Government of the People's Republic of Bangladesh
Ministry of Youth and Sports
National Institute of Youth Development

Study Report
on

"Gender Dimensions in Attaining SDG at NIYD's Training: Assessing the Progresses and Challenges of Female Empowerment in Bangladesh"

Prepared by:

SAMAHAR

Samahar Consultants Limited

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Preface

It is with great pleasure that I present the study report titled *"Gender Dimensions in Attaining SDGs through NIYD's Training: Progress and Challenges of Female Empowerment in Bangladesh,"* conducted under the auspices of the National Institute of Youth Development (NIYD), Ministry of Youth and Sports. This comprehensive study, awarded to **Samahar Consultants Limited** and led by the eminent researcher Dr. Md. Hasan Ali, *PhD*, marks a significant milestone in our ongoing commitment to fostering gender equality and empowering young women across Bangladesh.

Bangladesh's journey towards achieving the Sustainable Development Goals (SDGs), particularly SDG 5 on Gender Equality, requires robust evidence, critical analysis, and innovative approaches. As the apex institution for youth development, NIYD recognizes the key role that young women play in the country's socio-economic revolution. Our training programs are designed not only to build skills and capacities but also to break down barriers that hinder the full participation of women in all domains of life.

This study was commissioned to assess the progress, identify the challenges, and recommend actionable strategies for enhancing the impact of NIYD's training initiatives on female empowerment. The findings and recommendations contained herein will serve as a valuable resource for policymakers, practitioners, and development partners committed to advancing gender equality in Bangladesh.

On behalf of NIYD, I extend my sincere gratitude to *Dr. Md. Hasan Ali* and his research team for their dedication, professionalism, and insightful analysis. I also acknowledge the contributions of all stakeholders, including the women and youth who participated in this study, whose voices and experiences have enriched this report.

I am confident that the insights from this study will inform our future strategies and reinforce our resolve to create an enabling environment where every young woman can realize her full potential. Together, let us continue our collective efforts towards building a more inclusive, equitable, and prosperous Bangladesh.

Dr. Moha. Bashirul Alam
Director General (Additional Secretary)
National Institute of Youth Development (NIYD)
Ministry of Youth and Sports
Government of the People's Republic of Bangladesh

Acknowledgement

On behalf of the entire research team of Samahar Consultants Limited, I would like to express our sincere thanks to everyone who contributed to the successful completion of the study titled *"Gender Dimensions in Attaining SDGs through NIYD's Training: Progress and Challenges of Female Empowerment in Bangladesh"*

First and foremost, we are sincerely grateful to Dr. Moha. Bashirul Alam, Director General of the National Institute of Youth Development (NIYD), for his visionary leadership, continuous support, and valuable guidance throughout the study. His encouragement and supervision played a key role in leading this research towards meaningful results.

We are also cordially thankful to Mr. Sourendra Nath, Registrar of NIYD, and Ms. Jhumur Roy, Assistant Director (Research), along with other staff members of NIYD. Their cooperation, logistical support, and assistance in accessing resources and respondents greatly supported the research process.

Our sincere appreciation goes to the entire research team whose dedication, skills, and teamwork made this study possible. Their hard work in collecting and analyzing data, and writing the report helped ensure the quality and depth of this study.

We are also truly thankful to all the respondents and stakeholders who kindly gave their time, experiences, and insights. Their voices are at the heart of this study and offer important perspectives on the progress and challenges of female empowerment through NIYD's training programs.

Finally, we acknowledge the support of all individuals and organizations who directly or indirectly contributed to this research. Your support has been essential in helping us better understand the gender aspects of youth development and the achievement of SDGs in Bangladesh.

Thank you all for your trust, cooperation, and dedication to this important work.

Dr. Md. Hasan Ali, *PhD.*
Team Lead
Samahar Consultants Limited

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Acronyms

ADB	:	Asian Development Bank
BBS	:	Bangladesh Bureau of Statistics
CBO	:	Community Based Organizations
CPD	:	Centre for Policy Dialogue
DG	:	Director General
DR	:	Director Research
DYD	:	Department of Youth Development
FGD	:	Focus Group Discussion
FR	:	Final Report
GAD	:	Gender and Development
ICT	:	Information and Communications Technology
IR	:	Inception Report
KII	:	Key Informant Interview
LFPR	:	labor force participation rate
NGO	:	Non-Government Organization
NIPORT	:	National Institute of Population Research and Training
NIYD	:	National Institute of Youth Development
RFP	:	Request for Proposals
SDGs	:	Sustainable Development Goals
SPSS	:	Statistical Package for Social Sciences
SPSS	:	Statistical Package for Social Science
SWOT	:	Strengths, Weakness, Opportunities and Threats
ToR	:	Terms of Reference
UNDP	:	United Nations Development Programme
UNESCO	:	United Nations Educations, Science and Cultural Organizations
UNO	:	Upazila Nirbahi Officer
WEF	:	World Economic Forum
WID	:	Women in Development

Executive Summary

Introduction

The study titled *"Gender Dimensions in Attaining SDGs through NIYD's Training: Progress and Challenges of Female Empowerment in Bangladesh"* explores the impact of the National Institute of Youth Development (NIYD) training programs on the empowerment of young women and their alignment with Sustainable Development Goal 5 (Gender Equality). Conducted by Samahar Consultants Limited, the research evaluates how NIYD's training contributes to increasing the employability, entrepreneurial capacities, and leadership of women across Bangladesh, while identifying key challenges that obstruct their full participation and progress.

Recognizing the transformative potential of skills development for gender equity, the study investigates whether NIYD's training effectively addresses the unique needs of women and contributes to reducing gender disparities in socio-economic outcomes.

Methodology

The research employed a mixed-methods approach, combining both quantitative and qualitative techniques to ensure a comprehensive understanding of the training program's effectiveness.

Sample and Selection Process

The total sample consisted of 640 individuals, comprising 480 training recipients and 160 control group participants who did not receive NIYD training.

The sample was drawn from 16 districts and 69 Upazilas, ensuring diversity across geographic, socio-economic, and demographic contexts.

The selection process used a stratified simple random sampling method, ensuring representation across gender, region, and training type. The control group was matched as closely as possible in terms of age, education, and socio-economic background to enable meaningful comparisons.

Data Collection Tools

Quantitative surveys gathered data on employment status, income generation, training relevance, and perceptions of empowerment.

22 Focus Group Discussions (FGDs) with trained women, community members, and local influencers, and 40 Key Informant Interviews (KIIs) with NIYD trainers, Key government and Nongovernment officials, community leaders, and gender experts provided rich qualitative insights.

Quantitative data were analyzed using SPSS, and ethical standards, including informed consent, confidentiality, and voluntary participation, were carefully observed.

Key Findings

1. Gender Participation

Female participation in NIYD training programs was relatively low overall, recorded at just 23.3%. There were unambiguous regional disparities, with Dhaka showing a high female participation rate of 86.7%, while Sylhet less than 1% participation among women. The Focus Group Discussions (FGDs) highlighted that such low levels of engagement were due to a combination of cultural restrictions, limitations on mobility, and lack of awareness about training opportunities. These factors were particularly prevalent in conservative or rural regions, where traditional gender roles and family disapproval limited women's access to training programs.

2. Employment and Income Generation

The training programs significantly improved employment outcomes. Unemployment among training recipients dropped from 53.8% before training to 20.2% afterward. Additionally, 28.5% of participants secured full-time employment, and 22.1% became self-employed. A notable 83.8% of respondents reported an increase in income as a direct result of the training. However, the benefits were not evenly distributed across regions. In areas such as Kurigram and Rangpur, post-training economic outcomes were limited due to a lack of local employment opportunities and weak linkages to broader market networks.

3. Training Relevance and Quality

While 69.8% of trainees reported that the training was relevant to their personal and professional development, particularly in vocational and technical skill areas, 25.6% of respondents felt neutral about its usefulness. Only 48.1% believed the training addressed critical gender-related challenges such as workplace discrimination, domestic responsibilities, or financial independence. This indicates that, although technically useful, the curriculum lacked adequate focus on real-life gender-based barriers that women commonly face.

4. Empowerment and Soft Skills

The training had a strong positive impact on soft skills and personal empowerment among women. About 86.3% of female trainees reported increased self-esteem and confidence. Participants from FGDs highlighted enhanced capabilities in public speaking, teamwork, and decision-making. Key Informant Interviews (KIIs) supported these observations, noting a visible shift in how trained women were seeming within their communities. In some cases, women assumed leadership roles in family businesses or local committees, indicating broader social impact.

5. Structural and Social Barriers

Despite the successes, several determined barriers were identified. FGDs and KIIs revealed that restrictive gender norms, family resistance, and logistical issues such as lack of access to childcare and safe transportation limited female participation. Additionally, there was a lack of post-training support systems like mentorship programs, seed funding, and job placement services. Infrastructure also posed challenges, some training centers were in distant locations and lacked adequate facilities, making it especially difficult for women in rural areas to attend.

<u>Recommendations:</u>

1. Increase Gender Inclusivity and Participation

To address the gender gap in access and participation, NIYD should implement targeted interventions that directly remove barriers faced by women and girls. Outreach campaigns must be launched in underperforming and conservative districts (e.g., Sylhet, Kurigram) using culturally appropriate messaging and the involvement of female role models and community leaders. Training schedules should be adapted to women's availability, and support services like on-site childcare, safe transportation, and stipends must be provided to make participation more feasible for women with family responsibilities or mobility restrictions. These measures will contribute directly to SDG 5.1 (End discrimination against women) and SDG 5.5 (Ensure full participation in leadership and decision-making).

2. Enhance Training Curriculum with a Gender Lens

Training programs should go beyond technical skills by integrating gender-responsive content to promote awareness, agency, and protection. This includes modules on women's legal rights, gender-based violence, workplace equality, harassment prevention, reproductive health, and unpaid care work. Financial literacy and digital skills training should also be tailored to help women navigate formal systems confidently. Training materials must be localized to reflect the cultural and economic realities of different regions, ensuring that women see relevance and value in their learning. These changes support SDG 5.6 (Ensure universal access to sexual and reproductive health and rights) and SDG 5.b (Enhance the use of enabling technology, in particular ICT, to promote women's empowerment).

3. Strengthen Post-Training Support for Women's Economic Empowerment

Achieving gender equality requires that women not only gain skills but can use them meaningfully. NIYD should create structured post-training pathways including mentorship from female entrepreneurs, business incubation services, and access to finance through partnerships with banks and microcredit institutions. Public-private partnerships should be used to facilitate internships and job placements specifically targeting female trainees. Establishing women-only business networks and alumni forums will further support community and peer learning. These interventions align with SDG 5.a (Undertake reforms to give women equal rights to economic resources) by enabling asset ownership, income generation, and financial independence.

4. Institutionalize Gender-Sensitive Monitoring and Evaluation (M&E)

To ensure accountability and continuous improvement, NIYD must implement a gender-disaggregated M&E system that tracks outcomes such as employment, income, decision-making power, and mobility post-training. Regular FGDs and feedback mechanisms should be used to capture women's lived experiences and to redesign programs in response to real barriers. Indicators must align with SDG 5 targets and be incorporated into national and institutional reporting frameworks. This will ensure that gender equality is not just a stated goal but a measurable, continuously assessed outcome.

5. Address Regional and Infrastructural Inequities that Disproportionately Affect Women

Gender disparities in training participation are magnified by geographic inequalities. NIYD should invest in mobile training units, community-based learning centers, and digital learning platforms to reach women in hard-to-access areas. Collaborating with religious and cultural institutions can help shift community attitudes that limit women's participation in public life. Creating local safe spaces for women's learning and networking is crucial in conservative areas. These initiatives support both SDG 5 and broader inclusion goals under SDG 10 (Reduced Inequalities).

6. Advocate for Gender-Transformative Policy Reforms

NIYD should work with relevant ministries to advocate for national policy reforms that institutionalize gender equity in youth and skills development. This includes establishing gender quotas for training programs, allocating dedicated budgets for female-focused training initiatives, and integrating gender equality as a core outcome in youth policies and strategies. Cross-ministerial collaboration should be formalized to align training with national gender goals, ensuring NIYD is part of a whole-of-government approach to achieving SDG 5.

7. Integrate Gender Equality in Program Planning and Delivery

Gender equality must be embedded into the program lifecycle from design to evaluation. NIYD should develop district-level gender action plans that reflect local barriers and opportunities. These plans should be co-created with women beneficiaries, local governments, and civil society organizations. Integrated service centers should combine training, placement, counseling, and microfinance tailored for women. These holistic, gender-aware delivery models will ensure that training leads to lasting empowerment, not just participation.

Conclusion

The findings confirm that NIYD's training programs significantly contribute to female empowerment and youth development, in alignment with SDG 5 and national development priorities. Training has enhanced employability, fostered entrepreneurial spirit, and elevated women's confidence and leadership potential. However, persistent regional inequalities, gender-specific barriers, and inadequate post-training support systems must be urgently addressed to realize the full potential of these interventions.

For NIYD to evolve into a truly transformative platform for gender equality, it must adopt a more inclusive, decentralized, and context-sensitive strategy, attached in local realities and global best practices. By turning current challenges into opportunities for innovation and reform, NIYD can help shape a future where young Bangladeshi women are not only economically active but also socially empowered and institutionally supported.

Chapter One: Introduction

1. Background of the Study

Gender equality is a cornerstone of sustainable development, enshrined in the Sustainable Development Goals (SDGs), particularly SDG 5, which aims to achieve gender equality and empower all women and girls. In Bangladesh, women make up approximately 50% of the population, yet they continue to face significant barriers in education, employment, and leadership opportunities due to deep-rooted cultural norms and systemic inequalities. While steps have been made such as increasing female enrollment in education and labor force participation challenges remain, especially in translating these gains into equitable opportunities and outcomes.

The National Institute of Youth Development (NIYD) in Bangladesh are critical institutions that aim to equip young individuals with the skills, knowledge, and tools to drive national development. These training programs often serve as platforms for skill-building, entrepreneurship, and leadership development, directly contributing to multiple SDG targets. However, the participation and experiences of female trainees in these programs often differ significantly from their male counterparts, as they encounter unique challenges ranging from accessibility and societal biases to institutional limitations.

Current data indicates that women's participation in NIYD training programs lags behind that of men, with fewer women completing courses or transitioning into impactful roles post-training. Furthermore, qualitative reports suggest that female trainees often face logistical challenges (such as lack of childcare or safe transport), limited networking opportunities, and inadequate program content tailored to their specific needs. Given this backdrop, assessing the gender dimensions in attaining SDGs through NIYD's training programs is important to understanding how effectively these programs empower women and address gender disparities in Bangladesh.

1.1 Country Context: Gender and Youth Development in Bangladesh

Bangladesh has achieved notable progress in gender equality, particularly in areas such as female education enrollment, maternal healthcare, and political representation. However, these achievements cover ongoing challenges in employment and economic empowerment. Female labor force participation remains relatively low at around 38%, and the majority of working women are employed in the informal sector with limited job security, social protection, or decent wages. The gender wage gap continues to hover at nearly 29%, and women entrepreneurs constitute only a small percentage of business owners in the country. Despite various efforts by the government and development partners, structural barriers like patriarchal social norms, lack of access to financial resources, and restricted mobility continue to impede female youth from fully participating in the economy and achieving self-reliance. The country's aspiration to meet Sustainable Development Goals (SDGs) is thus closely linked with how it addresses these gender-specific challenges.

National Institute of Youth Development (NIYD): Catalyzing Youth Empowerment

The National Institute of Youth Development (NIYD), operating under the Ministry of Youth and Sports, plays a central role in fostering youth development through capacity-building and skills training. As part of its mandate, NIYD provides vocational, entrepreneurial, and soft skills training programs aimed at preparing young people for productive roles in the economy. In recent years, there has been a increasing emphasis on integrating gender sensitivity into these programs, with the recognition that young women face unique socio-economic challenges. NIYD has initiated targeted interventions to include more female participants, especially from rural and underprivileged backgrounds. Through its training centers across the country, NIYD seeks to equip female youth with skills that enhance employability, support entrepreneurship, and contribute to their socio-economic empowerment, aligning with broader national development goals and the global SDG framework.

Alignment with Sustainable Development Goals (SDGs)

NIYD's interventions closely align with several Sustainable Development Goals, particularly SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities). By offering training in livelihood skills, financial literacy, and entrepreneurship, the programs directly contribute to improving educational outcomes and employment opportunities for young women. The inclusion of gender-responsive modules also helps to challenge prevailing stereotypes and enhance awareness around women's rights and capabilities. These initiatives are critical in bridging the gender gap in economic participation and supporting the creation of a more equitable and inclusive society. However, achieving these outcomes on a meaningful scale will depend on sustained investments in gender-sensitive programming and monitoring of the specific impacts on female participants.

Gender Dimensions in NIYD Training Impact

Employment: NIYD training programs have enabled many young women to acquire skills in diverse areas such as ICT, agriculture, tailoring, beauty care, and handicrafts, which has broadened their potential for income generation. However, translating skills into employment remains a challenge due to deeply embedded gender roles, limited job placement mechanisms, and workplace discrimination. Many female graduates struggle to secure formal employment, often being restricted to the informal sector or home-based work due to familial obligations and community norms. Inadequate support for job linkage and career counseling also means that the transition from training to employment is not always smooth, particularly for rural female youth who face additional geographical and infrastructural barriers.

Entrepreneurship: Entrepreneurship is promoted by NIYD as a key strategy for female empowerment, and many young women have shown interest in starting their own micro-enterprises. However, the lack of access to start-up capital, limited business networks, and restricted market access severely constrain their ability to scale up or sustain their ventures. Social perceptions about women running businesses, especially in conservative rural areas, further discourage entrepreneurial ambitions. Although some initiatives have been launched in

partnership with development organizations to support women-led businesses, these are often concentrated in urban areas and fail to reach the most marginalized. Without targeted support in the form of mentorship, financial inclusion, and incubation services, the potential of NIYD-trained female entrepreneurs remains underutilized.

Financial Empowerment: Financial literacy components of NIYD programs have increased awareness among female participants about savings, budgeting, and the importance of financial independence. However, many young women remain dependent on male relatives for access to formal banking and financial services. This dependency limits their ability to fully control their earnings or invest in their personal or business growth. While the rise of mobile financial services has created new avenues for digital inclusion, many women, particularly in rural areas, lack the digital literacy or access to mobile devices needed to take full advantage of these services. True financial empowerment will require a stronger integration of digital financial tools and partnerships with institutions that can facilitate access to credit, insurance, and savings products tailored to young women's needs.

Self-Reliance and Socio-Economic Development: Participation in NIYD programs has positively influenced the confidence and self-perception of many female trainees. The exposure to peer networks, life skills education, and leadership training has encouraged young women to become more vocal and confident in decision-making within their families and communities. This shift contributes to greater self-reliance and enables women to contribute economically and socially to their households. Nevertheless, early marriage, gender-based violence, and conservative community attitudes continue to pose significant threats to the long-term sustainability of these gains. Achieving broader socio-economic development for female youth thus requires a multi- dimensional approach that addresses not only skill-building but also the social determinants of empowerment.

Regional and Social Disparities

Despite efforts to make training programs inclusive, notable disparities persist in access and outcomes. Young women in rural and remote areas face more pronounced barriers due to poor infrastructure, limited availability of training centers, and stronger traditional gender norms. Additionally, the programs often provide more effectively to those with basic education, leaving behind illiterate or semi-literate women who may require alternative learning approaches. Socially marginalized groups, including women with disabilities and transgender youth, are rarely targeted, resulting in their exclusion from empowerment initiatives. Without a deliberate focus on these underserved populations, the promise of inclusive development remains unfulfilled.

Policy and Programmatic Recommendations

To enhance the impact of NIYD's programs on female youth empowerment, there is a need to redesign training curricula to be more gender-responsive and context-specific. This includes incorporating flexible schedules, localized content, and safety provisions to increase participation. Financial inclusion must be prioritized by forging partnerships with microfinance institutions, digital financial service providers, and cooperatives to facilitate access to credit and savings. Mentorship and post-training support should be institutionalized to help young

women establish and grow their enterprises. Monitoring and evaluation frameworks should include gender-sensitive indicators that track not just participation but long-term impacts on income, agency, and community influence. Finally, a coordinated approach involving government agencies, NGOs, and private sector actors is essential to scale effective models and ensure that youth development initiatives meaningfully contribute to the SDG agenda.

The National Institute of Youth Development has a vital role in enabling Bangladesh's female youth to become active agents in the country's pursuit of sustainable development. Through its training programs, NIYD contributes to building skills, enhancing financial literacy, and promoting self-reliance among young women. However, to translate these efforts into meaningful socio-economic transformation, structural barriers such as gender norms, limited access to finance, and weak support systems must be addressed. A more inclusive, gender-sensitive, and systemic approach is essential for ensuring that female youth are not just participants but leaders in achieving the Sustainable Development Goals and driving long-term national progress.

This study, titled *"Gender Dimensions in Attaining SDGs through NIYD's Training: Progress and Challenges of Female Empowerment in Bangladesh"*, has been undertaken to critically examine how gender-focused interventions within NIYD's training programs are contributing to the empowerment of young women and the broader SDG agenda. The purpose is to generate insights into the current strengths and gaps of these programs from a gender perspective and to identify practical pathways for improving their reach, inclusiveness, and long-term impact. By analyzing the progress made and the challenges still faced by female youth, this study aims to inform policy improvements, strengthen program design, and promote evidence-based strategies for gender-responsive youth development. Ultimately, it seeks to contribute to more effective and equitable training initiatives that not only equip young women with skills but also empower them to overcome structural inequalities and become key drivers of socio-economic change in Bangladesh.

1.2 Objectives of the Study

The study explores a wide range of issues and initiatives undertaken by the National Institute of Youth Development (NIYD). However, the **overall objective** of the study is to assess the progress and challenges of female empowerment in achieving gender equality through NIYD's training programs in Bangladesh, with particular emphasis on their alignment with the Sustainable Development Goals (SDGs).

1.2.1. Specific Objectives of the Study

The specific objectives of the study are as follows:

a. To analyze the gender composition and participation trends in NIYD training programs.

b. To assess the impact of NIYD training on female trainees, focusing on skill development, employment opportunities, and leadership capacities.

c. To identify key challenges and barriers faced by female participants, including societal, institutional, and structural issues.

d. To evaluate the extent to which NIYD training aligns with SDG 5 targets, particularly in promoting gender equality and empowering women.

e. To identify the strategies for improving gender inclusivity and enhancing the outcomes of NIYD training programs for women.

1.3 Scope of the Study

To carry out the assignment, Samahar was responsible for providing the following activities related to the conduct of the study, including but not limited to:

a. Analyzed the current conditions of youth, particularly young women, engaged in skill development and employment.

b. Identified the skills required for job readiness and employment for both male and female youths.

c. Assessed the effectiveness of skill development through training and education.

d. Identified state-of-the-art training and education types that offered the best opportunities for employment.

e. Targeted young women across the country for skill development training and gathered their insights.

f. Obtained all necessary permissions related to the study from the relevant authorities.

g. Developed study tools, methodologies, and an operational plan.

h. Conducted field studies covering eight divisions, sixteen districts, and thirty-two Upazilas to ensure comprehensive geographical coverage of the country.

i. Selected appropriate respondents from the youth population for the study and collected data.

j. Screened, tabulated, and analyzed data to prepare study reports.

k. Attended proposal clarification meetings (if necessary) to address and understand the study's requirements.

l. Conducted interviews with a focus on maximizing female participation.

m. Visited study areas to engage with relevant beneficiaries and stakeholders.

n. Performed a desk review to assess previous and current gender-related conditions in skill development and employment within the country.

o. Conducted socio-economic analyses to explain the current situation of beneficiaries.

p. Identified opportunities for skill development and employability for the beneficiaries.

q. Assessed the capacity-building needs of young women and explored entrepreneurship options.

r. Included additional ideas, suggestions, or recommendations from Samahar for preparing the final report, beyond the scope mentioned here.

1.4 Steps have followed to conduct the study:

The study team of Samahar undertook the following tasks to deliver the services:

a. Proposed a detailed methodology and work plan for the study, aligned with the study's objectives.

b. Employed both quantitative and qualitative research approaches to conduct the study.

c. Utilized data collection techniques such as focus group discussions, individual in-depth interviews, key informant interviews, case studies, and questionnaire surveys, as appropriate for the study.

d. Conducted the study across 69 Upazilas, collecting information from at best respondents in each Upazila for evaluation purposes.

e. Assessed the impact of the skill development program on employment generation, entrepreneurship development, and the overall socio-economic upliftment of the beneficiaries.

f. Identified the strengths, weaknesses, opportunities, and threats (SWOT) of the skill development activities undertaken by the National Institute of Youth Development (NIYD).

g. Organized a validation workshop to present the draft report for feedback before finalizing the study report.

h. Ensured the study was conducted by a qualified team, which included a Team Leader, Economist, Researcher, and Statistician/Data Analyst.

i. Informed and consulted with the evaluation committee formed by NIYD on all activities related to the impact evaluation study.

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Conceptualization
    Desk Review/Literature Review
              ↓
    Sampling Size and Method selection
              ↓
    Data collection tools finalization and
    Preparation of inception report
              ↓
Preparatory Phase
    Recruitment and training of field Staff
              ↓
    Pilot test and Pretesting of
    Questionnaire
              ↓
    Formatting of Questionnaire
              ↓
Data Collection Phase
    Field Data collection
       ↓              ↓
    Primary Data    Secondary Data
              ↓
    Monitoring and Supervision of the Survey
              ↓
Data Analysis and Report Preparation Phase
    Data Consolidation and Analysis
              ↓
    Data Interpretation and Analysis
              ↓
    Findings and Conclusion
              ↓
    Draft Report Submission and Dissemination
              ↓
    Validation Workshop with Draft Final
              ↓
    Finalized the Study Report and Submission
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Detail Implementation Plan of the Study

1.5 Study Relevance to SDGs, Especially SDG 5

The relevance of this study lies at the intersection of gender equality, sustainable development, and youth-focused training interventions in Bangladesh. As the global community advances toward the Sustainable Development Goals (SDGs), Goal 5, achieve gender equality and empower all women and girls—emerges as a cornerstone for inclusive development. In this context, understanding how targeted programs like the National Institute of Youth Development (NIYD) contribute to empowering women and girls becomes both timely and essential.

1.5.1 Global and National Context of SDG 5

SDG 5 is not merely a standalone objective; it is a prerequisite for achieving the broader agenda of sustainable development. Globally, gender disparities persist across multiple domains, including education, economic participation, political representation, and access to resources. In Bangladesh, while significant strides have been made in narrowing the gender gap—particularly in primary education and health, deep-rooted socio-cultural norms, economic limitations, and institutional barriers continue to hinder full gender equality.

1.5.2 Rationale for Focusing on NIYD

The National Institute of Youth Development (NIYD), operating under the Ministry of Youth and Sports, Bangladesh, plays a strategic role in youth capacity building, with a growing emphasis on gender-sensitive training program. The Institute's training modules encompass vocational skills, leadership, entrepreneurship, digital literacy, and gender awareness, key areas that directly impact women's empowerment. Evaluating the outcomes of these trainings through a gender lens offers critical insights into how well the programs align with and advance SDG 5.

1.5.3 Significance of Gender Dimensions in Youth Training

- Training and development initiatives that incorporate gender dimensions are instrumental in:
- Challenging traditional gender roles, thus enabling women to pursue non-traditional careers.
- Enhancing women's decision-making power both in domestic and public spheres.
- Fostering economic independence, thereby reducing gender-based vulnerabilities.
- Improving self-confidence and leadership potential among young women.

By focusing on these aspects, the study evaluates how the training programs contribute to the broader goal of achieving substantive equality rather than merely formal equality.

1.5.4 Contribution to Policy and Practice

This study is relevant for multiple stakeholders, policy makers, development practitioners, academic researchers, and civil society organizations. By systematically analyzing the progress and challenges faced by female trainees, the study can inform:

- ➢ Policy augmentations to make youth development more inclusive.

- ➢ Curriculum modification to address gender-specific barriers in training content.

- ➢ Programmatic modifications to ensure sustainable outcomes in female empowerment.

- ➢ Evidence-based advocacy for scaling successful models across the country.

1.5.5 Addressing Existing Gaps

Despite numerous gender empowerment initiatives in Bangladesh, few studies systematically assess the link between youth training institutions like NIYD and SDG 5. Most evaluations tend to be quantitative or focus narrowly on economic outputs. This study fills that gap by adopting a holistic approach, incorporating qualitative and gender-sensitive indicators to measure empowerment, including voice, agency, mobility, and access to networks.

1.5.6 Relevance Among Existing Challenges

In the wake of post-COVID economic recovery, climate vulnerabilities, and the digital divide, Bangladeshi women especially those from marginalized regions face new layers of disadvantage. NIYD's training programs, if effectively tailored and scaled, can serve as powerful instruments of resilience and transformation for young women. Hence, this study's findings can guide future interventions to be more responsive to evolving gender dynamics in Bangladesh.

In summary, this study's relevance lies in its potential to lighten the complex, yet critical, pathways through which structured training initiatives contribute to achieving SDG 5 in Bangladesh. By focusing on NIYD's role in promoting gender equality, the study provides actionable insights for creating an inclusive development model that truly leaves no one behind.

Chapter Two: Literature Review

2.1 Introduction:

Gender equality and women's empowerment are not only fundamental human rights but also key catalysts for achieving the Sustainable Development Goals (SDGs), particularly SDG 5 which aims to achieve gender equality and empower all women and girls. In Bangladesh, multiple national strategies and institutional mechanisms have been established to align with global frameworks, such as the 2030 Agenda for Sustainable Development. Among these, the National Institute of Youth Development (NIYD) plays a vital role in providing training and skill development programs to empower youth, especially young women.

This literature review examines the gender dimensions in the training programs provided by NIYD, assessing how effectively these initiatives contribute to achieving SDG targets related to female empowerment in Bangladesh. By drawing on both national and international literature, this review explores the theoretical foundations, policy context, progress, and persistent challenges in promoting gender equity through training and development efforts.

a. Theoretical Framework: Gender and Development (GAD)

The Gender and Development (GAD) approach serves as the foundational framework for this review. Introduced in the 1980s, GAD critiques earlier Women in Development (WID) models for failing to address the structural causes of gender inequality. GAD focuses on the social construction of gender roles and the systemic nature of power imbalances (Moser, 1993). In the context of NIYD, the GAD approach implies the need for institutional mechanisms that not only include women in training programs but also transform the gendered nature of decision-making, resource allocation, and evaluation processes.

The GAD framework also advocates for participatory planning, gender-responsive budgeting, and intersectionality recognizing that women are not a homogenous group and that their experiences are shaped by factors such as age, class, location, and disability. These considerations are important in designing training programs that are genuinely inclusive and impactful.

b. Global Context: Gender Equality and SDG 5

Globally, the achievement of SDG 5 is hindered by persistent gender disparities in economic participation, education, leadership, and exposure to gender-based violence. The United Nations Women's 2023 Gender Snapshot highlights that, despite progress in education and maternal health, the world is not on track to achieve full gender equality by 2030 (UN Women, 2023). Women still spend three times more time on unpaid domestic and care work than men, and they continue to face barriers to accessing decent work and digital resources.

International development organizations emphasize the importance of skill development and vocational training as tools for female empowerment. Effective training programs should be linked to market demands, ensure women's safety and dignity, and provide follow-up support such as access to finance, networks, and mentorship.

c. National Context: Gender Equality in Bangladesh

Bangladesh has made notable progress in reducing gender disparities, especially in primary education enrollment, child mortality, and political participation. It ranked 59th out of 146 countries in the World Economic Forum's Global Gender Gap Report 2023, ahead of many countries in South Asia (WEF, 2023). However, significant gaps remain, particularly in economic participation and opportunity.

According to the Bangladesh Bureau of Statistics (BBS), the labor force participation rate (LFPR) for women was 42.68% in 2022, compared to 84.10% for men. Women are over-represented in informal sectors with limited job security and benefits. Social norms, lack of childcare, transport safety, and gender stereotypes continue to restrict women's economic mobility and leadership opportunities (BBS, 2022).

National policies, such as the National Women Development Policy (2011) and National Youth Policy (2017), underscore the importance of gender equity and youth development. However, critics argue that these policies lack strong enforcement mechanisms, gender-disaggregated data, and accountability frameworks (CPD, 2022).

d. Role of NIYD in Youth Empowerment

The National Institute of Youth Development (NIYD) is mandated to train youth across Bangladesh in vocational skills, leadership, entrepreneurship, and civic engagement. While the institution acknowledges gender issues and promotes female participation, its training modules have yet to fully integrate gender transformative approaches (Rahman & Kabir, 2020).

NIYD's outreach has expanded in recent years, with increased enrollment of women in IT training, handicrafts, and micro-entrepreneurship programs. However, limited data is available on the long-term outcomes for female graduates. Anecdotal evidence suggests that many women face difficulty in transitioning from training to gainful employment or entrepreneurship due to societal and logistical constraints.

In addition, field-level trainers often lack gender sensitivity training, and many centers do not provide adequate facilities for women, such as safe accommodation, sanitation, and childcare. These infrastructural and institutional gaps diminish the potential impact of NIYD's otherwise promising programs.

e. Challenges to Female Empowerment through Training

Several key challenges hinder the empowerment of women through training programs in Bangladesh:

i. **Socio-cultural Norms:** Traditional gender roles often limit women's mobility and decision-making power. Many families are reluctant to allow young women to attend training outside their local areas or in mixed-gender settings (NIPORT, 2019).
ii. **Digital Divide:** With increasing digitalization of training, lack of access to smartphones, internet, and digital literacy disproportionately affects women, especially in rural areas (UNDP, 2021).

iii. **Economic Constraints:** Opportunity costs, such as loss of income or household responsibilities, discourage women's participation in training. Without stipends or income-generating opportunities, many women drop out before completion.

iv. **Lack of Post-Training Support:** Successful empowerment requires more than training. Women need follow-up support such as mentorship, seed funding, market linkages, and access to financial services to transition from training to economic independence (ADB, 2020).

v. **Monitoring and Evaluation Insufficiencies:** Most training programs, including those by NIYD, do not conduct gender-disaggregated impact assessments. This limits the ability to evaluate and improve the gender responsiveness of training initiatives (CPD, 2022).

f. Best Practices and Innovations

Despite these challenges, several initiatives offer promising models. The Asian Development Bank's Skills for Employment Investment Program has incorporated gender targets, women-friendly infrastructure, and life skills training to enhance employability. Similarly, Meta and BASIS's "She" Means Business project has trained thousands of women entrepreneurs in digital marketing and business management.

International best practices highlight the importance of combining technical training with soft skills, legal awareness, and gender-sensitive mentoring. Programs that involve male family members and community leaders have also been more successful in overcoming resistance to women's empowerment.

g. Policy and Institutional Gaps

While Bangladesh's policy environment is generally supportive of gender equity, implementation remains weak. The National Youth Policy (2017) includes provisions for gender inclusivity but lacks detailed guidelines or monitoring indicators specific to female empowerment. Similarly, gender-responsive budgeting is still at a nascent stage in youth development programs.

Institutionally, there is limited coordination between agencies responsible for youth and gender affairs. Data collection mechanisms are weak, and there is a shortage of trained personnel to implement gender mainstreaming at grassroots levels. To address these gaps, stronger inter-ministerial coordination, increased budgetary allocation, and capacity-building for staff are required (UNESCO, 2020).

The integration of gender perspectives into youth training programs is vital for the attainment of SDG 5 in Bangladesh. While institutions like NIYD have made strides in increasing female participation, there is an urgent need to shift from gender-sensitive to gender-transformative approaches. This requires revising curricula, training staff, upgrading infrastructure, and establishing robust monitoring systems.

Moreover, policy implementation must be strengthened through political will, adequate funding, and accountability mechanisms. Partnerships with civil society, private sector, and international agencies can also enhance program delivery and outreach. By addressing these

challenges and scaling best practices, Bangladesh can move closer to achieving its SDG commitments and ensuring that no woman or girl is left behind.

2.2 Progress Towards SDG 5 and Other Related Goals

2.2.1 Alignment of NIYD Programs with SDG 5 Targets

The National Institute of Youth Development (NIYD), operating under the Ministry of Youth and Sports, has strategically aligned its programs to support the targets of SDG 5: Achieve gender equality and empower women and girls. By providing structured skills development training across a wide range of trades such as ICT, tailoring, agriculture, mobile servicing, and entrepreneurship NIYD actively promotes equal access to economic resources and opportunities.

Its gender-responsive training modules encourage women's participation in traditionally male-dominated fields, directly contributing to Target 5.5, which calls for ensuring full and effective participation of women in leadership at all levels. In addition, NIYD's emphasis on gender awareness, legal literacy, and life skills education helps combat harmful practices and fosters a culture of equality, aligning with Targets 5.1 (end discrimination) and 5.6 (access to reproductive health and rights).

Moreover, NIYD's outreach to rural and marginalized women enhances inclusivity, helping to reduce geographic and social disparities, thereby contributing to Target 5.c, which emphasizes the need for enabling policy environments to promote gender equality.

2.2.2 Contribution to Broader Development Goals

Beyond SDG 5, NIYD's programs have cross-cutting relevance to several other Sustainable Development Goals:

SDG 1 (No Poverty): By fostering income-generating skills and facilitating job placement, especially for women, NIYD helps reduce poverty at the household and community levels.

SDG 4 (Quality Education): Through non-formal education and vocational training, the institute addresses gaps in formal education and promotes lifelong learning.

SDG 8 (Decent Work and Economic Growth): The focus on employability, entrepreneurship, and overseas employment directly contributes to sustainable economic growth and productive employment.

SDG 10 (Reduced Inequalities): NIYD's inclusive approach, targeting disadvantaged and rural populations, works toward minimizing inequality based on gender, location, and socio-economic status.

By integrating youth empowerment with gender equality, NIYD acts as a bridge between sectoral development efforts and the broader SDG framework, making its contribution both holistic and transformative.

2.2.3. Gaps in Policy and Practice

Despite notable achievements, several gaps and challenges remain in aligning NIYD's efforts fully with SDG 5 and other related goals:

⇒ Limited gender-specific data and impact evaluation hinder evidence-based planning and accountability. While programs are designed to benefit women, systematic tracking of gender-disaggregated outcomes is still weak.

⇒ Cultural and institutional barriers continue to restrict female participation, especially in conservative or rural settings where mobility, early marriage, and family responsibilities limit access to training.

⇒ Inadequate post-training support, such as access to finance, mentorship, and markets, often prevents trained women from sustaining income-generating activities or transitioning into leadership roles.

⇒ Lack of inter-ministerial coordination and limited collaboration with private sector actors reduce the scalability and effectiveness of NIYD's initiatives.

Addressing these gaps requires a more integrated policy approach, including better data systems, gender budgeting, community engagement, and strengthened public-private partnerships to ensure that NIYD's training translates into long-term empowerment for young women.

2.3 Analysis of trends of Participation of Women in NIYD Training Courses

The existing training reports were reviewed to understand the trends in women's participation in NIYD's training programs over three consecutive years. Secondary data from NIYD reports provided the following insights regarding efforts to promote gender equality, encourage female participation, and contribute to the achievement of SDG 5 through institutional arrangements.

Women participation in NIYD Training Program[1]

Year	Number of Courses	Male	Female	Total
2022-23	55	1153	331	1474
2023-24	44	1016	365	1381
2024-25	36	823	250	1073
Total	**135**	**2992**	**946**	**3928**

Source: Training report of NIYD, savar, Dhaka.

The data from the National Institute for Youth Development (NIYD) training programs over three years (2022–23 to 2024–25) reveals a consistent gender disparity in participation. Out of 3,928 total participants, 76% were male (2,992), while only 24% were female (946), indicating a persistent and significant gender gap. The male-to-female ratio of approximately 3.2:1 underscores the ongoing challenge of achieving gender parity in training access. Although the number of training courses declined over the years from 55 in 2022–23 to 36 in 2024–25, the impact appears to have disproportionately affected female participants. Notably, female participation saw a temporary increase from 331 to 365 in 2023–24 but fell sharply to 250 in 2024–25, suggesting a lack of sustained inclusion efforts.

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[1] *Training report of NIYD (2022, 2023 and 2024), savar, Dhaka.*

This trend suggests structural and social barriers limiting female engagement, such as gender-biased course design, inadequate support mechanisms (e.g., transportation, childcare), and cultural norms that discourage women's participation in certain professional fields. The brief improvement in 2023–24 may point to a short-term intervention or outreach effort, but the subsequent decline highlights the absence of long-term gender-responsive strategies. Meanwhile, the relatively consistent decline in both overall participation and course offerings further signals a need to reassess how resources are allocated and whether the training portfolio aligns with the needs and interests of both young men and women.

To address these issues, NIYD should consider implementing gender-targeted outreach, setting minimum participation benchmarks for women, and redesigning course offerings to ensure they are inclusive and relevant to all genders. Facilities should be made more accessible with provisions that address common participation barriers for women. Additionally, regular gender audits and community engagement can help to monitor progress and shift social perceptions around women in technical and vocational education. Without such targeted strategies, gender inequality is likely to persist, undermining both the inclusiveness and effectiveness of NIYD's youth development initiatives.

Women participation in NIYD diploma courses [2]

Year	Number of Courses	Male	Female	Total
2022-23	3	84	13	97
2023-24	3	90	10	100
2024-25	3	75	17	92
Total	**9**	**249**	**40**	**289**

Source: Course conduction report of NIYD, savar, Dhaka.

Based on the data from the NIYD diploma courses programs over the three academic years (2022–23 to 2024–25), there is a notable gender disparity in participation. Out of a total of 289 trainees across nine courses, 86.2% were male (249) while only 13.8% were female (40). This stark imbalance highlights a critical gender gap in program accessibility or appeal. Year-on-year data shows only marginal fluctuation in female participation, with the lowest at 10 females in 2023–24 and the highest at 17 in 2024–25, indicating a lack of sustained and significant growth in engaging women.

The consistency in the number of courses offered each year (three per year) eliminates course availability as a limiting factor. Instead, the persistently low female enrollment suggests deeper systemic or cultural barriers, such as gender norms that discourage women from participating in certain sectors, lack of female-friendly environments in program and courses conductions settings, or insufficient outreach tailored to women. Additionally, the drop in female participants from 2022–23 to 2023–24, followed by a modest increase in 2024–25, reflects inconsistency in gender-inclusive efforts rather than a deliberate, progressive policy shift.

Addressing this gender disparity requires NIYD to adopt a more intentional and strategic approach to gender mainstreaming. This includes designing courses that are equally relevant

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[2] *Diploma courses report of NIYD (2022, 2023 and 2024), savar, Dhaka.*

and appealing to women, offering logistical support such as childcare and transportation, and conducting community-based sensitization to encourage female participation. Without a targeted gender strategy and monitoring mechanism, female underrepresentation will likely persist, undermining the broader objectives of equity and inclusion within NIYD's youth development mandate.

In addition to NIYD reports, several well-recognized publications related to gender, the Sustainable Development Goals (SDGs), and equality were reviewed, taking into account both national and global contexts. The following summary offers insights from this literature review, providing the study with a broader gender perspective on achieving the SDGs, particularly in relation to climate change and gender equality.

SDGs and Gender Perspectives

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, outlines 17 Sustainable Development Goals (SDGs) that are interconnected and universal. Gender equality is both a stand-alone goal (SDG 5) and a cross-cutting theme that impacts the realization of all other goals.[3] A growing body of literature underscores the necessity of integrating gender perspectives throughout the SDG framework to ensure meaningful and equitable progress.

Gender Equality and SDG Integration

Leach et al. argue that SDG 5 holds transformative potential not only by promoting women's rights but also by challenging power structures that extend gender disparities.[4] Achieving genuine gender equality requires moving beyond numerical indicators and addressing structural barriers, intersectionality, and women's agency. Similarly, Kabeer and Natali stress that economic empowerment efforts must recognize the disproportionate burden of unpaid care work carried by women.[5] This unpaid labor, often invisible in development metrics, directly intersects with broader goals such as poverty eradication (SDG 1) and health and well-being (SDG 3).

Gender Mainstreaming in Policy and Measurement

The mainstreaming of gender in policy frameworks is essential for achieving the SDGs. Esquivel and Sweetman caution that gender concerns are frequently treated as peripheral or symbolic, which weakens the SDGs' commitment to inclusivity and equity.[6] Their review of development strategies reveals that while many national plans acknowledge gender equality, few embed it in operational strategies across all sectors. Furthermore, Buvinic et al. highlight

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[3] *UN Women. (2018). Turning promises into action: Gender equality in the 2030 Agenda for Sustainable Development. https://www.unwomen.org/en/digital-library/publications/2018/2/gender-equality-in-the-2030-agenda-for-sustainable-development*

[4] *Leach, M., Mehta, L., & Prabhakaran, P. (2016). Gender equality and sustainable development. In World Social Science Report 2016: Challenging inequalities: Pathways to a just world (pp. 126–128). UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000245825*

[5] *Kabeer, N., & Natali, L. (2013). Gender equality and economic growth: Is there a win–win? IDS Working Paper 417. https://doi.org/10.1111/j.2040-0209.2013.00417.x*

[6] *Esquivel, V., & Sweetman, C. (2016). Gender and the Sustainable Development Goals. Gender & Development, 24(1), 1–8. https://doi.org/10.1080/13552074.2016.1142206*

the persistent lack of sex-disaggregated data, particularly in areas such as environmental sustainability (SDG 13) and infrastructure (SDG 9).[7]

Gender, Climate, and Resource Access

Gender dimensions of climate change and sustainable resource use are increasingly recognized. Arora-Jonsson emphasizes that environmental and climate policies that do not account for gender experiences can degrade existing inequalities.[8] For example, in many rural areas of the Global South, women are primarily responsible for securing water and energy for households resources that are becoming increasingly uncommon due to environmental degradation.[9] These responsibilities limit women's opportunities for education, health care access, and economic participation.

Critiques and Gaps

Despite growing acknowledgment of gender in SDG dialogue, scholars critique the framework for its technical orientation and limited transformative reach. Razavi argues that without directly challenging institutional patriarchy, SDG-related gender efforts may lead to superficial or symbolic change.[10] Additionally, Cornwall and Rivas opposed that national-level statistics often ambiguous localized and intersectional gender disparities, particularly among marginalized groups such as Indigenous and rural women.[11]

[7] *Buvinic, M., Furst-Nichols, R., & Koolwal, G. (2014). Data2X: A roadmap for promoting gender data. United Nations Foundation. https://www.data2x.org*

[8] *Arora-Jonsson, S. (2011). Virtue and vulnerability: Discourses on women, gender and climate change. Global Environmental Change, 21(2), 744–751. https://doi.org/10.1016/j.gloenvcha.2011.01.005*

[9] *Huyer, S. (2016). Gender and climate change: Introduction to the special issue. Gender, Technology and Development, 20(1), 1–29. https://doi.org/10.1177/0971852416628655*

[10] *Razavi, S. (2016). The 2030 Agenda: Challenges of implementation to attain gender equality and women's rights (UN Women Discussion Paper). https://www.unwomen.org*

[11] *Cornwall, A., & Rivas, A. M. (2015). From 'gender equality and 'women's empowerment' to global justice: Reclaiming a transformative agenda for gender and development. Third World Quarterly, 36(2), 396–415. https://doi.org/10.1080/01436597.2015.1013341*

Chapter Three: Study Design and Methodology

3.1 Introduction

Based on the understanding of the objectives, scope of activities, conditions to be followed, responsibilities of the client, expected results, and deliverables under the assignment outlined in the Terms of Reference (ToR), This study was designed using a mixed-methods approach (qualitative and quantitative) and followed a cross-sectional study design to evaluate the effectiveness and inclusiveness of the NIYD training programs with a special focus on gender equity.

The National Institute of Youth Development (NIYD) in Bangladesh had long stood as a key institution dedicated to empowering young people and harnessing their potential for national development. Through a blend of capacity-building initiatives, policy research, and leadership training, NIYD aimed to align youth development with the broader framework of the Sustainable Development Goals (SDGs). Over the years, the institute had played a pivotal role in advancing the government's commitment to inclusive and sustainable growth.

In line with its mandate, NIYD had also conducted rigorous research to inform policy and improve program effectiveness. These studies explored issues like gender equality, economic empowerment, and social justice directly contributing to the evidence base for both national and international youth development agendas.

In alignment with this institutional commitment and the study's specific focus on gender, the research intended to cover all female youth who had participated in NIYD's training programs within the sampled districts and Upazilas. This was to ensure that the gender dimension central to both SDG 5 (Gender Equality) and the national development priorities was adequately explored through a comprehensive and inclusive sampling strategy.

The study thus aimed to capture the nuanced experiences of female beneficiaries, identify enabling and inhibiting factors, and assess how NIYD training had influenced their participation in income-generating activities and decision-making processes. The sampling design ensured adequate representation from all categories of women trainees, across geographical and socio-economic spectrums, thereby providing a solid basis for meaningful analysis and actionable recommendations.

Samahar Consultants Limited conducted this study in 16 districts and 69 Upazilas across all eight divisions of Bangladesh, ensuring methodological consistency and geographical diversity. Sampling took into account of geographical locations in terms of participations of trainees from diverse population, gender inclusivity, and cultural sensitivity. Each activity in the study was aligned with clearly defined methodological processes and required a mix of skills and personnel. Stakeholders and collaborators were also identified and involved at every stage of the study.

3.2 The Proposed Methodologies and Approach to Conduct the Study

The methodology had been designed to integrate qualitative and quantitative techniques to ensure that the study met its objectives reliably and effectively. A systematic, inclusive, and scientifically sound approach was adopted for data collection, tools development, analysis, and

reporting. Particular emphasis was placed on assessing the status, progress, and challenges of female youth who proficient NIYD training, as outlined in the ToR.

A comprehensive desk review was conducted to evaluate existing documents, secondary data, and institutional policies. The study also included extensive fieldwork, incorporating both quantitative surveys and qualitative interviews. To ensure the study's gender focus, the sampling strategy prioritized the inclusion of all available female trainees from the selected districts and Upazilas. This decision was grounded in the study's goal to assess the real impact of NIYD training on women's empowerment, including skill acquisition, employment, entrepreneurship, and decision-making capacity.

The research proceeded in four major phases conceptualization, preparatory, field operations, and data processing/reporting within a100 days' timeframe. At every stage, specific tools such as structured questionnaires, FGDs, and KIIs were tailored to explore gender-specific outcomes, including barriers faced by women, access to training, post-training employment status, and community-level impacts.

3.3 Conceptualization Phase: Desk Review and Sampling

During the conceptualization phase, the team conducted an in-depth desk review of NIYD's organizational strategies, training modules, and evaluation reports. This review helped to map the scope of women's participation and frame the questions that would guide both quantitative and qualitative investigations.

In summary, this study follows a rigorous methodological pathway to comprehensively assess and analyze the key research objectives. The graphical representation below illustrates the systematic approach adopted throughout the investigation, from data collection to final analysis.

This visualization outlines the study's critical trajectory, highlighting how each phase - including intervention design, geographical sampling, comparative analysis, and impact evaluation - contributes to a holistic understanding of NIYD's training effectiveness. The structured framework ensures methodological transparency while enabling evidence-based conclusions about program outcomes related to gender equality and women's empowerment.

Figure 1: Framework to conduct the study
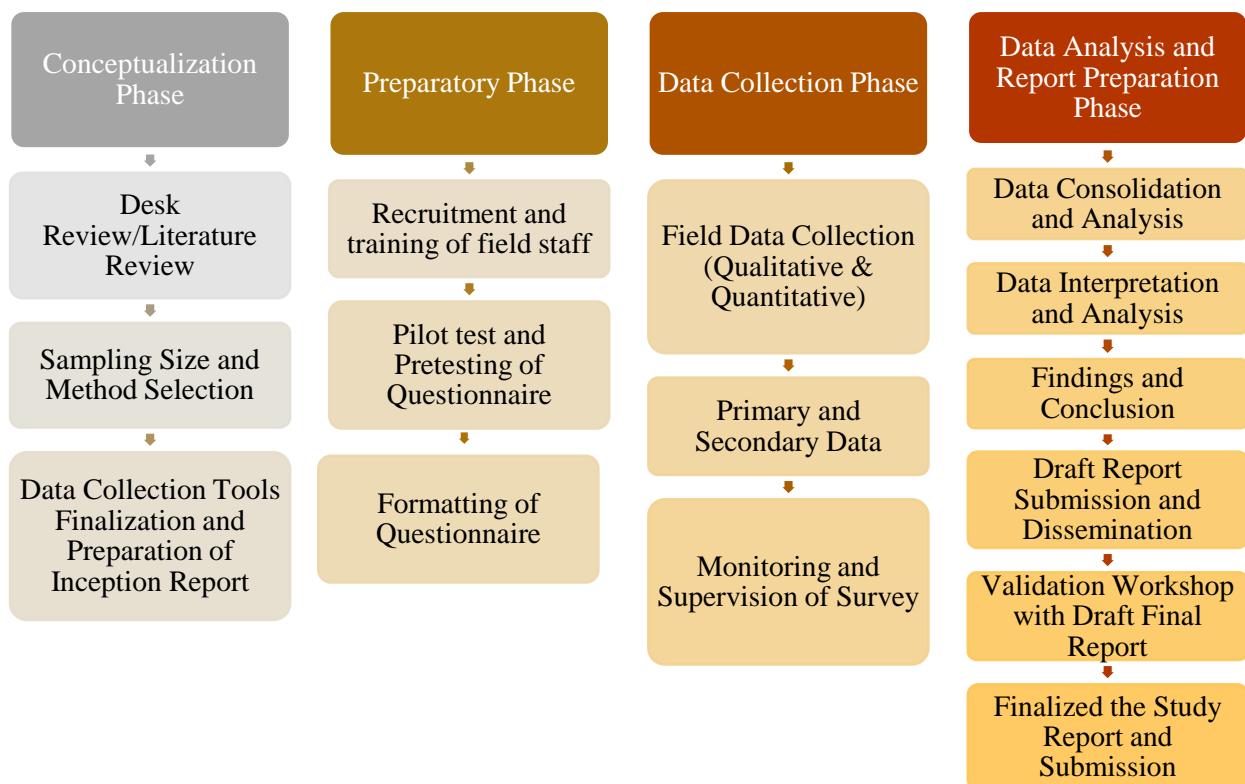
The graphical depiction serves as a quick-reference guide to the study's analytical journey, demonstrating how various components interconnect to form a complete assessment of NIYD's initiatives and their societal impact.

3.4 Sampling Methods

A multistage simple random sampling strategy was adopted, involving the randomly selection of districts, and Upazilas from divisions. From these areas, all female trainees who had participated in NIYD's training programs were targeted for inclusion in the survey, depending on the availability of records and logistical feasibility. This comprehensive sampling approach ensured that the study findings were both representative and relevant to the gender empowerment agenda.

3.5 Determining Sample Size:

Sample size for the quantitative survey was determined using statistically valid formulas. A total of 640 respondents were surveyed, with 480 trained beneficiaries (primarily female) and 160 control respondents. Additionally, 40 KIIs were conducted with relevant stakeholders, and 22 FGDs were held though the primary plan was to conduct 20 FGD but during field data collections inclusion of more FGD were justified. The FGDs included the current and former female trainees and non-trainees as control group.

The following mathematical formula was used to calculate sample size for this cross-sectional study:

$$n = \frac{z^2\, pq}{d^2} \times design\ effect$$

Where,

n= Sample size

z= Standardized Normal variant at 5% level of significance which value is 1.96.

The proportional target population p=0.5;

So, q=1-p=0.5. The margin of error denoted by 'd' if the value of 'd' is large than the size of sample will be small. If the value of 'd' is small the sample size will be large. Now we consider 'd'=0.03;

Design effect=0.60

$$\frac{1.96^2 \times .5 \times .5}{.03 \times .03} \times 0.60$$

$$= \frac{0.9604}{.0009} \times 0.60$$

$$= 640$$

Formula provided that 640 was the adequate sample size for this study.

In summary, the study was strategically designed to assess gender-related outcomes of NIYD training programs, deal with in the principles of methodological consistency, inclusivity, and relevance to policy. By specifically including all female trainees from the selected areas, the research offered a deep and nuanced understanding of how training interventions were contributing to female empowerment and the achievement of SDG targets, particularly in challenging social contexts.

3.6 Training and Orientation of Data Enumerators/Officials

A training guideline was developed based on the ToR and other organizational documents to ensure the deployed Data Enumerators and Officials were well-prepared for the study. Samahar prioritized the study's themes and content, emphasizing socio-economic, health, employment generation, and poverty reduction objectives of NIYD's skill development centers.

3.7 Pilot Test and Pretesting of Questionnaire

The study team conducted a pilot test to pretest the questionnaire and other tools. For this purpose, the questionnaires were translated into Bangla. The pilot test evaluated the questionnaire, quality of interviews, reasons for refusals, interview duration, and overall appropriateness of the study method. A detailed pilot test completion report, including recommendations for revisions, was submitted. Necessary changes to the questionnaire were made following a review of the pilot test results by NIYD.

3.8 Formatting of Questionnaire

After the pilot test, all required formatting changes to the questionnaire were implemented based on the recommendations from the pilot test completion report. These revisions were reviewed and approved by the designated personnel from Samahar.

3.9 Quality Control

Data quality: Competent enumerators were recruited and thoroughly trained. Tools were pre-tested. Supervision and random spot checks were conducted throughout the fieldwork.

3.9.1 Field Visits by Consultants/Team

The consulting team undertook field visits to oversee data collection and ensure the quality of implementation, operation, and maintenance of the impact evaluation process. Study team members, including the Team Leader, Economist, and Research and Statistician/Data Analyst, inspected the progress of the study. These visits focused on evaluating the quality of work, addressing any gaps, and ensuring efficient management and maintenance of the evaluation process.

3.9.2 Comprehensive and ethical data collection:

Respondents' informed consent was obtained, confidentiality was ensured, and rapport was built to gain trust and cooperation.

3.9.3 Monitoring and Supervision of Survey

The team leader and study team maintained constant communication with enumerators to provide clarifications. The Monitoring and Evaluation Specialist supervised interviewer activities, ensuring accountability and collecting qualitative data and success stories.

3.10. Data Analysis and Report Preparation

3.10.1 Data Consolidation and Analysis

Each completed questionnaire was reviewed and checked for accuracy before coding and entry. Consistency checks and frequency distributions were performed using SPSS. A statistician supervised all data processing to ensure accuracy.

3.10.2 Registration of Documents

A registration section was established to manage completed interview documents, schedules, and reports.

3.10.3 Data Editing

All interview schedules were reviewed for quality. Errors were corrected, and re-interviews were conducted if necessary. Field supervisors and a Quality Control Officer ensured accurate editing.

3.10.4 Coding

A coding system was developed, and each questionnaire item was assigned a specific code. Experts prepared a coding manual.

3.10.5 Data Entry

Data were entered by an operator under the supervision of the statistician. An SPSS program was developed for efficient data entry.

3.10.6 Data Cleaning

Data cleaning was done during the data entry process to correct inconsistencies or errors.

3.10.7 Data Analysis

Following coding and cleaning, data were analyzed using SPSS for both bivariate and multivariate analysis. Qualitative analysis started in the field and continued with systematic review and interpretation of notes, transcripts, and observations.

3.11. Data Interpretation and Analysis

3.11.1 Descriptive Analysis

Descriptive statistics, including means, standard deviations, and graphical tools (e.g., bar charts, pie charts), were used to summarize and visualize the data. Correlation and regression analyses, along with appropriate sampling weights, were applied.

3.11.2 Inferential Analysis

Confidence intervals and hypothesis testing (Chi-square tests, etc.) were used to draw conclusions about the broader population.

3.11.3 Tabulation Plan

Simple and multivariate tables were prepared to present key indicators. The core team, including the Data Analyst, contributed to data analysis and report drafting.

3.11.4 Qualitative Analysis

Qualitative data from interviews and FGDs were analyzed to identify themes, patterns, and key insights. This enriched the quantitative findings with contextual depth.

3.11.5 Study Findings and Conclusion

The Study Team prepared the report based on field findings. Results were shared with stakeholders, including NIYD's evaluation committee and local authorities. Feedback was gathered to improve the report.

3.12 Profile of Respondents

The study respondents included a diverse range of stakeholders to ensure a comprehensive understanding of the impact and inclusivity of NIYD's training programs.

◊ **Youth beneficiaries** formed a primary group of respondents and consisted of young men and women who had received skill development training from Youth Development Centers, those with the potential for such training, and individuals interested in future participation. This group also included poor and underserved youth of employable age interested in entrepreneurship, young people from ethnic minority communities, and those living in vulnerable conditions.

◊ **Administrative and government officials** were another key respondent group. These included women administrators at the district and Upazila levels such as female Deputy Commissioners and Upazila Nirbahi Officers (UNOs) as well as women and child affairs officers, and Upazila Youth Development Officers.

◊ **Entrepreneurs** at the Upazila and Zilla levels were consulted to understand the linkages between training and entrepreneurial opportunities.

◊ **Policy makers and stakeholders**, including central-level policy officials and representatives from NGOs and civil society organizations, provided insights into institutional strategies and policy alignment.

◊ Finally, **experts and practitioners** including academicians, researchers, and professionals working in the field of youth development offered technical perspectives and contextual understanding to support the study's analytical depth.

3.13 Gender Distribution and Geographical Representation

The National Institute of Youth Development (NIYD) maintained a presence in all districts and Upazilas across Bangladesh. For the purpose of this study, Samahar included selected districts where NIYD operated, using representative sampling methods to ensure methodological rigor. The geographical coverage was determined scientifically to capture diversity in terms of location, population density, gender inclusivity, and cultural sensitivity. In accordance with the Terms of Reference, the study covered 16 districts and 69 Upazilas across all eight (8) divisions of the country.

To align with the study's title *"Gender Dimensions in Attaining SDGs through NIYD's Training: Progress and Challenges of Female Empowerment in Bangladesh* "and its core objective of assessing gender-specific progress and challenges, the study placed particular emphasis on female participants. Therefore, all female youth who had participated in NIYD's training programs in the selected districts and Upazilas were included in the sampling framework. This approach ensured that the study adequately captured the experiences, outcomes, and barriers faced by female trainees, allowing for a more accurate evaluation of the gender dimensions of NIYD's contribution to Sustainable Development Goals, particularly SDG 5 on gender equality and women's empowerment.

Figure 2: Map demonstrated the Study Locations by Districts
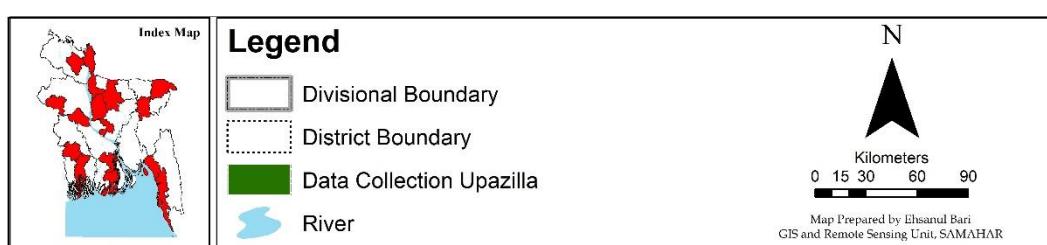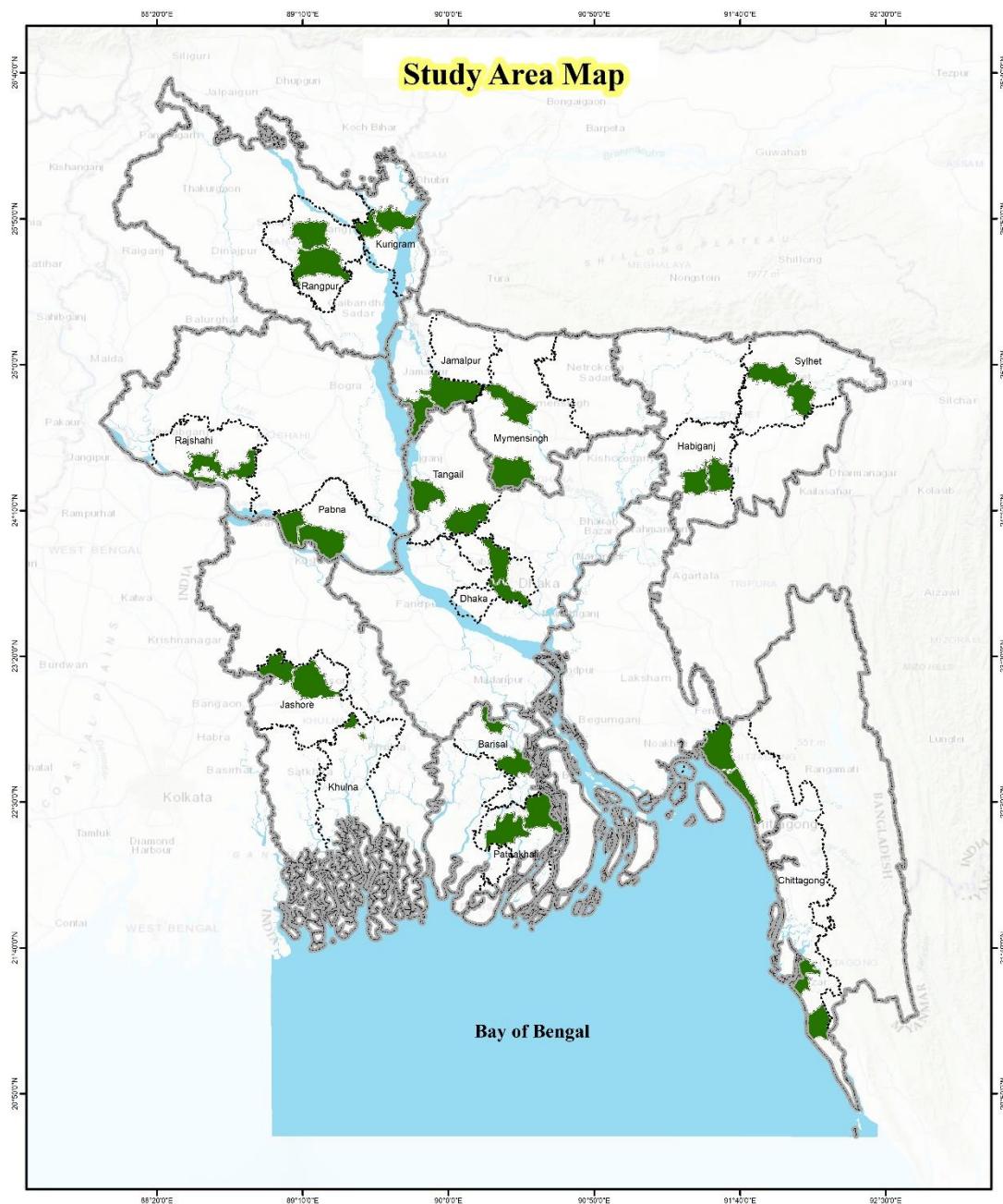
Chapter Four: Findings and Analysis

4.1. Quantitative Survey Analysis and Key Findings

This chapter presents the key findings from the quantitative survey conducted across 16 districts of Bangladesh, aiming to provide insights into various factors influencing the target population's perspectives and experiences. A total of 640 respondents were interviewed from a diverse range of locations/districts, including Dhaka, Tangail, Chattogram, Cox's Bazar, Khulna, Jashore, Rajshahi, Pabna, Sylhet, Habiganj, Barishal, Patuakhali, Rangpur, Kurigram, Mymensingh, and Jamalpur.

The survey was carried out using a structured questionnaire, designed to gather data on various socio-economic, cultural, and behavioral aspects that shape the lives of respondents across these regions. The study covered a broad geographic scope, ensuring representation from urban, semi-urban, and rural areas, capturing the diverse realities faced by people in different upazilas (sub-districts) within these districts.

The findings presented in this chapter provide a comprehensive understanding of the various trends, challenges, and opportunities identified through the survey. By focusing on the analysis of this data, we aim to shed light on significant patterns that will inform further decision-making, program development, and policy formulation. This report summarizes key observations derived from the survey responses, highlighting the most relevant issues, concerns, and priorities of the respondents.

Figure 3: Gender distribution of the Respondents
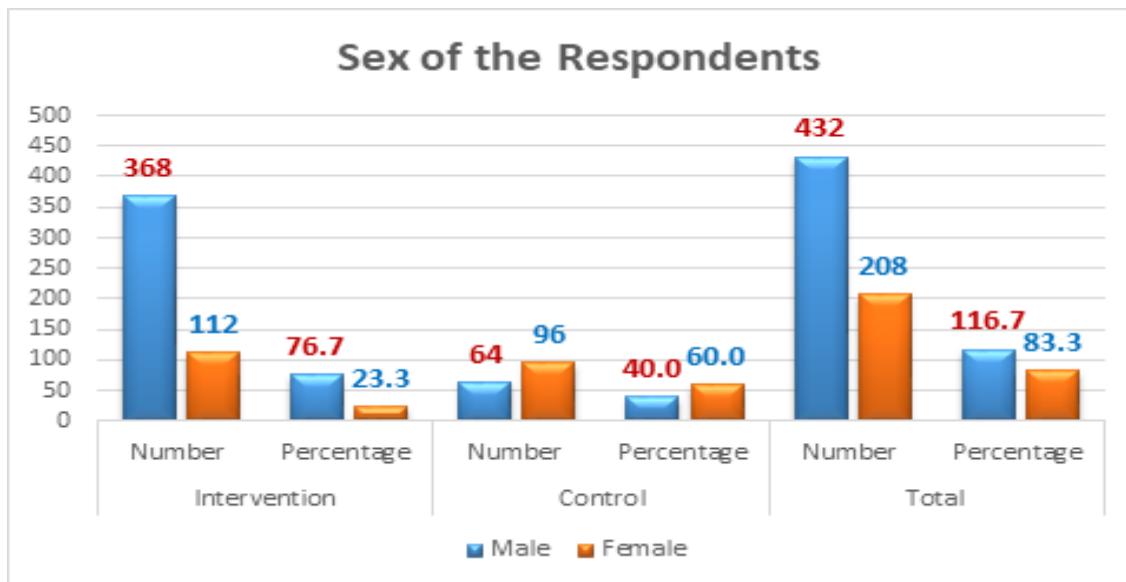
The bar chart (Figure-03) titled *"Sex of the Respondents"* illustrates the distribution of male and female participants across three categories: Intervention, Control, and Total, both in terms of absolute numbers and percentages. Overall, there is a marked gender imbalance, with males constituting 83.3% (432 respondents) and females only 16.7% (208 respondents). This disparity suggests a significant over-representation of males in the study, which may affect the generalizability of the findings, especially if gender plays a role in the outcomes being assessed.

Within the intervention group, males account for 368 respondents (76.7%), while females make up 112 respondents (23.3%). Although still male-dominated, this group has a relatively higher female representation compared to the total. The control group, on the other hand, exhibits the most balanced gender distribution among the three, with males comprising 60% (96 respondents) and females 40% (64 respondents). This variation in gender ratios between the intervention and control groups introduces a potential confounding variable, as differences in outcomes might not solely be attributable to the intervention but also to gender-based differences.

The underrepresentation of females not only limits the ability to generalize findings to the broader population but also reduces the statistical power to conduct meaningful gender-based analyses. To address this, future studies should aim for more balanced recruitment strategies and consider stratifying results by gender. It is also essential to acknowledge this limitation when interpreting and reporting the study results to avoid misleading conclusions.

Figure 4: Age Distribution of the respondents
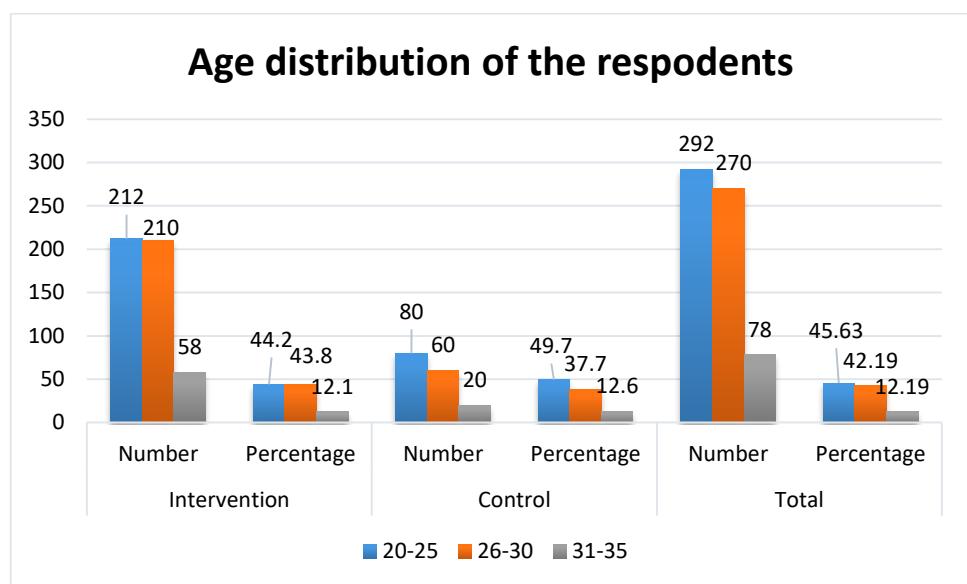
The Figure 4 presents the age distribution of respondents in the intervention and control groups, along with their combined totals. Across the total sample, the largest age group is 20–25, comprising 45.63% (292 respondents), followed closely by 26–30 at 42.19% (270 respondents). The 31–35 age group forms the smallest segment, making up only 12.19% (78 respondents). This clearly shows a youth-dominated participant pool, which could limit the study's applicability to older age cohorts and suggests that the sample may not be demographically representative of the general adult population, particularly if the subject of the research is influenced by age-related factors such as experience, maturity, or health status.

In the intervention group, the age distribution is fairly even between the 20–25 (44.2%) and 26–30 (43.8%) brackets, with a smaller proportion (12.1%) aged 31–35. This balance between the two younger age groups could allow for some internal comparison within the intervention cohort. Meanwhile, in the control group, the 20–25 age group is slightly more dominant at 49.7%, compared to 37.7% for 26–30 and 12.6% for 31–35. The control group thus has a slightly younger skew than the intervention group.

The overall pattern of age distribution suggests that the study predominantly draws from a younger demographic, which may have implications for generalizability, especially if the intervention's efficacy or outcomes are sensitive to age-related variables. To enhance the robustness of future research, it would be beneficial to strive for a more age-diverse sample, ensuring that findings are relevant across broader population segments. Furthermore, age-stratified analysis may be warranted to identify whether any differences in outcomes are age-dependent.

Figure 5: Marital Status of the respondents
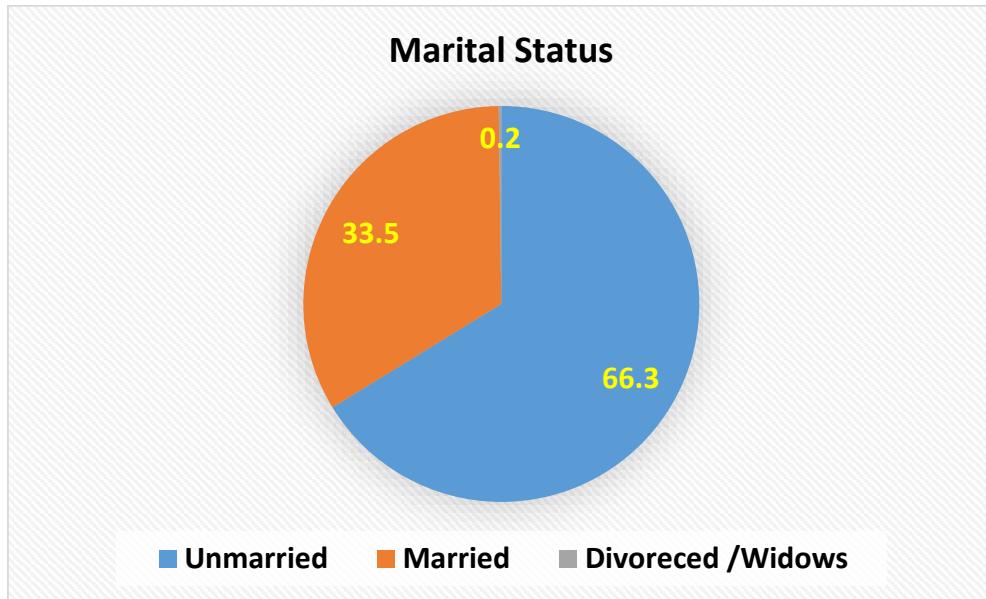
In the Figure 5 above, the marital status distribution of respondents, as presented in the data, shows a significant angle toward unmarried individuals. Specifically, 66.3% of the participants are unmarried, while 33.5% are married, and only a marginal 0.2% are divorced or widowed.

This overwhelming representation of unmarried individuals may reflect the younger age profile observed in the earlier age group data, where the majority of respondents fell between 20 and 30 years old, an age range where many are not yet married. The low proportion of divorced or widowed participants further reinforces this assumption and also suggests a lack of diversity in terms of life experience and social circumstances within the study sample.

From a research standpoint, this demographic concentration raises concerns regarding representativeness. If marital status is a factor that could influence behaviors, perceptions, or outcomes related to the research topic, the heavy lean toward unmarried individuals may limit the external validity of the findings. Consequently, future studies should aim to include a broader and more balanced marital profile to ensure that conclusions are applicable to different segments of the population.

Figure 6: Educational qualification of the respondents
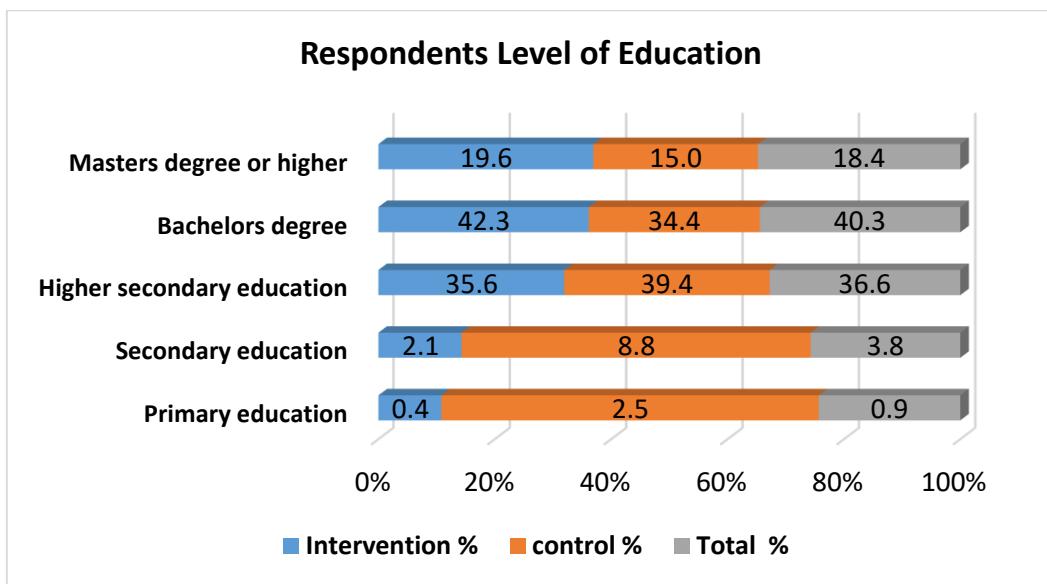
The Figure 6 data on the level of education among respondents in both the intervention and control groups reveals that the sample is predominantly composed of well-educated individuals. In the total sample, the largest proportion of respondents hold a bachelor's degree (40.3%), followed by those with higher secondary education (36.6%) and a master's degree or higher (18.4%). In contrast, only a small fraction of participants has completed secondary education (3.8%) or primary education (0.9%). This indicates a significant skew toward higher educational attainment within the study population.

When comparing the two groups, the intervention group has a slightly higher percentage of individuals with bachelor's degrees (42.3%) and master's degrees or above (19.6%) compared to the control group (34.4% and 15.0%, respectively). Meanwhile, the control group shows a modestly higher proportion of participants with primary (2.5%) and secondary education (8.8%) than the intervention group. This suggests that the control group includes a somewhat broader educational background, though both groups are still heavily weighted toward higher education.

The overrepresentation of participants with post-secondary education may introduce bias and affect the generalizability of the findings, particularly if the topic under study is influenced by educational level, such as comprehension, decision-making, or health literacy. The minimal presence of individuals with lower educational attainment means that the perspectives and outcomes of less-educated populations are not adequately reflected. Therefore, future research should aim for a more diverse educational sample or consider controlling for education in the analysis. Additionally, stratified analysis based on education level could help identify whether the intervention has varying effects across different educational groups.

Impact of NIYD's Training on Socio –Economic Development

One of the key determinants of the NIYD training program was improving the socioeconomic conditions of its participants and fostering greater contributions to the country's socioeconomic development. The study collected relevant data to assess participants' socioeconomic progress and their role in national economic growth. The findings are as follows:

Table 1: Respondents Household income level

Income Range	Intervention	Control	Total
	%	%	%
Less than 10,000	15.8	3.8	13.2
10,000 - 20,000	55.8	46.6	53.8
20,001 - 30,000	24.2	28.6	25.1
30,001 - 50,000	3.8	14.3	6.0
More than 50,000	0.4	6.8	1.8

The above table 1 presents the income distribution data reveals significant differences between the intervention group (NIYD training participants) and the control group (non-participants). A majority of the intervention group (55.8%) fell into the 10,000–20,000 income bracket, compared to 46.6% in the control group, indicating that the program likely attracted individuals from lower-middle-income backgrounds. Additionally, the intervention group had a much higher proportion of participants (15.8%) in the lowest income category (<10,000) compared to the control group (3.8%), suggesting that the program effectively reached economically disadvantaged individuals. In contrast, the control group had a notably higher share of higher-income earners, with 14.3% in the 30,001–50,000 range and 6.8% above 50,000, compared to just 3.8% and 0.4% in the intervention group, respectively. This disparity implies that non-participants generally had better pre-existing economic conditions. Overall, the data highlights the NIYD program's focus on lower-income populations while also underscoring the persistent income gap, as very few individuals in either group reached the highest income tiers. Further analysis could assess whether the program successfully lifted participants into higher income brackets over time.

Table 2: District wise employment Status of the respondents before Training

Districts	Unemployed	Self-employed	Employed (full-time)	Employed (part-time)	Entrepreneur	Student for regular education/training
	%	%	%	%	%	%
Dhaka	13.3	36.7	0	0	0	50
Tangail	40	16.7	3.3	0	0	40
Chattogram	50	5.9	2.9	5.9	0	35.3
Cox's bazar	42.3	3.8	0	0	0	53.8
Khulna	73.3	6.7	0	6.7	0	13.3
Jashore	90	3.3	0	0	0	6.7
Rajshahi	90	6.7	3.3	0	0	0
Pabna	100	0	0	0	0	0
Sylhet	0	0	2.9	0	0	97.1
Habiganj	36	4	0	0	0	60
Barishal	53.3	0	0	3.3	0	43.3
Patuakhali	40	0	0	3.3	0	56.7
Rangpur	36.7	0	0	0	0	63.3
Kurigram	40	0	0	0	0	60
Mymensingh	73.3	0	3.3	6.7	6.7	10
Jamalpur	86.7	10	0	0	3.3	0
Total	**53.8**	**5.8**	**1**	**1.7**	**0.6**	**37.1**

The table 2 reveals , the employment status data before training shows that a majority of participants (53.8%) were unemployed, reflecting a significant need for employment support and skill development. Another 37.1% were students, particularly concentrated in regions like Sylhet (97.1%), Kurigram (60%), and Rangpur (63.3%), indicating strong youth participation likely in transition from education to the workforce.

Regions such as Jashore (90%), Rajshahi (90%), and Pabna (100%) had extremely high unemployment rates, underscoring potential regional economic challenges. Notably, very few participants were employed full-time (1.0%) or part-time (1.7%), and only 0.6% identified as entrepreneurs, suggesting a gap in both job opportunities and entrepreneurial engagement. These findings highlight a critical need for interventions focused on employment readiness, entrepreneurship support, and bridging education-to-employment pathways, especially in high-unemployment districts.

Table 3: District wise employment Status after Training

Districts	Unemployed	Self-employed	Employed (full-time)	Employed (part-time)	Entrepreneur	Student for advanced education/training	Total
	%	%	%	%	%	%	%
Dhaka	6.7	53.3	20.0	0.0	16.7	3.3	100
Tangail	20.0	33.3	23.3	10.0	6.7	6.7	100
Chattogram	11.8	8.8	38.2	2.9	0.0	38.2	100
Cox's bazar	7.7	3.8	19.2	3.8	3.8	61.5	100
Khulna	13.3	20.0	43.3	6.7	0.0	16.7	100
Jashore	13.3	23.3	30.0	23.3	0.0	10.0	100
Rajshahi	16.7	36.7	20.0	23.3	3.3	0.0	100
Pabna	23.3	36.7	26.7	13.3	0.0	0.0	100
Sylhet	0.0	11.4	17.1	22.9	0.0	48.6	100
Habiganj	0.0	24.0	56.0	8.0	4.0	8.0	100
Barishal	0.0	20.0	43.3	33.3	0.0	3.3	100
Patuakhali	6.7	10.0	53.3	30.0	0.0	0.0	100
Rangpur	63.3	20.0	13.3	3.3	0.0	0.0	100
Kurigram	63.3	30.0	3.3	0.0	3.3	0.0	100
Mymensingh	40.0	10.0	20.0	3.3	16.7	10.0	100
Jamalpur	36.7	13.3	33.3	10.0	6.7	0.0	100
Total	**20.2**	**22.1**	**28.5**	**12.3**	**3.8**	**13.1**	**100**

The post-training employment data shows in Table 3, a significant positive shift compared to the pre-training scenario. Unemployment dropped from 53.8% to 20.2%, indicating the training programs had a substantial impact on participants' job readiness and employment prospects. Notably, full-time employment rose to 28.5%, becoming the most common employment outcome, followed by self-employment (22.1%), showing improved entrepreneurial engagement.

Some districts exhibited exceptional improvement. For instance, Habiganj and Patuakhali saw over 50% full-time employment, while Barishal had a strong showing in both full-time (43.3%) and part-time (33.3%) employment. However, areas like Rangpur and Kurigram still show alarmingly high unemployment (63.3%), suggesting uneven benefits from the training or

persistent structural challenges. Additionally, 13.1% of participants pursued further education, a positive sign of ongoing skill development. Overall, the data reflects a meaningful transformation, though targeted support may still be required in lagging regions.

Table 4: Monthly Household income before training BDT

Districts	Less than 10,000	10,000 - 20,000	20,001 - 30,000	30,001 - 50,000	More than 50,000	Total
	%	%	%	%	%	%
Dhaka	13.3	13.3	46.7	23.3	3.3	100.0
Tangail	6.7	50.0	43.3	0.0	0.0	100.0
Chattogram	8.8	41.2	47.1	2.9	0.0	100.0
Cox's bazar	0.0	34.6	50.0	15.4	0.0	100.0
Khulna	33.3	60.0	6.7	0.0	0.0	100.0
Jashore	40.0	53.3	6.7	0.0	0.0	100.0
Rajshahi	3.3	80.0	6.7	10.0	0.0	100.0
Pabna	70.0	23.3	6.7	0.0	0.0	100.0
Sylhet	0.0	71.4	28.6	0.0	0.0	100.0
Habiganj	4.0	56.0	36.0	0.0	4.0	100.0
Barishal	10.0	73.3	13.3	3.3	0.0	100.0
Patuakhali	3.3	73.3	23.3	0.0	0.0	100.0
Rangpur	0.0	76.7	23.3	0.0	0.0	100.0
Kurigram	3.3	90.0	6.7	0.0	0.0	100.0
Mymensingh	16.7	56.7	26.7	0.0	0.0	100.0
Jamalpur	40.0	36.7	16.7	6.7	0.0	100.0
Total	**15.8**	**55.8**	**24.2**	**3.8**	**0.4**	**100.0**

The table 4 data on monthly household income before training reveals that a significant portion of the population had relatively low-income levels prior to the training. 55.8% of the participants had a monthly income between BDT 10,000 and 20,000, while 15.8% earned less than BDT 10,000. This indicates a widespread reliance on modest incomes, with a relatively small proportion (3.8%) earning between BDT 30,001 and 50,000 or more.

The data also shows considerable regional variation. For example, Rajshahi had the highest proportion of participants earning between BDT 10,000-20,000 (80%), while Pabna stood out for having 70% of participants earning less than BDT 10,000, suggesting the region's economic challenges. Conversely, regions like Dhaka and Jashore had higher proportions of people in the 20,000-30,000-income range, suggesting slightly better economic conditions. Overall, the pre-training income levels reflect a demographic that could benefit greatly from enhanced training and development opportunities to improve their earning potential.

Table 5: Monthly Household Income After Training

Respondents Districts	Less than 10,000	10,000 - 20,000	20,001 - 30,000	30,001 - 50,000	More than 50,000	Total
	%	%	%	%	%	%
Dhaka	0.0	0.0	23.3	40.0	36.7	100.0
Tangail	0.0	6.7	53.3	36.7	3.3	100.0
Chattogram	35.3	32.4	29.4	2.9	0.0	100.0
Cox's bazar	57.7	7.7	30.8	3.8	0.0	100.0
Khulna	3.3	43.3	46.7	0.0	6.7	100.0
Jashore	0.0	60.0	33.3	6.7	0.0	100.0
Rajshahi	3.3	40.0	33.3	23.3	0.0	100.0
Pabna	23.3	43.3	33.3	0.0	0.0	100.0
Sylhet	0.0	5.7	0.0	60.0	34.3	100.0
Habiganj	0.0	0.0	4.0	88.0	8.0	100.0
Barishal	0.0	6.7	53.3	40.0	0.0	100.0
Patuakhali	0.0	3.3	60.0	33.3	3.3	100.0
Rangpur	0.0	43.3	53.3	3.3	0.0	100.0
Kurigram	0.0	63.3	33.3	3.3	0.0	100.0
Mymensingh	13.3	33.3	40.0	13.3	0.0	100.0
Jamalpur	20.0	36.7	16.7	13.3	13.3	100.0
Total	**9.6**	**26.9**	**34.0**	**22.7**	**6.9**	**100.0**

The data from table 5 demonstrated that the impact of National Institute for Youth Development (NIYD) training programs on participants' income levels across different districts. The results show clear regional variations, with urban centers like Dhaka and Sylhet demonstrating the strongest outcomes 76.7% and 94.3% of trainees, respectively, moved into higher income brackets (above 30,000). This suggests that the training programs may be more effective in urban settings where job markets are stronger, or that these areas received more advanced skills training. However, some rural districts like Habiganj also performed well, with 88% of participants reaching the 30,001–50,000 range, indicating that targeted vocational training (possibly in agriculture or manufacturing) can significantly boost incomes even in less urbanized regions.

Despite these successes, challenges remain in areas like Cox's Bazar and Kurigram, where a large share of trainees (57.7% and 63.3%, respectively) still fall into the lowest income groups. This could mean that the training packages offered in these districts were less aligned with local job opportunities or that structural barriers (like limited market demand for skills) hindered progress. The overall trend, however, is positive the national data shows a reduction in low-income earners (from 15.8% to 9.6%) and growth in higher-income groups, proving that NIYD's interventions are working. To maximize impact, future programs should tailor training to regional economic needs and ensure stronger job market linkages for graduates.

Figure 7: Comparison of Respondents Income Level Before and After Trainings

Household income before and after training
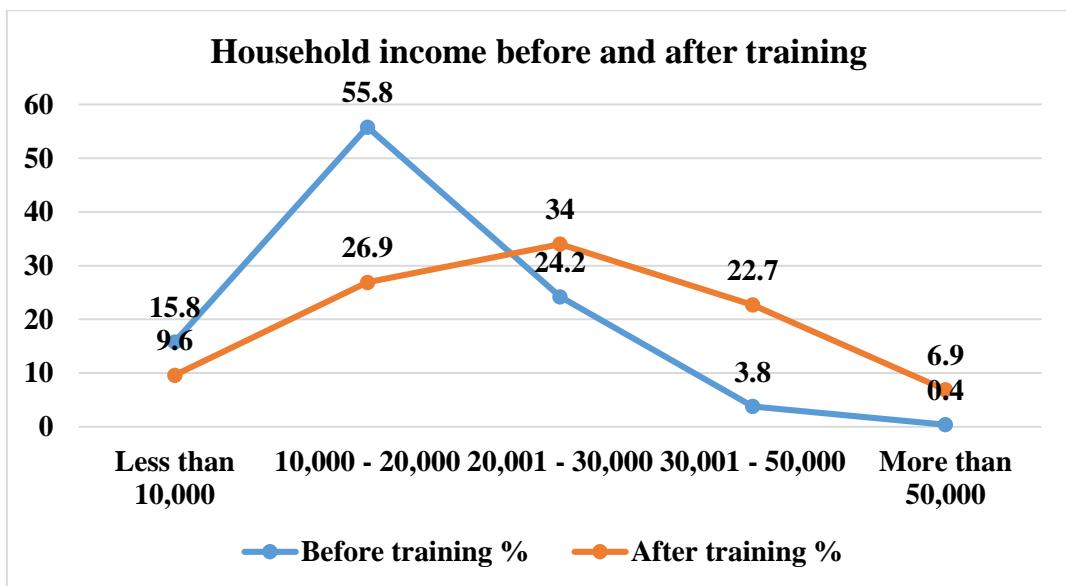
The above graph (Figure 7) shows that respondents' incomes changed after they completed a training program from NIYD. Before the training, most of the respondents (55.8%) earned between 10,000 and 20,000, but this number dropped to 26.9% afterward. Meanwhile, more young people moved into higher income groups for example, the 20,001–30,000 group grew from 24.2% to 34%, and the 30,001–50,000 group jumped from 3.8% to 22.7%. Even the highest income group which is more than 50,000 incomes increased from 0.4% to 6.9%. At the same time, fewer people remained in the lowest income group like less than 10,000, which decreased from 15.8% to 9.6%. These changes suggest the training helped people earn more.

However, the analysis has some limitations. The exact income ranges are not fully visible, and there's no information about the number of participants, their backgrounds, or the type of training they received. Without a control group, we can't be certain that the income changes were solely due to the training and no other economic factors. Still, the overall trend is positive, fewer people in lower income brackets and more in higher ones indicating that the training likely improved participants' earning potential. A more detailed study would help confirm these findings.

Figure 8: Directly or indirectly contribution of the Training to income generation
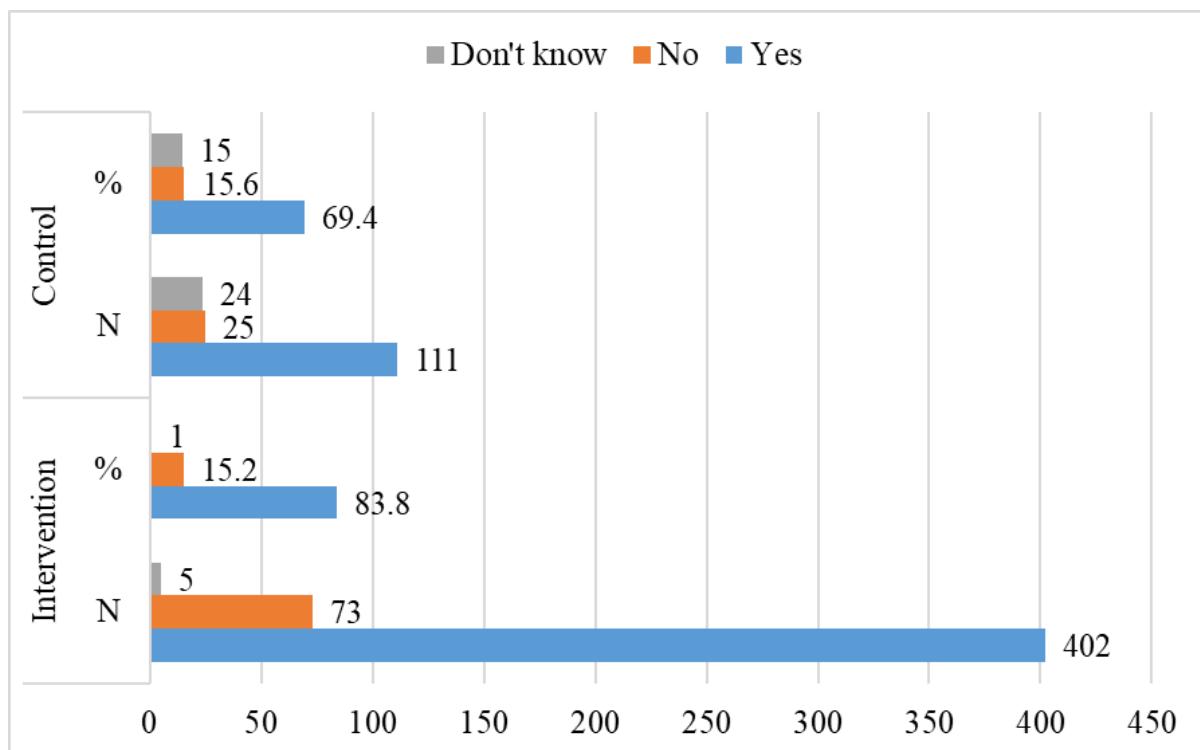
The response data of figure 8 across intervention and control groups highlights a clear difference in the level of affirmative engagement between the two groups. In the intervention group, a significant majority of respondents (83.8%) answered "Yes", compared to 69.4% in the control group. This suggests that the intervention may have had a positive influence on respondents' awareness, agreement, or willingness to act depending on the context of the question.

Conversely, a notable proportion of control group participants selected "Don't know" (15.0%) compared to only 1.0% in the intervention group. This large gap indicates a potential lack of clarity or confidence among the control group respondents, possibly due to the absence of exposure to the intervention. The percentage of "No" responses is relatively consistent between the groups 15.2% in the intervention and 15.6% in the control—suggesting that outright disagreement or rejection was not significantly affected by the intervention.

Overall, the total sample shows that 80.2% of respondents gave a "Yes" response, while 15.3% responded "No" and 4.5% said "Don't know." These figures reinforce the overall effectiveness of the intervention in increasing affirmative responses and reducing uncertainty. However, the relatively higher uncertainty in the control group points to a potential gap in knowledge or awareness that could be addressed through targeted education or communication efforts. This insight is crucial for improving intervention strategies and ensuring clearer messaging to support informed decision-making across all groups.

Figure 9: The Training Helped Anyone Find a Job Abroad
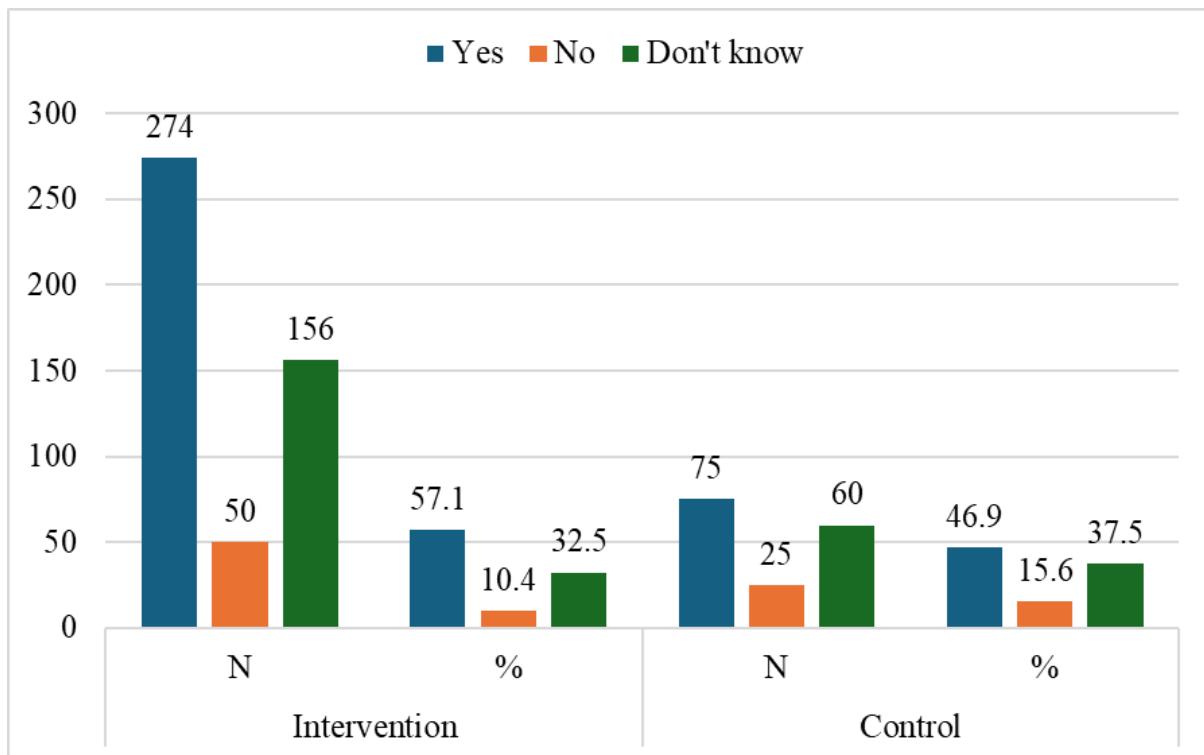
The figure 9 data on responses from the intervention and control groups reveals a moderate difference in awareness or agreement levels between the two groups. In the intervention group, 57.1% of respondents answered "Yes", compared to 46.9% in the control group, suggesting that the intervention may have had a positive, though not overwhelming, impact on participants' responses. This difference indicates some level of influence or improved understanding as a result of the intervention.

However, a significant portion of respondents in both groups expressed uncertainty. In the intervention group, 32.5% selected "Don't know", while the control group had an even higher proportion at 37.5%. This substantial level of uncertainty—especially in the control group—may reflect a lack of adequate information or clarity surrounding the subject matter, which the intervention only partially addressed.

The percentage of "No" responses was relatively low overall-10.4% in the intervention group and 15.6% in the control group. While these numbers suggest that direct disagreement was limited, the higher rate in the control group may point to lower receptiveness or understanding in the absence of the intervention.

In the total sample, 54.5% responded "Yes", 11.7% responded "No", and 33.8% indicated "Don't know". These results show that while the intervention did improve affirmative responses, a considerable portion of the population remains uncertain. This highlights the need for stronger, clearer communication and possibly more engaging or comprehensive interventions to reduce uncertainty and promote informed responses.

Figure 10: Contributions of NIYD's Training in Creating or Developing Entrepreneurs
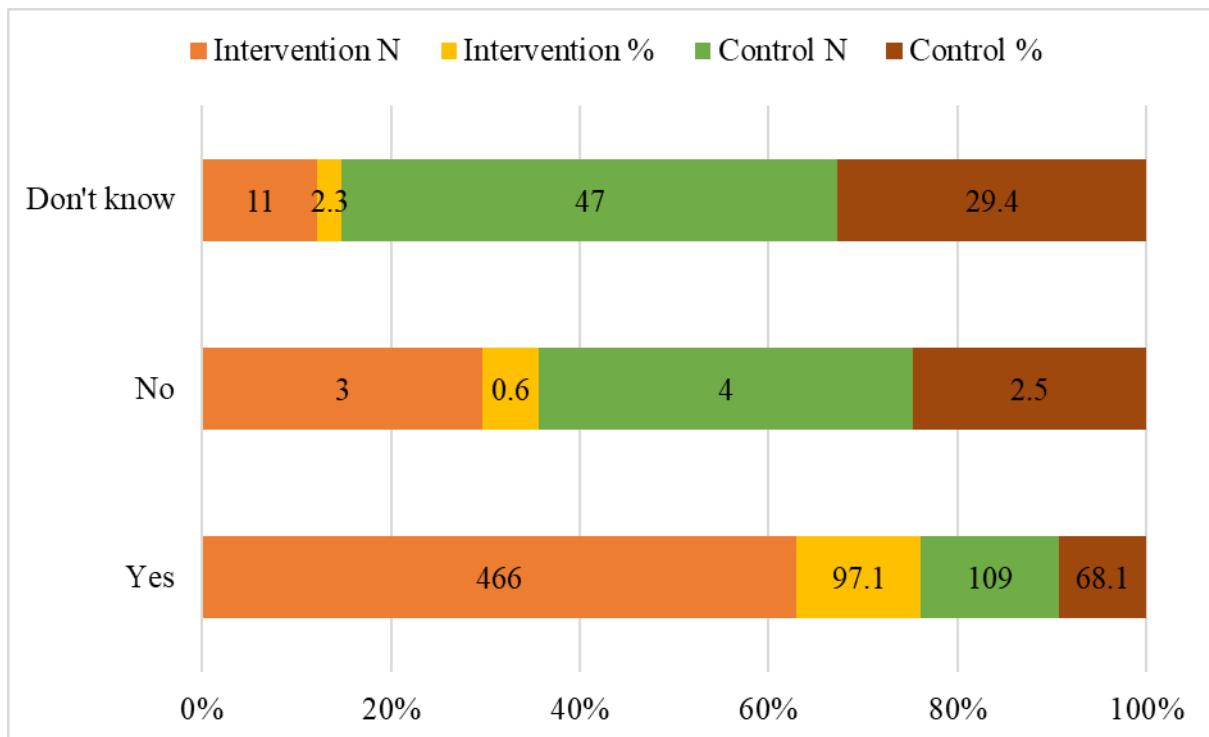
The figure 10 data present a compelling picture of the intervention's effectiveness in shaping participants' views or behaviors. In the intervention group, an overwhelming 97.1% of respondents answered "Yes", indicating strong acceptance, awareness, or intended compliance resulting from the intervention. By contrast, only 68.1% of the control group gave a "Yes" response, demonstrating a significant gap that highlights the intervention's impact.

The difference is especially pronounced in the "Don't know" responses. Only 2.3% of those in the intervention group expressed uncertainty, compared to a much higher 29.4% in the control group. This suggests that the intervention not only increased positive responses but also substantially reduced ambiguity or indecision among participants.

Responses of "No" were minimal across both groups-0.6% in the intervention and 2.5% in the control indicating very low levels of rejection or opposition overall.

Looking at the total sample, 89.8% of participants responded "Yes", while 9.1% said "Don't know" and only 1.1% responded "No." These findings clearly underscore the intervention's effectiveness in fostering affirmative and informed responses, while also pointing to a notable information or confidence gap among individuals who did not receive the intervention. This underlines the importance of broadening access to such interventions as a strategy to enhance public understanding and engagement.

Table 6: Primary decision maker in respondent's household

Response	Intervention		Control		Total	
	N	%	N	%	N	%
Self	76	15.8	13	8.1	89	13.9
Spouse	60	12.5	43	26.9	103	16.1

Response	Intervention		Control		Total	
	N	%	N	%	N	%
Parents	343	71.5	102	63.8	445	69.5
Other family members	1	0.2	2	1.3	3	0.5

The table 6 data on decision-making authority reflects notable differences between the intervention and control groups. In the intervention group, the majority of decisions were attributed to parents (71.5%), followed by the respondents themselves (15.8%) and spouses (12.5%), with a negligible portion involving other family members (0.2%). Similarly, in the control group, parents also played the dominant role (63.8%), though slightly less than in the intervention group. However, spouses were more commonly reported as decision-makers in the control group (26.9%) compared to the intervention group, while self-decision-making was notably lower (8.1%).

Overall, combining both groups, parents were the primary decision-makers in nearly 70% of cases (69.5%), highlighting the influential role of parental authority in the context of the decisions being surveyed. Decisions made by spouses accounted for 16.1%, while self-decision represented 13.9%, suggesting a limited level of individual autonomy in the decision-making process. Only 0.5% of respondents reported that other family members were responsible for the decision.

These findings point to a family-dominated decision-making environment, with interventions potentially encouraging slightly greater individual involvement. The relatively higher proportion of self-decision in the intervention group may indicate a shift toward personal agency or empowerment, possibly influenced by the intervention's content or delivery approach. Nonetheless, the continued dominance of parental input suggests that family dynamics play a crucial role and should be considered when designing or implementing future interventions aimed at behavior change or informed decision-making.

Table 7: Respondents participation in any training organized by NIYD

Response District	Yes		No		Total	
	N	%	N	%	N	%
Dhaka	30	100.0	0	0.0	30	100.0
Tangail	30	100.0	0	0.0	30	100.0
Chattogram	34	100.0	0	0.0	34	100.0
Cox's bazar	26	100.0	0	0.0	26	100.0
Khulna	30	100.0	0	0.0	30	100.0
Jashore	30	100.0	0	0.0	30	100.0
Rajshahi	30	100.0	0	0.0	30	100.0
Pabna	30	100.0	0	0.0	30	100.0
Sylhet	34	97.1	1	2.9	35	100.0
Habiganj	23	92.0	2	8.0	25	100.0
Barishal	30	100.0	0	0.0	30	100.0
Patuakhali	30	100.0	0	0.0	30	100.0
Rangpur	30	100.0	0	0.0	30	100.0
Kurigram	30	100.0	0	0.0	30	100.0

Response District	Yes		No		Total	
	N	%	N	%	N	%
Mymensingh	29	96.7	1	3.3	30	100.0
Jamalpur	29	96.7	1	3.3	30	100.0
Total	**475**	**99.0**	**5**	**1.0**	**480**	**100.0**

The table 7 data presented reflects a strong and commendable level of participation in training programs organized by the National Institute of Youth Development (NIYD). Out of a total of 480 respondents across 16 districts, 475 individuals, or 99.0%, reported that they had participated in such training, indicating a highly successful outreach effort. Only 5 participants (1.0%) across all surveyed districts indicated that they had not attended the training. This exceptionally high rate of participation demonstrates the effectiveness of NIYD's program delivery and its broad acceptance among the target population.

A closer look at the district-level data shows that in 13 out of the 16 districts namely Dhaka, Tangail, Chattogram, Cox's Bazar, Khulna, Jashore, Rajshahi, Pabna, Barishal, Patuakhali, Rangpur, Kurigram, and Pabna there was a 100% participation rate. This suggests that the training programs were well-promoted, accessible, and likely viewed as valuable by participants in these regions. However, three districts had slightly lower participation rates. Sylhet recorded a 97.1% participation rate, while both Mymensingh and Jamalpur reported 96.7%. Habiganj had the lowest rate at 92.0%, with 2 out of 25 individuals indicating they had not participated. These figures, while still relatively high, point to potential gaps in communication, accessibility, or scheduling that may have hindered full participation.

Overall, the data suggests that NIYD has been largely successful in ensuring widespread engagement in its training programs, with minimal regional disparities. The small number of non-participants should not be overlooked, however, as understanding the reasons behind their non-involvement could offer important insights for improving future outreach and inclusivity. Addressing these minor gaps will help strengthen the program's overall effectiveness and ensure that no potential beneficiary is left out.

Table 8: Focus of the participating training:

Training Category	Dhaka	Tangail	Chattogram	Cox's bazar	Khulna	Jashore	Barishal	Patuakhali	Rangpur	Kurigram	Mymensingh	Jamalpur	Total
Diploma in ICT	0.0	10.3	0.0	0.0	0.0	0.0	0.0	0.0	10.0	16.7	0.0	0.0	3.2
Diploma in Web Application & Web Development	11.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6
Diploma in Hotel, Tourism and Hospitality Management	0.0	6.9	0.0	0.0	0.0	0.0	0.0	0.0	13.3	6.7	0.0	0.0	2.3
Quality Control Management for RMG	0.0	3.4	5.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9
Housekeeping & Hospitality Management	0.0	0.0	0.0	3.8	0.0	0.0	0.0	0.0	3.3	3.3	0.0	0.0	0.9
Food & Beverage Production	16.7	0.0	0.0	0.0	0.0	0.0	0.0	3.3	10.0	0.0	10.3	3.6	3.2

Training Category	Dhaka	Tangail	Chattogram	Cox's bazar	Khulna	Jashore	Barishal	Patuakhali	Rangpur	Kurigram	Mymensingh	Jamalpur	Total
Graphics Design and Multimedia	11.1	20.7	20.6	3.8	10.0	3.3	6.7	0.0	6.7	10.0	13.8	7.1	9.6
Digital Marketing	11.1	3.4	2.9	19.2	6.7	13.3	3.3	6.7	13.3	20.0	10.3	0.0	9.0
Small Business and Entrepreneurship Development	22.2	24.1	8.8	7.7	10.0	10.0	16.7	6.7	16.7	26.7	0.0	0.0	0.0
Safe food Production & Food Preservation	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.0	3.3	0.0	0.0	1.2
Entrepreneurship Development in Floriculture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Adobe Photoshop & Illustrator	0.0	0.0	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.9	10.7	1.7
Web Site Design	0.0	10.3	8.8	23.1	0.0	0.0	3.3	0.0	3.3	3.3	3.4	17.9	6.1
Communicative Language (English)	5.6	20.7	14.7	7.7	16.7	10.0	3.3	10.0	10.0	10.0	13.8	7.1	11.0
High value vegetables and Spice production	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reception and Customer Services	11.1	0.0	26.5	30.8	36.7	23.3	30.0	20.0	3.3	0.0	6.9	10.7	16.9
Tour Guide and Eco-Tourism Management	11.1	6.9	5.9	11.5	6.7	10.0	10.0	16.7	3.3	3.3	17.2	7.1	9.0
Bakery & Pastry Production	5.6	0.0	0.0	3.8	0.0	0.0	0.0	0.0	10.0	0.0	0.0	0.0	1.5
Others	11.1	10.3	11.8	7.7	13.3	30.0	30.0	36.7	0.0	3.3	3.4	10.7	14.2
Total	**116.7**	**117.2**	**108.8**	**119.2**	**100.0**	**100.0**	**103.3**	**100.0**	**113.3**	**106.7**	**86.2**	**75.0**	**91.3**

The table 8 data outline the specific focus areas of training attended by participants across various districts, presented as a percentage of respondents within each district. This provides valuable insight into regional preferences and the diversity of training programs offered by NIYD.

Reception and Customer Services emerged as the most dominant training focus overall, with the highest percentage in Khulna (36.7%), Cox's Bazar (30.8%), and Barishal (30.0%). This indicates a strong demand for hospitality and service-related skills, likely influenced by the tourism and service industry in these areas. Similarly, Graphics Design and Multimedia also had widespread uptake, especially in Tangail (20.7%), Chattogram (20.6%), and Mymensingh (13.8%), highlighting a growing interest in digital and creative skills.

Small Business and Entrepreneurship Development was another prominent training theme, particularly in Kurigram (26.7%), Tangail (24.1%), and Dhaka (22.2%). This suggests that in more rural or developing areas, there's a strong inclination toward self-employment and local enterprise development. Digital Marketing showed notable representation in Cox's Bazar

(19.2%) and Kurigram (20.0%), pointing to an increasing digital literacy and awareness of online business opportunities.

While many districts had a wide range of training focuses, some had standout preferences. For example, Website Design was popular in Cox's Bazar (23.1%) and Jamalpur (17.9%), while Communicative English training was common in Tangail (20.7%), Chattogram (14.7%), and Mymensingh (13.8%). These skills reflect broader aspirations toward professional or overseas employment.

Some areas also reflected niche or localized training needs. For example, Tour Guide and Eco-Tourism Management was more significant in Patuakhali (16.7%) and Mymensingh (17.2%), likely due to proximity to ecotourism regions. Training in Adobe Photoshop & Illustrator and Quality Control Management for RMG had relatively low percentages overall, suggesting these are more specialized or targeted programs.

The "Others" category was notably high in Jashore (30.0%), Barishal (30.0%), and Patuakhali (36.7%), indicating that a significant number of participants in these districts received training in areas not specifically listed, which could merit further breakdown for more precise analysis.

In conclusion, the diversity in training focuses across districts reflects an adaptable and regionally responsive approach by NIYD. The variation in training preferences underscores the importance of tailoring vocational programs to local economic contexts and employment opportunities. Continued attention to these trends can help optimize future training initiatives for greater impact.

Table 9: Issues of motivation to enroll in the training program at NIYD

Districts	Improve job prospects		Learn new skills		Increase income		Personal growth		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Dhaka	14	46.7	7	23.3	6	20.0	3	10.0	0	0.0	30	100.0
Tangail	12	40.0	15	50.0	3	10.0	0	0.0	0	0.0	30	100.0
Chattogram	20	58.8	7	20.6	1	2.9	6	17.6	0	0.0	34	100.0
Cox's bazar	11	42.3	13	50.0	1	3.8	1	3.8	0	0.0	26	100.0
Khulna	3	10.0	26	86.7	0	0.0	1	3.3	0	0.0	30	100.0
Jashore	2	6.7	28	93.3	0	0.0	0	0.0	0	0.0	30	100.0
Rajshahi	18	60.0	2	6.7	10	33.3	0	0.0	0	0.0	30	100.0
Pabna	18	60.0	2	6.7	10	33.3	0	0.0	0	0.0	30	100.0
Sylhet	0	0.0	28	80.0	2	5.7	5	14.3	0	0.0	35	100.0
Habiganj	9	36.0	1	4.0	7	28.0	7	28.0	1	4.0	25	100.0
Barishal	5	16.7	10	33.3	8	26.7	7	23.3	0	0.0	30	100.0
Patuakhali	4	13.3	10	33.3	10	33.3	6	20.0	0	0.0	30	100.0
Rangpur	10	33.3	9	30.0	5	16.7	6	20.0	0	0.0	30	100.0
Kurigram	4	13.3	10	33.3	8	26.7	8	26.7	0	0.0	30	100.0
Mymensingh	8	26.7	22	73.3	0	0.0	0	0.0	0	0.0	30	100.0
Jamalpur	8	26.7	20	66.7	2	6.7	0	0.0	0	0.0	30	100.0
Total	**146**	**30.4**	**210**	**43.8**	**73**	**15.2**	**50**	**10.4**	**1**	**0.2**	**480**	**100.0**

The table 9 data from the NIYD training program indicates that participants' motivations for enrollment vary significantly across districts, reflecting diverse regional needs and aspirations. Overall, the most common reason cited was the desire to learn new skills, accounting for 43.8% of responses. This motivation was particularly dominant in districts like Jashore (93.3%), Khulna (86.7%), Sylhet (80.0%), Mymensingh (73.3%), and Jamalpur (66.7%), suggesting a strong interest in personal capacity building, especially in regions that may have limited access to formal employment or education opportunities. The second most common motivation was to improve job prospects (30.4%), especially prevalent in urban or more competitive districts such as Chattogram (58.8%), Rajshahi and Pabna (60.0% each), and Dhaka (46.7%). This reflects the pressure to stand out in saturated job markets. A smaller portion of participants (15.2%) enrolled primarily to increase income, with this motivation more visible in districts like Patuakhali, Barishal, Kurigram, Rajshahi, and Pabna. Additionally, 10.4% of respondents cited personal growth as their key motivator, notably in Habiganj, Barishal, and Kurigram, pointing to more intrinsic and long-term developmental goals. Interestingly, only one respondent across all districts selected "Other," indicating that the predefined categories effectively captured the main motivations. These findings highlight the importance of tailoring training approaches to local contexts—where some regions may benefit more from employment-focused interventions, others may need broader developmental or skill-based support to meet participants' aspirations.

Table 10: Ratings of the accessibility of the training program

Districts	Very accessible		Somewhat accessible		Neutral		Somewhat inaccessible		Total	
	N	%	N	%	N	%	N	%	N	%
Dhaka	24	80.0	6	20.0	0	0.0	0	0.0	30	100.0
Tangail	25	83.3	4	13.3	0	0.0	1	3.3	30	100.0
Chattogram	33	97.1	0	0.0	1	2.9	0	0.0	34	100.0
Cox's bazar	26	100.0	0	0.0	0	0.0	0	0.0	26	100.0
Khulna	3	10.0	17	56.7	10	33.3	0	0.0	30	100.0
Jashore	0	0.0	8	26.7	22	73.3	0	0.0	30	100.0
Rajshahi	0	0.0	0	0.0	30	100.0	0	0.0	30	100.0
Pabna	0	0.0	0	0.0	30	100.0	0	0.0	30	100.0
Sylhet	5	14.3	0	0.0	30	85.7	0	0.0	35	100.0
Habiganj	2	8.0	0	0.0	23	92.0	0	0.0	25	100.0
Barishal	10	33.3	14	46.7	5	16.7	1	3.3	30	100.0
Patuakhali	16	53.3	14	46.7	0	0.0	0	0.0	30	100.0
Rangpur	22	73.3	4	13.3	3	10.0	1	3.3	30	100.0
Kurigram	13	43.3	5	16.7	12	40.0	0	0.0	30	100.0
Mymensingh	1	3.3	0	0.0	29	96.7	0	0.0	30	100.0
Jamalpur	0	0.0	0	0.0	30	100.0	0	0.0	30	100.0
Total	**180**	**37.5**	**72**	**15.0**	**225**	**46.9**	**3**	**0.6**	**480**	**100.0**

The table 10 data show accessibility of the training program at NIYD varied significantly across districts, with perceptions ranging from highly favorable to largely neutral. Overall, 46.9% of participants rated the program as neutral in terms of accessibility, making it the most

common response. This sentiment was particularly dominant in districts like Rajshahi, Pabna, Jamalpur, Sylhet, Mymensingh, Habiganj, and Jashore, where over 70% of respondents expressed neutrality or similar views. About 37.5% of respondents found the program to be very accessible, with especially high satisfaction in districts such as Cox's Bazar (100%), Chattogram (97.1%), Tangail (83.3%), Dhaka (80.0%), and Rangpur (73.3%). These figures suggest that participants in more urban or well-resourced areas experienced fewer barriers to accessing the training.

Meanwhile, 15.0% found the program somewhat accessible, often in combination with those rating it "very accessible" in moderately performing regions like Khulna, Barishal, and Patuakhali. Only a marginal 0.6% of respondents found the program somewhat inaccessible, indicating minimal dissatisfaction. Notably, in districts such as Jashore and Khulna, there was a broader distribution of responses, suggesting mixed experiences possibly due to inconsistent infrastructure or outreach efforts.

Overall, the data underscores a need for targeted improvements in accessibility in several districts particularly where neutrality dominates as it may mask underlying barriers such as location, transportation, or communication gaps. At the same time, replicating best practices from highly accessible regions could help bridge these gaps elsewhere.

Table 11: Ratings of the relevance of the training to your daily life

Districts	Very relevant		Relevant		Neutral		Not relevant		Total	
	N	%	N	%	N	%	N	%	N	%
Dhaka	21	70.0	9	30.0	0	0.0	0	0.0	30	100.0
Tangail	9	30.0	17	56.7	1	3.3	3	10.0	30	100.0
Chattogram	24	70.6	9	26.5	1	2.9	0	0.0	34	100.0
Cox's bazar	22	84.6	2	7.7	2	7.7	0	0.0	26	100.0
Khulna	1	3.3	23	76.7	6	20.0	0	0.0	30	100.0
Jashore	0	0.0	18	60.0	12	40.0	0	0.0	30	100.0
Rajshahi	0	0.0	27	90.0	3	10.0	0	0.0	30	100.0
Pabna	1	3.3	28	93.3	1	3.3	0	0.0	30	100.0
Sylhet	0	0.0	4	11.4	31	88.6	0	0.0	35	100.0
Habiganj	1	4.0	1	4.0	23	92.0	0	0.0	25	100.0
Barishal	6	20.0	13	43.3	7	23.3	4	13.3	30	100.0
Patuakhali	7	23.3	14	46.7	7	23.3	2	6.7	30	100.0
Rangpur	5	16.7	11	36.7	11	36.7	3	10.0	30	100.0
Kurigram	6	20.0	6	20.0	9	30.0	9	30.0	30	100.0
Mymensingh	0	0.0	24	80.0	6	20.0	0	0.0	30	100.0
Jamalpur	1	3.3	25	83.3	3	10.0	1	3.3	30	100.0
Total	**104**	**21.7**	**231**	**48.1**	**123**	**25.6**	**22**	**4.6**	**480**	**100.0**

The table 11 data shows the relevance of the training program to participants' daily lives received a broadly positive response, with 48.1% rating it as relevant and 21.7% finding it very relevant. This means that a combined 69.8% of respondents found the training applicable or directly useful in their everyday experiences. Districts such as Cox's Bazar (84.6% very relevant), Dhaka (70% very relevant), and Chattogram (70.6% very relevant) stood out with

particularly strong endorsements of relevance, suggesting that participants in these areas were able to effectively apply their learning.

Conversely, 25.6% rated the training as neutral in terms of relevance. This group includes a significant proportion of participants from Sylhet (88.6%), Habiganj (92.0%), and Jashore (40.0%), indicating a gap between the training content and the practical needs of these learners. A small but notable 4.6% found the training not relevant, with the highest dissatisfaction observed in Kurigram (30.0%) and Barishal (13.3%).

These findings suggest that while the majority benefited meaningfully from the training, a significant minority—especially from certain districts—did not perceive a clear connection to their daily lives. Enhancing the contextual fit of training modules and incorporating localized needs could help improve perceived relevance across more districts.

Table 12: Respondents participation in any training programs from other organizations apart from NIYD

Districts	Yes		No		Total	
	N	%	N	%	N	%
Dhaka	13	43.3	17	56.7	30	100.0
Tangail	7	23.3	23	76.7	30	100.0
Chattogram	1	2.9	33	97.1	34	100.0
Cox's bazar	2	7.7	24	92.3	26	100.0
Khulna	3	10.0	27	90.0	30	100.0
Jashore	3	10.0	27	90.0	30	100.0
Rajshahi	7	23.3	23	76.7	30	100.0
Pabna	8	26.7	22	73.3	30	100.0
Sylhet	0	0.0	35	100.0	35	100.0
Habiganj	1	4.0	24	96.0	25	100.0
Barishal	2	6.7	28	93.3	30	100.0
Patuakhali	0	0.0	30	100.0	30	100.0
Rangpur	6	20.0	24	80.0	30	100.0
Kurigram	4	13.3	26	86.7	30	100.0
Mymensingh	4	13.3	26	86.7	30	100.0
Jamalpur	0	0.0	30	100.0	30	100.0
Total	**61**	**12.7**	**419**	**87.3**	**480**	**100.0**

The table 12 reveals vast majority of participants, 87.3%, reported that they had not participated in any training programs from other organizations apart from NIYD. This trend is consistent across most districts, with full non-participation reported in Sylhet, Patuakhali, and Jamalpur, and rates exceeding 90% in districts like Chattogram, Cox's Bazar, and Barishal.

However, 12.7% of respondents indicated previous participation in other training programs. Notably, Dhaka stands out with the highest rate of external training exposure at 43.3%, followed by Pabna (26.7%), Rajshahi (23.3%), and Tangail (23.3%). These figures may reflect greater access to alternative training opportunities in more urban or better-connected districts.

Overall, the data suggests that for most participants, NIYD represents their primary or only formal training experience, highlighting the organization's critical role in skill development within these communities.

Table 13: Respondents access to financial resources for personal use and/or professional growth

Response	Intervention		Control		Total	
	N	%	N	%	N	%
Yes	201	41.9	53	33.1	254	39.7
No	253	52.7	95	59.4	348	54.4
Not sure	26	5.4	12	7.5	38	5.9

The data table 13 reveals a moderate difference between the intervention and control groups in terms of positive responses. In the intervention group, 41.9% of respondents answered "Yes", compared to 33.1% in the control group, indicating that the intervention may have had a favorable influence on participants' attitudes or awareness related to the question. However, this increase, while notable, is not overwhelmingly large, suggesting that the intervention's effect in this area was limited or partial.

A majority of respondents in both groups answered "No", with 52.7% in the intervention group and 59.4% in the control group. This dominant negative response across both samples indicates broad skepticism or rejection of the subject matter, pointing to either deeply rooted beliefs, insufficient intervention reach, or ineffective messaging in shifting perspectives on this issue.

Additionally, uncertainty remains relatively low, with 5.4% of the intervention group and 7.5% of the control group responding, "Not sure." The slightly higher uncertainty in the control group may reflect a lack of information or clarity due to the absence of intervention exposure.

In the overall sample, 39.7% responded "Yes", 54.4% responded "No", and 5.9% said "Not sure". These results suggest that while the intervention had a modest positive impact, the majority of the population either remains unconvinced or is firmly opposed, highlighting the need for stronger or more targeted interventions to address concerns, misinformation, or resistance.

Table 14: NIYD training impacted the socio-economic status of the community

Response	Intervention		Control		Total	
	N	%	N	%	N	%
Yes, access is limited due to socio-economic status	317	66.0	86	53.8	403	63.0
No, socio-economic status has no impact	68	14.2	25	15.6	93	14.5
Not sure	95	19.8	49	30.6	144	22.5

The data table 14 highlights a clear disparity in how the intervention and control groups perceive the impact of socioeconomic status on access. A significant 66% of the intervention group reported facing limitations due to their socioeconomic status, compared to 53.8% in the control group. This suggests that NIYD program participants are more acutely aware of economic barriers, possibly due to the program's focus on marginalized communities or its

emphasis on socioeconomic challenges. Meanwhile, only a small fraction in both groups (14.2% intervention, 15.6% control) believed their socioeconomic status had no effect, indicating widespread recognition of economic inequities.

Notably, uncertainty about the role of socioeconomic status was higher in the control group (30.6%) than in the intervention group (19.8%). This gap may reflect differences in awareness, with the intervention group potentially better informed about systemic barriers through program participation. The findings underscore that economic disadvantages are perceived as a major obstacle, particularly among NIYD participants. This reinforces the need for targeted policies and programs to address access inequities, while also highlighting the importance of raising awareness about socioeconomic barriers among broader populations.

Table 15: Influence of Socio-economic Condition in accessing training

Response Category	Intervention		Control		Total	
	N	%	N	%	N	%
Yes, access is limited due to socio-economic conditions	325	67.7	82	51.3	407	63.6
No, socio-economic conditions have not affected access	71	14.8	28	17.5	99	15.5
Not sure	84	17.5	50	31.3	134	20.9

The data table 15 reveals a significant disparity in how socio-economic conditions impact access between the intervention and control groups. In the intervention group, 67.7% of respondents reported limited access due to socio-economic factors, compared to only 51.3% in the control group. This suggests that the intervention may have either heightened awareness of socio-economic barriers or inadvertently exacerbated existing inequalities. Meanwhile, a notably higher proportion of the control group (31.3%) expressed uncertainty about the impact of socio-economic conditions, compared to just 17.5% in the intervention group. This could imply that the intervention provided clearer insights into access barriers, or alternatively, that the control group lacked sufficient information to form a definitive opinion. The relatively low percentage of respondents in both groups who denied the influence of socio-economic conditions (14.8% and 17.5%, respectively) underscores the pervasive role of economic and social factors in shaping access.

The findings highlight the complex interplay between interventions and perceived access barriers. While the intervention group reported higher levels of access limitations, it is unclear whether this reflects a more realistic assessment or a unintended consequence of the intervention itself. The substantial proportion of "Not sure" responses in the control group raises questions about the general awareness of socio-economic disparities in the absence of targeted interventions. Policymakers should consider whether the intervention's design inadvertently magnified perceived barriers or if it successfully uncovered hidden inequalities. Furthermore, the similar percentages of respondents who reported no impact from socio-economic conditions across both groups suggest that a minority may be insulated from these challenges, warranting further investigation into protective factors. Overall, the data

underscores the need for nuanced interventions that address socio-economic barriers without reinforcing perceptions of inaccessibility.

Table 16: NIYDs Training contribution to Socio-economic Conditions

Response category	Intervention		Control		Total	
	N	%	N	%	N	%
Very poor	41	8.5	20	12.5	61	9.5
Poor	49	10.2	20	12.5	69	10.8
Average	301	62.7	78	48.8	379	59.2
Good	88	18.3	40	25.0	128	20.0
Very Good	1	0.2	2	1.3	3	0.5

The data table 16 reveals that the intervention group had a higher concentration in the "Average" category (62.7% vs. 48.8% in controls), suggesting the program helped stabilize participants' conditions, while the control group showed more polarization with higher proportions in both extremes 12.5% each in "Very Poor" and "Poor" (vs. 8.5%/10.2% in intervention) and 25.0% in "Good" (vs. 18.3%). This indicates the program may have reduced severe hardship among participants but potentially missed opportunities to elevate them beyond average outcomes, as evidenced by the control group's better performance in higher tiers (1.3% "Very Good" vs. 0.2%), highlighting a need to refine the program to not only mitigate poverty but also foster upward mobility. The minimal "Very Good" responses across both groups (0.5% overall) further underscores systemic limitations that warrant broader policy attention.

The data analysis reveals several key insights about the NIYD program's impact: First, the intervention group showed a stronger concentration in the "Average" category (62.7% vs. 48.8% in controls), indicating the program's effectiveness in stabilizing participants' socioeconomic conditions. Second, while the control group displayed more polarization with higher proportions in both extremes (12.5% each in "Very Poor" and "Poor" versus 8.5%/10.2% in intervention, and 25.0% in "Good" versus 18.3%), this suggests the program successfully mitigated severe hardship but may have missed opportunities to elevate participants beyond average outcomes. Third, the control group's marginally better performance in higher tiers (1.3% "Very Good" vs. 0.2%) points to potential untapped capacity for greater impact. Fourth, the minimal "Very Good" responses across both groups (0.5% overall) underscores persistent systemic barriers that require broader policy solutions. These findings collectively highlight the program's success in poverty mitigation while revealing opportunities to enhance its approach to foster meaningful upward mobility and address deeper structural challenges.

Figure 11: Comparison of Respondents Income Level Before and After Trainings:
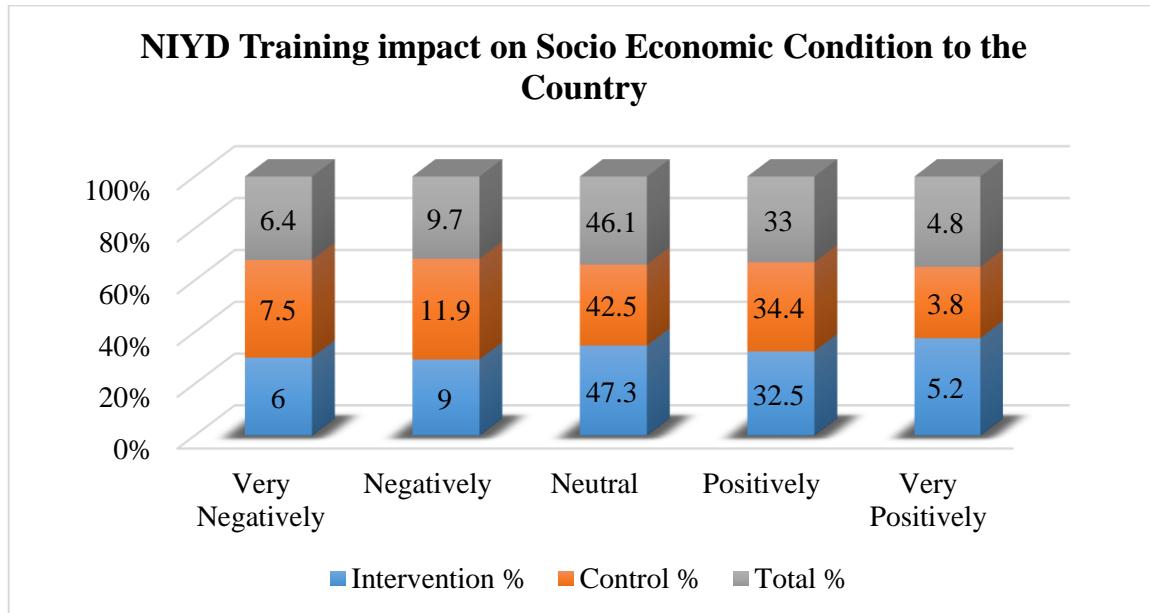
The data of figure 11 reveals important patterns in how the intervention and control groups perceive the program's impact, with three key findings emerging. First, a majority of both groups reported neutral (47.3% intervention vs 42.5% control) or positive (32.5% vs 34.4%) experiences, suggesting generally favorable or non-negative perceptions across participants. Second, the intervention group showed marginally better outcomes with fewer negative responses (15% combined "Very Negatively/Negatively" vs 19.4% in controls) and slightly more very positive ratings (5.2% vs 3.8%), indicating the program may have mitigated some negative experiences. Third, the relatively high neutral responses (46.1% overall) highlight a significant portion of participants who remain undecided about the program's value, potentially pointing to areas needing improved engagement or clearer benefits demonstration. These patterns suggest the intervention is moving in the right direction but could enhance its impact by addressing the neutral group's needs and further reducing negative experiences.

The data reveals three key insights: (1) Most participants reported neutral (46%) or positive (33%) experiences, indicating generally favorable program perceptions; (2) The intervention group reported fewer negative experiences (15% vs 19.4% in controls) and more very positive responses (5.2% vs 3.8%), suggesting modest program benefits; (3) The high neutral response rate highlights an opportunity to strengthen engagement and demonstrate clearer value to undecided participants. These findings suggest the program is directionally effective but could enhance its impact by addressing neutral perceptions and further reducing negative experiences.

Figure 12: Impact of the NIYD Training to Socio-Economic Condition of the Country
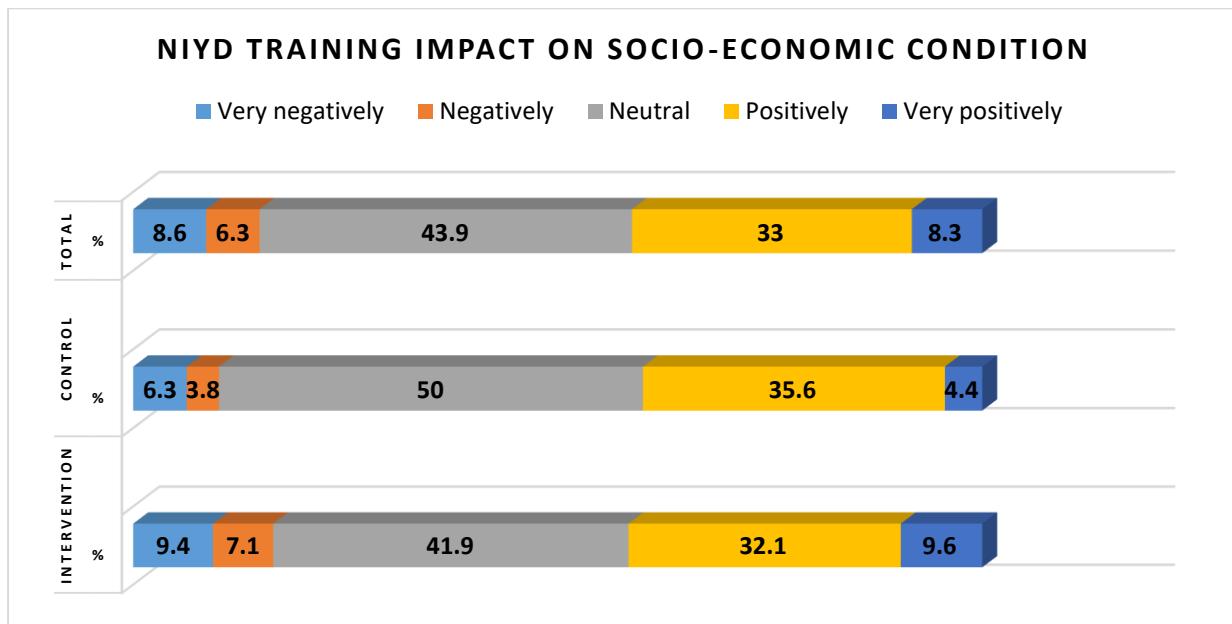
The data of figure 12 presents the perceived impact of NIYD training on socio-economic conditions, categorized into five responses ranging from "Very negatively" to "Very positively." A notable 43.9% of respondents in the unspecified group (likely the control or overall sample) reported a neutral impact, suggesting that nearly half observed no significant change in their socio-economic conditions due to the training. Meanwhile, the intervention group shows a slightly higher neutral response (50%), which may indicate that the training did not markedly alter participants' economic circumstances for better or worse. However, a combined 40% of the intervention group reported positive or very positive effects (35.6% and 4.4%, respectively), compared to 41.3% in the unspecified group (33% positively and 8.3% very positively). This marginal difference raises questions about the intervention's effectiveness, as it did not substantially outperform the baseline in generating positive outcomes. The higher proportion of neutral responses in the intervention group could imply that the training failed to meet expectations or that its benefits were not immediately tangible.

Interestingly, negative perceptions were relatively low across all groups, with only 6.3% to 9.4% reporting negative or very negative impacts. This suggests that while the training may not have universally improved socio-economic conditions, it also did not harm participants' situations. The slightly higher "Very negatively" response in the unspecified group (8.6%) compared to the intervention group (6.3%) could hint at a minor mitigating effect of the training on severe dissatisfaction. However, the lack of a dramatic shift toward positive outcomes underscores the need for further analysis—whether the training's design, duration, or implementation limited its potential, or if external socio-economic factors diluted its impact. Policymakers should consider these nuances to refine future interventions, ensuring they deliver measurable benefits rather than neutral or ambiguous results.

NIYD's Training Impact on Empowerment

This study primarily examines the impact of NIYD's training programs on advancing gender equality and women's empowerment, employing a multidimensional approach to analyze how

these initiatives address various aspects of women's empowerment across different geographical and socio-cultural contexts. By comparing intervention and control groups while incorporating district-level data, the research provides comprehensive insights into the program's effectiveness in enhancing women's economic participation, decision-making autonomy, and access to resources, ultimately offering evidence-based recommendations to strengthen NIYD's contribution to achieving SDG 5 through targeted improvements in training design and implementation strategies.

Figure 13: NIYD's training is contribution to Women Empowerment
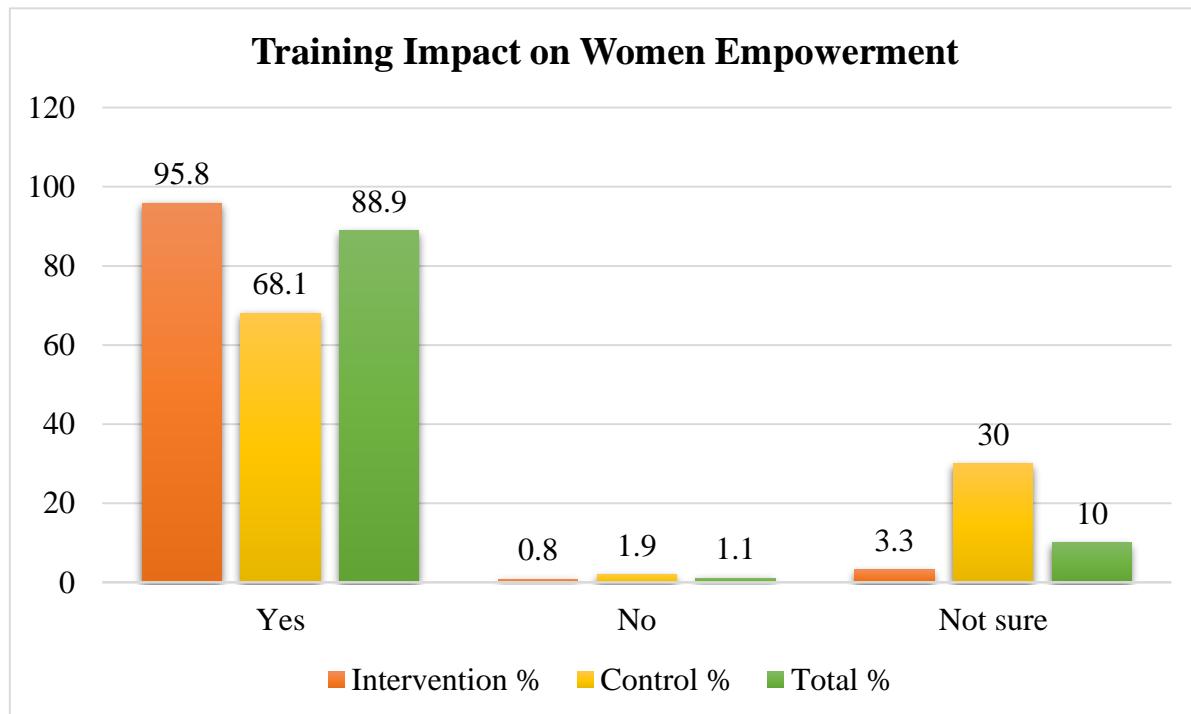
The bar graph (figure 13) data reveals a striking disparity in responses between the intervention and control groups regarding the measured outcome. In the intervention group, an overwhelming 95.8% responded "Yes," compared to just 68.1% in the control group, suggesting that the intervention had a significant impact on participants' perceptions or experiences. The near-unanimous "Yes" in the intervention group, contrasted with the control group's more varied responses, implies that the intervention was highly effective in achieving its intended effect. Meanwhile, the control group had a much higher proportion of "Not sure" responses (30.0%) compared to the intervention group (3.3%), indicating that the intervention provided clarity or decisiveness that was lacking in the absence of the program. The negligible "No" responses in both groups (0.8% and 1.9%) suggest that the measured outcome was either nearly universally achieved or perceived as such, with minimal dissent.

These findings highlight the intervention's strong influence, but they also raise important questions. The dramatic difference between groups could imply a possible bias, such as social desirability effects in the intervention group, where participants felt pressured to respond positively. Alternatively, the intervention may have genuinely created a near-universal positive outcome, which would be remarkable. The high uncertainty in the control group (30.0%) suggests that without the intervention, individuals were far less confident or informed about

the issue, reinforcing the program's role in providing clarity or tangible benefits. However, the near-absence of "No" responses across both groups warrants scrutiny-whether the outcome was inherently skewed toward positivity or if the measurement tool failed to capture dissenting views adequately. Further research should explore the mechanisms behind the intervention's success and assess whether these results are sustainable or context dependent.

Table 17: NIYD's training mostly contributed Areas to Women empowerment

Response Category	Intervention		Control		Total	
	N	%	N	%	N	%
Education	307	16.2	89	16.0	396	16.1
Employment	403	21.2	138	24.9	541	22.0
Decision making in HH	448	23.6	129	23.2	577	23.5
Political participation	173	9.1	38	6.8	211	8.6
Access to health care	234	12.3	65	11.7	299	12.2
Social mobility	334	17.6	96	17.3	430	17.5

The data table 17 presents a comparative analysis of outcomes between intervention and control groups across six socio-economic and political dimensions: education, employment, household (HH) decision-making, political participation, access to healthcare, and social mobility. The results show minimal variation between the two groups, suggesting that the intervention had limited differential impact. For instance, in education, the intervention group reported 16.2% compared to 16.0% in the control group, indicating negligible difference. Similarly, employment figures were 21.2% for the intervention group and 24.9% for the control group, a slightly higher proportion in the control group, which is counterintuitive if the intervention aimed to improve employment outcomes. Household decision-making, often a key metric for empowerment, showed nearly identical results (23.6% vs. 23.2%), reinforcing the impression that the intervention did not significantly alter this dynamic. Political participation, while low overall, was slightly higher in the intervention group (9.1% vs. 6.8%), hinting at a possible marginal effect on civic engagement. Access to healthcare and social mobility also revealed minimal differences (12.3% vs. 11.7% and 17.6% vs. 17.3%, respectively), further underscoring the intervention's limited measurable impact.

These findings raise critical questions about the intervention's design and implementation. The lack of significant divergence between groups suggests that either the intervention was not sufficiently targeted or intensive to produce meaningful change, or that the metrics used were unable to capture nuanced improvements. The slightly higher employment percentage in the control group is particularly puzzling and warrants investigation—were control group members more economically active to begin with, or did the intervention inadvertently fail to address employment barriers? The marginal increase in political participation for the intervention group is one of the few areas where a positive trend emerges, suggesting that the intervention may have had a subtle effect on civic awareness. However, the overall data paints a picture of an intervention that, at least in the short term, did not substantially alter participants' socio-economic conditions compared to the control group. Future efforts should consider refining the intervention's focus, extending its duration, or incorporating more sensitive metrics to better assess its true impact.

Table 18: Participants opinion on the NIYD's training contribution to women's empowerment than the training of other organizations

Response Category	Intervention		Control		Total	
	N	%	N	%	N	%
Yes, NIYD's programs are more impactful	464	96.7	116	72.5	580	90.6
No, other organizations' programs are more impactful	1	0.2	12	7.5	13	2.0
Both have an equal impact	15	3.1	32	20.0	47	7.3

The data table 18 reveals a dramatic disparity in perceptions of NIYD's program impact between intervention and control groups, with 96.7% of intervention participants affirming NIYD's superior impact compared to just 72.5% in the control group. This overwhelming endorsement from the intervention group suggests the programs successfully influenced participants' perceptions whether through tangible benefits, persuasive messaging, or social desirability bias. The near-total absence of "No" responses in the intervention group (0.2%) versus the control (7.5%) is striking, implying the intervention either eclipsed competing programs or discouraged critical feedback. However, the 20% of control group respondents who attributed equal impact to NIYD and other organizations (vs. 3.1% in the intervention group) introduces nuance, hinting that the intervention may have amplified perceived differentiation where none objectively existed. Further, the negligible "No" responses in the intervention group (0.2%) risk signaling a suppression of dissent, warranting qualitative research to uncover unvoiced criticisms. For NIYD, these results could validate outreach strategies but also highlight risks of echo chambers if participant feedback lacks diversity

Table 19: Comparative opinion of the respondents on the training opportunities provided by NIYD and other organizations in promoting female empowerment

Response Category	Intervention		Control		Total	
	N	%	N	%	N	%
NIYD offers better opportunities for women's empowerment	464	96.7	117	73.1	581	90.8
Other organizations offer better opportunities for women's empowerment	1	0.2	11	6.9	12	1.9
Both provide similar opportunities	15	3.1	32	20.0	47	7.3

The data table 19 reveals a dramatic difference in perceptions of NIYD's women's empowerment programs between participants who received the intervention (96.7% favorable) and those who did not (73.1% favorable). This 23.6 percentage-point gap suggests the intervention strongly influenced participants' views, either through genuinely superior programming or effective messaging that shaped perceptions. The near-total absence of criticism in the intervention group (only 0.2% preferred other organizations) compared to the control group's more balanced perspective (6.9% preferring others, 20% seeing equal value) raises important questions about whether the intervention created actual empowerment benefits or simply generated more enthusiastic endorsements.

These findings highlight both NIYD's strong brand reputation (even the control group favored it 73.1% of the time) and the intervention's ability to amplify this advantage. However, the control group's more nuanced responses suggest NIYD's programs may not be as uniquely impactful in reality as intervention participants believe. This discrepancy indicates the need for additional research using objective empowerment metrics to determine whether the intervention's effects reflect tangible improvements in women's opportunities or primarily demonstrate success in persuasion and participant engagement. The results underscore the importance of distinguishing between perceived and demonstrated impact when evaluating program effectiveness.

Table 20: Major challenges faced by women in your community

Response Category	Intervention		Control		Total	
	N	%	N	%	N	%
Lack of education	368	18.1	105	16.9	473	17.8
Limited job Opportunities	417	20.5	142	22.9	559	21.1
Gender-based violence	340	16.7	92	14.8	432	16.3
Cultural barriers	365	18.0	107	17.3	472	17.8
Lack of access to healthcare	203	10.0	62	10.0	265	10.0
Limited decision-making power	338	16.6	110	17.7	448	16.9
Other	2	0.1	2	0.3	4	0.2

Multiple response counted

The data table 20 presents a comparative analysis of perceived barriers to women's empowerment between intervention and control groups, revealing remarkably similar patterns across both cohorts. The distribution of responses shows minimal variation between groups, with no single barrier differing by more than 2.4 percentage points (limited job opportunities at 20.5% intervention vs. 22.9% control). This striking consistency suggests the intervention had negligible effect on participants' perception of key empowerment obstacles. Limited job opportunities emerged as the most frequently cited barrier overall (21.1%), followed closely by cultural barriers and lack of education (both 17.8%), indicating these are persistent, intervention-resistant challenges. The identical 10% figures for lack of healthcare access in both groups further reinforces the intervention's failure to differentially impact perceptions of this specific barrier.

The near-parallel response patterns raise critical questions about the intervention's design and implementation. The minimal variation between groups (all differences ≤2.4%) implies either that the intervention was insufficiently targeted to alter perceptions of structural barriers, or that these barriers are so deeply entrenched that short-term interventions cannot affect their recognition. Notably, gender-based violence - often a focus of empowerment programs - shows only a 1.9 percentage-point difference (16.7% vs. 14.8%), suggesting the intervention may have failed to adequately address or raise awareness about this critical issue. The consistency across all categories, including the rare "Other" responses (0.1% vs 0.3%), indicates that while the intervention may have worked on other dimensions of empowerment, it did not significantly change how participants viewed these fundamental systemic obstacles. This

finding underscores the need for more targeted, barrier-specific programming if the goal is to shift perceptions of the root causes of disempowerment.

Table 21: Challenges faced by respondents in accessing NIYD training

Response Category	Intervention		Control		Total	
	N	%	N	%	N	%
Lack of awareness	251	52.3	63	39.4	314	49.1
Financial	92	19.2	19	11.9	111	17.3
Family restrictions	54	11.3	40	25.0	94	14.7
Lack of transportation	23	4.8	6	3.8	29	4.5
Other	60	12.5	32	20.0	92	14.4

The data table 21 highlights significant differences in perceived barriers to participation between intervention and control groups, with lack of awareness emerging as the predominant challenge across both cohorts (52.3% intervention vs. 39.4% control). The 12.9 percentage-point gap suggests the intervention may have heightened participants' recognition of knowledge gaps, potentially reflecting successful program messaging about existing information deficits. Financial constraints ranked second overall (17.3%) but showed a notable 7.3-point difference between groups (19.2% intervention vs. 11.9% control), possibly indicating the intervention attracted or identified participants with greater economic vulnerabilities. The most striking divergence appears in family restrictions, where control group respondents reported this barrier at more than double the rate of intervention participants (25.0% vs. 11.3%), raising questions about whether the intervention actively mitigated family opposition or simply attracted participants from less restrictive environments.

These disparities reveal important nuances about how the intervention shaped or selected participants' experiences. The higher reporting of awareness and financial barriers in the intervention group suggests the program either successfully identified these pre-existing challenges or inadvertently amplified perceptions of them through its outreach. Conversely, the control group's greater emphasis on family restrictions (25.0%) and miscellaneous "other" barriers (20.0%) points to alternative obstacles that may have been underrepresented in the intervention cohort. The similarly low rates of transportation issues (4.8% vs. 3.8%) indicate this was a minimal concern regardless of participation. The findings suggest the intervention may have influenced both the composition of participants and their framing of barriers, with implications for future program targeting - particularly the need to address family-related constraints more effectively and to examine whether financial and awareness barriers are being adequately resolved versus merely identified.

Table 22: Barriers that limits the women's participation in NIYD training

Response Category	Intervention		Control		Total	
	N	%	N	%	N	%
Family restrictions	437	31.0	137	30.5	574	30.9
Financial constraints	377	26.8	117	26.1	494	26.6
Cultural norms	370	26.3	119	26.5	489	26.3
Lack of access to technology	209	14.8	61	13.6	270	14.5
Other	16	1.1	15	3.3	31	1.7

The data table 22 reveals nearly identical perceptions of barriers to participation between intervention and control groups, with all categories showing differences of less than 2 percentage points. Family restrictions emerge as the most significant barrier (30.9% overall), followed closely by financial constraints (26.6%) and cultural norms (26.3%), indicating these are persistent, intervention-resistant challenges. The remarkable consistency across groups - with financial constraints differing by only 0.7 points (26.8% vs 26.1%) and cultural norms by just 0.2 points (26.3% vs 26.5%) - strongly suggests the intervention had minimal impact on how participants perceive these structural obstacles. Even technology access, often targeted by development programs, shows minimal variation (14.8% vs 13.6%).

This striking uniformity in responses raises critical questions about the intervention's effectiveness in addressing fundamental barriers. The near-identical patterns imply either that the intervention failed to meaningfully alter participants' experiences of these constraints, or that these barriers are so deeply entrenched that they resist short-term programmatic solutions. The only notable (though still small) difference appears in the "Other" category (1.1% vs 3.3%), suggesting the control group may have slightly more diverse or unclassified challenges. The data underscores that family, financial and cultural barriers remain equally formidable for both participants and non-participants, challenging the notion that the intervention successfully mitigated these obstacles. These findings call for either more targeted approaches to these specific barriers or a reevaluation of how program success is measured beyond mere participation metrics.

Table 23: Critical Analysis of Barriers to Women's Access in NIYD vs. Other Training Programs

Response category	Intervention		Control		Total	
	N	%	N	%	N	%
Barriers are more prominent with NIYD's training	88	18.3	18	11.3	106	16.6
Barriers are similar across organizations	94	19.6	36	22.5	130	20.3
Not sure	298	62.1	106	66.3	404	63.1

The data table 23 reveals significant uncertainty among respondents, with 63.1% unsure whether barriers to accessing training programs are more prominent with NIYD compared to other organizations. This suggests a lack of clear awareness about how NIYD's programs compare, possibly due to limited exposure or insufficient communication from NIYD about its accessibility efforts. While 18.3% of intervention participants (vs. 11.3% control) believe NIYD's barriers are more prominent-indicating heightened scrutiny or unmet expectations only 20.3% overall see barriers as similar across organizations. This implies that while some view NIYD's challenges as unique, most either lack the context to compare or face systemic obstacles that transcend any single program.

The findings highlight a critical gap in transparency or benchmarking, as the high uncertainty undermines confidence in NIYD's relative accessibility. The intervention group's slightly stronger perception of NIYD-specific barriers could reflect deeper engagement (and thus higher standards) or unresolved program limitations. Meanwhile, the small share recognizing universal barriers suggests that broader structural issues-like socio-economic or cultural

constraints-persist regardless of the provider. NIYD should address this ambiguity by clarifying its value proposition, improving outreach, and conducting comparative studies to determine whether its barriers are distinctive or part of a larger, industry-wide challenge.

NIYD's Training Impact on achieving SDG Goal-05 (Gender Equity)

The study's title and objectives aimed to examine gender disparities, challenges, and barriers affecting women's participation in NIYD's skill development training programs, as these factors play a pivotal role in advancing SDG 5 (Gender Equality). The following findings assess the extent to which NIYD's training initiatives contribute to achieving SDG 5 by promoting gender equity and empowerment.

The data reveals critical insights into women's access to these programs, highlighting both systemic obstacles and NIYD-specific challenges. By analyzing participation barriers, awareness gaps, and comparative perceptions, this evaluation determines whether NIYD's interventions effectively address gender disparities or if broader structural reforms are needed to fully realize SDG 5 objectives. The results will inform recommendations for enhancing program inclusivity and measuring tangible progress toward gender equality.

Figure 14: NIYD training contribution to foster gender equality
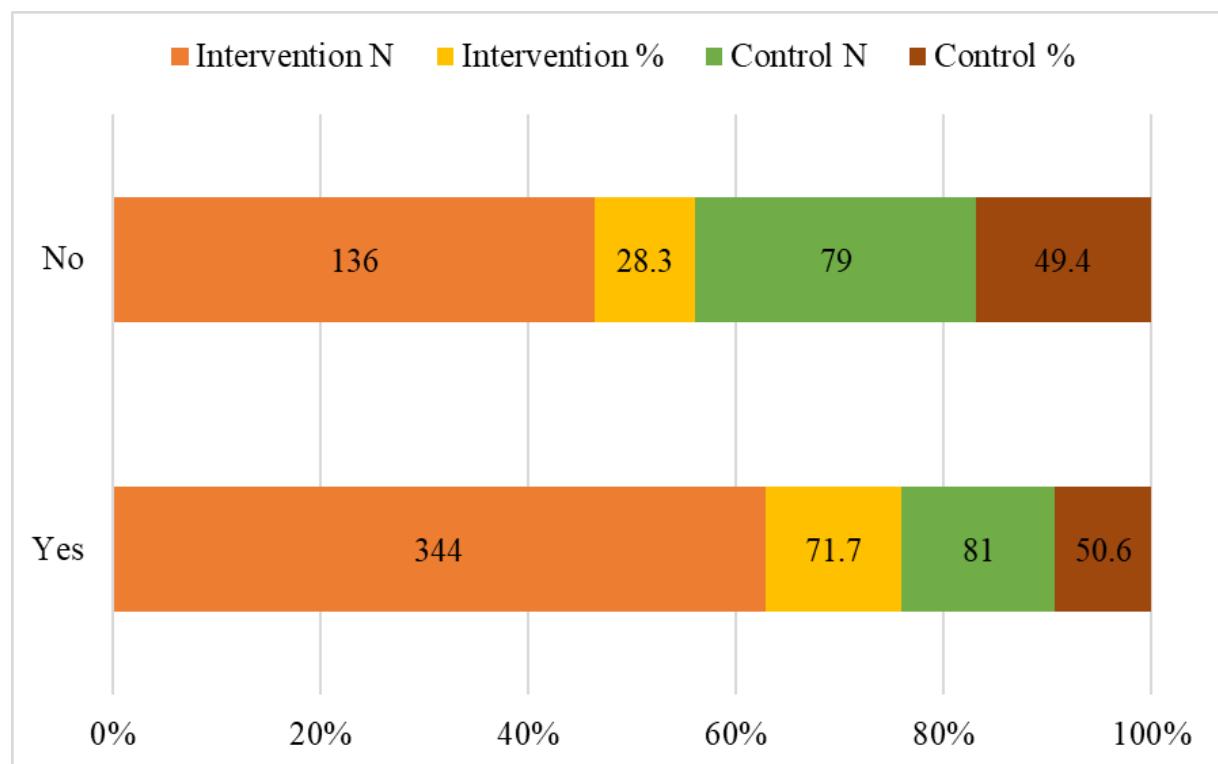
The data figure 14 reveals an overwhelmingly positive perception of NIYD's training programs in fostering gender equality, with 97.7% of intervention participants affirming its contribution compared to 89.4% in the control group. This 8.3-percentage-point difference suggests that direct engagement with NIYD's programs strengthens confidence in their gender-equality outcomes. The near-universal approval in the intervention group (97.7%) indicates either exceptional program efficacy or potential biases such as social desirability (participants feeling compelled to respond positively). Meanwhile, the control group's lower but still high approval

(89.4%) implies NIYD has a strong reputation for gender equality even among non-participants, though their greater proportion of "No" responses (10.6% vs. 2.3%) introduces a critical counter-perspective.

The stark disparity in negative responses 10.6% in the control group versus just 2.3% in the intervention group raises important questions. Are intervention participants less likely to criticize the program due to loyalty or dependency? Or does the control group's skepticism reflect unmet needs or awareness of limitations? The minimal dissent in the intervention group could signal successful outcomes but also warrants scrutiny to ensure feedback isn't suppressed. To validate these perceptions, NIYD should complement this data with objective metrics (e.g., post-training employment rates, leadership roles, or wage parity among female participants). Overall, while the data suggests NIYD's training is widely viewed as gender-equitable, the control group's reservations highlight the need for ongoing improvement and independent evaluation to ensure programs translate perception into measurable progress.

Figure 15: Respondents knowledge on the Sustainable Development Goals (SDGs)
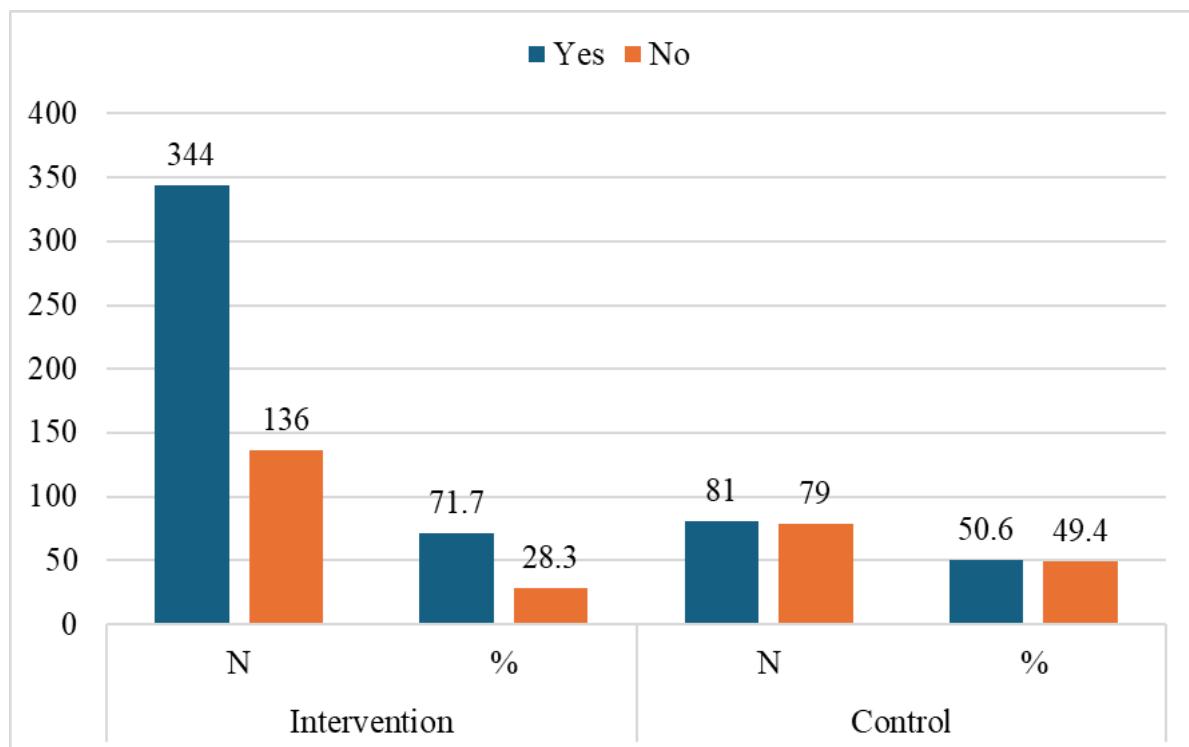
The data figure 15 highlights a clear disparity in awareness of the Sustainable Development Goals (SDGs) between participants in NIYD's intervention programs and the control group. A striking 71.7% of intervention participants reported being aware of the SDGs, compared to just 50.6% in the control group - a notable 21.1 percentage point difference. This suggests that NIYD's programs are effectively raising awareness about these global goals, likely through direct incorporation of SDG-related content in their training curriculum and outreach activities. However, the findings also reveal significant gaps that warrant attention. Even among intervention beneficiaries, over a quarter (28.3%) remain unaware of the SDGs, indicating that current educational efforts may not be reaching all participants equally. The control group's results are particularly concerning, with nearly half (49.4%) of respondents unfamiliar with the

SDGs, underscoring a broader challenge in disseminating knowledge about these critical global frameworks beyond direct program participants. These findings suggest that while NIYD is making progress in SDG awareness among its trainees, there remains substantial work to be done in both deepening understanding within programs and expanding outreach to the wider community to achieve truly widespread awareness of the Sustainable Development Goals.

The significant awareness gap between groups raises important questions about knowledge dissemination strategies and their effectiveness. The 21-point difference demonstrates NIYD's capacity to educate participants about global development agendas, but also highlights how dependent such awareness is on targeted interventions. The high proportion of unaware respondents in both groups (28.3% in intervention and 49.4% in control) suggests that current approaches may need to be strengthened through more comprehensive educational components, repeated messaging, and community-wide awareness campaigns. These results emphasize the need for organizations like NIYD to not only maintain their current SDG education efforts within programs, but also to develop complementary strategies that can reach broader populations. The data ultimately presents both a success story in program-based awareness raising and a call to action for more extensive public education about the SDGs, as achieving these global goals will require understanding and participation that extends far beyond the reach of any single organization's intervention programs.

Figure 16: Know gender equality is the core agenda of SDG 5
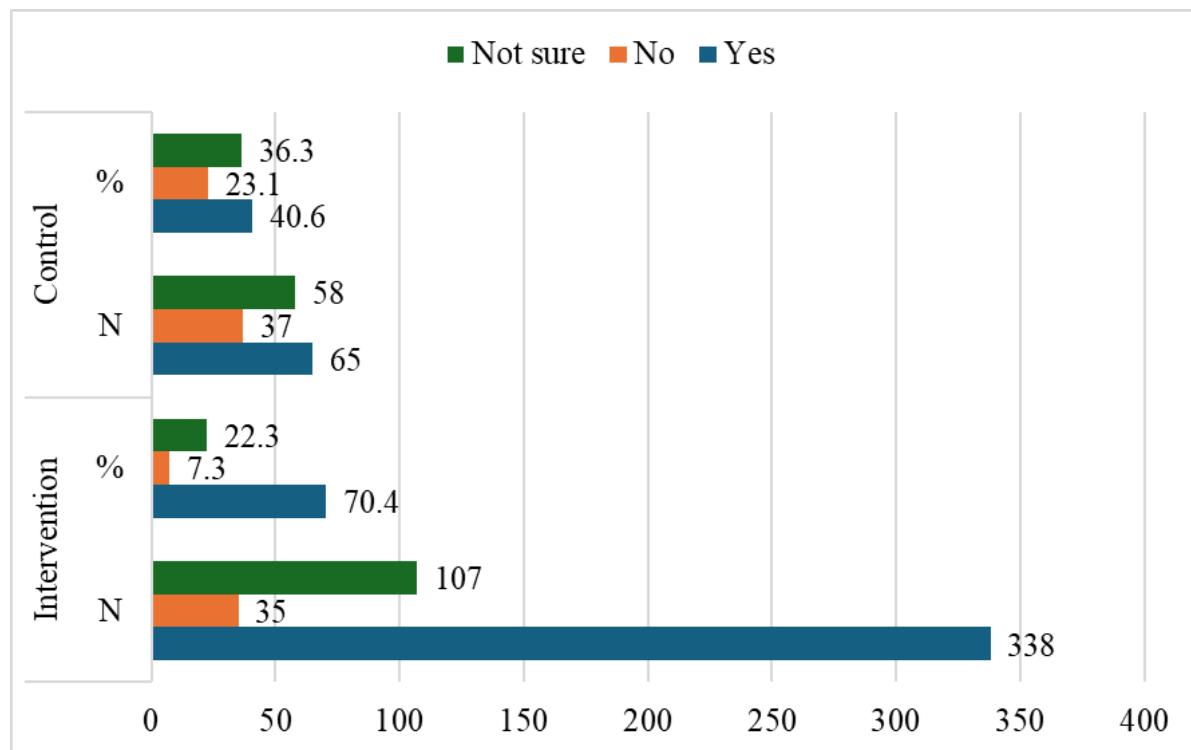
The data figure 16 shows a significant awareness gap about SDG 5's focus on gender equality, with 70.4% of NIYD participants recognizing this connection compared to just 40.6% in the control group - a 30-point difference highlighting the program's educational impact. However, concerns remain as 22% of trainees and 36% of non-participants were uncertain, while 7% and 23% respectively answered incorrectly. These results demonstrate NIYD's effectiveness in raising SDG awareness while revealing substantial knowledge gaps that persist even among program beneficiaries. The findings underscore the

need to strengthen both training content and public education to ensure proper understanding of this fundamental development goal.

Table 24: Respondents opinion on NIYD's training are aligned with the SDGs

Response	Intervention		Control		Total	
	N	%	N	%	N	%
Yes	346	72.1	66	41.3	412	64.4
No	9	1.9	9	5.6	18	2.8
Not sure	125	26.0	85	53.1	210	32.8

The data table 24 reveals a strong perception that NIYD's training aligns with the SDGs, particularly among program participants. While 72.1% of intervention group members affirm this alignment, only 41.3% of the control group shares this view - a notable 30.8 percentage point gap demonstrating NIYD's effectiveness in communicating its SDG relevance. However, the high uncertainty rates (26% intervention, 53.1% control) suggest many respondents lack sufficient information to evaluate this alignment confidently. The minimal "No" responses (under 6% for both groups) indicate few outright reject NIYD's SDG connection, but the substantial unsure percentages reveal a critical need for clearer communication about how programs specifically contribute to SDG targets. These findings suggest NIYD successfully establishes its SDG alignment with participants but must improve external messaging to strengthen broader understanding of its development impact.

Figure 17: Respondents perception on other organizations training are aligned with the SDG 5 Goals like NIYD training
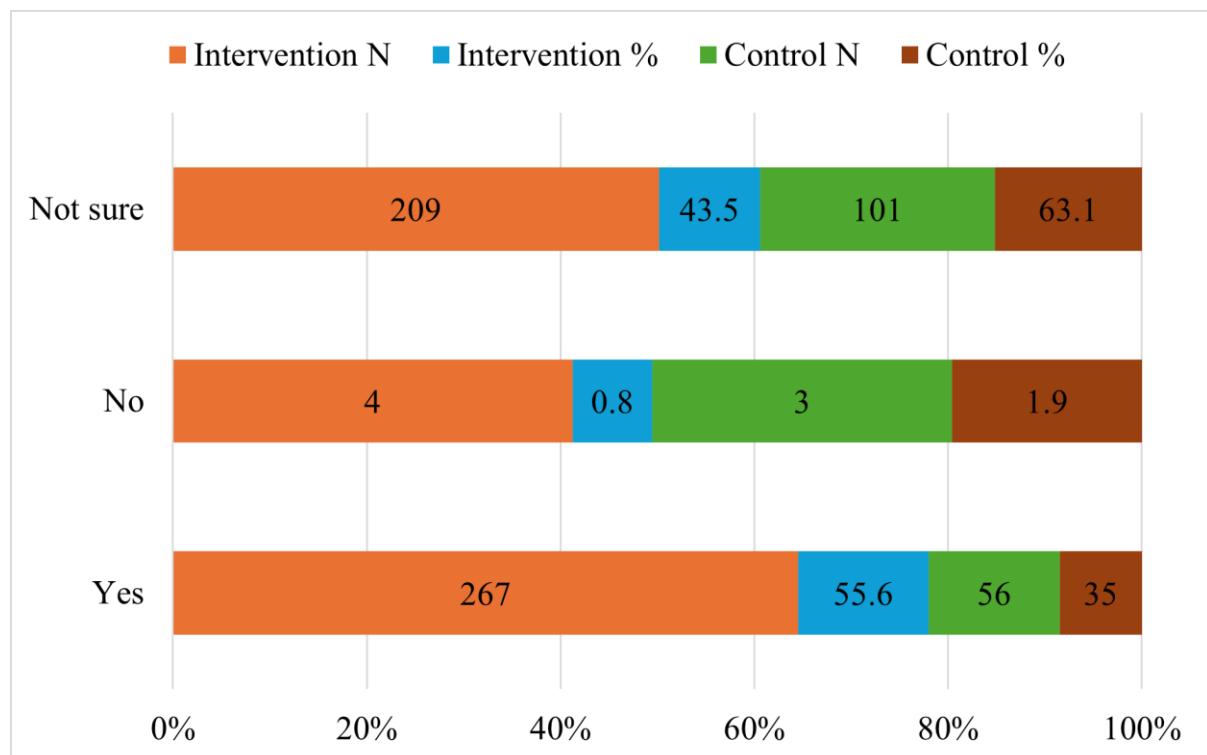
The data figure 17 indicates divided perceptions about whether other organizations offer SDG-aligned training comparable to NIYD's programs. While 55.6% of intervention participants believe similar SDG-focused training exists elsewhere, only 35% of the control group shares

this view a 20.6 percentage point gap suggesting NIYD participants have broader awareness of development programs. Strikingly, 63.1% of the control group expressed uncertainty compared to 43.5% of intervention recipients, revealing significant knowledge gaps about alternative SDG-aligned training options. The minimal "No" responses (under 2% overall) suggest few completely dismiss the existence of comparable programs, but the high uncertainty rates— particularly in the control group highlight a need for better public education about SDG-aligned training opportunities across the development sector. These findings position NIYD as potentially distinctive in its SDG integration, while underscoring the importance of improving visibility and understanding of similar initiatives industry wide.

Table 25: Opinion of respondents on the effective SDG goal that are aligned to NIYD's training compared to other organizations

Response	Intervention		Control		Total	
	N	%	N	%	N	%
SDG 1: No Poverty	373	19.9	118	21.0	491	20.2
SDG 3: Good Health and Well-being	275	14.7	69	12.3	344	14.1
SDG 4: Quality Education	317	16.9	98	17.5	415	17.1
SDG 5: Gender Equality	372	19.9	112	20.0	484	19.9
SDG 8: Decent Work and Economic Growth	231	12.3	76	13.5	307	12.6
SDG 10: Reduced Inequalities	240	12.8	75	13.4	315	12.9
SDG 13: Climate Action	62	3.3	4	0.7	66	2.7
Other	3	0.2	9	1.6	12	0.5

The data table 25 indicates that NIYD's training programs are perceived to most effectively address SDG 1 (No Poverty, 20.2%), SDG 5 (Gender Equality, 19.9%), and SDG 4 (Quality Education, 17.1%), demonstrating strong alignment with these core development goals among both participants and non-participants. While SDG 8 (Decent Work) and SDG 10 (Reduced Inequalities) show moderate recognition at around 12-13%, SDG 13 (Climate Action) appears to be a relative weak point with only 2.7% overall acknowledgment, though intervention participants were nearly five times more likely to cite it than the control group (3.3% vs 0.7%), suggesting some program-specific emphasis on environmental sustainability. The remarkable consistency between intervention and control groups across most SDGs - particularly for poverty reduction, gender equality and education - reinforces NIYD's established reputation in these areas, while the minimal "Other" responses (0.5%) confirm that the organization's contributions are clearly associated with specific, well-defined Sustainable Development Goals rather than scattered across the agenda. These findings position NIYD as particularly strong in addressing fundamental socioeconomic challenges, with potential opportunities to expand or better communicate its work on climate-related and other secondary SDGs.

Figure 18: Opinion of respondents on impact of NIYD's training on gender equality and women's empowerment are greater than that of other organizations'
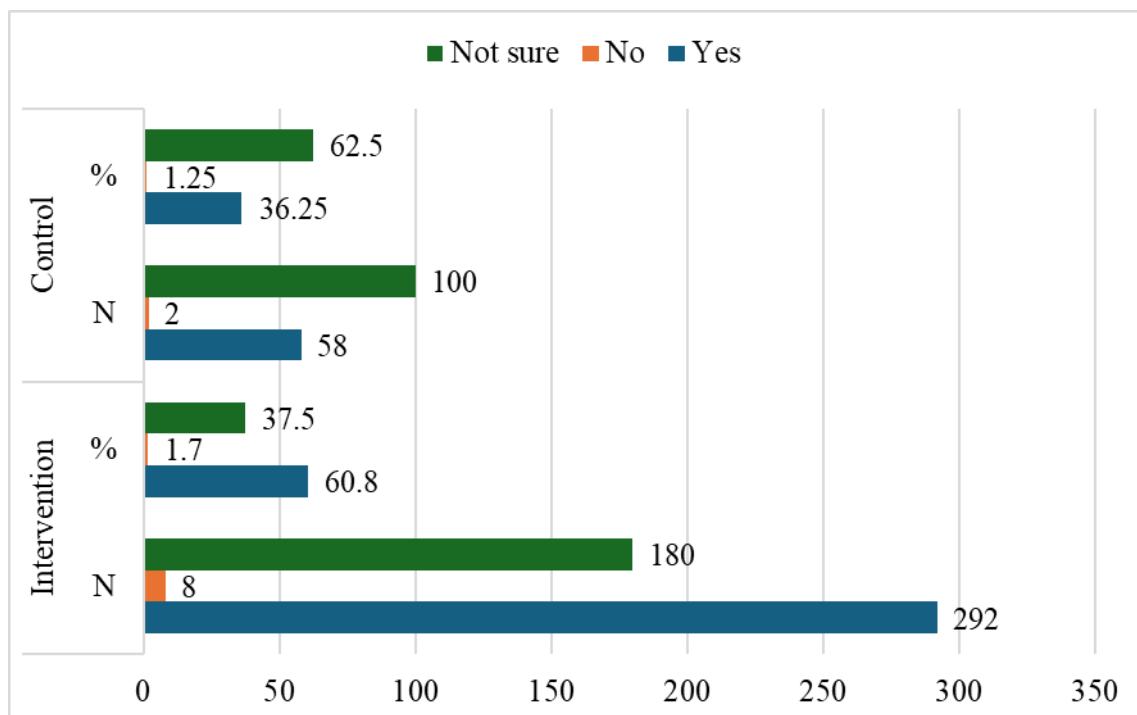
The data figure 18 reveals a notable divergence in perceptions about NIYD's comparative impact on gender equality and women's empowerment. A strong majority of intervention participants (60.8%) believe NIYD's training has greater impact than other organizations' programs, compared to just 36.25% of the control group - a striking 24.55 percentage point gap that underscores how direct engagement with NIYD's programs shapes positive perceptions of their effectiveness. However, the high proportion of uncertain responses, particularly in the control group (62.5% unsure versus 37.5% in the intervention group), suggests many lack sufficient information to make informed comparisons. The minimal "No" responses (under 2% overall) indicate few outright reject NIYD's superior impact, but the substantial uncertainty among nearly half of all respondents (43.8%) highlights a need for clearer evidence and communication about NIYD's distinctive contributions to gender equality outcomes. These findings position NIYD as potentially more impactful than peer organizations in this domain, while revealing important gaps in public understanding of how its programs compare to alternatives in the development sector.

Respondents Insights on NIYD Training in General:

The learning environment, accessibility, adaptability, content delivery, and overall training effectiveness are significantly influenced by geographical context due to cultural differences, participation patterns, gender sensitivity, and various environmental and contextual factors. The following findings provide a comprehensive analysis of NIYD's training framework—including its structure, curriculum, and delivery methods—in relation to women's participation and its contribution to advancing gender equality.

This evaluation examines how NIYD's programs accommodate regional and cultural nuances to ensure inclusivity, ease of access, and relevance for women. By assessing training patterns

and content delivery, the data highlights whether NIYD's initiatives effectively address barriers to women's engagement and align with broader goals of gender equity. The insights will determine the program's adaptability to diverse contexts and its success in fostering an empowering environment for female participants.

Table 26: Participants opinion on Training content

Districts	NIYD is more relevant		Other organization is more relevant		Both are equally relevant		Total	
	N	%	N	%	N	%	N	%
Dhaka	11	84.6	0	0.0	2	15.4	13	100.0
Tangail	7	100.0	0	0.0	0	0.0	7	100.0
Chattogram	1	100.0	0	0.0	0	0.0	1	100.0
Cox's bazar	1	50.0	0	0.0	1	50.0	2	100.0
Khulna	0	0.0	2	66.7	1	33.3	3	100.0
Jashore	3	100.0	0	0.0	0	0.0	3	100.0
Rajshahi	2	28.6	0	0.0	5	71.4	7	100.0
Pabna	0	0.0	0	0.0	8	100.0	8	100.0
Habiganj	1	100.0	0	0.0	0	0.0	1	100.0
Barishal	2	100.0	0	0.0	0	0.0	2	100.0
Rangpur	3	50.0	1	16.7	2	33.3	6	100.0
Kurigram	1	25.0	0	0.0	3	75.0	4	100.0
Mymensingh	1	25.0	0	0.0	3	75.0	4	100.0
Total	**33**	**54.1**	**3**	**4.9**	**25**	**41.0**	**61**	**100.0**

The above table 26 demonstrated that among the 12.7% of respondents who participated in training programs offered by organizations other than NIYD, the majority (54.1%) found NIYD's training content to be more relevant to their needs. Districts such as Tangail, Chattogram, Jashore, Barishal, and Habiganj reported 100% preference for NIYD's training content among those with prior external training experience. Dhaka also had a high share of respondents (84.6%) indicating that NIYD's training was more relevant.

In contrast, only a small fraction (4.9%) found training from other organizations more relevant, with Khulna being the only district where this was reported (66.7%). Meanwhile, 41.0% of respondents felt that the training content from both NIYD and other organizations was equally relevant, with this view most common in districts like Rajshahi, Pabna, Kurigram, and Mymensingh.

These insights highlight that while NIYD's training is largely well-regarded for its relevance, there is still a notable proportion of participants who perceive comparable value in other training programs, suggesting opportunities for NIYD to assess and possibly integrate elements from other effective training models.

Table 27: Participants Opinion on Training accessibility

Districts	NIYD is more accessible		Other organization is more accessible		Both are equally accessible		Total	
	N	%	N	%	N	%	N	%
Dhaka	13	100.0	0	0.0	0	0.0	13	100.0
Tangail	7	100.0	0	0.0	0	0.0	7	100.0
Chattogram	1	100.0	0	0.0	0	0.0	1	100.0
Cox's bazar	1	50.0	0	0.0	1	50.0	2	100.0
Khulna	0	0.0	0	0.0	3	100.0	3	100.0
Jashore	3	100.0	0	0.0	0	0.0	3	100.0
Rajshahi	1	14.3	0	0.0	6	85.7	7	100.0
Pabna	0	0.0	0	0.0	8	100.0	8	100.0
Habiganj	1	100.0	0	0.0	0	0.0	1	100.0
Barishal	2	100.0	0	0.0	0	0.0	2	100.0
Rangpur	2	33.3	1	16.7	3	50.0	6	100.0
Kurigram	1	25.0	1	25.0	2	50.0	4	100.0
Mymensingh	1	25.0	0	0.0	3	75.0	4	100.0
Total	**33**	**54.1**	**2**	**3.3**	**26**	**42.6**	**61**	**100.0**

The above table 27 demonstrated that among those who had participated in training programs from other organizations, 54.1% found NIYD's training more accessible, with districts like Dhaka, Tangail, Chattogram, Jashore, Habiganj, and Barishal reporting a unanimous preference for NIYD's accessibility.

Only a small proportion (3.3%) believed that training from other organizations was more accessible, and this was limited to a few cases in Rangpur and Kurigram.

Meanwhile, 42.6% felt that the accessibility of both NIYD and other organizations' training programs was equally accessible, with this view being especially prominent in districts such as Khulna, Rajshahi, Pabna, and Mymensingh.

Overall, the data suggests that NIYD's training programs are generally perceived as more accessible compared to other organizations, although a significant portion of respondents see equal accessibility across different training providers.

Table 28: Participants Opinion on Trainer's quality

Districts	NIYD trainers are better		Other organization's trainers are better		Both are equally good		Total	
	N	%	N	%	N	%	N	%
Dhaka	12	92.3	0	0.0	1	7.7	13	100.0
Tangail	6	85.7	0	0.0	1	14.3	7	100.0
Chattogram	1	100.0	0	0.0	0	0.0	1	100.0
Cox's bazar	2	100.0	0	0.0	0	0.0	2	100.0
Khulna	0	0.0	2	66.7	1	33.3	3	100.0
Jashore	3	100.0	0	0.0	0	0.0	3	100.0

Districts	NIYD trainers are better		Other organization's trainers are better		Both are equally good		Total	
	N	%	N	%	N	%	N	%
Rajshahi	3	42.9	0	0.0	4	57.1	7	100.0
Pabna	0	0.0	0	0.0	8	100.0	8	100.0
Habiganj	1	100.0	0	0.0	0	0.0	1	100.0
Barishal	2	100.0	0	0.0	0	0.0	2	100.0
Rangpur	3	50.0	1	16.7	2	33.3	6	100.0
Kurigram	2	50.0	0	0.0	2	50.0	4	100.0
Mymensingh	1	25.0	0	0.0	3	75.0	4	100.0
Total	**36**	**59.0**	**3**	**4.9**	**22**	**36.1**	**61**	**100.0**

The above table 28 demonstrated that among respondents who had participated in training programs from other organizations, 59.0% believed that NIYD trainers are better, highlighting a strong preference for NIYD's trainer quality, particularly in districts such as Dhaka, Tangail, Chattogram, Cox's Bazar, Jashore, Habiganj, and Barishal where NIYD trainers were overwhelmingly favored.

Only a small percentage (4.9%) felt that trainers from other organizations were better, with this view primarily seen in Khulna and Rangpur.

Meanwhile, 36.1% of respondents considered the trainers from both NIYD and other organizations to be equally good, especially in districts like Rajshahi, Pabna, Mymensingh, and Kurigram.

Overall, the data indicates that NIYD's trainers are generally perceived as superior in quality, though a notable portion of participants view the trainer quality across different organizations as comparable.

Table 29: Respondents opinion of any changes required in NIYD training Syllabus

Districts	Yes		No		Don't know		Total	
	N	%	N	%	N	%	N	%
Dhaka	30	100.0	0	0.0	0	0.0	30	100.0
Tangail	22	73.3	1	3.3	7	23.3	30	100.0
Chattogram	32	94.1	1	2.9	1	2.9	34	100.0
Cox's bazar	25	96.2	1	3.8	0	0.0	26	100.0
Khulna	4	13.3	0	0.0	26	86.7	30	100.0
Jashore	13	43.3	3	10.0	14	46.7	30	100.0
Rajshahi	30	100.0	0	0.0	0	0.0	30	100.0
Pabna	30	100.0	0	0.0	0	0.0	30	100.0
Sylhet	35	100.0	0	0.0	0	0.0	35	100.0
Habiganj	25	100.0	0	0.0	0	0.0	25	100.0
Barishal	30	100.0	0	0.0	0	0.0	30	100.0
Patuakhali	30	100.0	0	0.0	0	0.0	30	100.0
Rangpur	17	56.7	1	3.3	12	40.0	30	100.0
Kurigram	18	60.0	0	0.0	12	40.0	30	100.0

Districts	Yes		No		Don't know		Total	
	N	%	N	%	N	%	N	%
Mymensingh	24	80.0	3	10.0	3	10.0	30	100.0
Jamalpur	9	30.0	16	53.3	5	16.7	30	100.0
Total	**374**	**77.9**	**26**	**5.4**	**80**	**16.7**	**480**	**100.0**

The data table 29 reveals a clear preference for changes in the training syllabus, with 77.9% of participants indicating they believe modifications are needed. This suggests that a large portion of the respondents feel the current training syllabus might not be fully effective or may require updates to meet the participants' needs.

Regions like Dhaka, Rajshahi, Pabna, Sylhet, and Habiganj reported 100% agreement that changes are necessary, which could reflect either strong demand for improvements or a unanimous recognition of the syllabus needing refinement. On the other hand, Jamalpur and Khulna showed a lower inclination towards changes, with 53.3% and 86.7% respectively indicating no need for adjustments.

The overall trend suggests a significant interest in revisiting the syllabus to better cater to the evolving needs of the participants, with 5.4% expressing satisfaction with the current curriculum and 16.7% unsure of the changes required.

Analysis of NIYD Training Impact by Geographical Locations

To complement the intervention-control comparison, this study also collected data from respondents across diverse geographical areas. This district-level analysis provides deeper insights into regional variations in knowledge, participation, and program impact. The findings below offer a nuanced understanding of NIYD's training effectiveness in different contexts, enabling tailored, pragmatic recommendations for future program design and implementation.

By examining district-specific trends, the analysis identifies localized barriers, cultural factors, and implementation challenges that may affect women's access to training and gender equality outcomes. These geographically disaggregated results will help NIYD refine its strategies to better address regional disparities and optimize program delivery for greater inclusivity and impact. The following sections present key findings from this spatial analysis, along with actionable insights for strengthening NIYD's initiatives across varied operational contexts.

Table 30: Training Impact on employment by district

Districts	NIYD's training has better employment outcomes		Other organization's training has better employment outcomes		Both have similar employment outcomes		Total	
	N	%	N	%	N	%	N	%
Dhaka	12	92.3	0	0.0	1	7.7	13	100.0
Tangail	6	85.7	0	0.0	1	14.3	7	100.0
Chattogram	1	100.0	0	0.0	0	0.0	1	100.0
Cox's bazar	2	100.0	0	0.0	0	0.0	2	100.0
Khulna	0	0.0	2	66.7	1	33.3	3	100.0
Jashore	3	100.0	0	0.0	0	0.0	3	100.0
Rajshahi	5	71.4	0	0.0	2	28.6	7	100.0

Districts	NIYD's training has better employment outcomes		Other organization's training has better employment outcomes		Both have similar employment outcomes		Total	
	N	%	N	%	N	%	N	%
Pabna	1	12.5	0	0.0	7	87.5	8	100.0
Habiganj	1	100.0	0	0.0	0	0.0	1	100.0
Barishal	2	100.0	0	0.0	0	0.0	2	100.0
Rangpur	2	33.3	0	0.0	4	66.7	6	100.0
Kurigram	2	50.0	0	0.0	2	50.0	4	100.0
Mymensingh	2	50.0	0	0.0	2	50.0	4	100.0
Total	**39**	**63.9**	**2**	**3.3**	**20**	**32.8**	**61**	**100.0**

The above table 30 demonstrated that among those who participated in training programs from other organizations, 63.9% reported that NIYD's training has better employment outcomes, indicating a strong positive impact of NIYD's programs on employment, especially in districts such as Dhaka, Tangail, Chattogram, Cox's Bazar, Jashore, Habiganj, and Barishal where NIYD's impact on employment was seen as significantly superior.

A small minority, only 3.3%, felt that training from other organizations had better employment outcomes, primarily in Khulna.

Meanwhile, 32.8% of respondents believed that both NIYD and other organizations have similar employment outcomes, with this view more common in districts like Pabna, Rangpur, Kurigram, and Mymensingh.

Overall, the data suggests that NIYD's training is generally perceived to have a more favorable impact on employment compared to other organizations, though a considerable number of participants see the employment outcomes as comparable.

Table 31: Whether the training address gender-specific challenges by districts

Districts	Yes		No		Not sure		Total	
	N	%	N	%	N	%	N	%
Dhaka	20	66.7	10	33.3	0	0.0	30	100.0
Tangail	28	93.3	1	3.3	1	3.3	30	100.0
Chattogram	0	0.0	32	94.1	2	5.9	34	100.0
Cox's bazar	0	0.0	26	100.0	0	0.0	26	100.0
Khulna	6	20.0	3	10.0	21	70.0	30	100.0
Jashore	15	50.0	2	6.7	13	43.3	30	100.0
Rajshahi	25	83.3	3	10.0	2	6.7	30	100.0
Pabna	24	80.0	6	20.0	0	0.0	30	100.0
Sylhet	0	0.0	35	100.0	0	0.0	35	100.0
Habiganj	1	4.0	23	92.0	1	4.0	25	100.0
Barishal	4	13.3	24	80.0	2	6.7	30	100.0
Patuakhali	0	0.0	26	86.7	4	13.3	30	100.0
Rangpur	30	100.0	0	0.0	0	0.0	30	100.0
Kurigram	30	100.0	0	0.0	0	0.0	30	100.0
Mymensingh	23	76.7	4	13.3	3	10.0	30	100.0

Districts	Yes		No		Not sure		Total	
	N	%	N	%	N	%	N	%
Jamalpur	25	83.3	2	6.7	3	10.0	30	100.0
Total	**231**	**48.1**	**197**	**41.0**	**52**	**10.8**	**480**	**100.0**

The above table 31 reveals whether the training addressed gender-specific challenges, responses varied significantly across districts. Overall, 48.1% of participants felt that the training did address these challenges, while 41.0% believed it did not, and 10.8% were unsure. Districts like Rangpur and Kurigram showed unanimous agreement, with 100% of respondents affirming that gender-specific challenges were addressed. Similarly, districts such as Tangail, Rajshahi, Pabna, Mymensingh, and Jamalpur had high percentages (ranging from 66.7% to 93.3%) acknowledging the training's focus on gender issues. However, some areas like Chattogram, Cox's Bazar, Sylhet, Habiganj, and Patuakhali had a majority who felt the training did not address gender-specific challenges, with percentages exceeding 80%. In Khulna and Jashore, a notable portion of respondents were uncertain about the inclusion of gender-related content. This suggests that while nearly half of the participants recognize gender issues being addressed in the training, there is considerable inconsistency across regions, pointing to potential areas for improvement in incorporating gender-specific topics more uniformly.

Table 32: Which areas NIYD's training are mostly contributing to women empowerment by district

Districts	Education		Employment opportunities		Decision-making in households		Political participation		Access to healthcare		Social mobility		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Dhaka	19	6.2	29	7.2	29	6.5	19	11.0	24	10.3	29	8.7	30	6.3
Tangail	12	3.9	29	7.2	27	6.0	8	4.6	12	5.1	21	6.3	30	6.3
Chattogram	7	2.3	26	6.5	34	7.6	0	0.0	4	1.7	33	9.9	34	7.1
Cox's bazar	2	0.7	22	5.5	26	5.8	0	0.0	3	1.3	25	7.5	26	5.4
Khulna	4	1.3	12	3.0	25	5.6	1	0.6	0	0.0	11	3.3	30	6.3
Jashore	10	3.3	12	3.0	26	5.8	0	0.0	0	0.0	16	4.8	30	6.3
Rajshahi	29	9.4	30	7.4	30	6.7	4	2.3	0	0.0	1	0.3	30	6.3
Pabna	30	9.8	30	7.4	30	6.7	8	4.6	0	0.0	2	0.6	30	6.3
Sylhet	35	11.4	35	8.7	35	7.8	35	20.2	35	15.0	20	6.0	35	7.3
Habiganj	25	8.1	25	6.2	25	5.6	25	14.5	24	10.3	17	5.1	25	5.2
Barishal	20	6.5	28	6.9	30	6.7	7	4.0	29	12.4	29	8.7	30	6.3
Patuakhali	21	6.8	27	6.7	30	6.7	12	6.9	15	6.4	27	8.1	30	6.3
Rangpur	29	9.4	12	3.0	27	6.0	1	0.6	17	7.3	27	8.1	30	6.3
Kurigram	19	6.2	27	6.7	27	6.0	7	4.0	28	12.0	30	9.0	30	6.3
Mymensingh	19	6.2	29	7.2	21	4.7	20	11.6	17	7.3	20	6.0	30	6.3
Jamalpur	26	8.5	30	7.4	26	5.8	26	15.0	26	11.1	26	7.8	30	6.3
Total	**307**	**100.0**	**403**	**100.0**	**448**	**100.0**	**173**	**100.0**	**234**	**100.0**	**334**	**100.0**	**480**	**100.0**

The Table 32 results reveal that NIYD's training is perceived to contribute most significantly to women's empowerment in the area of decision-making within households, with 448 responses indicating this as a key impact. Employment opportunities also rank highly, with 403

mentions, highlighting the training's role in improving women's economic participation. Social mobility follows with 334 responses, suggesting that the training helps women move more freely and confidently within their communities. Access to healthcare was noted 234 times, while political participation received fewer mentions at 173, indicating it is a less emphasized area of impact. Education, though still important, was cited 307 times, showing a moderate level of influence. Overall, the data suggests that NIYD's training programs most effectively empower women by enhancing their roles in household decision-making and expanding their employment prospects, while also contributing notably to their social mobility and access to essential services.

Table 33: NIYD's trainings contributions in creating or developing entrepreneurs by district

Districts	Yes		No		Don't know		Total	
	N	%	N	%	N	%	N	%
Dhaka	30	100.0	0	0.0	0	0.0	30	100.0
Tangail	29	96.7	1	3.3	0	0.0	30	100.0
Chattogram	33	97.1	1	2.9	0	0.0	34	100.0
Cox's bazar	26	100.0	0	0.0	0	0.0	26	100.0
Khulna	28	93.3	0	0.0	2	6.7	30	100.0
Jashore	29	96.7	0	0.0	1	3.3	30	100.0
Rajshahi	30	100.0	0	0.0	0	0.0	30	100.0
Pabna	30	100.0	0	0.0	0	0.0	30	100.0
Sylhet	35	100.0	0	0.0	0	0.0	35	100.0
Habiganj	25	100.0	0	0.0	0	0.0	25	100.0
Barishal	30	100.0	0	0.0	0	0.0	30	100.0
Patuakhali	30	100.0	0	0.0	0	0.0	30	100.0
Rangpur	26	86.7	1	3.3	3	10.0	30	100.0
Kurigram	25	83.3	0	0.0	5	16.7	30	100.0
Mymensingh	30	100.0	0	0.0	0	0.0	30	100.0
Jamalpur	30	100.0	0	0.0	0	0.0	30	100.0
Total	**466**	**97.1**	**3**	**0.6**	**11**	**2.3**	**480**	**100.0**

The data table 33 clearly shows that NIYD's training has been highly effective in fostering entrepreneurship among its participants. An overwhelming majority, 97.1% of the 480 respondents, confirmed that the training helped in creating or developing entrepreneurs. This positive impact is consistent across almost all surveyed regions, with many areas reporting 100% affirmation, such as Dhaka, Cox's Bazar, Rajshahi, Sylhet, and others. Only a very small fraction, 0.6%, disagreed, and 2.3% were unsure about the training's contribution to entrepreneurship. This indicates a strong consensus that NIYD's programs are instrumental in equipping individuals with the skills and confidence needed to start and grow their own businesses, thus significantly contributing to economic empowerment.

Table 34: Increased self-esteem by participating in the training by districts

Districts	Yes		No		Don't know		Total	
	N	%	N	%	N	%	N	%
Dhaka	30	100.0	0	0.0	0	0.0	30	100.0
Tangail	27	90.0	1	3.3	2	6.7	30	100.0
Chattogram	33	97.1	1	2.9	0	0.0	34	100.0
Cox's bazar	26	100.0	0	0.0	0	0.0	26	100.0
Khulna	30	100.0	0	0.0	0	0.0	30	100.0
Jashore	30	100.0	0	0.0	0	0.0	30	100.0
Rajshahi	30	100.0	0	0.0	0	0.0	30	100.0
Pabna	29	96.7	1	3.3	0	0.0	30	100.0
Sylhet	35	100.0	0	0.0	0	0.0	35	100.0
Habiganj	25	100.0	0	0.0	0	0.0	25	100.0
Barishal	27	90.0	2	6.7	1	3.3	30	100.0
Patuakhali	28	93.3	2	6.7	0	0.0	30	100.0
Rangpur	14	46.7	16	53.3	0	0.0	30	100.0
Kurigram	11	36.7	19	63.3	0	0.0	30	100.0
Mymensingh	21	70.0	8	26.7	1	3.3	30	100.0
Jamalpur	18	60.0	12	40.0	0	0.0	30	100.0
Total	**414**	**86.3**	**62**	**12.9**	**4**	**0.8**	**480**	**100.0**

The data table 34 indicates that participating in NIYD's training has significantly boosted the self-esteem of most participants. Overall, 86.3% of the 480 respondents reported an increase in self-esteem as a direct result of the training. This positive effect is strongly reflected in many regions such as Dhaka, Cox's Bazar, Khulna, Jashore, Sylhet, and Habiganj, where 100% of respondents felt more confident. However, some areas like Rangpur, Kurigram, and Jamalpur showed comparatively lower percentages, with many participants reporting no increase or uncertainty regarding their self-esteem. Despite these regional variations, the overwhelming majority across the board affirm that NIYD's training has had a meaningful impact on their confidence and self-worth.

Table 35: Experienced any positive changes in societal or economic life after attending the training by districts

Districts	Yes		No		Not sure		Total	
	N	%	N	%	N	%	N	%
Dhaka	30	100.0	0	0.0	0	0.0	30	100.0
Tangail	24	80.0	5	16.7	1	3.3	30	100.0
Chattogram	28	82.4	6	17.6	0	0.0	34	100.0
Cox's bazar	18	69.2	4	15.4	4	15.4	26	100.0
Khulna	26	86.7	1	3.3	3	10.0	30	100.0
Jashore	29	96.7	0	0.0	1	3.3	30	100.0
Rajshahi	30	100.0	0	0.0	0	0.0	30	100.0
Pabna	30	100.0	0	0.0	0	0.0	30	100.0
Sylhet	19	54.3	10	28.6	6	17.1	35	100.0
Habiganj	22	88.0	3	12.0	0	0.0	25	100.0

Districts	Yes		No		Not sure		Total	
	N	%	N	%	N	%	N	%
Barishal	24	80.0	1	3.3	5	16.7	30	100.0
Patuakhali	22	73.3	2	6.7	6	20.0	30	100.0
Rangpur	10	33.3	20	66.7	0	0.0	30	100.0
Kurigram	11	36.7	19	63.3	0	0.0	30	100.0
Mymensingh	13	43.3	13	43.3	4	13.3	30	100.0
Jamalpur	17	56.7	13	43.3	0	0.0	30	100.0
Total	353	73.5	97	20.2	30	6.3	480	100.0

The data table 35 reveals that a significant majority of participants, about 73.5%, have personally experienced positive changes in their societal or economic lives after attending NIYD's training. In regions like Dhaka, Rajshahi, Pabna, and Jashore, the impact is particularly strong, with nearly all respondents reporting positive outcomes. Other areas such as Tangail, Chattogram, Khulna, and Habiganj also show high levels of positive change, mostly above 80%. However, some districts including Rangpur, Kurigram, and Mymensingh reflect lower positive responses, with many participants either unsure or reporting no noticeable change. Despite these variations, the overall trend suggests that NIYD's training has been largely effective in enhancing the socio-economic status of its participants across the surveyed regions.

Table 36: Preferences of the type of the training by District

Districts	Residential		Non-residential		Total	
	N	%	N	%	N	%
Dhaka	30	100.0	0	0.0	30	100.0
Tangail	27	90.0	3	10.0	30	100.0
Chattogram	14	41.2	20	58.8	34	100.0
Cox's bazar	20	76.9	6	23.1	26	100.0
Khulna	30	100.0	0	0.0	30	100.0
Jashore	30	100.0	0	0.0	30	100.0
Rajshahi	30	100.0	0	0.0	30	100.0
Pabna	30	100.0	0	0.0	30	100.0
Sylhet	35	100.0	0	0.0	35	100.0
Habiganj	25	100.0	0	0.0	25	100.0
Barishal	30	100.0	0	0.0	30	100.0
Patuakhali	30	100.0	0	0.0	30	100.0
Rangpur	30	100.0	0	0.0	30	100.0
Kurigram	30	100.0	0	0.0	30	100.0
Mymensingh	29	96.7	1	3.3	30	100.0
Jamalpur	30	100.0	0	0.0	30	100.0
Total	450	93.8	30	6.3	480	100.0

The data table 36 on the type of training provided by NIYD reveals a strong preference for residential training programs across most regions. Out of 480 participants, a significant majority 93.8% (450 individuals) attended residential training, while only 6.3% (30 individuals) participated in non-residential training. Specifically, regions such as Dhaka, Khulna, Jashore, Rajshahi, Pabna, Sylhet, Habiganj, Barishal, Patuakhali, Rangpur, Kurigram,

and Jamalpur reported exclusively residential training. In contrast, Chattogram showed a different trend, where 58.8% of participants attended non-residential training, reflecting a more mixed approach in that area. Tangail and Mymensingh also had a small proportion of participants opting for non-residential sessions, at 10% and 3.3% respectively. Overall, the overwhelming dominance of residential training indicates its critical role in NIYD's strategy for women's empowerment and skill development.

Table 37: Knowledge on addressing the Challenges of women empowerment through NIYD's training programs by district

Districts	Yes		No		Partially		Total	
	N	%	N	%	N	%	N	%
Dhaka	28	93.3	0	0.0	2	6.7	30	100.0
Tangail	29	96.7	1	3.3	0	0.0	30	100.0
Chattogram	34	100.0	0	0.0	0	0.0	34	100.0
Cox's bazar	26	100.0	0	0.0	0	0.0	26	100.0
Khulna	24	80.0	1	3.3	5	16.7	30	100.0
Jashore	23	76.7	0	0.0	7	23.3	30	100.0
Rajshahi	30	100.0	0	0.0	0	0.0	30	100.0
Pabna	30	100.0	0	0.0	0	0.0	30	100.0
Sylhet	33	94.3	2	5.7	0	0.0	35	100.0
Habiganj	25	100.0	0	0.0	0	0.0	25	100.0
Barishal	20	66.7	0	0.0	10	33.3	30	100.0
Patuakhali	15	50.0	2	6.7	13	43.3	30	100.0
Rangpur	30	100.0	0	0.0	0	0.0	30	100.0
Kurigram	29	96.7	0	0.0	1	3.3	30	100.0
Mymensingh	5	16.7	8	26.7	17	56.7	30	100.0
Jamalpur	2	6.7	5	16.7	23	76.7	30	100.0
Total	**383**	**79.8**	**19**	**4.0**	**78**	**16.3**	**480**	**100.0**

The data table 37 regarding whether NIYD's training programs are effectively addressing the challenges faced by women shows a predominantly positive response. Out of 480 respondents, 79.8% (383 individuals) believe that the training fully addresses these challenges, while 16.3% (78 individuals) think the programs only partially address them. A small portion, 4.0% (19 individuals), feel that the training does not address the challenges at all.

Regionally, areas like Chattogram, Cox's Bazar, Rajshahi, Pabna, Habiganj, Rangpur, and Tangail show unanimous or near-unanimous confidence that the training fully tackles women's challenges, with 100% or close to 100% positive responses. Conversely, in regions such as Jamalpur and Mymensingh, a majority of respondents expressed doubts, with 76.7% and 56.7% respectively indicating that the training only partially addresses or does not adequately address the challenges. Barishal and Patuakhali also show a more mixed view, with a significant portion of respondents believing the programs partially address the issues.

Overall, while NIYD's training is seen as largely effective in addressing women's challenges in most areas, some regions highlight the need for further enhancement to fully meet the needs of all participants.

Association between training impact of beneficiaries and their socio-demography and other related factors by gender differentiate

Table 38: Chi-Square analysis to understand statistical significance of association between training impact and beneficiaries factor related to their development.

Characteristics	Covariates N (%)	Participated in Training of NIYD		χ2 value	p- value
		Male 368(76.7)	Female 112(23.3)		
Employment status after training	Unemployed, 97(20.2)	61.9%	38.1%	40.399	0.001
	Self-employed, 106(22.1)	67.0%	33.0%		
	Employed (full-time), 137(28.5)	86.9%	13.1%		
	Employed (part-time), 59(12.3)	84.7%	15.3%		
	Entrepreneur, 18(3.8)	55.6%	44.4%		
	Student, 63(13.1)	92.1%	7.9%		
Monthly household income in BDT	Less than 10,000, 76(15.8)	82.9%	17.1%	24.930	0.001
	10,000 - 20,000, 268(55.8)	80.2%	19.8%		
	20,001 - 30,000, 116(24.2)	71.6%	28.4%		
	30,001 - 50,000, 18(3.8)	33.3%	66.7%		
	More than 50,000, 2(0.4)	50.0%	50.0%		
Who is the primary decision-maker in your household	Self, 76(15.8)	89.5%	10.5%	77.964	0.001
	Spouse, 60(12.5)	33.3%	66.7%		
	Parents, 343(71.5)	81.6%	18.4%		
	Other HH members, 1(0.2)	0.0%	100.0%		
Are you aware of the Sustainable Development Goals (SDGs)?	Yes, 334(71.7)	72.1%	27.9%	14.197	0.001
	No, 136(28.3)	88.2%	11.8%		
Has the training helped you secure a job or improve your income	Yes, 375(78.1)	80.0	20.0	10.648	0.001
	No, 105(21.9)	64.8	35.2		

The table 38 presents a segregated, gender-based exploration of the socio-economic impacts of the National Institute of Youth Development (NIYD) training program. Using Chi-square (χ^2) tests for association with a 0.05 significance threshold, the analysis reveals statistically significant gender disparities across key indicators, including employment status, income, decision-making power, SDG awareness, and perceived impact of training. Each of these indicators presents layers of insight into both gendered outcomes and broader structural dynamics.

1. Employment Status after Training (χ^2 = 40.399, p = 0.001)

There is a statistically significant association between employment status after training and gender. Male beneficiaries were more likely to be employed full-time (86.9%) or part-time (84.7%), suggesting that training more directly translated into formal labor market integration for men. In contrast, female beneficiaries had higher representation among the unemployed (38.1%) and entrepreneurs (44.4%), indicating that women may face more structural barriers to formal employment, such as limited mobility, caregiving responsibilities, or gender-based discrimination. The higher entrepreneurial participation among women could reflect a shift toward self-employment due to necessity rather than opportunity, underscoring the importance of post-training support to help women transition into sustainable livelihoods.

2. Monthly Household Income (χ^2 = 24.930, p = 0.001)

Gender differences are statistically significant across income groups. While males dominated lower income brackets (<30,000 BDT), females were more represented in higher income groups notably 66.7% in the 30,001–50,000 BDT range and 50% in the "More than 50,000 BDT" group. This unexpected trend suggests that though fewer in number, some female beneficiaries were able to leverage training into higher-return activities, potentially in niche sectors or through value-added work. These findings challenge traditional assumptions about male income dominance and indicate that targeted training support can enable economic advancement for women when conditions are enabling.

3. Primary Household Decision-Maker (χ^2 = 77.964, p = 0.001)

A strong gender-based association was observed regarding decision-making roles. When respondents were the primary decision-makers, 89.5% were male, reaffirming traditional household power dynamics. Households where spouses or other members were the decision-makers had a higher proportion of females — 66.7% when the spouse was the decision-maker and 100% when another member was responsible (though this was a single case). This suggests that female beneficiaries are more often in households where decision-making is either shared or externally held, reflecting the persistence of patriarchal structures that may limit women's autonomy in applying training outcomes independently.

4. Awareness of Sustainable Development Goals (SDGs) (χ^2 = 14.197, p = 0.001)

A significant gender gap exists in SDG awareness. Among those aware of SDGs, only 27.9% were female, yet 88.2% of those unaware were male. This indicates that while fewer women overall were aware, those who did participate in awareness-related training components showed a relatively higher rate of understanding. It also suggests that women may have engaged more attentively with the civic and educational dimensions of the program, potentially

due to their roles in community or household-based development activities. This finding points to the importance of tailoring awareness modules to better engage male participants as well.

5. Perceived Impact of Training on Employment/Income (χ^2 = 10.648, p = 0.001)

A significant gender disparity is evident in the perceived impact of training. While 80% of males reported the training helped them secure a job or improve income, 35.2% of those who felt no benefit were female. This may reflect gendered challenges in accessing the labor market even after acquiring skills, or a mismatch between the training content and the practical opportunities available to women. It also highlights the need to address external constraints — such as employer bias, domestic workload, or safety concerns — that may prevent women from fully capitalizing on their training.

Overall, the analysis reveals meaningful gender disparities across multiple dimensions of the NIYD training program's impact. Male beneficiaries experienced more favorable outcomes in terms of employment and decision-making roles, reflecting their greater ease in converting training into formal job opportunities and household authority. However, female beneficiaries demonstrated stronger representation in higher income brackets, greater awareness of SDGs, and significant entrepreneurial involvement, suggesting a more complex and often indirect pathway to empowerment. These findings highlight that women's outcomes, though sometimes less visible in traditional metrics like employment rate, are nonetheless impactful and merit focused attention.

To improve gender equity in program outcomes, the NIYD initiative should adopt more gender-responsive approaches. This includes aligning training with market demands accessible to women, enhancing post-training support services such as childcare or job matching, and addressing social constraints that limit women's participation in formal employment. By embedding these considerations into program design and implementation, NIYD can promote a more inclusive model of youth development that not only closes gender gaps but also builds on the unique strengths and contexts of both male and female beneficiaries.

4.2 Qualitative Insights (FGD and KII)

4.2.1 Key Findings of Focus Group Discussions:

Introduction

To better understand the impact and effectiveness of the National Institute for Youth Development (NIYD) training programs, a series of 22 Focus Group Discussions (FGDs) were conducted with selected male and female participants from 16 districts across the country, along with two institutional FGDs held at NIYD, Savar, Dhaka. The participants shared their views and experiences regarding different aspects of the NIYD training, including how they received information about the programs, their expectations, the challenges they faced, and the tangible outcomes they experienced in their personal and professional lives. The discussions provide valuable insights into the strengths of the program, areas needing improvement, and its contribution to youth empowerment, gender equality, and socio-economic development. This section presents a comprehensive analysis of those opinions, emphasizing the real-life implications and impact of NIYD's initiatives on participants' livelihoods and aspirations.

a) Participants opinion on sources of information regarding NIYD training:

The discussions with FGD participants reveals that the most effective sources for disseminating information about NIYD training programs are digital and interpersonal channels. It is counted that 78.3 % participants found NIYD Training information from the NIYD official website whereas 60.9% reported family and friends and 56.5% from Facebook. These are the three top stands sources, indicating that youth primarily rely on online platforms and personal networks for information. This suggests a strong digital engagement trend and the success of NIYD's online presence in reaching its audience.

Equally, 4.3% of respondents relies on traditional media such as newspapers, TV, posters, and notice boards show insignificant impact. Institutional channels like university teachers and former participants also show potential but are not that much significant. These findings highlight the need to strengthen digital strategies and personal outreach while exploring ways to better leverage educational institutions and alumni networks for broader reach.

b) Participants Expectations from NIYD Training Program:

Opinion of the focus group discussion participants on the expectations from the NIYD training program indicates that most participants are primarily looking for practical outcomes, with self-employment (59.1%) and practical knowledge gain (50%) being the top expectations. This suggests a strong desire for skill-based, hands-on training that can lead to immediate economic empowerment or entrepreneurial ventures. Additionally, job creation (27.3%) and the hope that the trainer meets expectations (13.6%) further reinforce this demand for impactful, employment-oriented training.

On the other hand, expectations related to broader social roles like national building, civic engagement, and leadership were significantly lower (all at or below 9.1%). This points to a participant focus more on personal and professional development than on collective or civic outcomes. These insights emphasize the need for the program to continue prioritizing practical, skill-driven training while potentially integrating more elements that inspire civic responsibility and leadership development.

c) Participants view in improving their lives after receiving the NIYD training

The information from FGD highlights that the diverse ways in which participants' lives have improved after receiving training from NIYD. The most significant improvement reported was in IT skills, mentioned by 18% of participants of the FGD participants, reflecting the growing importance of digital literacy in enhancing employability and income opportunities. Equally important were improvements in time management, communication skills, leadership, and identifying sources of income, each cited by 10% of respondents. These skills indicate that the training not only provided technical knowledge but also fostered essential soft skills and personal development, enabling participants to manage their time better, communicate effectively, and explore income-generating activities.

Moreover, the data shows sign of emerging entrepreneurial spirit, with 10% of participants expressing that they are making plans to become entrepreneurs, and a smaller number (4%) having already started small businesses. Other areas of improvement include teamwork, educational support, learning English, and even mental health benefits. Notably, one participant

reported transitioning into tailoring work after the training, showing a direct link between skill acquisition and employment. While the number of respondents is relatively small (23), the wide range of responses reflects a positive, multifaceted impact of the training on participants' personal growth, economic engagement, and future aspirations.

d) Effectiveness of the NID training on Self-employment and Job creation

The FGD participants responded that the training programs delivered by NIYD have been effective in multiple dimensions, particularly in promoting self-employment and job creation. With 20.5% of participants noting that they became self-employed and 18.2% recognizing the training's role in creating job opportunities, it's clear that the initiative has had a tangible impact on reducing economic dependency and enhancing livelihood options. Additionally, 15.9% reported starting a new business, reinforcing the training's potential to foster entrepreneurship and independent income generation.

Beyond economic outcomes, the training also contributed to personal and skill development. About 13.6% found the training effective in learning something new, while others mentioned benefits like motivation (4.5%), ethical awareness, and practical application of knowledge. A small number also appreciated follow-up support and curriculum relevance. These results show that while the primary strength of the training lies in employment and entrepreneurial outcomes, it also has value in empowering participants with practical skills, confidence, and a sense of purpose all crucial for sustainable development.

e) Participants Belief on NIYDs Training Contributions to Personal and Professional Development:

A significant portion of FGD participants highlighted that the training has made a significant contribution to their' personal and professional development. A great portion (25%) of participants indicated that the training helped them become self-reliant, while 12.5% gained self-confidence, showcasing the empowerment aspect of the program. Furthermore, an equal percentage felt the training would help them arrange a better life in the future, indicating long-term value and optimism generated by the intervention.

From an economic and entrepreneurial perspective, the training played a critical role in initiating income-generating activities. About 17.5% started a small business, and smaller percentages ventured into freelancing, selling handicrafts online, and learning key business skills like product pricing. Additionally, 7.5% each reported capacity building and business plan development, suggesting that the training not only boosted current livelihood efforts but also equipped participants with foundational knowledge for sustainable growth and leadership development.

f) Participants opinion on positive impact of Training on Socio-economic conditions.

The trainees reported various positive impacts of the training on their socio-economic conditions. The most frequently mentioned benefit was economic improvement, cited by 25% of respondents, accounting for 47.8% in terms of impact. Financial stability was another significant outcome, noted by 18.2% of trainees and contributing 34.8% to the overall effect. Other important improvements included increased self-confidence, enhanced decision-making roles, and positive community impact, each mentioned by around 11.4% of respondents and

representing about 21.7% of the overall responses. Additionally, networking opportunities and cultural capital were identified as valuable outcomes by 6.8% of the trainees. While a small number of respondents indicated that they had not yet experienced outstanding progress but were hopeful for future gains, only a few mentioned improvements like reducing unemployment or praised the training module overall. This diversity in responses highlights that the training has contributed to multiple facets of socio-economic development among participants.

g) NIYD Training impact on entrepreneurship development

Among the trainees, a significant portion—48.3%—reported becoming entrepreneurs after attending the NIYD training, reflecting a strong entrepreneurial impact with 60.9% overall influence. Additionally, 17.2% of participants highlighted gains in digital skills, contributing 21.7% to the total impact. Some trainees, about 10.3%, successfully became freelancers or started online businesses on Facebook, each accounting for 13% of the total responses. A similar proportion shared that they are still trying but have not yet achieved success. A smaller group mentioned working as a receptionist after the training. These success stories illustrate the diverse ways the training has empowered individuals, with entrepreneurship and digital skills being the most prominent outcomes.

h) Impact of training on overall countries socio-economic development according to participants

The trainees identified several key contributions of the NIYD training toward socio-economic development. Notably, 15.9% emphasized its role in the overall country's economic development, accounting for 31.8% of the total impact. Equally significant, 13.6% mentioned both playing a vital role in improving Bangladesh's socio-economic development and achieving financial stability, each representing 27.3% of the total. Other important outcomes included starting new businesses (11.4%), creating job opportunities (9.1%), and youth employment programs (9.1%), which together contributed substantially to development. The training was also recognized for fostering responsible citizenship, leadership, social awareness, education and awareness campaigns, research, and policy advocacy, highlighting a broad spectrum of positive effects on personal, community, and national levels.

i) FGD participants reported Challenges Encountered during Training

Participants reported a range of challenges encountered during their training. The most frequently mentioned obstacle was social and family barriers, cited by 26.5% of respondents, which accounted for 42.9% of the total challenges. Financial problems were also significant, affecting 17.6% of trainees and representing 28.6% of the total. Some participants (14.7%) reported no challenges during their training. Other notable difficulties included pressure to learn new things (11.8%), transportation barriers (8.8%), lack of education, time management issues, and technological shortages, each contributing to smaller but important portions of the overall challenges. Insufficient investment was the least reported challenge. Overall, these obstacles highlight the diverse difficulties trainees face, from personal and social to logistical and financial constraints.

j) Participants opinion of gender sensitivity of NIYD training

The training programs at NIYD place significant emphasis on gender sensitivity, as highlighted by 35.5% of respondents, contributing to nearly half (47.8%) of the total feedback on this topic. A quarter of participants (25.8%) emphasized the importance of equality in opportunities, while 12.9% noted the creation of job opportunities specifically for women. Some respondents (16.1%) felt there were no gender-specific challenges, and smaller proportions pointed out the importance of avoiding stereotypes (6.5%) and using inclusive language (3.2%). Overall, the responses suggest that NIYD's training actively addresses gender issues by promoting equality and creating supportive environments for women's empowerment.

k) Opinion on Social and Familial restrictions to participate in the NIYD training

Among NIYD training participants, 44% reported facing family restrictions and social barriers as the major gender-based challenges, making it the most significant obstacle. Additionally, 20% experienced financial barriers related to gender, while 16% encountered negative attitudes or criticism from people in their surroundings. Interestingly, 20% of respondents indicated that they did not face any gender-based barriers before or after attending the training. These findings highlight that while NIYD's training helps some participants overcome gender-related challenges, family and social restrictions remain prominent barriers for many women.

l) Participants view on various outcomes of training

The performance outcomes of NIYD's training programs reflect significant positive impacts. About 26% of participants reported becoming more self-confident, which was the most frequently noted outcome. Economic empowerment was highlighted by 22.6% of respondents, while 19.4% simply described the overall performance as good. Income generation was recognized by 6.5%, alongside supportive organizational culture also noted by the same percentage. Other important contributions included changing participants' perceptions (9.7%), mental health development (3.2%), and the implementation of gender-inclusive policies (3.2%). Monitoring and evaluation efforts were mentioned by a small percentage (3.2%). Overall, the data suggests that the training enhances both personal and economic development, with a strong emphasis on building confidence and empowerment.

m) FGD participants' opinion on effectiveness of training in SDG Goal 5

The training programs demonstrate strong effectiveness in advancing Sustainable Development Goal 5 (gender equality). The most prominent impact, reported by 31.6% of respondents, is that the training provides gender equity. Additionally, 15.8% indicated that the training helps participants become self-employed, and an equal percentage felt the training fulfills the demands of SDG 5. About 13.2% noted that women gain new skills through the programs, while 7.9% mentioned improvements in decision-making power and training evaluation methods. A smaller portion (5.3%) highlighted that offering training classes exclusively for women represents a great opportunity. Overall, the data suggests that the NIYD training effectively supports gender equality and empowerment, contributing positively toward SDG 5.

n) Contributions of NIYD training in Women Empowerment

The training programs have significantly contributed to women's empowerment, with 41.7% of respondents highlighting an overall increase in empowerment among women. Additionally, 16.7% noted improvements in women's leadership skills, while 13.9% emphasized enhancements in women's skills and self-reliance. A smaller percentage pointed out gains in legal rights, social engagement, decision-making power, and self-confidence. Some respondents mentioned that progress is gradual and would be more pronounced with additional financial support. Overall, the data reflects that the training is fostering various dimensions of women's empowerment, from skill development to leadership and autonomy.

o) Role of NIYD training on promoting self confidence

The NIYD training programs have played a vital role in promoting self-employment among women. A significant 34.2% of respondents identified women entrepreneurship as a key outcome, highlighting the rise of women-led business initiatives. Additionally, 15.8% reported skill improvement after training, while 13.2% mentioned the development of leadership qualities and small business ownership. Some participants are actively striving for personal growth (7.9%) and a few have become freelancers (2.6%) or are pursuing opportunities abroad (10.5%). Overall, the data shows that the training fosters diverse pathways to economic independence and self-employment for women.

p) Participants shared their success stories by participating in NIYD training

The success stories of women entrepreneurs who have benefited from NIYD training are diverse and inspiring. The most common success, reported by 37.5% of respondents, is starting an online business specializing in bakery items. Other notable achievements include owning food delivery services (16.7%), working as hospital receptionists (8.3%), opening restaurants (8.3%), owning fashion houses (8.3%), and tailoring businesses (8.3%). Additionally, one participant aspires to become a doctor after the training. However, some women (8.3%) expressed that despite their efforts, lack of financial support limits their ability to fully succeed. Overall, these stories highlight the meaningful impact of NIYD's training in fostering entrepreneurial ventures among women.

q) FGD participants recommended various points to improve NIYD training program

The recommendations for improving NIYD training programs are varied and focus on both expanding and enhancing current offerings. Key suggestions include increasing training duration and raising awareness about NIYD's programs among village youths. Several respondents emphasized the need for better training modules and the introduction of new courses, such as handicrafts, financing, agro-processing, horticulture, accounting, language classes (e.g., Japanese and Chinese), driving, cooking, and first aid. Providing soft loans and creating new job opportunities were also highlighted as important to support trainees. Some recommended organizing upazila-based training sessions and offering internships to enhance practical experience. Additionally, establishing a role model network where successful trainees share their stories could inspire others. Overall, while NIYD's training is praised for its effectiveness in women's empowerment, these recommendations aim to broaden its impact and improve program quality.

Conclusion

The FGDs reveal that NIYD training programs have made a significant positive impact on participants' personal, professional, and socio-economic lives. Participants have highlighted digital platforms and personal networks as the most effective sources for accessing information about the training. Their expectations largely focus on self-employment, skill enhancement, and job creation, indicating a need for practical, hands-on training modules. The programs have improved digital literacy, soft skills, and leadership qualities while also fostering entrepreneurship, especially among women. Participants credited the training for boosting their self-confidence and enabling them to start small businesses or freelance work, with some sharing inspiring success stories.

Moreover, the training's alignment with SDG 5 demonstrates its role in advancing gender equality and empowering women, although social and familial barriers remain a challenge for many. Participants also recognized the broader socio-economic contributions of the training, such as job creation, responsible citizenship, and community development. Finally, their recommendations point to the importance of diversifying training modules, increasing accessibility, and providing financial and post-training support. Collectively, these insights underscore the value of NIYD training programs and provide a roadmap for enhancing their reach, inclusivity, and long-term imp

4.2.2 Key Findings of Key Informant Interviews

As part of the broader study on the role of the National Institute of Youth Development (NIYD) in promoting female empowerment and achieving gender equality, 38 Key Informant Interviews (KIIs) were conducted across 16 districts and respective Upazilas within 8 divisions **of** Bangladesh. These interviews provided critical qualitative insights into the experiences, perspectives, and assessments of stakeholders involved in NIYD training programs, including local officials, community leaders, training facilitators, and youth development officers. This report presents key insights from interviews conducted with stakeholders involved in the activities of the National Institute of Youth Development (NIYD)**.** The objective of this qualitative study was to understand stakeholder perspectives on the relevance, impact, and inclusiveness of NIYD's training and empowerment programs, especially for women. It explores the level of engagement of various stakeholders, challenges encountered, success stories, and strategic recommendations to enhance the participation and empowerment of women and marginalized groups through NIYD initiatives.

Key Findings

4.2.2.1 Involvement and Contributions to NIYD

Stakeholders reported varied levels of engagement with NIYD activities. While some participants noted active and ongoing involvement through employment or community-based facilitation, others admitted to more occasional participation. Many key informants described their roles as being crucial in promoting NIYD's initiatives within communities, especially by encouraging eligible youth, verifying application criteria, and ensuring gender quotas in training enrollments. Coordination efforts with local authorities were frequently mentioned as

essential for smooth implementation. Those directly affiliated with NIYD also highlighted their contributions to designing and delivering training modules aligned with the needs of the youth population.

4.2.2.2 Gender Dimensions and Women's Empowerment

NIYD's programs are generally perceived as gender-inclusive and aligned with national goals of women's empowerment. Informants noted that women are prioritized in many training selections, with female-only application streams and reserved quotas in mixed programs. These programs offer women the opportunity to build entrepreneurial skills, increase financial independence, and raise their social standing. Interviewees highlighted how women's participation in NIYD training has contributed to reducing child marriage, promoting self-reliance, and nurturing leadership capabilities. As a result, many female participants have gained confidence and visibility within their communities, shifting traditional gender norms in a positive direction.

4.2.2.3 Training Relevance and Quality

Most informants felt that NIYD's training content is relevant and addresses the skill development needs of young women. However, some recommended the addition of more market-oriented, contemporary trades such as freelancing, ICT, and fashion design. The existing training programs were praised for their structure and delivery, though suggestions were made to enhance practical skill application and post-training employment linkages. Participants stressed the importance of including topics like reproductive and mental health, legal literacy, and gender-based violence awareness to offer more holistic support to women. Tailoring courses to align with evolving labor market trends was also emphasized as a key area of improvement.

4.2.2.4 Challenges Faced by Women

Despite the positive reception of NIYD programs, several challenges continue to hinder women's participation and success. Social and cultural barriers remain significant, especially for women from conservative or rural backgrounds, where family opposition and safety concerns limit mobility. Financial constraints, transportation issues, and lack of access to digital devices were also noted. Many participants mentioned the absence of adequate accommodation, childcare, and sanitation facilities as critical shortcomings that deter women from completing training programs. Furthermore, informants reported that the lack of post-training employment opportunities and tools (e.g., sewing machines or startup capital) hampers long-term impact and sustainability.

4.2.2.5 Impact on Decision Making and Social Status

The training provided by NIYD has led to a noticeable improvement in women's decision-making power and social recognition. Women who have undergone training are now more involved in household and financial decisions, and some have taken on leadership roles in their communities. Their increased confidence and skill sets have helped challenge traditional gender roles, and they are now viewed as assets rather than dependents. Informants highlighted the inspiring stories of women who, after training, became self-employed or started small

enterprises, contributing to their families' income and inspiring others. These changes reflect the broader impact of NIYD programs on gender equality and social transformation.

4.2.2.6 Success Stories

Several informants shared inspiring stories of women who have succeeded in transforming their lives through NIYD training. Women trained in agriculture, tailoring, fisheries, and ICT have not only become self-sufficient but have also created employment opportunities for others. In some cases, women have built small businesses, run boutiques, or secured employment in data entry and IT-related fields. These successes have been particularly impactful in conservative regions, where women traditionally had limited economic roles. Informants emphasized that with continued support and access to resources, many more such success stories could emerge from NIYD programs.

4.2.2.7 Perception of Gender Equity

There was a general consensus among informants that gender equity is a crucial component of NIYD's vision and program delivery. Equal access to training opportunities and resources was seen as foundational to fostering real empowerment. However, informants stressed that equity should be assessed not just by participation rates, but by outcomes such as employment, income generation, leadership, and behavioral change. Many interviewees underscored the importance of equitable treatment in resource allocation, training quality, and support services, arguing that these factors collectively determine the true success of gender-equitable development.

4.2.2.8 Barriers to Participation

Several systemic and contextual barriers were identified that limit the participation of women and marginalized groups in NIYD programs. These include transportation insecurity, lack of financial and familial support, inflexible domestic responsibilities, and religious or cultural taboos. Informants pointed out that without addressing these issues—particularly by providing safe housing, travel stipends, childcare support, and community awareness programs—efforts toward inclusion would remain incomplete. Some stakeholders suggested the need for special outreach initiatives targeting hard-to-reach populations, as well as infrastructure improvements at training centers to make them more accommodating and inclusive.

4.2.2.9 Program Strategies and Policy Recommendations

Informants offered a range of strategic recommendations to enhance the effectiveness and inclusiveness of NIYD initiatives. Suggestions included the introduction of empowerment-oriented modules such as legal literacy, career planning, stress management, and business development. Ensuring the provision of financial assistance, transportation stipends, meals, and tools for income generation were emphasized as practical steps to improve training completion and impact. Participants also called for an increase in female trainers, improved monitoring at the local level, and special projects for marginalized groups such as transgender persons and individuals with disabilities. Additionally, aligning training content with global labor market demands and technological advancements was seen as critical to making the programs future-ready.

4.2.2.10 Summary of Recommendations

To enhance NIYD's gender-responsive programming and maximize its impact, key recommendations include diversifying training content to include emerging skills, expanding support services such as daycare and travel allowances, and increasing post-training follow-up mechanisms. Other suggestions include policy-level enforcement of gender quotas, community awareness campaigns to shift societal norms, and targeted projects for vulnerable groups. Improved facilities, stronger local-level coordination, and a robust monitoring framework were also highlighted as essential components for sustainable and inclusive development outcomes.

4.2.2.11 Conclusion

The findings from this Key Informant Interview exercise indicate that the National Institute of Youth Development (NIYD) plays a critical role in fostering gender equality and youth empowerment across Bangladesh. Its training programs are widely appreciated and have led to notable gains in women's confidence, economic participation, and leadership. However, persistent challenges such as limited infrastructure, social resistance, and insufficient post-training support need urgent attention. By integrating the recommendations provided by stakeholders—particularly those focused on inclusivity, local engagement, and long-term empowerment—NIYD can significantly amplify its impact and contribute more effectively to the national development agenda.

Chapter Five: Discussions and Recommendations

5. Discussion

Introductions

This part of the report discusses what the study found about the effectiveness of the National Institute for Youth Development (NIYD)'s training programs, and offers practical recommendations based on the data. The aim is to understand how these programs help young people across Bangladesh particularly in terms of employment, economic self-sufficiency, and gender equality and what more can be done to improve them.

To get a complete picture, the study used two kinds of information from both primary and secondary sources:

Quantitative data from 640 survey participants, showing trends and measurable outcomes (like employment rates, income changes, and gender ratios).

Qualitative insights from group discussions and interviews, which gave deeper understanding of people's personal experiences, challenges, and ideas.

Together, these findings show that while NIYD has helped many youths gain skills and start jobs or businesses, there are still challenges. Some groups like women and youth in rural areas face more barriers and need targeted support. The discussion explains these challenges and achievements in detail, and the recommendations provide specific steps that NIYD and its partners can take to improve their programs.

The goal is to help NIYD create training that is more inclusive, relevant, and impactful so that every young person, no matter their gender or location, has a fair chance to succeed.

5.1 Discussion

This section explains what the research found about the National Institute for Youth Development (NIYD)'s training programs. It looks at how these programs help young people in Bangladesh by improving their chances of getting jobs, starting businesses, and promoting gender equality. We used both numbers (from surveys with 640 people) and personal stories (from interviews and group discussions) to get a full picture of what's working and what still needs to improve.

5.1.1 Demographic and Socio-Economic Profile of Participants

The majority of the people in the study were young (88% were between 20 and 30 years old), and most were not married (66.3%). More than 60% had completed at least a Bachelor's degree.

However, many participants expressed dissatisfaction. Even though they had formal education, they felt it didn't help them find jobs. This shows that what students learn in school or university often doesn't match what employers actually need.

A large number (77.9%) wanted training programs to teach more practical and job-related skills especially in areas like:
- ICT (Information and Communication Technology)
- Freelancing
- Entrepreneurship

This feedback highlights the importance of updating training programs regularly so that young people can learn skills that are truly useful in today's economy.

5.1.2 Gender Disparities and Regional Differences

One of the biggest concerns in the study was the low number of female participants only 23.3% were women. There were also big differences based on where people lived:

⇒ In **Sylhet**, all participants were male.
⇒ In **Dhaka**, most participants (86.7%) were female.

The causes of this difference interviews and discussions, we found:

Cultural Barriers: In some rural areas, families do not allow young women to travel or participate in training due to safety and traditional beliefs. 44% of women in group discussions mentioned this.

Family Control: In most homes (71.5%), parents made the decisions. This often meant young women had less freedom to make choices about education or work.

Regional Safety and Infrastructure: Places like Dhaka have better roads, more facilities, and safer environments, so more women can attend. But in conservative areas, it's much harder.

These findings show the need for special programs to help women and girls overcome these challenges and join training programs equally.

5.1.3 Employment and Economic Impact of the Training

The training programs made a big difference in reducing unemployment:

◊ Before training, 53.8% were unemployed.
◊ After training, only 20.2% were still unemployed.
◊ Many found full-time jobs (28.5%) or started their own businesses (22.1% were self-employed).

However, the success varied from region to region:

Successful Areas: In Habiganj and Patuakhali, more than 50% of participants got full-time jobs after training.

Struggling Areas: In Rangpur and Kurigram, more than 60% were still unemployed. These areas lack factories or companies, and there are fewer local job opportunities.

Even though most people (83.8%) said their income went up, people living in rural areas still faced more difficulties. Some had to move to cities to find work. This means training helps—but it's not enough unless there are also local job opportunities.

5.1.4 Relevance and Accessibility of Training Programs

Most participants (97.1%) said they could access the programs. But many also pointed out problems:

Content Gaps: The training didn't always match the jobs available. People wanted more training in freelancing, ICT, and real-life projects.

Logistical Challenges: Especially for women in rural areas, it was hard to attend because of:

- ✓ Lack of transport
- ✓ No childcare
- ✓ Financial constraints

Also, nearly half of the participants gave neutral feedback about the usefulness and relevance of the programs. This shows that even though they could attend, they weren't always satisfied with what they learned.

5.1.5 Family and Financial Barriers

Two big challenges stood out in participants' lives:

Family Decision-Making: In 71.5% of households, parents made decisions. This especially affected young women, who were often not allowed to join or fully benefit from training programs.

Lack of Money: 52.7% said they didn't have the financial support they needed. This made it even harder for rural youth to participate or use what they learned.

These issues connect directly to **Sustainable Development Goal (SDG) 5 – Gender Equality**, and show that just offering training isn't enough. We need to change the system around young people, too.

5.2 Recommendations

Based on the findings, we suggest four main areas where NIYD can improve its training programs.

1. Promote Gender Equality and Inclusion in Access and Participation

To close the gender gap in training programs, NIYD should implement targeted strategies that directly address the barriers faced by women and girls, especially in conservative and underserved regions like Sylhet, Kurigram, and Rangpur.

- ➢ **Set Gender Targets:** Ensure at least 40% female participation in all regions, with additional support in conservative areas.
- ➢ **Outreach and Engagement:** Run culturally sensitive campaigns using female role models and local leaders to change attitudes and inspire participation.
- ➢ **Support Services:** Offer transportation, on-site childcare, stipends, and flexible schedules to accommodate women with family or mobility constraints.
- ➢ **Local Safe Spaces:** Establish community-based learning hubs and safe spaces where women can train, network, and receive mentoring.
- ➢ **Digital and Mobile Access:** Use digital platforms and mobile training units to reach women in remote areas.

These efforts align with **SDG 5.1, 5.5, and 10** by reducing gender and geographic inequities in access.

2. Implant Gender-Responsive Content in Training Programs

NIYD's curriculum should go beyond technical training by integrating gender awareness and life skills, ensuring women are not only skilled but empowered.

- ➢ **Gender Modules:** Include content on legal rights, gender-based violence, reproductive health, unpaid care work, workplace equality, and harassment prevention.
- ➢ **Financial and Digital Literacy:** Tailor training to help women confidently navigate banking, digital tools, and entrepreneurship.
- ➢ **Localization:** Adapt materials to reflect regional contexts, making training more relevant and impactful for women.

These measures contribute to **SDG 5.6 and 5.b**, enabling women to fully engage in economic and public life.

3. Strengthen Post-Training Support for Economic Empowerment

Training must lead to real opportunities. NIYD should ensure women can apply their skills meaningfully and independently.

- ➢ **Mentorship and Incubation:** Connect graduates to female mentors and business incubation programs.
- ➢ **Access to Finance:** Partner with banks and microfinance institutions to provide loans and grants for women entrepreneurs.
- ➢ **Internships and Job Placement:** Create targeted opportunities for female trainees via public-private partnerships.
- ➢ **Alumni Networks:** Build women-only business and alumni networks for peer learning and collaboration.

These actions support **SDG 5.a**, enhancing women's access to economic resources and income.

4. Address Regional and Sectoral Disparities

NIYD should tailor its programs to the specific challenges and opportunities of different districts.

- ➢ **Mobile Training and Local Customization:** Deploy mobile centers and design locally relevant curricula (e.g., eco-tourism in Cox's Bazar, floriculture in Sylhet).
- ➢ **High-Unemployment Focus:** Prioritize interventions in areas with high youth unemployment.
- ➢ **Blended Learning:** Offer both online and in-person options to reduce travel burdens and increase accessibility.

This promotes equitable development under **SDG 10** while improving program reach and effectiveness.

5. Reform Systems and Foster Institutional Alignment

Sustainable impact requires systemic change and alignment with national frameworks.

- ➢ **Cross-Ministerial Coordination:** Collaborate with ministries (Education, ICT, Women's Affairs) to ensure training translates into job opportunities and aligns with gender goals.
- ➢ **Policy Advocacy:** Push for national reforms, including gender quotas, budget allocations for female-focused initiatives, and integration of gender equality into youth development policies.
- ➢ **District-Level Gender Action Plans:** Co-create localized plans with stakeholders to reflect ground realities and community needs.

These reforms ensure NIYD becomes a key actor in a **whole-of-government** strategy for gender equity, aligned with **SDG 5**.

6. Institutionalize Gender-Sensitive Monitoring and Continuous Improvement

Accountability must be embedded into NIYD's operational systems.

- ➢ **Gender-Disaggregated M&E:** Track employment, income, mobility, and decision-making outcomes by gender.
- ➢ **Regular Reviews:** Hold annual forums with trainees, instructors, and employers to update curriculum and policies based on lived experiences.
- ➢ **Feedback Loops:** Conduct FGDs and real-time surveys to adapt programs based on user input.
- ➢ **Digital Tracking:** Leverage tech to monitor participation, job placement, and effectiveness, especially among women.

These mechanisms ensure progress on gender equality is **measurable, responsive, and sustainable**.

7. Provide Holistic, Gender-Aware Program Delivery

NIYD should reimagine training as part of a broader empowerment ecosystem.

- ➢ **Integrated Service Centers:** Combine training, job placement, counseling, and microfinance under one roof.
- ➢ **Emotional and Social Support:** Offer counseling and mentorship to help youth—especially women—navigate personal and societal barriers.
- ➢ **Community Engagement:** Involve civil society, local governments, and families in building a supportive environment for women's growth.

By implementing these holistic recommendations will ensure training leads to **lasting empowerment, not just participation.**

5.3 Conclusion

NIYD's training programs are making a real difference by helping young people, especially in finding jobs and starting businesses. The drop in unemployment from 53.8% to 20.2% and a 22.1% self-employment rate are clear signs of success.

However, not everyone is benefiting equally:

- ✓ Only 23.3% of participants were women.
- ✓ Regions like Rangpur still struggle with high unemployment (63.3% even after training).
- ✓ A large number (77.9%) think the current training content is outdated.

To make sure everyone benefits, NIYD must:

- ✓ Tailor programs to local and gender-specific needs.
- ✓ Update training content regularly.
- ✓ Provide ongoing support even after the training ends.

This approach will help NIYD grow into a powerful force for fairness and opportunity. Policymakers, community leaders, and training providers must work together to build a future

where no young person is left behind especially women and those in rural or underdeveloped areas. This comprehensive analysis demonstrates that NIYD's training programs are impactful but unevenly distributed in their benefits. By modernizing curricula, enforcing gender quotas, investing in lagging regions, and fostering cross-sectoral partnerships, NIYD and national authorities can transform youth development into an engine for inclusive, sustainable growth. The Ministry must move from a one-size-fits-all approach to targeted, data-driven strategies that address local realities and empower all youth-especially women and the marginalized-to realize their full potential.

Chapter Six: Study Limitations

Introduction

While the study titled *"Gender Dimensions in Attaining SDGs through NIYD's Training: Progress and Challenges of Female Empowerment in Bangladesh"* was designed with a comprehensive and inclusive methodology, it encountered several practical and contextual limitations. These limitations are inherent to large-scale social science field research, especially when dealing with gender-sensitive topics and dispersed populations across diverse geographic areas.

The study covered eight administrative divisions, 16 districts, and 69 upazilas of Bangladesh, involving both treatment and control groups. Participants in the treatment group received training from the National Institute of Youth Development (NIYD), while the control group consisted of individuals who had not received such training. Female respondents, in particular, posed unique challenges in terms of availability, accessibility, and social constraints.

a) **Unavailability and Relocation of Targeted Female Respondents**

Despite rigorous attempts to contact all female training recipients, many could not be reached. A significant number of the unmarried participants had married after receiving the training and relocated to different areas, making it difficult to include them in the post-training follow-up. This affected the ability to assess long-term empowerment outcomes and career trajectories.

b) **Scattered Locations and Travel Constraints**

The participants, who came from various upazila and zila levels, had initially traveled to the NIYD headquarters in Savar, Dhaka, to receive training. However, reaching them later for data collection was challenging due to the scattered and often remote nature of their residences. Transportation limitations and long distances further hindered in-person interviews and timely follow-ups.

c) **Lower Female Participation Rate**

Overall female participation in the training programs was comparatively low, which impacted the size and statistical power of the study sample. The small number of female respondents reduced the generalizability of findings and made it more difficult to draw definitive conclusions about gender-specific outcomes.

d) **Social Stigma and Family Barriers**

Cultural norms and gender-based social stigma presented significant barriers to open and honest participation in the study. In several instances, family members discouraged or restricted women from engaging in interviews, particularly those conducted by male field staff. These dynamics may have influenced the accuracy and completeness of responses.

e) **Time Constraints and Scheduling Conflicts**

Many female participants had limited availability due to household responsibilities or employment obligations, resulting in scheduling conflicts that delayed or reduced

interview completion. Time constraints also meant that interviews were sometimes shorter than intended, potentially limiting the richness of the qualitative data.

f) Use of Control Group

The inclusion of a control group consisting of women who did not receive NIYD training was necessary for comparative analysis. However, variations in background characteristics and external influencing factors between the trainee and control groups may have affected data consistency and reliability, despite efforts to match the groups demographically.

g) Monitoring and Supervision Challenges

Weak or inconsistent monitoring and supervision mechanisms within the NIYD training programs made it difficult to systematically track post-training outcomes. The lack of standardized follow-up procedures reduced the study's ability to measure medium- and long-term impact accurately.

h) Data Quality and Reliability

Some responses, particularly those relying on self-reporting, may be subject to recall bias, social desirability bias, or intentional withholding of information. These limitations are typical in social science research but are particularly relevant here due to the sensitive nature of empowerment and gender-based questions.

i) Study Constraints and Mitigation Strategies

Budgetary and time limitations restricted the ability to conduct repeated field visits or longitudinal tracking. To mitigate these challenges, the study employed a mixed-methods approach, utilizing both quantitative and qualitative tools, and adopted remote communication methods (such as phone interviews) where feasible. Despite these efforts, full data saturation could not be achieved.

Mitigation Measures and Assurance of Data Quality

Despite the above limitations, several measures were undertaken to ensure the reliability and validity of the data collected:

a) Mixed-Methods Approach: A combination of quantitative surveys and qualitative interviews allowed for data triangulation, strengthening the findings by cross-verifying participant responses.

b) Remote Data Collection: Where face-to-face interviews were not possible due to relocation or distance, phone and online interviews were conducted to minimize data loss.

c) Sampling Substitution Strategy: In cases where targeted respondents could not be reached, purposive substitution was used to include participants with similar profiles within the same training cohort or demographic group.

d) **Gender-Sensitive Data Collection Teams:** Female enumerators were engaged where possible, especially for interviews involving sensitive issues, to make participants more comfortable and encourage open dialogue.

e) **Time-Adjusted Scheduling:** Interviews were arranged based on participants' availability, including evenings and weekends, to accommodate their domestic or professional commitments.

f) **Control Group Matching Techniques**: Matching variables such as age, education, and region were used to align control group characteristics as closely as possible with the treatment group.

g) **Cross-Validation of Responses:** Data consistency checks and follow-up questions were used to verify key responses and improve internal validity.

while the study faced several limitations related to participant accessibility, geographic dispersion, cultural norms, and data reliability, comprehensive mitigation strategies were employed to uphold research quality. The careful design, methodological rigor, and adaptive field strategies ensured that meaningful insights could still be drawn regarding gender dimensions and female empowerment through NIYD's training programs.

The study ultimately contributes valuable empirical evidence on the progress and challenges in attaining gender-related Sustainable Development Goals (SDGs) in Bangladesh, particularly in relation to institutional training, social mobility, and empowerment pathways for women. The limitations acknowledged herein do not negate the study's findings but rather provide context for their interpretation and areas for future research improvement.

Chapter Seven: Success Case

Case-01: Sumaiya Akter

Sumaiya Akter is a 25-year-old undergraduate student from Kolabagan, Savar, Dhaka. After completing her studies, she faced many difficulties finding a job due to high competition and limited opportunities in the job market. Like many young graduates, she felt uncertain about her future. However, Sumaiya had a strong interest in digital media and design, which motivated her to look for ways to develop skills that would help her stand out. She decided to join a graphics design training program offered by the National Institute of Youth Development (NIYD). During this training, she learned valuable skills such as logo design, creating banners and posters, managing social media content, communicating with clients, and working on freelancing platforms.

With these new skills, Sumaiya took a bold step and started her own freelancing business online. She began offering design services to clients both in Bangladesh and abroad. Her dedication and quality work quickly earned her a good reputation, leading to a steady flow of projects and a reliable monthly income. Sumaiya's success was further recognized when she won awards in national logo design competitions, showing her growing expertise and professionalism. This case clearly demonstrates how vocational training can bridge the gap between education and employment, helping young people become self-reliant by providing them with practical, market-ready skills.

Looking ahead, Sumaiya has ambitious plans to expand her freelancing service into a full design agency. She also wants to share her knowledge by training other young people, especially those who face similar challenges in finding jobs. Her journey highlights the importance of skill development programs in unlocking new opportunities and empowering youth to succeed in the digital economy. Sumaiya's story is an inspiring example of how passion, combined with the right training and determination, can transform challenges into success.

Case-02: Humaira Anu

Humaira Anu is a 35-year-old homemaker from Dhulivita, Dhamrai, Dhaka, who turned her passion for cooking into a successful business. Facing financial constraints and limited income sources, she sought a way to support her family and become economically independent. In 2021, she enrolled in a food and beverage training course offered by the National Institute of Youth Development (NIYD). This training equipped her with modern culinary techniques, food safety practices, customer service skills, and basic business management knowledge. The program empowered her to transform her cooking skills into a viable entrepreneurial venture.

After completing the training, Humaira launched "Anu Healthy Bites," a home-based business specializing in healthy snacks and drinks. Starting with orders through social media, her business quickly grew as more customers appreciated her nutritious and tasty offerings. Within a year, she expanded her customer base to over 500 and employed three women from her community to help with cooking and delivery. Humaira's success not only improved her family's financial situation but also created job opportunities for other women, demonstrating the broader social impact of vocational training. Her ambition to open a café and inspire other

women highlights her leadership and commitment to empowering women through entrepreneurship.

Humaira's story illustrates how vocational training can be a powerful tool for women with limited prior professional experience to overcome economic challenges. With determination and the right skills, she has built a sustainable business that benefits both her family and community. While she faces challenges such as scaling her operations and maintaining quality, her journey affirms the importance of tailored training programs in fostering women's economic empowerment and promoting inclusive growth. Humaira's experience serves as an inspiring example for other women seeking to turn their passions into successful enterprises.

Chapter Eight: Conclusion

This study set out to comprehensively assess the effectiveness, inclusivity, and impact of the National Institute of Youth Development (NIYD) training programs across 16 diverse districts in Bangladesh. By employing a robust quantitative survey and integrating qualitative insights, the research provides a nuanced understanding of the socio-economic, demographic, and cultural factors influencing youth development outcomes in the country.

The findings reveal that NIYD's training initiatives have played a significant role in enhancing employment prospects and income generation for Bangladeshi youth. Unemployment among participants dropped markedly from 53.8% before training to 20.2% after, and 83.8% of respondents reported that the training contributed directly or indirectly to their income. These improvements are most pronounced in urban centers such as Dhaka, which also stand out for higher female participation and greater access to financial resources.

Despite these successes, the study uncovers persistent and substantial disparities. Gender imbalance remains a critical issue, with only 23.3% female participation overall and some regions, like Sylhet and Patuakhali, exhibiting extreme male dominance. Access to financial resources for women is still limited in many rural and semi-urban areas, further constraining their ability to leverage training for personal and professional growth. The majority of respondents (77.9%) expressed a clear need for updates and improvements to the current training syllabus, underscoring a demand for more practical, market-relevant, and regionally tailored content.

The data also highlight a predominantly young, highly educated, and largely unmarried demographic, suggesting a population eager for economic advancement but often hindered by structural barriers. Traditional family dynamics, with parents as primary decision-makers in over 70% of households, continue to limit youth and especially female autonomy in career and life choices.

Socio-economic perceptions across the regions are largely moderate to poor, with notable regional variations. While some urban and economically stronger districts report positive impacts of socio-economic conditions on access to education and training, many rural areas feel disadvantaged and underserved.

The study acknowledges several limitations, including challenges in participant accessibility, geographic dispersion, and cultural sensitivities, which may have influenced the representativeness of the sample. Nevertheless, comprehensive mitigation strategies and methodological rigor were applied to ensure the reliability and validity of the findings.

In conclusion, while NIYD's training programs have made measurable contributions to youth employment, income generation, and, in some cases, women's empowerment, their benefits remain unevenly distributed. The evidence points to the need for more targeted, data-driven, and inclusive approaches-modernizing curricula, enforcing gender quotas, investing in lagging regions, and strengthening post-training support. By addressing these gaps and building on its successes, NIYD can become a more effective catalyst for achieving Bangladesh's youth development and gender equality goals, thereby contributing meaningfully to the country's broader sustainable development agenda.

This research not only provides a critical, evidence-based assessment of NIYD's current impact but also offers actionable insights for policymakers, practitioners, and stakeholders committed to fostering a more equitable and prosperous future for all Bangladeshi youth.

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Annex I: Study Tools/Instruments

14.1.Survey Questionnaires

Questionnaire for interviewing Men and Women Participated Training organized by National Institute of Youth Development (NIYD)

Disclaimer

Assalamualaikum. My name is ------------------------------------. I am from a research institute called 'Samahar'. 'Samahar' is currently conducting a study on Gender dimensions in attaining SDG at NIYD's Training: Assessing the progresses and challenges of Female Empowerment in Bangladesh. The objective of this study is to *assess the progress and challenges of female empowerment in achieving gender equality through National Institute of Youth Development (NIYD) training programs in Bangladesh*. We will ask you some questions to know your valuable opinions on these issues. It is to be noted that your opinions will be used only for research purposes and the information you provide will be kept completely confidential. If you give your consent to participant in this data collection interview process, I can start interviewing you collecting data.

Thank you in advance for your valuable time and information.

A. General Background of the Respondents

1. **Name of the Respondent:**

   ----

2. **Respondent ID:**
   (Will be auto-generated by KOBO Toolbox)

3. **Date of Survey:**
   (Will be auto-generated by KOBO Toolbox)

4. **Location of Survey:**
   a. **District:** _____
   b. **Upazila:** _____
   c. **Union:** _____

5. **Gender of the Respondent:**
   a. Male
   b. Female
   c. Third Gender

6. **Age of the Respondent: _____ (in Years)**

7. **Marital Status:**
   a. Single
   b. Married

c. Divorced

d. Widowed

B. Socio-Economic Background of the Respondents

1. **Educational Qualification:**
   a. No formal education
   b. Primary education
   c. Secondary education
   d. Higher secondary education
   e. Bachelor's degree
   f. Master's degree or higher

2. **Employment Status Before Training:**
   a. Unemployed
   b. Self-employed
   c. Employed (full-time)
   d. Employed (part-time)
   e. Entrepreneur
   f. Student for regular education/training

3. **Employment Status After Training:**
   a. Unemployed
   b. Self-employed
   c. Employed (full-time)
   d. Employed (part-time)
   e. Entrepreneur
   f. Student for advanced education/training

4. **Monthly Household Income Before Training (BDT):**
   a. Less than 10,000
   b. 10,000 - 20,000
   c. 20,001 - 30,000
   d. 30,001 - 50,000
   e. More than 50,000

5. **Who is the primary decision-maker in your household?**
   a. Self
   b. Spouse
   c. Parents
   d. Other family members (Specify): _____

6. **Do you have access to financial resources for personal use and/or professional growth?**
   a. Yes
   b. No
   c. Not Sure

7. **How would you describe the general socio-economic conditions of your country?**
   a. Very poor
   b. Poor
   c. Average
   d. Good
   e. Very good

8. **How do you think the socio-economic conditions of the country have affected your access to education and training opportunities?**
   a. Very negatively
   b. Negatively
   c. Neutral
   d. Positively
   e. Very positively

C. Awareness and Participation in NIYD's Training

1. **Have you participated in any training organized by NIYD?**
   a. Yes
   b. No

   If yes, what was the focus of the training? (Multiple responses allowed)
   a. Diploma in ICT
   b. Diploma in Web Application & Web Development
   c. Diploma in Hotel, Tourism and Hospitality Management
   d. Quality Control Management for RMG
   e. Housekeeping & Hospitality Management
   f. Food & Beverage Production
   g. Graphics Design and Multimedia
   h. Digital Marketing
   i. Small Business and Entrepreneurship Development
   j. Safe food Production & Food Preservation
   k. Entrepreneurship Development in Floriculture
   l. Adobe Photoshop & Illustrator
   m. Web Site Design
   n. Communicative Language (English)
   o. High value vegetables and Spice production
   p. Reception and Customer Services
   q. Tour Guide and Eco-Tourism Management
   r. Bakery & Pastry Production

2. **What motivated you to enroll in the training program at NIYD?**
   a. Improve job prospects
   b. Learn new skills
   c. Increase income
   d. Personal growth
   e. Other (please specify): _____

3. **How would you rate the accessibility of the training program?**
   a. Very accessible
   b. Somewhat accessible
   c. Neutral
   d. Somewhat inaccessible
   e. Very inaccessible

4. **How would you rate the relevance of the training to your daily life?**
   a. Very relevant
   b. Relevant
   c. Neutral
   d. Not relevant
   e. Not applicable

5. **Have you participated in any training programs from other organizations apart from NIYD?**
   a. Yes
   b. No

If yes, please compare the following aspects between NIYD training and other organization's training (select one for each aspect):

- **Training content**
  a. NIYD is more relevant
  b. Other organization is more relevant
  c. Both are equally relevant

- **Training accessibility**
  a. NIYD is more accessible
  b. Other organization is more accessible
  c. Both are equally accessible

- **Trainer's quality**
  a. NIYD trainers are better
  b. Other organization's trainers are better
  c. Both are equally good

- **Impact on employment**
  a. NIYD's training has better employment outcomes
  b. Other organization's training has better employment outcomes
  c. Both have similar employment outcomes

6. **Did the training address gender-specific challenges?**
   a. Yes
   b. No
   c. Not sure

7. **What were the key gender-specific challenges discussed in the training?**
   (Open-ended)

D. Progress in Female Empowerment

1. **Do you think NIYD's training is contributory to Women Empowerment?**
   a. Yes
   b. No
   c. Not sure

2. **In which areas do you think NIYD's training can mostly contribute to women empowerment?** (Multiple responses allowed)
   a. Education
   b. Employment opportunities
   c. Decision-making in households
   d. Political participation
   e. Access to healthcare
   f. Social mobility
   g. Other (specify): _____

3. **Have you personally experienced any positive changes in your societal or economic life after attending the training?**
   a. Yes
   b. No
   c. Not sure

   If yes, please describe the changes:
   (Open-ended)

4. **What are the major challenges faced by women in your community?** (Multiple responses allowed)
   a. Lack of education
   b. Limited job opportunities
   c. Gender-based violence
   d. Cultural barriers
   e. Lack of access to healthcare
   f. Limited decision-making power
   g. Other (specify): _____

5. **Type of the training?**

   a. Residential

   b. Non-Residential

6. **If Residential, what are the challenges you faced as a women participant?**

   _____

7. **Do you think these challenges are being addressed through NIYD's training programs?**
   a. Yes
   b. No
   c. Partially

8. **How would you compare the training opportunities provided by NIYD to those of other organizations in terms of promoting female empowerment?**
   a. NIYD offers better opportunities for women's empowerment
   b. Other organizations offer better opportunities for women's empowerment
   c. Both provide similar opportunities

9. **Do you believe that NIYD's training programs contribute more to women's empowerment than the training programs offered by other organizations in your area?**
   a. Yes, NIYD's programs are more impactful
   b. No, other organizations' programs are more impactful
   c. Both have an equal impact

10. **What challenges do you think women face in accessing training programs from different organizations, including NIYD?**
    (Open-ended)

    ----

11. **What additional support do women participants need to overcome these challenges?**
    (Open-ended)

E. Gender Dimensions in Achieving SDGs

1. **Are you aware of the Sustainable Development Goals (SDGs)?**
   a. Yes
   b. No

2. **Do you know gender equality is the core agenda of SDG 5?**
   a. Yes
   b. No
   c. Not sure

3. **Do you think NIYD's training aligns with the SDGs?**
   a. Yes
   b. No
   c. Not sure

4. **Do you think NIYD training contributes to gender equality and women's empowerment?**
   a. Yes
   b. No

5. **What specific changes in your life or community do you attribute to the training?**
   a. Increased employment opportunities
   b. Higher income
   c. Greater decision-making power
   d. More leadership roles for women
   e. Other (please specify): _____

6. **Do you believe other organizations provide training programs that align with the Sustainable Development Goals (SDGs) similarly to NIYD?**
   a. Yes
   b. No
   c. Not sure

7. **Which SDGs, in your opinion, are more effectively addressed by NIYD's training compared to other organizations?** (Multiple responses allowed)
   a. SDG 1: No Poverty
   b. SDG 3: Good Health and Well-being
   c. SDG 4: Quality Education
   d. SDG 5: Gender Equality
   e. SDG 8: Decent Work and Economic Growth
   f. SDG 10: Reduced Inequalities
   g. SDG 13: Climate Action
   h. Other (please specify): _____

8. **Do you think the impact of NIYD's training on gender equality and women's empowerment is greater than that of other organizations' training programs?**
   a. Yes
   b. No
   c. Not sure

9. **How can NIYD improve its training programs to better address gender dimensions in achieving SDGs?**
   (Open-ended)

F. Impact of Training on Socio-Economic Conditions

1. **Have you gained new skills through the training?**
   a. Yes
   b. No

2. **Employment Status After Training:**
   a. Unemployed
   b. Self-employed
   c. Employed (full-time)
   d. Employed (part-time)

3. **Monthly Household Income After Training (BDT):**
   a. Less than 10,000

b. 10,000 - 20,000
c. 20,001 - 30,000
d. 30,001 - 50,000
e. More than 50,000

4. **Has the training helped you secure a job or improve your income?**
   a. Yes
   b. No

5. **Has the training improved your decision-making power in your family or community?**
   a. Yes
   b. No

6. **Has the training enhanced your confidence in taking leadership roles?**
   a. Yes
   b. No

7. **Have you faced any difficulties in utilizing the skills learned in training?**
   a. Yes
   b. No

   If yes, please specify: _____

8. **Has your socio-economic condition improved due to the training you received from NIYD compared to the training you have received from other Organizations?**
   a. Yes, NIYD's training had a greater impact
   b. No, other organizations' training had a greater impact
   c. Both had a similar impact
   d. I have not participated in training from other organizations

9. **How do you think the socio-economic conditions of your country have influenced the success of training programs like those offered by NIYD?**
   a. Very negatively
   b. Negatively
   c. Neutral
   d. Positively
   e. Very positively

10. **In terms of improving your income and employment, how does NIYD's training compare to other training programs you have participated in?**
    a. NIYD's training has had a greater impact
    b. Other organizations' training had a greater impact
    c. Both had a similar impact

11. **Do you think that access to training programs, like those from NIYD, has been influenced by the socio-economic status of your community?**
    a. Yes, access is limited due to socio-economic conditions
    b. No, socio-economic conditions have not affected access
    c. Not sure

1. **What challenges did you face in accessing NIYD training?**
   a. Lack of awareness
   b. Financial constraints
   c. Family restrictions
   d. Lack of transportation
   e. Other (please specify): _____

2. **Did you experience any gender-related discrimination during the training?**
   a. Yes
   b. No

3. **What barriers do you think limit women's participation in NIYD training?**
   (Select all that apply)
   a. Family restrictions
   b. Financial constraints
   c. Cultural norms
   d. Lack of access to technology
   e. Other (please specify): _____

4. **What additional challenges do you face in accessing training programs from other organizations compared to NIYD's training programs?**
   (Open-ended)

5. **Do you think that the barriers for women in accessing training programs are similar across different organizations, or are they more prominent with NIYD's training programs?**

   a. Barriers are more prominent with NIYD's training
   b. Barriers are similar across organizations
   c. Not sure

6. **What specific improvements do you think other organizations could make in their training programs to match the quality and impact of NIYD's training?**
   (Open-ended)

Thank you for your time and participations

14.2. Focus Group Discussion Guidelines

Focus Group Discussion (FGD) Guides
Participant List

Please complete the information below:

SL	Participant name	Gender (M/F)	Designation	Location (Division/ District)	Remarks (If Any)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					

Guidelines for Focus Group Discussions

Disclaimer

Assalamualaikum. My name is ------------------------------------. I am from a research institute called 'Samahar'. 'Samahar' is currently conducting a study on Gender dimensions in attaining SDG at NIYD's Training: Assessing the progresses and challenges of Female Empowerment in Bangladesh. The objective of this study is to *assess the progress and challenges of female empowerment in achieving gender equality through National Institute of Youth Development (NIYD) training programs in Bangladesh*. We will ask you some questions to know your valuable opinions on these issues. It is to be noted that your opinions will be used only for research purposes and the information you provide will be kept completely confidential. If you give your consent to participant in this data collection interview process, I can start interviewing you collecting data.

Thank you in advance for your participations, valuable time and information.

Date: _____   **Time of Interview:** _____

Name of Interviewer: _____   **Name of Note taker:** _____

Opening Questions – Overview

1. **Introduction**
    a. Introduce the purpose of the discussion and the objectives. Like NIYD trainings in general, women participations, economic development etc.).
    b. Emphasize the importance of honest, open responses to understand experiences and identify areas for improvement.
    c. Explain the confidentiality of responses.

2. **Ground Rules**
    a. Only one person speaks at a time.
    b. Respect all opinions and perspectives.
    c. Encourage sharing of personal experiences without fear of judgment.
    d. Remind participants to keep comments concise to allow everyone to speak.

3. **Duration**
    a. The FGD should last approximately 60–90 minutes.

4. **Role**
    a. **Moderator:** Facilitates the discussion, asks questions, and probes deeper into responses. Ensure all participants have an opportunity to speak. Summaries key points at the end of each section.
    b. **Note-taker**: Records key points, quotes, and non-verbal cues.

5. **Grouping**
    a. Conduct separate FGDs for each category (Employed Graduates, Students, and experience with industrial attachment) to encourage open and relevant discussions.

6. **Closing**
    a. Thanks participants for their time and input.
    b. Repeat the value of their insights in improving industrial attachment programs for future students.

Guiding Discussion Questions:

1. How did you first learn about NIYD training programs?
2. What were your expectations before joining the program? Were they met?
3. What skills have you gained, and how have they benefited you in daily life?
4. Do you think NIYD Training program is effective to reduce unemployment? How?
5. Dou you think NIYD Training program is contributing to develop entrepreneurs? How?
6. How has your socio-economic condition changed after the training? What are those changes?

7. Can you share any personal success stories resulting from NIYD training?

8. Do you think NIYD Trainings are contributory to countries socio-economic development? How?

9. What challenges did you face in attending and completing the training?

10. Do you think NIYD training is gender-sensitive? Why or why not?

11. Have you faced any gender-based barriers before or after the training?

12. How can NIYD improve to be more supportive of female trainees?

13. What role do you think these training programs play in achieving gender equality (SDG 5)?

14. Do you think NIYDs training program is contributing to women empowerment? How?

15. Can you share any successful women entrepreneurs story who had received training from NIYD?

16. What are some other training program can be added to existing courses to make the NIYD's training program more resourceful and impactful to improve countries socio-economic conditions?

17. What recommendations do you have to make the training more effective and impactful for women?

18. Anything additional you want to share about NIYD training or something else.

14.3. Key Informant Interview (KII) Questionnaire

Key Informant Interview (KII) Questionnaire

Key Informant's Information

Participant name	Gender	Designation	Location (Division/ District/ Upazila)	Remarks (If Any)

Name of the Institution: _____

Assalamualaikum. My name is --------------------------------------. I am from a research institute called 'Samahar'. 'Samahar' is currently conducting a study on Gender dimensions in attaining SDG at NIYD's Training: Assessing the progresses and challenges of Female Empowerment in Bangladesh. The objective of this study is to *assess the progress and challenges of female empowerment in achieving gender equality through National Institute of Youth Development (NIYD) training programs in Bangladesh*. We will ask you some questions to know your valuable opinions on these issues. It is to be noted that your opinions will be used only for research purposes and the information you provide will be kept completely confidential. If you

give your consent to participant in this data collection interview process, I can start interviewing you collecting data.

Thank you in advance for your participations, valuable time and information.

Date: _____   **Time of Interview:** _____

Name of Interviewer: _____   **Name of Note taker:** _____

Introduction: (Also refer to the introductory section of this protocol)

- ✓ Brief introduction of evaluation team members

- ✓ Introduce the purpose of the discussion and the objectives.

- ✓ Emphasize the importance of honest, open responses to understand experiences and identify areas for improvement.

- ✓ Explain the confidentiality of responses.

- ✓ Respect all opinions and perspectives.

For NIYD Officials, District/ Upazila level Administrative and Departmental Officials, Trainers, and Policymakers:

Introduction

1. Can you briefly introduce yourself and your role in relation to NIYD's training programs?

2. How long have you been associated with NIYD, and what has been your involvement in their training initiatives?

Awareness and Relevance of Training

1. How do NIYD's training programs address gender dimensions and female empowerment in Bangladesh?

2. In your opinion, how effective are these training programs in addressing the specific needs of women and girls?

3. What are the key gender-specific challenges that NIYD's training programs aim to address?

Progress in Female Empowerment

1. What progress have you observed in female empowerment as a result of NIYD's training programs?

2. Can you share any success stories or case studies of women who have benefited from these programs?

3. How do you measure the impact of these training programs on gender equality and women's empowerment?

Challenges and Barriers

1. What are the major challenges faced by women in participating in and benefiting from these training programs?

2. Are there any cultural, social, or institutional barriers that hinder the effectiveness of these programs?

3. How does NIYD address these challenges in its training modules?

Alignment with SDGs

1. How do NIYD's training programs align with the Sustainable Development Goals (SDGs), particularly SDG 5 (Gender Equality)?

2. Which other SDGs do you think are relevant to NIYD's work, and how are they integrated into the training?

Recommendations for Improvement

1. What improvements or changes would you suggest to make NIYD's training programs more effective in promoting gender equality?

2. How can NIYD better engage men and boys in supporting female empowerment?

3. What role can the government, NGOs, and other stakeholders play in supporting NIYD's initiatives?

Closing Questions

1. Is there anything else you would like to share about NIYD's training programs or female empowerment in Bangladesh?

Annex II: Pictures During Data Collection
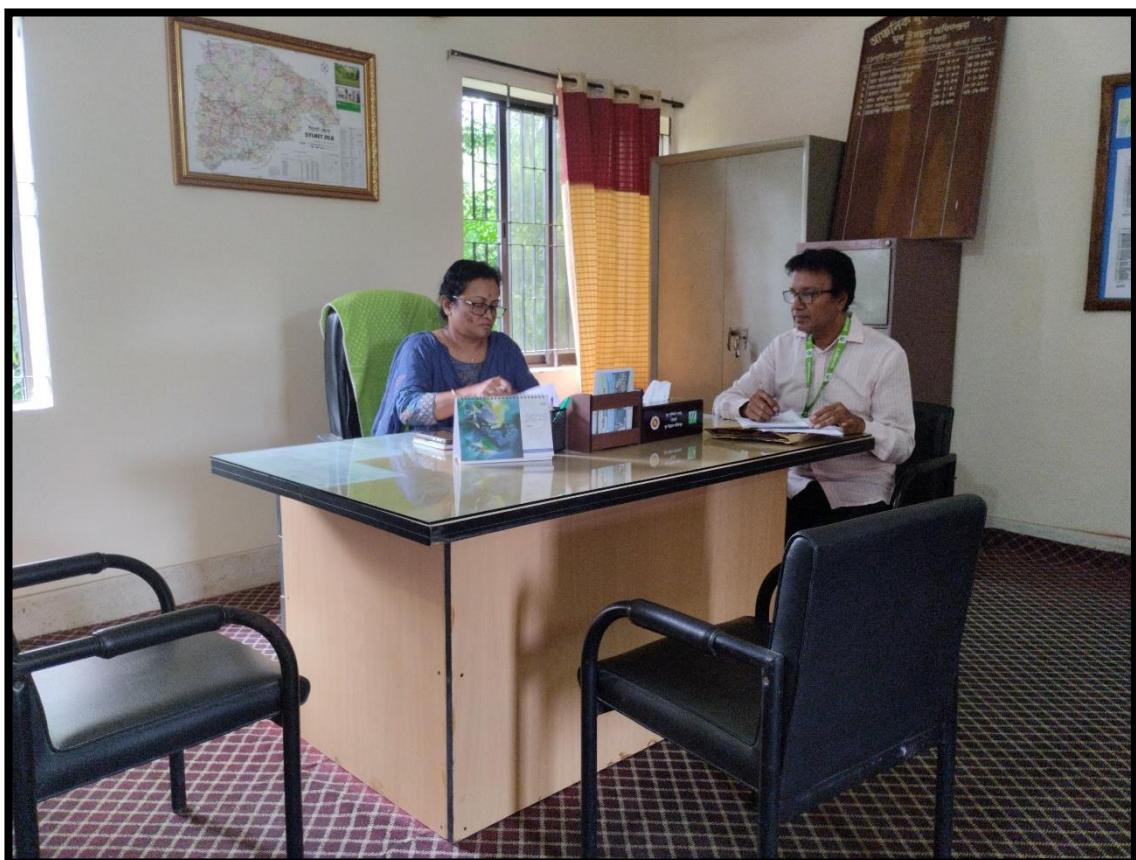
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