POSITIVE YOUTH DEVELOPMENT: AN ANALYSIS OF THE GOVERNMENT'S MODEL IN BANGLADESH

Atiqur Rahman Mujahid,[*1] Syaza Farhana Binti Mohamad Shukri,[2]

[1]*PhD Researcher, (Youth Development Model), Department of Political Science, International Islamic University Malaysia (IIUM), Jalan Gombak 53100 , Kuala Lumpur, Malaysia. Email: atikmujahidiium@gmail.com*
[2]*Assistant Professor, Department of Political Science, Kulliyyah of Islamic Revealed Knowledge and Human Sciences, International Islamic University Malaysia (IIUM), Jalan Gombak 53100, Kuala Lumpur, Malaysia. Non-resident Research Fellow, European Centre for Populism Studies. Email: syazashukri@iium.edu.my*
Corresponding author: atikmujahidiium@gmail.com

A B S T R A C T

The world is witnessing a dramatic change in the composition of the population. Industrialized nations are struggling with an "ageing population", while in most developing countries like Bangladesh, the proportion of young people is increasing. In Bangladesh, the youth constitute one-third of the total population and despite the government's efforts, the youth in Bangladesh are falling behind compared to other neighboring countries. Why is this so? The objective of this study is to examine the effectiveness, efficiency and appropriateness of the government's youth development model in Bangladesh using a positive youth development approach. Relying on mixed methods approach, the study utilized primary and secondary data

for analysis. The primary data came from questionnaires answered by the 50 participants of Jubo Unnoyon (DYD) Dhaka District Branch. The study found that the DYD program had extremely low scores for 'spirituality and caring'. In addition, the level of achievement or effectiveness did not reach standard levels. Overall, however, the DYD program promotes positive youth development but still needs some adjustments and improvements, especially in the area of caring and connection.

INTRODUCTION

The world is observing a dramatic change in the population composition. Developed nations are struggling with an "ageing population", while in most developing countries like Bangladesh, the proportion of young people is increasing. According to recent data Central and South Asia hold the largest number of young people. This demographic transition process has created 'huge opportunity' for a potential 'demographic dividend' in the future (Ahmad & Azim, 2010). Many scholars have contended that developing nations can capitalize this demographic dividend for their economic progress (Mason, 2001). However, this demographic dividend will only contribute to a country's economic progress if "effective and timely policies are formulated and implemented to develop positively this young population into a productive human resource" (Bloom et al., 2001).

In Bangladesh, youth constitutes one-third of the total population (Bhattacharya et al., 2018). This huge amount of young population demonstrates an immense potentiality / opportunity as well as 'threat' for Bangladesh if proper development and opportunities are not given to them. Thus, "there is a growing concern in the country that if large numbers of educated, young people are bypassed by the development process and fail to obtain employment, this might lead to widespread social unrest and encourage extremism" (Murshid et al., 2019). It is pertinent to mention that almost half of the young are unemployed and 23% are illiterate (Muzahid, 2015). In addition, educated unemployment is growing / increasing massively in Bangladesh (Murshid et al., 2019). As far as youth development index is concerned, Bangladesh performed the lowest among the commonwealth countries.

However, the Bangladesh government has taken a number of initiatives to meet the needs of the large number of young people in Bangladesh, including civic engagement, employment, education, and training (DYD, 2021). The Department of Youth Development (DYD), known as Jubo Unnoyon, is the government's main approach to youth development. Regardless of the government's efforts, Bangladeshi youth are falling behind compared to other neighboring countries. Why is this

so? This study aims to examine the effectiveness, efficiency, and adequacy of the government's youth development model in Bangladesh using a positive youth development approach.

The study is signification due to some reasons. First of all, the government model or DYD is the largest and oldest youth development program in Bangladesh. It has hundreds of branches all over the country. The research will provide a comprehensive overview of the 'effectiveness' of the program. Second, this study will contribute to academia in understanding youth discourse in Bangladesh from positive youth development perspective. Finally, this study will help government officials to rethink about the effectiveness of DYD programs.

LITERATURE REVIEW

It is important to note that since youth development projects and programs have a long experience in Bangladesh, naturally a substantial amount of literature is expected to be available on the issue. And indeed there are; however, the vast majority of these studies are case-specific and of pseudo-academic in nature. Moreover, most of the studies demonstrated the overall youth situations and their problems in Bangladesh. Some other researches highlighted youth skills and entrepreneurship in Bangladesh. It is true that enough focus has not been given to the effectiveness of government youth development program from the positive youth development perspective.

However, very few studies have endeavored to explore the effect of the government youth program. For example, Rahman et al (2017) in their research, "Effect of Government Youth Development Training on Knowledge, Skill, and Attitude of the Incumbents in Barisal Division of Bangladesh" has shown continuous improvement of trainer's traits as well as inclusion of more practical field works in training sessions, and frequent evaluation of each training program is crucial to improve the effect of government youth development training. Although this study analyzes the effect of government program but it is based in the Barisal region. Second, the paper theoretically did not address positive youth development model. In addition, this study is based on qualitative analysis. Hossain (2009), Bhattacharya et al, (2017), Roy & Bhattacharjee (2013), Shek & Yu, (2011) and some others also lightly discussed about the government youth development program and positive youth development. However, their demonstrations are not enough because these are not detailed and theoretically updated. Hossain's study contains some insights but it is based on secondary data. Thus, it is crystal clear that there is no comprehensive study that embarked to analyze the effectiveness of the existing government or DYD youth development program from positive youth development point of view. Therefore, this study aims to fulfill this literature gap and contribute to the existing literature.

Relying on mixed methods approach, the study utilized quantitative and qualitative data for analysis. The primary data came from comes from questionnaires answered by the 50 participants of Jubo Unnoyon Dhaka

District Branch. Arnold's Positive Youth Development Inventory served as the basis for the adoption and modification of the questionnaire (M.E et al., 2012). There were a total of 20 questions, with the first five questions asking for participant demographic data (age, gender, religion, education, place of residence). The following fifteen questions are also divided into five sections, each corresponding to a "5C". Questions 1-3 address confidence, questions 4-6 address competence, questions 7-9 address character, questions 10-12 address connection, and questions 13-15 address caring. For each question, a value was assigned on a scale of 1 to 5 (strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, strongly agree = 5). In analyzing the data, the researcher used Weka software and transcription. The study also collected data from two populations, graduates and experts, in semi-structured in-depth interviews (25). This study also drew information from academic articles, governmental and non-governmental organization reports, journal articles and so on. In fact, the study employs positive youth development theory as research guide.

POSITIVE YOUTH DEVELOPMENT AS A CONCEPT

Dealing with conceptual issue is always complex. Interestingly, in academia over the past decades the discourse of youth development made a significant breakthrough. Myriad of theories and models such as 4-H youth development model, 4-H Thriving Model update, Community Youth Development Model, Social Control Theory, Developmental Intentionality Theory, Positive Youth Development Model, have been introduced and practiced by researchers, commoners, and practitioners. However, the concept of positive youth development starts more popular nowadays due to its suitability and comprehensiveness. Indeed, "positive youth development is an 'umbrella term' that covers many streams of work" (Benson et al., 2006). There is no clear cut definition of positive youth development. Many scholars defined it in different ways.

According to Damon (2004) "the positive youth development perspective emphasizes the manifest potentialities than the supposed incapacities young people-including young people from the most disadvantaged background and those with the most troubled histories." He also further explained that positive youth development framework focuses on youth's unique talents, strengths, interests and future potentials of the youth (Damon, 2004). Benson et al define five elements of PYD: (A) developmental contexts, (B) the nature of the child with accents on inherent capacity to grow and thrive, (C) developmental strengths, (D) the reduction of high-risk behavior; and (E) the promotion of thriving (Benson et al., 2006). Zarrett and Lerner (2008) said "positive youth development encompasses psychological, behavioral, and social characteristics."

However, Lerner et al (2005) provide a comprehensive understanding of positive youth development. According to them, the "Five C's," also known as competence, confidence, connection, character, and caring, are emphasized as essential to positive youth development. In fact, the five Cs

becomes a dominant definition of positive youth development. The study also considers five Cs as a definition of positive youth development.
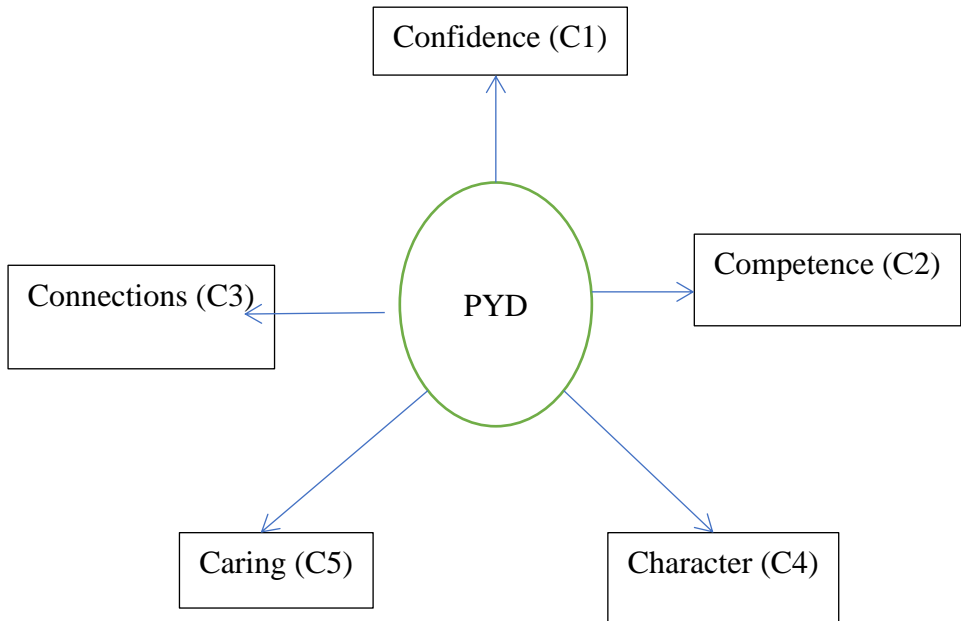
1.1: Theoretical Framework structure
Source: Fardowsa Bille-2017

The study uses the above theoretical framework structure to analyze the effectiveness of the government youth development (DYD) program. The study gradually discusses DYD program and the 5Cs of positive youth development. Then, this study provides a critical discussion and finally, the study ends with conclusions with possible recommendations.

THE DYD PROGRAM: AN EFFECTIVENESS ANALYSIS

The Department of Youth Development (DYD) was established in 1978 with the vision of "grooming a modern, life-oriented youth with high ethics and values that will promote the glory and development of Bangladesh" (DYD, 2021). The main goal of the organization was to establish the youth in all walks of life by developing their talents and ensuring their self-determination (DYD, 2020). The DYD administers its

numerous training programs through 64 districts, 492 sub-district offices, 10 division and metropolitan offices, and other locations (DYD, 2021). In addition, the Division of Youth Development has 64 non-residential and 71 residential training centers for the delivery of training programs. The welfare and development of young people are at the heart of the work of the more than 7,000 employees of this organization. It is not surprising that the Department of Youth Development is the largest and oldest organization in the country dedicated to the development of young people. The Department of Youth Development focuses on three things: motivation, education, and credit (Personal Interview with?, 2022). The following section addresses the gender, age, education level, ethnicity, and religion of the respondents.

Demographic Status of Respondent
This section evaluates the Department of Youth Development's program based on the survey results. The following section describes the demographics of the participants. In the Dhaka district branch, Jubo Unnoyon (JB) graduates were surveyed on a total of 20 times. Five questions were asked to determine the demographic profile. Demographic information is relevant to the study.

Table 1 Demographic Status of the Respondents

	Demography	**Frequency**	**Percent**
Gender	Male	23	46
	Female	27	54
Age Distribution	15-20	2	4
	21-25	37	74
	26-30	11	22
Education Status	Master's/ Ph.D.	7	14
	BA	28	56
	Higher Secondary	15	30
Division	Dhaka	48	96
	Chittagong	1	2
	Rangpur	1	2
Religion	Islam	49	98%
	Hindu	1	2%

Source: Author, Field Survey

The gender ratio of respondents in Table 1 shows that 27 male and 23 female youth participated in this survey. In other words, the ratio of respondents was 54% male to 46% female. In this study, data collection does not focus on an even gender distribution. Instead, this survey collects information from different JB trades in Dhaka district office. The

demonstration mentioned above is important to the study. The study defines "youth" as individuals between the ages of 15 and 30. According to the demographic data of the respondents, 74% of them are in the age range of 21 to 25 years targeted for the study, which is important. In contrast, only 4% of all respondents are between 15 and 24 years old.

However, there are notable differences in educational levels. The study shows that more than 50% of young people have a bachelor's degree, while only 14% of the total populations have a master's/PhD degree. On the other hand, 30% of graduates have a high school diploma. It is important to note that the majority (86%) of respondents have earned an advanced degree (BA) or a master's degree. In other words, participants in JB programmes are predominantly educated young Bangladeshis. This study also shows that living area is an important indicator. The majority (96%) of participants live in Dhaka district, while only 4% of youth live in Rangpur and Chittagong. Since the study area is Jubo Unnoyon (JB) district in Dhaka, this is crucial for the study. There is a slight variation in religious status. The table shows that almost 100% of the respondents belong to Islam.

Five areas of the development were examined in order to answer the overall question about the effectiveness of the government youth development program in Bangladesh. The study employed 15 indicators to generate specific answer towards the 5Cs model. However, the study analyzes of the result from thematic perspective rather in question-answer style discussion.

Confidence
Confidence is the 'first footing' of positive youth development. The word 'confidence' is an umbrella term. It encompasses a strong sense of identity and self-worth. For the sake of proper discussion the study defines confidence to include three things--personal problem solving skills, positive social presence, and the courage to express ideas to peers--to facilitate discussions. No doubt, all the three skills are pertinent for youth development. In academia, the ability to solve problems with ease is considered "highly valued" (Ahuja, 2021). In the time of complex competition, youth requires the skills of personal problem solution. It helps to be a self-confident person. In addition, social presence and sharing ideas with peers also increase the level of confidence in social and peer circles. The above three criteria are set to evaluate the effectiveness of the program. The following table demonstrates graduates' confidence level.

Table 1.1 Confidences (%)

Confidence	Enhanced	Not Enhanced	Neutral
Personal problem solution	60%	20%	20%
Positive presence in society	64%	20%	16%
Thought sharing with peers	66%	12%	22%

According to the study, the majority of participants (60%) said that the DYD youth program has helped them to find best solutions for personal problems especially economic problems. This is because DYD programs are skills-based, which encourages graduates to earn money or be economically solvent. The survey results also show that 20% of participants admitted that this program did not help them find the best solution. Similarly, 20% of youth remained neutral on this question. However, it is unclear why this portion of the population is neutral. One reason could be that they did not come to learn personal problem-solving skills, but to make money.

Regarding positive presence in society, the study found that more than 60% of the graduates felt this program improved their sense of worth. In other words, the DYD program helped participants to become more valuable members of society, while 20% of graduates indicated that the program did not improve participants' self-esteem. Only a small proportion of respondents indicated that they answered this question neutrally. Mehrab, a graduate, said that the program taught him a lot and helped him to become a more valuable person in society (Personal interview, specific date 2022). Another aspect of confidence is ability to share ideas. The researcher asked participants whether or not this program was helpful in this regard. Table 1.1 shows that 66% of DYD graduates believe that this program has improved their ability to share ideas with peers. In contrast, 12% of youth responded that this program did not improve their ability to exchange ideas. It should be noted that 22% of youth remained neutral on this question. As far as mean score is concerned the following Table 1.2 illustrates:

Table 1.2: Mean Average of Confidence

Particulars	Mean	StdDev
Personal problem solution	3.46	1.281
Positive presence	3.80	1.229
Thought sharing with peers	3.76	1.17
Total	**3.67**	**1.226**

It is pertinent to note that among the three indicators of confidence, graduates achieved comparatively more positive presence and thought-

sharing skills than personal problem solution. It is also obvious that graduates did not achieve a satisfactory level of confidence to get personal problems solution. Competence is necessary. The following section demonstrates the level of graduates' competence.

Competence

The term "competence" is comprehensive. There are "different ways of thinking about competence," and the way this concept is conceived has significant implications for how standards of competence are applied and assessed (Hager & Gonczi, 1996). According to the study, "competence" refers to three skills, including social and communication skills, academic engagement, and critical and communication skills from a positive youth development perspective. The study uses three indicators to assess the effectiveness of the DYD program based on competencies. One of the most important processes in building knowledge and innovation is critical thinking. It is "used for problem solving and decision making in any context, whether social, clinical, ethical, business, or political" (Bahmani et al., 2005). Numerous studies have demonstrated the correlation between high participation in social activities and successful outcomes (Kirpitchenko & Mansouri, 2014). In fact, participation in extracurricular activities or social interactions "determines a young person's future" (Massoni, 2011). Consistent with Gilman's research, "social interest" and "participation in structured extracurricular activities" are two important concepts associated with adolescents' life satisfaction (Gilman, 2001). In addition, as far competence is concerned academic engagement is vital. The below table outlines the percentages of the DYD graduates performance on competence:

Table 1.3 Competence

Competence	Enhanced	Not Enhanced	Neutral
Critical thinking & communicative skills	68%	14%	18%
Social Engagement	58%	22%	20%
School Engagement	58%	20%	22%

According to the table, nearly 70% of youth felt that the Youth Development Department had improved their "critical thinking and communication skills," which is a significant percentage. On the other hand, 14% of students felt that the DYD program did not enhance their communication and analytical skills. Interestingly, less than 20% of young people were neutral on this issue. One explanation for this could be that they do not understand the concept of critical thinking and communication

skills in a practical manner. In interviews with graduates, the researcher also found that while the program teaches communication skills, it does not include critical thinking activities.

Regarding social engagement, the study found that 58% of respondents said that DYD program assisted them to engage in social activities, while 22% disagreed. The study also figured out that 20% of the youth stayed neutral on the issue of social engagement. It is also obvious from data that more than 40% of students categorically differed with the notion. It is important to note that academic achievement is typically associated with the level of student engagement in school. According to the data presented in Table 1.3, 20% of the youth who responded to the survey indicated that the program did not help them to improve their relationships with teachers and school staff, while 58% felt that it helped them to develop positive relationships with them. It is also noteworthy to mention that 22% were still in the "undecided" group. However, as far as mean average is concerned the table 1.4 demonstrates the result.

Table 1.4 Mean Average of Competence

Confidence	Mean	StdDev
Critical thinking and communication skill	3.78	1.298
Social Engagement	3.50	1.313
School Engagement	3.50	1.282
Total	**3.59**	**1.297**

In analyzing above table it is clear that DYD program scored comparatively better in critical thinking and communicative skills (3.78) than social and school engagement (3.50). However, competence alone does not guarantee quality youth development. Character development is essential for holistic youth development. The following section describes character.

Character (C3)
Character is an intangible concept, but it plays an important role in the progress of human civilization. Ahsan, a professor of comparative civilization, has pointed out that Greek civilization perished not because of a "lack of intelligence" but because of a "lack of character and morality" (Al Ahsan, 2006). From the perspective of positive youth development theory, character is another component of comprehensive youth development. The study defines character into three subthemes such as social norms and values, relationship with God, and finally honesty and integrity. In general, "social norms are communally agreed-upon, morally significant standards of behavior that are at least partly responsible for uniquely human forms of cooperation and social organization" (Rossano, 2012).

Philosopher Bennabi believes that the 'network of social relations' or cooperation produces society (Bennabi, 1988). In fact, cooperation occurs

on the basis of certain norms or contacts. The social norms and values play a role in shaping the society. In his study, Frese emphasized the discourse of social norms and values (should & actuals) (Frese, 2015). Therefore, social norms and values should be respected and taught to the future generation with utmost sincerity. In relation to the youth development program, social norms and values are important.

Humans are often described as spiritual beings. According to a recent study, "the Project Ten Canada," 60% of respondents believe that "spirituality is important" to life (Shek, 2012). The study also recognized the spiritual needs of students. In addition to the theses, many authors have claimed that "spirituality and religious commitment" is a crucial aspect for the development of young people. Indeed, improving one's relationship with God is an important component of a young person's positive development. The most important trait of a person is honesty. Teaching honesty is a necessity, especially for young people, because the worldview of young people is shaped by honesty. In fact, young people will shape and guide society and the whole world. Therefore, it is essential to incorporate the teaching of honesty and integrity into youth development.

In order to analyze the effectiveness of the program, the following sections discuss the extent of the above characteristics in graduates so that the study can provide information on whether or not this model promotes positive youth development. Table 1.5 below shows the level graduates' performance on character.

Table 1.5 Character

Particulars	Enhanced	Not Enhanced	Neutral
Social norms and values	60%	18%	22%
Relationship with God	40%	28%	34%
Honesty and Integrity	64%	12%	24%

According to data, the majority (60%) of youth felt that this program taught them "social norms and values." The table shows that almost 20% of the respondents described their position as "neutral". Conversely, more than 20% of the respondents claimed that the program did not teach these social norms and values at all. It is important to note that the DYD curriculum and syllabus have included some instruction on social norms and values. The study found that DYD includes a lesson called "Life Lessons" after examining the curriculum and syllabus. These life lessons actually place a strong emphasis on social values and norms. Despite this curriculum, the results are not satisfactory. They are only slightly above average.

On the other hand, the study asked participants about their views on spirituality as it relates to program effectiveness. Unfortunately, the study found that less than 45% of the youth considered that this program helped to strengthen their relationship with God in some way. On the other hand,

more than 25% disagreed with this opinion at all. It is noteworthy that almost one-third of all respondents remained silent or neutral. The fact that this portion of the student body was neutral is also significant. One reason could be that they do not want to or that they have other opportunities to study and practice spirituality. It must be argued that a spiritual or religious person is more honest than the majority. Regarding honesty, the study examined whether or not the DYD program teaches honesty. 12% of students disagreed with the question, indicating that the program does not teach them how to be an honest person (see Table 1.5). In addition, nearly 25% of respondents expressed no opinion at all. However, the majority (64%) agreed that the DYD program taught them integrity and honesty.

Table 1.6 Mean Average of Character

Particulars	Mean	StdDev
Norms and Values	3.60	1.262
Relationship with God	3.12	1.288
Honesty and Integrity	3.70	1.249
Total	**3.47**	**1.266**

Notably, the researcher discovered from the in-depth interview that instructors/teachers encouraged students to be "honest individuals" outside of the usual class lectures. (Personal interview with, specific date 2022) Why do lecturers behave this way? They do so because they see it as their "responsibility." Some people considered as "religious duty" as a teacher. But when the aforementioned three categories and indicators—such as social norms and values, spirituality, and honesty—are analyzed, it becomes clear that DYD performed the least well in terms of spiritual development and performed better in terms of honesty and integrity. There are at least two dimensions to human life, such as the inside and the outside. It needs multi-level development and connection in order to be complete and all-encompassing. A stronger sense of community and ties to family and friends are actually essential.

CONNECTION

Connecting with family, friends, and community is another important pillar of positive youth development. The more youth have good relationships with family, friends, and community, the better their development will be. The effectiveness of the DYD youth development program based on relationships was determined using three indicators. Improving these connections defines the effectiveness of the program. In this section of the study, the relationship with the family, the relationship with peers, and finally the relationship with the community are analyzed. The family is the most fundamental unit of human history. According to historians and political scientists, the family is an important "building block" for the development of youth (Zimmerman, 1980). Indeed, the family plays an important role in the development of a child's mind. Youth

cannot be good people without the support and cohesion of their families. Family cohesion is necessary not only for human civilizational development but also for personal development. Therefore, it must be taken into account in program design. Regarding family connections, the research found that only half of all participants agreed that this program helped them to improve their relationships with families. Although 50% of participants agreed that it improved family relationships, 20% of graduates disagreed. Most importantly, 30% of the youth were undecided on this question.

On the other hand, man is a social creature. It is commonly said that "friendships are among the most important components of a life worth living" (Telfer, 1970). Friends and peers have an impact on our lives. Social scientists consider friends an important institution that influences our personal decisions. In terms of the quality of relationships with peers, the study found that almost 65% of students said that this program helped to improve the quality of relationships with other friends. The study also found (Table 1.6) that 20% of all respondents disagreed. This means that the program has not improved their relationships with their friends. It is noteworthy that 16% of the young people were classified as not sure. The details are below;

Table 1.7 Connection

Particulars	Increase	Not increase	Neutral
Connection with family	50%	20%	30%
Connection with friends	64%	20%	16%
Connection with community	60%	14%	26%
Total			

Regarding community connection, the study looked at graduates' level of connectedness or relationship with the community. Students were asked whether or not this program assist to improve connection with the community? More than 50% answered that the DYD program taught them to connect with the community. On the other hand, 14% felt that this program had nothing to do with community connection. Most importantly, the third groups of students, accounting for 26%, were neutral on this question. As far as mean average is concerned, the details are in Table 1.8

Table 1.8 Mean Average of Connection

Particulars	Mean	StdDev
Connection with Family	3.38	1.141
Connection Friends	3.62	1.159
Connection with	3.40	1.229

Community		
Total	**3.46**	**1.176**

Based on the above three indicators, it is clear that DYD graduates do comparatively better in maintaining relationships with friends than graduates of other disciplines. As far as family relationships are concerned, they performed nominally well. In fact, the DYD program as a whole has not reached the appropriate level.

Care

Caring is the final pillar of positive youth development. Care can be defined in many ways. To make discussion comprehensive and effective, the research defines care into things such as caring for the poor, parents and disabled. As for the effectiveness of the program, the study asked the students whether the program encourages them to help the poor and destitute or not? The study found that more than fifty percent of the respondents felt that this program taught them to take care of the poor. Not surprisingly, almost 30% of the respondents said that the program did not teach them to help the poor and destitute, which is a significant proportion of the population. Moreover, less than 20% of the respondents were neutral on this question. The second part of the care is caring parents. Regarding the caring parents, based on survey data (Table 1.9) the study found that almost 60% of the graduates answered positively. In other words, the program taught them to take care of their parents. It is interesting to note that 26% of the students took a neutral stance, which is a significant number. Why are they silent? The study could not give an answer to that. Conversely, a small group of the population thinks that this program has not taught them anything about caring for their father and mother. The details are tabled in 1.9

Table 1.9 care

Particulars	Taught	Not taught	Neutral
Caring poor	50%	20%	30%
Caring parents	64%	20%	16%
Caring disabled	48%	22%	30%
Total			

As far as caring for the disabled is concerned, the DYD graduates were asked whether they were taught how to care for disabled people or not? Disappointingly, less than 50% of the respondents answered that this program did not encourage caring for mentally and physically challenged people. In contrast, 22% of the young people disagreed with this question. More importantly, 30% of the young people did not express their opinion and remained neutral. However, regarding the mean average, the result is depicted below;

Table 1.10 Mean Average of Care

Care	Mean	StdDev
Caring Poor	3.30	1.359
Caring Parents	3.50	1.165
Caring Disabled	3.30	1.266
Total	**3.36**	**1.263**

From the above mean scores, it appears that the DYD program is not performing well in terms of care. The DYD program has done comparatively better in caring for parents than other two indicators. Overall, the DYD program scored extremely low in care section. This low performance raises the questions why the average scores are low. The following section provides a vivid discussion on it.

DISCUSSION

According to the research findings, the DYD program has done significantly low in care which is only above 3.30 mean averages. Why is the score so low? What is the reason for the low effectiveness? One reason could be the nature of the program. The model does not take into account the problem of the 'caring', but rather skills or income. In other words, the DYD program solely focused on employability. Second, the program does not have care issues in the curriculum. There is no course instruction on caring. In addition, the post-program field work and voluntary service is missing. Finally, it is also important to note that the whole program is designed from the point of 'resource development' not 'human development'. Resource development does not cover holistic development of a youth. Human development encompasses mental, moral spiritual and necessary skills of the youth.

Regarding character, particularly relationship with the Creator, the program achieves extremely poor score (3.12). The question is why the result is so poor. One important fact could be that the Department of Youth Development does not specifically address the issue of 'spirituality'. Second, the study found that there is no place for hiring religious scholars for teaching or spiritual growth. By having in-depth discussion with the administration, the researcher also found that there are some sorts of religious awareness (very little engagement) program but it is not enough. In reality, the DYD program does not consult with the religious scholars in the process of the youth development. In fact, the religious scholars are out of the curriculum design process. More importantly, the secular philosophy of the government also causes the imbalanced spiritual development of the youth.

Noticeably, as far as connection is concerned, the program could not do well in connecting to family and community due to the priority and the emphasis of the program. In fact, the government youth development program put more emphasis on income generating programs rather human connections or family connections. Interestingly, it has done comparatively better in 'connection with friends.' Why is that? One

probable reason can be the 'environment of the program' and 'group work'. The research observed some of the classes of Electric and Computer Training course and found that they have group works. In fact this group works help them to be closer.

From the research findings, it also clear that program has achieved significantly better in competence building which is 3.59 (mean average). Although this is not excellent in any measurement but it is sizeable. What are the reasons behind this result? There may be many reasons. One pertinent reason can be the program goal and objective. The program aims to promote competences of the youth. However, within the competence indicators, the program failed to achieve good score in school engagement. Why is so? One reason, many of the participants - especially the girls - are not engaged in school. For another, some of the respondents have already graduated and are looking for jobs. It is generally believed that a DYD program will help them find a job. The researcher also found that many came to learn skills for job.

However, the most noticeable finding is that the DYD program displayed comparatively higher performance in confidence building. What are the factors behind the good performance? There are many reasons. One probable reason can be the instructors' friendly behavior. The researcher interviewed and found that most of the graduates praised their instructors due to the friendly attitude. In fact, it helps them to share their ideas and problem with the mentor. Second, management organized some motivational and life lesson sessions which also helped them to grow confidence. Finally, the value of the program increased self-confidence. It is because the program courses have significant value in the friends circle and job market. Thus, the researcher also observed that having training from the DYD has a big role in getting job or employability in Bangladesh.

CONCLUSION & RECOMMENDATION

The Youth Development Department or Jubo Unnoyon is the main public model for youth empowerment in Bangladesh. Since the establishment of Bangladesh, the Department of Youth Development has been working for the development of youth in Bangladesh. The DYD has developed many programmes for youth empowerment, including institutional and non-institutional programmes. Jubo Unnoyon has more than 65 centers and branches and around 100 programmes. Undoubtedly, these programs are more income generating rather than comprehensive. The study found that DYD's model basically involves three things, namely motivation, then training and finally credit. According to the study, these three lead to self-employment. Self-employment or job creation is the main objective of the model. The DYD program had extremely low scores on 'spirituality and caring'. In addition, the level of achievement or effectiveness did not reach the standard level. However, overall, the DYD program promotes positive youth development, but still needs some adjustments and improvements, especially in the area of caring and connection.

Thus, below are some recommendations

1) The program should accommodate both skills and well-being in the program design.
2) The program needs to add spiritual contents in the class exercise.
3) The program requires focusing on family and community engagement. These two elements are pertinent for proper positive youth development.
4) The program should highlight more on the issues of caring parents, poor and disabled.
5) The government should hire religious scholars in training spiritual issue of the youth. Otherwise the young will be immoral and godless generation.

REFERENCE

Ahmad, R., & Azim, P. (2010). Youth population and the labour market of pakistan: A micro level study. *Pakistan Economic and Social Review*, 183-208.

Ahuja, H. (2021). *Foster Problem-Solving Skills In Learners - eLearning Industry*. https://elearningindustry.com/6-strategies-to-instil-problem-solving-skills-in-learners

Al Ahsan, A. (2006). Research Methodology in History. In *Towards Developing an Integrated Research Method In Human Sciences* (pp. 240–250).

Bahmani, F., Nematbakhsh, M., Changiz, T., Mardani, M., & others. (2005). Critical thinking skills of basic sciences' students of medical university in facing scientific texts. *Iranian Journal of Medical Education*, *5*(2), 41–46.

Bennabi, M. (1988). *on the origins of Human Society*. The open Press.

Benson, P. L., Scales, P. C., Hamilton, S. F., & Sesma Jr, A. (2006). *Positive youth development: Theory, research, and applications*.

Bhattacharya, D., Barua, L., & Islam, S. (2018). *Exploring the State of Youth in the SDG Context How is Bangladesh Doing?*

Bloom, D. E., Canning, D., & Sevilla, J. (2001). *Economic growth and the demographic transition*. National Bureau of Economic Research Cambridge, Mass., USA.

Damon, W. (2004). What is positive youth development? *The ANNALS of the American Academy of Political and Social Science*, *591*(1), 13–24.

DYD. (2021). *Activities of the Department of Youth Development for*. Department of Youth Development and Ministry of Sports.

Frese, M. (2015). Cultural practices, norms, and values. *Journal of Cross-Cultural Psychology*, *46*(10), 1327–1330.

Gilman, R. (2001). The relationship between life satisfaction, social interest, and frequency of extracurricular activities among adolescent students. *Journal of Youth and Adolescence*, *30*(6), 749–767.

Hager, P., & Gonczi, A. (1996). What is competence? *Medical Teacher*, *18*(1), 15–18.

Kirpitchenko, L., & Mansouri, F. (2014). Social engagement among migrant youth: Attitudes and meanings. *Social Inclusion*, *2*(2), 17–27.

M.E, A., B.D, N., & J.L, M. (2012). *The positive youth development inventory. Corvallis: Oregon State University.* Oregon State University.

Mason, A. (2001). *Population change and economic development in East Asia: Challenges met, opportunities seized*. Stanford University Press.

Massoni, E. (2011). Positive effects of extra curricular activities on students. *Essai*, *9*(1), 27.

Murshid, K. A. S., Mahmood, T., & Shashi, N. A. (2019). Employment and Unemployment amongst Educated Youth in Bangladesh. *The Bangladesh Development Studies*, *42*(4), 1–49.

Muzahid, A. M. (2015). Youth Development Policies & Programs in Bangladesh And Areas of Co-operation in Muslim Ummah : A Theoretical Study. *International Journal of Ethics in Social Sciences*, *3*(2), 101–116.

Rossano, M. J. (2012). The essential role of ritual in the transmission and reinforcement of social norms. *Psychological Bulletin*, *138*(3), 529.

Shek, D. T. (2012). Spirituality as a positive youth development constructs: A conceptual review. *The Scientific World JournaL*, *2012*(1).

Telfer, E. (1970). Friendship. *Proceedings of the Aristotelian Society*, *71*, 223–241.

Zarrett, N., & Lerner, R. M. (2008). Ways to promote the positive development of children and youth. *Child Trends*, *11*(1), 1–5.

Zimmerman, S. L. (1980). The family: Building block or anachronism. *Social Casework*, *61*(4), 195–204.