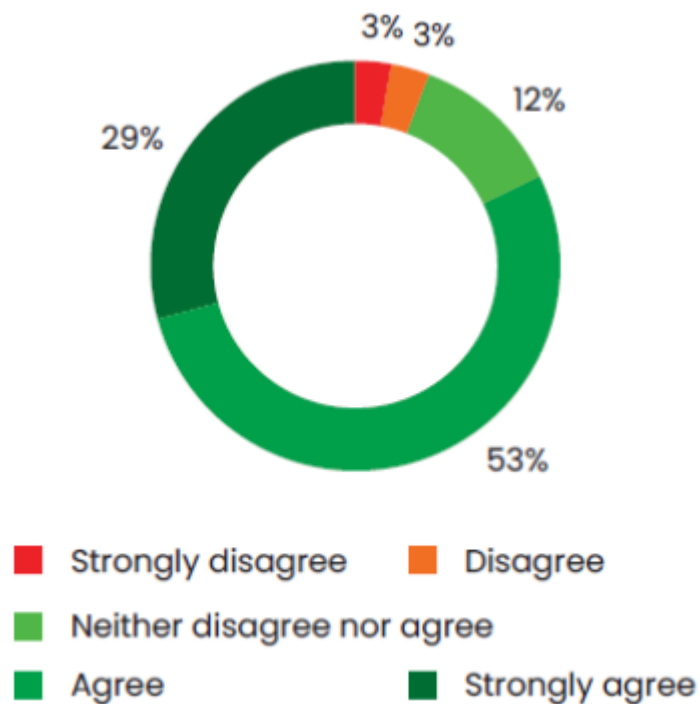
These outcomes are inspiring, and 55% of the respondents or more than half are closely related to and 34% of the subjects agree with the notion that they could construct and extend the process of self-development upon having attended the training. Furthermore, 82% of the respondents answered affirmatively and stated that they could manage to exercises good interpersonal relationship and thus widen their network for improvement.

Category 3: Social capital

In this context there can be two assumptions, first, if there are numerous people who are rich in improved social capital in a society then it will be somehow easier to mobilise society and facilitate positive collective action (Begum, 2003). Thus, for the individuals with high social capital, they could become the ‘active citizens’, therefore contributing to creating an effective state and consequently impacting the world in an effective and positive manner (Green, 2012). Thus, with its graduates, BYLC creates such an active citizen who is ready to contribute to the processes of a positive change and be the key figure in core executive, management, social, and civic life. The survey findings show that the graduates acknowledge the change in themselves as a direct impact of BYLC’s leadership programs: The survey findings show that the graduates acknowledge the change in themselves as a direct impact of BYLC’s leadership programs:



“My role as an active citizen has enhanced after I graduated from the leadership training program”



“I am now more confident in playing a key role in social, professional, and civic groups after completing the leadership training provided by BYLC”

53 percent of the respondents strongly agreed that their role as active citizens improved after the leadership training program while 27 percent agreed. Moreover, 82% of total respondents are in favour of the statement that they confidently portray important roles in social, professional and civil organisations after getting trained at BYLC. In the light of the outcomes, it can be stated that BYLC leadership training fosters highly courageous people who are ready to make other individuals follow them to bring the change. Close to 82% of the respondents affirmed that the capacity of the training to enhance participants’ ability to persuade other people to accept their views improved after attending BYLC’s leadership training. From these young people, society will be able to raise better and capable activists for change; thus, they will help develop the fair political culture and political area within the country (Fisher, 2012). Similarly, 56% of the respondents strongly agreed and 25% respondents agreed that they are more open to respect opposition views and search for the better solutions collectively while in a civil debate.

5.6 RECOMMENDATION

When it comes to leadership and skill development training for boosting job preparation, the Bangladesh Youth Leadership Center (BYLC) plays a vital role in resolving the issues faced by undergraduate students in Bangladesh.

1. Accessible Training Programs:

- Online and Offline Accessibility: BYLC provides both online and offline training courses for its students and this way students from all provinces including rural areas are reached with quality training.

2. Relevance and Industry Alignment:

- Industry Collaboration: Training is formatted based on the requirements of different industries and organisations with the help of BYLC. This makes certain that students are trained in such a manner that matches market standards.

3. Soft Skills Development:

- Comprehensive Curriculum: It's worth to note that BYLC's training programs also comprise the elements of soft skills such as communication, teamwork, and problem solving.

4. Resource Enhancement:

- Quality Trainers: Hiring competent trainers and educators is another key cost area, mainly because every student and enterprise that is outsourcing its training needs to BYLC expects viable advice and practical knowledge.
- Modern Infrastructure: The training resources are well developed in the organisation and the learning facilities are also well equipped.

5. Industry Linkages:

- Internship and Industry Exposure: The usage of internships, and industry visits, and career fairs for students helps BYLC to develop good working relations with industries. This assists them in acquiring on-line practice and company access.

6. Mentorship:

- Mentorship Programs: Sometimes, at the end of the training, BYLC engages the students with qualified and experienced individuals who act as their mentors.

7. Customised Training:

- Tailored Programs: BYLC in its training programs provides flexibility in the selection and choice of courses by the students to fit their own demand.

8. Job Placement Support:

- Career Services: BYLC provides services that help its students in job searching, curriculum-vitae writing, interviews and getting jobs.

In conclusion it can be stated that BYLC has a holistic approach towards the challenges faced by undergraduate students in Bangladesh. BYLC enables students to prepare for better placement in their work environment and to enhance the skills needed in the

workplace by adopting accessible training, working partnership, skills in communication, sharpening of resources, relationship with industries, and customised training, job placement support, monitoring, involvement in the community, and performance of research.

Chapter 6

6.1 Conclusion

Finally, the explanation of the outcomes of the Leadership and Skill Development training of the Bangladesh Youth Leadership Center (BYLC) presenting the changes in the undergraduates after completing the programs. Information about BYLC, as well as goals of the institute, and initiative to educate leaders are connected with new directions in the contemporary context of the employment market.

The operation of BYLC has crossed almost all sectors in the society; ranging from children leadership programs to the professional and entrepreneurship programs for the youths. Based on the document of the 2023- 2027 strategy of the institution, BYLC's vision is indicative of its desire to produce over 350,000 young people with the leadership, professional, and entrepreneurship competencies that are needed in a dynamic socioeconomic context.

The conclusions that are made in the end of the study outlined in the BALL's impact report offer the reader, the perception of the utilised advantages of such training courses to the organisation. The respondents observed a moderate raising of cultural, human, and social capital with adequate knowledge in graduate's roles in active civil society and contribution

towards the development of the society. The same case applies to an increase in the tolerance level and self-consideration level.

The aforementioned elements of the BYLC improvement, networking skills, and the main kinds of civic engagement witnesses the practical benefit of the activities.

This literature review integrated in the paper offered the theoretical background for the given study and also comprised Kaplan's and other writers' viewpoints and estimations on education and employment and changing expectations in the sphere of the labour market. The literature study is also a way to support the paper and place the offered analyses of BYLC's actions in the global theory and views from other countries and the South, respectively.

Nevertheless, the findings outlined in the study present valuable information that can be used in addressing the issue of the study's direction in the future since the outcomes are based on the self-reports and reflect short-term impacts only. Therefore, the presentation of the above-discussed problems found by the study in the context of undergraduate students' work preparedness can contribute to the understanding of the multifaceted process of skill development in the Bangladeshi context.

Therefore, it can be concluded that this study has clearly illustrated how important BYLC is to build the future generation of leaders and professionals in Bangladesh. Stakeholders' findings of the study offer a blueprint for incremental enhancement and creativity as the company prepares for future activities that are highlighted in the 2023-2027 strategy. This is the story of the empowered undergraduates, who received leadership and skill development projects, featuring the role of this kind of projects in the lives of the students in Bangladesh.

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