

KEY FINDINGS REPORT



National Survey on Children's Education in Bangladesh 2021

Based on MICS Approach

June 2022



Statistics and Informatics
Division (SID)



Bangladesh Bureau of
Statistics (BBS)



United Nations Children's
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Demography and Health Wing
Bangladesh Bureau of Statistics (BBS)
Parishankhyan Bhaban
E-27/A, Agargaon, Dhaka 1207

Telephone (Office): +880 2 55007058

Email: mashud2003@yahoo.com

www.bbs.gov.bd

Social Policy, Evaluation, Analytics and Research Section (SPEAR)

UNICEF Bangladesh

UNICEF House, Plot E-30

Syed Mahbub Morshed Avenue, Sher-e-Bangla Nagar

Dhaka 1207, Bangladesh

Telephone (Office): +880 9604107140

Mobile: +880 1715022036

www.unicef.org

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(A 9-year-old girl smiles at a Government Primary School gate on the day of reopening of school-after 18-months school closure.)

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Director General
Bangladesh Bureau of Statistics (BBS)
Statistics and Informatics Division (SID)
Ministry of Planning
Government of the People's Republic of Bangladesh

PREFACE

Bangladesh Bureau of Statistics (BBS) has been conducting the Multiple Indicator Cluster Survey (MICS) since 1993 to gather information on the situation of children and women in Bangladesh. In continuation of this survey, BBS has conducted 'National Survey on Children's Education in Bangladesh 2021' in collaboration with UNICEF Bangladesh to provide a picture of the educational status of children and adolescents for the school year 2021.

'National Survey on Children's Education in Bangladesh 2021' was conducted using electronic devices to reduce data error. The survey instruments and methodology used in Bangladesh MICS 2019 are the base for this survey to provide estimates at the national and divisional levels. Eight modules out of forty three modules of Bangladesh MICS 2019 have been used for 'National Survey on Children's Education in Bangladesh 2021'. This report will allow a comparison between the pre-COVID 2019 data (as baseline) and current data on a few selected key indicators like drop-out rate, foundational literacy and numeracy skills at primary and secondary education levels, etc.

I would like to express my gratitude to the Secretary of Statistics and Informatics Division, Ministry of Planning for providing guidance and valuable support for completing this technical report within the stipulated time. Members of the Programme Implementation Committee (PIC) and Working Committee deserve special thanks for their contribution to the survey and to embed quality assurance elements in this endeavour.

Furthermore, I express my sincere appreciation to Mr. Md. Mashud Alam, Director, Demography & Health Wing and his team for their hard work and dedication in completing the survey and preparing this report. I would also like to extend my thanks to the officials of BBS involved in conducting this survey.

I deeply acknowledge the collaboration of UNICEF Bangladesh for their technical and financial support. We are indeed thankful to UNICEF Bangladesh for their long-standing partnership and constant support. I do believe that this partnership will be continued in the future.

It is our ardent belief that this report will help the policymakers, researchers, development partners, NGOs and other stakeholders to guide the formulation of programmes and strategies for attaining goals and assessing accomplishments.

Dhaka, June 2022

Mohammad Tajul Islam

BACKGROUND

With the onset of the COVID-19 pandemic, the Government of Bangladesh (GoB) declared nationwide closures of all educational institutions from March 17, 2020. The closure continued for 18 months, and schools reopened on September 12, 2021. During the closure, the GoB quickly established a remote learning system to ensure learning continuity, with lessons broadcasted on Television and Radio, e-contents uploaded, and live classes conducted by teachers on online platforms. In addition, teachers and local education officials continued to communicate with students and parents, paid home visits, and distributed worksheets/assignments to aid remote learning activities.

Despite these initiatives, there is a high risk of substantial losses in learning and increasing drop-out rates, particularly in rural and remote areas, as not all children could be reached equitably by remote learning due to access to devices and connectivity. Analysis of past experiences of school closure confirms a significant reduction in foundational skills and basic competencies among children from 11 to 54 per cent.¹

1 UNICEF, 2020. COVID-19: Effects of School Closures on Foundational Skills and Promising Practices for Monitoring and Mitigating Learning Loss. Office of Research – Innocenti Working Paper WP 2020-13

OBJECTIVES

In this context, there is an urgent need first to understand the extent (causes, consequences, and correlations) of COVID-19 on education (attendances, out-of-school, drop-out, and learning loss, among other education outcomes). Secondly, its connected domains like child marriage, child labour, and violence discipline method against children, disaggregated by division, sex, area (Urban/Rural), relevant age groups, mothers' education levels, child's functional difficulties, ethnicity, and wealth quintile, to be able to take appropriate measures to mitigate the risks that the COVID-19 crisis has induced. This understanding will inform decisions and plan calls for actions and programmes accordingly.

Hence a household survey was planned. The specific objectives of the survey are:

1. To capture the extent of the impact of the prolonged school closure on the drop-out and learning loss of children and adolescents over the past 18 months.
2. To capture data on child marriage, child labour and child discipline connected to the education situation as a result of prolonged school closures.

This document highlights the key finding results (KFR) of the education-related data's main survey objective. The full report will provide details on the results as well as information on connected child marriage, child labour, and child discipline domains.

SCOPE OF THE SURVEY

Bangladesh Bureau of Statistics (BBS) and UNICEF Bangladesh have agreed to jointly conduct a household (HH) survey to generate primary data on a few selected key indicators: including drop-out rate, foundational literacy and numeracy skills at primary and secondary education levels. The plan aims to provide estimates at the national and divisional levels, with disaggregation by division, sex, area, relevant age groups, mothers' education levels, child's functional difficulties, ethnicity and wealth quintile.

For this, the MICS² (Multiple Indicator Cluster Surveys) instruments and approach have been used, considering the following advantages:

- The last MICS in Bangladesh was conducted in 2019. Therefore, conducting this survey in 2021 would enable a comparison between the pre-COVID 2019 data (as baseline) and current data (2021) on the selected indicators. With this, the impact of COVID-19 can be monitored.
- In the country, MICS is owned, managed, and technically supervised by the Bangladesh Bureau of Statistics (BBS), a government entity. The results generated in the survey are expected to give confidence to planners, decision-makers and programme implementing agencies for its efficient use.
- The MICS incorporated education, marriage, child discipline, and child labour modules, within which tools and instruments were readily available for measuring school attendance, drop-out rate, foundational literacy and numeracy skills. The tools could be quickly customised, and a household survey could be immediately planned to reduce the planning and execution time.
- Trained enumerators who worked in the 2019 MICS round were tracked and engaged in data collection to reduce training time, as MICS involves extensive training processes.

2 MICS (Multiple Indicator Cluster Surveys): <https://mics.unicef.org>

METHODOLOGY

The survey instruments used in Bangladesh MICS 2019 after customization of MICS 6 modules and field-tested by BBS has been further customised in line with the requirement of fulfilling the current survey objectives. In addition, BBS and UNICEF Bangladesh jointly prepared a list of indicators, questionnaires, manual for interviewers, and data collection applications.

a) Sample design

A two-stage, stratified cluster sampling approach was used to select the survey sample. The sampling frame was based on the 2011 Bangladesh Census of Population and Housing. The primary sampling units (PSUs) selected at the first stage were the enumeration areas (EAs) defined for the census enumeration. The MICS 2019 household listing was used for each sample EA, and a sample of households was selected at the second stage.

b) Sample size

The overall sample size for the Survey 2021 was calculated as 9,000 households. For the calculation of the sample size, the key indicator used is the proportion of drop-out among the children. Since the survey results were planned to tabulate at the divisional level, it was necessary to determine the minimum sample size for each division. Thus, the following formula was used;

$$n = \frac{[4(r)(1 - r)(deff)]}{[(0.12r)^2 (pb)(AvgSize)(RR)]}$$

where

- n* = the required sample size, expressed as number of households
- 4* = a factor to achieve the 95 per cent level of confidence
- r* = the predicted or anticipated value of the indicator, expressed in the form of a proportion
- deff* = the design effect for the indicator, estimated from a previous survey or using a default value of 1.5

$0.12r$ = the margin of error (ME) to be tolerated at the 95 per cent level of confidence, defined as 12 per cent of r (relative margin of error of r)

pb = the proportion of the total population upon which the indicator, r , is based

AveSize = the average household size (number of persons per household)

RR = the predicted response rate

For the calculation, r (proportion of drop-out) was assumed to be 4.5 per cent. The value of $deff$ (design effect) is taken as 1.3 based on estimates from MICS 2019. Further, pb was taken as 42 per cent, AveSize (average HH size) is taken as 4.3 persons per household, and the response rate is assumed to be 90 per cent.

The formula mentioned above was used to calculate expected margins of error for different sample sizes at the division level. The Relative Margin of Error (RME) is found higher at the divisional level and finally considered at 25 per cent level to calculate the sample size. The conclusion from studying the expected confidence intervals and RME is that 1000-1,200 HHs per domain would be adequate to yield estimates with sufficient precision for most of the indicators. It had been decided to have an average sample size of about 1,125 HHs per stratum. The strata will be the eight divisions. This would give a total sample size of 9,000 HHs.

Table 1: shows the allocation of sample households and clusters within each of the eight divisions.

Division	No. of PSUs			No. of households		
	Rural	Urban	Total	Rural	Urban	Total
Barishal	42	8	50	840	160	1,000
Chattogram	48	17	65	960	340	1,300
Dhaka	53	22	75	1,060	440	1,500
Khulna	45	10	55	900	200	1,100
Mymensingh	42	8	50	840	160	1,000
Rajshahi	45	10	55	900	200	1,100
Rangpur	44	6	50	880	120	1,000
Sylhet	42	8	50	840	160	1,000
Total	361	89	450	7,228	1,772	9,000

c) Sample allocation

The number of households selected per cluster for the survey was determined as 20 households, therefore, 450 clusters were required. As sampling fractions (SF) are varying between divisions (SF much higher for Barishal division compared to Dhaka division due to the different population size) would result in variation in sampling weights. Thus, a few departures from the equal allocation of the sample were made while considering the minimum number of required sampled

households (1,000) for the precise estimates at the divisional level. The equal allocation was therefore adjusted in the following way while this approach increased the sample for larger divisions and decreased for smaller divisions compared to a proportional allocation.

d) Listing activities and selection of households

As mentioned earlier, the households listed for MICS-2019 were used for this survey.

The listed households were sequentially numbered from 1 to n (the total number of households in each enumeration area). Then, 20 households in each enumeration area were selected using random systematic selection procedures. The MICS 6 spreadsheet template for systematic random selection of households was adapted and used for this purpose.

e) Data collection method

The data collected were through face-to-face interviews with sampled households utilizing the computer-Assisted Personal Interviewing (CAPI) technique. A draft of structured questionnaires was prepared based on the study's objectives. It was then tested on the ground in combination with the CAPI application. The questionnaires and CAPI have been modified based on the results. Then, Windows-based tablets were used to collect data.

As National Statistical Office, BBS is empowered to consider the ethical issues of conducting the survey as there is no biological experiment involved. Specific strategies addressed in the survey implementation will be detailed in the final report.

f) Training

Training for the final data collection was conducted for 7 days duration from 12/12/2021 to 19/12/2021, except on 16/12/2021, the national victory day. Training included lectures on interviewing techniques and the contents of the questionnaires and mock interviews between trainees to gain practice in asking questions. Participants first completed full training on paper questionnaires, followed by training on the CAPI application. The trainees spent three days with paper questionnaires and three days with CAPI training, including one full day on field practice.

Six officials of BBS headquarters as trainers, 26 supervisors and 83 enumerators of the survey participated in a face-to-face training programme at BBS headquarters in Dhaka.

As survey coordinators, 8 divisional BBS Joint Directors and 64 Deputy Directors/Statistical Officers participated in the training from a remote location online.

g) Fieldwork

Twenty four teams comprised of 3 members, including one supervisor in each team, have collected data from the selected PSUs from 21/12/2021 to 10/01/2022. Windows-based tablets were used for data collection. It took 21 days to complete the field data collection.

h) Fieldwork quality control measure

Team supervisors had the full responsibility for daily monitoring of fieldwork. In addition to interviewing households, each supervisor observed and guided the work of other team members as needed.

In addition to the division and district survey coordinators, BBS survey management team members and senior officials visited the field teams several times. Most importantly, throughout the fieldwork, Field Check Tables (FCTs) were prepared by every week for analysis and to allow field teams to take corrective action immediately.

i) Data management, editing and analysis

Collected data from the field were directly sent to BBS's headquarters via the Internet File Streaming System (IFSS), which was integrated into the management application on the tablets used by the team supervisors. Data were synchronised at HQ on a regular basis as soon as they were ready. Furthermore, the monitoring teams established at BBS HQ communicated with the field teams on any update to the application or technical issues that need to be addressed.

After the completion of fieldwork, the data were edited following the editing process outlined in detail in the MICS Guidelines for secondary editing.

The datasets were analysed using the Statistical Package for Social Sciences (SPSS) software and STATA software.

j) The questionnaire modules used in the survey

- ◆ Household Information Panel
- ◆ List of Household Members
- ◆ Education [3+]
- ◆ Household Characteristics
- ◆ Marriage
- ◆ Child labour
- ◆ Child Discipline [5-14]
- ◆ Child Functioning [2-17]
- ◆ Foundational Learning Skills [7-14]

In line with the survey's objectives to capture information about children's education during COVID-19, a limited number of new questions were incorporated into the existing education modules to elaborate on the influence and causes.

KEY FINDINGS SUMMARY

This national MICS-based survey on the impact of school closure provided a picture of the educational status of school children in the year of 2021. Results showed that 80.5%, 59.6% and 50.3%, at some point in the 2021 school year, attended³ school or an early childhood education program (including distance learning via the internet and videoconferencing, television, and radio), respectively at the primary, lower-secondary, and upper-secondary levels. As for those who participated in remote/distance learning, they were 18.7% at the national level (13.1%, in primary, 20.3% in lower-secondary, 23.7% in upper-secondary and urban (28.7%) and rural (15.9%)).

A direct assessment of the children's reading and numerical skills during the survey showed a decline in the children's ability to meet the foundational four numerical skills (number reading, number discrimination, addition, and pattern recognition and completion) at 25.8%, down from 27.9% in 2019, While no noticeable change was found in their reading skills. The percentage of children with foundational reading skills is still very poor.

In addition, other indicators, particularly in early-age children's education (early/ECD and primary level), show a decline compared to 2019. These include: the out-of-school children in 2021; children enrolled in 2020 who dropped out in 2021; adjusted net attendance rate; early childhood education; adjusted participation rate in organised learning; and net intake rate in primary education, among others. On the other hand, from the lower-secondary level, the situation appears mixed, with some indicators showing no noticeable change compared to 2019 or only slight improvements, like the adjusted net attendance rate.

The additional questions added to the modules helped improve the understanding of the causes of non-enrolment and the parents' perception. Thus, the parents mentioned the four main reasons: prolonged closure of school (43.6%), decreased family income (23.6%), and the unwillingness of children (22.8%) for which their children did not attend school during the school year 2021. As a reason for not

3 Please note, the term "attendance" refers to "yes" to the following question asked for each child in this survey: "At any time during the 2021 school year, did (name) attend school or any early childhood education programme (including remote learning-via internet and video conference, TV, radio,etc.)?". Idem as per definition from the MICS survey in order to enable comparison with MICS 2019. Also, Official school year in Bangladesh covers January to December.

attending distance education, they mentioned the following in order of importance: No scope for distance education from school (42.1%), no supportive device at home for distance learning (39.9%) and No TV/ radio in the household (30.9%).

The results also revealed that 36.7% of the children had the possibility of having a device in their family that could be used for distance learning, of which 29% could access it either regularly or occasionally. Overall, time spent studying (at home, school, or tutoring) fell from 363 minutes (6 hours) prior to COVID-19 to 123 minutes (2 hours) post-school closure. To prevent risks of learning loss, some key actions were taken by households (engage house tutor 38.9%, self-learning 44% of children concerned), and by schools (teachers assignment 71.7%, homework 20%, monitoring through phone 20.3%).

A disaggregated results are presented by residence status (urban/rural) and gender. It shows disparities in residence (urban/rural), gender, and later by geographical area (administrative division) and wellbeing- in the survey's full report. Therefore, it may help better understand potential hidden findings within that disaggregation.

KEY RESULTS

Survey implementation			
Sample frame - Household list updated for MICS 2019		Population and Housing Census, 2011 November 2018	
Interviewer training		12 December 2021 to 19 December 2021	
Fieldwork		21 December 2021 to 10 January 2022	
Survey sample			
Households		Children age 5-17 years	
- Sampled	9,000	- Eligible	9,415
- Occupied	8,996	- Mothers/caretakers interviewed	9,384
- Interviewed	8,995	- Response rate (Per cent)	99.7
- Response rate (Per cent)	99.9		
Girls age 10-24 years			
- Eligible for interviews	5,333		
- Interviewed	5,318		
- Response rate (Per cent)	99.7		

Survey population			
Average household size	4.2	Percentage of population living in	
Percentage of population:		- Urban areas	23.0
Age		- Rural areas	77.0
- 0-4	9.5	- Barishal	6.2
- 5-9	8.8	- Chattogram	19.4
- 10-14	9.3	- Dhaka	24.2
- 15-19	10.6	- Khulna	11.4
- 20-24	7.9	- Mymensingh	7.4
Children and adult populations:		- Rajshahi	12.8
- Children age 0-17 years	33.7	- Rangpur	11.5
- Adults age 18+ years	66.3	- Sylhet	7.2

Survey INDICATORS (MICS related indicators) ⁵		SDG	Module	Description	2021			2019		
					Total	Urban	Rural	Total	Urban	Rural
SR.1	Access to electricity	7.1.1	HC	Percentage of household members with access to electricity	98.7	98.8	98.7	92.2	97.8	90.7
SR.2	Households with a radio		HC	Percentage of households that have a radio	0.6	0.8	0.5	0.6	0.5	0.6
SR.3	Households with a television		HC	Percentage of households that have a television	48.9	68.5	42.8	50.6	74.2	43.9
SR.4	Households with a telephone		HC-MT	Percentage of households that have a telephone (fixed line or mobile phone)	96.4	98.6	95.7	95.3	98.8	94.3
SR.5	Households with a computer		HC	Percentage of households that have a computer	7.0	17.8	3.6	5.6	14.3	3.1
SR.6	Households with internet		HC	Percentage of households that have access to the internet by any device from home	49.0	65.3	44	37.6	53.1	33.2
SR.7	Household size		HC	Average number of household members	4.2	4.1	4.2	4.3	4.2	4.3
SR.8	Sleeping per room		HC	Mean number of persons per room used for sleeping	2.3	2.3	2.3	2.3	2.4	2.3
SR.9	Under-18 population		HC	Proportion of population aged below 18 years	33.7	n.a	n.a	35.6	n.a	n.a
SR.10	Use of improved sanitation facilities	3.8.1	WS	Percentage of household members using improved sanitation facilities	88.7	90.9	88.0	84.6	90.6	82.9
SR.11	Use of basic sanitation services	1.4.1 & 6.2.1	WS	Percentage of household members using improved sanitation facilities which are not shared	71.2	71.0	71.2	64.4	64.7	64.3
EDUCATION										
LN.1	School readiness		ED	Percentage of children attending the first grade of primary school who attended early childhood education programme during the previous school year	75.0	75.1	74.9	72.7	77.2	71.5
LN.2	Net intake rate in primary education		ED	Percentage of children of school-entry age who enter the first grade of primary school	56.7	53.4	57.8	61.4	61.4	61.4
LN.3.a LN.3.b LN.3.c	Net attendance ratio (adjusted)		ED	Percentage of children of (a) primary school age currently attending primary ⁶ or secondary school (b) lower secondary school age currently attending lower secondary school or higher (c) upper secondary school age currently attending upper secondary school or higher	a) 80.5 b) 59.6 c) 50.5	a) 79.9 b) 61.6 c) 56.6	a) 80.7 b) 59.1 c) 48.7	a) 85.9 b) 57.8 c) 48.1	a) 86.1 b) 62.0 c) 52.9	a) 85.8 b) 56.8 c) 46.8

5 For full detailed indicators, please consult : <https://mics.unicef.org/>

6 Primary school indicates 1-5 grades; lower secondary school: 6-8 grades; upper secondary school: 9-10 grades; higher indicates 11-12 grades and above

Survey INDICATORS (MICS related indicators)		SDG	Module	Description	2021			2019				
					Total	Urban	Rural	Total	Urban	Rural		
LN.4.a LN.4.b LN.4.c	Out-of-school rate (OoS)		ED	Percentage of children of (OoS)								
				(a) primary school age who are not attending early childhood education, primary or lower secondary school	a) 15.4	a) 14.2	a) 15.8	a) 6.4	a) 6.1	a) 6.4		
				(b) lower secondary school age who are not attending primary school, lower or upper secondary school or higher	b) 15.6	b) 16.4	b) 15.4	b) 13.1	b) 12.2	b) 13.4		
	(c) upper secondary school age who are not attending primary school, lower or upper secondary school or higher			c) 34.2	c) 29.4	c) 35.6	c) 31.5	c) 30.4	c) 31.7			
	Drop-out rate (DoR)			Percentage of children of (DoR)								
				(a) primary school age children who were enrolled in school in 2020 but no longer attended school (dropped out) in 2021	a) 3.1	a) 3.4	a) 3.1	a) 2.3	a) 2.1	a) 2.4		
(b) lower secondary school-age children who were enrolled in school in 2020 but no longer attended school (dropped out) in 2021		b) 5.0	b) 3.4	b) 5.5	b) 3.8	b) 2.6	b) 4.2					
	(c) upper secondary school-age children who were enrolled in school in 2020 but no longer attended school (dropped out) in 2021	c) 7.1	c) 6.6	c) 7.1	c) 9.7	c) 8.6	c) 10.0					
LN.5.a LN.5.b	Gross intake rate to the last grade		ED	Percentage of children attending the last grade for the first time to children at appropriate age to the last grade								
				(a) Primary school	a) 93.2	a) 94.6	a) 92.8	a) 89.5	a) 87.5	a) 90.0		
				(b) Lower-secondary school	b) 82.1	b) 79.6	b) 82.8	b) 84.8	b) 88.1	b) 84.0		
LN.6.a LN.6.b LN.6.c	Completion rate	4.1.2	ED	Percentage of children aged 3-5 years above the intended age for the last grade who have completed that grade								
				(a) Primary school	a) 84.3	a) 84.3	a) 84.3	a) 82.6	a) 83.0	a) 82.5		
				(b) Lower-secondary school	b) 69.4	b) 69.4	b) 69.4	b) 64.7	b) 67.4	b) 60.0		
				(c) Upper-secondary school	c) 32.2	c) 32.2	c) 32.2	c) 29.4	c) 35.3	c) 27.5		
LN.7	Effective transition rate to lower secondary school		ED	Percentage of children attending the last grade of primary school during the previous school year who are not repeating the last grade of primary school and in the first grade of lower secondary school during the current school year	94.1	97.1	93.2	94.5	96.2	94.2		
LN.8.a LN.8.b	Over-age for grade		ED	Percentage of students attending in each grade who are 2 or more years older than the official school age for grade								
				(a) Primary school	a) 8.2	a) 7.0	a) 8.6	a) 9.0	a) 7.7	a) 9.3		
				(b) Lower-secondary school	b) 11.5	b) 8.7	b) 12.3	b) 13.2	b) 10.2	b) 13.9		

Survey INDICATORS (MICS related indicators)		SDG	Module	Description	2021			2019		
					Total	Urban	Rural	Total	Urban	Rural
LN.9.a LN.9.b LN.9.c LN.9.d	Education Parity Indices i. Gender ii. Wealth iii. Area iv. Functioning	4.5.1	ED	Net attendance ratio (adjusted) for girls divided by net attendance ratio (adjusted) for boys (a) Organized learning (one year younger than the official primary school entry age) (b) Primary school (c) Lower-secondary school (d) Upper-secondary school	a) 1.12 b) 1.11 c) 1.35 d) 1.14	a) n.a b) 1.14 c) 1.36 d) 1.18	a) na b) 1.10 c) 1.36 d) 1.13	a) 1.04 b) 1.06 c) 1.26 d) 1.24	a) na b) 1.04 c) 1.12 d) 1.19	a) na b) 1.07 c) 1.30 d) 1.25
				Net attendance ratio (adjusted) for the poorest quintile divided by net attendance ratio (adjusted) for the richest quintile (a) Organized learning (one year younger than the official primary school entry age) (b) Primary school (c) Lower-secondary school (d) Upper-secondary school	a) 0.84 b) 0.89 c) 0.50 d) 0.42	n.a n.a	a) 0.82 b) 0.92 c) 0.58 d) 0.45	n.a n.a	n.a	
				Net attendance ratio (adjusted) for rural residents divided by net attendance ratio (adjusted) for urban residents (a) Organized learning (one year younger than the official primary school entry age) (b) Primary school (c) Lower-secondary school (d) Upper-secondary school	a) 0.89 b) 1.01 c) 0.96 d) 0.86	n.a n.a	a) 0.96 b) 1.00 c) 0.92 d) 0.89	n.a n.a	n.a	
				Foundational learning skill for girls divided by foundational learning skills for boys a) reading age 7-14 years b) numeracy age 7-14 years	a) 1.13 b) 1.03	n.a n.a	a) 1.16 b) 1.08	n.a n.a	n.a	
				Foundational learning skill for the poorest quintile divided by foundational learning skills for the richest quintile (a) reading age 7-14 years (b) numeracy age 7-14 years	a) 0.53 b) 0.52	n.a n.a	a) 0.56 b) 0.51	n.a n.a	n.a	
				Foundational learning skill for rural residents divided by foundational learning skills for urban residents (a) reading age 7-14 years (b) numeracy age 7-14 years	a) 0.84 b) 0.88	n.a n.a	a) 0.84 b) 0.81	n.a n.a	n.a	
				Foundational learning skill for children with functional difficulties divided by foundation learning skills for children without functional difficulties (a) reading age 7-14 years (b) numeracy age 7-14 years	a) 0.76 b) 0.69	n.a n.a	a) 0.71 b) 0.80	n.a n.a	n.a	
				LN.10	Reading habit at home		FL	Percentage of children aged 7-14 years who read books or are read to at home	95.2	95.9
LN.11	School and home languages		FL	Percentage of children aged 7-14 years attending school whose home language is used at school	95.8	94.2	96.3	99.1	98.7	99.2

Survey INDICATORS (MICS related indicators)		SDG	Module	Description	2021			2019		
					Total	Urban	Rural	Total	Urban	Rural
LN.12.a LN.12.b LN.12.c	Children with foundational reading and number skills	4.1.1	FL	Percentage of children who successfully completed three foundational reading tasks	a) 49.8	a) 56.8	a) 47.7	a) 48.8	a) 55.8	a) 47.0
				(a) Age 7-14	b) 28.8	b) n.a	b) n.a	b) 20.2	b) n.a	b) n.a
				(b) Age for grade 2/3	c) 30.2	c) n.a	c) n.a	c) 24.6	c) n.a	c) n.a
				Percentage of children who successfully completed four foundational number tasks	a) 25.8	a) 28.5	a) 25.0	a) 27.9	a) 32.8	a) 26.6
				(a) Age 7-14	b) 13.2	b) n.a	b) n.a	b) 9.8	b) n.a	b) n.a
				(b) Age for grade 2/3	c) 15.3	c) n.a	c) n.a	c) 12.6	c) n.a	c) n.a
				(c) Attending grade 2/3						

Survey INDICATORS (Non-MICS indicators)		SDG	Module	Description	2021		
					Total	Urban	Rural
LN.13	Remote/Distance/online learning during school closure			Percentage of children who attended Remote/Distance/online learning during school closure	a) 18.7	a) 28.7	a) 15.9
				a) TOTAL (any level)	b) 13.1	b) 20.5	b) 10.8
				b) Primary school	c) 20.3	c) 33.9	c) 16.4
				c) Lower-secondary school	d) 23.7	d) 34.5	d) 20.7
				d) Upper-secondary school			
LN.14	Availability of devices in households and access for children to assist with distance learning			Percentage of children who have at least one device in their household to assist with distance learning during school closure due to COVID-19.	36.9	50.6	32.9
				Percentage of children who have regular or occasional access to an available device at home to assist with distance learning during school closure due to COVID-19.	29.4	42.9	25.5
LN.15	Reasons for not being able to take education through (online/radio/TV, etc) during school closure according to children not attending this distance learning (LN5.8) (Multiple responses)			Physical presence at school	12.2	14.3	11.7
				Permanent closure of school	17.6	14.3	18.4
				Unwillingness of student	14.3	17.1	13.1
				Learning from a private tutor	10.6	11.6	10.4
				No scope for distance education from school	42.1	39.7	42.6
				No scope for using internet at home	41.8	37.7	42.8
				No TV/radio in the household	30.9	24.6	32.4
				No supportive device at home for distance learning	39.9	32.8	41.6
				Unaware of learning programs on radio/TV	12.3	9.8	13.0
				Could not use devices for online class	7.9	7.2	8.1
				Institutes gave assignments/sheets	24.2	23.8	24.3
				Others	4.8	6.4	4.4
LN.16	Reasons for not attending any school or Early Childhood Education programme during the 2021 school year (Multiple responses)			Prolonged closure of school	43.6	35.1	46.2
				Decrease family income	23.6	33.1	20.6
				Unwillingness of child	22.8	24.8	22.2
				Unable to bear education expense	19.3	22.9	18.2
				Will enrol next year	18.7	15.0	19.9
				Child marriage/Pressure for marriage	17.8	10.2	20.1
				Lack of parent's interest/Lack of quality education	13.6	13.5	13.7
				Work for money	10.9	16.2	9.2
				Fear of affecting Covid	7.4	7.9	7.2
				Domestic chores, pregnancy and taking care of other members	15.6	19.6	14.3

Survey INDICATORS (Non-MICS indicators)		SDG	Module	Description	2021		
					Total	Urban	Rural
LN.17	Measures if taken could prevent your children from not attending school or ECD (Multiple responses)			Government support Tuition fee support Scope of internet use Free books/education materials Having TV/Smartphone Others	83.4 35.3 31.5 26.9 25.4 2.0	77.9 39.4 36.9 29.6 30.2 3.7	85.0 34.0 29.8 26.1 23.9 1.4
LN.18.a	Parents' perceptions on whether the school closure has hampered their child's education.			Percentage of children whose education was hampered (a lot or somehow) because of school closure, according to their parents' view Children's education level: At all levels a) Primary b) Lower-secondary c) Upper-secondary	98.4 a) 97.5 b) 99.0 c) 99.3	97.0 a) 95.9 b) 97.4 c) 99.3	98.8 a) 98.0 b) 99.4 b) 99.6
LN.18.b	Parents' perception of their children's education during school closure compared to a classroom environment before COVID-19			Percentage of children whose education was very less or less during the COVID-19 period compared to the education they received before school closure, according to their parents' view: Children's education level: At all levels a) Primary b) Lower-secondary c) Upper-secondary	88.8 a) 88.5 b) 90.1 c) 88.4	86.0 a) 86.0 b) 86.4 c) 85.8	89.7 a) 89.3 b) 91.1 c) 89.2
LN.19	Mean study time (home, school or coaching) before and after school closure			Mean study hours per day Before closure of school All level a) Primary b) Lower-secondary c) Upper-secondary After closure of school All level a) Primary b) Lower-secondary c) Upper-secondary	6.1 a) 4.8 b) 6.9 c) 7.5 2.1 a) 1.7 b) 2.2 c) 2.6	6.3 a) 5.0 b) 7.1 c) 7.7 2.0 a) 1.9 b) 2.5 c) 2.9	6.0 a) 4.7 b) 6.9 c) 7.4 2.1 a) 1.6 b) 2.1 c) 2.4
LN.20	Measure(s) taken to overcome learning loss during school closure of school (Multiple responses)			By household: a) Engage house tutor b) Taught by parents/Family members c) Learn from online/radio/TV d) Self-learning By school: a) Teachers monitoring through phone b) Teachers gave homework c) Teachers gave assignment d) Teachers to come home and study e) Provide education through online f) School did nothing	a) 38.9 b) 24.0 c) 15.2 d) 44.2 a) 20.3 b) 20.0 c) 71.7 d) 6.4 e) 13.0 f) 17.5	a) 41.7 b) 29.0 c) 26.0 d) 48.2 a) 28.9 b) 25.7 c) 70.3 d) 5.0 e) 24.0 f) 14.5	a) 38.0 b) 22.7 c) 11.9 d) 42.9 a) 17.6 b) 18.2 c) 72.1 d) 6.9 e) 9.7 f) 18.5

Figure 1: Adjusted net attendance ratio
gender, area and division

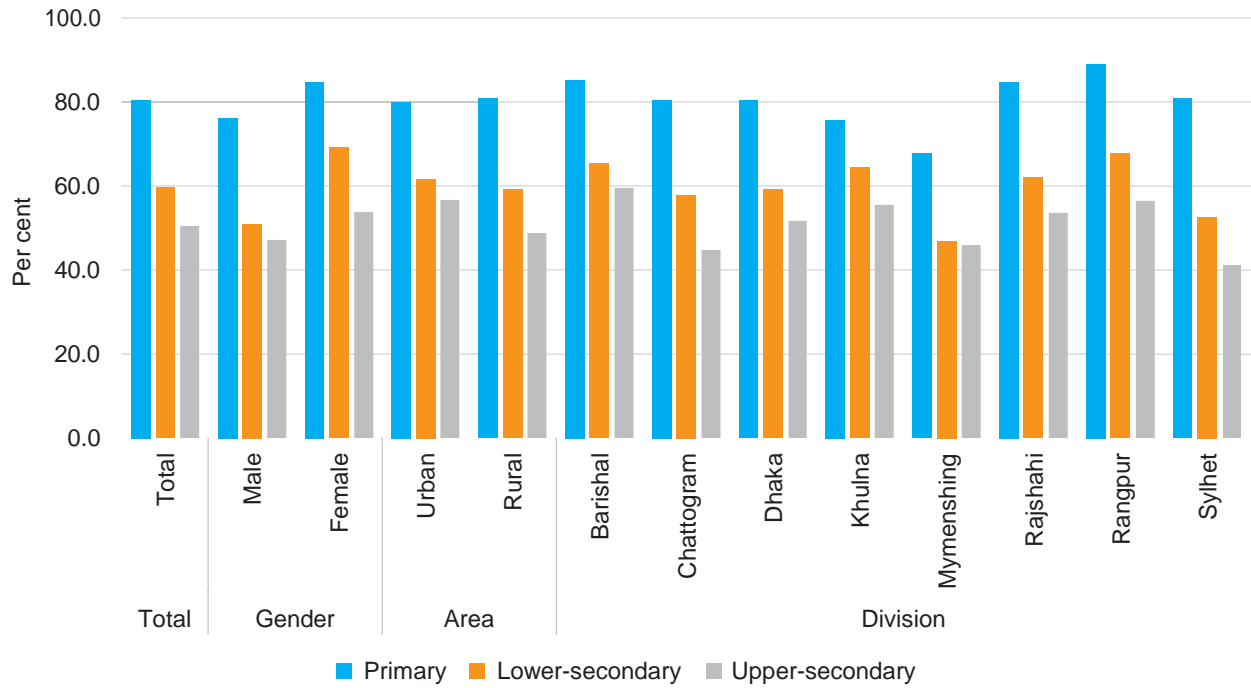


Figure 2: Out-of-school rate
gender, area and division

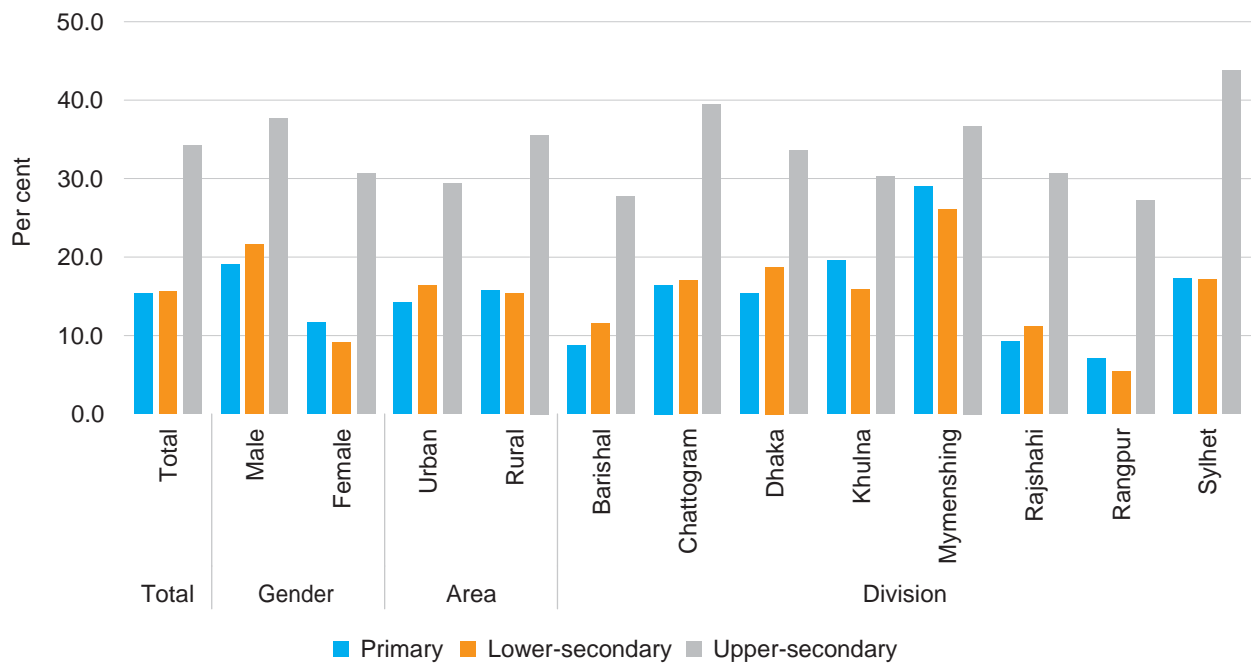
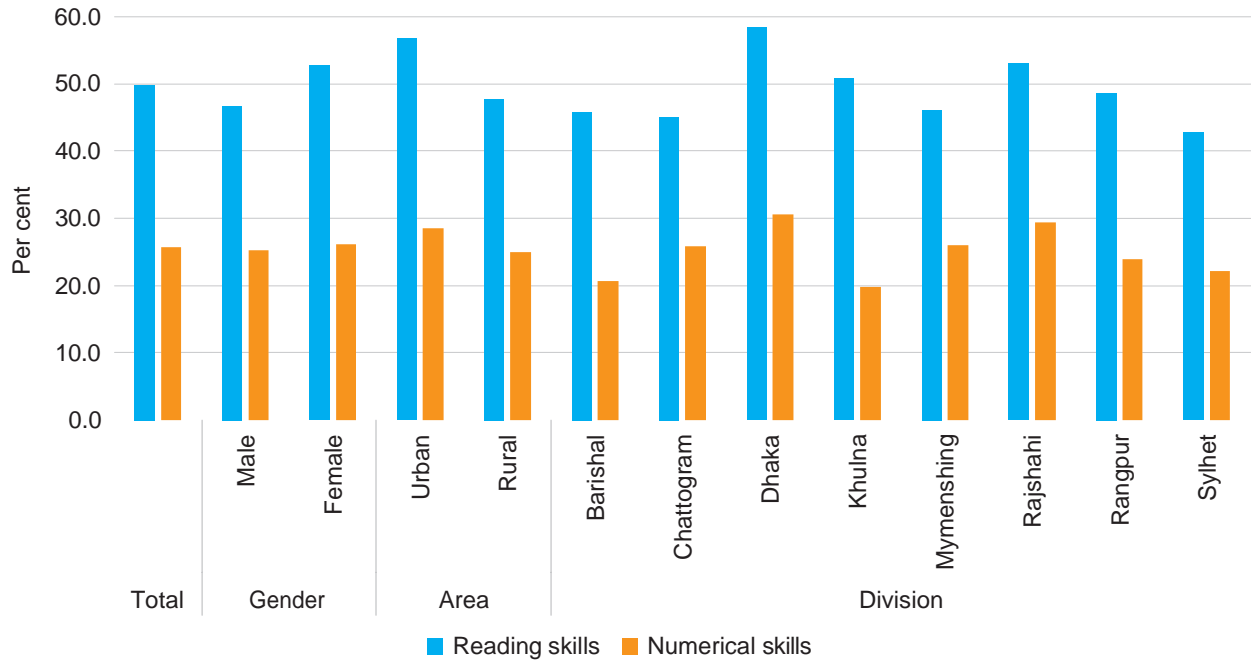


Figure 3: Foundational reading and numerical skills
gender, area and division



Annex 1: Indicators (Numerator and Denominator) of National Survey on Children's Education in Bangladesh 2021:

Serial no.	Indicator	MICS Module ¹	Numerator ²	Denominator	SDG Reference ³
SR.1	Access to electricity	HC	Number of household members with access to electricity	Total number of household members	SDG Indicator 7.1.1
SR.2	Households with a radio	HC	Number of households that have a radio	Total number of households	
SR.3	Households with a television	HC	Number of households that have a television	Total number of households	
SR.4	Households with a telephone	HC – MT	Number of households that have a telephone (fixed line or mobile phone)	Total number of households	
SR.5	Households with a computer	HC	Number of households that have a computer	Total number of households	
SR.6	Households with internet	HC	Number of households that have access to the internet by any device from home	Total number of households	
SR.7	Household size		Total number of household members in households	Total number of households	
SR.8	Sleeping per room		Sum of Number of persons sleeping per room in each household	Total number of households	
SR.9	Under-18 population		Number of members aged 0-17 years in the households	Total number of household members	
SR.10	Use of improved sanitation facilities	WS	Number of household members using improved sanitation facilities	Total number of household members	
SR.11	Use of basic sanitation service	WS	Number of household members using improved sanitation facilities which are not shared	Total number of household members	SDG Indicator 1.4.1 & 6.2.1

- 1 Some indicators are constructed by using questions in several modules in the MICS questionnaires. In such cases, only the module(s) which contains most of the necessary information is indicated.
- 2 All MICS indicators are disaggregated, where relevant, by wealth quintiles, sex, age, ethnicity, migratory status, disability and geographic location (as per the reporting domains), or other characteristics, as recommended by the Inter-agency Expert Group on SDG Indicators: <http://unstats.un.org/sdgs/indicators/Official%20List%20of%20Proposed%20SDG%20Indicators.pdf>
- 3 Sustainable Development Goal (SDG) Indicators, <http://unstats.un.org/sdgs/indicators/indicators-list/>. The Inter-agency Working Group on SDG Indicators is continuously updating the metadata of many SDG indicators and changes are being made to the list of SDG indicators. MICS covers many SDG indicators with an exact match of their definitions, while some indicators are only partially covered by MICS. The latter cases are included here as long as the current international methodology allows for only the way that the MICS indicator is defined, and/or a significant part of the SDG indicator can be generated by the MICS indicator. For more information on the metadata of the SDG indicators, see <http://unstats.un.org/sdgs/metadata/>

Serial no.	Indicator	MICS Module ¹	Numerator ²	Denominator	SDG Reference ³
LN.1	School readiness	ED	Number of children in first grade of primary school who attended pre-school during the previous school year	Total number of children attending the first grade of primary school	
LN.2	Net intake rate in primary education	ED	Number of children of school-entry age who enter the first grade of primary school	Total number of children of school-entry age	
LN.3.a LN.3.b LN.3.c	Net attendance ratio (adjusted)	ED	Number of children of (a) primary school age currently attending primary or secondary school (b) lower secondary school age currently attending lower secondary school or higher (c) upper secondary school age currently attending upper secondary school or higher	Total number of children of (a) Primary school age (b) Lower-secondary school age (c) Upper-secondary school age	
LN.4.a LN.4.b LN.4.c	Out-of-school rate (OoS) Drop-out rate (DoR)	ED	Out-of-school rate (OoS) Number of children of (a) primary school age who are not attending primary or lower secondary school (b) lower secondary school age who are not attending primary school, lower or upper secondary school or higher (c) upper secondary school age who are not attending primary school, lower or upper secondary school or higher Drop-out rate (DoR) Number of children (a) who attended grade in primary school in the previous year who are no longer attending school in the current school year (b) who attended grade in lower secondary school in the previous year who are no longer attending school in the current school year (c) who attended grade in higher secondary school in the previous year who are no longer attending school in the current school year	Total number of children of (a) Primary school age (b) Lower-secondary school age (c) Upper-secondary school age Number of children (a) who attended grade in primary school in the previous year (b) who attended grade in lower secondary school in the previous year (c) who attended grade in higher secondary school in the previous year	
LN.5.a LN.5.b	Gross intake rate to the last grade	ED	Number of children attending the last grade (excluding repeaters) (a) Primary school (b) Lower-secondary school	Total number of children of completion age (age appropriate to final grade)	

Serial no.	Indicator	MICS Module ¹	Numerator ²	Denominator	SDG Reference ³
LN.6.a LN.6.b LN.6.c	Completion rate	ED	Number of children age 3-5 years above the intended age for the last grade who have completed that grade (a) Primary school (b) Lower-secondary school (c) Upper-secondary school	Total number of children age 3-5 years above the intended age for the last grade	4.1.2
LN.7	Effective transition rate to secondary school	ED	Number of children attending the last grade of primary school during the previous school year who are in the first grade of lower secondary school during the current school year	Total number of children attending the last grade of primary school during the previous school year who are not repeating the last grade of primary school in the current school year	
LN.8.a LN.8.b	Over-age for grade	ED	Number of students in each grade who are 2 or more years older than the official school age for grade (a) Primary school (b) Lower-secondary school	Total number of students attending in each grade	
LN.9.a LN.9.b LN.9.c LN.9.d	Education Parity Indices (a) Gender (b) Wealth (c) Area (d) Functioning	ED	Net attendance ratio (adjusted) for girls (a) Primary school (b) Lower-secondary school (c) Upper-secondary school	Net attendance ratio (adjusted) for boys (a) Primary school (b) Lower-secondary school (c) Upper-secondary school	SDG Indicator 4.5.1
			Net attendance ratio (adjusted) for the poorest quintile (a) Primary school (b) Lower-secondary school (c) Upper-secondary school	Net attendance ratio (adjusted) for the richest quintile (a) Primary school (b) Lower-secondary school (c) Upper-secondary school	
			Net attendance ratio (adjusted) for rural residents (a) Primary school (b) Lower-secondary school (c) Upper-secondary school	Net attendance ratio (adjusted) for urban residents (a) Primary school (b) Lower-secondary school (c) Upper-secondary school	
			Foundational learning skills for girls (a) reading age 7-14 years (b) numeracy age 7-14 years	Foundational learning skills for boys (a) reading age 7-14 years (b) numeracy age 7-14 years	

Serial no.	Indicator	MICS Module ¹	Numerator ²	Denominator	SDG Reference ³
			Foundational learning skills for the poorest quintile (a) reading age 7-14 years (b) numeracy age 7-14 years	Foundational learning skills for the richest quintile (a) reading age 7-14 years (b) numeracy age 7-14 years	
			Foundational learning skills for the rural residents (a) reading age 7-14 years (b) numeracy age 7-14 years	Foundational learning skills for the urban residents (a) reading age 7-14 years (b) numeracy age 7-14 years	
			Foundational learning skills for children with functional difficulties (a) reading age 7-14 years (b) numeracy age 7-14 years	Foundational learning skills for children without functional difficulties (a) reading age 7-14 years (b) numeracy age 7-14 years	
LN.10	Reading habit at home	FL	Number of children 7-14 years who read books or are read to at home	Total number of children age 7-14 years	
LN.11	School and home languages	FL	Number of children age 7-14 attending school whose home language is used at school	Total number of children age 7-14 attending school	
LN.12.a LN.12.b LN.12.c	Children with foundational reading and number skills	FL	Number of children age 7-14 years who successfully completed (a) three foundational reading tasks (b) four foundational number tasks	Total number of children age 7-14 years	SDG Indicator 4.1.1

For further information, please contact:

Demography and Health Wing
Bangladesh Bureau of Statistics (BBS)
Parishankhyan Bhaban
E-27/A, Agargaon, Dhaka 1207
Telephone (Office): +880 2 55007058
Email: mashud2003@yahoo.com
www.bbs.gov.bd

Social Policy, Evaluation, Analytics and Research Section (SPEAR)
UNICEF Bangladesh
UNICEF House, Plot E-30
Syed Mahbub Morshed Avenue, Sher-e-Bangla Nagar
Dhaka 1207, Bangladesh
Telephone (Office): +880 9604107140
Mobile: +880 1715022036
Email: inforbangladesh@unicef.org
www.unicef.org

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