# DEVELOPMENT STRATEGY FOR THE DISADVANTAGED YOUTH IN RURAL AREA OF BANGLADESH

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**Abstract:**

Poverty is common phenomena among rural area in Bangladesh due to the lack of education and knowledge of family planning, job opportunity. Normally in the rural area children will enroll school and about 40% of children give up their studies after completing one or two year education. So, they do not get any opportunity for job because of their incomplete education. CMES started an alternative education program for those helpless and disadvantage youth in the rural area of Bangladesh. They give them different practical training. Vatpara unit under Rajshahi district is one the unit where disadvantaged youth got training at different aspects. After analyzing the data of the 78 training participant's of this unit we found that about 55% participants get job opportunity after completion the training from CMES. Most of the participants came from very poor family whose family's yearly income is about TK 8000-13000 which is not enough to maintain family's expenditure. So, most of participants did not get enough opportunity for general education. But after taking training from CMES they make themselves self employed and contribute his family to reduce poverty. So, CMES make significant role for the rural development by its effective program in Bangladesh.

**Keywords:** Development strategy, Disadvantage youth, logistic regression, CMES, Vatpara unit

## 1. Introduction

Bangladesh is a small country in the south Asia. Despite sustained domestic and international efforts to improve economic and demographic prospects, Bangladesh remains one of the world's poorest, densely populated and least developed countries. It has total 148.5 million population over the land area 147570 square kilometers and its population density is 1,020 persons per square kilometer, which is one of the highest population density in the world (Mabud, 2008). About 77% of the populations live in village and 75% of them depend on agriculture. Although agriculture has the largest share of labor participation (48 per cent) but it contributed to GDP only 22 percent in 2006 (Bangladesh Bank, 2008)

In the Bangladesh the lives of rural poor people are fully captured by different characterized such as poverty, disease, malnutrition, illiteracy, unawareness (Alamgir, 1978). The rural development of Bangladesh is obstructed by high population pressure, unemployment problem, lack of working opportunity in rural area. Government of Bangladesh has given priority to the development of villages and agriculture. Rural manufacturing sector is the largest potential source of new employment (Bakht, 1996). Researchers have consistently emphasized the importance of education and skill training in various tiers of micro-credit operation such as portfolio selection, management of production and marketing and financial management (Shah, 1998). Islam and Mia (2007) described the current status of education systems are failing to meet the needs of the Bangladesh economic development and focused on how education and vocational education might help bring about transformation of the economy. In Bangladesh National Technical and Vocational Qualifications Frameworks is intended to support nationally consistent and transparent system for skills training and qualifications that is acceptable for both national and international (Mia, 2010). Rahman (1979) and Katz (1991) indicated three main activities such as stimulatory activities, supporting activities and sustaining activities and in Bangladesh micro credit providers play an important role to carry on these activities. Hashemi et al (1996) showed that it has significant positive effect to improve the socioeconomic condition of the rural women. Besides these, different government and non-government programs have different impact to the rural development in Bangladesh by micro credit program (Amin et al, 1994). Different non-government organizations (NGO) such as BRAC, PROSHIKA, GARAMEEN BANK, RFL are trying to enhancing the income earning potential of rural area. Haque (2012) discussed the role of Jagoroni Chacro Foundation(JCF) to alleviate the rural poverty. Begum et al (2004) discussed the role of NGO to reduce the poverty in the rural area of Bangladesh.

Sharmin Afrin et al (2008) indicated some factors which develop the entrepreneurship among rural women by micro credit program.

Poverty is common phenomena among rural area in Bangladesh due to the lack of education and knowledge of family planning, children do not get their basic right. As a result child labor has started. There are over 100 NGO provide a variety of non-formal skill training to the rural people. Centre for Mass Education in Science (CMES) is working for those disadvantage rural youth. CMES was established in 1978 by Prof. Dr. Muhammad Ibrahim. Its aim is to arrange an appropriate mass education for the common people encouraging thoughts and actions in science & technology (CMES website). Education is the basic right for human beings. Although some people get opportunity to go to school for some years but they fail to improve their life because of incomplete education. The drop out rate from primary and secondary is very high in Bangladesh. CMES is concentrating on this problem in education and human resource development. It has worked for an alternative education and supportive programs which would enable various aspects of education including science and technology to practically use in a life oriented manner. So, young generation of rural area take part the training program provided by CMES and build up their carrier. Therefore, the main objective of this study is to analyze the socio-economic condition of the participant who took training from these kinds of organizations such as CMES and how they improve their life by these training.

## 2. Research Methodology

We employ different methods and techniques for this study such as interviewing, observation and analysis. Each and every method has been applied in times of need and situation of the study. After developing the specific objective of this study we select our study area and collect data by direct interview and entry these data into SPSS (Statistical package for Social Science) and perform different statistical analysis such as cross table, frequency table, logistic regression etc.

### 2.1 Study Area

CMES has 22 field units in various parts of the country (CMES website). Vatpara unit is one of its. It is situated at the Vatpara village of Nimpara Union in Chjarghat Upazila under Rajshahi district. We collect data by direct interviewing technique from 78 participants who took training from CMES and also from their guardian. All of these participants are living at various village of Charghat upazila.

### 2.2 Characteristics of the Study Area

We choose the rural area. About 52.6 % roads of this area are Kacha (mud made) and 47.4% roads are paka (cobbled road). The life style of most of the people are ordinary, most of their yearly income is TK 4000.00-13000.00 (Bangladeshi currency, TK 80=1USD). Most of people are day labor and farmers. Various NGO are working at these areas for the development of these peoples.

## 3. Results and Discussions

### 3.1 Characteristics of the participant's households

In this section we will discuss the socio-economic condition of the participants. These participants already took training from CMES of its Vatpara unit. We perform our analysis according to the data which was collected from these participants.

#### 3.1.1 Communication system with nearest town

Communication system is very important for the development. At the rural area of Bangladesh most of roads are kacha, some roads are semi paka and rests of road are paka. Rickshaw, van, cart are the common transport for communication.

**Table-1: Communication system with nearest town**

| Types of Road | No. of House | Percentage |
|---|---|---|
| Kacha | 41 | 52.6 |
| Paka | 37 | 47.4 |
| Total | 78 | 100.00 |

From Table-1 we found that most of the participants are using kacha road for going to nearest town which keep them lag behind for their development. Therefore, we can say that this area is undeveloped.

#### 3.1.2 Distance with nearest town

At the rural area people do not get enough facilities to lead better lives, so they need to go to urban area frequently. So, distance with nearest urban area is important for leading better lives.

**Table-2: Distance with nearest town**

| Distance (K.M.) | No. of House | Percentage |
|---|---|---|
| 1 | 1 | 1.3 |
| 3 | 7 | 8.9 |
| 4 | 9 | 11.6 |
| 5 | 20 | 25.6 |
| 6 | 10 | 12.8 |
| 7 | 15 | 19.2 |
| 8 | 3 | 3.9 |
| 10 | 13 | 16.7 |
| Total | 78 | 100.00 |

From this table we found that the average distance of the nearest town from these participant‘s house is 5.5 k.m. and the minimum distance is 1 k.m. and maximum distance is 10 km.

### 3.1.3 House type of the participants

**Table-3: House type of the participants**

| Types of house | No. of House | Percentage |
|---|---|---|
| Kacha | 74 | 94.8 |
| Semi-Paka | 2 | 2.6 |
| Paka | 2 | 2.6 |
| Total | 78 | 100.00 |

People’s housing condition is important and socio-economic development is impossible without improving the housing condition. In rural area most of the houses are kacha which is built by mud, bamboo, straw and tin, semi-paka house is built by brick and tin and paka house is made by brick, cement etc. From the above Table-3 we found that most of the houses of the participants are Kacha. Therefore, we can say that most of the participant’s living condition is not good and they live below poverty level.

### 3.1.4 Latrine types of the participants

**Table-4: Latrine types of the participants**

| Types of latrine | No. of house | Percentage |
|---|---|---|
| Kacha | 60 | 76.92 |
| Sanitary | 5 | 6.41 |
| No latrine | 13 | 16.67 |
| Total | 78 | 100.00 |

Latrine is another important indicator for socio-economic condition. From this Table-4 we found that about 76.92% participants have Kacha latrine and 16.67% participant have no latrine. So, most of them are living with unhealthy environment.

### 3.1.5 Family size of the participants

**Table-5: Family members of the participants**

| No. of family members | No. of house | Percentage |
|---|---|---|
| 3 | 11 | 14.2 |
| 4 | 16 | 20.5 |
| 5 | 22 | 28.2 |
| 6 | 15 | 19.2 |
| 7+ | 14 | 17.9 |
| Total | 78 | 100.00 |

Participants normally live with their parents and the minimum number of family members is 3. Sometime their family has more brothers and sisters and also their grandfather and grandmother are living with them. So, it increases their family members. From the Table-5 we found that about 68% participant's houses have 4-6 family members and their average household size is 4.98 which is less compare to the average household size at the national level 5.5 (BBS, 2001). So, we can say that most of participant's family has satisfactory family members.

### 3.1.6 Sources of drinking water of the participant's house

**Table-6: Source of drinking water of the participants**

| Source | No. of family | Percentage |
|---|---|---|
| Tube-well | 76 | 97.4 |
| Well | 1 | 1.3 |
| Ponds | 1 | 1.3 |
| Total | 78 | 100.00 |

Pure drinking water is important to survive because polluted water causes different diseases which sometimes cause human death. From this table we found that about 97.4% of the participant drinks tube-well water. Although many of them do not have their won tube-well but they drink water from their neighbor's or public tube-well.

### 3.1.7 Micro credit program of the participant's family

**Table-7: Micro credit program of the participant's family**

| Is their any micro credit program is available to your family | No. of family | Percentage |
|---|---|---|
| Yes | 75 | 96.2 |
| No | 3 | 3.8 |
| Total | 78 | 100.00 |

At the rural area of Bangladesh different NGO such as BRAC, ASA, GRAMEEN BANK, etc play significant role for the development of the poor people. They give loan to the poor people particularly women for their development. From Table-7 we found that about 96.2 % of our participant's family involve with this kind of micro credit program, i.e. most of participant's family took loan from differnt microcredit organizations.

### 3.2 Characteristic of the participant's father/guardian

Most of the participants live with their parents. Normally parents or guardian take care about their child's education and basic needs. In our study we also collect information from the participant's father or guardian. These results are given below.

### 3.2.1 Income source of the guardian

**Table-8: Income source of the participant's father**

| Income source | No. of participants | Percentage |
|---|---|---|
| Job | 7 | 9.0 |
| Business | 28 | 35.9 |
| Farming | 18 | 23.1 |
| Others | 25 | 32.0 |
| Total | 78 | 100.00 |

From the Table-8 we found that most of the participant's father or guardians do business but this business is not permanent. They used to sell goods at the rural area.

### 3.2.2 Income of the Participant's Guardian

**Table-9: Yearly income of the participant's guardian**

| Income (TK) | No. of Participants | Percentage |
|---|---|---|
| 3000-4000 | 6 | 7.7 |
| 4000-13000 | 38 | 48.7 |
| 13000-18000 | 16 | 20.5 |
| 18000-23000 | 11 | 14.1 |
| 23000-28000 | 6 | 7.7 |
| 28000-33000 | 0 | 0 |
| 33000-38000 | 0 | 0 |
| 38000-43000 | 1 | 1.3 |
| Total | 78 | 100.00 |

Income is an important indicator for the participant's economic condition. From Table-9 we found that the minimum and maximum income of participant's family is TK 3000.00 to 43000.00 respectively. Most of the participant family's yearly income is TK 8000.00-13000.00 which is not enough to maintain their basic needs and it is less than US$1 per day

### 3.2.3 Social status of the participant's guardian

In the rural area Chairman and members is the public representative and elected by public vote. Local leader locally known as morol selected from ordinary people who have little bit knowledge about education and social security.

**Table-10: Social status of the participant's guardian**

| Social status | No. of Participants | Percentage |
|---|---|---|
| Ordinary people | 72 | 92.3 |
| Chairman | 0 | 0 |
| Member | 0 | 0 |
| Morol (local leader) | 6 | 7.7 |
| Total | 78 | 100.00 |

From Table-10 we found that about 92.3% guardians of the participant's are ordinary people. Most of them are illiterate.

### 3.3 Characteristics of Participants

In this section we will discuss the personal characteristics of the participants.

### 3.3.1 Order of participant's birth position at their family

**Table-11: Order of participant's birth position at their family**

| Birth position | No. of Families | Percentage |
|---|---|---|
| 1st | 29 | 37.2 |
| 2nd | 19 | 24.4 |
| 3rd | 11 | 14.1 |
| 4th | 8 | 10.2 |
| 5th + | 11 | 14.1 |
| Total | 78 | 100.00 |

From Table-11 we found that most of the participants are the first child of their family. It is clear that most of the participants do not get opportunity for education so they participates this kind of training program.

### 3.3.2 Types of training program

**Table-12: Types of training program**

| Types of training | No. of Participants | Percentage |
|---|---|---|
| Welding | 8 | 10.3 |
| Furniture | 22 | 28.2 |
| Construction | 9 | 11.5 |
| Soap making | 13 | 16.7 |
| Photography | 1 | 1.3 |
| Sewing | 23 | 29.5 |
| Poultry | 2 | 2.5 |
| Total | 78 | 100.00 |

CMES give training to participants at different sectors such as welding, furniture making, house construction, soap making, photography, sewing and poultry etc. From Table-12 we found that most of the participants take part at sewing and furniture trade.

### 3.3.3 Social awareness of the participants

**Table-13: Social awareness of Participants**

| Awareness about social condition | No. of Participants | Percentage |
|---|---|---|
| Yes | 59 | 75.6 |
| No | 19 | 24.4 |
| Total | 78 | 100.00 |

To improve the living status we need to aware about some social indicators such as knowledge about AIDS, Arsenic, social securities etc. From this Table we found that most of our participants have knowledge about this.

### 3.3.4 Economic development of the participants

**Table-14: Economic development of the participants after taking training**

| Development of Economic condition after taking training | No. of Participants | Percentage |
|---|---|---|
| Yes | 47 | 60.3 |
| No | 31 | 39.7 |
| Total | 78 | 100.00 |

Rural people of this study area took part the training program from CMES. From this Table-14 we found that about 60.3% participants developed their economic condition by this training. So, disadvantaged youth should take care about this training to build up their sound life.

### 3.3.5 Financial help from the training centre to the participants

**Table-15: Did CMES give financial support during the training period**

| Did institute help you | No. of Participants | Percentage |
|---|---|---|
| No | 1 | 1.3 |
| Yes | 77 | 98.7 |
| Total | 78 | 100.00 |

From Table-15 we found that almost every participant got financial support from that institute which really inspire them to take part the training program from CMES.

### 3.3.6 Job opportunity of the participants

**Table-16: Job Opportunity of the participants after taking training**

| Get job | No. of Participants | Percentage |
|---|---|---|
| Yes | 43 | 55.2 |
| No | 20 | 25.6 |
| No response | 15 | 19.2 |
| Total | 78 | 100.00 |

From this Table-16 we found that about 55.2% participant got job opportunity after taking training and they are satisfied with this training program. So, we can say that this kind

of training program help disadvantaged youth to be self employed and our rural unemployment problem can be partly solved by this kind of training program.

## 4. Logistic Regression

In statistics, logistic regression is a type of regression analysis used for the predicting the outcome of a categorical criterion variable based on one or more predictor variables. The probabilities describing the possible outcome of a single trial are modeled, as a function of explanatory variables, using a logistic function. It can be bi or multinomial. Binomial or binary logistic regression refers to the instance in which the observed outcome can have only two possible types (e.g. dead vs. alive, success vs. failure, yes vs. no). Generally outcome is coded as 0 and 1.

An explanation of logistic regression begins with an explanation of the logistic function, which like probabilities, always takes on values between 0 and 1.

$$\pi(x) = \frac{e^{(\beta_0+\beta_1 X_1+e)}}{1+e^{(\beta_0+\beta_1 X_1+e)}}$$

(1)

Our null hypothesis $H_0$ : Job opportunity improve the family's condition

By using SPSS we get the following results

**Table-17: Logistic regression analysis**

| Variable | B | S.E. | D.F. | Significance value |
|---|---|---|---|---|
| Job Opportunity | -0.0016 | 0.0007 | 1 | 0.2320 |
| constant | 0.2234 | 0.3696 | 1 | 0.5258 |

From this Table we found that our significance value is greater than 0.1 so, we can accept our null hypothesis i.e. we can say that job opportunity improve the family's condition. Therefore, we can say that after taking training from CMES most of the participants got job opportunity inspite of their incomplete education and they improve their living condition.

## 5. Conclusions

CMES is working untiringly for the development of helpless, disadvantaged youth of the rural area of Bangladesh by its different aspects of practical training. It has 22 field units in the various area of Bangladesh. About 20,000 students are attending its education program.

CMES is striving to create an appropriate human resource there, to take advantage of the positive effects of the global changes.

We collected data from 78 participants who already took training from the Vatpara unit of CMES of Nimpara union of Charghat upazila in Rajshahi district and also from their guardian. We took information about their households, economic condition and training's impact at their lives etc. After analyzing the data we found that about 55% participants get job opportunity after taking training from CMES. Most of the participants came from very poor family whose family's yearly income is about TK 8000-13000 which is not enough to maintain family's expenditure. So, most of participants did not get enough opportunity for general education. But after taking training from CMES they make themselves self employed and their families and communities also received benefit from their employment. Most of the participant's guardians are farmers, day labor, and small business man.

So, we believe that the activities of CMES will be increased in the remote area of Bangladesh and it will help landless, helpless and disadvantage youth of the rural area to make them self employed and play significant rule for the rural development.

We collect data only from one unit of CMES out of 22 units around the country. So, sometime our results may give unsatisfactory results comparing with other unit. But considering these 78 participants from Vatpara unit we got satisfactory results which match the overall Bangladesh situation.

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