SURVEY FINDINGS REPORT

Survey on Children's Education in Bangladesh 2021

March 2023

Statistics and Informatics Division (SID)

Bangladesh Bureau of Statistics (BBS)

unicef for every child

United Nations Children's Fund

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SUMMARY TABLE OF SURVEY IMPLEMENTATION AND THE SURVEY POPULATION, SURVEY ON CHILDREN'S EDUCATION IN BANGLADESH, 2021

Survey implementation			
Sample frame: Bangladesh Population and Housing Census 2011		**Questionnaire:** Household questionnaire	
Interviewer training: December 2021		**Field work:** December 2021 - January 2022	
Survey sample			
1. Households		3. Children age 5-17 years	
- Sampled	9,000	- Eligible	9,415
- Occupied	8,996	- Interviewed	9,384
- Interviewed	8,995	- Response rate (percent)	99.7
- Response rate (percent)	99.9		
2. Girls and women age 10-24 years			
- Eligible for interviews	5,333		
- Interviewed	5,318		
- Response rate (percent)	99.7		

Survey Population			
Average household size	4.2	**Percentage of population living in**	
Percentage of population under:		- Urban areas	23.0
- 5 years	9.5	- Rural areas	77.0
- 18 years	33.7		
		- Barishal	5.8
		- Chattogram	17.6
Total population (no. of household members)	37,935	- Dhaka	25.4
		- Khulna	11.6
Urban population	8,735	- Mymensingh	7.5
Rural population	29,200	- Rajshahi	14.3
Male population	18,841	- Rangpur	11.9
Female population	19,094	- Sylhet	5.9

Housing characteristics		Household or personal assets	
Percentage of households with		**Percentage of households owning:**	
- Electricity	98.4	- A television	48.9
- Improved sanitation	88.7	- A refrigerator	44.4
		- Agricultural land	39.5
		- Farm animals/livestock	60.5
Mean no. of persons per room used for sleeping	2.3	**Percentage of households where at least a member owns or has a**	
		- Mobile phone	96.0
		- Bank account	38.5

SUMMARY TABLE OF KEY FINDINGS

MICS INDICATOR		SDG[1]	Module[2]	Definition[3]	Value
SAMPLE COVERAGE AND CHARACTERISTICS OF THE RESPONDENTS					
SR.1	Access to electricity	7.1.1	HC	Percentage of household members with access to electricity	98.7
SR.2	Households with a radio		HC	Percentage of households that have a radio	0.6
SR.3	Households with a television		HC	Percentage of households that have a television	48.9
SR.4	Households with a telephone		HC – MT	Percentage of households that have a telephone (fixed line or mobile phone)	96.4
SR.5	Households with a computer		HC	Percentage of households that have a computer	7.0
SR.6	Households with internet		HC	Percentage of households that have access to the internet by any device from home	49.0
SR.7	Household size		HC	Average number of household members	4.2
SR.8	Sleeping per room		HC	Mean number of persons per room used for sleeping	2.3
SR.9	Under-18 population		HC	Proportion of population aged below 18 years	33.7
SR.10	Use of improved sanitation facilities	3.8.1	WS	Percentage of household members using improved sanitation facilities	88.7
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

[1] 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/

[2] Refers to the modules in the MICS questionnaire. 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.

[3] All MICS indicators are disaggregated, where relevant, by wealth quintile, sex, age, ethnicity, functional difficulty 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

MICS INDICATOR		SDG	Module	Description	Value
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
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
LN.3a LN.3b LN.3c	Net attendance ratio (adjusted)		ED	Percentage 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	a. 80.5 b. 59.6 c. 50.5
LN.4a LN.4b LN.4c	Out-of-school rate (Oos) Drop-out rate (DoR)		ED	Percentage of children of (Oos) (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 Percentage of children of (DoR) (reference year used for the survey) (a) primary school age children who were enrolled in school in 2020 but no longer attended school (dropped out) in 2021 (b) lower secondary school-age children who were enrolled in school in 2020 but no longer attended school (dropped out) in 2021 (c) upper secondary school-age children who were enrolled in school in 2020 but no longer attended school (dropped out) in 2021	a. 15.4 b. 15.7 c. 34.2 a. 3.1 b. 5.0 c. 7.1
LN.5a LN.5b	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 (b) Lower secondary school	a. 88.7 b. 83.6
LN.6a LN.6b LN.6c	Completion rate	4.1.2	ED	Percentage of children or young people aged 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	a. 78.2 b. 64.1 c. 20.2
LN.7	Effective transition rate to 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
LN.8a LN.8b	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 (b) Lower secondary school	a. 8.2 b. 11.5

MICS INDICATOR		SDG	Module	Description	Value
LN.9a LN.9b LN.9c LN.9d	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) Primary school (b) Lower secondary school (c) Upper secondary school Net attendance ratio (adjusted) for the poorest quintile divided by 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 divided by net attendance ratio (adjusted) for urban residents (a) Primary school (b) Lower secondary school (c) Upper secondary school Foundational learning skill for girls divided by foundational learning skills for boys (a) reading (age 7-14 years) (b) numeracy (age 7-14 years) Foundational learning skill for children in the poorest quintile divided by foundational learning skills for the richest quintile (a) reading (age 7-14 years) (b) numeracy (age 7-14 years) Foundational learning skill for children in rural residents divided by foundational learning skills for urban residents (a) reading (age 7-14 years) (b) numeracy (age 7-14 years) 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. 1.11 b. 1.35 c. 1.14 a. 0.89 b. 0.50 c. 0.42 a. 1.01 b. 0.96 c. 0.86 a. 1.13 b. 1.03 a. 0.53 b. 0.52 a. 0.84 b. 0.88 a. 0.76 b. 0.69
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
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

MICS INDICATOR		SDG	Module	Description	Value
LN.12a LN.12b LN.12c	Children with foundational reading and number skills	4.1.1	FL	Percentage of children who successfully completed three foundational reading tasks[4] (a) Age 7-14 (b) Age for grade 2/3 (c) Attending grade 2/3 Percentage of children who successfully completed four foundational number tasks[5] (a) Age 7-14 (b) Age for grade 2/3 (c) Attending grade 2/3	 a. 49.8 b. 28.8 c. 30.2 a. 25.8 b. 13.2 c. 15.3

MICS INDICATOR		SDG	Module	Description	Value
PROTECTED FROM VIOLENCE AND EXPLOITATION					
PR.2	Violent discipline		UCD – FCD	Percentage of children age 5-14 years who experienced any physical punishment and/or psychological aggression by caregivers in the past one month	76.6
PR.4a PR.4b	Early Marriage [M]	5.3.1	MA	Percentage of women age 20-24 years who were first married or in marital union (a) before age 15 (b) before age 18	 a. 11.2 b. 40.7
PR.5	Young women age 15-19 years currently married or in marital union [M]		MA	Percentage of women age 15-19 years who are married or in marital union	33.1

MICS INDICATOR		SDG	Module	Description	Value
EQUITABLE CHANCE IN LIFE					
EQ.1	Children with functional difficulty		UCF – FCF	Percentage of children aged 5-17 reported with functional difficulty in at least one domain	4.2
EQ.1	Children wear glasses		UCF – FCF	Percentage of children aged 5-17 who wear glasses	2.3
EQ.1	Children use hearing aid		UCF – FCF	Percentage of children aged 5-17 who use hearing aid	0.5
EQ.1	Children use equipment or receive assistance for walking		UCF – FCF	Percentage of children aged 5-17 who use equipment or receive assistance for walking	0.4
EQ.1	Children with difficulty seeing when wearing glasses		UCF – FCF	Percentage of children aged 5-17 with difficulty seeing when wearing glasses	2.7
EQ.1	Children with difficulty hearing when using hearing aid		UCF – FCF	Percentage of children aged 5-17 with difficulty hearing when using hearing aid	6.9

[4] Correctly reading 90% of words in a story, answering comprehension questions and demonstrating foundational reading skills

[5] Number reading, number discrimination, addition, and pattern recognition and completion

MICS INDICATOR		SDG	Module	Description	Value
EQ.1	Children with difficulty walking when using equipment or receiving assistance		UCF – FCF	Percentage of children aged 5-17 with difficulty walking when using equipment or receiving assistance	28.8
LEARNING ONLINE DURING SCHOOL CLOSURE DUE TO COVID-19					
	Online learning during the school closure due to COVID-19			Percentages of primary, lower secondary and upper secondary school age children who participated in online learning during school closure (regardless of education level)	18.7
				Percentage of children with presence of any device in household to assist with online learning	36.9
				Percentage of children who had scope of using devices for online learning, i.e., how frequent have chances to use; (they have own devices or other's devices which they can use): (a) Regularly (b) Occasionally (c) Rarely (d) Not at all (e) No scope of using devices (either for not having own devices or for other's devices without scope of use)	 (a) 30.3 (b) 10.5 (c) 4.6 (d) 4.3 (e) 50.3
				Percentage of children who had participated in online learning (including TV) (i.e., who have already used devices available to them; this is among those who have chances/scope of using devices: (a) Always (b) Occasionally (c) Very little (d) Not at all	 (a) 57.7 (b) 22.1 (c) 10.3 (d) 9.9
				Average online learning time (in minute) per day (only among those who attended online learning)	177.1
	Children's mean study time (in minute) per day before the school closure			Primary, lower secondary and upper secondary school age children's mean study time (in minute) every day <u>before</u> the school closure due to COVID-19 (regardless of education level): (a) At home (b) At school (c) At coaching centre (d) Total (overall)	 (a) 127.1 (b) 190.0 (c) 46.1 (d) 363.3
	Children's mean study time (in minute) per day after the school closure			Primary, lower secondary and upper secondary school age children's overall mean study time (in minute) every day at home or online or coaching centre <u>during</u> the school closure due to COVID-19 (regardless of education level) among all school going children irrespective of attending online learning or not): (a) At home (b) At school (through online learning) (c) At coaching centre (d) Total (overall)	 (a) 83.4 (b) 13.3 (c) 26.8 (d) 123.6
	Children studied at home before and during the school closure for COVID-19 and after reopening of school			Percentages of primary, lower secondary and upper secondary school age children who studied <u>at home before or after class time -</u> before, during the school closure and after reopening of school (regardless of education level): (a) Before the school closure (b) During the school closure (c) After reopening of school	 (a) 95.5 (b) 80.8 (c) 90.8

MICS INDICATOR		SDG	Module	Description	Value
				Mean study time (minute/day) of primary, lower secondary and upper secondary school age children who studied at home before or after class time - before, during school closure and after reopening of school (regardless of education level): (a) Before the school closure (b) During the school closure (c) After reopening of school	 (a) 117.5 (b) 85.8 (c) 111.3
	Children studied at school before and during the school closure for COVID-19 and after reopening of school			Percentages of primary, lower secondary and upper secondary school age children who studied at school- before, during school closure and after reopening of school (regardless of education level): (a) Before the school closure (b) During the school closure (i.e., through online learning) (c) After reopening of school Mean study time (minute/day) of primary, lower secondary and upper secondary school age children who studied at school - before and during school closure and after reopening of school (regardless of education level): (a) Before the school closure (b) During the school closure (i.e., through online learning) (c) After reopening of school	 (a) 94.1 (b) 7.9 (c) 85.7 (a) 186.2 (b) 80.3 (c) 86.1
	Children studied at coaching before and during the school closure for COVID-19 and after reopening of school			Percentages of primary, lower secondary and upper secondary school age children who studied at coaching – before, during school closure and after reopening of school (regardless of education level): (a) Before the school closure (b) During the school closure (c) After reopening of school Mean study time (minute/day) of primary, lower secondary and upper secondary school age children who studied at coaching - before, during school closure and after reopening of school (regardless of education level): (a) Before the school closure (b) During the school closure (c) After reopening of school	 (a) 48.7 (b) 27.5 (c) 39.2 (a) 73.4 (b) 68.2 (c) 69.5
	Reasons for non-participation in online learning during school closure due to COVID-19			Percentages of primary, lower secondary and upper secondary school age children who did not participate in online learning during school closure according to main reasons for non-participation (regardless of education level) (a) Permanent closure of school (b) No scope of online learning from school (c) No scope of using internet at home (d) No television or radio at home (e) No supportive device at home for distant learning (f) Institutes gave assignment to students to complete	 (a) 17.6 (b) 42.1 (c) 41.8 (d) 30.9 (e) 39.9 (f) 24.2
	Measures taken by households to prevent learning loss during school closure due to COVID-19			Percentages of primary, lower secondary and upper secondary school going children according to main measures taken by households to overcome learning loss during school closure (regardless of education level) (a) Engaged a house tutor (b) Taught by parents or family's other members (c) Self-learning (d) Household did nothing	 (a) 38.9 (b) 24.0 (c) 44.2 (d) 35.8

MICS INDICATOR		SDG	Module	Description	Value
	Measures taken by school to fill learning loss during school closure due to COVID-19			Percentages of primary, lower secondary and upper secondary school going children according to main measures taken by school to overcome learning loss during school closure (regardless of education level) (a) Teachers monitored through phone (b) Teachers gave homework (i.e., teachers' instruction for students to go through / study some specific sections/pages of a textbook) (c) Teachers gave assignment/sheets (i.e., gave a copy of some specific exercise pages of a textbook, fixed by education office of a district, for which students provided necessary answers in a written form and submitted those to the teachers on weekly basis, and got marks) (d) School did nothing	(a) 20.3 (b) 20.0 (c) 71.7 (d) 17.5
	Parents' views on/assessment of online learning during school closure due to COVID-19			Percentages of school going children (regardless of education level) according to their parents' views on online learning during school closure, i.e., classroom learning was hampered due to school closure: (a) A lot (b) Somewhat (c) Not at all Percentages of school going children (regardless of education level) according to their parents' views on online learning during school closure, i.e., compared to the classroom learning before COVID-19, online study during COVID-19 was: (a) Very less (b) Less (c) Average/fair (d) Very high	(a) 72.2 (b) 26.2 (c) 1.6 (a) 64.0 (b) 24.8 (c) 8.7 (d) 2.1

Modules (references from MICS)							
HC	Household Characteristics		ED	Education		MA	Marriage
MT	Mass Media and ICT		FL	Foundational Learning Skills		UCF-FCF	Child Functioning
WS	Water and Sanitation		UCD-FCD	Child Discipline			

LIST OF ABBREVIATIONS

BBS	Bangladesh Bureau of Statistics
CAPI	Computer-Assisted Personal Interviews
COVID-19	Corona Virus Disease 2019
CRC	Convention on the Rights of the Child
CSPro	Census and Survey Processing System
EA	Enumeration Area
ECE	Early Childhood Education
FCT	Field Check Table
GDP	Gross Domestic Product
GoB	Government of Bangladesh
GPI	Gender Parity Index
IFSS	Internet File Streaming System
LLECE	Latin American Laboratory for Assessment of the Quality of Education
MDG	Millennium Development Goal
ME	Margin of Error
MICS	Multiple Indicator Cluster Survey
MoE	Ministry of Education
MoHFW	Ministry of Health and Family Welfare
MoPME	Ministry of Primary and Mass Education
MoSW	Ministry of Social Welfare
NAR	Net Attendance Ratio
PASEC	Programme for the Analysis of Education Systems
PISA	Programme for International Student Assessment
PPS	Probability Proportional to Size
PSU	Primary Sampling Unit
RME	Relative Margin of Error
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SDG	Sustainable Development Goal
SF	Sampling Fraction
SID	Statistics and Informatics Division
SPSS	Statistical Package for Social Sciences
TIMSS	Trends in International Mathematics and Science Study
UNICEF	United Nations Children's Fund

Minister
Ministry of Planning
Government of the People's Republic of Bangladesh

MESSAGE

I would like to congratulate the Bangladesh Bureau of Statistics (BBS) for conducting the 'Survey on Children's education in Bangladesh 2021'. In the Constitution of the Peoples' Republic of Bangladesh, Article 28(4) particularly emphasizes in making specific provisions concerning the advancement of the children.

Ensuring child rights, the Government has been carrying and active in building up honest, patriotic and able future generation through ensuring comprehensive development and preservation of child rights. As such, the demand for and use of statistical information for evidence-based policy and decision making is essential. Monitoring changes at household and individual level through household surveys has, therefore, become more important now than ever before.

During COVID-19 pandemic, the Government declared nationwide closures of all educational institutions for 18 months and established a remote learning system to ensure learning continuity. The 'Survey on Children's education in Bangladesh 2021' would help to understand the extent of the impact of the prolonged school closure during COVID-19 pandemic on attendances, out-of-school, drop-out, and learning loss of children, along with other education outcomes and support the government to take steps for improving the quality and standard of education.

I place on record my appreciation to Secretary, Statistics and Informatics Division and Director General, Bangladesh Bureau of Statistics for their efforts to make the survey success. I would like to thank the long-standing partner UNICEF for supporting the execution of the survey.

I hope this report will be useful for planners, policy makers, academicians and researchers.

March 2023

M. A. Mannan MP

Minister of State
Ministry of Planning
Government of the People's Republic of Bangladesh

MESSAGE

I am delighted to know that the Bangladesh Bureau of Statistics has conducted the 'Survey on Children's Education in Bangladesh 2021' in collaboration with UNICEF Bangladesh. The survey has been initiated to generate important statistics related to education in the country that may have been impacted due to the prolonged closure of educational institutions during COVID-19.

Since its start in early 2020, COVID-19 has left its footprint on human lives worldwide, causing the deaths and sufferings of so many and the decline of the economies of the countries, decreasing income, limiting movement, and hampering normal life, Bangladesh is no exception to that. Children, after all, are the most vulnerable group, and disruptions in the country's education system will have a long-term impact on their livelihood in the coming years.

Even though the government of Bangladesh had to close all educational institutions immediately during COVID-19 to limit the spread of the virus, it has taken the necessary alternative steps to continue education in order to minimize education losses. The initiative includes, home visits by teachers to provide assignments to students and follow-up, remote learning sessions through TV and radio, online classes, and tutorials. Besides government initiatives, private institutions have also taken up effective measures for remote learning. In this regard, we must acknowledge the country's achievement in connecting most of its population by providing necessary digital platforms.

The report presents important key indicators of education which will help to address the impact of COVID-19 on children's learning and offer extra support if necessary. The survey also presents significant measures taken by the government, schools, and families as well. The survey findings will work as comprehensive data source to take action required curbing learning disruptions due to COVID-19 situation.

I would like to thank the Secretary, Statistics and Informatics Division, and the Director General of the Bangladesh Bureau of Statistics for providing guidance for the successful completion of the survey. I greatly appreciate the collaboration of UNICEF Bangladesh, a long-standing partner of BBS, in accomplishing the survey.

I hope the findings of the report will be useful for planners, policymakers, academicians, researchers, and program implementing authorities for making decisions in their respective areas.

March, 2023

Dr. Shamsul Alam

Secretary
Statistics and Informatics Division (SID)
Ministry of Planning
Government of the People's Republic
of Bangladesh

FOREWORD

I am very pleased to be associated with Bangladesh Bureau of Statistics (BBS) on publishing the report of the 'Survey on Children's education in Bangladesh 2021' which is both innovative and informative relating to children education. This household survey generates quality statistics on a few selected key indicators of the educational status of children: including drop-out rate, foundational literacy and numeracy skills at primary and secondary education levels in the year of 2021.

It is education that can develop the nations's qualities and skills. Ensuring education for all children is a fundamental issue. This survey was conducted in 2021 which would enable to assess the impact of the school closure during COVID-19 pandemic on children's education. The findings of the survey would provide important information to the stakeholders and the persons who are involved in implementing education programme for taking effective measures. The survey results will also help to monitor the children's education in Bangladesh

I would like to thank Mr. Md. Matiar Rahman, Director General, BBS for providing timely support and guidance to make the survey successful. Special thanks to Mr. Md. Mashud Alam, Director, Demography and Health Wing, BBS and his team for the execution of the survey from conceptualization to the production of this report.

Also Appreciation goes to the UNICEF Bangladesh for their long standing collaboration with BBS that enabled the survey to take place and the production of this report. All the distinguished members of technical committee, monitoring committee and working committee for their efforts at various stages and respondents for their inputs in the survey deserve special thanks.

I believe the information will assist in formulating evidence-based policy and planning as well as help monitoring the performance of Child development programs.

March, 2023

Dr. Shahnaz Arefin, *ndc*

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 conducted the 'Survey on Children's Education in Bangladesh 2021' in collaboration with UNICEF Bangladesh to provide crucial data on the education of children and adolescents during the 18-month period of school closure in 2020-2021.

The household survey aimed to be completed within the shortest possible time so that new interventions and adjustments to existing education programs could be made quickly. BBS released the preliminary report in June 2022 and the final report now on February 2023.

The instruments and methodology used in Bangladesh MICS 2019 are the basis for this survey. Besides the new module "Learning online during school closure due to COVID-19," eight modules of the Bangladesh MICS 2019 have been used for this survey. The instrument was designed to allow comparison of a few indicators with the findings from similar surveys completed before the COVID-19 era.

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 the survey. Members of the Programme Implementation Committee (PIC) and Working Committee deserve special thanks for their contribution to the survey and to embedding quality assurance elements in this endeavor.

Furthermore, I express my sincere appreciation to Mr. Md. Mashud Alam, Director, Demography and Health Wing, and his team for their hard work and dedication in accomplishing the survey and finalizing the report. I would also like to extend my thanks to the concerned officials of BBS and SID.

I deeply acknowledge the collaboration of UNICEF Bangladesh for their technical and financial support to the survey. The long-standing partnership between BBS and UNICEF Bangladesh is expected to continue.

I believe that the report will be very useful to policymakers, researchers, development partners, NGOs, and other stakeholders to guide the formulation of programs and strategies.

March, 2023

Md. Matiar Rahman

unicef
for every child

Representative
UNICEF Bangladesh

MESSAGE

Data, information, and evidence are important elements that allow us to understand situations [on the ground] and take an informed decision to improve certain aspects of a situation. Survey on Children's Education in Bangladesh 2021 – successfully conducted by the Bangladesh Bureau of Statistics (BBS) in partnership with UNICEF Bangladesh – generated primary data on key education and child protection-related indicators, which provides us with a greater understanding of where our children were in 2021, a year that was marred by COVD-19 pandemic across the globe, in terms of their educational access and learning as well as on issues relating to their protection and wellbeing.

The data captured through this survey has the potential for indicating the extent of the impact of the prolonged school closure due to the global pandemic COVID-19 prevalent during that period on children's education and well-being, by comparing them to similar indicators from the MICS 2019 for Bangladesh. This understanding is expected to lead to a better realisation of whether any significant learning loss has happened, whether certain children populations had dropped out of school, whether the pre-existing digital divide had widened the educational disparity through unequal access to remote learning provisions, whether children were subject to the more acute form of negative social normative practices of child marriage and child discipline and what should be done to offset the negative impacts and supporting the children and their communities and education service providers with appropriate programmatic corrective responses.

Certainly, Bangladesh needs more rapid progress in these indicators to achieve the ambitious SDG goals by 2030 which is less than a decade away, and to continue to develop as a thriving middle-income country. There is enough global evidence that shows that these issues perpetuate the vicious cycle of poor human development leading to the continuation of poverty and disparity from one generation to another and eventually leading to less-than-optimal growth of the affected countries. I hope the new set of data available from this survey continues to promote a data-driven public discourse, policy-making, and programmatic response for the betterment of the children in Bangladesh.

It gives me great pleasure to see the publication of the survey report. On behalf of UNICEF and my colleagues who were associated with the survey, I would like to express my sincerest appreciation for the enormous work done by the BBS in planning, implementing, and preparation of the report on the National Survey on Children's Education 2021, during a time that was difficult for field implementation, and the great role it plays in providing robust information on the situation of children. I also thank USAID Bangladesh for its generous financial contribution to generating key data.

March, 2023

Sheldon Yett

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

ACKNOWLEDGEMENT

The Demography and Health Wing of the Bangladesh Bureau of Statistics (BBS) conducted the 'Survey on Children's Education in Bangladesh, 2021' in collaboration with UNICEF Bangladesh in January 2022.

The survey was initiated mainly to generate data on a few selected key education indicators, including drop-out rate, foundational literacy and numeracy skills at primary and secondary education levels, as well as online learning and length of study during school closures due to COVID-19. The report presents estimates at the national and divisional levels, with disaggregation of the national level estimates by sex, location, relevant age groups, mothers' education level, children's functional difficulties, sex of the head of the household, ethnicity, and wealth index quintile.

I would like to express my gratitude to Dr. Shahnaz Arefin *ndc*, Secretary, Statistics and Informatics Division, and Mr. Md. Matiar Rahman, Director General, Bangladesh Bureau of Statistics, for their invaluable support and guidance in ensuring the smooth operation of the survey and finalization of the report. I am also grateful to Mr. Kazi Nurul Islam, Deputy Director General, BBS, for his support in preparing the report.

Also, I would like to acknowledge the contribution of UNICEF Bangladesh in terms of providing necessary funds and technical support for the implementation of the survey.

I would like to express my deepest appreciation to Professor Muhammad Shuaib, the Institute of Statistical Research and Training (ISRT), University of Dhaka, Mr. Mahboob-E-Alam, Statistics and Monitoring Specialist, Mr. Mashiur Rahman Khan, Statistics and Monitoring Officer (Rtd.), Ms. Laila Farhana Apnan Banu, Education Specialist, UNICEF Bangladesh for their technical inputs and support, and all the members of the Working Committee for their cooperation's in conducting the survey and finalizing the report.

My sincere appreciation to Ms. Asma Akhter, Deputy Director, Mr. Md. Lutfor Rahman, Statistical Officer (PRL), Mr. Md. Mahabub Alam, Statistical Officer, and all other team members of this survey for their extensive hard work to make the survey successful. All the enumerators of the survey also deserve special thanks for their cordial efforts.

I hope this report will be very useful for policy makers, planners, researchers, development partners, and other stakeholders, particularly for addressing issues on education that emerged due to COVID-19 pandemic.

Suggestions and comments for further improvement will be highly appreciated.

March, 2023

Md. Mashud Alam

EXECUTIVE SUMMARY

The Survey on Children's Education in Bangladesh, 2021, was conducted to generate estimates for a host of indicators on the status of children's education during the pandemic COVID-19. The survey aimed 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, as well as online learning with length of study during school closure due to COVID-19. The intent is to provide estimates at the national and divisional levels, with disaggregation of the national level estimates by sex, area, relevant age-groups, mothers' education level, child's functional difficulties, sex of the head of the household, ethnicity, and wealth index quintile.

The survey covered a sample of 9,000 households (8,995 successfully interviewed) across all 64 districts in 8 divisions. The Bangladesh Bureau of Statistics (BBS) conducted the survey between December 2021 and January 2022, in collaboration with UNICEF Bangladesh.

The specific objectives of the Survey on Children's Education were to capture the extent of impact of the prolonged school closure due to the onset of COVID-19 pandemic on drop-out and learning loss of children and adolescents, over the past 18 months, and to capture data on child marriage and child discipline, that are proven correlates of the education situation, which had impact due to prolonged closure of schools, necessitated to take appropriate measures to mitigate COVID-19 risks.

The Survey on Children's Education followed a two-stage stratified cluster sampling approach (design), utilised Computer-Assisted Personal Interviewing (CAPI) technique for face-to-face data collection at field level. One questionnaire with two modules, prepared on the lines of MICS6 standard questionnaire, was used in the survey.

Here is the summary of the findings of the report, which presents national level summary results of the survey. This is immediately followed by the analytical report containing division level estimate as also the disaggregated data by different household characteristics that are related to the indicator. A summary of the survey findings are presented below.

Household composition and housing characteristics

The majority of the surveyed households are headed by a male (87.6 percent); most of the members belong to age 35-64 years (69.8 percent) and are living mostly in the rural areas (76.5 percent). The households commonly had 3-5 members, about 68.5 percent (ranging from 19.7 to 29.1 percent). There are about two-thirds of the household heads have formal education, i.e., primary or above (65.9 percent).

Access to electricity of households are almost universal (98.4 percent). About a half of households (49 percent have internet access at home, it is much higher in urban (65.3 percent) than in rural areas (44.0 percent).

A large proportion of households own their dwelling (87.5 percent), it is more in rural (95.5 percent) than in urban areas (61.6 percent), while about 4 in 10 households possess agricultural land (rural: 44.8 percent; urban: 22.1 percent) and 6 in 10 own farm animals/livestock. Ownership of livestock is mostly presents in rural areas (70.4 percent).

Almost every household has at least one member with a celular phone (96.0 percent) but only about 39 percent households have at least one member with a bank account, which is more prevalent among urban (53.3 percent) than in rural households (33.9 percent).

Sanitation

The survey shows that 88.7 percent of the population have access to improved sanitation, which is 4 percentage higher increase in past 3 years compared to MICS Bangladesh 2019 (84.6 percent) results. Again, 71.2 percent of the population is using improved sanitation facilities which is not public or shared, which again has increased by 7 percentage in the last 3 years (MICS 2019). Flush/pour to septic tank or to piped sewer system are the most commonly used facilities in the urban areas and pit latrine with a slab is the most common in rural areas.

Learning

A majority of children are attending school at their official age (primary: 77.7 percent, lower secondary: 66.2 percent) as compared to those attending at an age below the official age or are underage (primary: 5.2 percent, lower secondary: 7.4 percent). Children attending school at an age which is higher than the official age or are overage, are substantially high (primary: 17.1 percent, lower secondary: 26.4 percent), though they are much lower than those attending at their official age.

The Gross Intake Rate (GIR) to the last grade of primary school is 88.7 percent, about 8 percent higher among girls than boys (97.5 percent vs. 89.2 percent). GIR is similar in rural and urban areas but vary considerably across divisions (111.1 in Barishal and 67.6 in Mymensingh). The GIR to the last grade of lower secondary school is 83.6 percent and is much higher for girls (88.8 percent) than boys (74.9 percent).

Further, the primary school completion rate is 78.2, which is much higher for girls (85.6) than boys (70.7). The school completion rates however fall for lower secondary school (64.1 percent) and upper secondary school (20.2 percent). The rates are much lower than those reported in 2019 (MICS), especially at the primary and upper secondary levels ((primary: 82.6 percent; lower secondary: 64.7 percent and upper secondary: 29.4 percent)

The effective transition rate to the secondary level, i.e., children in the last grade of primary school moving on to secondary school has remained very high at 94.1 percent, which is very much comparable to 2019 rates (94.5 percent). These rates do not show much variations across sex of the child, area of residence,and even across the divisions.

The ratio of girls to boys, known as Gender Parity Index (GPI), attending primary, lower and upper secondary school, obtained from net attendance ratios, are 1.11, , 1.35 and 1.14, respectively, which suggests that more girls than boys attend school and particularly at the lower secondary school. Though GPIs by area are very similar to the overall GPI. It varies significantly across divisions (GPI in primary school is 1.49 in Mymensingh, while it is 0.99 in Rangpur).

Children's foundational reading skills seem to be lacking as among children aged 7-14 years, only 62.3 percent can correctly read 90% of words in a given story, while 52.8 and 52.9 percent of children correctly answered comprehension questions of three literals and two inferential, respectively, with an overall foundational reading skills are exhibited in 49.8 percent of children; urban children (56.8 percent) have better reading skills than rural children (47.7 percent). Foundational numeracy skills among children aged 7-14 years

are also at low levels with only 25.8 percent children who could complete all 4 tasks under the numeracy skills. Among them, 59.1 percent successfully completed number reading, 59.6 percent completed number discrimination, 53.5 percent completed addition and 37.5 percent recognized the pattern in numbers. Urban children are a little better than rural children in each of the numeracy tasks.

Primary school drop-out rates are much lower at 3.1 percent (boys: 4.0 percent, girls: 2.3 percent) and are about 4 percentage lower than that at upper secondary school (7.1 percent; boys: 6.4 percent, girls: 7.8 percent) while the drop-out rate at lower secondary level lies in between these two levels. The drop-out rates, regardless of education level, is 4.9 percent with insignificant differences across the background characteristics. On the other hand, the repetition rate is as high as 27.9 percent in upper secondary education, while it is much lower in primary education (3.7 percent) and lower secondary education (2.4 percent). The overall school repetition rate stands at 11.4 percent, irrespective of the level of education.

Online learning during the school closure due to COVID-19

The survey presents school age children's learning status before the closure of school due to COVID-19, during the peak hour of COVID-19, when a country wide lockdown was enforce and educational institutions remained closed as well as immediately after reopening of educational institutions in late 2021. It shows that that only about 1 in 5 (18.7 percent) school going children (regardless of education level) attended online learning during the school closure, with little sex differentials though the levels varied across area of residence (urban: 28.7 percent; rural: 15.9 percent). The primary level participation rate (13.1 percent) was lower compared to lower and upper secondary levels (20.3 and 23.7 percent, respectively). Overall, 36.9 percent of children had some supportive devices in the household to ensure online learning, which again was more in urban (50.6 percent) than in rural areas (32.9 percent), though sex differentials in availability of supportive devices was not very prominent. Nevertheless, among f the school age children who had the scope of using such devices for online learning, about l 57.7 percent used them always, while 22.1 percent used them occasionally and 10.3 percent very little and about 1 in 10 (9.9 percent) never used devices for online learning. Usage of devices was more during the lockdown in urban (67.2 percent) than rural (53.4 percent) children. On an average the children. Studied online for about 3 hours (177.1 minutes) per day.

Regardless of education level, children's everyday study time for learning was 127 minutes per day at home, 190 minutes per day at school and 46 minutes per day at coaching centres, with a total of 363 minutes per day of study time before the school closure. This came down to about 124 minutes per day during the school closure, with 83 minutes at home, 13 minutes at school for online learning and about 278 minutes per day at coaching centres .

Among school going children, a large proportion of 95.5 percent children studied at home before the school closure for pandemic. This dropped sharply to 80.8 percent during the school closure and have not come to the pre-closure levels yet, as it has recovered to 90.8 percent after reopening of schools. Their average study time per day during the three periods are 117.5, 85.8 and 111.3 minutes, respectively. Also, during the three periods under discussion children studying at coaching centres was 48.7, 27.5 and 39.2 percent, respectively. The mean study time at coaching centres were 73.4 minutes, 68.2 minutes and 69.5 minutes per day, respectively, showing that the mean study time at home and at the coaching centres reduced during the school closure days together with the proportion of children that studied at home and at the coaching centres.

As mentioned before, about 4 in 5 school going children did not participate in online learning during the school closure. The main reason for non-participation in online learning (including through radio/television) during school closure were absence of scope of online learning from school (42.1 percent), absence of internet

facility at home (41.8 percent) and non-availability of supportive device for online learning at home (39.9 percent) and not having radio/television at home (30.9 percent).

The 'prolonged closure of school' was the most significant reason (43.6 percent) for children's non-attending any educational institution in the school year 2021, among those who attended school in 2020, i.e., those who dropped out in 2021. Besides, 'decrease in family income' (23.6 percent) and 'child's unwillingness to attend' (22.8 percent), were some other notable reasons for drop-out.

The measures taken by the household to prevent learning loss during school closure for COVID-19, 'self-learning' (44.2 percent), 'engaging a house tutor' (38.9 percent), and 'teaching by parents/family members' (24.0 percent) were the more important ones through which children got benefited. In contrast, 35.8 percent did not get any benefit as households did not take any measure in this respect. 'Giving assignment to students by teachers' (71.7 percent), 'monitoring by teachers through phone' (20.3 percent) and 'assigning homework by teachers' (20.0 percent) were the main measures taken by school that benefited the children to prevent learning loss during school closure. However, 17.5 percent of children did not get any benefit as the schools did not take any measure in this respect.

The school closure during the pandemic hampered children's classroom learning to a great extent was felt by large proportion of parents/caregivers of the school going children (72.2 percent) while some felt it has hampered children's classroom learning to some extent (26.2 percent).

About 64% of children's parents/caregivers felt that online learning during the pandemic was 'quite less' while about 33 percent felt it was 'less' or 'average' as compared to the effectiveness of classroom study before the pandemic.

Child marriage

The survey shows that 9.1 percent of women aged 15-24 years got married before the age of 15 while 11.2 percent and 40.7 percent of women aged 20-24 years got married before 15 and 18, respectively. Mother's education appears to be strongly negatively correlated with child marriage, where higher proportion of children are married off at an early age when mothers have low or no education (55.6 percent of women of age 15-19 are married), while this it is 28.4 percent among those whose mothers have higher education. Also, among women of age 20-24 years about 40.7 percent had been married before age 18, while 11.2 percent had been married before age 15 years. These proportions were 51.4 percent and 15.5 percent, respectively, in 2019 (MICS), showing consistent drop in the rates of child marriage over the years in Bangladesh.

To 'find a 'suitable groom' was reported as the main reason for marrying early (81.2 percent). While 'social practice' was cited by 23.6 percent of women, 'school closure due to COVID-19' as a reason for child marriage was reported in 5.1 percent cases.

Child functioning

About 4.2 percent of children aged 5-17 years were reported to have a functional difficulty in at least one domain of the listed domains[6] based on the Washington Group on Disability Statistics. It was higher among boys (4.8 percent) than girls (3.6 percent) and in urban (5.3 percent) than in rural areas (3.9 percent). Among children who wear glasses, 2.7 percent have difficulty in seeing even after wearing glasses; of the children using hearing aid, 6.9 percent have difficulty in hearing even after using hearing aid and among children using

[6] The domains include seeing, hearing, walking, selfcare, communication, learning, remembering, concentrating, accepting changes, controlling behaviour, making friends, anxiety and depression

equipment for walking, 28.8 percent have difficulty in walking even after using equipment. Though no area differences exist in these proportions, sex differences show that a higher proportion of boys difficulties than girls in all these three domains. Notably, about 37.7 percent of boys as against 20.9 percent of girls have difficulty in walking even after using equipment.

Conclusion

The Survey on Children's Education 2021 reflects the educational status of school age children immediately before and during the school closure for COVID-19 and after reopening of school. School readiness among primary school children is high (75 percent), indicating a high attendance in pre-primary education in the year before the survey year and is comparable with result in the year 2018 where it was 72.7 percent (MICS 2019). Although net attendance ratio (adjusted) in primary school is quite high (80.5 percent), it is considerably low in lower or upper secondary school (59.6 percent and 50.5 percent, respectively). The corresponding attendance ratios three years ago were very much higher at primary level (85.9 percent) but were comparable at lower secondary (57.8 percent) and upper secondary levels (48.1 percent). Similarly, the primary school completion rate is seen to be higher (84.3 percent) than lower and upper secondary school completion rates (69.4 percent and 32.2 percent, respectively), though they were also at similar levels in 2018 (MICS 2019). The gross intake rate to the last grade of primary school (88.7 percent) and lower secondary school (83.6 percent) as well as the effective transition rate to secondary school (94.1 percent) are very high. The GPI in school suggests girls had higher attendance than the boys particularly in lower secondary school (GPI 1.35) and were close to parity at other levels of education. Children of age 7-14 show moderate levels foundational skills in reading (49.8 percent children qualify all three reading skills), but their numeracy skills are disappointing (25.8 percent complete all 4 numeracy tasks). Drop-out and repetition rates in primary level are low (3.1 and 3.7 percent, respectively) although it is moderately high in upper secondary level (7.1 and 27.9 percent, respectively).

During the school closure due to COVID-19, children were less likely to participate in online learning (18.7 percent) mainly due to lack of scope of online learning from school (42.1 percent), absence internet support at home (41.8 percent), unavailability of supportive device (39.9 percent) and lack of radio/television at home (30.9 percent). Online learning apparently failed to satisfy parents, as they opined that online study was 'quite less' (64.0%) or 'less' (24.8%) effective in comparison to classroom study before the school closure. They also observed that the school closure hampered children's education a lot (72.2%) or to some extent (26.2%).

1. INTRODUCTION

1.1 Background

In March 2020, when the novel coronavirus (later termed as COVID-19 by WHO) started to spread in Bangladesh, the GoB immediately took various measures and strategies to tackle the situation including nation-wide shutting down the educational institutions, closing the market and other public spaces along with the transport system to restrict free movement and public gathering. School shutdown continued for 18 months and schools were 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 or assignments to aid remote learning activities.

Despite all these initiatives, there remained 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.[7]

Against this backdrop, there was an urgent need to understand the extent (causes, consequences, and correlations) of COVID-19 on education (attendance, out-of-school, drop-out, and learning loss, among other education outcomes). Also, there was a need to learn status of its associated domains such as child marriage and violent 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. This was needed to make the authority able to take appropriate measures to mitigate the risks or learning losses that the COVID-19 crisis has induced, including attempts to reverse any negative trend, and restore past achievement in these areas.

Based on the felt need, Bangladesh Bureau of Statistics (BBS), Statistics and Informatics Division (SID), Ministry of Planning, Government of Bangladesh (GoB), in collaboration with UNICEF Bangladesh undertook an initiative to gather evidence-based data on the learning status of students during the school closure, side by side the status immediately before the outbreak of COVID-19 as well as after reopening of educational institutions, through a country-wide national survey of households.

This present report is based on this survey viz., Survey on Children's Education in Bangladesh, conducted in 2021 by the Bangladesh Bureau of Statistics (BBS). The survey provides statistically sound data on education situation after the outbreak of the COVID-19 pandemic, which are essential for developing evidence-based policies and formulating programmatic responses and to take appropriate recovery initiatives to address impact of COVID-19 on education,

Bangladesh has been responding to its commitment to children by implementing various development programmes through different social sector ministries such as the Ministry of Health and Family Welfare (MoHFW), Ministry of Primary and Mass Education (MoP&ME), Ministry of Education (MoE), Ministry of Social Welfare (MoSW), etc. A good number of laws/acts for protecting the rights of children have been enacted such as, the Children Act 2013, Birth and Death Registration Act 2013, Disabled People's Rights and Protection Act 2013 and National Human Rights Act 2009. These have been complemented by a number of national policies: Early Childhood Care and Development Policy 2013, National Children Policy 2011, National

[7] 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

Health Policy 2011, National Education Policy 2010, Child Labor Elimination Policy 2010, National Population Policy 2012, etc. The government has also formulated the national development strategy and the Five-Year Development Plans.

In addition to the efforts made by the GoB, international organisations such as UNICEF provided full support for television lessons, while UNESCO supported radio-based lessons.[8] Notwithstanding these initiatives, there is a high risk of substantial losses in learning and increasing drop-out rates,[9] particularly in the rural and remote areas, since all children could not be reached equitably by remote learning system due to lack of access to devices and internet connectivity.

1.2 Survey Objectives

Primary objectives of the Survey on Children's Education was 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). As also the connected domains like child marriage and violence discipline method against children, to be able to take appropriate measures to mitigate the risks that the COVID-19 crisis has induced.

The specific objectives of the survey were:

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 and child discipline connected to the education situation as a result of prolonged school closures

1.3 Scope of the Survey

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

For this, the MICS[10] (Multiple Indicator Cluster Surveys) instruments and approach has been used, considering the following advantages:

- The last round of MICS was conducted in Bangladesh 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 methodology incorporates Education, marriage and child discipline modules, within which tools and instruments were readily available for measuring school attendance, drop-out rate,

[8] https://www.unicef.org/bangladesh/en/stories/students-bangladesh-adjust-remote-learning-national-tv-during-covid-19-lockdown
[9] World Bank 2020. Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates
[10] MICS (Multiple Indicator Cluster Surveys): https://mics.unicef.org

foundational literacy and numeracy skills. The tools could be quickly customized, 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.

The Survey on Children's Education results are expected to fill key data gaps by generating primary data on key education and protection indicators which will be vastly useful for planning and designing appropriate short, medium and long-term response and recovery measures to address the impact of the global pandemic, and thereby contributing to the achievement of the SDGs. The survey is also expected to contribute indirectly to the evidence base of other important initiatives of the Government of Bangladesh and international organisations towards children's betterment and welfare.

This report presents the results from the survey together with analysis of results.

2. SURVEY METHODOLOGY

2.1 Sample Design

The sample for the Survey on Children's Education in Bangladesh 2021 has been designed to provide estimates for a host of indicators on children's educational status in Bangladesh at the national level, for urban and rural areas, and for eight divisions of the country. 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, are the enumeration areas (EAs) defined for the census enumeration, and are selected from the PSU's selected for MICS 2019. The MICS 2019 household listing has been used for each sample EA, and a sample of households has been selected at the second stage.

The number of PSUs and households in the sample of the survey are 450 and 9,000, respectively.

2.2 Sample Size

The overall sample size for the Survey on Children's Education is 9,000 households. For the calculation of the sample size, the key indicator used is the proportion of drop-out among school age 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. For the purpose, the following formula has been 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 percent 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 percent level of confidence, defined as 12 percent 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) has been taken as 4.5 percent. The value of deff (design effect) has been taken as 1.3 based on estimates from MICS 2019. Further, pb has been taken as 42 percent, AveSize (average household size) has been taken as 4.3 persons per household, and the response rate is assumed to be 90 percent.

The formula above has been used to calculate expected margins of error for different sample sizes at the divisional level. The relative margin of error (RME) is found higher at the divisional level and finally considered at 25 percent level to calculate the sample size. The conclusion from studying the expected confidence

intervals and RME is that 1000-1,200 households 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 households per stratum. The strata will be the eight divisions. This would give a total sample size of 9,000 households at the national level.

2.3 Sample Allocation

The number of households selected per cluster for the survey has been determined as 20 households, therefore, 450 clusters were required. As sampling fractions (SF) are varying between divisions (SF, i.e., the number of sample households to total household, is much higher for Barishal division compared to Dhaka division due to the different population size), it resulted 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 has been therefore been adjusted in a way that it increased the sample for larger divisions and decreased for the smaller divisions compared to an equal allocation.

Table SM 2.1: The allocation of sample households and clusters within each of the eight divisions, Survey of Children's Education in Bangladesh, 2021

Division	Number of PSUs			Number 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**

2.4 Listing Activities and Selection of Households

As mentioned earlier, the households listed for MICS-2019 have been used for this survey in order to minimize the time required for fresh listing of households, with the assumption that not much change would have happened in the number of households in the selected PSU during this short period. 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 MICS6 spreadsheet template for systematic random selection of households has been adapted and used for this purpose.

2.5 Data Collection Method

The Survey was conducted using Computer-Assisted Personal Interviews (CAPI) technique for face-to-face data collection at field level. The data collection application has been developed based on the CSPro (Census and Survey Processing System) software, version 7.2. Procedures and standard programmes developed

under the global MICS programme have been customized for the Survey on Children's Education 2021 questionnaire and used throughout.

2.6 Training

Training for the final data collection took place for 7 days during December 12-19, 2021, except on December 16, 2021, the national victory day. Since, trained enumerators who worked in the 2019 MICS round were tracked and engaged in data collection, it justified the reduction in training time, as MICS involves extensive training processes. Training included lectures on interviewing techniques and the contents of the questionnaire, and mock interviews between trainees to gain practice in asking questions. Participants first completed full training on the paper questionnaire, followed by training on the CAPI application. The trainees spent three days with paper questionnaires, three days with CAPI, and one full day on the field practice.

Six officials of the BBS headquarter worked as trainers and 26 supervisors and 83 enumerators for the survey participated in a face-to-face training programme at BBS headquarter in Dhaka. In addition, 8 Joint Directors of 8 divisions and 64 Deputy Directors/Statistical Officers of BBS from 64 districts, participated in the training from a remote location online as coordinators of the survey.

Field supervisors attended additional training on the duties of team supervision and related responsibilities.

2.7 Fieldwork

Twenty-four (24) teams, each comprised of 3 interviewers and 1 supervisor, have collected data from the selected PSUs in 21 working days from December 21, 2021 to January 10, 2022. Android-based tablets were used for the data collection. The tablets utilized a Bluetooth application for field operations, enabling transfer of assignments and completed questionnaires between supervisor and interviewers.

2.8 Fieldwork Quality Control Measures

Team supervisors remained responsible for the daily monitoring of fieldwork. Besides supervision of household interviews, the supervisor observed the work of team members and guided them when needed. He/she observed interviewers' skills and performance every day.

During the fieldwork, in addition to the division and district survey coordinators, the BBS survey management team members and senior officials visited the field teams. Throughout the fieldwork, field check tables (FCTs) were produced weekly for analysis and to allow field teams to take immediate corrective measures.

2.9 Data Management, Editing and Analysis

Data were received in the server of BBS headquarter via Internet File Streaming System (IFSS) integrated into the management application on the supervisors' tablets. Data were synchronized at the headquarter on a regular basis as soon as they were ready. The monitoring teams established at the BBS headquarter communicated application updates or any other technical issue to field teams through this system.

During the data collection and following the completion of fieldwork, data were edited according to editing processes outlined in detail in the MICS Guidelines for Secondary Editing[11], a customised version of the standard MICS6 documentation.

The datasets were analysed using the Statistical Package for Social Sciences (SPSS) software, version 23. Model syntax and tabulation plan developed by UNICEF were customised and used for this purpose.

2.10 Data Tables

The tables based on the data from the survey have been included as part of the sections under which a theme of the survey has been covered and have not been put under a separate section. It may be noted that some of the indicators are based on relative smaller unweighted sample cases. Following the MICS guidelines, all estimates based on smaller samples, unweighted sample numbers between 25 and 49, should be used with caution, and estimates based on less than 25 unweighted sample numbers are not statistically robust and should not be used.

2.11 Survey Findings

Following the basic statistical disclosure control (SDC) procedure, unique identifiers such as location and names collected during interviews were removed from datasets to ensure privacy and anonymity. These anonymised data files are made available on the BBS website and can be freely downloaded for legitimate research purposes.

2.12 Questionnaire

One questionnaire with two modules was used in the survey: 1) A household module to collect basic demographic information on all *de jure* household members (usual residents), household characteristics and the dwelling; 2) A module for children and adults aged 5-24 years, administered to all mothers (or caregivers) or child him/herself living in the household.[12]

In addition to administering the questionnaire, fieldwork teams observed the latrines. Also, the module for children and adults age 5-24 years included a reading and mathematics assessment administered to children age 7-14 years.

The questionnaire included the following modules:

HOUSEHOLD MODULE
• Household Information Panel • List of Household Members • Education [3+ Years] including Effect of COVID-19 on Education and Psycho-Social Aspects • Early Childhood Development • Household Characteristics • Sanitation

CHILDREN AGE 5-24 YEARS MODULE
• Learning and Attendance to School • Child Discipline [5-14] • Child Functioning [5-17] • Parental Involvement [7-14] • Foundational Learning Skills [7-14] • Marriage [10-24]

[11] https://mics.unicef.org/tools#data-processing

[12] Children aged 15-17 years living without their mother and with no identified caregiver in the household were considered emancipated and the questionnaire for children aged 5-17 years has been administered directly to them.

In line with the survey's objectives to capture information on children's educational status during COVID-19, some new questions were incorporated into the existing education modules to explore the influence of the pandemic on education and learning of the children.

Using the MICS6 standard questionnaire, a draft structured questionnaire was developed based on the study's objectives. The questionnaire was modified and translated into Bangla and tested in combination with the CAPI application on November 27, 2021 (the paper questionnaire) and December 4, 2021 (the CAPI application). Based on the results, modifications were made to the wording and translation of the questionnaire and its CAPI application. A copy of the questionnaire is provided in Appendix 2.

2.13 Ethical Protocol

As a National Statistical Office, BBS considered all the ethical issues of conducting this survey as though there was no biological experiment involved. Specific strategies necessary to prevent or avoid COVID-19 infection and spread were addressed. Additionally, the study was human rights-based (including child rights) and gender-sensitive, where all applicable data are disaggregated by sex and age. BBS formed different committees to review or approve all the procedures and survey tools and provide necessary guidelines for smooth operation of the survey.

Verbal consent was obtained for each of the respondents participating and, for children age 15-17 years individually interviewed, an adult consent was obtained before obtaining child's assent. All respondents were informed of the voluntary nature of participation and the confidentiality and anonymity of information. Additionally, respondents were informed of their right to refuse to answer all or particular questions, as well as to stop the interview at any time.

3. SAMPLE COVERAGE AND CHARACTERISTICS OF RESPONDENTS

3.1 Results of interview

Results of the sample implementation including response rates are presented in Table SR[13].1.1. Of the sample of 9,000 households, 8,996 were found to be occupied. Of these, 8,995 were successfully interviewed with a household completion rate of 99.9 percent and response rate of 100 percent.

In the interviewed households, 5,333 girls and women (age 10-24 years) were identified. Of them, 5,318 were successfully interviewed, resulting in a response rate of 99.7 percent within the interviewed households. Similarly, a total of 9,415 children age 5-17 years were identified. Of them, 9,384 children were interviewed, which corresponds to a response rate of 99.7 percent within the interviewed households.

By area of residence and division, a similar pattern exists with respect to the number of households sampled, occupied and interviewed and girls and women age 10-24 years and children age 5-17 years eligible and interviewed.

Table SR.1.1: Results of households, girls and women age 10-24's and children age 5-17's interviews

Number of households, girls and women age 10-24 and children age 5-17 by interview results, Bangladesh, 2021

	Total	Area		Division							
		Urban	Rural	Barishal	Chattogram	Dhaka	Khulna	Mymensingh	Rajshahi	Rangpur	Sylhet
Households											
Sampled	9,000	1,780	7,220	1,000	1,300	1,500	1,100	1,000	1,100	1,000	1,000
Occupied	8,996	1,778	7,218	999	1,297	1,500	1,100	1,000	1,100	1,000	1,000
Interviewed	8,995	1,778	7,217	999	1,296	1,500	1,100	1,000	1,100	1,000	1,000
Household completion rate	99.9	99.9	100.0	99.9	99.7	100.0	100.0	100.0	100.0	100.0	100.0
Household response rate	100.0	100.0	100.0	100.0	99.9	100.0	100.0	100.0	100.0	100.0	100.0
Girls and women age 10-24 years											
Eligible	5,333	1,019	4,314	573	914	782	577	589	549	504	845
Interviewed	5,318	1,016	4,302	573	911	781	570	589	547	504	843
Girl's response rate	99.7	99.7	99.7	100.0	99.7	99.9	98.8	100.0	99.6	100.0	99.8
Children age 5-17 years											
Eligible	9,415	1,765	7,650	1,063	1.636	1.381	1.059	1.024	897	950	1,405
Interviewed	9,384	1,760	7,624	1,055	1.628	1.379	1.055	1.019	896	948	1,404
Children age 5-17's response rate	99.7	99.7	99.7	99.2	99.5	99.9	99.6	99.5	99.9	99.8	99.9

3.2 Housing and household characteristics

Tables SR.2.1 and SR.2.2 provide details on the household level characteristics. Most of the information collected on the housing characteristics have been used in the construction of the wealth index.

Table SR.2.1 presents area and division-wise housing characteristics, i.e., access to electricity and internet, number of rooms used for sleeping and mean number of persons per room used for sleeping.

[13] Table numbers have been suffixed with the acronym of the chapter names for easy referencing throughout the report. E.g., SR has been added to show that tables relate to the chapter on Sample Respondents.

In Table SR.2.2, households are distributed according to ownership of land, dwelling and selected durable assets as well as livestock by households (which includes ownership by individual household members).

Access to electricity is almost universal without variations at area of residence and divisional levels (98.4 percent of the households have electricity; interconnected grid is the most common source with 95.2 percent, off-grid is rare with 3.2 percent; while 1.6 percent do not have electricity). Of 37,935 members of the households successfully interviewed, 98.7 percent have access to electricity in the household with a similar pattern across divisions and areas of residence (Table SR.2.1).

Almost every 1 in 2 households has internet access at home (49.0 percent); however, access to education programmes by the students also depended on access to internet in the neighbour's or friends' household which the students of the sampled households could have accessed and used. Internet access is much higher in urban area (65.3 percent) compared to rural households (44.0 percent). As expected, households in Dhaka division have the largest proportion of internet access than households in all other divisions where households in are twice as likely to have internet access (61.3 percent) as households in Mymensingh and Rangpur (30.1-30.7 percent) which hasve lowest access among the divisions (Table SR.2.1).

The majority of the households use 1-2 rooms for sleeping (30.6 percent use 1 room and 44.1 percent use 2 rooms). Although no area differences exist, division level variations show a higher percentage of households in Barishal using 2-3 or more rooms (86.7 percent) than households in other divisions. On an average 2.3 persons live per room used for sleeping with very little variation between urban and rural areas and across divisions (Table SR.2.1).

About a half (48.9 percent) of the households have a television - much higher in urban area (68.5 percent) than in rural area (42.8 percent). Dhaka and Rajshahi have more households with television compared with the remaining divisions. Possession of radio in households is quite nominal (0.6 percent). Again, while 93.8 percent of households have electric fans and 44.4 percent have refrigerators, only 7.0 percent have a member having a computer or tablet.

Survey also shows that about 9 in 10 (87.5 percent) households own a house which is much higher in in rural (95.5 percent)than in urban area (61.6 percent). About 2 in 5 households (39.5 percent) possess agricultural land which is lower in Chattogram, Dhaka and Sylhet divisions as compared to other divisions. About 61 percent of households own livestock. (Table SR.2.2).

Among the personal belongings owned by at least one member of household, mobile phone was owned by the largest proportion of households (96 percent), while land phone was used only by 0.4 percent, with negligible area and divisional level differences.. About 2 in 5 (38.5 percent) members of household reported having their bank accounts. (Table SR.2.2).

Table SR.2.1: Housing characteristics

Percent distribution of households by selected housing characteristics, according to area of residence and division, Bangladesh, 2021

	Total	Area		Division							
		Urban	Rural	Barishal	Chattogram	Dhaka	Khulna	Mymensingh	Rajshahi	Rangpur	Sylhet
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Electricity											
Yes, interconnected grid	95.2	96.9	94.6	96.9	80.3	99.4	99.3	98.5	98.1	96.4	97.7
Yes, off-grid	3.2	1.7	3.7	1.8	16.3	0.2	0.2	0.4	0.3	1.0	0.2
No	1.6	1.3	1.7	1.3	3.4	0.4	0.6	1.1	1.6	2.7	2.0
Internet access at home											
Yes	49.0	65.3	44.0	41.5	56.2	61.3	51.8	30.1	42.4	30.7	54.3
No	51.0	34.7	56.0	58.5	43.8	38.7	48.2	69.9	57.6	69.3	45.7
Number of rooms used for sleeping											
1	30.6	33.1	29.9	13.3	22.2	37.2	25.4	45.2	34.8	31.9	24.0
2	44.1	42.2	44.7	46.4	45.9	41.9	47.5	37.8	44.8	46.8	40.1
3 or more	25.3	24.7	25.5	40.3	31.9	21.0	27.0	17.0	20.4	21.3	35.9
Number of households	8,995	,	6,882	526	1,583	2,286	1,041	674	1,286	1,071	528
Mean number of persons per room used for sleeping	2.30	2.31	2.30	2.02	2.32	2.35	2.19	2.64	2.15	2.26	2.52
Percentage of household members with access to electricity in the household [1]	98.7	98.8	98.7	98.8	97.0	99.6	99.7	99.1	99.1	97.9	98.4
Number of household members	37,935	8,735	2,9200	2,339	7,374	9,180	4,321	2,793	4,860	4,350	2,719

[1] MICS indicator SR.1 - Access to electricity; SDG Indicator 7.1.1

Table SR.2.2: Household and personal assets

Percentage of households by ownership of selected household and personal assets, and percent distribution by ownership of dwelling, according to area of residence and division, Bangladesh, 2021

	Total	Area		Division							
		Urban	Rural	Barishal	Chattogram	Dhaka	Khulna	Mymensingh	Rajshahi	Rangpur	Sylhet
Percentage of households that own a											
Fixed telephone line	0.4	0.6	0.3	0.3	0.2	0.8	0.5	0.1	0.1	0.2	0.4
Radio	0.6	0.8	0.5	1.0	0.1	0.7	1.3	0.6	0.4	0.4	0.5
Cot/bed	97.3	96.8	97.5	99.1	89.8	98.4	98.4	99.2	99.5	99.5	99.0
Table/chair	88.9	86.3	89.8	92.9	83.4	83.8	93.3	91.0	92.2	94.4	93.8
Almirah/wardrobe	51.5	68.9	46.1	55.2	66.8	63.5	42.8	35.4	35.9	35.4	57.8
Sofa set	16.4	34.1	11.0	7.7	25.7	21.4	10.3	7.3	11.6	9.5	24.6
Water dispenser	8.5	18.4	5.4	4.1	10.7	12.6	8.1	2.7	5.6	1.8	17.0
Television	48.9	68.5	42.8	32.5	38.8	62.8	49.6	36.8	56.2	43.5	41.9
Refrigerator	44.4	66.4	37.6	39.8	46.5	62.8	38.8	36.2	45.1	17.4	37.3
Air conditioner	1.2	4.2	0.3	0.1	0.9	3.0	0.8	0.0	0.9	0.0	0.6
Washing machine	0.9	2.5	0.3	0.4	0.9	2.1	0.2	0.1	0.4	0.0	0.7
Electric water pump	23.5	27.7	22.2	9.1	23.5	23.7	32.6	21.1	28.0	19.5	18.8
Electric fan	93.8	95.4	93.4	95.5	80.1	98.3	98.2	96.7	95.6	94.8	95.6
Percentage of households that own											
Agricultural land	39.5	22.1	44.8	48.9	34.5	31.2	42.7	42.4	45.7	50.6	33.8
Farm animals/livestock	60.5	28.3	70.4	72.9	59.9	36.9	72.2	64.9	72.5	77.5	60.3
Percentage of household that own											
Milk cows or bull	32.6	10.4	39.4	29.2	22.1	17.9	41.4	38.4	43.0	54.5	36.3
Water buffalo or goai	0.3	0.1	0.3	0.5	0.8	0.1	0.4	0.1	0.1	0.2	0.2
Horses, donkeys or mules	0.1	0.0	0.1	0.1	0.0	0.0	0.2	0.0	0.0	0.2	0.1
Goats	20.8	7.4	24.9	14.2	7.2	11.2	35.0	16.0	37.6	39.2	8.7
Sheep	0.4	0.1	0.4	0.3	0.0	0.3	0.2	0.2	0.9	0.7	0.8
Chickens	46.9	20.2	55.0	61.8	51.6	27.3	52.0	56.3	51.9	58.3	44.4
Pigs	0.8	0.2	1.0	0.2	4.1	0.0	0.2	0.3	0.1	0.2	0.1
Ducks	24.4	7.8	29.5	48.2	26.1	15.3	32.7	25.2	23.4	25.0	18.9
Pigeons	8.5	5.6	9.4	13.8	10.0	5.9	13.7	7.5	7.3	7.0	7.3
Percentage of households where at least one member owns or has a											
Watch	27.9	38.4	24.7	25.1	29.1	31.7	31.9	18.7	23.5	26.1	29.6
Bicycle	26.9	18.8	29.4	13.0	9.5	16.5	52.6	19.8	36.6	54.9	16.6
Motorcycle or scooter	11.4	13.6	10.8	7.4	8.3	9.3	16.1	9.0	15.5	15.2	10.8
Animal-drawn cart	0.1	0.0	0.1	0.1	0.0	0.1	0.0	0.3	0.3	0.0	0.0
Car, truck, or van	1.0	2.0	0.7	0.8	0.9	1.1	1.0	0.6	1.0	0.8	1.6
Boat with a motor	0.5	0.6	0.4	1.2	0.7	0.2	0.1	0.2	0.6	0.2	1.4
Rickshaw or rickshaw van	3.9	3.3	4.1	2.1	1.2	2.6	7.0	3.6	6.8	7.0	0.9
Nasiman/Kariman/Votbati	0.5	0.3	0.6	0.5	0.2	0.4	1.5	0.2	1.0	0.2	0.2
Easy Bike/Auto Bike	1.9	1.2	2.1	2.5	1.3	1.9	1.4	3.5	2.4	1.9	1.1
Computer or tablet	7.0	17.8	3.6	3.6	6.1	12.0	5.2	3.7	6.3	3.9	6.4
Mobile phone	96.0	98.0	95.4	96.9	96.9	97.8	95.5	95.2	93.3	94.1	97.3
Bank account	38.5	53.3	33.9	33.9	43.5	45.4	46.2	22.7	31.5	32.1	32.5
Ownership of dwelling											
Owned by a household member	87.5	61.6	95.5	92.3	90.3	71.1	93.0	94.3	96.2	94.6	90.6

Table SR.2.2: Household and personal assets

Percentage of households by ownership of selected household and personal assets, and percent distribution by ownership of dwelling, according to area of residence and division, Bangladesh, 2021

	Total	Area		Division							
		Urban	Rural	Barishal	Chattogram	Dhaka	Khulna	Mymensingh	Rajshahi	Rangpur	Sylhet
Not owned	12.5	38.4	4.5	7.7	9.7	28.9	7.0	5.7	3.8	5.4	9.4
Rented	11.0	36.6	3.1	4.6	8.6	28.0	5.6	3.2	2.6	3.7	6.6
Other	1.5	1.7	1.4	3.1	1.1	1.0	1.3	2.5	1.3	1.7	2.8
Don't know/missing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Number of households	8995	2113	6882	526	1583	2286	1041	674	1286	1071	528

3.3 Household composition

Table SR.3.1 provides the distribution of households by selected background characteristics, including the sex of the household head, age, area of residence, division, education of household head, number of household members, and ethnicity. Both unweighted and weighted numbers are presented. Such information is essential for the interpretation of findings presented later in the report and provide background information on the representativeness of the survey sample. The remaining tables in this report are presented only with weighted numbers. The figures in the table are also intended to show the numbers of observations by major categories of analysis in the report. The weighted and unweighted total numbers of households are equal as sample weights are normalized.

According to Table SR.3.1, the majority of households are headed by a male (87.6 percent). Majority of the household heads belong to age group of 35-64 years (69.8 percent). Again, most of them are situated in rural areas (76.5 percent). Comparatively a higher proportion of the households has 3-5 members (19.7 to 29.1 percent). Households have 4.9 members on an average. About two-third of the household heads have formal education (66 percent; 27.2 percent have primary and 38.8 percent secondary or above). 96.1 percent of the households are Bengali and the rest are of 'other' ethnicity. One third of households (33.9 percent) have at least a child under the age of 5, while 75.6 percent have at least one child age less than 18.

Table SR.3.1: Household composition
Percent and frequency distribution of households by selected characteristics, Bangladesh, 2021

	Weighted percent	Number of households	
		Weighted	Unweighted
Total	100.0	8995	8995
Sex of household head			
Male	87.6	7876	7889
Female	12.4	1119	1106
Age of household head			
18-34	16.0	1444	1412
35-64	69.8	6279	6286
65-84	13.5	1213	1235
85+	0.7	59	62
Area			
Urban	23.5	2113	1778
Rural	76.5	6882	7217
Division			
Barishal	5.8	526	999

Table SR.3.1: Household composition
Percent and frequency distribution of households by selected characteristics, Bangladesh, 2021

	Weighted percent	Number of households	
		Weighted	Unweighted
Chattogram	17.6	1583	1296
Dhaka	25.4	2286	1500
Khulna	11.6	1041	1100
Mymensingh	7.5	674	1000
Rajshahi	14.3	1286	1100
Rangpur	11.9	1071	1000
Sylhet	5.9	528	1000
Education of household head			
ECE/None	34.1	3065	3086
Primary	27.2	2447	2557
Secondary	12.1	1085	1074
Higher	26.7	2398	2278
Number of household members			
1	2.8	253	252
2	11.1	994	946
3	19.7	1774	1705
4	29.1	2617	2574
5	19.7	1773	1808
6	9.5	852	907
7+	8.1	732	803
Ethnicity of household head			
Bengali	96.1	8648	8743
Others	3.9	347	252
Households with [A]:			
At least one child under age 5 years	33.9	3048	3091
At least one child aged 5-17 years	64.3	5780	5851
At least one child aged <18 years	75.6	6795	6847
At least one woman aged 15-49 years	86.7	7799	7810
At least one man aged 15-49 years	79.4	7137	7163
No member aged <50	7.2	646	638
Mean household members	4.2	37935	38573

[A] Each proportion is a separate characteristic based on the total number of households.

3.4 Age structure of household population

The weighted age and sex distribution of the survey population is provided in Table SR.4.1. In the households, successfully interviewed, a weighted total of 37,935 members have been listed. Of them, 18,841 are males, 19,094 females.

Table SR.4.1 shows the age-sex structure of the household population. The proportions of child (0-14), working (15-64) and old-age (65 years and over) groups in the sampled households are 27.6, 66.4 and 5.9 percent respectively without any area differences. The household population aged less than 18 is 33.7 percent and adult members aged 18+ is 66.3 percent; the proportions are similar for males and females, each having one-third aged less than 18 and two thirds aged 18+.

Table SR.4.1: Age distribution of household population by sex
Percent and frequency distribution of the household population by five-year age groups, dependency age groups, and by child (age 0-17 years) and adult populations (age 18 or more), by sex, Bangladesh, 2021

	Males		Females		Total	
	Number	Percent	Number	Percent	Number	Percent
Total	18841	100.0	19094	100.0	37935	100.0
Age						
0-4	1821	9.7	1786	9.4	3607	9.5
5-9	1661	8.8	1671	8.8	3332	8.8
10-14	1792	9.5	1722	9.0	3514	9.3
15-19	2017	10.7	1988	10.4	4005	10.6
15-17	1160	6.2	1154	6.0	2314	6.1
18-19	857	4.6	834	4.4	1691	4.5
20-24	1517	8.1	1491	7.8	3008	7.9
25-29	1427	7.6	1658	8.7	3085	8.1
30-34	1202	6.4	1540	8.1	2741	7.2
35-39	1374	7.3	1608	8.4	2983	7.9
40-44	1254	6.7	1207	6.3	2462	6.5
45-49	1028	5.5	1020	5.3	2048	5.4
50-54	940	5.0	996	5.2	1935	5.1
55-59	791	4.2	726	3.8	1517	4.0
60-64	728	3.9	684	3.6	1412	3.7
65-69	579	3.1	417	2.2	996	2.6
70-74	343	1.8	283	1.5	626	1.6
75-79	173	0.9	130	0.7	304	0.8
80-84	112	0.6	84	0.4	196	0.5
85+	82	0.4	82	0.4	165	0.4
Children and adult populations						
Children aged 0-17 years	6433	34.1	6333	33.2	12767	33.7
Adults aged 18+ years	12407	65.9	12760	66.8	25168	66.3

3.5. Household wealth index quintiles

Table HC.5.1 shows how the household populations in areas and divisions are distributed according to household wealth quintiles. The distribution of household population in the wealth index quintiles is even with 20 percent each by design, but rural households have a larger share in the poorest and second quintiles (22.4 and 23.1 percent, respectively) than those in the wealthier two quintiles (20.2 and 12.6 percent). Dhaka (28.4 percent) and Sylhet (21.3 percent) have higher proportion of households in the richest quintile, than other divisions. (Table HC.5.1).

Table HC.5.1: Wealth quintiles
Percent distribution of the household population by wealth index quintile, according to area of residence and division, Bangladesh, 2021

	Wealth index quintile					Total	Number of household members
	Poorest	Second	Middle	Fourth	Richest		
Total	20.0	20.0	20.0	20.0	20.0	100.0	37935
Area							

Table HC.5.1: Wealth quintiles
Percent distribution of the household population by wealth index quintile, according to area of residence and division, Bangladesh, 2021

	Wealth index quintile					Total	Number of household members
	Poorest	Second	Middle	Fourth	Richest		
Urban	11.9	9.8	14.5	19.3	44.6	100.0	8735
Rural	22.4	23.1	21.6	20.2	12.6	100.0	29200
Division							
Barishal	20.8	28.1	22.8	17.2	11.2	100.0	2339
Chattogram	29.5	13.5	17.3	19.7	20.0	100.0	7374
Dhaka	12.1	16.1	20.3	23.1	28.4	100.0	9180
Khulna	12.4	19.7	24.9	23.2	19.9	100.0	4321
Mymensingh	28.1	29.5	16.2	14.5	11.7	100.0	2793
Rajshahi	16.8	22.0	20.8	20.7	19.7	100.0	4860
Rangpur	25.1	26.0	21.4	15.5	12.0	100.0	4350
Sylhet	21.5	21.5	16.5	19.2	21.3	100.0	2719

3.6 Sanitation

An improved sanitation facility is defined as one that hygienically separates human excreta from human contact. Improved sanitation facilities include flush or pour flush to piped sewer systems, septic tanks or pit latrines, ventilated improved pit latrines and pit latrines with slabs. Table WS.6.1 (and Figure WS.1) shows the population using improved and unimproved sanitation facilities. It also shows the proportion of household population who dispose of faeces in fields, bushes, open water bodies, beaches, or other open spaces, or with solid waste, a practice known as 'open defecation'. Further, the table presents the distribution of household population using improved and unimproved sanitation facilities which are private (i.e., not shared), shared with other households or public facilities.

In Bangladesh, 88.7 percent of the population is living in households using improved sanitation facilities with very small urban-rural variations (Table WS.6.1). Residents of Sylhet (83.5 percent) and Chattogram (82.5 percent) divisions are less likely to use improved sanitation facilities than those of Khulna division (95.4 percent). The table indicates that the use of improved sanitation facilities is apparently positively correlated with education of household head, household wealth status, and is profoundly different between Bengalis and other ethnic population. Relatively a more common facility in use is the pit latrine with a slab (36.9 percent), followed by flush/pour to septic tank (24.4 percent) and flush/pour to pit latrine (22 percent). Flush/pour to septic tank and flush/pour to piped sewer system are the most common facilities in urban area and use of pit latrine with a slab is the most common in rural area.

Table WS.6.2 reveals that 71.2 percent of the household population is using an improved sanitation facility that is not shared and 17.5 percent use an improved sanitation facility that is public or shared with other households. Urban households with access to an improved toilet facility are slightly more likely than rural households to share the facility (19.8 percent and 16.8 percent, respectively). Use of shared toilet facility is more common among households with improved sanitation facilities. Across divisions, sharing of improved sanitation facilities is most prevalent in Mymensingh (24.8 percent) and the least in Barishal (8.5 percent). Variations in use of sanitation by area and divisions is also shown in Figure WS.1 below.

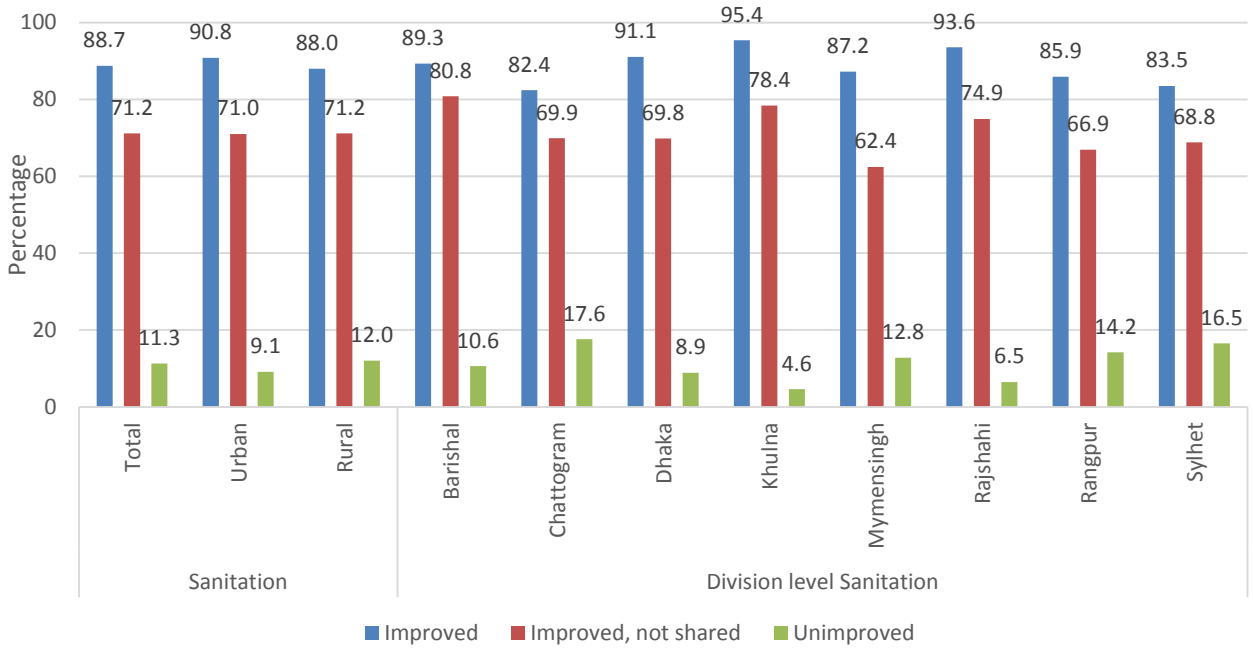
Table WS.6.1: Use of improved and unimproved sanitation facilities
Percent distribution of household population according to type of sanitation facility used, Bangladesh, 2021

	Type of sanitation facility used by household										Total	Percentage using improved sanitation	Number of household members
	Improved sanitation facility						Unimproved sanitation facility			Open defecation (no facility, bush, field)			
	Flush/ Pour flush: Flush to piped sewer system	Flush/ Pour flush: Flush to septic tank	Flush/ Pour flush: Flush to pit latrine	Flush/ Pour flush: Flush to don't know where	Pit latrine: Pit latrine with slab	Composting toilet	Flush/ Pour flush: Flush to open drain	Pit latrine: Pit latrine without slab/ Open pit	Hanging toilet/ Hanging latrine				
Total	5.1	24.4	22.0	0.2	36.9	0.1	2.5	7.4	0.7	0.7	100.0	88.7	37935
Area													
Urban	20.4	35.8	15.7	0.3	18.5	0.1	4.3	4.1	0.7	0.1	100.0	90.9	8735
Rural	0.5	20.9	23.9	0.1	42.4	0.1	2.0	8.3	0.7	0.9	100.0	88.0	29200
Division													
Barishal	0.0	13.8	18.1	0.1	57.4	0.0	0.1	9.8	0.4	0.3	100.0	89.4	2339
Chattogram	1.6	26.2	11.9	0.8	42.0	0.0	2.9	12.7	0.8	1.2	100.0	82.5	7374
Dhaka	19.7	25.8	24.5	0.0	21.0	0.0	3.6	4.9	0.3	0.0	100.0	91.1	9180
Khulna	0.2	32.5	34.7	0.1	27.6	0.3	1.9	2.6	0.0	0.0	100.0	95.4	4321
Mymensingh	0.1	15.7	20.3	0.0	50.9	0.2	0.7	9.2	2.8	0.0	100.0	87.2	2793
Rajshahi	0.0	30.3	30.4	0.1	32.7	0.1	2.1	3.1	0.2	1.1	100.0	93.6	4860
Rangpur	0.0	10.2	12.3	0.0	63.2	0.1	0.1	11.3	0.4	2.3	100.0	85.9	4350
Sylhet	0.1	31.7	26.4	0.0	25.0	0.2	7.4	5.8	2.0	1.3	100.0	83.5	2719
Education of household head													
ECE/None	2.4	12.8	21.9	0.3	45.9	0.2	2.6	11.2	1.2	1.6	100.0	83.4	12647
Primary	3.2	19.7	23.8	0.2	40.8	0.1	2.9	8.2	0.6	0.4	100.0	87.8	10526
Secondary	4.5	26.0	23.2	0.1	37.5	0.0	2.6	5.5	0.1	0.4	100.0	91.4	4639
Higher	10.8	42.9	19.8	0.1	21.4	0.0	2.0	2.5	0.3	0.2	100.0	95.1	10121
Ethnicity													
Bengali	5.3	25.3	22.4	00.2	36.9	0.1	2.6	6.0	0.6	0.5	100.0	90.2	36419
Others	0.0	1.8	13.9	0.0	36.9	0.0	0.0	39.3	2.1	6.1	100.0	52.5	1516
Sex of household head													
Male	5.2	23.8	22.0	0.2	37.4	0.1	2.5	7.4	0.7	0.7	100.0	88.7	34429
Female	4.5	30.2	21.7	0.3	31.9	0.0	2.9	7.0	0.5	1.0	100.0	88.6	3506
Wealth index quintile													
Poorest	0.7	2.2	13.0	0.4	53.1	0.2	3.2	21.1	2.4	3.6	100.0	69.6	7582
Second	1.6	5.5	23.8	0.1	57.3	0.2	2.2	8.5	0.7	0.1	100.0	88.4	7593
Middle	3.0	16.7	28.5	0.4	43.3	0.1	2.5	5.4	0.1	0.0	100.0	91.9	7585
Fourth	4.3	35.8	29.8	0.0	25.6	0.0	3.0	1.3	0.1	0.0	100.0	95.6	7586
Richest	15.9	61.6	15.1	0.0	5.4	0.0	1.5	0.5	0.0	0.0	100.0	98.0	7589

Table WS.6.2: Sharing of sanitation facilities
Percent distribution of household population by use of shared facilities by users of improved and unimproved sanitation facilities, Bangladesh, 2021

	Improved sanitation facility		Unimproved sanitation facility		Open defecation (no facility, bush, field)	Total	Number of household members
	Not shared	Shared	Not shared	Shared			
Total	71.2	17.5	7.6	3.0	0.7	100.0	37935
Area							
Urban	71.0	19.8	5.4	3.6	0.1	100.0	8735
Rural	71.2	16.8	8.3	2.8	0.9	100.0	29200
Division							
Barishal	80.8	8.5	8.9	1.4	0.3	100.0	2339
Chattogram	69.9	12.5	13.2	3.2	1.2	100.0	7374
Dhaka	69.8	21.3	5.4	3.5	0.0	100.0	9180
Khulna	78.4	17.0	2.7	1.9	0.0	100.0	4321
Mymensingh	62.4	24.8	9.1	3.7	0.0	100.0	2793
Rajshahi	74.9	18.7	3.7	1.7	1.1	100.0	4860
Rangpur	66.9	19.0	8.5	3.4	2.3	100.0	4350
Sylhet	68.8	14.7	10.7	4.5	1.3	100.0	2719
Education of household head							
Pre-primary/None	64.9	18.5	10.8	4.2	1.6	100.0	12647
Primary	68.4	19.4	8.2	3.6	0.4	100.0	10526
Secondary	71.3	20.1	5.8	2.4	0.4	100.0	4639
Higher	82.0	13.1	3.8	0.9	0.2	100.0	10121
Ethnicity							
Bengali	72.2	18.0	6.3	2.9	0.5	100.0	36419
Others	47.0	5.6	37.9	3.4	6.1	100.0	1516
Sex of household head							
Male	71.3	17.4	7.6	3.0	0.7	100.0	34429
Female	70.4	18.2	7.5	2.9	1.0	100.0	3506
Wealth index quintile							
Poorest	44.8	24.8	18.5	8.2	3.6	100.0	7582
Second	65.6	22.8	8.0	3.5	0.1	100.0	7593
Middle	72.4	19.5	5.7	2.4	0.0	100.0	7585
Fourth	80.6	15.0	4.0	0.4	0.0	100.0	7586
Richest	92.6	5.4	1.8	0.2	0.0	100.0	7589

Figure WS.1: Access to sanitation facility in the household by area and division, Bangladesh, 2021



4. LEARN

Ensuring all girls and boys complete primary and secondary education is a target of the 2030 Agenda for Sustainable Development. Education is a vital prerequisite for combating poverty, empowering women, propelling economic growth, protecting children from hazardous and exploitative labour and sexual exploitation, promoting human rights and democracy, protecting the environment, and influencing population growth.

In Bangladesh, children enter primary school at age 6, lower secondary school at age 11 and upper secondary school at age 14. Before primary education, there is pre-primary education offered at the state-run Government Primary Schools for 5-year-olds children for one year. There are 5 grades in primary school. In primary school, grades are referred to as year 1 to year 5. For lower secondary school, grades are referred to as year 6 to year 8 and in upper secondary to year 9 to year 12. The school year in Bangladesh typically runs from January to December.

4.1 School readiness and attendance

Attendance to pre-primary education is important for the readiness of children to school. School readiness is defined as children attending the first grade of primary school after attending early childhood education programme in the previous school year. Table LN.1.1 shows the proportion of children in the first grade of primary school (regardless of age) who attended any early childhood education in the previous year.[14]

Table LN.1.2 presents the percentage of children of entry age at primary school to grade 1 (net intake ratio) while Table LN.1.3 provides the percentage of children of primary school age 6 to 11 years who are attending primary or lower secondary school[15], and those who are out of school. Similarly, the lower secondary school adjusted net attendance ratio is presented in Table LN.1.4[16] for children aged 12 to 14 years.

In Table LN.1.5, children are distributed according to their age against current grade of attendance (age for-grade). For example, an 8-year-old child (at the beginning of the school year) is expected to be in grade 3, as per the official age-for-grade. If this child is currently in grade 1, he/she will be classified over-age by 2 years. The table includes both primary and lower secondary levels and presents information on children's age (whether underage or at age or over age) by grade they are currently attending.

The upper secondary school adjusted net attendance ratio, and out of school children ratio are presented in Table LN.1.6.[17]

Overall, 75 percent of children who are currently attending the first grade of primary school had attended pre-school the in previous year (Table LN.1.1). Though the proportion of first graders who attended pre-school

[14] The computation of the indicator does not exclude repeaters, and therefore is inclusive of both children who are attending primary school for the first time, as well as those who were in the first grade of primary school the previous school year and are repeating. Children repeating may have attended pre-primary education prior to the school year during which they attended the first grade of primary school for the first time; these children are not captured in the numerator of the indicator.

[15] Ratios presented in this table are "adjusted" since they include not only primary school attendance, but also secondary school attendance in the numerator.

[16] Ratios presented in this table are "adjusted" since they include not only lower secondary school attendance, but also attendance to higher levels in the numerator.

[17] Ratios presented in this table are "adjusted" since they include not only upper secondary school attendance, but also attendance to higher levels in the numerator

from different 'background characteristics' is similar to that of the overall proportion, yet it is little lower among children in Rangpur (59.9 percent) when compared with other divisions (66.3 to 81 percent).

In Bangladesh, 56.7 percent of children who are of primary school entry age (age 6) (net intake rate), are attending the first grade of primary school (Table LN.1.2) where there are negligible sex and area differentials. However, differentials are evident by division. Children are entering in more timely manner in Chattogram, Barishal, Sylhet and Rajshahi (66.4 to 60 percent) than in remaining divisions with Mymensingh having the lowest proportion (42.3 percent). The net intake rate in school can be seen to increase somewhat with mother's education and socioeconomic status (wealth index) suggesting a positive correlation between them.

Table LN.1.3 reveals that about 4 in every 5 children of primary school age (80.5 percent) are attending school (either primary or lower secondary); with attendance levels little higher for girls (84.8 percent) than boys (76.3 percent). Yet, 19.5 percent of the children remain out of school, which comprise 15.4 percent not attending school and 4.1 percent are attending pre-school in that age. It may be noted that the children attending pre-school in that age are in fact starting school late and are counted as out of school. There are not much of differentials between children in urban and rural areas when it comes to both attendance and remaining out of school. However, percentages vary by divisions with Rangpur showing the highest attendance (89 percent) and Mymensingh, the lowest (67.6 percent). Age is an important factor in school attendance rate, the attendance rates increase with child's age starting from age 6 to 10 years. Similarly, attendance rates increase with mother's education level and household wealth status, ranging from 71.5 to 86.8 for the lowest to highest level of mother's education and from 74.9 to 84.4 for the lowest to the highest wealth equity status.

Table LN.1.4 shows that 59.6 percent of adolescents of secondary school age are attending lower secondary school or higher. The remaining, 24.7 percent are still attending primary school and 15.7 percent are out of school. These proportions are higher among girls (69.0 percent) than in boys (50.9 percent), as was seen in the case of primary school attendance, the rates are similar in urban (61.7 percent) and rural areas (59.1 percent), though they vary considerably across divisions, ranging from 46.8 percent (Mymensingh) to 67.5 percent (Rangpur). Again, the attendance rates increase with the with the age of child, ranging from 43.9 percent to 73.6 percent, among children of age 11 and 13 at beginning of school year, respectively. Similar positive correlation are evident between attendance levels of lower secondary school or higher and mother's education as wealth status of the household.

From Table LN.1.5, it can be seen that while about 4 in every 5 children (77.7 percent) of primary school age attended primary school (or at the official age), only 2 in every 3 children (66.2) of lower secondary school age attended the level at the official age. Over-age attendance was about 17.1 percent at the primary level, while it was 26.4 percent at the lower secondary level. Similar proportions can be seen with negligible variations by sex of children and household heads, area of residence and division in both primary and lower secondary school attendances. Attending at the right official age increases with higher mother's education and the household wealth index status.

Table LN.1.6 reveals that 50.5 percent of adolescents of upper secondary school age are attending upper secondary school or higher (higher among girls with 53.9 percent compared to boys with 47.1 percent). Among the remaining, 15.3 percent are still attending lower secondary school or below, while 34.2 percent are out of school. Upper secondary school net attendance is higher in urban (56.6 percent) than rural areas (48.7 percent). Variations by division exist, ranging from 41.2 percent in Sylhet to 59.6 percent in Barishal. As in the case of primary or lower secondary, the attendance rates for upper secondary school also show positive relationship with household wealth status and mother's educational level.

Table LN.1.1: School readiness
Percentage of children attending first grade of primary school who attended pre-school the previous year, Bangladesh 2021

	Percentage of children attending first grade who attended preschool in previous year [1]	Number of children attending first grade of primary school
Total	75.0	607
Sex		
Male	75.3	305
Female	74.7	302
Area		
Urban	75.1	121
Rural	74.9	486
Division		
Barishal	77.2	36
Chattogram	81.0	152
Dhaka	75.7	134
Khulna	70.0	50
Mymensingh	79.1	43
Rajshahi	79.0	82
Rangpur	59.9	64
Sylhet	66.3	46
Child's functional difficulties (age 5-17 years)		
Has functional difficulty	51.7	27
Has no functional difficulty	76.0	580
Mother's education		
None/ECE	74.4	92
Primary	72.0	171
Secondary	76.2	308
Higher	84.3	23
Sex of household head		
Male	75.1	530
Female	74.2	77
Ethnicity		
Bengali	74.6	583
Others	84.5	24
Wealth index quintile		
Poorest	75.0	149
Second	76.3	154
Middle	75.7	121
Fourth	70.8	110
Richest	77.0	74

[1] MICS indicator LN.3 - School readiness

Table LN.1.2: Primary school entry
Percentage of children of primary school entry age entering grade 1 (net intake rate), Bangladesh, 2021

	Percentage of children of primary school entry age entering grade 1 [1]	Number of children of primary school entry age
Total	56.7	613
Sex		
Male	54.9	312
Female	58.7	302
Area		
Urban	53.4	141
Rural	57.8	472
Division		
Barishal	64.2	44
Chattogram	66.4	137
Dhaka	48.4	123
Khulna	54.5	75
Mymensingh	42.3	52
Rajshahi	60.0	78
Rangpur	53.0	54
Sylhet	61.6	50
Mother's education		
None/ECE	44.8	86
Primary	59.6	146
Secondary	60.8	331
Higher	54.5	34
Sex of household head		
Male	56.1	550
Female	62.7	63
Ethnicity		
Bengali	56.8	589
Others	55.1	24
Wealth index quintile		
Poorest	49.6	141
Second	57.3	143
Middle	57.2	108
Fourth	60.7	114
Richest	60.8	107

[1] MICS indicator LN.4 - Net intake rate in primary education

Table LN.1.3: Primary school attendance and out of school children
Percentage of children of primary school age attending primary or lower secondary school (adjusted net attendance ratio), percentage attending early childhood education, and percentage out of school, Bangladesh, 2021

	Male				Female				Total			
	Net attendance ratio (adjusted) [1]	Percentage of children:		Number of children	Net attendance ratio (adjusted) [1]	Percentage of children:		Number of children	Net attendance ratio (adjusted) [1]	Percentage of children:		Number of children
		Attending early childhood education	Out of school [2] [A]			Attending early childhood education	Out of school [2] [A]			Attending early childhood education	Out of school [2] [A]	
Total	76.3	4.8	19.1	1693	84.8	3.7	11.6	1678	80.5	4.1	15.4	3371
Area												
Urban	75.1	7.1	17.4	420	85.4	4.2	10.4	370	79.9	5.7	14.2	790
Rural	76.7	4.0	19.6	1272	84.6	3.5	12.0	1308	80.7	3.8	15.8	2581
Division												
Barishal	83.7	7.3	9.4	102	86.6	5.7	8.2	102	85.2	6.5	8.8	204
Chattogram	72.0	4.1	23.9	367	88.2	2.1	9.7	393	80.4	3.1	16.6	760
Dhaka	76.4	6.2	17.3	392	84.0	2.7	13.3	376	80.1	4.5	15.4	769
Khulna	75.2	4.4	19.6	197	76.1	4.2	19.7	183	75.6	4.3	19.7	380
Mymensingh	54.9	4.9	41.8	138	81.6	3.8	14.9	126	67.6	4.4	29.0	263
Rajshahi	84.5	6.2	10.0	172	85.0	6.3	8.7	204	84.7	6.2	9.3	376
Rangpur	89.4	2.3	8.3	190	88.5	5.6	5.9	171	89.0	3.9	7.2	361
Sylhet	76.7	2.3	21.3	136	85.0	2.1	12.8	123	80.7	2.2	17.3	259
Age at beginning of school year												
6	57.7	16.6	25.7	312	61.7	14.5	23.8	302	59.7	15.6	24.8	613
7	75.0	4.3	20.7	352	85.0	4.4	10.6	330	79.8	4.3	15.8	681
8	80.4	3.8	15.8	335	88.8	0.9	10.3	344	84.6	2.4	13.0	679
9	84.3	0.3	15.4	346	91.7	0.0	8.3	374	88.1	0.2	11.7	719
10	82.4	0.0	18.4	349	93.5	0.0	6.8	330	87.8	0.0	12.8	679
Child's functional difficulties (age 5-17 years)												
Has functional difficulty	63.1	9.5	25.8	97	68.5	0.8	30.7	63	65.2	6.1	27.7	160
Has no functional difficulty	77.1	4.5	18.7	1596	85.4	3.8	10.9	1616	81.3	4.1	14.8	3211
Mother's education												
None/ECE	63.5	5.2	31.4	296	80.5	2.3	17.2	259	71.5	3.9	24.8	555
Primary	77.5	4.9	17.9	413	85.9	3.1	11.0	430	81.8	4.0	14.4	843
Secondary	79.3	4.7	16.2	852	85.9	3.7	10.4	858	82.6	4.2	13.3	1711
Higher	85.7	3.6	9.7	75	87.8	4.5	7.7	75	86.8	4.0	8.7	150
Sex of household head												
Male	76.8	5.0	18.5	1517	85.0	3.5	11.6	1499	80.9	4.3	15.0	3016
Female	72.1	2.4	24.6	175	82.9	4.8	12.4	179	77.5	3.6	18.4	355
Ethnicity												
Bengali	76.4	4.9	18.9	1628	84.7	3.8	11.6	1606	80.5	4.3	15.3	3234
Others	73.9	2.4	23.6	65	86.6	1.5	11.8	72	80.6	1.9	17.4	137
Wealth index quintile												
Poorest	69.5	4.4	26.3	406	80.6	4.1	15.5	385	74.9	4.2	21.0	791
Second	75.8	4.6	19.7	358	82.5	3.3	14.2	366	79.2	4.0	16.9	724
Middle	78.7	4.3	16.9	330	88.0	4.0	8.0	333	83.3	4.2	12.4	663
Fourth	79.5	5.6	15.4	309	85.7	2.6	11.8	315	82.6	4.1	13.5	623

Table LN.1.3: Primary school attendance and out of school children
Percentage of children of primary school age attending primary or lower secondary school (adjusted net attendance ratio), percentage attending early childhood education, and percentage out of school, Bangladesh, 2021

	Male				Female				Total			
	Net attendance ratio (adjusted) [1]	Percentage of children:		Number of children	Net attendance ratio (adjusted) [1]	Percentage of children:		Number of children	Net attendance ratio (adjusted) [1]	Percentage of children:		Number of children
		Attending early childhood education	Out of school [2] [A]			Attending early childhood education	Out of school [2] [A]			Attending early childhood education	Out of school [2] [A]	
Richest	80.3	5.1	14.8	290	88.6	4.3	7.1	279	84.4	4.7	11.0	569

[1] MICS indicator LN.5a - Primary school net attendance ratio (adjusted)

[2] MICS indicator LN.6a - Out-of-school rate for children of primary school age

[A] The percentage of children out of school are those not attending school and further includes those attending early childhood education

Table LN.1.4: Lower secondary school attendance and out of school childrenPercentage of children of secondary school age attending lower secondary school or higher (adjusted net attendance ratio), percentage attending primary school, and percentage out of school, Bangladesh, 2021

	Male				Female				Total			
	Net attendance ratio (adjusted) [1]	Percentage of children		Number of children	Net attendance ratio (adjusted) [1]	Percentage of children		Number of children	Net attendance ratio (adjusted) [1]	Percentage of hildren		Number of children
		Attending primary school	Out of school [2] [A]			Attending primary school	Out of school [2] [A]			Attending primary school	Out of school [2] [A]	
Total	50.9	27.4	21.6	1091	69.0	21.8	9.2	1018	59.6	24.7	15.7	2109
Area												
Urban	52.4	23.4	24.2	237	71.3	20.4	8.4	228	61.7	21.9	16.4	466
Rural	50.5	28.5	20.9	854	68.3	22.2	9.4	790	59.1	25.5	15.4	1643
Division												
Barishal	58.3	25.8	15.9	72	72.8	20.2	7.0	67	65.3	23.1	11.6	138
Chattogram	49.2	30.7	20.0	226	67.0	19.3	13.8	212	57.8	25.2	17.0	438
Dhaka	50.3	21.1	28.7	240	68.5	23.1	8.5	229	59.2	22.0	18.8	469
Khulna	51.8	27.4	20.7	124	78.4	11.3	10.3	111	64.3	19.8	15.8	235
Mymensingh	39.6	24.2	35.3	87	55.0	29.3	15.7	77	46.8	26.6	26.1	164
Rajshahi	54.4	28.4	17.2	114	68.3	25.7	6.0	131	61.9	27.0	11.2	245
Rangpur	59.1	33.0	8.0	138	78.7	19.2	2.2	105	67.5	27.0	5.5	243
Sylhet	43.3	30.6	26.1	90	62.2	30.1	7.7	87	52.6	30.4	17.1	177
Age at beginning of school year												
11	38.0	44.5	17.5	372	50.6	39.8	9.6	323	43.9	42.3	13.8	695
12	49.7	27.2	23.1	374	74.1	18.8	7.1	325	61.0	23.3	15.7	699
13	66.0	9.3	24.5	345	80.7	8.7	10.6	369	73.6	9.0	17.3	715
Child's functional difficulties (age 5-17 years)												
Has functional difficulty	33.8	22.5	43.7	48	60.4	8.7	30.9	30	44.0	17.2	38.8	78
Has no functional difficulty	51.7	27.6	20.6	1043	69.3	22.2	8.5	988	60.2	25.0	14.7	2031
Mother's education												
None/ECE	34.8	32.9	32.1	257	53.9	32.5	13.5	246	44.1	32.7	23.0	503
Primary	44.8	30.4	24.8	279	66.6	25.0	8.4	286	55.9	27.7	16.5	566
Secondary	62.8	23.0	14.3	477	80.4	13.3	6.3	414	71.0	18.5	10.5	891
Higher	88.8	8.5	2.7	28	85.8	10.5	3.7	32	87.2	9.5	3.2	60
Sex of household head												

Table LN.1.4: Lower secondary school attendance and out of school childrenPercentage of children of secondary school age attending lower secondary school or higher (adjusted net attendance ratio), percentage attending primary school, and percentage out of school, Bangladesh, 2021

	Male				Female				Total			
	Net attendance ratio (adjusted) [1]	Percentage of children		Number of children	Net attendance ratio (adjusted) [1]	Percentage of children		Number of children	Net attendance ratio (adjusted) [1]	Percentage of hildren		Number of children
		Attending primary school	Out of school [2] [A]			Attending primary school	Out of school [2] [A]			Attending primary school	Out of school [2] [A]	
Male	50.7	27.2	21.9	984	69.7	21.5	8.8	920	59.9	24.4	15.6	1905
Female	52.1	29.0	18.8	107	62.3	25.2	12.5	97	57.0	27.2	15.8	204
Ethnicity												
Bengali	50.6	27.2	22.1	1053	69.1	22.2	8.6	970	59.5	24.8	15.6	2023
Others	58.4	32.6	9.0	38	66.3	13.5	20.2	48	62.8	22.0	15.2	86
Wealth index quintile												
Poorest	31.1	37.9	31.0	230	51.3	32.3	16.4	207	40.7	35.2	24.1	437
Second	44.1	31.2	24.7	239	60.5	26.2	13.3	222	52.0	28.8	19.2	462
Middle	53.0	25.4	21.5	219	74.0	20.6	5.4	233	63.8	22.9	13.2	452
Fourth	56.1	23.1	20.4	208	75.2	18.3	6.6	212	65.8	20.7	13.4	419
Richest	74.5	17.2	8.3	195	90.4	7.1	2.5	143	81.2	12.9	5.8	339

[1] MICS indicator LN.5b - Lower secondary school net attendance ratio (adjusted)

[2] MICS indicator LN.6b - Out-of-school rate for adolescents of lower secondary school age

[A] The percentage of children of lower secondary school age out of school are those who are not attending primary, secondary or higher education

[B] Children age 15 or higher identified as emancipated

Table LN.1.5: Age for grade
Percentage of children attending primary and lower secondary school who underage, at age and overage for grade, Bangladesh, 2021

	Primary school: Percent of children by grade of attendance:					Number of children attending primary school	Lower secondary school: Percent of children by grade of attendance:					Number of children attending lower secondary school
	Under-age	At official age	Over-age by 1 year	Over-age by 2 or more [1]	Total		Under-age	At official age	Over-age by 1 year	Over-age by 2 or more [2]	Total	
Total	5.2	77.7	8.9	8.2	100.0	3322	7.4	66.2	14.9	11.5	100.0	1702
Sex												
Male	4.7	75.6	10.1	9.7	100.0	1634	6.7	64.2	14.9	14.2	100.0	781
Female	5.6	79.9	7.6	6.9	100.0	1688	8.1	67.8	14.9	9.3	100.0	922
Area												
Urban	4.3	80.7	8.0	7.0	100.0	747	7.8	68.2	15.2	8.7	100.0	368
Rural	5.4	76.9	9.1	8.6	100.0	2575	7.3	65.6	14.8	12.3	100.0	1334
Division												
Barishal	3.6	79.7	8.3	8.4	100.0	202	11.4	68.0	15.6	5.0	100.0	105
Chattogram	5.5	78.0	8.7	7.7	100.0	754	6.4	66.1	15.1	12.4	100.0	348
Dhaka	7.2	77.6	8.0	7.1	100.0	753	8.2	65.4	13.3	13.1	100.0	380
Khulna	2.7	81.5	8.2	7.6	100.0	334	7.8	68.6	14.4	9.1	100.0	195
Mymensingh	4.0	74.4	11.4	10.3	100.0	227	6.1	61.3	18.3	14.3	100.0	113
Rajshahi	2.9	79.5	10.1	7.5	100.0	381	6.5	65.6	16.8	11.1	100.0	217
Rangpur	6.9	76.1	7.6	9.4	100.0	406	5.8	69.8	13.9	10.6	100.0	213
Sylhet	4.1	73.9	10.8	11.2	100.0	265	9.5	62.5	14.5	13.5	100.0	132
Grade												
1 (primary)	24.1	74.3	1.4	0.3	100.0	607	0.0	0.0	0.0	0.0	0.0	0
2 (primary)	2.8	94.0	2.0	1.2	100.0	733	0.0	0.0	0.0	0.0	0.0	0
3 (primary)	0.5	91.3	4.9	3.3	100.0	664	0.0	0.0	0.0	0.0	0.0	0
4 (primary)	0.2	76.6	12.0	11.2	100.0	673	0.0	0.0	0.0	0.0	0.0	0
5 (primary)	0.0	49.8	24.4	25.8	100.0	645	0.0	0.0	0.0	0.0	0.0	0
6 (Lower secondary)	0.0	0.0	0.0	0.0	0.0	0	20.6	69.4	6.5	3.6	100.0	550
7 (Lower secondary)	0.0	0.0	0.0	0.0	0.0	0	2.4	75.6	13.6	8.5	100.0	551
8 (Lower secondary)	0.0	0.0	0.0	0.0	0.0	0	0.1	54.6	23.8	21.6	100.0	601
Mother's education												
None/ECE	2.9	65.8	14.7	16.6	100.0	585	3.3	61.0	19.2	16.4	100.0	335
Primary	4.9	75.4	10.5	9.2	100.0	880	5.3	64.7	17.4	12.6	100.0	448
Secondary	6.1	83.1	6.3	4.5	100.0	1602	10.3	71.6	12.2	5.9	100.0	777
Higher	6.4	89.4	2.5	1.7	100.0	137	13.1	79.2	7.7	0.0	100.0	56
Sex of household head												
Male	4.9	77.9	8.7	8.5	100.0	2978	7.4	66.3	14.9	11.4	100.0	1544
Female	7.1	76.5	10.3	6.0	100.0	344	7.6	64.9	14.6	12.9	100.0	158
Ethnicity												
Bengali	5.2	77.7	8.8	8.3	100.0	3184	7.6	65.8	15.0	11.6	100.0	1630
Others	4.8	78.0	9.4	7.8	100.0	138	3.8	74.3	11.8	10.1	100.0	73
Wealth index quintile												
Poorest	4.5	73.5	11.1	10.9	100.0	784	5.6	61.2	18.7	14.5	100.0	268
Second	4.5	75.6	10.0	9.9	100.0	731	5.7	59.9	18.9	15.6	100.0	361
Middle	5.9	77.5	9.7	6.9	100.0	673	7.8	68.8	12.8	10.5	100.0	389
Fourth	6.0	79.4	6.9	7.8	100.0	607	8.7	64.8	14.8	11.6	100.0	365

Table LN.1.5: Age for grade
Percentage of children attending primary and lower secondary school who underage, at age and overage for grade, Bangladesh, 2021

	Primary school: Percent of children by grade of attendance:					Number of children attending primary school	Lower secondary school: Percent of children by grade of attendance:					Number of children attending lower secondary school
	Under-age	At official age	Over-age by 1 year	Over-age by 2 or more [1]	Total		Under-age	At official age	Over-age by 1 year	Over-age by 2 or more [2]	Total	
Richest	5.0	85.5	5.2	4.3	100.0	527	9.0	75.7	9.8	5.5	100.0	320

[1] MICS indicator LN.10a - Over-age for grade (Primary)

[2] MICS indicator LN.10b - Over-age for grade (Secondary)

Table LN.1.6: Upper secondary school attendance and out of school children

Percentage of children of upper secondary school age attending upper secondary school or higher (adjusted net attendance ratio), percentage attending lower secondary school, and percentage out of school.

	Male					Female					Total				
	Net attendance ratio (adjusted) [1]	Percentage of children			Number of children	Net attendance ratio (adjusted) [1]	Percentage of children			Number of children	Net attendance ratio (adjusted) [1]	Percentage of children			Number of children
		Attending lower secondary school	Attending primary school	Out of school [A]			Attending lower secondary school	Attending primary school	Out of school [A]			Attending lower secondary school	Attending primary school	Out of school [2] [A]	
Total	47.1	13.6	1.4	37.8	1614	53.9	14.1	1.4	30.6	1579	50.5	13.9	1.4	34.2	3193
Area															
Urban	51.9	12.8	1.2	34.0	347	61.3	12.2	1.6	24.9	347	56.6	12.6	1.4	29.4	694
Rural	45.8	13.9	1.5	38.8	1267	51.8	14.6	1.4	32.2	1232	48.7	14.3	1.4	35.6	2499
Division															
Barishal	54.3	12.6	1.7	30.9	101	65.6	10.4	0.0	24.0	85	59.6	11.7	0.9	27.8	186
Chattogram	40.5	11.3	1.5	46.7	330	48.6	16.2	2.4	32.8	359	44.7	13.8	2.0	39.5	688
Dhaka	49.7	13.1	1.3	35.9	384	53.8	13.4	1.9	30.9	342	51.6	13.4	1.5	33.5	726
Khulna	54.1	13.1	1.4	31.5	180	57.0	12.4	1.6	29.0	166	55.5	12.7	1.5	30.3	346
Mymensingh	37.0	16.6	3.7	42.6	111	53.9	13.8	0.6	31.6	128	46.1	15.1	2.1	36.7	238
Rajshahi	54.9	15.5	0.6	28.9	184	52.5	15.3	0.0	32.2	208	53.6	15.4	0.3	30.7	393
Rangpur	54.4	18.5	1.2	25.9	181	58.8	11.7	0.6	28.9	159	56.5	15.3	0.9	27.3	340
Sylhet	30.4	10.9	0.9	57.5	144	53.1	15.5	2.6	28.8	132	41.2	13.2	1.7	43.8	276
Age at beginning of school year															
14	33.8	29.0	4.5	32.5	403	43.9	32.6	4.2	19.4	420	38.9	30.9	4.4	25.8	823
15	53.0	13.6	1.0	32.4	393	61.5	14.8	1.4	22.3	385	57.2	14.2	1.2	27.4	778
16	53.3	9.9	0.0	36.8	359	62.7	5.1	0.0	32.3	355	58.0	7.5	0.0	34.5	714
17	48.9	3.2	0.2	47.7	459	49.4	2.4	0.0	48.2	419	49.2	2.8	0.1	47.9	878
Child's functional difficulties (age 5-17 years)															
Has functional difficulty	34.5	6.6	3.3	55.5	47	43.8	10.7	3.4	42.1	38	38.7	8.4	3.4	49.5	85
Has no functional difficulty	47.5	13.9	1.3	37.2	1567	54.1	14.1	1.4	30.4	1541	50.8	14.0	1.4	33.8	3108
Mother's education															
None/ECE	30.7	16.2	2.2	50.7	346	47.7	22.8	3.9	25.6	279	38.3	19.2	3.0	39.5	625
Primary	44.9	17.6	2.7	34.8	335	51.5	26.2	2.7	19.7	288	47.9	21.6	2.7	27.8	624

Table LN.1.6: Upper secondary school attendance and out of school children

Percentage of children of upper secondary school age attending upper secondary school or higher (adjusted net attendance ratio), percentage attending lower secondary school, and percentage out of school.

	Male					Female					Total				
	Net attendance ratio (adjusted) [1]	Percentage of children			Number of children	Net attendance ratio (adjusted) [1]	Percentage of children			Number of children	Net attendance ratio (adjusted) [1]	Percentage of children			Number of children
		Attending lower secondary school	Attending primary school	Out of school [A]			Attending lower secondary school	Attending primary school	Out of school [A]			Attending lower secondary school	Attending primary school	Out of school [2] [A]	
Secondary	58.4	18.8	1.3	21.4	450	75.8	14.1	0.8	9.3	393	66.5	16.7	1.0	15.8	843
Higher	85.8	5.2	0.0	9.0	23	66.1	14.1	0.0	19.8	22	76.1	9.6	0.0	14.3	45
Sex of household head															
Male	47.5	14.0	1.6	36.8	1440	53.7	14.2	1.6	30.5	1401	50.6	14.1	1.6	33.7	2841
Female	44.0	10.6	0.0	45.4	174	54.9	13.3	0.4	31.4	178	49.5	11.9	0.3	38.3	352
Ethnicity															
Bengali	47.1	13.9	1.5	37.5	1549	54.5	14.0	1.2	30.3	1512	50.8	13.9	1.3	34.0	3060
Others	47.1	8.6	0.0	44.3	65	40.1	15.3	7.3	37.3	68	43.6	12.0	3.7	40.7	133
Wealth index quintile															
Poorest	27.6	13.2	2.3	56.7	305	33.4	18.6	4.2	43.8	250	30.3	15.6	3.2	50.9	556
Second	32.7	17.5	1.6	48.2	329	40.5	20.3	2.2	37.0	313	36.6	18.8	1.9	42.7	642
Middle	48.6	14.4	1.8	35.2	334	57.6	12.6	0.7	29.1	339	53.2	13.5	1.2	32.1	673
Fourth	55.7	14.9	0.1	29.2	342	59.1	12.1	0.5	28.4	365	57.5	13.4	0.3	28.8	707
Richest	71.1	7.7	1.4	19.9	304	73.4	8.1	0.5	18.0	311	72.3	7.9	0.9	18.9	615

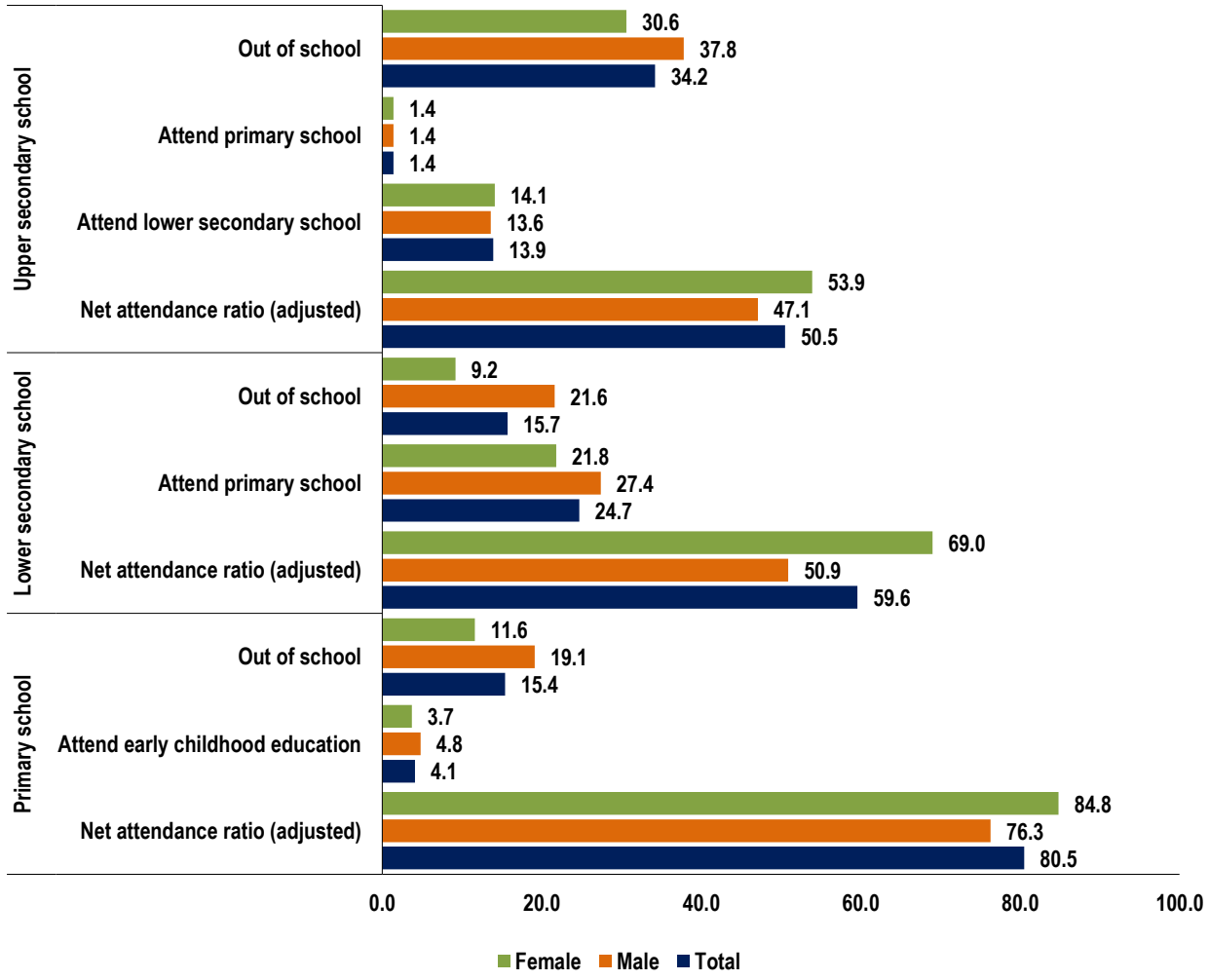
[1] MICS indicator LN.5c - Upper secondary school net attendance ratio (adjusted)

[2] MICS indicator LN.6c - Out-of-school rate for youth of upper secondary school age

[A] The percentage of children of upper secondary school age out of school are those who are not attending primary, secondary or higher education

[B] Children age 18 or higher at the time of the interview

Figure LN.1: Net attendance ratios, attendance in primary, lower and upper secondary schools and out of school children by level of education, Bangladesh, 2021



Reference: Tables LN.1.3, LN.1.4 and LN.1.6

Table LN.1.7 presents the gross intake rate and completion rate in primary school and transition rate to secondary education, gross intake rate and completion rate in lower secondary school and completion rate in upper secondary school by different background characteristics. The gross intake rate is the ratio of the total number of students, regardless of age, entering the last grade of primary school for the first time, to the number of children of the primary graduation age at the beginning of the current (or most recent) school year. Completion rate of primary education represents the percentage of a cohort of children age 3 to 5 years above the official age of the last grade of primary education, that is, the percentage of children age 13 to 15 years, who completed primary education.[18] The table also provides the "effective" transition rate, which takes account of the presence of repeaters in the final grade of primary school. This indicator reflects the fact that pupils repeat the last grade of primary education but eventually make the transition to the secondary level.[19]

Table LN.1.8 focusses on the ratio of girls to boys attending primary, lower and secondary school by background characteristics. These ratios are better known as the Gender Parity Index (GPI). The further from 1 a parity index lies, the greater the disparity between groups. When an index value falls between 0.97 and

[18] In other words, the primary completion rate is the ratio of the total number of students, regardless of age, entering the last grade of primary school for the first time, to the number of children of the primary graduation age at the beginning of the current (or most recent) school year.

[19] The simple transition rate, which is no longer calculated in MICS, tends to underestimate pupils' progression to secondary school as it assumes that the repeaters never reach secondary school.

1.03, it is regarded as parity between two groups. It is to be noted that the ratios included here are obtained from adjusted net attendance ratios rather than gross attendance ratios. The latter provides an erroneous description of the GPI mainly because, in most cases, the majority of over-age children attending primary education tend to be boys.

Table LN.1.7 shows that the gross intake rate to the last grade of primary school is 88.7 percent; higher in urban (101.5 percent) than rural areas (85.1 percent), though there is not much disparity by sex. The rate varies considerably across divisions (111.1 in Barishal and 67.6 in Mymensingh). Further, the gross intake rate varies between 77.6 and 105.8 percent between the households belonging to different wealth quintiles, with no specific pattern – it being the lowest for children in the second (poor) wealth quintile and highest for those in the fourth (rich) quintile.

Table LN.1.7 further shows that the primary school completion rate accounts for 78.2; this is 70.7 for boys and 85.6 percent for girls. This rate is very similar between areas but varies considerably across divisions (85.7 percent in Barisal and 70.7 percent in Mymensingh). Also, the primary school completion rate varies by household wealth status and it increases with the level of wealth status, showing a positive correlation between them.

The table also shows that 94.1 percent of the children in the last grade of primary school are expected to move on to secondary school. The effective transition rates do not show any remarkable variations by area of residence and sex of the child. Some variations can be seen across divisions with respect to the effective transition rate to secondary school (Khulna and Rangpur have 100.0 percent, while Mymensingh has 87.3 percent). Variations household wealth quintile are not marked and do not show any consistent pattern.

Gross intake rate to the last grade of lower secondary school is 83.6, with substantive although no area difference exists, sex differentials, being higher for girls (95.7 percent) than boys (72.00 percent). Upper secondary completion rate is 20.2 percent, which is much lower than lower secondary (64.1) and primary school completion rates (78.2 percent) (Table LN.1.7).

Table LN.1.8 shows that gender parity for primary, lower secondary and upper secondary schools are 1.11, 1.35 and 1.14, respectively, which indicate that girls are more likely than boys to attend school particularly in lower secondary level. The pattern by area is not different from the overall pattern. However, there are considerable variations among divisions with regard to gender parity in all three levels of education: at primary level, Mymensingh (GPI 1.49) shows much higher attendance of girls than boys, while parity is much closer in other divisions, indicating almost equal attendance ratios of girls and boys. In lower secondary education, Khulna has the highest level of gender parity index (GPI 1.51) with Barishal has the lowest (1.25). In the case of upper secondary education, Rajshahi and Khulna have the best parity in attendance (GPI's 0.96 and 1.05, respectively) while Sylhet has worst (GPI 1.75). The table shows an improvement in gender parity (GPI getting closer to 1.00) with increasing education level of mothers and with improving economic condition (wealth quintile index).

Table LN.1.7: Gross intake, completion and effective transition rates

Gross intake rate and completion rate for primary school, effective transition rate to secondary school, gross intake rate and completion rate for lower secondary school and completion rate for upper secondary school, Bangladesh, 2021

	Gross intake rate to the last grade of primary school [1]	Number of children of primary school completion age	Primary school completion rate [2]	Total number of children age 13-15 years [A]	Effective transition rate to secondary school [3]	Number of children who were in the last grade of primary school the previous year and are not repeating that grade in the current school year	Gross intake rate to the last grade of lower secondary school [4]	Number of children of lower secondary school completion age	Lower secondary completion rate [5]	Total number of adolescents age 16-18 years [A]	Upper secondary completion rate [6]	Total number of youth age 20-22 years [A]
Total	88.7	714	78.2	2230	94.1	567	83.6	702	64.1	2394	20.2	1955
Sex												
Male	88.4	352	70.7	1107	92.8	260	72	359	58.1	1221	20	982
Female	88.9	362	85.6	1123	95.2	307	95.7	343	70.4	1174	20.3	973
Area												
Urban	101.5	156	79.3	474	97.1	134	80.1	155	69.8	530	29.7	427
Rural	85.1	558	77.9	1757	93.2	433	84.5	547	62.5	1864	17.5	1528
Division												
Barishal	111.1	38	85.7	145	97.3	37	83.3	46	70.0	138	19.6	110
Chattogram	82.4	167	76.6	447	90.9	114	83.4	136	59.4	523	14.2	404
Dhaka	91.8	161	75.1	484	92.4	143	68.2	168	64.8	546	20.4	471
Khulna	78.0	84	84.0	263	100	54	84.5	81	70.9	246	26.1	219
Mymensingh	67.6	69	70.7	167	87.3	42	67.6	55	58.5	182	19.5	148
Rajshahi	114.3	62	82.4	265	94.2	58	104.2	83	69.7	309	28.1	223
Rangpur	87.0	79	81.6	265	100	73	102.7	79	70.2	248	23.5	206
Sylhet	98.6	54	72.2	195	94.5	46	87	56	51.3	202	12.5	174
Sex of household head												
Male	87.9	641	77.8	2011	94.1	529	82.1	641	64.4	2132	20.5	1751
Female	95.1	73	81.7	219	93.8	38	99	62	62.1	262	17.2	204

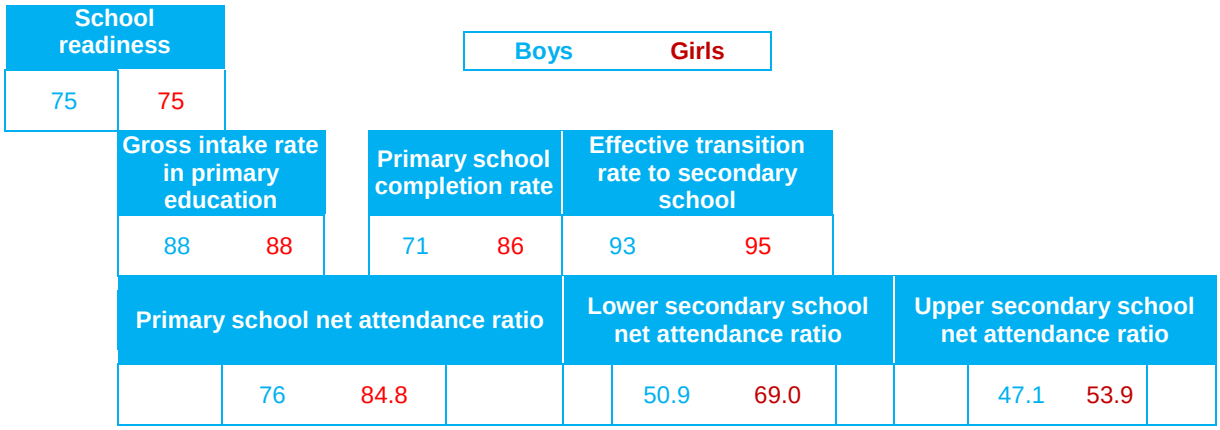
Table LN.1.7: Gross intake, completion and effective transition rates

Gross intake rate and completion rate for primary school, effective transition rate to secondary school, gross intake rate and completion rate for lower secondary school and completion rate for upper secondary school, Bangladesh, 2021

	Gross intake rate to the last grade of primary school [1]	Number of children of primary school completion age	Primary school completion rate [2]	Total number of children age 13-15 years [A]	Effective transition rate to secondary school [3]	Number of children who were in the last grade of primary school the previous year and are not repeating that grade in the current school year	Gross intake rate to the last grade of lower secondary school [4]	Number of children of lower secondary school completion age	Lower secondary completion rate [5]	Total number of adolescents age 16-18 years [A]	Upper secondary completion rate [6]	Total number of youth age 20-22 years [A]
Ethnicity												
Bengali	88.2	687	78.2	2140	95.3	542	82.4	677	64.5	2293	20.8	1861
Others	101.2	26	78.2	90	68.1	25	114.8	25	54.7	102	8.3	95
Wealth index quintile												
Poorest	85.0	177	61.5	459	87.1	101	57.1	147	41.3	386	5.0	290
Second	77.6	153	75.6	477	93.1	112	91.8	141	48.3	466	10.9	395
Middle	89.1	155	81.2	469	96.5	117	88.5	164	65.8	513	18.5	429
Fourth	105.8	114	86.0	445	94.3	115	98.5	131	73.9	546	21.0	429
Richest	91.4	114	88.8	380	98.3	123	83.3	120	84.8	484	40.6	411

1] MICS indicator LN.7a - Gross intake rate to the last grade (Primary)
[2] MICS indicator LN.8a - Completion rate (Primary)
[3] MICS indicator LN.9 - Effective transition rate to secondary school
[4] MICS indicator LN.7b - Gross intake rate to the last grade (Lower secondary)
[5] MICS indicator LN.8b - Completion rate (Lower secondary)
[6] MICS indicator LN.8c - Completion rate (Upper secondary)
[A] Total number of children age 3-5 years above the intended age for the last grade, for primary, lower and upper secondary, respectively
[B] Children age 18 or higher at the time of the interview
na: not applicable

Figure LN.2: Education indicators by sex, Bangladesh, 2021



Note: All indicator values are in percentages

Table LN.1.8: Parity indices
Adjusted net attendance ratios of girls to boys, in primary, lower secondary and upper secondary school, Bangladesh, 2019

	Primary				Lower secondary				Upper secondary			
	Primary school adjusted net attendance ratio (NAR), girls	Primary school adjusted net attendance ratio (NAR), boys	Primary school adjusted net attendance ratio (NAR), total [1] [2]	Gender parity index (GPI) for primary school adjusted NAR [3]	Lower secondary school adjusted net attendance ratio (NAR), girls	Lower secondary school adjusted net attendance ratio (NAR), boys	Lower secondary school adjusted net attendance ratio (NAR), total [1] [2]	Gender parity index (GPI) for lower secondary school adjusted NAR [3]	Upper secondary school adjusted net attendance ratio (NAR), girls	Upper secondary school adjusted net attendance ratio (NAR), boys	Upper secondary school adjusted net attendance ratio (NAR), total [1] [2]	Gender parity index (GPI) for upper secondary school adjusted NAR [3]
Total [3]	84.8	76.3	80.5	1.11	69.0	51.0	59.7	1.35	53.9	47.1	50.5	1.14
Area												
Urban	85.4	75.1	79.9	1.14	71.3	52.4	61.6	1.36	61.3	51.9	56.6	1.18
Rural	84.6	76.7	80.7	1.10	68.3	50.5	59.1	1.35	51.8	45.8	48.7	1.13
Division												
Barishal	86.6	83.7	85.2	1.03	72.8	58.3	65.3	1.25	65.6	54.3	59.5	1.21
Chattogram	88.2	72.0	80.4	1.22	67.0	49.2	57.8	1.36	48.6	40.5	44.7	1.20
Dhaka	84.0	76.4	80.1	1.10	68.5	50.3	59.2	1.36	53.8	49.7	51.6	1.08
Khulna	76.1	75.2	75.6	1.01	78.4	51.8	64.3	1.51	57.0	54.1	55.5	1.05
Mymensingh	81.6	54.9	67.6	1.49	55.0	40.5	47.3	1.36	53.9	37.0	46.1	1.46
Rajshahi	85.0	84.5	84.7	1.01	68.3	54.4	61.9	1.26	52.5	54.9	53.6	0.96
Rangpur	88.5	89.4	89.0	0.99	78.7	59.1	67.5	1.33	58.8	54.4	56.5	1.08
Sylhet	85.0	76.7	80.7	1.11	62.2	43.3	52.6	1.44	53.1	30.4	41.2	1.75
Child's functional difficulties (age 5-17 years)												
Has functional difficulty	68.5	63.1	65.2	1.09	60.4	33.8	44.0	1.79	43.8	34.5	38.7	1.27
Has no functional difficulty	85.4	77.1	81.3	1.11	69.3	51.7	60.3	1.34	54.1	47.5	50.8	1.14
Mother's education												
None/ECE	80.5	63.5	71.5	1.27	53.9	35.1	44.3	1.54	47.7	30.7	38.3	1.55
Primary	85.9	77.5	81.8	1.11	66.6	44.8	55.9	1.49	51.5	44.9	47.9	1.15
Secondary	85.9	79.3	82.6	1.08	80.4	62.8	71.0	1.28	75.8	58.4	66.5	1.30
Higher	87.8	85.7	86.8	1.02	85.8	88.8	87.2	0.97	66.1	85.8	76.1	0.77
Sex of household head												
Male	85.0	76.8	80.9	1.11	69.7	50.8	59.9	1.37	53.7	47.5	50.6	1.13

Table LN.1.8: Parity indices
Adjusted net attendance ratios of girls to boys, in primary, lower secondary and upper secondary school, Bangladesh, 2019

	Primary				Lower secondary				Upper secondary			
	Primary school adjusted net attendance ratio (NAR), girls	Primary school adjusted net attendance ratio (NAR), boys	Primary school adjusted net attendance ratio (NAR), total [1] [2]	Gender parity index (GPI) for primary school adjusted NAR [3]	Lower secondary school adjusted net attendance ratio (NAR), girls	Lower secondary school adjusted net attendance ratio (NAR), boys	Lower secondary school adjusted net attendance ratio (NAR), total [1] [2]	Gender parity index (GPI) for lower secondary school adjusted NAR [3]	Upper secondary school adjusted net attendance ratio (NAR), girls	Upper secondary school adjusted net attendance ratio (NAR), boys	Upper secondary school adjusted net attendance ratio (NAR), total [1] [2]	Gender parity index (GPI) for upper secondary school adjusted NAR [3]
Female	82.9	72.1	77.5	1.15	62.3	52.1	57.0	1.19	54.9	44.0	49.5	1.25
Ethnicity												
Bengali	84.7	76.4	80.5	1.11	69.1	50.7	59.5	1.36	54.5	47.1	50.8	1.16
Others	86.6	73.9	80.6	1.17	66.3	58.4	62.8	1.13	40.1	47.1	43.5	.85
Wealth index quintile												
Poorest	80.6	69.5	74.9	1.16	51.3	31.1	40.7	1.65	33.4	27.6	30.2	1.21
Second	82.5	75.8	79.2	1.09	60.5	44.1	52.0	1.37	40.5	32.7	36.5	1.24
Middle	88.0	78.7	83.3	1.12	74.0	53.0	63.8	1.40	57.6	48.6	53.2	1.19
Fourth	85.7	79.5	82.6	1.08	75.2	56.5	65.9	1.33	59.1	55.7	57.5	1.06
Richest	88.6	80.3	84.4	1.10	90.4	74.5	81.2	1.21	73.4	71.1	72.3	1.03
Parity indices												
Poorest/Richest [1]	0.91	0.87	0.89	na	0.57	0.42	0.50	na	0.46	0.39	0.42	na
Rural/Urban [2]	0.99	1.02	1.01	na	0.96	0.96	0.96	na	0.84	0.88	0.86	na

[1] MICS indicator LN.11b - Parity indices – Primary, lower and upper secondary attendance (wealth); SDG indicator 4.5.1

[2] MICS indicator LN.11c - Parity indices – Primary, lower and upper secondary attendance (area); SDG indicator 4.5.1

[3] MICS indicator LN.11a - Parity indices – Primary, lower and upper secondary attendance (gender); SDG indicator 4.5.1

na: not applicable

4.2 Support for child learning at school and learning environment at home

Parental involvement is essential for supporting children for learning at home. Parental involvement in their children's education is widely accepted to have a positive effect on their child's learning performance. For instance, reading activities at home have significant positive influences on reading achievement, language comprehension and expressive language skills.[20]

Studies also show that parental involvement in their child's literacy practices is a positive long-term predictor of later educational attainment.[21]

Beyond learning activities at home, parental involvement that occurs in school (like participating in school meetings, talking with teachers, and volunteering in schools) can also benefit a student's performance.[22] Studies have shown that, in the primary school age range, the impact of parental involvement in school activities can even be much bigger than differences associated with variations in the quality of schools, regardless of social class and ethnic group.[23]

Table LN.2.1 provides information on children 7 -14 years attending school and the support for child learning at school and learning environment at home.

Most of the children of 7 – 14 years are currently attending school (84.7 percent); this percentage is a little higher among girls (89.3 percent) than the boys (80.2 percent) though it is almost the same between urban and rural areas. Attendance of children with functional difficulties (68.5 percent) is substantially lower than their counterpart (85.4 percent). Children's attendance vary considerably across divisions ranging from 71.8 percent (Mymensingh) to 93.3 percent (Rangpur). Attendance rates are positively associated with mother's education and household wealth status, with rates increasing with levels of mothers education and household wealth status.

In terms of supporting children for learning at home, 95.2 percent of children read books or are read to at home; where differentials by sex of the household head, area of residence and division are not seen. However, mothers education and household wealth status seem to have a considerable influence on whether a child reads or is read to at how with rates increading as the respective levels go up.

Survey further shows that percentage of children using the same language at home as that used by teachers at school is very high (95.8 percent). The pattern is very similar across various household characteristics, though Chattogram records a relatively lower level at 83.3 percent. For mothers with only preschool or no education, this practice is reported for 85.2 percent of children, much lower than those with mothers with higher education (7.9 percent), the difference being similar to the proportions for children from the poorest and richest households (84.9 and 97.9 percent, respectively).

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Table LN.2.1: Support for child learning at school and learning environment at home
Percentage of children age 7-14 years attending school, who read or are read to at home, whose teachers use the language also spoken at home among children who attend school, Bangladesh, 2021

	Percentage of children attending school [A]	Number of children age 7-14 years	Percentage of children who read books or are read to at home [1]	Number of children age 7-14 years	Percentage of children who at home use the language also used by teachers at school [2]	Number of children age 7-14 years attending school
Total	84.7	5668	95.2	4780	95.8	4266
Sex						
Male	80.2	2880	93.6	2334	95.9	2017
Female	89.3	2788	96.7	2446	95.7	2248
Area						
Urban	85.5	1298	95.9	1086	94.2	973
Rural	84.5	4370	95.0	3693	96.3	3292
Division						
Barishal	90.2	351	98.1	321	100.0	292
Chattogram	83.5	1240	94.7	1100	83.3	973
Dhaka	83.8	1268	96.4	990	99.0	895
Khulna	82.0	642	92.1	521	99.8	439
Mymensingh	71.8	444	90.0	337	98.8	270
Rajshahi	89.5	647	96.1	583	99.3	540
Rangpur	93.3	627	97.1	560	100.0	536
Sylhet	83.7	450	95.6	368	100.0	321
Age at beginning of school year						
5	100.0	3	100.0	3	100.0	3
6	76.9	578	93.4	497	94.9	398
7	84.2	703	96.5	591	95.3	520
8	87.0	700	95.4	613	96.5	558
9	88.3	742	94.9	629	95.7	579
10	87.2	700	96.3	580	96.3	536
11	86.2	717	95.4	589	95.1	540
12	84.3	721	95.6	594	96.0	531
13	82.6	724	94.0	618	96.3	544
14	77.8	80	93.0	64	93.8	56
School attendance in last year [A]						
Early childhood education	100.0	139	94.0	120	96.4	120
Primary	100.0	3187	97.9	2826	95.7	2826
Lower secondary	100.0	1317	99.3	1174	95.6	1174
Upper secondary	100.0	157	99.6	146	98.1	146
Out-of-school	0.0	868	70.1	514	na	0
Disability status (among children age 5-17 years)						
Has functional difficulty	68.5	245	91.6	179	100.0	147
Has no functional difficulty	85.4	5423	95.3	4600	95.6	4118
Mother's education						
None/ECE	76.2	1103	89.8	879	85.2	753
Primary	84.9	1458	94.9	1252	98.0	1107
Secondary	87.8	2681	97.9	2291	98.1	2085
Higher	94.7	216	99.1	182	97.9	175

Table LN.2.1: Support for child learning at school and learning environment at home
Percentage of children age 7-14 years attending school, who read or are read to at home, whose teachers use the language also spoken at home among children who attend school, Bangladesh, 2021

	Percentage of children attending school [A]	Number of children age 7-14 years	Percentage of children who read books or are read to at home [1]	Number of children age 7-14 years	Percentage of children who at home use the language also used by teachers at school [2]	Number of children age 7-14 years attending school
Sex of household head						
Male	85.0	5090	95.2	4300	95.5	3841
Female	82.1	578	95.0	480	98.9	425
Ethnicity						
Bengali	84.8	5432	95.0	4580	99.7	4080
Others	82.3	236	99.1	200	10.4	186
Wealth index quintile						
Poorest	77.7	1274	92.5	1068	84.9	912
Second	82.6	1228	93.8	1029	99.4	901
Middle	87.3	1143	95.6	976	99.1	879
Fourth	86.8	1079	96.5	897	98.5	816
Richest	91.2	944	98.5	810	97.9	757

[1] MICS indicator LN.19 - Reading habit at home

[2] MICS indicator LN.20 - School and home languages

[A] Attendance to school here is not directly comparable to net attendance ratios reported in preceding tables, which utilise information on all children in the sample. This and subsequent tables present results of Foundational Learning Skills.

na: not applicable

4.3 Foundational learning skill

Foundational learning is exactly what it sounds like – the foundations of a child's education. It refers to basic literacy, numeracy, and transferable skills which are the building blocks for a life of learning. The ability to read and understand a simple text is one of the most fundamental skills a child can learn. Yet today, across most of the developing countries, these foundations of learning are not strong enough.[24] In many countries, students enrolled in school for as many as 6 years are unable to read and understand simple texts, as shown for instance by regional assessments such as the Latin American Laboratory for Assessment of the Quality of Education (LLECE), the Programme for the Analysis of Education Systems (PASEC) and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ).[25] Acquiring literacy in the early grades of primary is crucial because doing so becomes more difficult in later grades, for those who are lagging behind.[26]

[24] The urgent need to focus on foundational skills, Alicia Herbert, Jaime Saavedra, Leanna Marr and Robert Jenkins, published on Education for Global Development, November 04, 2021, https://blogs.worldbank.org/education/urgent-need-focus-foundational-skills

[25] CONFEMEN. *PASEC 2014 Education system performance in Francophone sub-Saharan Africa. Competencies and learning factors in primary education.* Dakar: CONFEMEN, 2015. http://www.pasec.confemen.org/wpcontent/uploads/2015/12/Rapport_Pasec2014_GB_webv2.pdf.;
Makuwa, D. and J. Maarse. "The Impact of Large-Scale International Assessments: A Case Study of How the Ministry of Education in Namibia Used SACMEQ Assessments to Improve Learning Outcomes." *Research in Comparative and International Education* 8, no. 3 (2013): 349-58. doi:10.2304/rcie.2013.8.3.349.;
Spaull, N. "Poverty & Privilege: Primary School Inequality in South Africa." *International Journal of Educational Development* 33, no. 5 (2013): 436-47. doi:10.1016/j.ijedudev.2012.09.009.

[26] Stanovich, K. "Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy." *Reading Research Quarterly* 21, no. 4 (1986): 360-407. doi:10.1598/rrq.21.4.1.

Foundational learning ensures better life outcomes by empowering individuals to take advantage of the extensive benefits of education in later years. It is directly correlated to increased workforce participation and opens up opportunities for social and economic advancement. Research has also linked foundational learning to increased employability and higher Gross Domestic Product (GDP).[27]

A strong foundation in basic numeracy skills during the early grades is crucial for successes in mathematics in the later years. Mathematics is a skill which is very much in demand and most competitive jobs require some level of skills in mathematics.[28]

There are a number of existing tools for measuring learning outcomes[29] with each approach having their own strengths and limitations as well as with varying levels of applicability to household surveys such as MICS. For some international assessments, it may just be too late: "Even though international testing programs like PISA and TIMSS are steadily increasing their coverage to also cover developing countries, much of the divergence in test scores happens before the points in the educational trajectories of children where they are tested by international assessments", according to longitudinal surveys like the Young Lives Study.[30] National assessments such as the Early Grade Reading Assessment, which happens earlier (Assessment, which was conducted before the Young Lives Study) are more context specific, will however be less appropriate for cross-country analysis; although it may be possible to compare children who do not complete an exercise, (zero scores) set at a level which reflects each national target for children by a certain age or grade. Additionally, it is recognized that some assessments only capture children in school. However, many children do not attend school, further data on these out-of-school children is needed and these can be adequately captured in household surveys. The survey on children's education applied the test of children's basic reading and numeracy skill to measure their learning outcome.

Tables LN.3.1 (and Figure LN.3) and LN.3.2 (and Figure LN.4) present percentages of children aged 7-14 years who demonstrated foundational reading skills by correctly answering three foundational reading tasks and foundational numeracy skills by successfully completing four foundational numeracy tasks, respectively, by age, sex, area of residence, division, wealth index quintile and other disaggregation. These indicators are designed and developed for both national policy development and SDG reporting for SDG4.1.1 (a): Proportion of children in grade 2/3 achieving a minimum proficiency in (i) reading and (ii) mathematics by sex. Table LN.3.1A and Table LN.3.2A present percentages of children aged 7-14 years who correctly answered foundational reading and numeracy tasks respectively by gender parity.

The assessment score of reading tasks is further disaggregated by results of the literal questions and inferential questions. The disaggregation of numeracy skills such as number reading, number discrimination, addition and pattern recognition and completion are also available.

As Table LN.3.1 and the corresponding Figure LN.3 show, of the children of age 7-14 years, 62.3 percent correctly read 90% of words in a given story; girls (65.7 percent) showed a better performance in reading correctly than their boy counterparts (58.8 percent). Again, urban children have higher capacity than rural

[27] Foundational Learning, Central Square Foundation, https://www.centralsquarefoundation.org/foundational-learning/#:~:text=By%20empowering%20individuals%20to%20take,for%20social%20and%20economic%20advancement.

[28] Duncan, G. "School Readiness and Later Achievement." *Developmental Psychology* 43, no. 6 (2007): 1428-446. doi:10.1037/0012-1649.43.6.1428

[29] LMTF. *Toward Universal Learning. A Global Framework for Measuring Learning. Report No. 2 of the Learning Metrics Task Force.* Montreal and Washington: UNESCO Institute for Statistics and Center for Universal Education at the Brookings Institution. https://www.brookings.edu/wp-content/uploads/2016/06/LMTFReport2ES_final.pdf.;
Buckner, E. and R. Hatch. *Literacy Data: More, but not always better*. Washington: Education Policy and Data Center, 2014. https://www.epdc.org/epdc-data-points/literacy-data-more-not-always-better-part-1-2.;
Wagner, D. *Smaller, Quicker Cheaper – Improving Leaning Assessments for Developing Countries.* Paris: International Institute for Educational Planning, 2011. http://unesdoc.unesco.org/images/0021/002136/213663e.pdf.

[30] Singh, A. *Emergence and evolution of learning gaps across countries: Linked panel evidence from Ethiopia, India, Peru and Vietnam.* Oxford: Young Lives, 2014. http://www.younglives.org.uk/files/YL-WP124_Singh_learning%20gaps.pdf.

children to read correctly (71 and 59.8 percent, respectively). By division this percentage varies from 56 percent in Sylhet to 70.2 percent in Dhaka. As expected, older children are more likely than younger children to be able to read correctly 90% of words of the given story. Ability to correctly read 90 percent of words appears to have a positive correlation with mother's educational level and household wealth level.

Percentage of children who correctly answered comprehension questions in terms of two or three literals is about 53 percent whereas urban children(60-61 percent) show better performance than rural children (about 51 percent) (Table LN.3.1). Percentage of children who demonstrated foundational reading skills (correctly completing all the three reading tasks) is 49.8 percent; again, higher in urban area (56.8 percent) than in rural area (47.7 percent). Children's foundational reading skill level varies between 42.7 percent (Sylhet) and 58.4 (Dhaka) divisions, increases with the age of child, as also with the level of mother's education as well as the wealth status.

Table LN.3.1A shows that, overall, gender parity in foundational reading skills of the children age 7-14 years exhibits that girls are better placed than boys (GPI 1.13). No remarkable differences exist between rural and urban areas, though a slight difference are evident at division level – with near parity in Rangpur (GPI 0.91) to more disparity (with girls better placed) in Khulna (GPI 1.27). Gender parity is better at lower secondary (GPI 0.96) and upper secondary (GPI 1.01) levels than that at primary level (GPI 1.10).

Regarding children's foundational numeracy skills (Table LN.3.2), 59.1 percent of children age 7-14 years successfully completed number reading, 59.6 percent number discrimination, 53.5 percent addition, 37.5 percent recognized the pattern in numbers and 25.8 percent completed all four combined, termed as 'foundational numeracy skill'. Boys and girls show similar levels of completion across all four individual tasks as well as the level of foundational numeracy skills, when combined. Regardless of sex, urban children are better placed than rural children in numeracy skills. Largely a moderate difference in numeracy skills exists across the divisions with overall skill level varying between 19.8 percent (Khulna) to 30.7 percent (Dhaka). As in the case of foundational reading skill, the foundational numeracy skill also increases with age, the level of education of the child and their mother, as well as the wealth status.

Overall, gender parity in foundational numeracy skills of children age 7-14 (Table LN.3.2A) exhibits very near parity (GPI 1.03) between boys and girtls without much of area differences. Yet, a moderate divisional level difference is found with Rajshahi showing perfect parity to Mymensingh at GPI 1.51 indicating much lower skill levels of boys as compared to girls. Gender parity by education level shows parity at primary and upper secondary levels (GPI 0.97 and 0.99, respectively) but a little lower foundational numerical skill among girls than that of boys at lower secondary level (GPI 0.91),

Table LN.3.1: Foundational reading skills
Percentage of children age 7-14 years who demonstrate foundational reading skills by successfully completing three foundational reading tasks in Bangla, by sex, Bangladesh, 2021

	Male					Female					Total					
	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrates foundational reading skills	Number of children age 7-14 years	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrates foundational reading skills	Number of children age 7-14 years	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage of children who demonstrate foundational reading skills [1],[2],[3]	Percentage of children for whom the reading tasks were not available in appropriate language [A]	Number of children age 7-14 years
		Three literals	Two inferential				Three literals	Two inferential				Three literals	Two inferential			
Total [1]	58.8	49.4	49.7	46.8	2334	65.7	56.1	56.0	52.7	2446	62.3	52.8	52.9	49.8	0.5	4780
Area																
Urban	68.8	56.3	56.4	52.8	548	73.3	63.3	65.4	61.0	538	71.0	59.7	60.9	56.8	0.5	1086
Rural	55.8	47.2	47.7	44.9	1785	63.5	54.1	53.4	50.4	1908	59.8	50.8	50.6	47.7	0.5	3693
Division																
Barishal	61.7	47.5	49.1	44.5	159	65.5	52.7	51.5	47.2	162	63.6	50.1	50.3	45.9	0.4	321
Chattogram	56.4	46.3	44.8	43.5	534	62.5	50.3	50.2	46.6	566	59.5	48.4	47.6	45.1	0.6	1100
Dhaka	66.4	56.4	57.2	53.2	474	73.6	65.9	66.9	63.2	516	70.2	61.4	62.2	58.4	0.0	990
Khulna	52.7	47.4	47.5	44.8	260	66.4	59.0	58.7	56.8	261	59.5	53.2	53.1	50.8	1.0	521
Mymensingh	51.1	43.9	43.5	41.8	168	63.2	55.0	53.6	50.5	169	57.2	49.5	48.5	46.1	0.8	337
Rajshahi	59.4	51.0	50.6	48.3	260	67.1	59.5	59.0	56.9	323	63.6	55.7	55.2	53.1	0.4	583
Rangpur	61.0	51.5	55.5	50.8	304	62.7	49.8	50.7	46.1	256	61.8	50.7	53.3	48.7	0.8	560
Sylhet	55.2	43.4	43.0	39.4	175	56.7	49.2	48.8	45.6	193	56.0	46.4	46.1	42.7	0.1	368
Age at beginning of school year																
6 [B]	17.9	11.6	11.5	10.1	254	17.2	12.8	13.1	11.5	243	17.5	12.2	12.3	10.8	2.2	497
7-8 [2],[5]	35.9	28.4	28.4	26.6	606	42.1	33.5	35.4	31.0	599	39.0	30.9	31.9	28.8	0.4	1205
7	32.6	22.2	23.3	20.7	306	36.3	26.5	29.1	23.3	285	34.4	24.3	26.1	22.0	0.5	591
8	39.3	34.7	33.7	32.5	300	47.5	39.9	41.2	38.0	313	43.5	37.3	37.5	35.3	0.3	613
9	62.2	49.8	48.0	43.9	284	69.8	56.3	53.4	51.0	345	66.4	53.4	50.9	47.8	0.1	629
10-14	78.5	68.1	69.2	65.6	1189	85.2	75.2	74.9	71.5	1258	82.0	71.7	72.1	68.7	0.3	2446
10	73.7	60.5	62.9	59.3	287	80.3	66.6	64.8	62.7	293	77.0	63.6	63.9	61.0	0.3	580
11	78.1	65.2	66.0	62.3	300	83.1	70.1	71.0	66.5	289	80.6	67.6	68.5	64.4	0.7	589

Table LN.3.1: Foundational reading skills
Percentage of children age 7-14 years who demonstrate foundational reading skills by successfully completing three foundational reading tasks in Bangla, by sex, Bangladesh, 2021

	Male					Female					Total					
	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrates foundational reading skills	Number of children age 7-14 years	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrates foundational reading skills	Number of children age 7-14 years	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage of children who demonstrate foundational reading skills [1],[2],[3]	Percentage of children for whom the reading tasks were not available in appropriate language [A]	Number of children age 7-14 years
		Three literals	Two inferential				Three literals	Two inferential				Three literals	Two inferential			
12	78.2	69.1	69.4	65.8	300	86.2	78.4	76.4	73.7	294	82.2	73.7	72.8	69.7	0.0	594
13	85.1	79.1	79.5	76.3	274	89.3	82.4	83.8	79.6	344	87.4	80.9	81.9	78.2	0.1	618
14	71.6	58.6	63.9	58.6	26	94.3	89.3	91.7	87.8	38	85.1	76.9	80.5	76.0	0.0	64
School attendance																
Early childhood education	7.4	3.7	3.7	3.7	69	9.9	7.2	9.9	7.2	51	8.4	5.2	6.3	5.2	.8	120
Primary	53.0	40.9	40.9	37.7	1391	56.6	45.1	44.7	41.3	1435	54.8	43.0	42.8	39.5	.2	2826
Grade 1	14.6	7.7	7.4	6.8	220	15.5	9.6	12.2	7.9	193	15.0	8.6	9.6	7.3	.3	413
Grade 2-3 [3]	44.1	33.7	33.7	30.3	615	44.4	32.7	33.1	30.1	626	44.2	33.2	33.4	30.2	.4	1240
Grade 2	35.3	24.4	25.7	21.9	343	34.8	26.6	25.5	23.6	300	35.1	25.4	25.6	22.7	.4	643
Grade 3	55.2	45.5	43.7	40.9	272	53.2	38.2	40.1	36.1	325	54.1	41.5	41.8	38.3	.3	597
Grade 4	70.1	54.2	53.9	50.7	287	73.0	57.2	57.4	53.1	322	71.6	55.8	55.8	51.9	0.0	609
Grade 5	86.7	70.1	70.9	66.1	269	91.3	81.1	76.6	74.2	295	89.1	75.9	73.9	70.4	0.0	564
Lower secondary	93.5	87.7	88.3	85.5	499	93.9	85.4	86.1	81.9	674	93.8	86.4	87.0	83.4	0.0	1174
Grade 6	92.5	85.4	85.3	82.3	185	93.0	81.5	81.8	77.5	260	92.8	83.1	83.2	79.5	0.0	445
Grade 7	94.1	90.0	90.7	87.9	182	93.9	88.3	87.6	85.0	214	94.0	89.1	89.1	86.3	0.0	396
Grade 8	94.2	87.9	89.0	86.5	133	95.1	87.4	90.2	84.5	200	94.8	87.6	89.7	85.3	0.0	333
Upper secondary	95.3	85.4	93.7	85.4	58	97.8	91.9	89.3	87.4	88	96.8	89.3	91.1	86.6	0.0	146
Out-of-school	34.3	29.6	29.7	27.9	316	35.7	32.8	32.7	32.1	198	34.8	30.8	30.8	29.5	3.2	514
Attend remote/online learning during school closure																
Yes	83.9	76.2	74.5	71.4	362	87.0	79.5	78.5	75.3	438	85.6	78.0	76.7	73.5	0.1	800
No	57.6	46.8	47.6	44.5	1705	63.2	52.5	52.7	49.1	1849	60.5	49.8	50.3	46.9	0.2	3553

Table LN.3.1: Foundational reading skills
Percentage of children age 7-14 years who demonstrate foundational reading skills by successfully completing three foundational reading tasks in Bangla, by sex, Bangladesh, 2021

	Male					Female					Total					
	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrates foundational reading skills	Number of children age 7-14 years	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrates foundational reading skills	Number of children age 7-14 years	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage of children who demonstrate foundational reading skills [1],[2],[3]	Percentage of children for whom the reading tasks were not available in appropriate language [A]	Number of children age 7-14 years
		Three literals	Two inferential				Three literals	Two inferential				Three literals	Two inferential			
Disability status (age 5-17 years)																
Has functional difficulty	46.9	40.1	36.8	35.9	112	64.6	51.0	44.1	43.1	67	53.5	44.2	39.5	38.6	2.6	179
Has no functional difficulty	59.4	49.8	50.4	47.3	2222	65.7	56.2	56.4	53.0	2379	62.7	53.1	53.5	50.2	0.4	4600
Mother's education																
None/ECE	51.9	41.8	43.7	41.2	420	58.1	47.1	48.0	45.0	459	55.2	44.6	46.0	43.2	1.1	879
Primary	51.5	42.3	40.9	38.7	593	61.2	52.0	51.3	48.6	658	56.6	47.4	46.4	43.9	0.4	1252
Secondary	64.2	54.4	54.8	51.3	1143	70.5	61.4	61.5	57.6	1148	67.3	57.9	58.2	54.5	0.2	2291
Higher	83.2	76.3	77.7	74.6	93	83.9	74.8	71.8	69.3	90	83.6	75.6	74.8	72.0	0.0	182
Sex of household head																
Male	58.5	48.7	49.2	46.2	2103	65.5	55.8	55.7	52.4	2196	62.1	52.3	52.5	49.4	0.5	4300
Female	61.6	55.2	54.0	52.0	231	67.7	58.7	58.9	55.4	250	64.8	57.0	56.6	53.8	0.6	480
Ethnicity																
Bengali	58.8	49.6	49.9	46.9	2245	65.7	56.3	56.1	52.8	2335	62.3	53.0	53.1	49.9	0.5	4580
Others	60.5	43.3	44.2	43.3	89	65.4	50.8	53.6	50.8	110	63.2	47.4	49.4	47.4	1.2	200
Wealth index quintile																
Poorest	43.9	33.5	34.1	32.2	544	52.1	42.3	42.7	39.8	524	48.0	37.8	38.3	35.9	0.6	1068
Second	50.4	42.2	43.2	40.4	493	56.3	43.6	45.8	41.4	536	53.5	42.9	44.6	40.9	0.7	1029
Middle	59.8	48.9	48.7	45.1	455	71.2	60.8	59.7	56.6	521	65.9	55.2	54.6	51.3	0.4	976
Fourth	67.7	59.0	58.6	55.4	405	71.3	64.7	62.7	60.8	491	69.7	62.1	60.8	58.4	0.5	897
Richest	77.7	68.9	69.2	65.9	436	83.0	75.5	75.6	71.1	374	80.1	71.9	72.2	68.3	0.2	810

Table LN.3.1: Foundational reading skills
Percentage of children age 7-14 years who demonstrate foundational reading skills by successfully completing three foundational reading tasks in Bangla, by sex, Bangladesh, 2021

	Male					Female					Total					
	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrates foundational reading skills	Number of children age 7-14 years	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrates foundational reading skills	Number of children age 7-14 years	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage of children who demonstrate foundational reading skills [1],[2],[3]	Percentage of children for whom the reading tasks were not available in appropriate language [A]	Number of children age 7-14 years
		Three literals	Two inferential				Three literals	Two inferential				Three literals	Two inferential			

[1] MICS indicator LN.22a - Foundational reading and numeracy skills (reading, age 7-14)

[2] MICS indicator LN.22b - Foundational reading and numeracy skills (reading, age for grade 2/3)

[3] MICS indicator LN.22c - Foundational reading and numeracy skills (reading, attending grade 2/3); SDG indicator 4.1.1

[A] The reading tasks were available in Bangla. Children were assessed in the language spoken by teachers or alternatively in the language spoken at home. Children for whom both indicated languages were not available for assessment are recorded here.

[B] As eligibility for the Parental Involvement and Foundational Learning Skills modules was determined based on age at time of interview (age 7-14 years), the disaggregate of Age at beginning of school year inevitably presents children who were age 6 years at the beginning of the school year.

na: not applicable

Table LN.3.1A: Foundational reading skills by gender parity

Percentage of children aged 7-14 years who demonstrate foundational reading skills by successfully completing three foundational reading tasks in Bangla, by gender parity (girls to boys), Bangladesh, 2021

	Gender Parity Index for foundational reading skills [4],[5],[6]
Total	1.13
Area	
Urban	1.16
Rural	1.12
Division	
Barishal	1.06
Chattogram	1.07
Dhaka	1.19
Khulna	1.27
Mymensingh	1.21
Rajshahi	1.18
Rangpur	0.91
Sylhet	1.16
Age at beginning of school year	
5	na
6 [B]	1.14
7-8 [2],[5]	1.17
7	1.12
8	1.17
9	1.16
10-14	1.09
10	1.06
11	1.07
12	1.12
13	1.04
14	1.50
School attendance	
Early childhood education	1.96
Primary	1.10
Grade 1	1.15
Grade 2-3	0.99
Grade 2	1.08
Grade 3	0.88
Grade 4	1.05
Grade 5	1.12
Lower secondary	0.96
Grade 6	0.94
Grade 7	0.97
Grade 8	0.98
Upper secondary	1.02
Out-of-school	1.15
Attend remote/online learning during school closure	
Yes	1.05
No	1.10

Table LN.3.1A: Foundational reading skills by gender parity

Percentage of children aged 7-14 years who demonstrate foundational reading skills by successfully completing three foundational reading tasks in Bangla, by gender parity (girls to boys), Bangladesh, 2021

	Gender Parity Index for foundational reading skills [4],[5],[6]
Mother's education	
None/ECE	1.09
Primary	1.26
Secondary	1.12
Higher	0.93
Disability status (age 5-17 years)	
Has functional difficulty	1.20
Has no functional difficulty	1.12
Ethnicity	
Bengali	1.13
Others	1.17
Wealth index quintile	
Poorest	1.24
Second	1.03
Middle	1.26
Fourth	1.10
Richest	1.08

[4] MICS indicator LN.11a - Parity indices - reading, age 7-14 (gender); SDG indicator 4.5.1

[5] MICS indicator LN.11a - Parity indices - reading, age for grade 2/3 (gender); SDG indicator 4.5.1

[6] MICS indicator LN.11a - Parity indices - reading, attending grade 2/3 (gender); SDG indicator 4.5.1

[B] As eligibility for the Parental Involvement and Foundational Learning Skills modules was determined based on age at time of interview (age 7-14 years), the disaggregate of Age at beginning of school year inevitably presents children who were age 6 years at the beginning of the school year.

na: not applicable

Figure LN.3: Foundational reading skills of children age 7-14 years by sex and area, Bangladesh, 2021

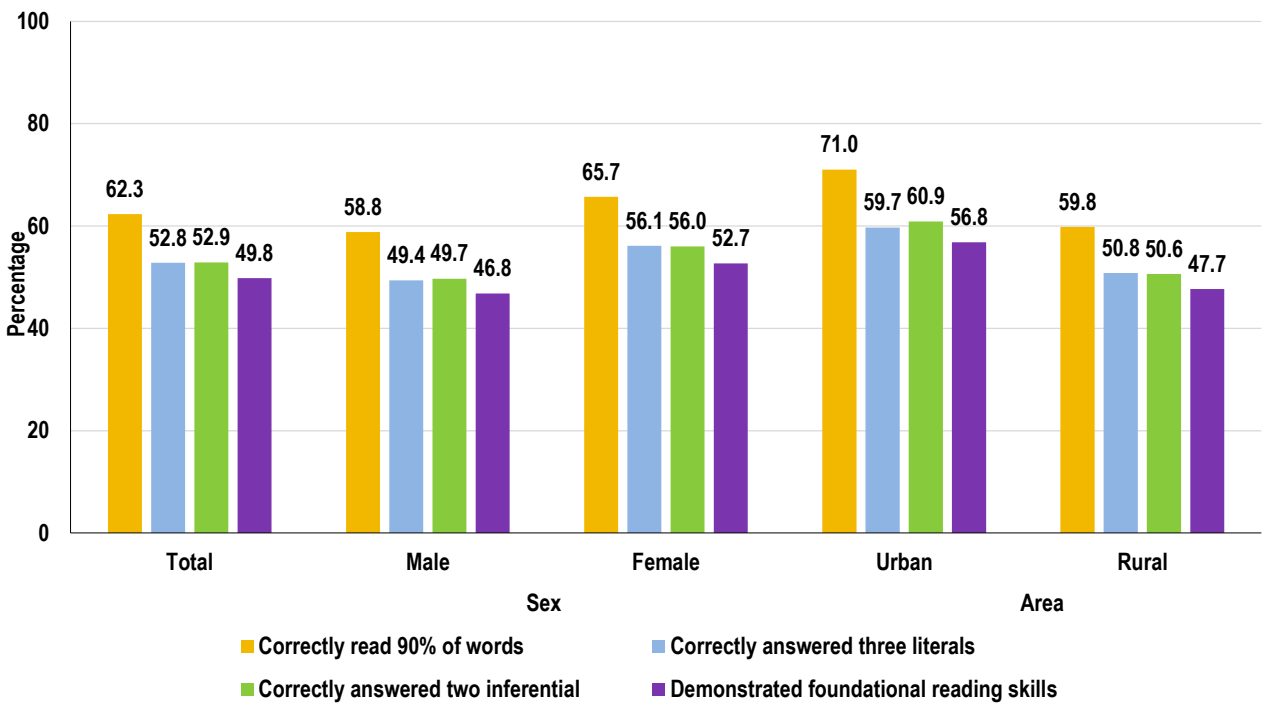


Table LN.3.2: Foundational numeracy skills
Percentage of children aged 7-14 years who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Bangladesh, 2021

	Male						Female						Total					
	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills [1],[2],[3]	Number of children age 7-14 years
	Number reading	Number discrimination	Addition	Pattern recognition and completion			Number reading	Number discrimination	Addition	Pattern recognition and completion			Number reading	Number discrimination	Addition	Pattern recognition and completion		
Total [1]	58.0	59.0	52.0	37.7	25.3	2334	60.2	60.1	54.9	37.3	26.2	2446	59.1	59.6	53.5	37.5	25.8	4780
Area																		
Urban	65.4	64.5	58.1	41.3	27.6	548	66.4	63.5	61.1	41.1	29.5	538	65.9	64.0	59.6	41.2	28.5	1086
Rural	55.7	57.4	50.1	36.6	24.7	1785	58.4	59.1	53.2	36.2	25.3	1908	57.1	58.3	51.7	36.4	25.0	3693
Division																		
Barishal	54.2	55.4	51.4	31.8	20.0	159	52.1	53.9	51.4	31.9	21.3	162	53.2	54.6	51.4	31.8	20.7	321
Chattogram	56.8	57.0	51.5	38.0	27.2	534	57.8	56.7	51.2	36.4	24.7	566	57.3	56.8	51.4	37.2	25.9	1100
Dhaka	60.2	64.9	57.3	42.4	30.4	474	63.7	67.3	63.9	42.6	30.9	516	62.0	66.2	60.7	42.5	30.7	990
Khulna	56.7	57.6	47.1	27.2	18.0	260	62.2	62.1	49.5	29.5	21.6	261	59.4	59.9	48.3	28.3	19.8	521
Mymensingh	52.7	50.8	44.4	29.4	20.7	168	61.0	58.4	50.7	37.1	31.3	169	56.9	54.6	47.5	33.3	26.0	337
Rajshahi	61.9	59.5	60.0	46.1	29.5	260	65.6	58.3	63.7	44.6	29.4	323	63.9	58.8	62.1	45.3	29.4	583
Rangpur	61.9	63.0	43.9	40.9	23.7	304	58.9	59.8	46.2	35.8	24.2	256	60.5	61.5	45.0	38.5	23.9	560
Sylhet	53.7	55.2	56.5	34.9	23.0	175	53.7	57.7	52.5	30.3	21.3	193	53.7	56.5	54.4	32.5	22.1	368
Age at beginning of school year																		
5	0.0	0.0	0.0	0.0	0.0	2	0.0	0.0	0.0	0.0	0.0	1	0.0	0.0	0.0	0.0	0.0	3
6 [A]	14.3	18.9	19.8	13.1	3.9	254	14.4	16.5	19.9	11.8	3.9	243	14.3	17.7	19.8	12.5	3.9	497
7-8 [2]	38.8	42.5	39.1	23.4	11.6	606	38.9	41.3	41.3	24.8	14.8	599	38.8	41.9	40.2	24.1	13.2	1205
7	27.9	35.6	33.3	18.3	8.5	306	29.3	34.9	35.6	21.4	12.0	285	28.6	35.2	34.4	19.8	10.2	591
8	49.8	49.4	45.0	28.7	14.7	300	47.7	47.1	46.5	27.8	17.4	313	48.7	48.3	45.8	28.3	16.1	613
9	55.3	64.1	57.3	35.6	23.9	284	54.9	62.2	58.4	34.1	23.8	345	55.1	63.1	57.9	34.8	23.8	629
10-14	77.9	74.9	64.3	50.8	37.3	1189	80.7	76.9	67.2	49.0	36.6	1258	79.3	75.9	65.8	49.9	37.0	2446
10	71.1	69.5	58.3	45.5	31.6	287	71.4	67.2	62.6	48.8	31.9	293	71.2	68.4	60.5	47.2	31.8	580

Table LN.3.2: Foundational numeracy skills

Percentage of children aged 7-14 years who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Bangladesh, 2021

	Male						Female						Total					
	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills [1],[2],[3]	Number of children age 7-14 years
	Number reading	Number discrimination	Addition	Pattern recognition and completion			Number reading	Number discrimination	Addition	Pattern recognition and completion			Number reading	Number discrimination	Addition	Pattern recognition and completion		
11	74.6	73.9	64.1	50.0	36.5	300	75.8	74.3	62.5	43.4	30.9	289	75.2	74.1	63.3	46.8	33.7	589
12	81.4	77.1	65.8	49.2	38.2	300	81.7	78.4	69.8	50.2	38.9	294	81.5	77.7	67.8	49.7	38.5	594
13	83.7	78.4	68.3	57.1	41.4	274	90.5	84.9	71.9	52.5	42.9	344	87.5	82.0	70.3	54.6	42.2	618
14	87.5	84.1	73.0	67.7	57.2	26	92.3	88.1	77.5	52.6	42.1	38	90.3	86.5	75.7	58.7	48.2	64
School attendance																		
Early childhood education	6.9	8.9	11.1	5.3	0.0	69	14.3	11.7	17.4	12.7	2.8	51	10.1	10.1	13.8	8.5	1.2	120
Primary	50.5	55.3	48.2	32.4	20.1	1391	48.0	50.9	48.4	30.5	19.5	1435	49.2	53.1	48.3	31.5	19.8	2826
Grade 1	16.1	26.0	24.8	16.5	5.1	220	12.8	16.5	22.4	12.2	3.0	193	14.6	21.5	23.7	14.5	4.1	413
Grade 2-3 [3],[6]	41.3	47.2	42.2	26.5	15.0	615	37.2	42.7	38.7	23.9	15.6	626	39.2	45.0	40.4	25.2	15.3	1240
Grade 2	31.3	36.2	34.9	19.1	9.9	343	25.7	34.9	32.8	20.0	12.6	300	28.7	35.6	33.9	19.5	11.2	643
Grade 3	53.9	61.2	51.3	35.9	21.3	272	47.9	49.9	44.2	27.5	18.3	325	50.6	55.0	47.4	31.3	19.7	597
Grade 4	67.5	72.4	61.9	41.2	28.2	287	59.4	65.2	60.0	35.3	20.9	322	63.2	68.6	60.9	38.0	24.4	609
Grade 5	81.8	79.5	66.4	49.7	35.5	269	81.1	75.0	73.4	51.3	36.8	295	81.4	77.2	70.0	50.5	36.2	564
Lower secondary	92.4	85.3	75.8	62.2	47.6	499	91.7	86.5	73.3	55.6	43.4	674	92.0	86.0	74.4	58.4	45.2	1174
Grade 6	87.6	83.6	76.2	57.6	43.0	185	88.7	83.0	66.1	49.9	35.4	260	88.3	83.2	70.3	53.1	38.6	445
Grade 7	95.8	83.9	75.4	62.0	47.7	182	92.4	87.0	75.7	56.8	45.3	214	94.0	85.6	75.6	59.2	46.4	396
Grade 8	94.6	89.4	75.9	68.9	53.7	133	94.7	90.6	80.1	61.6	51.7	200	94.7	90.1	78.5	64.5	52.5	333
Upper secondary	97.5	90.1	72.5	61.7	46.8	58	98.1	88.9	73.0	57.7	46.2	88	97.9	89.4	72.8	59.3	46.5	146
Out-of-school	40.5	39.3	36.4	24.8	15.0	316	36.5	36.3	40.7	21.2	13.7	198	39.0	38.1	38.1	23.4	14.5	514
Attend remote/online learning during school closure																		

Table LN.3.2: Foundational numeracy skills

Percentage of children aged 7-14 years who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Bangladesh, 2021

	Male						Female						Total					
	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills [1],[2],[3]	Number of children age 7-14 years
	Number reading	Number discrimination	Addition	Pattern recognition and completion			Number reading	Number discrimination	Addition	Pattern recognition and completion			Number reading	Number discrimination	Addition	Pattern recognition and completion		
Yes	81.8	78.1	73.5	54.8	39.4	362	83.4	79.6	76.4	58.6	46.0	438	82.7	78.9	75.1	56.9	43.0	800
No	55.8	58.4	50.1	36.0	24.0	1705	56.7	57.6	51.3	33.6	22.6	1849	56.3	58.0	50.7	34.7	23.3	3553
Disability status (age 5-17 years)																		
Has functional difficulty	45.7	41.7	41.6	31.6	16.5	112	57.1	54.7	53.7	34.6	20.7	67	50.0	46.6	46.1	32.7	18.0	179
Has no functional difficulty	58.6	59.9	52.5	38.0	25.8	2222	60.3	60.2	54.9	37.3	26.4	2379	59.5	60.1	53.8	37.7	26.1	4600
Mother's education																		
None/ECE	51.2	54.3	48.0	35.0	21.8	420	51.1	52.6	49.2	28.1	19.0	459	51.2	53.4	48.7	31.4	20.4	879
Primary	50.9	50.7	45.6	32.6	20.1	593	58.1	58.0	53.6	33.8	23.9	658	54.7	54.5	49.8	33.3	22.1	1252
Secondary	62.8	63.7	55.9	40.1	28.1	1143	64.4	63.8	58.0	42.5	29.8	1148	63.6	63.8	57.0	41.3	29.0	2291
Higher	76.2	82.1	67.0	55.5	43.6	93	75.1	70.4	61.2	50.1	39.0	90	75.6	76.3	64.2	52.8	41.3	182
Ethnicity																		
Bengali	58.1	58.9	52.2	37.7	25.1	2245	60.2	60.1	55.5	38.1	26.5	2335	59.1	59.5	53.9	37.9	25.8	4580
Others	56.2	62.4	47.2	38.5	32.4	89	60.2	60.0	41.6	19.3	19.3	110	58.4	61.1	44.1	27.9	25.2	200
Wealth index quintile																		
Poorest	43.2	45.0	40.6	24.3	17.9	544	48.2	49.1	42.0	26.2	18.5	524	45.7	47.0	41.3	25.2	18.2	1068
Second	51.7	55.6	48.4	33.6	21.7	493	49.8	51.8	48.7	30.6	19.9	536	50.7	53.6	48.6	32.0	20.7	1029
Middle	60.1	60.6	49.9	40.0	23.9	455	63.7	65.1	59.1	41.8	30.0	521	62.0	63.0	54.8	41.0	27.2	976
Fourth	66.0	63.4	58.2	45.2	31.9	405	67.4	62.9	61.4	42.9	30.0	491	66.8	63.2	59.9	43.9	30.9	897
Richest	73.9	74.7	66.7	49.7	34.2	436	77.4	76.5	67.5	48.8	35.7	374	75.5	75.5	67.1	49.3	34.9	810

Table LN.3.2: Foundational numeracy skills

Percentage of children aged 7-14 years who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Bangladesh, 2021

	Male						Female						Total					
	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills [1],[2],[3]	Number of children age 7-14 years
	Number reading	Number discrimination	Addition	Pattern recognition and completion			Number reading	Number discrimination	Addition	Pattern recognition and completion			Number reading	Number discrimination	Addition	Pattern recognition and completion		

[1] MICS indicator LN.22d - Foundational reading and numeracy skills (numeracy, age 7-14)

[2] MICS indicator LN.22e - Foundational reading and numeracy skills (numeracy, age for grade 2/3)

[3] MICS indicator LN.22f - Foundational reading and numeracy skills (numeracy, attending grade 2/3); SDG indicator 4.1.1

[A] As eligibility for the Parental Involvement and Foundational Learning Skills modules was determined based on age at time of interview (age 7-14 years), the disaggregate of Age at beginning of school year inevitably presents children who were age 6 years at the beginning of the school year.

Table LN.3.2A: Foundational numeracy skills by gender parity

Percentage of children aged 7-14 years who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by gender parity (girls to boys), Bangladesh, 2021

	Gender Parity Index for foundational numeracy skills [4],[5],[6]
Total	1.03
Area	
Urban	1.07
Rural	1.02
Division	
Barishal	1.06
Chattogram	0.91
Dhaka	1.02
Khulna	1.20
Mymensingh	1.51
Rajshahi	1.00
Rangpur	1.02
Sylhet	0.93
Age at beginning of school year	
	na
6 [A]	0.98
7-8	1.28
7	1.40
8	1.18
9	1.00
10-14	0.98
10	1.01
11	0.85
12	1.02
13	1.04
14	0.74
School attendance	
Early childhood education	na
Primary	0.97
Grade 1	0.59
Grade 2-3	1.04
Grade 2	1.27
Grade 3	0.86
Grade 4	0.74
Grade 5	1.04
Lower secondary	0.91
Grade 6	0.82
Grade 7	0.95
Grade 8	0.96
Upper secondary	0.99
Out-of-school	0.91
Attend remote/online learning during school closure	
Yes	1.17
No	0.94

Table LN.3.2A: Foundational numeracy skills by gender parity
Percentage of children aged 7-14 years who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by gender parity (girls to boys), Bangladesh, 2021

	Gender Parity Index for foundational numeracy skills [4],[5],[6]
Disability status (age 5-17 years)	
Has functional difficulty	1.26
Has no functional difficulty	1.02
Mother's education	
None/ECE	0.87
Primary	1.19
Secondary	1.06
Higher	0.90
Ethnicity	
Bengali	1.06
Others	0.60
Wealth index quintile	
Poorest	1.03
Second	0.92
Middle	1.26
Fourth	0.94
Richest	1.05

[4] MICS indicator LN.11a - Parity indices - numeracy, age 7-14 (gender); SDG indicator 4.5.1

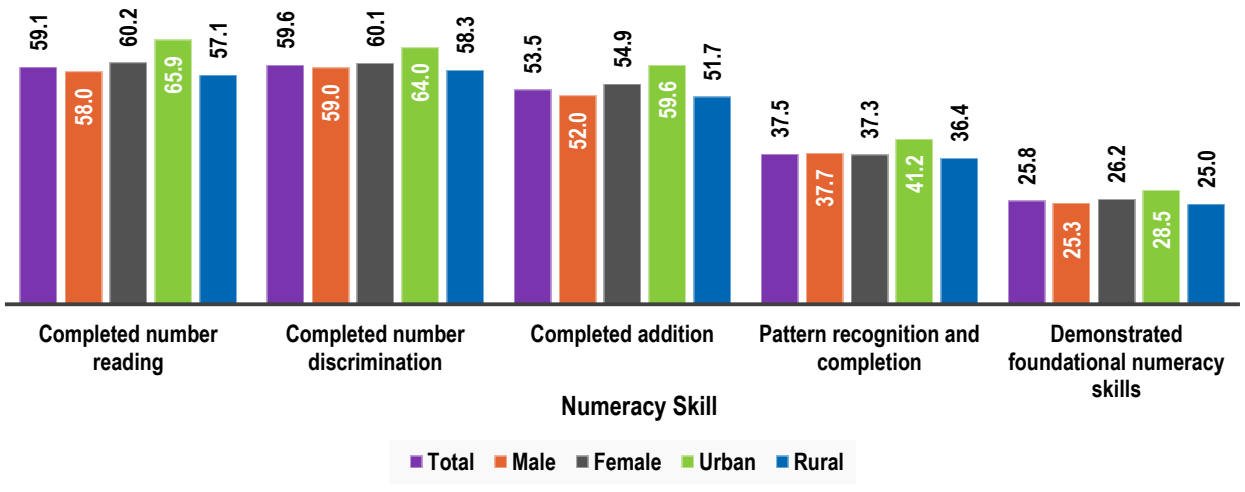
[5] MICS indicator LN.11a - Parity indices - numeracy, age for grade 2/3 (gender); SDG indicator 4.5.1

[6] MICS indicator LN.11a - Parity indices - numeracy, attending grade 2/3 (gender); SDG indicator 4.5.1

[A] As eligibility for the Parental Involvement and Foundational Learning Skills modules was determined based on age at time of interview (age 7-14 years), the disaggregate of Age at beginning of school year inevitably presents children who were age 6 years at the beginning of the school year.

na: not applicable

Figure LN.4: Foundational numeracy skills of children age 7-14 years by sex, area and skill types (in %), Bangladesh, 2021



4.4 Drop-out and repetition

For various reasons drop-out from school happens in Bangladesh and it goes up from primary to upper levels of education. Despite various initiatives such as providing stipend, free textbooks, school feeding programmes etc., to retain students are in place, drop-out continue to happen. Out of 100 children enrolled in the first grade, only 32 retain till upper secondary level (Bangladesh Bureau of Educational Information and Statistics, or BANBEIS). Poverty, child marriage, high-priced note-guide books, compulsory coaching and weak teaching system are the key factors responsible for drop-outs. The education ministry recently listed causes of drop-outs that include early marriage of students of ultra-poor families, students' untimed entry into job market due to poverty and not succeeding in the test and final examinations. Girl students' drop-out happens mainly because of early marriage and distance of educational institutions from residence.[31]

Table LN.4.1 provides information on primary, lower secondary and upper secondary aged children's drop-out[32] from school. It gives the percentages of primary, lower secondary and upper secondary aged children who attended a given grade in the last school year before the survey year, but are no longer attending school in the current year (i.e., survey year). Together with this, the table presents gender parity status in drop-out among boys and girls in primary, lower secondary and upper secondary school, and also when considering all children.

The primary school drop-out rate comes out as 3.1 percent (with a minor variation between boys and girls - 4 and 2.3 percent, respectively); the rate increases to 5 percent in lower secondary education (with no sex differentials) and 7.1 percent in upper secondary education. A moderate difference exists in drop-out from primary and lower secondary education across different background characteristics. As for upper secondary level, 7.1 percent of children drop out, which is 4 and 2 percentage points higher than drop-out rates in primary and lower secondary education, respectively. Moderate variations in drop-out rates exist between divisions, ranging from 3.6 percent in Khulna to 11.9 percent in Mymensingh and Sylhet, at the upper secondary level. Drop-outs vary across wealth quintiles in all three levels of education, with no consistent pattern, but mother's education appears to have a inverse relationship with drop-out in all three levels of education, implying that drop-out rates decreases with increase of mother's education.

Table LN.4.1 further shows that the overall drop-out rate irrespective ofthe level of education is 4.9 percent with moderate differences by almost all background characteristics.

The gender parity in drop-out presented in the table suggest a lower drop-out rate among girls than boys in primary (GPI 0.58) and lower secondary (GPI 0.77) education, but it is reversed in upper secondary education (GPI 1.22), suggesting a big gap in drop-out rates with girls more likely to drop-out than boys. Regardless of education level, GPI of 0.90 indicates that drop-out from school is more or less similar among boys and girls.

Table LN.4.2 provides grade specific drop-out rates from grade 1 to grade 12. The rates exhibit a moderate variation across grade 1 to grade 4 (2.0 to 3.0 percent), then it slightly goes up to 6.0 percent from grade 5 to grade 11; while it is 14.3 percent, the highest, in grade 12. Although drop-out rates vary moderately between boys and girls and urban and rural students across grade 1 to grade 12, it varies considerably at divisional and wealth quintile levels at grade 5, 10 and grade 12. For example, the rate ranges from zero percent at grade 5, and between 6.9 percent to 20 percent at grade 12. Mymensingh shows very high drop-out rates

[31] https://m.theindependentbd.com/arcprint/details/76539/2017-01-15

[32] Drop-out rates refer to the proportion of students from a cohort attending a given grade in a given school in a given year who are no longer attending school in the following year. Children who repeat are considered to be in the school and hence not included in the calculation of drop-out rate (MICS EAGLE)

among all the divisions, especially at grade 5 (12.6 percent), grade 10 (14.1 percent) and grade 12 (32.7 percent).

Grade repetition is the continuation in a school programme at the same grade level for part or all of the next school year due to failing to acquire the minimum expectations or outcomes to proceed to the next grade level. A repeater is defined as a pupil who is not promoted to the next grade or does not complete an educational programme and who remains in the same grade the following school year (UIS, 2012: 17[33]). Repetition can result from academic failure, unsatisfactory progress, insufficient examination marks to get promotion to the next level of education, age criterion, poor attendance or from lack of local educational opportunities. It may be obligatory or, in the case of some more developed countries, it may require the agreement of the student and/or parents.

Repetition in primary, lower secondary and upper secondary education and in any level of education is presented in Table LN.4.3. In primary education, repetition rates stand at 3.7 percent. Except at divisional levels, repetition rates are not varying significantly across various background parameters: Rajshahi at 10.3 percent and Mymensingh at 2 percent) have the highest and the lowest repetition rates, respectively. The repetition rate at lower secondary education is 2.4 percent, lower than primary as well as the upper secondary levels, and do not show significant variations across different background characteristics. At upper secondary education, repetition is quite high with 27.9 percent; even higher among boys (29 percent) compared to girls (26.5 percent). Overall, repetition in any level of education is 11.4 percent; it does not vary much across different background characteristics except at division level where the rates vary between 8.3 percent (Mymensingh) and 15.8 percent (Rajshahi), as well as across mother's education levels where it ranges from 10.4 percent (or 10.5 percent) among children of mothers with primary (or below primary) education to 17.6 percent for mothers with secondary education.

Girls are less likely to repeat than boys at lower and upper secondary levels (GPI 0.83 and 0.91, respectively) while their likelihood to repeat is much more than boys at primary education (GPI 1.19) (Table LN.4.3). The GPI in repetition considering all levels of education is 0.94, indicating a better parity among girls and boys than at different levels of education.

Table LN.4.4 shows that grade specific repetition rates are very high at grade 10 (61.2 percent) and at grade 12 (41.6 percent) as compared to those at lower grades ranging between 2.1 percent and 5.4 percent (at grades 5 and 11, respectively). Having externally managed exams at grades 10 and 12 could be one of the reasons for spikes in repetition rates in these levels compared to other levels where exams are managed and administered by schools themselves. Repetition rates at grade 10 show moderate variations across various background characteristics. For example, the repetition rate among boys is about 7 percentage points higher than that of girls. Similarly, rural children have higher repetition rates (62.8 percent) than their urban counterparts (55.5 percent) at grade 10. Mymensingh division has the lowest repetition rate (50.1 percent) and Chattogram has the highest rate (72.4 percent) at grade 10, while the differences between divisions are higher in magnitude when we observe the repetition rates as grade 12. At grade 12, it varies between 26 percent (Rangpur) to 51.4 percent (Sylhet) across divisions, and between 33.4 percent and 45.5 percent between urban and rural areas. A difference of about 20 percentage points can be seen between children belonging to poorest quintile (51.5 percent) and those in the second wealth quintile (31.4 percent).

[33] Global education digest, 2012: opportunities lost: the impact of grade repetition and early school leaving. https://learningportal.iiep.unesco.org/en/glossary/grade-repetition

Table LN.4.1: Primary, lower and upper secondary aged children drop-out

Percentage of primary, lower and upper secondary aged children attending a given grade in a given school-year prior to the survey who are no longer attending school in the survey year, Bangladesh, 2021

Drop-out rates of girls to boys (GPI), in primary, lower and upper secondary school, and additional parity indices for all children irrespective of the level of education, Bangladesh, 2021

	Primary				Lower secondary				Upper secondary				Total (Primary, Lower and Upper secondary)			
	Primary school - drop-out, girls	Primary school - drop-out, boys	Primary school - drop-out, total [1],[2]	Gender parity index (GPI) for drop-out in primary school [3]	Lower secondary school-drop-out, girls	Lower secondary school - drop-out, boys	Lower secondary school - drop-out, total [1],[2]	Gender parity index (GPI) for drop-out in lower secondary school [3]	Upper secondary school - drop-out, girls	Upper secondary school -drop-out, boys	Upper secondary school -drop-out, total [1],[2]	Gender parity index (GPI) for drop-out in upper secondary school [3]	School drop-out (Any level of education), girls	School drop-out (Any level of education), boys	School drop-out (Any level of education), total [1],[2]	Gender parity index (GPI) for drop-out [3]
Total	2.3	4.0	3.1	0.58	4.5	5.7	5.0	0.78	7.8	6.4	7.1	1.22	4.7	5.2	4.9	0.90
Area																
Urban	2.1	4.9	3.4	0.43	1.9	5.0	3.4	0.38	7.1	6.2	6.6	1.14	3.7	5.3	4.5	0.70
Rural	2.4	3.8	3.1	0.62	5.1	5.9	5.5	0.87	7.7	6.5	7.1	1.17	4.8	5.2	5.0	0.92
Division																
Barishal	0.8	2.2	1.5	0.38	4.5	1.8	3.2	2.51	5.8	7.2	6.6	0.80	3.4	3.8	3.7	0.90
Chattogram	2.2	4.2	3.3	0.51	4.9	7.5	5.9	0.65	8.4	5.1	6.6	1.65	4.9	5.4	5.0	0.92
Dhaka	3.6	5.8	4.7	0.63	4.7	5.8	5.3	0.81	8.3	7.2	7.7	1.15	5.4	6.3	5.8	0.87
Khulna	4.2	2.7	3.3	1.58	4.8	7.0	5.8	0.69	1.2	5.7	3.6	0.22	3.4	4.8	4.0	0.71
Mymensingh	4.3	5.1	4.6	0.85	5.9	2.0	4.2	2.90	15.2	9.2	11.9	1.65	8.3	5.7	6.9	1.47
Rajshahi	0.5	4.5	2.2	0.11	7.5	8.2	7.9	0.91	5.4	7.2	6.2	0.75	3.9	6.3	5.0	0.61
Rangpur	0.0	1.0	0.5	0.00	1.7	3.3	2.7	0.52	10.0	1.9	5.4	5.16	3.8	1.9	2.7	2.00
Sylhet	1.6	4.5	3.0	0.35	1.4	6.3	3.4	0.22	12.1	11.1	11.9	1.09	5.0	7.1	6.1	0.70
Mother's education																
None/ECE	2.4	5.1	3.8	0.48	4.2	8.8	6.3	0.47	2.4	11.9	7.7	0.20	2.9	8.0	5.5	0.36
Primary	1.9	5.6	3.5	0.34	4.3	8.0	6.1	0.54	2.7	2.3	2.3	1.18	2.8	5.3	3.9	0.52
Secondary	1.3	2.9	2.1	0.44	2.1	3.2	2.7	0.66	0.8	0.7	0.8	1.11	1.3	2.3	1.8	0.59
Higher	0.0	1.4	0.7	0.00	0.0	3.6	2.9	0.00	0.0	0.0	0.0	na	0.0	1.6	1.0	0.00
Disability status (age 5-17 years)																
Has functional difficulty	1.4	6.2	3.9	0.22	13.4	10.9	11.1	1.22	0.0	10.6	5.7	0.00	4.3	8.7	6.4	0.49

Table LN.4.1: Primary, lower and upper secondary aged children drop-out

Percentage of primary, lower and upper secondary aged children attending a given grade in a given school-year prior to the survey who are no longer attending school in the survey year, Bangladesh, 2021

Drop-out rates of girls to boys (GPI), in primary, lower and upper secondary school, and additional parity indices for all children irrespective of the level of education, Bangladesh, 2021

	Primary				Lower secondary				Upper secondary				Total (Primary, Lower and Upper secondary)			
	Primary school - drop-out, girls	Primary school - drop-out, boys	Primary school - drop-out, total [1],[2]	Gender parity index (GPI) for drop-out in primary school [3]	Lower secondary school-drop-out, girls	Lower secondary school - drop-out, boys	Lower secondary school - drop-out, total [1],[2]	Gender parity index (GPI) for drop-out in lower secondary school [3]	Upper secondary school - drop-out, girls	Upper secondary school -drop-out, boys	Upper secondary school -drop-out, total [1],[2]	Gender parity index (GPI) for drop-out in upper secondary school [3]	School drop-out (Any level of education), girls	School drop-out (Any level of education), boys	School drop-out (Any level of education), total [1],[2]	Gender parity index (GPI) for drop-out [3]
Has no functional difficulty	2.3	3.9	3.1	0.60	4.3	5.6	4.9	0.76	7.9	6.4	7.1	1.24	4.7	5.1	4.9	0.91
Ethnicity																
Bengali	1.9	4.1	3.0	0.46	4.7	5.9	5.2	0.79	7.8	6.0	6.8	1.31	4.6	5.2	4.8	0.88
Others	7.9	0.0	6.0	na	0.0	0.0	0.0	na	7.1	21.4	13.3	0.33	5.7	7.1	6.9	0.79
Wealth index quintile																
Poorest	4.1	5.8	5.0	0.70	4.8	6.5	5.5	0.73	9.7	10.5	9.3	0.93	6.1	7.6	6.6	0.81
Second	3.6	4.0	3.8	0.89	6.7	6.9	6.9	0.97	10.9	11.3	11.1	0.96	6.8	7.2	7.0	0.95
Middle	1.4	2.6	1.9	0.52	4.4	7.0	5.6	0.63	6.7	4.3	5.4	1.54	3.9	4.3	4.0	0.91
Fourth	2.1	4.9	3.5	0.44	3.7	3.1	3.5	1.18	9.8	7.6	8.8	1.29	5.1	5.4	5.2	0.95
Richest	0.0	2.6	1.2	0.00	2.7	4.9	3.6	0.55	5.2	4.6	4.9	1.12	2.4	3.8	3.0	0.63
Attendance to online learning during school closure																
Yes	0.0	0.0	0.0	na	1.5	0.0	0.8	na	0.3	2.8	1.8	0.10	0.5	0.9	0.8	0.50
No	2.8	4.8	3.8	0.59	5.6	8.2	6.7	.69	12.2	8.9	10.5	1.37	6.7	7.0	6.8	0.95

Table LN.4.2: Grade-specific drop-out

Grade specific drop-out rates among children of primary, lower secondary and upper secondary school, Bangladesh, 2021

	Grade1	Grade2	Grade3	Grade4	Grade5	Grade6	Grade7	Grade8	Grade9	Grade10	Grade11	Grade12	Primary school drop-out, total [1],[2]	Lower secondary school drop-out, total [1],[2]	Upper secondary school drop-out, total* [1],[2]	school drop-out (Any level of education), total [1],[2]
Total	2.0	2.1	3.0	2.7	5.8	3.6	5.8	5.7	3.8	6.5	3.8	14.3	3.1	5.0	7.1	4.9
Sex																
Male	2.1	2.8	4.8	3.0	7.1	4.6	5.7	6.8	3.5	4.7	3.8	13.8	4.0	5.7	6.4	5.2
Female	1.8	1.5	1.3	2.4	4.6	2.6	5.9	4.8	4.1	8.6	3.8	14.9	2.3	4.5	7.8	4.7
Area																
Urban	1.5	5.9	4.0	2.5	2.9	2.9	3.8	3.4	3.9	2.1	4.4	16.2	3.4	3.4	6.6	4.5
Rural	2.1	1.0	2.7	2.8	6.7	3.8	6.3	6.4	3.7	7.8	3.5	13.4	3.1	5.5	7.1	5.0
Division																
Barishal	1.1	1.3	1.5	1.1	2.7	1.9	6.0	1.8	2.0	11.2	1.4	11.9	1.5	3.2	6.6	3.7
Chattogram	0.8	0.8	2.4	3.4	8.9	3.3	7.8	6.8	6.8	4.5	5.2	9.9	3.3	5.9	6.6	5.0
Dhaka	3.0	5.7	4.8	2.3	7.5	4.1	5.4	6.3	1.2	3.3	7.3	18.9	4.7	5.3	7.7	5.8
Khulna	3.4	3.1	6.4	3.9	0.0	2.6	9.9	4.8	2.6	3.3	1.7	6.9	3.3	5.8	3.6	4.0
Mymensingh	3.4	0.0	4.2	2.7	12.6	3.8	8.7	0.0	0.7	14.1	0.0	32.7	4.6	4.2	11.9	6.9
Rajshahi	1.4	0.0	0.0	4.3	5.3	5.1	4.2	14.4	5.5	9.0	0.0	10.2	2.2	7.9	6.2	5.0
Rangpur	0.0	0.0	1.3	1.4	0.0	3.9	1.2	3.0	3.9	8.1	0.0	9.6	0.5	2.7	5.4	2.7
Sylhet	3.2	2.6	2.1	1.8	5.4	2.7	3.9	3.7	9.7	8.9	9.1	20.0	3.0	3.4	11.9	6.1
Mother's education																
None/ECE	4.9	3.1	0.5	4.6	5.7	2.9	10.4	5.5	0.0	6.0	17.1	-	3.8	6.3	7.7	5.5
Primary	1.8	1.3	4.1	3.6	6.6	3.7	5.2	9.3	4.6	2.4	0.0	-	3.5	6.1	2.3	3.9
Secondary	1.5	2.6	2.9	0.9	2.4	3.5	2.0	2.7	0.5	2.6	0.0	0.0	2.1	2.7	0.8	1.8
Higher	0.0	0.0	0.0	0.0	3.6	0.0	0.0	8.8	0.0	0.0	0.0	0.0	0.7	2.9	0.0	1.0
Disability status (age 5-17 years)																

Table LN.4.2: Grade-specific drop-out

Grade specific drop-out rates among children of primary, lower secondary and upper secondary school, Bangladesh, 2021

	Grade1	Grade2	Grade3	Grade4	Grade5	Grade6	Grade7	Grade8	Grade9	Grade10	Grade11	Grade12	Primary school drop-out, total [1],[2]	Lower secondary school drop-out, total [1],[2]	Upper secondary school drop-out, total* [1],[2]	school drop-out (Any level of education), total [1],[2]
Has functional difficulty	0.0	0.0	12.3	0.0	7.3	24.7	8.5	0.0	6.0	11.1	0.0	??	3.9	11.1	5.7	6.4
Has no functional difficulty	2.0	2.2	2.6	2.8	5.7	3.1	5.7	5.9	3.7	6.5	3.8	14.3	3.1	4.9	7.1	4.9
Ethnicity																
Bengali	2.0	2.2	3.1	2.9	4.6	3.8	6.1	5.9	3.3	6.8	3.1	14.1	3.0	5.2	6.8	4.8
Others	0.0	0.0	0.0	0.0	29.8	0.0	0.0	0.0	17.5	0.0	16.8	18.9	6.0	0.0	13.3	6.9
Wealth index quintile																
Poorest	2.4	2.2	4.3	3.6	12.5	2.0	8.9	5.7	2.1	9.3	11.0	14.9	5.0	5.5	9.3	6.6
Second	4.1	2.8	3.3	2.1	6.7	4.2	11.0	5.4	5.7	14.2	1.8	22.8	3.8	6.9	11.1	7.0
Middle	2.6	0.0	1.0	2.6	3.4	5.4	3.8	7.6	2.7	8.5	2.2	8.3	1.9	5.6	5.4	4.0
Fourth	0.0	3.2	4.3	4.2	5.6	2.9	2.4	5.0	6.1	4.4	5.0	19.6	3.5	3.5	8.8	5.2
Richest	0.0	2.0	1.9	0.5	1.7	2.6	3.1	5.0	1.8	2.5	2.9	12.4	1.2	3.6	4.9	3.0
Attendance to online learning during school closure																
Yes	0.0	0.0	0.0	0.0	0.0	.9	0.7	0.7	0.2	1.5	1.9	3.6	0.0	0.8	1.8	0.8
No	2.2	2.5	3.6	3.3	7.4	4.6	7.8	7.9	5.8	10.1	5.9	20.2	3.8	6.7	10.5	6.8

[1] and [2] : Drop-out rate is the proportion of students from a cohort attending a given grade in a given school in a given year who are no longer attending school in the following year.

* Includes grades 11 and 12.

Table LN.4.3: Repetition of primary, lower secondary and upper secondary aged children

Percentage of primary, lower and upper secondary school going children in a given grade who repeated the following-year; Repetition rates of girls to boys (GPI), in primary, lower and upper secondary school, and additional parity indices taking all children, Bangladesh, 2021

	Primary				Lower secondary				Upper secondary				Total (Primary, Lower and Upper secondary)			
	Primary school - Repetition, Girls	Primary school - Repetition, Boys	Primary school - Repetition, Total	Gender parity index (GPI) for repetition in primary school [3]	Lower secondary school - Repetition, Girls	Lower secondary school - Repetition, Boys	Lower secondary school - Repetition, Total	Gender parity index (GPI) for repetition in lower secondary school [3]	Upper secondary school - Repetition, Girls	Upper secondary school - Repetition, Boys	Upper secondary school - Repetition, Total	Gender parity index (GPI) for repetition in upper secondary school [3]	School - Repetition (Any level of education), Girls	School - Repetition (Any level of education), Boys	School - Repetition (Any level of education), Total	Gender parity index (GPI) for repetition [3]
Total	4.0	3.4	3.7	1.19	2.2	2.6	2.4	0.83	26.5	29.0	27.9	0.91	11.1	11.7	11.4	0.94
Area																
Urban	3.9	2.3	3.2	1.67	1.4	3.0	2.2	0.48	24.4	24.3	24.3	1.00	10.1	9.8	10.0	1.03
Rural	4.0	3.7	3.8	1.08	2.4	2.5	2.5	0.95	27.3	30.7	29.2	0.89	11.4	12.4	12.0	0.92
Division																
Barishal	2.9	1.7	2.2	1.72	2.5	1.0	1.8	2.56	14.9	29.8	22.1	0.50	6.8	10.9	8.8	0.63
Chattogram	2.6	3.6	3.1	0.71	3.6	2.6	3.2	1.41	28.2	36.4	32.4	0.77	11.4	14.3	12.9	0.80
Dhaka	2.8	2.1	2.4	1.32	1.3	1.6	1.4	0.84	28.1	30.3	29.4	0.93	10.9	11.4	11.1	0.95
Khulna	1.8	3.9	2.9	0.47	3.4	3.7	3.5	0.94	26.9	23.0	24.9	1.17	10.6	10.2	10.4	1.04
Mymensingh	1.7	2.4	2.0	0.70	1.1	2.7	2.0	0.40	18.5	22.2	20.8	0.83	7.2	9.1	8.3	0.79
Rajshahi	13.1	7.2	10.3	1.82	1.9	4.7	3.1	0.40	31.8	31.9	32.1	1.00	16.5	14.8	15.8	1.12
Rangpur	4.7	3.7	4.1	1.25	1.4	2.8	2.0	0.50	15.1	22.3	19.3	0.68	7.3	9.7	8.7	0.76
Sylhet	4.4	2.7	3.4	1.64	1.5	2.2	1.8	0.66	31.7	29.5	30.1	1.07	12.7	11.5	11.9	1.11
Mother's education																
None/ECE	2.9	4.0	3.4	0.73	1.6	1.9	1.7	0.83	26.7	34.9	31.3	0.76	9.0	11.9	10.5	0.76
Primary	6.3	4.1	5.2	1.55	3.7	2.2	3.0	1.70	24.3	27.4	26.3	0.89	10.5	9.9	10.4	1.06
Secondary	3.3	3.0	3.2	1.10	1.6	2.7	2.2	0.60	42.2	53.0	47.1	0.80	15.9	19.6	17.6	0.81
Higher	3.1	0.0	1.6	na	0.0	3.6	2.9	0.00	34.1	33.3	42.3	1.02	12.7	10.1	15.5	1.26
Disability status (age 5-17 years)																
Has functional difficulty	5.7	4.6	4.7	1.23	0.0	0.0	0.0	na	33.3	14.4	23.2	2.31	11.7	6.0	8.5	1.93
Has no	4.0	3.3	3.6	1.20	2.3	2.7	2.5	0.83	26.4	29.1	27.9	0.91	11.0	11.8	11.4	0.94

Table LN.4.3: Repetition of primary, lower secondary and upper secondary aged children

Percentage of primary, lower and upper secondary school going children in a given grade who repeated the following-year; Repetition rates of girls to boys (GPI), in primary, lower and upper secondary school, and additional parity indices taking all children, Bangladesh, 2021

	Primary				Lower secondary				Upper secondary				Total (Primary, Lower and Upper secondary)			
	Primary school - Repetition, Girls	Primary school - Repetition, Boys	Primary school - Repetition, Total	Gender parity index (GPI) for repetition in primary school [3]	Lower secondary school - Repetition, Girls	Lower secondary school - Repetition, Boys	Lower secondary school - Repetition, Total	Gender parity index (GPI) for repetition in lower secondary school [3]	Upper secondary school - Repetition, Girls	Upper secondary school - Repetition, Boys	Upper secondary school - Repetition, Total	Gender parity index (GPI) for repetition in upper secondary school [3]	School - Repetition (Any level of education), Girls	School - Repetition (Any level of education), Boys	School - Repetition (Any level of education), Total	Gender parity index (GPI) for repetition [3]
functional difficulty																
Ethnicity																
Bengali	3.7	3.5	3.6	1.07	2.3	2.5	2.4	0.91	27.2	28.7	28.0	0.95	11.2	11.6	11.4	0.96
Others	8.6	0.0	4.9	na	0.0	5.6	2.2	0.00	0.0	39.4	25.0	0.00	3.6	14.5	10.9	0.25
Wealth index quintile																
Poorest	4.5	3.6	4.1	1.26	3.9	3.9	3.9	0.99	27.9	32.7	31.4	0.85	12.2	13.4	13.2	0.91
Second	4.4	5.5	5.0	0.79	0.9	0.6	0.8	1.49	25.1	26.5	25.7	0.94	10.4	11.3	10.8	0.92
Middle	4.0	3.1	3.6	1.31	1.5	1.1	1.3	1.42	22.1	32.0	27.6	0.69	9.4	12.2	11.1	0.77
Fourth	2.9	3.2	3.0	0.91	2.8	2.3	2.6	1.26	27.4	29.0	28.3	0.95	11.1	11.5	11.4	0.96
Richest	4.1	0.8	2.3	5.38	2.2	6.4	4.0	0.34	28.2	27.6	27.9	1.02	11.7	11.1	11.3	1.05
Attendance to online learning during school closure																
Yes	3.9	0.0	2.1	na	4.0	2.9	3.3	1.39	33.4	30.1	31.3	1.11	13.7	10.7	12.1	1.28
No	4.0	4.0	4.0	1.02	1.6	2.6	2.1	0.60	23.4	28.0	25.8	0.83	9.9	11.6	10.8	0.85

na: not applicable

Table LN.4.4: Grade specific repetition

Grade-specific repetition rates among children of primary, lower secondary, upper secondary and higher levels of school, Bangladesh, 2021

	Grade1	Grade2	Grade3	Grade4	Grade5	Grade6	Grade7	Grade8	Grade9	Grade10	Grade11	Grade12	Primary school-repetition, Total	Lower secondary school-repetition, Total	Upper secondary school-repetition, Total*	School-repetition (Any level of education), Total
Total	5.2	4.5	3.9	2.8	2.1	2.5	2.2	2.5	3.3	61.2	5.4	41.6	3.7	2.4	27.9	11.4
Sex																
Male	4.7	4.1	4.0	2.6	1.4	2.4	3.5	2.1	2.2	64.8	5.7	43.4	3.4	2.6	29.0	11.7
Female	5.7	4.9	3.9	3.0	2.6	2.5	1.2	2.8	4.3	57.2	5.0	39.5	4.0	2.2	26.5	11.1
Area																
Urban	5.1	2.5	2.2	3.2	2.8	3.5	1.7	1.2	1.4	55.5	7.0	33.4	3.2	2.2	24.3	10.0
Rural	5.2	5.1	4.4	2.7	1.8	2.2	2.4	2.9	3.8	62.8	4.8	45.5	3.8	2.5	29.2	12.0
Division																
Barishal	1.1	2.0	3.1	3.6	1.4	0.0	2.5	2.9	.9	52.7	4.2	30.8	2.2	1.8	22.1	8.8
Chattogram	2.9	2.5	5.6	2.8	1.5	3.3	1.9	4.5	4.3	72.4	7.0	45.9	3.1	3.2	32.4	12.9
Dhaka	5.8	1.5	2.0	1.6	1.0	1.0	2.5	.8	2.1	64.4	4.1	47.0	2.4	1.4	29.4	11.1
Khulna	4.3	2.9	2.2	5.2	0.0	7.3	0.0	3.1	2.6	55.9	1.5	39.6	2.9	3.5	24.9	10.4
Mymensingh	1.4	4.1	3.6	0.0	0.9	1.8	1.9	2.3	2.3	50.1	4.1	26.7	2.0	2.0	20.8	8.3
Rajshahi	14.3	17.8	7.2	3.1	9.2	1.5	3.7	4.0	8.9	61.0	16.1	42.3	10.3	3.1	32.1	15.8
Rangpur	5.0	4.8	4.5	4.7	1.5	1.8	2.5	1.7	1.1	50.3	0.0	26.0	4.1	2.0	19.3	8.7
Sylhet	7.2	3.8	2.2	1.8	2.1	1.2	2.7	1.5	3.7	57.4	7.7	51.4	3.4	1.8	30.1	11.9
Mother's education																
None/ECE	6.5	2.7	1.5	4.0	2.3	3.3	1.3	0.6	2.5	81.6	9.7	-	3.4	1.7	31.3	10.5
Primary	8.7	6.1	5.6	3.7	1.7	2.8	3.0	3.4	5.8	67.8	5.5	-	5.2	3.0	26.3	10.4
Secondary	3.6	4.3	4.4	1.1	2.6	2.3	1.9	2.4	2.3	75.9	10.0	100.0	3.2	2.2	47.1	17.6
Higher	0.0	4.5	0.0	3.4	0.0	0.0	0.0	8.8	0.0	69.4	0.0	100.0	1.6	2.9	42.3	15.5
Disability status (age 5-17 years)																
Has functional difficulty	10.3	7.3	6.0	0.0	0.0	0.0	0.0	0.0	0.0	69.7	0.0		4.7	0.0	23.2	8.5
Has no functional difficulty	4.9	4.4	3.8	2.9	2.1	2.5	2.3	2.6	3.3	61.1	5.4	41.6	3.6	2.5	27.9	11.4
Ethnicity																
Bengali	5.0	4.7	4.1	2.5	1.8	2.5	2.2	2.6	3.0	61.0	5.7	42.3	3.6	2.4	28.0	11.4

Table LN.4.4: Grade specific repetition

Grade-specific repetition rates among children of primary, lower secondary, upper secondary and higher levels of school, Bangladesh, 2021

	Grade1	Grade2	Grade3	Grade4	Grade5	Grade6	Grade7	Grade8	Grade9	Grade10	Grade11	Grade12	Primary school-repetition, Total	Lower secondary school-repetition, Total	Upper secondary school-repetition, Total*	School-repetition (Any level of education), Total
Others	8.0	0.0	0.0	9.7	6.6	2.8	3.7	0.0	11.3	66.5	0.0	22.1	4.9	2.2	25.0	10.9
Wealth index quintile																
Poorest	8.0	3.1	3.0	3.9	2.8	4.5	3.3	3.8	10.0	57.3	6.7	51.5	4.1	3.9	31.4	13.2
Second	4.6	8.5	4.7	3.4	3.6	0.9	0.9	0.7	4.0	60.5	6.9	31.4	5.0	0.8	25.7	10.8
Middle	5.7	4.1	4.1	2.7	1.7	1.4	1.5	1.1	1.7	61.4	3.0	44.4	3.6	1.3	27.6	11.1
Fourth	4.5	3.8	4.8	1.0	1.2	2.2	1.3	4.2	2.6	59.4	3.9	47.4	3.0	2.6	28.3	11.4
Richest	2.3	2.4	3.0	2.8	1.2	4.5	5.2	2.3	1.9	65.1	7.3	37.3	2.3	4.0	27.9	11.3
Attendance to online learning during school closure																
Yes	3.1	2.4	2.0	0.9	2.1	4.2	2.4	3.1	2.8	64.5	6.0	51.9	2.1	3.3	31.3	12.1
No	5.5	4.9	4.3	3.2	2.1	1.8	2.1	2.2	3.5	58.9	4.7	35.9	4.0	2.1	25.8	10.8

* Includes Grades 11 and 12.

4.5 Learning online during school closure

In March 2020, COVID-19 has resulted in academic closure in Bangladesh. This severely affected the majority of the students and other involved people of the education sector. Many countries all over the world have started the online education system and are continuing with this process to minimize the learning gap. Online education through social media is now the best possible alternative to face-to-face learning. Platforms like Facebook, Zoom, Google classroom, Google meet etc. are some of the mediums through which academic institutions are trying to communicate with the students.[34] Bangladesh also adopted a variety of measures to minimize learning gaps, which included broadcasting lessons on Television and Radio, uploading e-contents and conducting live classes by teachers on online platforms. In addition, teachers' and local education officials' continuous communication with students and parents, home visits and distribution of worksheets or assignments to ensure remote learning activities. The Survey on Children's Education has assessed children's learning status during the COVID-19 pandemic.

Table LN.5.1 presents percentages of primary, lower secondary and upper secondary school age children according to their participation in online learning during school closure by level of education. The table also presents percentages of children by level of education according to the presence of devices in the household to assist children with distant learning and the pattern or frequency of use of those devices for online learning and online study time (in minute) per day.

Table LN.5.2 presents percentages of primary, lower secondary and upper secondary school age children by scope of using devices for online learning at home during the school closure for COVID-19.

Table LN.5.3 presents school age children's mean learning time (in minute) in a day before and during the school closure for pandemic, by primary, lower secondary and upper secondary levels and overall.

Table LN.5.4 provides school age children's mean study time (in minute) in a day at home before and during the school closure and after reopening of school. It also presents percentages of school age children who studied at home before and during the school closure and after reopening of school. Similarly, Tables LN.5.5 and LN.5.6 provide information on school age children's mean study time (in minute) in a day at school and coaching centres respectively before and during the school closure and after reopening of school. It is to be noted that online study time is considered as school education.

Table LN.5.1 shows that, regardless of education level, 18.7 percent of children attended online learning during the school closure; this level though not significantly different among boys and girls, it varied significantly between areas of residence (28.7 percent for urban and 15.9 percent for rural children) and division between 5.7 percent (Mymensingh) and 23.4 percent (Khulna). The participation in online learning increased with the age of the child at the beginning of school year, level of mother's education and household wealth index , thereby showing a positive association between these set of variables. Participation rate was lower at primary level (13.1 percent) compared to secondary level (20.3 percent at lower secondary and 23.7 percent at upper secondary levels).

Irrespective of education level, 36.9 percent of children reported the presence of any device in the household to assist them with online learning. Girls (39.0 percent) were a little more likely than boys (34.8 percent) to have presence of these devices. The presence of devices is seen to be much more for urban children (50.6

[34] Online Education during COVID-19 in Bangladesh: University Teachers' Perspective. Mimma Tabassum, Seefat E Mannan, Md Iftakhar Parvej and Firoz Ahmed. Source: https://www.researchgate.net/publication/348418346_Online_Education_during_COVID-19_in_Bangladesh_University_Teachers'_Perspective

percent) as compared to rural children (32.9 percent). It varied widely across divisions ranging from 12 percent (Mymensingh) to 49.7 percent (Dhaka). The presence of devices seem to have a positive correlation with mother's educational level and household wealth level, showing an increase in proportions with an increase in levels of these two parameters. By level of education, the presence rate was almost similar (between 36.1 to38.2 percent (Table LN.5.1).

Overall, 30.3 percent of children had scope of using devices at home regularly for online learning and 10.5 percent had scope of using 'occasionally' and a few 'rarely' (4.6 percent) or did not have such a scope (4.3 percent), while 50.3 percent had no devices (Table LN.5.2). A very similar picture is evident for boys and girls, but a far different picture existed in urban and rural areas (45.9 percent of urban children and 25.4 percent of rural children had scope of regular use) and across divisions (8.9 percent of children in Barishal and 47.6 percent of children in Dhaka had the scope of regular use). Also, a positive association exists between the scope of regular use of devices and child age, mother's education level and household wealth index quintile, where the scope increased when child age, mother's education and wealth quintiles moved from lower to higher levels.

Of the school age children, regardless of education level, 57.7 percent always, 22.1 percent, occasionally and 10.3 percent used devices very little for online learning during the school closure (Table LN.5.1). The remaining 9.9 percent of children did not use such devices at all. The urban children were more likely than rural to have always used devices (67.2 percent vs. 53.4 percent), though there no gender differrentials. Divisions show a wide variation in 'always' using devices, ranging from 28.1 percent in Sylhet to 70.3 percent of children in Dhaka. Also, a moderate to wide variation exist across mother's education and household wealth quintiles with respect to using devices always. All-time use of devices appears to be very similar across primary, lower and upper secondary levels.

Regardless of education level, the school age children studied online for 177.1 minutes per day during the school closure; slightly higher in urban (187.2 minutes/day) than in rural area (171.9 minutes/day). The online study time varies considerably between divisions, ranging from 143.5 (Rajshahi) to 201.5 minutes per day (Chattogram). The online study time per day appears to have a positive association with child's age at the beginning of school year, mother's education and household wealth index quintile, where it increased with an increase in level for each of these background characteristics. The online study time at primary level was 158.9 minutes per day as compared to 176.6 at lower secondary and 188.1 minutes per day at upper secondary level (Table LN.5.1).

Table LN.5.3 shows that, regardless of education level, children's overall study time at home before and after school closure were 127.1 minutes per day and much lower at 83.4 minutes per day, respectively. Similarly, they studied 190.0 minutes per day at school, before and 13.3 minutes per day at school after the school closure (for online learning). Study time at coaching centre were 46.1 minutes per day before and 26.8 minutes per day after the school closure, while overall study time were 363.3 minutes per day and only 123.6 minutes per day, before and after school closure, respectively. The mean study time, irrespective of education level and place of study before or after school closure vary very marginally across sex of child and area of residence, and varies considerably across divisions with children in Khulna reporting the highest mean study time (379.0 minutes/day) as against those in Rajshahi with the lowest mean study time (336.4 minutes/day) before the school closure, while children in Chattogram had the highest (147.1 minutes/day) and Mymensingh had the lowest mean study time (101.1 minutes/day) after the school closure. Mean study time seem to be positively associated with mother's education and household wealth status. Children's mean study time significantly dropped after the school closure when compared with that before the school closure at primary, lower secondary and upper secondary levels. For each of the levels of education, children in urban area had a longer study time after the school closure, compared to children in rural area. Children in Chattogram had the longest mean study time per day after the school closure at primary, lower-secondary and upper-secondary levels compared to children in other divisions

Table LN.5.4 reveals that 95.5 percent of children studied at home before the school closure, 80.8 percent during the school closure and 90.8 percent after reopening of school. No significant sex and area differentials regarding studying at home for different school opening status exist. However, differentials are evident by division especially during the school closure ranging from 70.8 percent (Rajshahi) to 89 percent (Barishal). Percentages of children who studied at home during the school closure and after reopening of school were the lowest among children age 20-24 years (68.4 and 73.7 percent, respectively) and the highest among children age 10-14 (83.6 percent) during the school closure and for children age 5-9 years (94.9 percent) after reopening of school. In contrast to the situation before the school closure, children, whose mothers have higher education, were a little more likely than other children to study at home during the school closure (87.2 percent) and after reopening of school (94.3 percent).

Table LN.5.4 further reveals that children's mean study time per day at home before and during the school closure and after reopening of school was 117.5 minutes (1 hour, 57.5 minutes), 85.8 minutes (1 hour, 15.8 minutes) and 111.3 minutes (1 hour, 51.3 minutes), respectively, clearly showing a drop-in study time by about 30 minutes per day during school closure days when compared with days when schools were open. Division level estimates suggest that a moderate gap exists between them with regard to the study time at home during the three status of school opening. While the lowest study time of 101.9 minutes per day was reported in Rajshahi and the highest study time at homeof 139.4 minutes (2 hours, 19.4 minutes) per day was reported in Khulna before the school closure, during the school closure Rajshahi again shows the lowest study time per day at home (71.1 minutes) as against Chottogram reporting the highest ((90.4 minutes per day). After schools reopening, Barishal reported the highest (128.8 minutes) and Rajshahi reported the lowest (92.8 minutes) per day study time at home. In all three periods, the study time per day increased consistently with the age of the child as well with the increase in mother's education and household wealth status, irrespective of the status of the school opening.

As Table LN.5.5 indicates the study time at school among the school going children. It shows that a great majority of children studied at school, both before the school closure (94.1 percent) and after reopening of school (85.7 percent). A a small proportion studied at school during the school closure (7.9 percent), when they went to school to do online classes. While almost no sex and area differentials exist in this regard, notable differentials were found across divisions after reopening of school. Khulna had the highest percentage of children (17.9 percent) and Sylhet has the lowest percentage of children (2.8 percent) who studied at school during the school closure. Barishal (93.3 percent) had the highest proportion of children and Khulna (79.4 percent), the lowest proportion of children who studied at school after their reopening. Children of mothers with higher education were more likely than other children to study at school after reopening of school (93.6 percent). No clear association is seen between proportion of children studying at school and household wealth status both before closuer and after reopening of school.

Table LN.5.5 also shows that children's study time per day at school before and during the school closure and after reopening of school were 186.2 minutes, 80.3 minutes and 86.1 minutes, respectively, thereby showing a considerable drop in study time per day at school before closure and after their reopening. Though study time at school by sex of child and area of residence are very similar to the overall study time, except that the urban children had a higher study time than rural children during the school closure where children devoted time on online learning.. Division level variations suggest that a moderate difference exists among divisions with regard to the study time. For example, before the school closure, in Barishal chidren spent the lowest time per day (161.5 minutes) and at Rangpur, the highest study time (197.3 minutes). ; In all three periods of school before closure and after reopening, the study time per day varied with age of the child, by mother's education or with the wealth status but did not show any definitive pattern of variations with these household characteristics.

Table LN.5.6 provides the percentage of primary, lower secondary and upper secondary school age children by their study at coaching centre and mean study time (in minute) there before and during the school closure and after reopening of school. About a half (48.7 percent) of the children before the school closure, 27.5

percent during the school closure and 39.2 percent after reopening of school, studied at coaching centres. The percentage of children who studied at coaching centres was very close between boys and girls and children in urban and rural areas. However, percentage of children who studied at coaching centers varied considerably across divisions, ranging from 39.3 percent (Sylhet) to 53.5 percent (Dhaka) before the school closure, 22 percent to 36.9 percent in Rangpur and Khulna, respectively, during the school closure and 28.4 percent (Mymensingh) and 48.8 percent (Khulna), after reopening of schools. Children whose mothers had secondary education were more likely than others to have studied at coaching centres before and during the school closure and after reopening of school (54.7, 37.3 and 49.7 percent, respectively). The corresponding percentages for children whose mothers had no education or only preschool were considerably low (39.9, 19.9 and 31.6 percent, respectively). Again, studying at coaching centres was found to be positively associated with household wealth status.

Mean study time of the children at coaching centres before and during the school closure and after reopening of school were 73.4, 68.2 and 69.5 minutes per day, respectively. Children's mean study time at coaching centres was very close between boys and girls and children in urban and rural areas, though it varied considerably across division, child age, and to some extent across mother's education and household wealth status. For example, Dhaka division had the highest (78.4 minutes/day) and Barishal division, the lowest (66.9 minutes/day), study time before the school closure; corresponding highest and lowest for the study time in coaching centre during school closure was in Chottogram (74.3 minutes per day) and Khulna and Sylhet (64.3 minutes per day . Mymensingh ((78.2 minutes per day) recorded the highest and Sylhet (62.9 minutes per day) recorded the lowest study time at coaching centre after reopening of school. (Table LN.5.6).

Table LN.5.1: Online education during school closure due to COVID-19
Percentage of primary, lower secondary and upper secondary school age children who participated in online learning during school closure and average study time by education level, Bangladesh, 2021

	Primary										Lower secondary									
	Attendance to online learning/ online during school closure	Presence of any device in household to assist with online learning	No. of primary school going children (who got enrolled in 2020 or 2021)	How frequent students used devices to participate in online learning					Studying online		Attendance to online learning /online during school closure	Presence of any device in household to assist with online learning	Number of lower secondary school children (who got enrolled in 2020 or 2021)	How frequent students used devices to participate in online learning					Studying online	
				Always	Occasionally	Very little	No, not at all	Number of primary school children who had scope of using devices to participate in online learning	Average online learning time (in minute) per day	No. of primary school children studied in school during school closure through online				Always	Occasionally	Very little	No, not at all	Number of primary school children who had scope of using devices to participate in online learning	Average online learning time (in minute) per day	No. of lower secondary school children studied in school during school closure through online
Total	13.1	36.1	3371	56.0	20.1	11.1	12.7	1217	158.9	441	20.3	38.2	2109	57.2	23.8	8.5	10.5	806	176.6	428
Sex																				
Male	10.9	33.5	1693	59.2	18.6	10.7	11.5	567	156.1	184	19.0	35.0	1091	57.3	25.0	8.4	9.3	382	180.9	207
Female	15.3	38.7	1678	53.2	21.5	11.6	13.7	650	160.9	257	21.7	41.6	1018	57.2	22.7	8.6	11.5	424	172.6	221
Area																				
Urban	20.5	49.4	790	65.2	16.2	9.0	9.6	390	161.7	162	33.9	54.1	466	68.9	19.9	5.7	5.4	252	184.6	158
Rural	10.8	32.0	2581	51.7	22.0	12.2	14.2	826	157.3	279	16.4	33.7	1643	51.9	25.5	9.8	12.8	554	171.9	270
Division																				
Barishal	9.4	16.6	204	38.9	45.0	14.6	1.4	34	175.4	19	11.9	15.6	138	43.1	42.6	14.4	0.0	22	200.5	16
Chattogram	15.5	37.1	760	52.6	22.0	11.5	14.0	282	188.3	117	22.2	41.2	438	51.6	29.4	7.2	11.8	180	202.9	97
Dhaka	17.9	52.5	769	64.8	18.5	8.1	8.6	403	152.3	138	25.0	50.4	469	75.4	17.1	3.3	4.3	236	180.0	117
Khulna	17.0	33.6	380	51.5	25.6	12.1	10.7	128	142.5	64	26.4	38.4	235	63.4	19.6	8.2	8.8	90	171.9	62
Mymensingh	1.8	8.0	263	54.0	13.4	18.9	13.7	21	183.4	5	6.8	10.1	164	42.4	44.6	13.0	0.0	17	222.3	11
Rajshahi	13.0	47.1	376	69.4	16.9	6.4	7.3	177	146.9	49	23.9	52.7	245	63.2	19.5	7.7	9.7	129	129.0	58
Rangpur	5.5	21.0	361	47.2	19.7	17.1	16.0	76	145.2	20	17.2	22.9	243	31.7	36.9	15.8	15.6	56	183.2	42
Sylhet	11.2	37.1	259	23.9	13.3	23.0	39.8	96	121.6	29	13.4	43.0	177	22.9	24.2	21.7	31.2	76	132.1	24
Age at beginning of school year																				
6-7	9.7	32.8	1294	57.3	18.9	9.8	14.0	424	139.4	126	na	na	0	na	na	na	na	0	Na	0
8-10	15.2	38.2	2077	55.3	20.8	11.9	12.0	792	166.7	315	na	na	0	na	na	na	na	0	Na	0
11-13	na	na	0	na	na	na	na	0	na	0	20.3	38.2	2109	57.2	23.8	8.5	10.5	806	176.6	428
14-15	na	na	0	na	na	na	na	0	na	0	na	na	0	na	na	na	na	0	Na	0
16-17	na	na	0	na	na	na	na	0	na	0	na	na	0	na	na	na	na	0	Na	0
Disability status (age 5-17 years)																				

Table LN.5.1: Online education during school closure due to COVID-19
Percentage of primary, lower secondary and upper secondary school age children who participated in online learning during school closure and average study time by education level, Bangladesh, 2021

	Primary										Lower secondary									
	Attendance to online learning/ online during school closure	Presence of any device in household to assist with online learning	No. of primary school going children (who got enrolled in 2020 or 2021)	How frequent students used devices to participate in online learning					Studying online		Attendance to online learning /online during school closure	Presence of any device in household to assist with online learning	Number of lower secondary school children (who got enrolled in 2020 or 2021)	How frequent students used devices to participate in online learning					Studying online	
				Always	Occasionally	Very little	No, not at all	Number of primary school children who had scope of using devices to participate in online learning	Average online learning time (in minute) per day	No. of primary school children studied in school during school closure through online				Always	Occasionally	Very little	No, not at all	Number of primary school children who had scope of using devices to participate in online learning	Average online learning time (in minute) per day	No. of lower secondary school children studied in school during school closure through online
Has functional difficulty	13.5	32.0	160	59.0	19.2	11.2	10.6	51	167.9	21	21.7	29.4	78	73.8	9.3	5.3	11.5	23	259.5	17
Has no functional difficulty	13.1	36.3	3211	55.9	20.2	11.1	12.8	1166	158.4	419	20.2	38.5	2031	56.8	24.2	8.6	10.4	783	173.2	411
Mother's education [A]																				
None/ECE	2.4	16.9	555	52.5	19.9	6.2	21.4	94	94.1	13	7.2	23.4	503	46.0	23.0	12.3	18.7	118	142.0	36
Primary	8.1	27.5	843	41.0	23.4	14.2	21.4	232	124.6	68	15.4	31.1	566	51.1	26.1	8.6	14.2	176	136.7	87
Secondary	15.9	44.2	1711	59.3	19.0	11.3	10.5	757	170.6	271	28.2	48.7	891	60.9	24.0	7.8	7.2	434	188.1	251
Higher	51.0	69.4	150	72.8	18.3	5.8	3.2	104	154.1	77	70.9	89.0	60	70.1	16.5	6.8	6.7	54	209.6	43
Sex of household head																				
Male	12.5	34.9	3016	56.2	20.0	11.0	12.8	1052	154.0	378	20.1	37.7	1905	55.9	24.7	8.7	10.7	718	175.4	383
Female	17.7	46.4	355	55.0	20.9	12.3	11.8	165	188.4	63	21.8	43.0	204	68.0	16.5	7.3	8.2	88	187.1	44
Ethnicity																				
Bengali	13.5	37.0	3234	55.9	20.1	11.2	12.8	1195	159.5	437	20.7	39.1	2023	57.5	23.5	8.7	10.3	791	177.9	420
Others	2.7	15.4	137	63.5	23.0	6.8	6.8	21	87.7	4	9.4	17.7	86	43.7	37.5	0.0	18.9	15	111.8	8
Wealth index quintile																				
Poorest	2.3	7.9	791	52.3	14.2	19.5	14.0	62	134.5	19	5.0	8.9	437	48.9	18.0	14.6	18.4	39	151.8	22
Second	5.6	21.5	724	46.0	20.1	18.1	15.7	156	123.7	41	10.8	22.3	462	42.8	28.0	15.7	13.5	103	142.5	50
Middle	12.4	39.8	663	49.6	24.2	9.2	17.0	264	149.2	82	16.8	37.7	452	55.7	23.0	9.4	11.9	170	154.7	76
Fourth	16.7	52.7	623	47.7	25.7	11.1	15.5	329	174.9	104	24.1	53.5	419	52.6	28.3	6.2	12.8	224	174.8	101
Richest	34.3	71.3	569	71.4	13.9	8.5	6.2	405	164.1	195	52.8	79.6	339	68.8	19.7	6.2	5.3	269	199.5	179

Table LN.5.1: Continued

	Upper secondary										Total (Primary, Lower Secondary and Upper Secondary)									
	Attendance to online learning during school closure	Presence of any device in household to assist with online learning	Number of upper secondary school going children (who got enrolled in 2020 or 2021)	How frequent students used devices to participate in online learning				Studying online			Attendance to online learning during school closure	Presence of any device in household to assist with online learning	No. of school going children (who got enrolled in 2020 or 2021)	How frequent students used devices to participate in online learning				Studying online		
				Always	Occasionally	Very little	No, not at all	Number of primary school children who had scope of using devices to participate in online learning	Average online learning time (in minute) per day	No. of upper secondary school children studied in school during school closure through online				Always	Occasionally	Very little	No, not at all	Number of primary school children who had scope of using devices to participate in online learning	Average online learning time (in minute) per day	No. of school going children studied in school during school closure by participating in online study
Total	23.7	36.8	3193	59.7	22.9	10.8	6.7	1176	188.1	756	18.7	36.9	8673	57.7	22.1	10.3	9.9	3198	177.1	1625
Sex																				
Male	22.8	36.1	1614	62.0	23.2	9.3	5.5	583	190.5	368	17.3	34.8	4398	59.8	21.9	9.6	8.7	1532	179.6	759
Female	24.6	37.6	1579	57.4	22.6	12.2	7.8	593	185.8	388	20.2	39.0	4275	55.7	22.2	11.0	11.1	1667	175.0	866
Area																				
Urban	34.5	49.7	694	68.1	17.2	10.2	4.5	345	206.1	239	28.7	50.6	1950	67.2	17.5	8.6	6.7	987	187.2	559
Rural	20.7	33.3	2499	56.1	25.3	11.0	7.6	831	179.7	517	15.9	32.9	6723	53.4	24.1	11.2	11.3	2211	171.9	1066
Division																				
Barishal	17.3	19.6	186	24.6	47.2	28.2	0.0	36	201.2	32	12.9	17.4	528	34.2	45.3	19.9	.5	92	193.7	68
Chattogram	28.3	39.0	688	55.1	30.0	9.7	5.2	268	208.8	195	21.7	38.7	1886	53.3	26.7	9.8	10.2	730	201.5	409
Dhaka	27.4	46.3	726	73.9	16.0	7.8	2.4	336	189.6	199	23.1	49.7	1963	70.5	17.3	6.8	5.4	976	175.8	454
Khulna	28.4	39.3	346	62.1	20.5	11.3	6.1	136	183.4	98	23.4	36.8	961	58.6	22.1	10.8	8.5	354	168.5	225
Mymensingh	9.2	17.7	238	57.7	30.9	5.1	6.3	42	172.0	22	5.7	12.0	666	53.5	29.2	10.4	7.0	80	188.2	38
Rajshahi	26.6	45.2	393	67.6	15.2	7.9	9.2	178	149.9	105	20.9	47.8	1013	67.1	17.0	7.3	8.6	484	143.5	212
Rangpur	18.1	26.1	340	38.4	30.1	18.6	12.9	89	190.6	62	13.0	23.3	944	39.7	28.2	17.4	14.7	220	180.9	123
Sylhet	15.8	32.9	276	37.0	25.9	18.0	19.1	91	185.6	44	13.5	36.9	711	28.1	20.8	20.9	30.2	263	153.2	96
Age at beginning of school year																				
6-7	na	na	0	na	na	na	na	0	na	0	9.7	32.8	1294	57.3	18.9	9.8	14.0	424	139.4	126
8-10	na	na	0	na	na	na	na	0	na	0	15.2	38.2	2077	55.3	20.8	11.9	12.0	792	166.7	315
11-13	na	na	0	na	na	na	na	0	na	0	20.3	38.2	2109	57.2	23.8	8.5	10.5	806	176.6	428
14-15	23.2	37.6	1601	56.5	24.1	12.2	7.3	602	181.0	372	23.2	37.6	1601	56.5	24.1	12.2	7.3	602	181.0	372
16-17	24.1	36.1	1592	63.0	21.6	9.3	6.0	574	194.9	384	24.1	36.1	1592	63.0	21.6	9.3	6.0	574	194.9	384
Disability status: (children age 5-17 years have)																				
Functional difficulty	23.0	28.8	85	81.2	8.9	7.8	2.2	24	211.4	19	17.9	30.5	322	67.9	14.3	9.0	8.7	98	209.2	58
No functional difficulty	23.7	37.1	3108	59.2	23.2	10.8	6.8	1152	187.5	737	18.8	37.1	8351	57.3	22.3	10.4	10.0	3100	176.0	1567
Mother's education [A]																				
None/ECE	11.8	25.1	625	48.6	26.8	13.3	11.3	157	145.3	74	7.3	21.9	1683	48.8	23.8	11.2	16.2	368	138.8	123
Primary	20.2	33.3	624	55.2	24.6	11.9	8.3	208	168.1	126	13.8	30.3	2033	48.7	24.6	11.8	14.9	615	147.8	281
Secondary	36.8	54.5	843	62.7	21.0	10.2	6.0	459	195.2	310	24.2	47.9	3444	60.7	20.9	10.1	8.4	1650	185.1	833
Higher	71.9	83.5	45	85.3	9.6	5.2	0.0	38	284.7	33	59.4	76.5	256	74.5	16.1	5.9	3.5	196	197.7	152
Sex of household head																				

	Upper secondary										Total (Primary, Lower Secondary and Upper Secondary)									
	Attendance to online learning during school closure	Presence of any device in household to assist with online learning	Number of upper secondary school going children (who got enrolled in 2020 or 2021)	How frequent students used devices to participate in online learning				Studying online			Attendance to online learning during school closure	Presence of any device in household to assist with online learning	No. of school going children (who got enrolled in 2020 or 2021)	How frequent students used devices to participate in online learning				Studying online		
				Always	Occasionally	Very little	No, not at all	Number of primary school children who had scope of using devices to participate in online learning	Average online learning time (in minute) per day	No. of upper secondary school children studied in school during school closure through online				Always	Occasionally	Very little	No, not at all	Number of primary school children who had scope of using devices to participate in online learning	Average online learning time (in minute) per day	No. of school going children studied in school during school closure by participating in online study
Male	23.5	36.5	2841	59.0	23.1	10.9	7.1	1037	187.8	668	18.4	36.2	7762	57.2	22.3	10.3	10.2	2807	175.5	1430
Female	24.9	39.5	352	64.5	21.7	10.3	3.5	139	190.2	88	21.4	43.0	911	61.3	20.2	10.5	8.0	392	188.9	195
Ethnicity																				
Bengali	23.8	37.5	3060	59.8	22.7	10.8	6.7	1149	190.1	728	19.0	37.7	8317	57.7	21.9	10.4	9.9	3135	178.4	1584
Others	21.5	20.5	133	52.3	32.9	8.6	6.3	27	137.1	28	11.3	17.9	355	53.9	30.7	5.9	9.4	64	127.4	40
Wealth index quintile																				
Poorest	7.3	10.8	556	52.4	24.5	11.7	11.5	60	158.9	41	4.6	9.0	1784	51.5	19.0	15.4	14.1	161	151.4	81
Second	10.1	18.8	642	39.9	29.6	19.2	11.3	121	157.9	65	8.5	20.7	1828	43.2	25.3	17.8	13.7	379	144.1	156
Middle	21.9	32.7	673	57.8	24.3	10.5	7.4	220	170.7	147	17.1	36.6	1789	53.9	24.0	9.7	12.4	654	160.9	305
Fourth	26.6	49.4	707	55.4	26.4	11.6	6.6	349	185.6	188	22.5	51.6	1750	51.9	26.6	10.1	11.4	903	180.0	394
Richest	51.1	69.3	615	70.7	17.2	7.7	4.4	426	207.7	315	45.2	72.3	1523	70.5	16.6	7.7	5.3	1101	193.2	689

Table LN.5.2: Scope of using devices for online learning

Percentage of children by scope of using devices for online learning during school closure (for COVID-19), Bangladesh, 2021

	Percentage of children by scope of using devices for online learning					Number of children
	Regularly	Occasionally	Rarely	Not at all	No scope of using devices	
Total	30.3	10.5	4.6	4.3	50.3	8166
Sex						
Male	32.0	10.4	4.3	3.7	49.6	4025
Female	28.6	10.5	5.0	5.0	50.9	4140
Area						
Urban	45.9	10.1	5.0	3.5	35.5	1941
Rural	25.4	10.6	4.5	4.6	54.9	6225
Division						
Barishal	8.9	11.0	4.1	0.1	75.9	519
Chattogram	30.1	13.9	4.7	5.3	46.0	1684
Dhaka	47.6	9.9	4.0	2.8	35.7	1887
Khulna	31.5	11.8	4.6	3.5	48.6	912
Mymensingh	12.6	5.6	1.7	1.0	79.2	546
Rajshahi	42.3	9.2	3.9	5.1	39.5	1002
Rangpur	14.0	7.8	4.9	3.6	69.7	1005
Sylhet	16.6	11.0	10.2	14.3	47.8	611
Child's age group						

Table LN.5.2: Scope of using devices for online learning

Percentage of children by scope of using devices for online learning during school closure (for COVID-19), Bangladesh, 2021

	Percentage of children by scope of using devices for online learning					Number of children
	Regularly	Occasionally	Rarely	Not at all	No scope of using devices	
Up to 9	23.2	8.3	4.4	5.3	58.8	1760
10-14	24.9	9.9	4.4	4.8	56.0	3097
15-19	34.4	12.8	5.5	3.5	43.8	2498
20-24	53.7	10.0	3.4	2.9	29.9	
Sex of household head						
Male	29.5	10.2	4.5	4.4	51.3	7336
Female	36.7	12.4	5.5	3.7	41.6	829
Ethnicity						
Bengali	30.9	10.5	4.8	4.3	49.4	7855
Others	13.1	9.1	1.3	4.2	72.4	311
Wealth index quintile						
Poorest	6.6	3.2	1.9	2.3	86.0	1342
Second	13.2	7.0	5.1	3.9	70.8	1527
Middle	26.5	10.5	4.4	4.9	53.7	1731
Fourth	35.2	16.3	5.6	6.7	36.3	1778
Richest	61.3	13.0	5.7	3.4	16.6	1787

For Grade-I and above as no online education offered for pre-primary students

Table LN.5.3: Mean study time per day before and during school closure of primary, lower-secondary and upper-secondary school age children

Primary, lower-secondary and upper-secondary school age children's average learning time (in minute) per day before and during the closure of school, per level of education, Bangladesh, 2021

	Primary									Lower secondary								
	Mean study time (in minute) per day before school closure				Mean study time (in minute) per day during school closure				Number of primary school age children	Mean study time (in minute) per day before school closure				Mean study time (in minute) per day during school closure				Number of lower secondary school children
	Home	School	Coaching	Total	Home	School (i.e., online learning)	Coaching	Total		Home	School	Coaching	Total	Home	School (i.e., online learning)	Coaching	Total	
Total	95.6	157.6	34.1	287.3	66.3	10.7	24.8	101.8	2714	140.3	223.9	52.9	417.1	89.4	15.2	28.2	132.8	1258
Sex																		
Male	92.5	155.6	33.8	281.8	65.4	10.2	24.8	100.4	1292	136.5	222.3	56.9	415.8	87.8	16.3	30.2	134.4	556
Female	98.5	159.5	34.4	292.4	67.1	11.1	24.9	103.1	1422	143.3	225.1	49.7	418.1	90.7	14.3	26.5	131.5	702
Area																		
Urban	101.5	161.3	38.2	301.0	70.4	18.3	27.8	116.4	632	145.8	219.3	58.1	423.2	98.0	26.9	26.7	151.6	287
Rural	93.8	156.5	32.9	283.2	65.0	8.4	23.9	97.3	2082	138.7	225.2	51.4	415.2	86.9	11.8	28.6	127.2	971
Division																		
Barisha	110.1	135.4	29.2	274.8	69.6	5.4	20.6	95.5	174	161.3	193.6	46.3	401.2	100.7	6.4	24.0	131.2	90
Chattog ram	102.3	177.8	34.9	315.0	76.8	17.4	29.5	123.7	611	146.9	233.1	47.0	427.0	103.8	21.1	32.6	157.5	253
Dhaka	95.9	159.8	39.8	295.5	70.6	15.3	25.0	110.9	616	141.7	223.1	60.5	425.3	86.6	21.6	26.3	134.6	277
Khulna	115.6	145.3	42.2	303.1	71.3	9.4	29.3	110.1	287	149.7	208.7	59.4	417.9	90.1	14.1	34.8	139.0	151
Mymens ingh	82.7	149.0	24.1	255.8	53.6	5.0	19.0	77.6	178	119.7	226.0	46.7	392.4	84.5	12.2	22.1	118.8	78
Rajshah i	76.6	150.7	36.5	263.7	47.8	8.6	29.9	86.4	318	116.4	221.5	53.9	391.9	73.4	13.6	31.3	118.3	151
Rangpu r	82.7	159.3	25.9	267.9	58.1	2.6	16.2	76.8	321	137.8	236.9	57.0	431.7	84.6	9.7	27.3	121.6	164
Sylhet	95.7	143.1	25.0	263.9	64.7	3.7	18.4	86.8	209	142.9	233.8	38.3	415.0	84.8	5.3	16.5	106.5	93
Age at beginning of school year																		
6-7	82.7	131.4	27.3	241.5	60.3	9.4	23.5	93.2	910	na	na	na	na	na	na	na	na	0
8-10	102.1	170.9	37.5	310.5	69.3	11.3	25.5	106.1	1804	na	na	na	na	na	na	na	na	0
11-13	na	na	na	na	na	na	na	na	0	140.3	223.9	52.9	417.1	89.4	15.2	28.2	132.8	1258
14-15	na	na	na	na	na	na	na	na	0	na	na	na	na	na	na	na	na	0
16-17	na	na	na	na	na	na	na	na	0	na	na	na	na	na	na	na	na	0

Table LN.5.3: Mean study time per day before and during school closure of primary, lower-secondary and upper-secondary school age children

Primary, lower-secondary and upper-secondary school age children's average learning time (in minute) per day before and during the closure of school, per level of education, Bangladesh, 2021

	Primary									Lower secondary								
	Mean study time (in minute) per day before school closure				Mean study time (in minute) per day during school closure				Number of primary school age children	Mean study time (in minute) per day before school closure				Mean study time (in minute) per day during school closure				Number of lower secondary school children
	Home	School	Coaching	Total	Home	School (i.e., online learning)	Coaching	Total		Home	School	Coaching	Total	Home	School (i.e., online learning)	Coaching	Total	
Disability status (age 5-17 years)																		
Has functional difficulty	96.0	159.1	41.6	296.7	66.5	12.5	31.4	110.4	104	174.0	216.3	74.6	464.8	114.0	37.6	57.8	209.4	34
Has no functional difficulty	95.6	157.6	33.8	287.0	66.3	10.6	24.6	101.4	2610	139.4	224.1	52.3	415.7	88.7	14.6	27.3	130.6	1224
Mother's education [A]																		
None/ECE	73.3	160.5	20.8	254.6	49.8	8.1	13.5	71.4	397	117.5	218.5	42.9	378.9	74.0	8.3	18.2	100.6	223
Primary	89.6	149.0	29.4	268.0	58.6	5.9	20.4	84.9	690	128.7	225.0	45.9	399.6	79.8	9.6	22.8	112.3	316
Secondary	101.6	160.3	40.1	302.1	72.3	13.5	30.5	116.3	1413	149.8	225.1	58.7	433.6	96.1	17.9	33.9	147.9	632
Higher	132.4	167.6	35.2	335.1	97.4	17.9	24.5	139.8	130	184.2	223.5	69.4	477.0	123.5	42.9	37.7	204.2	53
Sex of household head																		
Male	95.1	158.0	33.6	286.7	65.2	10.1	24.1	99.3	2439	140.3	224.3	53.4	418.0	89.2	14.8	27.7	131.7	1142
Female	99.9	154.6	38.1	292.7	76.1	16.1	31.3	123.5	275	140.4	219.8	47.4	407.7	91.7	19.7	32.2	143.5	116
Ethnicity																		
Bengali	97.0	157.6	33.9	288.5	67.2	11.0	25.1	103.3	2604	141.9	223.9	54.1	419.8	89.5	15.7	28.9	134.1	1204
Others	63.7	158.6	38.6	260.9	44.4	3.3	18.8	66.4	110	104.5	223.2	26.8	354.5	86.3	4.2	12.1	102.5	54
Wealth index quintile																		
Poorest	77.6	152.4	22.2	252.3	52.8	5.9	14.6	73.3	592	121.8	224.3	39.8	386.0	83.0	8.2	19.5	110.7	178
Second	86.5	152.1	29.6	268.2	61.2	6.3	21.7	89.2	574	127.6	218.1	46.4	392.0	86.7	7.1	27.3	121.1	240
Middle	95.0	160.4	38.4	293.8	65.1	10.3	26.6	102.0	553	132.0	226.8	49.0	407.7	79.8	13.9	25.3	119.0	289

Table LN.5.3: Mean study time per day before and during school closure of primary, lower-secondary and upper-secondary school age children

Primary, lower-secondary and upper-secondary school age children's average learning time (in minute) per day before and during the closure of school, per level of education, Bangladesh, 2021

	Primary									Lower secondary								
	Mean study time (in minute) per day before school closure				Mean study time (in minute) per day during school closure				Number of primary school age children	Mean study time (in minute) per day before school closure				Mean study time (in minute) per day during school closure				Number of lower secondary school children
	Home	School	Coaching	Total	Home	School (i.e., online learning)	Coaching	Total		Home	School	Coaching	Total	Home	School (i.e., online learning)	Coaching	Total	
Fourth	105.3	161.5	38.1	304.9	74.3	13.9	29.3	117.6	515	152.5	230.5	58.7	441.7	92.0	14.3	28.3	134.6	277
Richest	118.9	163.3	44.8	327.1	81.7	18.8	34.3	134.8	480	159.9	218.9	65.3	444.1	103.4	29.1	37.4	169.9	275

Table LN.5.3: Continued

	Upper secondary									Total (Primary, Lower/Upper Secondary)								
	Mean study time (in minute) per day before school closure				Mean study time (in minute) per day during school closure				Number of upper secondary school children	Mean study time (in minute) per day before school closure				Mean study time (in minute) per day during school closure				Number of children going to school
	Home	School	Coaching	Total	Home	School (i.e., online learning)	Coaching	Total		Home	School	Coaching	Total	Home	School (i.e., online learning)	Coaching	Total	
Total	170.0	218.2	61.0	449.3	107.6	16.3	29.2	153.0	1611	127.1	190.0	46.1	363.3	83.4	13.3	26.8	123.6	5583
Sex																		
Male	161.4	219.3	61.5	442.2	102.7	17.7	31.0	151.4	761	122.0	188.4	46.8	357.1	81.0	13.7	27.7	122.5	2608
Female	177.7	217.2	60.6	455.5	111.9	15.0	27.6	154.5	851	131.7	191.5	45.5	368.7	85.5	13.0	26.0	124.5	2975
Area																		
Urban	180.6	207.8	70.7	459.1	115.1	24.4	35.8	175.3	393	134.9	188.0	52.3	375.1	89.8	22.0	29.9	141.8	1312
Rural	166.6	221.5	57.9	446.1	105.1	13.7	27.0	145.8	1218	124.8	190.7	44.2	359.7	81.4	10.7	25.9	118.0	4272
Division																		
Barishal	183.1	188.1	54.7	425.9	114.0	6.9	26.6	147.5	111	144.0	165.0	40.9	349.8	90.2	6.1	23.2	119.5	375
Chattogram	175.6	229.0	55.4	460.0	130.2	22.2	32.6	185.0	308	131.2	203.2	42.9	377.3	96.7	19.5	31.0	147.1	1171
Dhaka	174.5	213.0	68.0	455.5	107.6	20.7	28.4	156.6	375	129.1	189.4	52.7	371.2	85.0	18.3	26.3	129.6	1268
Khulna	185.2	204.3	72.5	462.1	103.1	21.7	40.2	165.0	192	145.0	178.5	55.5	379.0	85.5	14.2	34.0	133.7	631
Mymensingh	148.4	226.6	62.7	437.7	89.8	8.3	28.5	126.6	110	110.3	188.7	40.5	339.5	71.0	7.5	22.5	101.1	366
Rajshahi	144.0	207.7	54.7	406.4	79.8	14.1	28.4	122.3	211	106.3	184.1	46.0	336.4	63.4	11.4	29.7	104.6	681
Rangpur	165.9	235.9	65.7	467.5	109.1	9.8	21.2	140.2	192	119.6	199.9	44.7	364.2	79.0	6.4	20.3	105.7	677

	Upper secondary									Total (Primary, Lower/Upper Secondary)								
	Mean study time (in minute) per day before school closure				Mean study time (in minute) per day during school closure				Number of upper secondary school children	Mean study time (in minute) per day before school closure				Mean study time (in minute) per day during school closure				Number of children going to school
	Home	School	Coaching	Total	Home	School (i.e., online learning)	Coaching	Total		Home	School	Coaching	Total	Home	School (i.e., online learning)	Coaching	Total	
Sylhet	178.1	240.0	42.4	460.5	113.4	8.3	21.9	143.6	114	128.8	190.0	32.7	351.5	82.5	5.3	18.9	106.8	415
Age at beginning of school year																		
6-7	na	na	na	na	na	na	na	na	0	82.7	131.4	27.3	241.5	60.3	9.4	23.5	93.2	910
8-10	na	na	na	na	na	na	na	na	0	102.1	170.9	37.5	310.5	69.3	11.3	25.5	106.1	1804
11-13	na	na	na	na	na	na	na	na	0	140.3	223.9	52.9	417.1	89.4	15.2	28.2	132.8	1258
14-15	165.5	230.7	64.1	460.4	105.5	15.9	34.0	155.4	766	165.5	230.7	64.1	460.4	105.5	15.9	34.0	155.4	766
16-17	174.1	206.8	58.2	439.2	109.4	16.6	24.8	150.8	845	174.1	206.8	58.2	439.2	109.4	16.6	24.8	150.8	845
Disability status (age 5-17 years)																		
Has functional difficulty	186.2	228.1	73.8	488.2	114.6	18.0	36.4	169.0	33	128.8	183.7	54.4	366.9	85.2	18.6	37.6	141.4	171
Has no functional difficulty	169.7	218.0	60.8	448.4	107.4	16.2	29.0	152.7	1579	127.1	190.2	45.8	363.2	83.3	13.2	26.5	123.0	5412
Mother's education [A]																		
None/ECE	147.2	230.3	52.9	430.4	88.9	10.8	23.1	122.8	239	105.3	195.0	35.5	335.8	67.0	8.9	17.4	93.3	859
Primary	160.9	224.3	59.8	445.0	100.2	9.9	25.3	135.4	299	115.4	184.7	40.4	340.4	73.3	7.7	22.1	103.1	1305
Secondary	180.5	224.5	68.3	473.4	117.3	18.3	37.2	172.8	560	130.3	189.8	50.7	370.8	87.8	15.6	32.8	136.1	2605
Higher	232.4	204.5	99.6	536.5	168.0	48.7	71.1	287.8	34	160.7	187.0	53.6	401.4	114.9	28.8	35.1	178.8	218
Sex of household head																		
Male	170.1	217.1	61.4	448.7	106.8	16.1	28.9	151.8	1437	126.9	190.0	46.1	363.0	82.6	12.9	26.3	121.7	5018
Female	169.2	226.9	58.1	454.2	113.8	17.7	31.3	162.9	175	129.6	190.3	46.2	366.1	91.0	17.3	31.5	139.8	566
Ethnicity																		
Bengali	171.7	217.8	61.7	451.3	107.8	16.3	29.7	153.8	1553	128.7	189.9	46.5	365.2	84.0	13.6	27.3	124.9	5361
Others	124.2	227.8	42.6	394.5	100.4	15.8	14.3	130.5	58	89.3	192.3	36.8	318.4	69.1	6.7	16.0	91.9	222
Wealth index quintile																		
Poorest	155.6	225.7	48.0	429.3	108.3	7.5	17.4	133.1	168	100.0	179.2	30.2	309.3	68.5	6.6	16.0	91.1	938
Second	153.6	226.1	49.1	428.8	102.4	7.8	20.9	131.1	234	110.9	183.8	37.8	332.5	76.2	6.8	22.8	105.9	1048
Middle	161.5	220.3	53.7	435.5	101.1	12.6	22.8	136.4	358	123.8	194.2	45.5	363.5	79.4	11.8	25.1	116.3	1199

	Upper secondary									Total (Primary, Lower/Upper Secondary)								
	Mean study time (in minute) per day before school closure				Mean study time (in minute) per day during school closure				Number of upper secondary school children	Mean study time (in minute) per day before school closure				Mean study time (in minute) per day during school closure				Number of children going to school
	Home	School	Coaching	Total	Home	School (i.e., online learning)	Coaching	Total		Home	School	Coaching	Total	Home	School (i.e., online learning)	Coaching	Total	
Fourth	171.0	216.5	64.7	452.2	104.4	16.2	33.0	153.6	406	138.5	196.1	51.9	386.4	88.6	14.8	30.3	133.7	1198
Richest	190.1	211.1	74.7	475.9	118.1	27.1	39.7	184.9	445	154.7	193.8	60.6	409.1	100.2	24.2	37.0	161.4	1200

Table LN.5.4: Study time at home

Percentage of primary, lower secondary and upper secondary school age children who studied at home before and during school closure due to COVID-19 and after reopening of school, children's mean study time per day (in minute) at home before and during school closure and after reopening of school, Bangladesh, 2021

	Before school closure		During school closure		After reopening of school		Number of children attending school
	Studied for minutes/day	Percent of children studied	Studied for minutes/day	Percent of children studied	Studied for minutes/day	Percent of children studied	
Total	117.5	95.5	85.8	80.8	111.3	90.8	6713
Sex							
Male	113.8	94.6	83.8	78.9	108.1	89.6	3299
Female	120.9	96.4	87.7	82.6	114.4	92.1	3414
Area							
Urban	119.3	94.4	86.8	81.3	112.6	89.0	1371
Rural	117.0	95.7	85.6	80.6	111.0	91.3	5341
Division							
Barishal	135.7	98.3	88.7	89.0	128.8	96.1	472
Chattogram	116.1	95.2	90.4	86.1	110.1	92.5	1312
Dhaka	116.1	94.7	84.3	81.9	113.9	89.0	1455
Khulna	139.4	95.2	89.9	76.1	125.0	89.2	684
Mymensingh	107.6	95.5	82.5	78.9	103.5	91.1	547
Rajshahi	101.9	93.9	71.7	70.8	92.8	84.2	808
Rangpur	110.9	95.9	87.7	77.9	104.8	95.2	899
Sylhet	124.2	97.6	89.5	85.2	119.3	92.1	535
Child's age group							
5-9	80.7	90.5	67.7	80.7	82.9	94.9	1950
10-14	114.2	97.6	82.2	83.6	109.5	93.6	2519
15-19	148.7	98.4	105.1	80.2	142.7	86.9	1715
20-24	162.3	95.5	117.6	68.4	143.6	73.7	494
Mother's education							
None/ECE	99.8	96.2	76.0	77.3	95.2	92.5	1187
Primary	107.6	96.1	76.7	80.7	103.3	92.9	1590
Secondary	115.4	94.3	85.3	85.9	111.7	94.5	2547
Higher	125.1	91.3	104.7	87.2	130.8	94.3	116
Sex of household head							
Male	117.2	95.6	85.6	80.6	111.2	91.0	6051
Female	119.8	94.0	87.9	82.0	112.6	89.3	662
Ethnicity							
Bengali	119.0	95.4	86.4	80.7	112.8	90.8	6404
Others	85.6	98.1	75.4	83.2	81.1	92.7	309
Wealth index quintile							
Poorest	97.2	96.0	78.3	78.7	94.5	92.7	1409
Second	110.5	95.5	82.4	81.7	106.3	91.7	1497
Middle	118.6	95.7	85.1	81.3	113.4	91.2	1475
Fourth	129.9	94.8	90.4	80.6	121.4	89.3	1388
Richest	139.0	95.3	96.7	81.9	127.8	88.3	943

Table LN.5.5: Study time at school

Percentage of primary, lower secondary and upper secondary school age children who studied at school before and during school closure due to COVID-19 and after reopening of school, children's mean study time per day (in minute) at school before and during school closure and after reopening of school, Bangladesh, 2021

	Before school closure		During school closure		After reopening of school		Number of children attending school
	Studied for minutes/day	Percent of children studied	Studied for minutes/day	Percent of children studied	Studied for minutes/day	Percent of children studied	
Total	186.2	94.1	80.3	7.9	86.1	85.7	6713
Sex							
Male	185.5	94.1	79.3	8.4	90.4	84.9	3299
Female	186.9	94.0	81.4	7.4	82.1	86.5	3414
Area							
Urban	184.0	92.8	91.4	10.5	96.3	83.5	1371
Rural	186.8	94.4	76.2	7.2	83.6	86.2	5341
Division							
Barishal	161.5	96.9	51.4	5.7	77.6	93.3	472
Chattogram	194.8	95.1	95.2	12.5	96.4	88.4	1312
Dhaka	186.1	94.4	101.5	7.0	83.6	84.1	1455
Khulna	176.1	92.8	52.0	17.9	67.2	79.4	684
Mymensingh	188.2	93.7	111.5	3.1	96.9	83.0	547
Rajshahi	177.8	93.0	68.3	6.3	72.6	81.4	808
Rangpur	197.3	92.2	55.4	3.6	105.9	89.4	899
Sylhet	192.8	95.1	114.7	2.8	72.1	87.7	535
Child's age group							
5-9	140.0	86.8	95.5	8.5	80.2	91.1	1950
10-14	200.2	99.1	75.4	8.8	88.7	93.1	2519
15-19	219.9	97.2	66.8	7.1	88.2	79.8	1715
20-24	160.2	88.0	90.1	3.8	95.3	47.7	494
Mother's education							
None/ECE	195.8	97.3	76.0	7.2	84.4	91.0	1187
Primary	186.1	94.8	66.7	7.0	85.1	89.5	1590
Secondary	183.3	93.7	86.7	9.8	86.0	92.2	2547
Higher	171.1	88.8	88.2	12.1	82.4	93.6	116
Sex of household head							
Male	186.3	94.3	79.9	7.7	85.9	85.7	6051
Female	186.0	92.2	82.8	10.2	88.4	85.7	662
Ethnicity							
Bengali	186.5	94.0	82.3	7.9	86.2	85.7	6404
Others	180.3	95.6	36.2	7.4	84.1	86.1	309
Wealth index quintile							
Poorest	180.3	95.6	76.4	8.1	81.2	89.4	1409
Second	187.0	94.0	72.6	6.0	80.7	87.9	1497
Middle	186.4	95.3	77.7	9.1	86.9	84.8	1475
Fourth	191.4	93.1	84.0	7.6	94.5	84.1	1388
Richest	186.1	91.6	93.0	9.2	89.5	80.4	943

Table LN.5.6: Study time at coaching

Percentage of primary, lower secondary and upper secondary school age children who studied at coaching centre before and during school closure due to COVID-19 and after reopening of school, children's mean study time at coaching before and during school closure and after reopening of school, Bangladesh, 2021

	Before school closure		During school closure		After reopening of school		Number of children attending school
	Studied for minutes/day	Percent of children studied	Studied for minutes/day	Percent of children studied	Studied for minutes/day	Percent of children studied	
Total	73.4	48.7	68.2	27.5	69.5	39.2	6508
Sex							
Male	73.9	49.2	69.1	27.7	69.2	38.5	3199
Female	72.8	48.4	67.4	27.2	69.8	39.8	3309
Area							
Urban	75.9	51.8	72.3	28.1	72.6	40.6	1330
Rural	72.7	48.0	67.1	27.3	68.7	38.8	5178
Division							
Barishal	66.9	49.6	64.8	24.9	64.8	43.5	456
Chattogram	74.7	41.7	74.3	27.4	75.2	39.3	1270
Dhaka	78.4	53.5	67.8	27.6	68.1	42.9	1413
Khulna	68.5	65.8	64.3	36.9	65.6	48.8	662
Mymensingh	74.3	44.0	71.5	24.0	78.2	28.4	529
Rajshahi	73.2	48.7	66.2	32.6	68.2	37.3	785
Rangpur	73.2	46.6	68.0	22.0	70.6	36.0	872
Sylhet	68.7	39.3	64.3	22.6	62.9	31.7	520
Child's age group							
5-9	65.8	37.1	64.7	30.8	66.4	39.4	1890
10-14	71.6	53.5	68.1	31.1	67.9	42.6	2442
15-19	81.2	57.4	73.8	23.7	75.5	40.7	1663
20-24	74.6	42.6	67.9	9.9	67.9	15.6	479
Mother's education							
None/ECE	72.9	39.9	68.9	19.9	67.6	31.6	1151
Primary	72.7	45.9	68.9	26.1	68.7	37.0	1542
Secondary	72.1	54.7	67.3	37.3	69.9	49.7	2469
Higher	76.6	42.0	71.4	31.7	78.7	44.0	113
Sex of household head							
Male	73.3	48.7	68.2	27.1	69.7	38.7	5867
Female	74.0	49.0	68.5	31.2	67.7	43.3	642
Ethnicity							
Bengali	73.0	49.3	67.8	28.0	68.9	39.2	6210
Others	83.8	37.4	81.5	17.4	83.0	37.8	299
Wealth index quintile							
Poorest	71.6	35.6	67.9	19.6	70.0	30.9	1365
Second	70.7	44.1	66.9	27.9	66.2	37.0	1452
Middle	72.8	51.9	66.2	27.6	67.4	39.8	1430
Fourth	75.1	56.3	69.8	30.7	71.1	44.7	1346
Richest	76.5	59.6	70.7	33.7	73.7	45.6	915

After discussing results on attendance in online studies before and during school closures and after reopening of schools and mean time spent in online studies at home, in school and coaching centres in the periods befoe school closure, during school closure and after reopening of schools, the sections below discuss reasons for not going to educational institutions, measures taken to make up for learning loss of children due to COVID-19 pandemic etc.

While TableLN.5.7 provides reasons for not being able to take education through online/radio/television during school closure by primary, lower and upper secondary school age children, Table LN.5.8 shows percentages of primary, lower secondary and upper secondary school age children according to reasons for not going to any educational institution in the current academic year (2021). Thereafter, inTable LN.5.9A, the overall percentages of school age children according to measures taken by their families and schools to fill their learning loss during school closure due to COVID-19 and in Table LN.7.9B education-level disaggregated percentages of school age children according to measures taken by their families and schools to fill their learning loss during school closure have been presented.

Finally, percentages of primary, lower secondary and upper secondary school going children according to their parents' perception of online study during the school closure have been provided in Table LN.5.10.

Table LN.5.7 shows that, regardless of education level, about 2 in 5 children mentioned ‘no scope of online education/learning from school’, ‘no scope of using internet at home’ and ‘no supportive device at home for online learning’ (42.1, 41.8 and39.9 percent, respectively) as three main reasons for not being able to take education through online method during the school closure. In addition, 30.9 percent of children mentioned that ‘no television or radio in the household’ for learning using these devices and hence they had no scope of attending online learning. Learning through ‘Institutes gave assignment to students’ and thus not requiring online classes (24.2 percent), ‘permanent closure of school’ (17.6 percent), and “students’ unwillingness” (14.3) were some less frequently cited reasons for not attending online study. Though sex differentials were not prominent, some area differentials existed when it came to lack of ‘scope of using internet’, ‘availability of TV and radio’ and ‘scope of availability of devices at home’ for online learning, with urban areas showing more scope or availability than rural areas (37.7 against 42.8 percent for internet, 24.6 against 32.4 percent for TV/radio and 32.8 against 41.6 percent for devices, respectively. Differentials are evident at division level with higher differentials seen for the reason ‘institutes gave assignments’ to students to complete at a high level in Sylhet (56.3 percent) compared to Mymensingh, where it was the least (16.2 percent). Similarly, the reason ‘no scope of using internet at home’ was most frequently reported in Barisal (54.4 percent) and the least in Mymensingh (33.4 percent). Differentials are also marked with respect to the reason ‘no supportive device at home for distant learning’ with Barishal reporting this reason most frequently (59.4 percent) than other divisions, while Sylhet reported the least (32 percent) For the three education levels, primary, lower and upper primary, reasons of ‘no scope of distant education from school’, ‘no scope of using internet at home’, ‘no supportive device at home for distant learning’ and ‘no television or radio in the household can be seen as the main reasons for not participating in online study..

Table LN.5.8 (and Figure LN.5) shows that comparing with any other reasons for children’s non-attendance in any educational institution for the school year 2021, the reason ‘prolonged closure of school’ (43.6 percent) is the most predominant one. This is followed by ‘decrease in family income’ (23.6 percent), ‘child’s reluctance to attend’ (22.8 percent) are the other two important reasons reported by ome than 1 in 5 children. Rural children are more likely than urban to remain absent for ‘prolonged closure of school’ (46.2 vs. 35.1 percent) and for ‘child marriage/pressure for marriage’ (20.1 vs. 10.2 percent), while the scenario is just the opposite for other reasons.

Table LN.5.9 reveals that regardless of education level, 44.2 percent of children mentioned ‘self-learning’ as the main measure taken by the household to fill learning loss during school closure for COVID-19. The was followed by 38.9 percent of children reporting ‘to engage house tutor’ and 24 percent mentioned ‘teaching by

parents/family members' as the main measures taken by the household. A little over 1 in 3 (35.8 percent) children reported that their 'household did nothing' (no measure) to fill learning loss. More or less a similar pattern regarding household measures exists by sex of child, area of residence as well as household wealth index. Variation at divisional level shows that children reporting 'self-learning' was the highest in Sylhet (66.2 percent), 'engage a house tutor' was reported highest by children in Khulna, while 'households did nothing' was reported the highest in Mymensingh as part of measure taken by households to fill loss of study.. Children, whose mothers have higher education report 'teaching by parents/family members' (64.2 percent), 'self-learning' (53.6 percent) and 'engage a house tutor' (47.8 percent) which are higher than other education levels. By level of education, children at both lower secondary (48.7 percent) and upper secondary (53.9 percent) levels mentioned 'self-learning', while children at primary level (36.6 percent) mentioned 'engage a house tutor' as main measures taken by the households to fill their learning loss.

Further, majority (71.7 percent) of children mentioned 'giving assignment to students by teachers' as the main measure that was taken by school to fill learning loss during school closure for COVID-19. About 20.3 percent of children considered 'monitoring by teachers through phone' and 20 percent thought that 'giving homework by teachers' was one of the main measures taken by the school. A little over 1 in 6 children (17.5 percent) felt that their 'school did nothing' (took no measure) to fill for the learning loss. No significant variation exists by sex of child, though there are some variations across area of residence and division for some of the reasons. Children reporting reasons of ''teachers monitoring through phone' and 'provide education through online' were widely different and much higher in urban than in rural areas (28.9 vs 17.6 and 24 vs 9.7 percent, respectively). While as high as 86.7 percent of children in Sylhet considered 'teacher gave assignment', only 58 percent of children in Mymensingh thought so. 'Providing education through online' means as a measure taken by school also varied lot between divisions (24.5 percent in Dhaka and 5.2 percent in Rangpur). By level of education, higher proportion of children at primary (55.5 percent), lower secondary (86.2 percent) and upper secondary (87.6 percent) levels mentioned 'giving assignments by teachers' as the main measure taken by school to fill learning loss. (Table LN.5.9).

Table LN.5.10 shows that, regardless of educational level, majority (72.2 percent) of the children's parents viewed that classroom learning was hampered 'a lot' and a quarter (26.2 percent) opined that it was 'somewhat' hampered due to the school closure. Though no sex and area differentials can be seen, yet, differentials are evident across divisions. Sylhet, with the highest percentage of parents (84.5 percent) reported the highest and Barishal (55.1 percent) reported the lowest, reported loss of learningto be 'a lot'. The level of perception of 'a lot' of loss of learning at different of children's education level primary (69.0 percent), lower secondary (74.8 percent) and upper secondary (75.5 percent) are not very different than the overall levels.

Regarding perception of parents of school going children about online learning during the pandemic while comparing with that of classroom learning before the pandemic, 64 percent are of the view that online learning was 'very less' in nature, while 24.8 percent considered it as 'less' and less than 1 in 10 parents view it as 'average' (8.7 percent), irrespective of the level of education of the child. Although no marked differences by sex of child and other major background dimensions exist, divisions have considerable variations with respect to the parents' views. Sylhet (77.6 percent) has the highest and Barishal, the lowest (51.3 percent) of parents who are of the opinion that online learning was 'very less' compared to the classroom learning. Also, similar perception levels about online learning exist across different education levels. The perception of parents that online learning was 'very less', was not too different across different levels of education of school children (primary: 61.5 percent; lower secondary: 66.7 percent; and upper secondary: 66 percent of children's parents). (Table LN.5.10)

Table LN.5.7: Reasons for not being able to take education through online/radio/television during school closure for COVID-19
Percentage of children not attending online study according to reasons, by level of education, Bangladesh, 2021

	Primary													Lower secondary											
	Physical presence at school	Permanent closure of school	Unwillingness of student	Learning from private tutor	No scope of online education from school	No scope of using internet at home	No TV/ radio in the HH	No supportive device at home for online learning	Unaware of learning programs in radio/TV	Could not use devices for online class	Institutes gave assignments/sheets	Others	Number of children	Physical presence at school	Permanent closure of school	Unwillingness of student	Learning from private tutor	No scope of online education from school	No scope of using internet at home	No TV/radio in the HH	No supportive device at home for online learning	Unaware of learning programs in radio/TV	Could not use devices for online class	Institutes gave assignments/sheets	Others	Number of children
Total	17.6	17.4	12.7	10.4	44.9	39.8	30.2	37.2	12.6	8.2	16.8	4.9	2275	7.9	18.0	14.8	11.5	40.1	46.8	34.4	43.8	13.4	7.8	33.4	4.2	889
Sex																										
Male	17.8	17.1	13.7	10.3	47.1	39.8	30.4	36.7	11.6	7.2	17.4	5.5	1109	6.6	16.7	16.9	11.4	39.7	46.9	34.5	43.8	13.3	10.1	31.9	4.2	386
Female	17.4	17.6	11.8	10.4	42.8	39.8	30.0	37.8	13.6	9.2	16.2	4.4	1166	8.9	19.0	13.2	11.5	40.3	46.7	34.3	43.8	13.5	6.1	34.7	4.2	503
Area																										
Urban	21.0	14.7	12.3	12.2	45.5	35.8	24.3	29.7	9.6	7.0	19.3	6.1	471	4.3	13.9	21.0	9.3	35.8	45.2	28.9	36.6	11.2	8.5	29.2	4.9	150
Rural	16.7	18.0	12.9	9.9	44.7	40.8	31.7	39.2	13.4	8.5	16.1	4.6	1804	8.7	18.8	13.5	11.9	40.9	47.1	35.5	45.3	13.9	7.7	34.3	4.1	739
Division																										
Barishal	24.4	34.6	6.4	16.1	52.5	53.8	48.8	58.3	14.5	15.3	19.4	2.0	153	3.6	28.7	6.0	17.3	51.0	54.3	52.1	64.3	18.3	15.0	32.5	3.0	74
Chattogram	14.4	5.5	5.9	4.9	41.6	37.2	38.0	40.3	4.7	4.8	16.8	7.3	495	6.7	5.1	9.7	4.4	30.1	51.1	52.2	52.4	6.5	3.7	28.5	3.6	173
Dhaka	8.1	2.1	16.4	9.1	54.9	32.5	20.4	29.6	15.3	6.6	11.8	6.4	480	5.6	1.7	23.1	10.3	47.3	38.4	19.5	34.3	13.7	3.8	31.7	3.7	174
Khulna	26.8	39.4	12.5	20.4	54.6	42.8	28.7	43.3	8.1	7.9	17.9	1.7	224	13.2	38.4	12.0	18.7	48.6	53.3	33.7	47.0	9.3	6.6	25.1	5.5	100
Mymensingh	21.8	34.1	6.7	7.8	38.3	35.6	19.1	36.0	7.1	4.3	6.4	5.8	172	7.0	32.0	6.9	6.7	38.9	37.7	18.5	39.3	5.3	7.9	28.3	7.1	67
Rajshahi	19.5	10.5	13.4	12.9	46.6	40.6	26.2	32.1	25.0	16.0	15.2	5.0	269	9.8	3.8	16.5	12.1	44.0	43.7	29.2	37.4	22.1	14.6	37.5	2.1	103
Rangpur	20.7	20.6	25.4	9.0	36.8	51.1	34.4	41.4	11.3	8.2	14.1	2.7	303	8.4	27.5	25.6	12.9	35.0	57.4	37.7	49.7	15.5	9.0	27.1	5.8	126
Sylhet	22.3	37.4	11.0	12.4	25.8	34.4	30.3	25.6	19.8	8.5	42.7	3.2	179	10.7	39.8	5.9	16.2	27.9	34.3	26.8	23.5	21.7	10.0	72.3	3.9	72
Age at beginning of school year																										
6-7	22.9	18.8	13.8	11.3	44.0	35.3	27.5	33.4	11.7	8.2	13.1	5.1	787	na	na	na	na	na	na	na	na	na	na	na	na	0
8-10	14.8	16.6	12.2	9.9	45.4	42.2	31.6	39.3	13.1	8.3	18.7	4.8	1488	na	na	na	na	na	na	na	na	na	na	na	na	0
11-13	na	na	na	na	na	na	na	na	na	na	na	na	0	7.9	18.0	14.8	11.5	40.1	46.8	34.4	43.8	13.4	7.8	33.4	4.2	889
14-15	na	na	na	na	na	na	na	na	na	na	na	na	0	na	na	na	na	na	na	na	na	na	na	na	na	0
16-17	na	na	na	na	na	na	na	na	na	na	na	na	0	na	na	na	na	na	na	na	na	na	na	na	na	0
Disability status (age 5-17 years)																										

Table LN.5.7: Reasons for not being able to take education through online/radio/television during school closure for COVID-19
Percentage of children not attending online study according to reasons, by level of education, Bangladesh, 2021

	Primary													Lower secondary											
	Physical presence at school	Permanent closure of school	Unwillingness of student	Learning from private tutor	No scope of online education from school	No scope of using internet at home	No TV/radio in the HH	No supportive device at home for online learning	Unaware of learning programs in radio/TV	Could not use devices for online class	Institutes gave assignments/sheets	Others	Number of children	Physical presence at school	Permanent closure of school	Unwillingness of student	Learning from private tutor	No scope of online education from school	No scope of using internet at home	No TV/radio in the HH	No supportive device at home for online learning	Unaware of learning programs in radio/TV	Could not use devices for online class	Institutes gave assignments/sheets	Others	Number of children
Has functional difficulty	16.3	15.5	11.2	13.1	35.0	53.3	32.3	38.5	17.4	16.9	19.0	5.3	84	0.0	28.3	0.0	16.8	46.1	48.2	32.1	36.6	5.6	8.9	48.7	3.4	19
Has no functional difficulty	17.6	17.4	12.8	10.3	45.3	39.3	30.1	37.2	12.4	7.9	16.7	4.9	2191	8.1	17.8	15.1	11.3	39.9	46.8	34.5	44.0	13.6	7.8	33.1	4.2	870
Mother's education [A]																										
None/ECE	5.3	16.9	11.0	6.2	40.5	51.7	41.8	47.6	15.2	9.6	15.2	2.1	383	4.4	15.6	16.2	7.3	29.9	54.9	42.8	49.6	17.2	7.1	29.9	1.8	193
Primary	13.8	20.0	12.0	7.6	43.4	43.8	35.1	43.0	12.7	8.7	16.5	4.4	621	5.3	24.5	14.4	9.1	42.8	51.1	34.3	47.8	12.7	8.9	42.3	6.0	249
Secondary	23.1	15.8	13.1	13.2	47.6	34.2	24.3	31.5	11.8	7.7	17.2	6.3	1142	11.3	15.8	15.1	15.0	43.8	40.6	29.9	39.6	12.2	7.1	30.9	3.8	409
Higher	35.2	16.0	22.3	10.6	51.5	21.9	11.0	15.3	10.8	0.0	15.0	4.4	56	21.0	11.1	7.4	8.9	35.1	50.5	30.7	16.8	5.3	9.2	21.0	17.1	13
Sex of household head																										
Male	17.9	17.5	12.7	10.4	45.1	40.8	30.8	38.4	12.8	7.7	16.2	4.3	2061	8.1	18.3	14.7	11.3	39.7	47.2	35.1	44.4	13.4	7.3	33.1	4.3	812
Female	15.0	16.3	13.5	10.3	42.6	30.2	24.0	26.4	10.3	12.9	22.2	11.0	214	6.4	14.3	16.2	13.5	43.7	42.4	27.3	37.5	13.5	13.5	36.6	3.3	77
Ethnicity																										
Bengali	18.3	18.2	12.9	10.8	45.8	38.5	28.7	35.9	12.9	8.5	17.4	5.0	2168	8.2	18.8	15.6	11.8	41.4	44.9	32.5	42.6	14.0	8.1	34.3	4.4	843
Others	2.3	.6	8.5	2.0	26.6	66.5	60.9	64.1	6.5	3.1	3.5	2.9	107	2.6	3.6	0.0	5.7	15.4	82.3	70.0	66.4	3.1	2.6	18.5	1.3	46
Wealth index quintile																										
Poorest	11.8	16.0	7.5	5.4	39.4	58.9	54.5	58.6	12.5	7.4	12.3	3.4	573	3.4	13.9	6.2	6.2	34.7	64.8	60.7	67.6	15.5	6.9	24.5	3.5	164
Second	14.3	18.3	13.0	9.5	44.5	47.4	35.0	48.2	16.4	10.7	15.4	2.8	532	4.8	18.3	13.3	11.7	43.8	51.6	41.7	49.9	13.6	10.4	32.1	1.3	204
Middle	18.6	18.2	12.7	11.2	47.1	38.3	24.2	31.2	13.6	8.2	17.2	5.9	473	6.1	19.1	17.7	11.6	40.2	48.4	34.2	42.3	12.3	5.9	35.0	6.8	228
Fourth	23.2	19.0	17.4	13.7	45.3	22.6	13.2	18.5	10.1	9.2	20.7	8.4	410	13.5	21.7	17.8	12.0	35.8	39.2	20.3	34.8	13.4	7.5	37.4	3.9	181
Richest	25.7	14.7	16.0	15.8	52.3	14.5	6.9	11.2	7.6	4.1	21.7	5.2	287	14.9	15.4	19.4	17.6	47.6	20.6	5.9	15.5	12.4	9.0	39.3	5.6	112

na: not applicable

Table LN.5.7: Continued

	Upper secondary													Total (Primary, Lower/Upper Secondary)											
	Physical presence at school	Permanent closure of school	Unwillingness of student	Learning from private tutor	No scope of online education from school	No scope of using internet at home	No TV/radio in the HH	No supportive device at home for online learning	Unaware of learning programs in radio/ TV	Could not use devices for online class	Institutes gave assignments/sheets	Others	Number of children	Physical presence at school	Permanent closure of school	Unwillingness of student	Learning from private tutor	No scope of onlinre education from school	No scope of using internet at home	No TV/radio in the HH	No supportive device at home for online learning	Unaware of learning programs in radio/TV	Could not use devices for online class	Institutes gave assignments/sheets	Others	Number of children
Total	3.5	17.9	17.5	10.4	37.2	41.8	29.3	42.4	10.8	7.4	33.3	5.1	963	12.2	17.6	14.3	10.6	42.1	41.8	30.9	39.9	12.3	7.9	24.2	4.8	4126
Sex																										
Male	3.5	18.3	19.6	10.5	38.9	42.7	29.1	41.2	8.7	5.8	34.5	5.4	438	12.3	17.3	15.7	10.6	43.7	41.9	31.0	39.1	11.3	7.4	24.2	5.2	1933
Female	3.6	17.5	15.7	10.3	35.8	41.2	29.5	43.4	12.5	8.6	32.3	4.9	524	12.2	17.9	13.1	10.6	40.6	41.7	30.9	40.5	13.3	8.4	24.3	4.5	2193
Area																										
Urban	5.1	13.7	26.4	11.7	28.1	36.2	21.7	37.7	9.0	6.4	30.9	8.4	184	14.3	14.3	17.1	11.6	39.7	37.7	24.6	32.8	9.8	7.2	23.8	6.4	806
Rural	3.2	18.9	15.4	10.1	39.4	43.2	31.1	43.6	11.2	7.6	33.9	4.4	778	11.7	18.4	13.6	10.4	42.6	42.8	32.4	41.6	13.0	8.1	24.3	4.4	3321
Division																										
Barishal	1.9	39.7	12.8	13.8	51.8	55.8	47.0	57.1	12.1	12.5	31.7	3.1	81	13.5	34.5	8.0	15.8	51.9	54.4	49.1	59.4	14.8	14.5	25.8	2.5	309
Chattogram	1.5	4.4	7.4	6.6	27.7	51.2	43.4	57.2	4.9	5.3	34.2	2.5	144	10.5	5.2	7.0	5.1	36.7	42.7	42.0	45.9	5.1	4.7	22.4	5.7	812
Dhaka	1.5	1.0	26.1	8.0	38.7	37.5	17.7	36.0	12.7	5.7	29.4	8.0	199	6.0	1.7	20.0	9.1	49.6	34.9	19.6	32.0	14.4	5.8	20.0	6.3	853
Khulna	11.1	33.8	11.8	18.8	45.4	37.2	24.4	40.2	7.5	8.1	23.8	4.6	102	19.9	37.8	12.2	19.6	51.0	43.9	28.8	43.4	8.2	7.6	21.0	3.3	426
Mymensingh	1.5	40.4	11.2	9.9	37.2	25.7	14.4	33.5	0.0	3.5	26.2	7.6	89	13.3	35.4	7.9	8.2	38.1	33.4	17.7	36.0	4.8	4.8	16.2	6.6	327
Rajshahi	4.5	10.0	21.2	7.0	36.6	30.7	21.4	33.4	15.8	12.0	38.4	3.8	125	13.7	9.0	16.0	11.2	43.6	38.7	25.6	33.5	22.1	14.7	25.7	4.1	497
Rangpur	4.3	19.9	29.0	8.3	34.9	56.2	39.2	53.2	16.2	6.3	24.4	5.0	147	13.9	21.9	26.3	9.7	35.9	53.8	36.4	46.2	13.5	7.9	19.6	4.0	576
Sylhet	3.6	26.1	6.0	19.2	30.2	36.2	32.4	23.5	13.4	8.5	73.0	5.0	76	15.4	35.3	8.7	14.8	27.3	34.8	30.0	24.6	18.7	8.8	56.3	3.8	328
Age at beginning of school year																										
6-7	na	na	na	na	na	na	na	na	na	na	na	na	0	22.9	18.8	13.8	11.3	44.0	35.3	27.5	33.4	11.7	8.2	13.1	5.1	787
8-10	na	na	na	na	na	na	na	na	na	na	na	na	0	14.8	16.6	12.2	9.9	45.4	42.2	31.6	39.3	13.1	8.3	18.7	4.8	1488
11-13	na	na	na	na	na	na	na	na	na	na	na	na	0	7.9	18.0	14.8	11.5	40.1	46.8	34.4	43.8	13.4	7.8	33.4	4.2	889
14-15	4.1	20.0	17.5	11.8	37.2	42.0	33.3	44.5	13.1	8.0	33.7	5.0	489	4.1	20.0	17.5	11.8	37.2	42.0	33.3	44.5	13.1	8.0	33.7	5.0	489
16-17	3.0	15.8	17.5	8.9	37.2	41.7	25.2	40.3	8.4	6.7	32.9	5.2	474	3.0	15.8	17.5	8.9	37.2	41.7	25.2	40.3	8.4	6.7	32.9	5.2	474
Disability status (age 5-17 years)																										
Has	0.0	29.7	26.8	7.6	48.3	42.4	30.1	30.3	3.0	6.4	40.8	24.7	15	11.6	19.4	11.4	13.0	38.5	51.1	32.0	37.2	13.7	14.3	26.5	7.5	118

	Upper secondary													Total (Primary, Lower/Upper Secondary)											
	Physical presence at school	Permanent closure of school	Unwillingness of student	Learning from private tutor	No scope of online education from school	No scope of using internet at home	No TV/ radio in the HH	No supportive device at home for online learning	Unaware of learning programs in radio/ TV	Could not use devices for online class	Institutes gave assignments/sheets	Others	Number of children	Physical presence at school	Permanent closure of school	Unwillingness of student	Learning from private tutor	No scope of onlinre education from school	No scope of using internet at home	No TV/radio in the HH	No supportive device at home for online learning	Unaware of learning programs in radio/TV	Could not use devices for online class	Institutes gave assignments/sheets	Others	Number of children
functional difficulty																									
Has no functional difficulty	3.6	17.7	17.3	10.4	37.0	41.8	29.3	42.6	10.9	7.4	33.2	4.8	947	12.2	17.6	14.4	10.5	42.2	41.5	30.9	39.9	12.3	7.8	24.1	4.7	4008
Mother's education																									
None/ECE	1.2	17.7	17.4	8.5	35.0	51.8	44.7	52.0	11.8	7.6	33.3	6.7	183	4.1	16.7	13.9	7.1	36.5	52.5	42.8	49.2	14.9	8.5	23.3	3.1	759
Primary	1.3	23.6	19.9	10.6	40.8	44.6	31.3	45.2	11.2	7.1	31.1	5.6	206	9.4	21.7	14.1	8.5	42.8	45.7	34.2	44.5	12.4	8.4	25.2	5.0	1076
Secondary	6.2	17.0	13.7	13.3	37.1	36.8	24.0	37.7	10.8	7.2	34.9	3.6	295	17.8	16.0	13.7	13.6	45.0	36.0	25.5	34.3	11.7	7.5	23.0	5.3	1845
Higher	15.6	14.9	31.2	0.0	37.6	15.6	0.0	15.6	30.1	0.0	22.4	0.0	6	31.2	15.1	20.5	9.4	47.5	26.3	13.5	15.6	11.4	1.6	16.6	6.3	76
Sex of household head																									
Male	3.5	18.5	17.8	10.2	37.6	42.2	29.6	42.6	10.0	6.9	33.1	5.5	866	12.4	17.9	14.3	10.5	42.2	42.5	31.5	40.7	12.3	7.4	23.8	4.6	3740
Female	3.7	12.7	15.0	11.7	33.3	38.9	26.4	40.5	17.3	11.8	34.5	2.1	96	10.5	15.0	14.4	11.3	40.5	34.8	25.3	32.1	12.7	12.8	28.1	7.3	387
Ethnicity																									
Bengali	3.7	18.3	18.0	10.6	37.6	41.3	28.4	41.4	11.2	7.4	33.7	5.1	928	12.7	18.3	14.7	10.9	42.9	40.5	29.4	38.6	12.7	8.1	24.8	4.9	3940
Others	0.0	6.9	4.2	5.6	25.9	55.7	53.5	70.4	0.0	7.6	23.1	5.2	34	2.0	2.5	5.6	3.6	23.7	68.3	61.8	65.8	4.5	3.8	10.8	2.9	187
Wealth index quintile																									
Poorest	1.7	17.0	6.1	5.4	37.9	57.7	56.1	69.4	13.4	9.2	24.2	.8	136	8.6	15.8	7.0	5.5	38.3	59.9	55.9	61.9	13.2	7.6	16.5	3.0	873
Second	4.6	17.8	9.7	10.1	36.8	50.6	38.9	51.9	10.3	6.1	36.3	3.4	187	10.2	18.2	12.4	10.1	42.8	49.0	37.3	49.3	14.5	9.7	23.3	2.6	924
Middle	1.0	21.2	15.5	10.2	38.7	50.7	36.4	53.7	12.4	5.6	29.9	4.5	233	11.2	19.1	14.6	11.0	43.3	43.8	29.7	39.5	13.0	7.0	24.7	5.8	934
Fourth	4.0	15.4	27.4	12.5	35.6	29.1	14.4	24.9	8.8	9.5	39.4	8.9	256	15.3	18.5	20.5	13.0	40.4	28.1	15.1	23.9	10.4	8.9	29.9	7.6	847
Richest	7.1	17.9	23.7	12.1	37.6	24.5	7.7	18.5	9.9	6.4	32.5	5.8	150	18.4	15.7	18.8	15.1	47.3	18.5	6.9	14.1	9.2	5.7	28.3	5.5	549

Table LN.5.8: Reasons for not going to any educational institution for the academic year 2021

Percentage of children according to reasons for not going to any educational institution for the academic year 2021 by area, child education and household wealth quintile (Multiple responses), Bangladesh, 2021

Reasons for not going to educational institutions	Total	Area		Education level of child				Wealth index quintile				
		Urban	Rural	ECE/None	Primary	Secondary	Higher	Poorest	Second	Middle	Fourth	Richest
Child marriage/pressure for marriage	17.8	10.2	20.1	-	6.5	24.6	9.5	15.0	12.4	20.0	24.4	15.7
Work for money	10.9	16.2	9.2	-	10.8	10.8	19.0	6.9	9.6	9.2	12.3	16.7
Decrease family income	23.6	33.1	20.6	6.7	14.7	28.9	19.7	33.4	20.5	19.4	23.0	23.3
Unable to bear education expense	19.3	22.9	18.2	-	15.0	22.3	21.4	30.3	19.7	14.2	18.1	15.0
Prolonged closure of school	43.6	35.1	46.2	49.1	50.4	41.4	32.3	43.4	46.7	46.3	44.9	34.6
Fear of getting infected with COVID-19	7.4	7.9	7.2	21.7	10.4	5.9	_	7.2	9.9	4.6	6.8	8.2
Lack of parent's interest/lack of quality education	13.6	13.5	13.7	16.0	17.1	13.4	-	14.1	15.5	12.4	12.9	13.2
Unwillingness of child	22.8	24.8	22.2	9.4	22.2	24.1	22.0	16.7	18.6	19.0	26.6	33.6
Will enroll next year	18.7	15.0	19.9	50.4	16.8	17.5	17.7	12.6	20.6	24.5	14.7	21.9
Others	15.6	19.6	14.3		18.1	13.2	39.0	15.7	15.3	11.3	19.6	14.9
Number of children	358	63	295	16	93	224	25	61	93	70	81	53

Note: Others includes 'Domestic chores', 'Pregnant', 'Taking care of other members', etc.

Figure LN.5: Reasons for not going to any educational institution for the academic year 2021 by area, Bangladesh, 2021

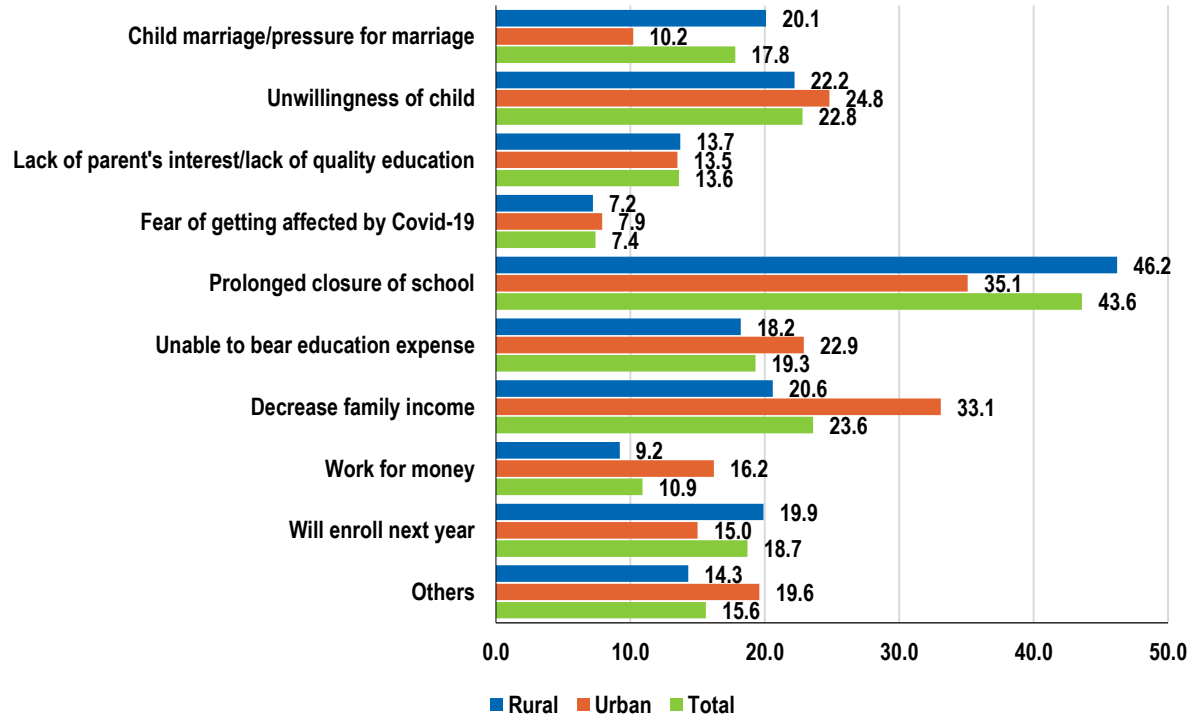


Table LN.5.9: Measures taken by households and schools to fill loss of study during school closure due to COVID-19 by level of education

Percentage of children who got benefited from measures taken by their households and schools to fill learning loss during school closure, by level of education, Bangladesh, 2021

	Primary															Lower secondary												
	Measures taken by household							Measures taken by schools								Measures taken by household							Measures taken by schools							
	Engage a house tutor	Taught by parents/family members	Learn from online/radio/TV	Self-learning	Others	Household did nothing	Number of children going to school	Teachers monitoring through phone	Teachers gave homework	Teachers gave assignment	Instructed the teachers to come home and study	Provide education through online	Others	School did nothing	Number of children going to school	Engage a house tutor	Taught by parents/Family members	Learn from online/radio/TV	Self-learning	Others	Household did nothing	Number of children going to school	Teachers monitoring through phone	Teachers gave homework	Teachers gave assignment	Instructed the teachers to come home and study	Provide education through online	Others	School did nothing	Number of children going to school
Total	36.6	36.2	8.2	36.3	0.6	37.8	2714	21.9	21.5	55.5	8.2	7.3	0.7	26.9	2714	41.8	18.0	17.5	48.7	1.0	35.7	1258	20.8	19.1	86.2	4.0	14.5	0.5	9.7	1258
Sex																														
Male	36.4	36.6	6.5	34.8	0.6	39.3	1292	20.8	20.5	55.4	6.8	6.6	0.6	28.8	1292	44.4	20.5	20.5	48.6	0.8	35.1	556	21.5	20.7	86.4	4.0	16.1	0.5	9.5	556
Female	36.9	35.9	9.8	37.6	0.6	36.5	1422	22.8	22.4	55.6	9.4	7.9	0.8	25.2	1422	39.7	16.0	15.1	48.8	1.1	36.2	702	20.2	17.9	86.1	3.9	13.3	0.4	9.9	702
Area																														
Urban	42.1	42.6	16.0	40.5	1.1	29.2	632	32.3	27.1	55.6	5.4	14.4	0.6	20.5	632	39.7	21.5	33.3	53.3	0.0	28.8	287	27.6	24.5	84.5	2.6	31.5	1.7	10.0	287
Rural	35.0	34.3	5.9	35.0	0.5	40.4	2082	18.7	19.8	55.5	9.0	5.1	0.7	28.9	2082	42.4	16.9	12.8	47.4	1.2	37.8	971	18.8	17.5	86.7	4.4	9.5	0.1	9.7	971
Division																														
Barishal	34.8	38.7	7.7	37.9	0.0	43.3	174	20.2	18.4	66.7	2.1	4.5	0.0	21.7	174	51.9	23.8	11.3	55.2	2.2	34.1	90	22.0	19.9	91.9	1.8	10.3	0.0	4.5	90
Chattogram	35.1	35.2	8.7	28.6	0.8	40.1	611	26.6	17.9	63.4	5.6	9.2	2.0	23.3	611	41.3	18.2	15.9	41.6	1.2	36.6	253	23.1	8.9	83.1	1.5	12.0	0.0	11.6	253
Dhaka	41.5	39.2	13.3	35.3	0.8	33.8	616	25.0	23.0	41.7	9.8	14.7	0.6	31.6	616	42.2	20.3	24.7	45.2	0.5	33.9	277	18.8	20.3	81.0	5.9	29.4	1.4	13.3	277
Khulna	45.6	33.9	6.8	34.3	0.5	33.2	287	29.8	37.4	70.6	8.3	4.7	0.3	15.6	287	51.2	17.7	16.0	53.7	1.9	32.2	151	37.2	33.8	95.0	4.4	12.3	0.6	3.1	151
Mymensingh	24.2	19.0	1.1	16.2	0.3	64.4	178	14.6	13.4	29.0	10.0	1.7	1.2	45.7	178	25.0	7.9	10.7	21.4	0.9	64.3	78	18.9	13.5	82.2	9.1	8.4	0.0	13.3	78
Rajshahi	35.9	46.1	8.9	45.4	0.0	28.1	318	11.3	16.6	58.0	16.1	4.8	0.0	20.3	318	36.8	20.2	22.3	57.1	0.0	33.1	151	9.4	10.4	87.9	7.2	9.0	0.7	9.6	151
Rangpur	33.2	29.8	3.1	40.4	0.6	45.0	321	20.7	18.3	45.5	6.2	1.4	0.0	40.5	321	42.9	12.2	13.2	51.2	0.6	36.6	164	19.0	24.8	83.8	0.6	8.5	0.0	11.7	164
Sylhet	33.1	40.9	7.3	60.2	1.5	25.5	209	13.4	27.6	77.4	4.9	3.1	0.0	16.6	209	36.7	20.1	13.9	68.8	1.1	24.7	93	15.8	27.7	95.2	2.7	9.6	0.0	3.7	93
Age at beginning of school year																														
6-7	34.6	42.4	6.4	30.7	0.6	37.6	910	21.8	20.6	45.2	7.7	6.4	0.5	31.4	910	na	na	na	na	na	na	0	na	na	na	na	na	na	na	0

Table LN.5.9: Measures taken by households and schools to fill loss of study during school closure due to COVID-19 by level of education

Percentage of children who got benefited from measures taken by their households and schools to fill learning loss during school closure, by level of education, Bangladesh, 2021

	Primary															Lower secondary												
	Measures taken by household							Measures taken by schools								Measures taken by household							Measures taken by schools						
	Engage a house tutor	Taught by parents/family members	Learn from online/radio/TV	Self-learning	Others	Household did nothing	Number of children going to school	Teachers monitoring through phone	Teachers gave homework	Teachers gave assignment	Instructed the teachers to come home and study	Provide education through online	Others	School did nothing	Number of children going to school	Engage a house tutor	Taught by parents/Family members	Learn from online/radio/TV	Self-learning	Others	Household did nothing	Number of children going to school	Teachers monitoring through phone	Teachers gave homework	Teachers gave assignment	Instructed the teachers to come home and study	Provide education through online	Others	School did nothing	Number of children going to school
8-10	37.6	33.1	9.2	39.1	0.6	37.9	1804	21.9	22.0	60.7	8.4	7.7	0.8	24.7	1804	na	na	na	na	na	na	0	na	na	na	na	na	na	na	0
11-13	na	na	na	na	na	na	0	na	na	na	na	na	na	na	0	41.8	18.0	17.5	48.7	1.0	35.7	1258	20.8	19.1	86.2	4.0	14.5	0.5	9.7	1258
14-15	na	na	na	na	na	na	0	na	na	na	na	na	na	na	0	na	na	na	na	na	na	0	na	na	na	na	na	na	na	0
16-17	na	na	na	na	na	na	0	na	na	na	na	na	na	na	0	na	na	na	na	na	na	0	na	na	na	na	na	na	na	0
Disability status (age 5-17 years)																														
Has functional difficulty	47.6	44.9	15.7	36.8	1.3	28.6	104	17.9	34.2	54.1	11.2	14.9	2.0	21.5	104	47.9	13.3	17.7	39.7	2.0	36.5	34	14.4	14.4	86.6	4.0	25.7	0.0	4.6	34
Has no functional difficulty	36.2	35.8	7.9	36.3	0.6	38.2	2610	22.0	21.0	55.6	8.0	7.0	0.7	27.1	2610	41.6	18.1	17.5	49.0	0.9	35.7	1224	21.0	19.2	86.2	4.0	14.2	0.5	9.9	1224
Mother's education [A]																														
None/ECE	23.4	14.5	1.0	26.5	0.3	57.0	397	15.7	15.6	55.1	6.3	1.4	0.9	31.7	397	30.8	6.3	7.3	36.3	0.2	49.7	223	17.7	15.2	85.0	3.5	5.3	0.0	12.3	223
Primary	30.7	20.5	3.3	32.6	0.2	48.2	690	15.7	18.9	54.0	7.0	3.5	0.5	31.2	690	32.6	10.7	12.0	50.4	1.0	40.6	316	18.2	21.9	86.3	2.2	8.4	0.6	10.4	316
Secondary	43.2	46.7	10.4	39.9	0.9	28.9	1413	25.2	22.8	56.5	9.3	8.4	0.8	23.9	1413	49.4	23.0	21.3	51.7	1.0	30.2	632	22.0	18.4	86.2	4.4	17.9	0.7	9.4	632
Higher	40.8	74.6	35.5	50.6	1.9	15.7	130	38.6	35.2	55.3	12.8	32.3	0.5	17.5	130	54.8	56.2	46.0	60.3	3.4	11.2	53	35.2	28.6	93.5	8.4	56.7	0.0	0.0	53
Mother died/not in household	na	na	na	na	na	na	0	na	na	na	na	na	na	na	0	na	na	na	na	na	na	0	na	na	na	na	na	na	na	0
Sex of household head																														

Table LN.5.9: Measures taken by households and schools to fill loss of study during school closure due to COVID-19 by level of education

Percentage of children who got benefited from measures taken by their households and schools to fill learning loss during school closure, by level of education, Bangladesh, 2021

	Primary															Lower secondary												
	Measures taken by household							Measures taken by schools								Measures taken by household							Measures taken by schools							
	Engage a house tutor	Taught by parents/family members	Learn from online/radio/TV	Self-learning	Others	Household did nothing	Number of children going to school	Teachers monitoring through phone	Teachers gave homework	Teachers gave assignment	Instructed the teachers to come home and study	Provide education through online	Others	School did nothing	Number of children going to school	Engage a house tutor	Taught by parents/Family members	Learn from online/radio/TV	Self-learning	Others	Household did nothing	Number of children going to school	Teachers monitoring through phone	Teachers gave homework	Teachers gave assignment	Instructed the teachers to come home and study	Provide education through online	Others	School did nothing	Number of children going to school
Male	35.7	35.8	7.6	36.4	0.5	38.7	2439	21.7	21.2	55.3	8.3	7.0	0.7	27.1	2439	41.6	18.0	17.4	49.6	1.0	35.8	1142	20.6	19.9	86.2	4.1	14.5	0.4	9.9	1142
Female	44.8	39.8	13.5	35.6	1.9	29.5	275	23.4	24.3	57.4	7.0	9.8	0.7	25.4	275	43.0	17.2	17.9	39.8	0.0	34.6	116	22.5	11.1	86.7	2.2	15.2	0.8	8.2	116
Ethnicity																														
Bengali	37.2	37.1	8.5	37.4	0.7	36.8	2604	21.1	22.2	54.0	8.3	7.6	0.7	27.9	2604	42.2	18.7	17.9	50.0	1.0	34.8	1204	20.0	19.9	85.7	3.9	15.2	0.5	10.2	1204
Others	24.2	15.0	1.0	10.0	0.0	61.8	110	40.3	4.2	91.7	6.0	0.0	0.0	3.7	110	31.0	2.2	7.2	19.1	0.0	57.1	54	39.1	2.4	98.9	6.0	0.0	0.0	0.0	54
Wealth index quintile																														
Poorest	21.1	22.6	1.7	26.9	0.0	56.9	592	20.3	15.9	60.1	7.1	2.6	1.4	26.5	592	28.1	6.1	3.6	32.8	0.3	54.2	178	17.4	9.4	88.6	3.6	3.4	0.0	8.5	178
Second	36.0	28.5	3.4	35.4	0.0	42.4	574	18.2	19.0	52.2	7.2	2.2	0.6	31.1	574	36.9	11.1	7.1	44.8	0.3	43.8	240	16.8	14.7	83.5	3.9	4.1	0.0	13.2	240
Middle	38.4	33.8	5.4	35.0	0.8	37.9	553	17.2	21.0	50.5	8.4	5.3	0.8	31.3	553	40.3	13.2	8.6	47.5	0.2	39.2	289	17.5	18.0	84.5	2.8	7.4	0.7	10.6	289
Fourth	43.0	44.0	9.5	43.2	1.3	27.7	515	23.6	25.2	56.0	11.3	7.9	0.3	24.3	515	44.3	19.9	21.4	53.8	1.7	29.7	277	21.6	21.1	88.4	4.9	14.0	0.6	8.9	277
Richest	47.7	56.6	24.1	43.0	1.2	19.4	480	31.7	27.9	59.0	6.9	20.7	0.4	20.3	480	53.9	34.7	40.8	58.6	2.0	19.1	275	29.1	28.4	86.7	4.5	38.8	0.7	7.4	275

na: not applicable

Table LN.5.9: Continued

	Upper secondary															Total (Primary, Lower/Upper Secondary)												
	Measures taken by household							Measures taken by schools								Measures taken by household							Measures taken by schools							
	Engage a house tutor	Taught by parents/Family members	Learn from online/radio/TV	Self-learning	Others	Household did nothing	Number of children going to school	Teachers monitoring through phone	Teachers gave homework	Teachers gave assignment	Instructed the teachers to come home and study	Provide education through online	Others	School did nothing	Number of children going to school	Engage a house tutor	Taught by parents/Family members	Learn from online/radio/TV	Self-learning	Others	Household did nothing	Number of children going to school	Teachers monitoring through phone	Teachers gave homework	Teachers gave assignment	Instructed the teachers to come home and study	Provide education through online	Others	School did nothing	Number of children going to school
Total	40.5	8.1	25.3	53.9	1.2	32.6	1611	17.2	18.0	87.6	5.4	21.5	0.2	7.8	1611	38.9	24.0	15.2	44.2	0.9	35.8	5583	20.3	20.0	71.7	6.4	13.0	0.5	17.5	5583
Sex																														
Male	43.3	9.3	27.5	53.2	1.2	31.6	761	18.8	17.1	88.0	5.7	22.3	0.0	7.2	761	40.1	25.2	15.6	43.1	0.8	36.1	2608	20.4	19.6	71.5	5.9	13.2	0.4	18.4	2608
Female	37.9	7.1	23.4	54.5	1.1	33.5	851	15.7	18.8	87.2	5.0	20.9	0.3	8.4	851	37.8	22.9	14.9	45.1	0.9	35.5	2975	20.2	20.3	71.8	6.8	12.9	0.6	16.8	2975
Area																														
Urban	42.7	12.5	36.8	56.8	1.5	23.0	393	24.4	24.1	83.5	5.9	34.0	0.2	8.2	393	41.7	29.0	26.0	48.2	1.0	27.3	1312	28.9	25.7	70.3	5.0	24.0	0.7	14.5	1312
Rural	39.8	6.7	21.6	53.0	1.0	35.7	1218	14.8	16.1	88.9	5.2	17.5	0.2	7.7	1218	38.0	22.5	11.9	42.9	0.8	38.5	4272	17.6	18.2	72.1	6.9	9.7	0.4	18.5	4272
Division																														
Barishal	44.0	13.9	18.4	51.0	2.3	40.6	111	25.6	16.4	92.7	2.3	11.7	0.0	5.5	111	41.6	27.8	11.7	45.9	1.2	40.3	375	22.2	18.2	80.4	2.1	8.0	0.0	12.8	375
Chattogram	43.1	9.6	34.5	48.7	1.2	29.4	308	20.8	12.8	88.4	1.1	30.4	0.4	8.1	308	38.5	24.8	17.0	36.7	1.0	36.5	1171	24.3	14.6	74.2	3.6	15.4	1.1	16.8	1171
Dhaka	38.6	9.0	31.0	51.9	0.4	28.3	375	13.5	17.9	83.8	6.1	36.9	0.0	8.2	375	40.8	26.1	21.0	42.4	0.6	32.2	1268	20.2	20.9	62.7	7.8	24.5	0.6	20.7	1268
Khulna	50.1	7.7	22.5	56.8	1.8	29.0	192	26.7	32.4	94.2	4.1	14.6	0.0	3.9	192	48.3	22.0	13.8	45.8	1.2	31.7	631	30.6	35.0	83.6	6.1	9.5	0.3	9.0	631
Mymensingh	28.5	2.9	13.1	30.4	0.6	57.8	110	17.3	12.2	87.9	10.9	12.1	1.2	8.4	110	25.7	11.8	6.7	21.6	0.5	62.4	366	16.3	13.1	58.0	10.1	6.2	1.0	27.6	366
Rajshahi	29.7	8.9	24.0	58.4	0.7	34.2	211	9.8	9.5	81.1	13.0	14.3	0.0	11.6	211	34.2	28.8	16.6	52.0	0.2	31.1	681	10.4	13.0	71.8	13.2	8.7	0.2	15.2	681

	Upper secondary														Total (Primary, Lower/Upper Secondary)												
	Measures taken by household							Measures taken by schools							Measures taken by household							Measures taken by schools							
	Engage a house tutor	Taught by parents/Family members	Learn from online/radio/TV	Self-learning	Others	Household did nothing	Number of children going to school	Teachers monitoring through phone	Teachers gave homework	Teachers gave assignment	Instructed the teachers to come home and study	Provide education through online	Others	School did nothing	Number of children going to school	Engage a house tutor	Taught by parents/Family members	Learn from online/radio/TV	Self-learning	Others	Household did nothing	Number of children going to school	Teachers monitoring through phone	Teachers gave homework	Teachers gave assignment	Instructed the teachers to come home and study	Provide education through online	Others	School did nothing	Number of children going to school
Rangpur	45.0	1.7	14.9	60.7	1.1	36.7	192	13.4	20.4	85.5	1.7	8.6	0.0	11.1	192	38.9	17.6	8.9	48.8	0.8	40.6	677	18.2	20.5	66.1	3.6	5.2	0.0	25.2	677
Sylhet	44.0	10.9	24.8	75.1	3.0	19.7	114	14.9	27.2	96.8	5.9	12.8	0.0	1.7	114	36.9	28.0	13.6	66.2	1.8	23.7	415	14.3	27.5	86.7	4.7	7.2	0.0	9.6	415
Age at beginning of school year																													
6-7	na	na	na	na	na	na	0	na	na	na	na	na	na	na	0	34.6	42.4	6.4	30.7	0.6	37.6	910	21.8	20.6	45.2	7.7	6.4	0.5	31.4	910
8-10	na	na	na	na	na	na	0	na	na	na	na	na	na	na	0	37.6	33.1	9.2	39.1	0.6	37.9	1804	21.9	22.0	60.7	8.4	7.7	0.8	24.7	1804
11-13	na	na	na	na	na	na	0	na	na	na	na	na	na	na	0	41.8	18.0	17.5	48.7	1.0	35.7	1258	20.8	19.1	86.2	4.0	14.5	0.5	9.7	1258
14-15	46.8	9.4	23.4	54.9	0.9	30.6	766	17.8	19.8	91.5	5.3	18.3	0.3	4.7	766	46.8	9.4	23.4	54.9	0.9	30.6	766	17.8	19.8	91.5	5.3	18.3	0.3	4.7	766
16-17	34.8	6.9	27.0	53.0	1.4	34.5	845	16.5	16.4	84.0	5.4	24.5	0.0	10.6	845	34.8	6.9	27.0	53.0	1.4	34.5	845	16.5	16.4	84.0	5.4	24.5	0.0	10.6	845
Disability status (age 5-17 years)																													
Has functional difficulty	33.3	6.1	28.3	56.4	4.7	36.8	33	19.4	30.8	92.9	4.7	13.8	0.0	3.3	33	44.9	31.2	18.5	41.1	2.1	31.8	171	17.5	29.6	68.0	8.5	16.8	1.2	14.7	171
Has no functional difficulty	40.6	8.2	25.2	53.8	1.1	32.5	1579	17.1	17.8	87.5	5.4	21.7	0.2	7.9	1579	38.7	23.8	15.1	44.3	0.8	36.0	5412	20.4	19.7	71.8	6.3	12.9	0.5	17.6	5412
Mother's education [A]																													
None/ECE	38.2	3.3	13.2	45.8	1.3	39.7	239	15.5	16.7	93.0	4.8	9.6	0.0	5.6	239	29.5	9.3	6.1	34.4	0.5	50.3	859	16.2	15.8	73.4	5.1	4.7	0.4	19.4	859
Primary	36.8	5.3	19.3	54.4	0.3	34.9	299	18.6	22.8	87.4	5.2	15.1	0.5	8.5	299	32.5	14.6	9.1	41.9	0.4	43.3	1305	17.0	20.5	69.5	5.4	7.4	0.5	21.0	1305
Secondary	49.6	10.9	32.3	58.9	1.1	25.2	560	15.4	16.6	89.2	5.7	25.7	0.2	6.5	560	46.1	33.3	17.8	46.8	1.0	28.4	2605	22.3	20.4	70.8	7.3	14.4	0.7	16.6	2605
Higher	63.5	36.8	49.8	54.6	7.7	8.1	34	32.5	27.8	91.1	11.0	46.8	0.0	0.0	34	47.8	64.2	40.3	53.6	3.2	13.4	218	36.8	32.4	70.2	11.5	40.5	0.3	10.5	218
Sex of household head																													

	Upper secondary														Total (Primary, Lower/Upper Secondary)												
	Measures taken by household							Measures taken by schools							Measures taken by household							Measures taken by schools						
	Engage a house tutor	Taught by parents/Family members	Learn from online/radio/TV	Self-learning	Others	Household did nothing	Number of children going to school	Teachers monitoring through phone	Teachers gave homework	Teachers gave assignment	Instructed the teachers to come home and study	Provide education through online	Others	School did nothing	Number of children going to school	Engage a house tutor	Taught by parents/Family members	Learn from online/radio/TV	Self-learning	Others	Household did nothing	Number of children going to school	Teachers monitoring through phone	Teachers gave homework	Teachers gave assignment	Instructed the teachers to come home and study	Provide education through online	Others	School did nothing	Number of children going to school
Male	39.8	8.2	25.2	54.0	1.0	33.1	1437	17.1	17.8	88.0	5.6	21.6	0.2	7.3	1437	38.2	23.8	14.9	44.4	0.7	36.5	5018	20.1	19.9	71.7	6.6	12.9	0.5	17.5	5018
Female	46.4	7.8	26.2	53.1	2.7	28.2	175	17.6	19.7	83.9	3.3	21.4	0.0	12.1	175	44.9	25.3	18.3	41.8	1.8	30.2	566	21.4	20.2	71.6	4.9	14.5	0.5	17.8	566
Ethnicity																														
Bengali	40.2	8.4	25.3	54.5	1.1	32.6	1553	16.4	18.4	87.2	5.1	21.8	0.2	8.1	1553	39.2	24.6	15.5	45.2	0.9	35.1	5361	19.5	20.6	70.7	6.4	13.4	0.5	18.2	5361
Others	48.8	1.9	24.3	36.5	1.9	32.3	58	37.8	7.8	98.1	11.7	15.1	0.0	1.0	58	32.3	8.5	8.6	19.1	0.5	53.0	222	39.4	4.7	95.1	7.5	3.9	0.0	2.1	222
Wealth index quintile																														
Poorest	36.9	3.6	11.6	47.5	0.0	40.1	168	13.5	8.3	91.1	4.0	6.3	0.0	8.6	168	25.2	16.1	3.8	31.7	0.1	53.4	938	18.6	13.3	71.1	5.9	3.4	0.9	19.9	938
Second	30.6	5.5	10.2	49.0	0.5	43.4	234	12.0	15.7	89.5	5.3	5.1	0.3	7.7	234	35.0	19.4	5.8	40.6	0.2	42.9	1048	16.5	17.3	67.7	6.1	3.3	0.4	21.8	1048
Middle	38.3	5.2	18.3	49.5	2.0	38.8	358	16.7	18.1	85.1	4.6	13.1	0.0	9.6	358	38.8	20.3	10.0	42.4	1.0	38.5	1199	17.1	19.4	69.0	6.0	8.1	0.6	19.9	1199
Fourth	42.0	6.0	25.9	59.3	1.5	29.8	406	18.2	17.5	88.2	7.9	20.3	0.3	8.8	406	43.0	25.5	17.8	51.1	1.5	28.9	1198	21.3	21.6	74.4	8.7	13.5	0.4	15.5	1198
Richest	47.4	15.6	43.6	57.4	0.9	21.7	445	20.6	23.4	86.6	4.1	43.9	0.2	5.2	445	49.0	36.4	35.2	51.9	1.3	20.2	1200	27.0	26.3	75.6	5.3	33.4	0.4	11.7	1200

na: not applicable

Table LN.5.10: Perception of parents about online study during school closure
Percentage of school going children by parents' perception of children's study online during school closure due to COVID-19, by education level, Bangladesh, 2021

	Primary									Lower secondary								
	Learning was hampered			Online learning during pandemic compared to classroom learning before corona was					Number of school going children	Learning was hampered			Online learning during pandemic compared to classroom learning before coronas was					Number of school going children
	A lot	Somewhat	Not at all	Very Less	Less	Average	Very high	Not enrolled before COVID-19		A lot	Somewhat	Not at all	Very Less	Less	Average	Very high	Not enrolled before COVID-19	
Total	69.0	28.5	2.3	61.5	27.0	8.6	2.2	0.6	2714	74.8	24.2	1.0	66.7	23.3	8.1	1.8	0.0	1258
Sex																		
Male	69.4	28.5	2.0	61.9	27.0	7.7	2.6	0.5	1292	76.1	23.4	0.5	69.4	20.9	8.5	1.1	0.0	556
Female	68.7	28.6	2.7	61.1	26.9	9.4	1.7	0.7	1422	73.7	24.8	1.4	64.6	25.2	7.8	2.4	0.0	702
Area																		
Urban	68.8	27.2	4.1	57.7	28.3	8.8	4.0	1.3	632	69.0	28.4	2.6	60.9	25.5	9.9	3.7	0.0	287
Rural	69.1	28.9	1.8	62.7	26.6	8.6	1.6	0.4	2082	76.5	22.9	0.6	68.5	22.7	7.6	1.3	0.0	971
Division																		
Barishal	50.9	46.5	2.1	47.5	39.8	10.6	1.2	0.3	174	56.7	43.3	0.0	50.4	34.6	15.0	0.0	0.0	90
Chattogram	56.5	42.0	1.5	52.7	36.0	10.8	.5	0.0	611	65.1	32.5	2.3	61.9	26.3	11.4	0.4	0.0	253
Dhaka	75.5	22.5	2.1	59.8	22.2	10.6	6.5	0.9	616	78.4	21.1	0.4	63.5	22.4	9.0	5.1	0.0	277
Khulna	63.2	32.2	4.6	51.5	37.9	9.0	1.1	0.5	287	66.1	32.6	1.3	58.5	32.1	8.7	0.7	0.0	151
Mymensingh	75.2	22.8	.8	71.3	25.4	2.3	0.0	0.0	178	74.1	25.9	0.0	73.2	24.2	2.6	0.0	0.0	78
Rajshahi	74.1	21.0	4.9	72.4	21.1	5.2	.9	0.3	318	84.8	13.6	1.6	78.7	16.2	5.1	0.0	0.0	151
Rangpur	79.5	19.9	.6	72.9	17.7	7.7	.3	1.4	321	85.1	14.3	0.6	75.8	17.9	6.3	0.0	0.0	164
Sylhet	80.8	16.4	2.6	75.4	13.8	6.0	3.1	1.5	209	87.9	11.5	0.6	77.9	13.2	1.9	7.0	0.0	93
Age at beginning of school year																		
6-7	65.8	31.0	3.1	57.5	29.6	9.3	2.3	1.3	910	na	na	na	na	na	na	na	na	0
8-10	70.7	27.2	1.9	63.5	25.7	8.2	2.1	0.2	1804	na	na	na	na	na	na	na	na	0
11-13	na	na	na	na	na	na	na	na	0	74.8	24.2	1.0	66.7	23.3	8.1	1.8	0.0	1258
14-15	na	na	na	na	na	na	na	na	0	na	na	na	na	na	na	na	na	0
16-17	na	na	na	na	na	na	na	na	0	na	na	na	na	na	na	na	na	0

Table LN.5.10: Perception of parents about online study during school closure
Percentage of school going children by parents' perception of children's study online during school closure due to COVID-19, by education level, Bangladesh, 2021

	Primary									Lower secondary								
	Learning was hampered			Online learning during pandemic compared to classroom learning before corona was					Number of school going children	Learning was hampered			Online learning during pandemic compared to classroom learning before coronas was					Number of school going children
	A lot	Somewhat	Not at all	Very Less	Less	Average	Very high	Not enrolled before COVID-19		A lot	Somewhat	Not at all	Very Less	Less	Average	Very high	Not enrolled before COVID-19	
Disability status (age 5-17 years)																		
Has functional difficulty	77.1	21.5	1.3	73.2	17.1	8.3	0.9	0.5	104	66.6	26.2	7.2	60.7	29.3	6.5	3.5	0.0	34
Has no functional difficulty	68.7	28.8	2.4	61.0	27.4	8.6	2.2	0.6	2610	75.0	24.1	0.9	66.9	23.1	8.2	1.8	0.0	1224
Mother's education [A]																		
None/ECE	70.8	28.0	1.0	65.8	24.3	6.3	3.1	0.4	397	79.3	20.7	0.0	72.2	22.3	4.4	1.2	0.0	223
Primary	68.7	29.8	1.3	64.3	25.1	9.4	.6	0.4	690	76.6	23.0	0.3	68.3	24.3	6.1	1.3	0.0	316
Secondary	67.9	28.7	3.4	58.9	28.8	8.5	2.8	0.9	1413	72.8	25.8	1.3	64.8	22.3	10.5	2.4	0.0	632
Higher	75.2	23.2	1.6	60.9	27.4	10.3	1.4	0.0	130	64.8	30.6	4.6	58.7	30.8	8.2	2.3	0.0	53
Sex of household head																		
Male	69.8	28.0	2.1	62.0	26.7	8.5	2.1	0.6	2439	75.1	24.1	.8	66.8	23.4	8.1	1.7	0.0	1142
Female	62.4	33.3	4.3	56.8	29.5	9.9	2.7	1.0	275	71.6	25.5	2.9	65.6	22.7	8.2	3.4	0.0	116
Ethnicity																		
Bengali	69.4	28.1	2.4	61.4	26.6	9.0	2.3	0.6	2604	74.9	24.0	1.1	66.8	22.9	8.4	1.9	0.0	1204
Others	61.3	38.7	0.0	64.1	35.9	0.0	0.0	0.0	110	72.0	28.0	0.0	65.0	32.8	2.2	0.0	0.0	54
Wealth index quintile																		
Poorest	68.9	30.5	0.4	66.5	26.2	6.1	0.2	0.8	592	75.2	23.6	1.3	64.0	28.9	5.8	1.3	0.0	178
Second	70.4	28.1	1.4	61.2	28.6	8.1	1.5	0.6	574	78.1	21.9	0.0	72.6	20.4	6.4	0.6	0.0	240
Middle	68.6	28.2	3.3	62.8	25.6	9.1	2.0	0.4	553	79.6	19.6	0.8	72.0	17.4	8.3	2.2	0.0	289
Fourth	68.3	27.8	3.6	59.7	27.8	9.2	2.2	0.9	515	74.1	25.1	0.8	67.1	23.1	7.6	2.2	0.0	277
Richest	68.8	27.7	3.3	56.2	26.8	11.0	5.6	0.3	480	67.2	30.5	2.3	57.5	28.7	11.4	2.4	0.0	275

na: not applicable

Table LN.5.10: continued

	Upper secondary									Total (Primary, Lower/Upper Secondary)								
	Learning was hampered			Online learning during pandemic compared to classroom learning before COVID-19 was					Number of school going children	Learning was hampered			Online learning during pandemic compared to classroom learning before COVID-19 was					Number of school going children
	A lot	Somewhat	Not at all	Very Less	Less	Average	Very high	Not enrolled before COVID-19		A lot	Somewhat	Not at all	Very Less	Less	Average	Very high	Not enrolled before COVID-19	
Total	75.5	23.8	0.7	66.0	22.3	9.2	2.3	0.2	1611	72.2	26.2	1.6	64.0	24.8	8.7	2.1	0.3	5583
Sex																		
Male	76.1	23.4	0.5	65.0	23.7	9.5	1.8	0.0	761	72.8	25.9	1.2	64.4	24.8	8.4	2.0	0.2	2608
Female	74.9	24.2	0.9	67.0	21.1	9.0	2.7	0.3	851	71.7	26.4	1.9	63.6	24.8	8.9	2.2	0.4	2975
Area																		
Urban	70.8	27.5	1.7	57.4	28.4	11.4	2.8	0.0	393	69.4	27.5	3.0	58.3	27.7	9.8	3.6	0.6	1312
Rural	77.0	22.6	0.4	68.8	20.3	8.5	2.1	0.2	1218	73.0	25.8	1.1	65.7	23.9	8.3	1.7	0.3	4272
Division																		
Barishal	60.3	39.7	0.0	57.9	27.8	14.3	0.0	0.0	111	55.1	43.7	1.0	51.3	35.0	12.7	0.5	0.1	375
Chattogram	64.5	35.3	0.2	57.4	26.7	15.9	0.0	0.0	308	60.5	38.2	1.3	55.9	31.4	12.3	0.4	0.0	1171
Dhaka	76.8	21.7	1.5	59.1	23.6	10.9	6.4	0.0	375	76.5	22.0	1.5	60.4	22.7	10.3	6.2	0.5	1268
Khulna	71.5	28.0	0.5	59.5	28.4	11.1	1.0	0.0	192	66.4	31.0	2.5	55.7	33.6	9.5	0.9	0.2	631
Mymensingh	78.0	22.0	0.0	72.4	24.8	2.8	0.0	0.0	110	75.8	23.2	0.4	72.0	25.0	2.5	0.0	0.0	366
Rajshahi	83.8	14.5	1.7	77.5	17.1	3.6	0.5	1.2	211	79.5	17.3	3.2	75.4	18.8	4.7	0.6	0.5	681
Rangpur	84.9	15.1	0.0	79.2	16.6	4.2	0.0	0.0	192	82.4	17.2	0.5	75.4	17.4	6.4	0.2	0.7	677
Sylhet	88.5	11.1	0.4	81.5	7.5	2.8	8.2	0.0	114	84.5	13.8	1.5	77.6	11.9	4.2	5.4	0.8	415
Age at beginning of school year																		
6-7	na	na	na	na	na	na	na	na	0	65.8	31.0	3.1	57.5	29.6	9.3	2.3	1.3	910
8-10	na	na	na	na	na	na	na	na	0	70.7	27.2	1.9	63.5	25.7	8.2	2.1	0.2	1804
11-13	na	na	na	na	na	na	na	na	0	74.8	24.2	1.0	66.7	23.3	8.1	1.8	0.0	1258
14-15	76.6	22.9	0.5	66.2	21.8	9.8	1.9	0.3	766	76.6	22.9	0.5	66.2	21.8	9.8	1.9	0.3	766
16-17	74.5	24.6	0.8	65.9	22.8	8.7	2.6	0.0	845	74.5	24.6	0.8	65.9	22.8	8.7	2.6	0.0	845
Disability status (age 5-17 years)																		
Has functional difficulty	80.1	19.9	0.0	76.3	19.1	3.2	1.4	0.0	33	75.6	22.2	2.3	71.3	19.9	7.0	1.5	0.3	171
Has no functional difficulty	75.4	23.9	0.7	65.8	22.4	9.4	2.3	0.2	1579	72.1	26.3	1.5	63.8	25.0	8.7	2.1	0.3	5412

	Upper secondary									Total (Primary, Lower/Upper Secondary)								
	Learning was hampered			Online learning during pandemic compared to classroom learning before COVID-19 was					Number of school going children	Learning was hampered			Online learning during pandemic compared to classroom learning before COVID-19 was					Number of school going children
	A lot	Somewhat	Not at all	Very Less	Less	Average	Very high	Not enrolled before COVID-19		A lot	Somewhat	Not at all	Very Less	Less	Average	Very high	Not enrolled before COVID-19	
Mother's education [A]																		
None/ECE	86.4	13.6	0.0	72.1	21.5	4.2	2.1	0.0	239	77.4	22.1	0.5	69.2	23.0	5.2	2.3	0.2	859
Primary	74.9	25.1	0.0	67.6	24.3	7.1	1.0	0.0	299	72.0	27.1	0.8	66.0	24.7	8.0	0.9	0.2	1305
Secondary	71.9	27.2	0.9	62.7	20.1	14.0	3.2	0.0	560	69.9	27.7	2.3	61.2	25.4	10.2	2.8	0.5	2605
Higher	76.2	23.8	0.0	59.0	28.3	8.9	3.9	0.0	34	72.8	25.1	2.0	60.1	28.4	9.6	2.0	0.0	218
Sex of household head																		
Male	76.2	23.0	0.8	66.1	22.1	9.2	2.3	0.2	1437	72.8	25.7	1.4	64.3	24.6	8.6	2.1	0.3	5018
Female	69.3	30.7	0.0	65.1	23.8	9.4	1.6	0.0	175	66.4	30.9	2.7	61.2	26.4	9.4	2.5	0.5	566
Ethnicity																		
Bengali	75.2	24.1	0.7	66.2	21.7	9.6	2.3	0.2	1553	72.3	26.0	1.6	64.0	24.4	9.0	2.2	0.4	5361
Others	83.1	16.1	0.8	61.1	38.9	0.0	0.0	0.0	58	69.6	30.2	.2	63.6	35.9	.5	0.0	0.0	222
Wealth index quintile																		
Poorest	86.4	13.6	0.0	75.0	19.6	4.1	1.3	0.0	168	73.2	26.1	.5	67.6	25.5	5.7	.6	0.5	938
Second	76.4	23.6	0.0	70.9	18.4	10.2	0.5	0.0	234	73.5	25.7	.8	65.9	24.4	8.2	1.0	0.3	1048
Middle	76.0	22.8	1.1	68.7	22.5	7.5	0.5	0.7	358	73.4	24.5	2.0	66.8	22.7	8.5	1.6	0.4	1199
Fourth	75.3	24.2	0.5	64.9	22.9	9.3	2.8	0.0	406	72.0	26.0	1.9	63.2	25.1	8.9	2.4	0.4	1198
Richest	70.7	28.2	1.1	59.0	24.7	11.9	4.4	0.0	445	69.1	28.5	2.3	57.5	26.4	11.4	4.4	0.1	1200

a: not applicable

Table LN.5.11 provides percentages of school going children's mothers/caregivers by some measures/support that they think could be taken/provided to continue children's attendance in educational institutions in the 2021 school year. Support from the government is conceived as the most important measure that the respondents (83.4 percent, overall) mentioned to continue attendance. Tuition fee support (35.3 percent), provision of free books/education materials (26.9 percent) and enhancing the scope of internet use (31.5 percent) are other noteworthy measures in this respect. 'Government's support' is considered as the most important support among all the measures and is seen to be higher in rural area (85 percent) compared to that in urban area (77.9 percent). Notably, higher percentage of children whose mothers have secondary education consider 'Government's support' as the most important measure 88 percent), compared to mothers havingly primary (79.6 percent). By wealth index quintile, children in the poorest households (94.2%) consider 'Government support' as the most important measure compared to those in the second and higher quintiles of households (71.4 to 88.8 percent). (Table LN.5.11).

Table LN.5.11: Measures to continue attendance in educational institutions

Percentage of school going children or their mothers/caregivers by opinion on measures that could be taken to continue children's attendance in educational institutions in the 2021 school year, Survey on Children's Education in Bangladesh 2021

Nature of measures/support	Total	Area		Education level				Wealth index quintile				
		Urban	Rural	ECE/ None	Primary	Secondary	Higher	Poorest	Second	Middle	Fourth	Richest
Government support	83.4	77.9	85.0	59.7	79.6	88.0	74.1	94.2	71.4	84.6	88.8	78.7
Tuition fee support	35.3	39.4	34.0	19.6	36.0	35.9	37.9	43.6	39.8	32.5	27.6	32.9
Free books/education materials	26.9	29.6	26.1	37.2	18.9	30.6	20.3	24.6	32.7	18.4	27.4	30.1
Scope of internet use	31.5	36.9	29.8	25.2	38.6	26.9	48.1	17.6	30.8	36.1	43.0	27.0
Having television/Smartphone	25.4	30.2	23.9	22.3	29.9	23.6	24.9	17.3	36.7	16.2	30.6	21.1
Others	2.0	3.7	1.4	-	-	3.3	-	-	1.9		1.3	7.5
Number of cases	261	45	216	14	73	157	17	49	72	47	57	36

Table LN.5.12 to Table LN.5.18 provide information on school going children's and youth (5-24 years) psychological traits which might be affected by long term school closure due to COVID-19. The tables contain information on their feelings during the school closure that included loneliness, worry, depression, nervousness, inferiority complex, irritation and over pressure of homework.

Data suggest that overall, around 20-30 percent of the children and youth felt any of the issues (problems) or stresses mentioned above.

Table LN.5.12 shows that as high as 38 percent of the children and youth felt loneliness during the school closure, where 3.3 percent felt it mostly or always, 18.6 percent felt it sometimes, and 16.1 percent, rarely.

The percentages of children and youth who felt nervous are about 18.7 percent, of which, 12.4 percent felt it rarely while 5.7 percent felt it sometimes and less than 1 percent, felt it mostly or always (Table LN.5.13). Similarly, about 1 in 6 of them (18.2 percent) felt worried, of which only 0.8 percent felt it mostly or always, 8.7 percent, sometimes, and 8.8 percent felt it rarely (Table LN.5.14).

Similarly, a little over 1 in 4 children and youth (27.7 percent) felt depressed during school closure. While only 1.1 percent felt depressed mostly or always, 10.5 percent felt depressed sometimes, and 16.2 percent rarely. (Table LN.5.15). Children and youth (5-24 years) who had the feeling of inferiority complex during school closure was 15.2 percent, of which little less than 1 percent (0.6) felt it mostly, 5.6 percent, sometimes and 9 percent rarely had this feeling. (Table LN.5.16).

About 3 in 10 (29.4 percent) children and youth (5-24 years) felt irritated during the school closure. Of them about 1.5 percent felt it mostly or always, 13.4 percent sometimes and 14.6 percent felt it rarely (Table LN.5.17). Finally, children and youth feeling over-pressure of homework was about 19.4 percent - 1.3 percent mostly or always, 8.3 percent felt it sometimes and, 9.7 percent rarely felt under over pressure. (Table LN.5.18).

The pattern is more or less similar across all background dimensions for all psychological traits (problems) or stresses listed.

Table LN.5.12: Feeling loneliness during school closure

Percentage of 5-24 years children and youth who felt loneliness during school closure for COVID-19, Bangladesh, 2021

	Percentage of children and youth feel loneliness					Number of 5-24 years children and youth
	Never	Rarely	Sometimes	Mostly	Always	
Total	62.0	16.1	18.6	3.1	0.2	8683
Sex						
Male	64.8	15.8	17.0	2.3	0.1	4291
Female	59.3	16.3	20.3	3.9	0.2	4392
Area						
Urban	58.0	18.0	18.9	4.9	0.2	2076
Rural	63.3	15.4	18.6	2.5	0.2	6607
Division						
Barishal	69.3	15.8	12.9	1.7	0.3	555
Chattogram	68.4	12.9	15.6	2.9	0.2	1804
Dhaka	55.7	19.2	22.1	3.0	0.0	2021
Khulna	57.1	14.2	24.0	4.4	0.3	965
Mymensingh	56.4	15.2	19.9	8.3	0.1	588
Rajshahi	59.6	17.1	20.8	2.4	0.0	1064
Rangpur	67.5	17.1	14.8	0.5	0.1	1042
Sylhet	65.6	15.4	14.6	3.8	0.6	645
Age group						
5-9	82.6	9.3	7.2	0.8	0.1	2145
10-14	65.8	15.2	16.5	2.3	0.2	3091
15-19	46.3	21.1	27.3	5.2	0.1	2590
20-24	44.4	21.1	29.0	5.4	0.1	857
Mother's education						
None/ECE	69.6	14.0	14.3	1.9	0.1	1272
Primary	68.5	14.4	14.6	2.3	0.2	1818
Secondary	65.4	15.3	17.0	2.3	0.1	3306
Higher	56.9	16.3	20.4	5.8	0.6	272
Sex of household head						
Male	62.2	15.8	18.7	3.1	0.1	7781
Female	60.4	17.9	18.0	3.3	0.4	902
Ethnicity						
Bengali	61.0	16.4	19.2	3.2	0.2	8342
Others	86.4	8.8	4.5	.2	0.1	341
Wealth index quintile						
Poorest	76.1	11.3	11.4	1.1	0.1	1452
Second	65.1	15.0	17.7	2.0	0.1	1642
Middle	61.8	15.5	19.3	3.1	0.4	1818

Table LN.5.12: Feeling loneliness during school closure

Percentage of 5-24 years children and youth who felt loneliness during school closure for COVID-19, Bangladesh, 2021

Fourth	57.6	18.1	21.0	3.3	0.1	1888
Richest	53.2	19.2	22.1	5.4	0.1	1882

Table LN.5.13: Feeling nervousness during school closure

Percentage of 5-24 years children and youth who feel nervousness/anxiety during school closure for COVID-19, Bangladesh, 2021

	Percentage of children and youth feel nervousness/anxiety					Number of 5-24 years children and youth
	Never	Rarely	Sometimes	Mostly	Always	
Total	81.3	12.4	5.7	0.6	0.0	8683
Sex						
Male	81.5	12.5	5.3	0.7	0.0	4291
Female	81.2	12.2	6.0	0.6	0.1	4392
Area						
Urban	81.7	12.7	4.7	0.9	0.0	2076
Rural	81.2	12.3	5.9	0.5	0.0	6607
Division						
Barishal	86.2	9.9	3.5	0.3	0.0	555
Chattogram	83.4	10.9	5.1	0.5	0.1	1804
Dhaka	77.0	15.6	6.9	0.4	0.1	2021
Khulna	80.6	14.0	5.1	0.3	0.0	965
Mymensingh	79.5	12.0	7.6	0.9	0.0	588
Rajshahi	83.0	9.2	6.2	1.6	0.0	1064
Rangpur	85.0	11.0	3.8	0.2	0.0	1042
Sylhet	78.5	13.9	6.4	1.1	0.0	645
Age group						
5-9	94.4	4.2	1.3	0.1	0.0	2145
10-14	86.6	9.7	3.4	0.3	0.0	3091
15-19	70.3	19.3	9.1	1.3	0.1	2590
20-24	63.1	21.5	14.1	1.3	0.0	857
Mother's education						
None/ECE	87.9	8.4	3.4	0.2	0.0	1272
Primary	86.0	10.1	3.5	0.4	0.0	1818
Secondary	84.3	10.5	4.6	0.6	0.0	3306
Higher	82.8	12.9	3.7	0.7	0.0	272
Sex of household head						
Male	81.5	12.3	5.6	0.6	0.0	7781
Female	79.7	13.4	6.0	0.9	0.0	902
Ethnicity						
Bengali	80.6	12.8	5.9	0.6	0.0	8342
Others	98.2	1.4	0.4	0.0	0.0	341
Wealth index quintile						
Poorest	89.4	7.4	3.1	0.1	0.0	1452

Table LN.5.13: Feeling nervousness during school closure

Percentage of 5-24 years children and youth who feel nervousness/anxiety during school closure for COVID-19, Bangladesh, 2021

Second	83.3	11.5	4.8	0.4	0.0	1642
Middle	80.4	12.2	6.5	0.7	0.2	1818
Fourth	77.9	14.5	6.7	0.8	0.0	1888
Richest	77.7	15.0	6.4	0.8	0.0	1882

Table LN.5.14 Feeling worried during school closure

Percentage of 5-24 years children and youth who feel worried during school closure for COVID-19, Bangladesh, 2021

	Percentage of children and youth feel worried					Number of 5-24 years children and youth
	Never	Rarely	Sometimes	Mostly	Always	
Total	81.8	8.8	8.7	0.8	0.0	8683
Sex						
Male	82.7	8.7	7.9	0.8	0.0	4291
Female	80.9	8.9	9.5	0.8	0.0	4392
Area						
Urban	80.5	9.2	9.3	1.0	0.0	2076
Rural	82.2	8.6	8.5	0.7	0.0	6607
Division						
Barishal	91.8	5.0	3.2	0.0	0.0	555
Chattogram	85.1	6.6	7.7	0.6	0.0	1804
Dhaka	73.4	12.1	13.9	0.7	0.0	2021
Khulna	79.8	10.0	9.0	1.2	0.0	965
Mymensingh	79.0	8.1	10.7	2.2	0.0	588
Rajshahi	83.1	8.7	7.3	1.0	0.0	1064
Rangpur	87.8	7.6	4.5	0.1	0.0	1042
Sylhet	83.7	8.5	6.9	1.0	0.0	645
Age group						
5-9	96.1	2.8	1.1	0.1	0.0	2145
10-14	87.1	6.4	6.3	0.2	0.0	3091
15-19	70.4	14.0	14.3	1.4	0.0	2590
20-24	61.0	16.6	19.7	2.7	0.0	857
Mother's education						
None/ECE	84.3	7.6	8.0	0.1	0.0	1272
Primary	86.5	6.9	6.2	0.4	0.0	1818
Secondary	87.0	6.7	6.0	0.3	0.0	3306
Higher	89.3	4.5	5.2	1.0	0.0	272
Sex of household head						
Male	82.0	8.7	8.6	0.7	0.0	7781
Female	79.5	9.6	9.7	1.3	0.0	902
Ethnicity						
Bengali	81.1	9.0	9.1	0.8	0.0	8342
Others	98.1	1.9	0.0	0.0	0.0	341
Wealth index quintile						

Table LN.5.14 Feeling worried during school closure

Percentage of 5-24 years children and youth who feel worried during school closure for COVID-19, Bangladesh, 2021

Poorest	89.9	5.0	4.9	0.2	0.0	1452
Second	84.6	7.2	7.8	0.4	0.0	1642
Middle	81.7	8.7	8.6	1.1	0.0	1818
Fourth	77.0	11.3	11.0	0.7	0.0	1888
Richest	77.8	10.6	10.2	1.3	0.0	1882

Table LN.5.15: Feeling depressed during school closure

Percentage of 5-24 years children and youth who feel depressed during school closure for COVID-19, Bangladesh,2021

	Percentage of children and youth feel depression					Number of 5-24 years children and youth
	Never	Rarely	Sometimes	Mostly	Always	
Total	72.3	16.2	10.5	1.0	0.1	8683
Sex						
Male	73.6	15.6	9.8	0.9	0.0	4291
Female	71.0	16.7	11.1	1.1	0.1	4392
Area						
Urban	70.3	17.6	10.8	1.2	0.1	2076
Rural	72.9	15.7	10.4	1.0	0.1	6607
Division						
Barishal	75.4	17.0	7.5	0.2	0.0	555
Chattogram	80.7	10.9	7.5	0.8	0.1	1804
Dhaka	67.3	18.3	13.6	0.7	0.1	2021
Khulna	67.7	18.6	12.6	0.8	0.3	965
Mymensingh	64.4	18.3	14.3	3.0	0.1	588
Rajshahi	73.0	15.1	10.1	1.8	0.0	1064
Rangpur	74.1	17.6	7.9	0.3	0.0	1042
Sylhet	71.5	17.1	9.6	1.7	0.1	645
Age group						
5-9	94.2	4.0	1.8	0.0	0.0	2145
10-14	78.7	13.9	7.0	0.4	0.1	3091
15-19	55.1	25.9	17.1	1.7	0.2	2590
20-24	46.4	25.6	24.8	3.3	0.0	857
Mother's education						
None/ECE	78.4	13.9	7.3	0.4	0.0	1272
Primary	78.3	13.3	7.7	0.7	0.0	1818
Secondary	79.0	13.2	7.3	0.4	0.1	3306
Higher	78.4	15.5	5.0	0.6	0.6	272
Sex of household head						
Male	72.5	16.1	10.4	1.0	0.1	7781
Female	70.8	16.6	10.8	1.5	0.2	902
Ethnicity						
Bengali	71.6	16.5	10.8	1.1	0.1	8342
Others	88.9	8.1	3.0	0.0	0.0	341

Wealth index quintile						
Poorest	81.9	10.8	6.8	0.5	0.0	1452
Second	74.7	15.2	9.2	0.9	0.1	1642
Middle	70.0	17.1	11.4	1.2	0.3	1818
Fourth	69.0	17.1	12.9	0.9	0.0	1888
Richest	68.3	19.3	11.0	1.5	0.0	1882

Table LN.5.16: Feeling inferiority complex during school closure

Percentage of 5-24 years children and youth who feel Inferiority complex during school closure due to COVID-19, Bangladesh, 2021

	Percentage of children and youth feel Inferiority complex					Number of 5-24 years children and youth
	Never	Rarely	Sometimes	Mostly	Always	
Total	84.8	9.0	5.6	0.6	0.0	8683
Sex						
Male	85.2	8.8	5.5	0.5	0.0	4291
Female	84.3	9.2	5.8	0.6	0.1	4392
Area						
Urban	82.5	10.2	6.7	0.6	0.0	2076
Rural	85.5	8.6	5.3	0.5	0.1	6607
Division						
Barishal	83.0	7.2	9.6	0.2	0.0	555
Chattogram	89.2	6.4	3.9	0.4	0.1	1804
Dhaka	80.0	11.8	7.6	0.5	0.1	2021
Khulna	82.8	8.8	7.6	0.6	0.1	965
Mymensingh	82.1	12.8	5.0	0.1	0.0	588
Rajshahi	87.4	5.8	5.6	1.2	0.0	1064
Rangpur	87.5	9.9	2.6	0.1	0.0	1042
Sylhet	85.1	9.7	3.4	1.7	0.1	645
Age group						
5-9	96.3	2.5	1.1	0.0	0.0	2145
10-14	88.8	6.7	4.2	0.2	0.1	3091
15-19	76.0	14.2	8.9	0.9	0.1	2590
20-24	67.6	17.9	12.3	2.2	0.0	857
Mother's education						
None/ECE	89.0	6.6	4.2	0.2	0.0	1272
Primary	90.1	6.1	3.4	0.3	0.0	1818
Secondary	88.3	6.8	4.6	0.2	0.1	3306
Higher	86.6	11.1	2.3	0.0	0.0	272
Sex of household head						
Male	84.8	8.9	5.7	0.5	0.0	7781
Female	83.9	9.9	5.3	0.9	0.1	902
Ethnicity						
Bengali	84.3	9.3	5.8	0.6	0.1	8342
Others	96.4	2.6	1.0	0.0	0.0	341
Wealth index quintile						
Poorest	90.9	6.0	3.0	0.1	0.0	1452

Table LN.5.16: Feeling inferiority complex during school closure

Percentage of 5-24 years children and youth who feel Inferiority complex during school closure due to COVID-19, Bangladesh, 2021

Second	86.4	7.0	6.1	0.5	0.0	1642
Middle	83.5	9.3	6.0	0.9	0.2	1818
Fourth	82.3	10.5	6.7	0.6	0.0	1888
Richest	82.3	11.3	5.8	0.6	0.0	1882

Table LN.5.17: Feeling irritated during school closure

Percentage of 5-24 years children and youth who feel Irritated during school closure due to COVID-19, Bangladesh, 2021

	Percentage of children and youth feel irritated					Number of 5-24 years children and youth
	Never	Rarely	Sometimes	Mostly	Always	
Total	70.6	14.6	13.4	1.4	0.1	8683
Sex						
Male	69.7	15.1	13.4	1.7	0.0	4291
Female	71.4	14.0	13.4	1.1	0.1	4392
Area						
Urban	67.1	15.1	15.9	1.8	0.0	2076
Rural	71.7	14.4	12.6	1.3	0.1	6607
Division						
Barishal	75.4	10.8	13.0	0.8	0.0	555
Chattogram	76.4	9.9	13.5	0.2	0.0	1804
Dhaka	67.0	15.8	15.7	1.5	0.0	2021
Khulna	56.7	16.6	22.5	4.1	0.1	965
Mymensingh	71.6	14.6	11.4	2.4	0.0	588
Rajshahi	79.2	13.5	6.2	1.1	0.0	1064
Rangpur	68.5	21.3	9.8	0.4	0.0	1042
Sylhet	70.5	14.8	12.1	2.0	0.7	645
Age group						
5-9	84.4	8.3	6.4	0.9	0.0	2145
10-14	71.2	14.6	13.1	1.0	0.1	3091
15-19	60.6	19.2	18.0	2.1	0.1	2590
20-24	64.0	16.0	18.0	2.0	0.1	857
Mother's education						
None/ECE	75.4	13.2	10.9	0.5	0.0	1272
Primary	73.8	13.2	11.8	1.1	0.1	1818
Secondary	71.4	14.1	13.1	1.4	0.0	3306
Higher	67.3	15.7	14.2	2.7	0.0	272
Sex of household head						
Male	70.5	14.7	13.3	1.4	0.1	7781
Female	71.3	13.3	14.4	1.1	0.0	902
Ethnicity						
Bengali	69.8	14.8	13.9	1.4	0.1	8342
Others	89.7	8.0	2.3	0.0	0.0	341
Wealth index quintile						

Table LN.5.17: Feeling irritated during school closure

Percentage of 5-24 years children and youth who feel Irritated during school closure due to COVID-19, Bangladesh, 2021

Poorest	81.3	11.8	6.6	0.3	0.1	1452
Second	72.6	14.7	12.1	0.6	0.0	1642
Middle	67.9	15.1	15.0	1.9	0.0	1818
Fourth	67.2	15.2	15.9	1.7	0.1	1888
Richest	66.6	15.4	15.8	2.1	0.1	1882

Table LN.5.18: Feeling over-pressure of homework during school closure

Percentage of 5-24 years children and youth who feel over-pressure of homework during school closure for COVID-19, Bangladesh, 2021

	Percentage of children feel over-pressure of homework					Number of 5-24 years children and youth
	Never	Rarely	Sometimes	Mostly	Always	
Total	80.6	9.7	8.3	1.2	0.1	8683
Sex						
Male	80.8	10.1	7.9	1.2	0.1	4291
Female	80.4	9.4	8.7	1.3	0.1	4392
Area						
Urban	81.0	9.4	7.6	2.0	0.0	2076
Rural	80.5	9.8	8.6	1.0	0.1	6607
Division						
Barishal	66.1	11.6	21.0	1.2	0.1	555
Chattogram	83.0	6.2	10.1	0.7	0.1	1804
Dhaka	77.9	12.3	8.5	1.3	0.0	2021
Khulna	84.9	7.8	6.3	1.1	0.0	965
Mymensingh	84.3	9.1	6.3	0.3	0.0	588
Rajshahi	86.0	9.0	4.1	0.7	0.1	1064
Rangpur	87.1	8.4	4.3	0.2	0.0	1042
Sylhet	65.9	16.6	10.5	6.1	1.0	645
Age group						
5-9	93.0	3.6	2.9	0.5	0.0	2145
10-14	83.1	9.1	6.9	0.8	0.1	3091
15-19	70.0	14.3	13.3	2.2	0.2	2590
20-24	72.9	13.3	11.9	1.8	0.1	857
Mother's education						
None/ECE	85.8	7.6	6.0	0.5	0.0	1272
Primary	83.3	8.6	7.2	0.8	0.1	1818
Secondary	81.8	9.2	7.7	1.1	0.2	3306
Higher	81.0	8.5	7.6	2.9	0.0	272
Sex of household head						
Male	80.6	9.6	8.5	1.2	0.1	7781
Female	81.0	11.0	6.4	1.6	0.0	902
Ethnicity						
Bengali	80.1	10.0	8.6	1.3	0.1	8342
Others	94.4	3.4	2.1	0.1	0.0	341

Table LN.5.18: Feeling over-pressure of homework during school closure

Percentage of 5-24 years children and youth who feel over-pressure of homework during school closure for COVID-19, Bangladesh, 2021

	Percentage of children feel over-pressure of homework					Number of 5-24 years children and youth
	Never	Rarely	Sometimes	Mostly	Always	
Wealth index quintile						
Poorest	88.7	6.2	4.7	0.4	0.0	1452
Second	84.4	7.8	7.2	0.6	0.0	1642
Middle	79.8	9.8	8.8	1.4	0.2	1818
Fourth	76.3	11.2	10.4	1.8	0.2	1888
Richest	76.2	12.5	9.6	1.6	0.1	1882

5. Protected from violence and exploitation

5.1. Child discipline

Teaching children self-control and acceptable behaviour is an integral part of child discipline in all cultures. Positive parenting practices involve providing guidance on how to handle emotions or conflicts in manners that encourage judgment and responsibility and preserve children's self-esteem, physical and psychological integrity and dignity. However, too often, children are raised using punitive methods that rely on the use of physical force or verbal intimidation to obtain desired behaviour. Studies[35] have found that exposing children to violent discipline has harmful consequences, which range from immediate impacts to long-term harm that children carry forward into adult life. Violence hampers children's development, learning abilities and school performance; it inhibits positive relationships, provokes low self-esteem, emotional distress and depression; and, at times, it leads to risk taking and self-harm.

In the Survey on Children's Education 2021, mothers or caregivers of children age 5-14 years were asked a series of questions on the methods which adults in the household used to discipline the child during the past one month before the survey and if the respondent believes that physical punishment is a necessary part of child-rearing. Tables PR.1.1 and PR.1.2 present the results.

For the most part, households employ a combination of violent disciplinary practices, which reflects caregivers' motivation to control children's behaviour by any means possible. Table PR.6.1 shows that majority of the children age 5-14 years (76.6 percent) were subjected to at least one form of violent discipline (psychological or physical punishment) by household members during one month preceding the survey. Children mostly experienced psychological aggression (73.9 percent), while almost every 1 in 2 (46.8 percent) received any form of physical punishment. About 19.4 percent of children were subjected to the 'severe' forms of physical punishment, such as hitting the child on the head, ears or face or hitting the child hard and repeatedly. Practice of non-violent discipline was quite less frequent (11.7 percent). Although children in urban and rural areas had almost no variation, boys were subjected more frequently than girls to any form of physical disciplining (50.9 and 42.6 percent, respectively). Further, a small to moderate variations exist across all other key background characteristics with respect to any violent discipline method. However, divisions had a considerable difference across them, ranging from 59.5 percent in Barishal to 87.5 percent in Rangpur. Although no clear pattern by most background characteristics, , practice of violent discipline method is seen to have an inverse relationship with mother's education where it reduces with increasing levels of mother's education (from 78.1 percent for mothers with pre-school or no education and to 66.7 percent for mothers with higher education). Nevertheless, non-violent discipline was more frequent among mothers with higher education and richer households.

[35] Straus, M. and M. Paschall. "Corporal Punishment by Mothers and Development of Children's Cognitive Ability: A Longitudinal Study of Two Nationally Representative Age Cohorts." *Journal of Aggression, Maltreatment & Trauma* 18, no. 5 (2009): 459-83. doi:10.1080/10926770903035168.; Erickson, M. and B. Egeland. "A Developmental View of the Psychological Consequences of Maltreatment." *School Psychology Review* 16, no. 2 (1987): 156-68. http://psycnet.apa.org/record/1987-29817-001.; Schneider, M. et al. "Do Allegations of Emotional Maltreatment Predict Developmental Outcomes beyond That of Other Forms of Maltreatment?" *Child Abuse & Neglect* 29, no. 5 (2005): 513-32.doi:10.1016/j.chiabu.2004.08.010

Table PR.1.1: Child discipline
Percentage of children age 5-14 years by child disciplining methods experienced during the last one-month preceding the survey, Bangladesh, 2021

	Percentage of children age 5-14 years who experienced:					Number of children age 5-14 years
	Only non-violent discipline	Psychological aggression	Physical punishment		Any violent discipline method [1]	
			Any	Severe		
Total	11.7	73.9	46.8	19.4	76.6	7029
Sex						
Male	10.7	74.8	50.9	21.4	77.6	3566
Female	12.6	72.9	42.6	17.4	75.5	3463
Area						
Urban	13.7	71.1	43.0	17.1	73.0	1341
Rural	11.2	74.5	47.7	20.0	77.4	5688
Division						
Barishal	19.3	56.1	31.7	13.9	59.5	797
Chattogram	16.8	62.4	40.6	15.5	66.7	1240
Dhaka	13.7	75.8	48.1	18.3	77.7	1036
Khulna	9.6	78.0	49.7	22.1	78.7	779
Mymensingh	9.6	75.0	45.5	22.0	77.5	772
Rajshahi	5.9	80.9	42.9	23.6	83.2	660
Rangpur	8.4	85.6	54.8	15.1	87.5	713
Sylhet	6.7	82.8	60.6	25.9	86.5	1032
Child's age						
5-9	9.9	77.2	58.1	23.6	80.4	3390
10-14	13.4	70.8	36.3	15.6	73.0	3639
Functional difficulty (age 5-14 years)						
Has functional difficulty	11.9	76.2	47.4	22.2	78.8	302
Has no functional difficulty	11.7	73.7	46.8	19.3	76.5	6727
Mother's education						
None/ECE	9.0	74.7	45.9	19.9	78.1	1295
Primary	11.1	75.4	50.2	21.2	78.4	1909
Secondary	12.0	73.8	46.8	19.4	76.2	3300
Higher	19.9	63.8	39.0	13.1	66.7	282
Sex of household head						
Male	11.6	73.9	46.9	19.5	76.6	6361
Female	12.1	73.7	46.4	18.9	76.0	668
Ethnicity						
Bengali	11.6	74.1	47.4	19.9	76.8	6825
Others	14.2	65.2	27.9	4.9	70.6	204
Wealth index quintile						
Poorest	8.4	76.8	50.0	21.4	79.7	1623
Second	10.3	77.3	49.5	21.0	79.9	1637
Middle	12.1	72.9	46.7	18.6	76.5	1401
Fourth	13.6	70.9	45.7	19.7	73.5	1301
Richest	15.9	68.8	39.4	14.8	70.7	1067

[1] MICS indicator PR.2 - Violent discipline; SDG 16.2.1

Table PR.6.2 shows attitude that 41.1 percent of mothers or caregivers of children age 5-14 years towards physical punishment. About 41.1 percent of mothers or caregivers believe that physical punishment is needed to bring up, raise or educate a child properly. This proportion is very close among mothers of boys and girls and those of urban and rural children. However, divisions show remarkable variations where Chattogram has the highest at 59.5 percent and Barishal, the lowest, 27.8 percent. A moderate variation exists with respect to mother's age, ranging from a low of 36.4 percent for mothers age 50+ years to 41.8 percent for mothers age 25-34 years. There is an apparent inverse relationship between believing in physical punishment with that of mother's education and household wealth status, the belief in physical punishment goes down with the higher levels of mother's education and household wealth.

Table PR.1.2: Attitude towards physical punishment
Percentage of mothers/caretakers of children age 5-14 years who believe that physical punishment is needed to bring up, raise, or educate a child properly, Bangladesh, 2021

	Percentage of mothers/caretakers who believe that a child needs to be physically punished	Number of mothers/caretakers responding to a child discipline module
Total	41.1	4712
Sex		
Male	42.5	2366
Female	39.8	2346
Area		
Urban	40.7	1102
Rural	41.3	3610
Division		
Barishal	27.8	278
Chattogram	59.5	951
Dhaka	37.1	1227
Khulna	35.4	487
Mymensingh	36.1	377
Rajshahi	39.4	637
Rangpur	39.2	489
Sylhet	33.3	266
Age of mother/caretaker		
<25	40.4	249
25-34	41.8	2194
35-49	41.2	2006
50+	36.4	256
Mother not in household	37.6	7
Mother's education		
None/ECE	45.4	831
Primary	44.1	1153
Secondary	39.5	2320
Higher	28.6	218
Ethnicity		
Bengali	40.4	4509
Others	57.6	203
Sex of household head		
Male	40.6	4241
Female	45.9	470
Wealth index quintile		

Table PR.1.2: Attitude towards physical punishment Percentage of mothers/caretakers of children age 5-14 years who believe that physical punishment is needed to bring up, raise, or educate a child properly, Bangladesh, 2021		
Poorest	48.0	1042
Second	43.8	1032
Middle	42.3	962
Fourth	36.7	866
Richest	32.2	810

5.2. Child marriage

Marriage before the age of 18 years is violation of human rights, yet remains a reality for many children. The right to 'free and full' consent to a marriage is recognized in the Universal Declaration of Human Rights - with the recognition that consent cannot be 'free and full' when one of the parties involved is not sufficiently mature to make an informed decision about a life partner. In the Sustainable Development Goals, child marriage has been identified as a harmful practice, which the world should aim to eliminate by 2030.

Child marriage is more common among girls than boys, but it occurs around the world among children of both sexes. The impacts specific to boys married in childhood are not yet well understood, but marriage places boys in an adult role accompanied by responsibilities for which they may not be prepared.

In many parts of the world parents encourage the marriage of their daughters while they are still children in hopes that the marriage will benefit them both financially and socially, while also relieving financial burdens on the family. In actual fact, child marriage compromises the development of girls and often results in early pregnancy and social isolation, with little education and poor vocational training reinforcing the gendered nature of poverty.[36]

Closely related to the issue of child marriage is the age at which sexual activity – and for females, childbearing – may begin. Women who were married before the age of 18 tend to have more children than those who marry later in life and young women are less likely to receive maternal healthcare services.[37],[38] Pregnancy related deaths are known to be a leading cause of mortality for both married and unmarried girls between the ages of 15 and 19.

Table PR.2.1W presents the percentage of women age 15-24 years married before ages 15 and 18 years. The table also presents the proportion of women who were first married or entered into a marital union before the age of 15 and 18 years by area and age groups and causes of marriage before 18. Examining the percentages married before ages 15 and 18 across different age groups allow for trends to be observed in child marriage over time.

Although the Government of Bangladesh passed a law in 2017 (the Child Marriage Restraint Act 2017) replacing a similar law of 1929, to control the child marriage in Bangladesh, it occurs recurrently. Data show

[36] Bajracharya, A. and N. Amin, S. Poverty, marriage timing, and transitions to adulthood in Nepal: A longitudinal analysis using the Nepal living standards survey. Poverty, Gender, and Youth Working Paper No. 19. New York: Population Council, 2010. http://www.popcouncil.org/uploads/pdfs/wp/pgy/019.pdf.;
Godha, D. et al. 2011. The influence of child marriage on fertility, fertility-control, and maternal health care utilization. MEASURE/Evaluation PRH Project Working paper 11-124.

[37] Godha D., D. Hotchkiss and A. Gage. "Association Between Child Marriage and Reproductive Health Outcomes and Service Utilization: A Multi-Country Study from South Asia." Journal of Adolescent Health 52, no. 5 (2013): 552-58. doi:10.1016/j.jadohealth.2013.01.021

[38] Nour, N. "Health Consequences of Child Marriage in Africa." *Emerging Infectious Diseases* 12, no. 11 (2006): 1644-649. doi:10.3201/eid1211.060510.

that, among young women age 15-24 years, 9.1 percent are married before age 15, and among women age 20-24 years, 11.2 percent are married before age 15, while 40.7 percent are married before age 18. Again, one third (33.1 percent) of younger women age 15-19 years are currently married, showing early marriage proportions; this proportion is slightly higher in rural (34.2 percent) than urban (29.4 percent) areas and is strongly negatively related to the level of mother's education (44.2 percent among those whose mothers have primary education against 28.4 percent for those whose mothers have higher education.

Finding a suitable groom is the main reason for marrying before 18 (81.2 percent). Social practice (23.6 percent), economic hardship (20.1 percent) and upholding family honour (18.5 percent) are some other notable causes. The pattern in 'reasons' appears to be consistently similar across different background parameters. For example, finding a suitable groom is consistently the most important cause (over 70 percent of respondents across all background dimensions mentioned this cause for getting married below age 18). School closure due to COVID-19 as a reason for child marriage accounted for overall 5.1 percent cases, where it was high at 19.3 percent among children aged 15-17 years and low at 4.1 percent among adolescents aged 18-19 years (Table SPR2.1W).

Table SPR.2.1W: Child marriage

Percentage of women age 15-24 years got married by different age groups and cause(s) of marriage, Bangladesh, 2021.

	Women age 15-24 years		Women age 18-24 years		Women age 20-24 years			Women age 15-19 years	
	Percentage married before age 15	Number of girls aged 15-24 years	Percentage married before age 18	Number of girls aged 18-24 years	Percentage married before age 15	Percentage married before age 18	Number of girls aged 20-24 years	Percentage currently married	Number of girls aged 15-19 years
Total	9.1	3588	40.0	2397	11.2	40.7	1537	33.1	2050
Area									
Urban	8.1	824	33.5	572	9.7	35.3	377	29.4	447
Rural	9.4	2764	42.1	1825	11.8	42.5	1160	34.2	1604
Division									
Barishal	10.4	201	45.6	140	14.4	49.0	86	33.8	116
Chattogram	5.1	761	32.3	494	6.7	31.7	305	29.4	456
Dhaka	6.1	838	38.5	581	7.8	37.2	387	32.7	452
Khulna	17.4	378	49.5	247	18.1	52.8	172	38.9	206
Mymenshingh	8.5	276	42.7	179	12.2	50.4	111	31.3	165
Rajshahi	18.3	445	52.4	294	24.6	56.9	173	41.0	273
Rangpur	10.6	370	46.1	248	11.8	43.8	161	39.7	210
Sylhet	1.9	317	20.8	214	2.7	19.3	143	18.4	174
Age									
15-19	7.5	2050	38.8	860	na	na	0	33.1	2050
15-17	5.7	1191	na	0	na	na	0	19.0	1191
18-19	10.0	860	38.8	860	na	na	0	52.8	860
20-24	11.2	1537	40.7	1537	11.2	40.7	1537	na	0
Education									
ECE/None	22.0	5	22.0	5	35.1	35.1	3	55.6	2
Primary	21.8	361	56.4	265	26.4	60.7	191	44.2	170
Secondary	8.3	2747	43.6	1678	10.9	46.6	966	31.9	1781
Higher	1.7	366	9.9	364	1.9	8.6	323	(28.4)	43
Sex of household head									
Male	9.5	3207	41.2	2151	11.8	41.8	1393	33.3	1815
Female	5.7	380	29.6	246	5.5	29.8	145	31.9	235

Table SPR.2.1W: Child marriage

Percentage of women age 15-24 years got married by different age groups and cause(s) of marriage, Bangladesh, 2021.

	Women age 15-24 years		Women age 18-24 years		Women age 20-24 years			Women age 15-19 years	
	Percentage married before age 15	Number of girls aged 15-24 years	Percentage married before age 18	Number of girls aged 18-24 years	Percentage married before age 15	Percentage married before age 18	Number of girls aged 20-24 years	Percentage currently married	Number of girls aged 15-19 years
Ethnicity									
Bengali	9.2	3452	40.4	2314	11.2	40.8	1485	33.3	1967
Others	6.8	136	30.4	83	12.4	37.5	53	28.8	83
Wealth index quintile									
Poorest	14.4	564	47.8	374	20.1	53.8	240	31.7	324
Second	10.8	700	46.4	463	13.5	47.9	292	34.1	408
Middle	8.4	741	43.3	482	9.7	42.1	307	32.3	434
Fourth	8.7	786	38.7	511	12.1	38.9	316	37.4	469
Richest	4.9	797	28.1	568	4.5	27.3	382	29.4	415

Table SPR.2.1W: Continue…

Table SPR.2.1W: Child marriage

Percentage of women age 15-24 years got married by different age groups and cause(s) of marriage, Bangladesh, 2021.

	Cause(s) of marriage									Number of women age 18-24 got married before 18
	Economic hardship	Security	Social practice	Suitable 6Groom	Reach puberty	Uphold family honor	Drop out from school	School closure due to Corona	Do nothing (jobless)	
Total	20.7	7.0	24.0	82.8	20.8	18.0	5.9	1.5	1.1	934
Area										
Urban	20.0	5.1	22.6	80.0	21.0	9.9	3.2	1.2	0.6	185
Rural	20.8	7.4	24.4	83.6	20.7	20.0	6.6	1.6	1.2	748
Division										
Barishal	33.2	13.4	27.8	89.8	42.2	27.4	3.3	3.4	6.4	63
Chattogram	8.4	7.6	33.4	80.6	4.8	19.7	7.4	1.1		153
Dhaka	22.0	2.7	23.5	84.5	18.8	9.7	3.4	1.0	0.6	216
Khulna	19.9	12.4	25.1	88.8	31.4	23.3	5.7	na	na	121
Mymenshing	22.6	3.5	16.0	82.9	14.7	7.1	5.4	1.5	na	75
Rajshahi	13.0	8.9	19.5	82.7	29.6	19.9	9.5	0.5	1.5	154
Rangpur	32.3	4.1	20.7	76.1	15.1	22.8	0.0	5.1	2.2	108
Sylhet	35.5	8.3	23.3	73.2	20.2	24.8	19.8	1.3	1.1	44
Age										
18-19	17.6	5.4	21.0	83.3	18.4	21.7	6.3	4.1	1.4	318
20-24	22.2	7.8	25.6	82.6	22.0	16.1	5.7	0.2	1.0	616
Education										
ECE/None	32.9	8.4	28.5	73.2	22.0	17.3	4.7		2.4	41
Primary	30.4	9.3	21.8	80.6	18.1	12.3	10.2	0.3	2.1	145
Secondary	18.4	6.5	24.7	83.6	21.5	19.4	5.4	1.9	0.8	712
Higher	11.5	5.4	14.5	86.8	15.5	13.1	(0.0)	(0.0)	(0.0)	36

Table SPR.2.1W: Child marriage

Percentage of women age 15-24 years got married by different age groups and cause(s) of marriage, Bangladesh, 2021.

	Cause(s) of marriage									Number of women age 18-24 got married before 18
	Economic hardship	Security	Social practice	Suitable 6Groom	Reach puberty	Uphold family honor	Drop out from school	School closure due to Corona	Do nothing (jobless)	
Sex of household head										
Male	20.2	7.5	24.3	82.0	21.1	17.3	5.4	1.5	1.0	861
Female	26.3	0.8	21.2	93.4	16.9	25.8	11.8	1.8	2.4	72
Ethnicity										
Bengali	21.1	7.0	24.6	82.6	21.3	18.5	6.1	1.5	1.1	908
Others	2.8	5.9	3.7	90.4	2.8	0.0	0.0	0.0	0.0	25
Wealth index quintile										
Poorest	30.2	9.5	21.3	72.7	22.0	12.5	7.0	1.2	2.4	174
Second	27.8	8.1	25.7	80.8	21.6	23.6	8.5	1.8	0.8	212
Middle	18.5	6.4	21.6	84.4	18.0	17.3	3.4	1.1	2.3	195
Fourth	13.2	4.0	28.2	82.3	23.3	17.9	5.7	2.2	0.0	195
Richest	12.3	7.1	22.5	95.5	18.8	17.6	4.5	1.0	0.0	158

6. Equitable chance in life

6.1 Child functioning

The United Nations formed the Washington Group on Disability Statistics to address the need for cross-nationally comparable disability statistics as well as equalization of opportunity. A person who faces functional difficulties, may have activity limitation, which challenges him/her in carrying out activities. People's functional issues may have been caused by their health conditions in general. Diseases or illnesses, as well as other health issues such as short- or long-term injuries, mental or emotional issues, are all examples of health conditions.

The Convention on the Rights of Persons with Disabilities[39] outlines States' obligations to ensure the full realization of rights for children with disabilities on an equal basis with other children. But the presence of functional difficulties may place children as well as adults at risk of experiencing limited participation in an unaccommodating environment and limit the fulfilment of their rights. A person with difficulty in functioning may have activity limitations. Functional difficulty is defined as having 'Some difficulty' or 'A lot of difficulty' or 'Cannot do at all' with one or more of the followings: vision, hearing, mobility (walking or climbing steps), cognition (memory and concentration), self-care and communication[40].

The Washington Group on Disability Statistics measures functional difficulties by asking a set of questions, which are as follows, 1) Do you have difficulty seeing even if wearing glasses? 2) Do you have difficulty hearing even if using a hearing aid? 3) Do you have difficulty walking or climbing stairs? 4) Do you have difficulty remembering or concentrating? 5) Do you have difficulty with self-care (such as washing all over or dressing)? 6) Using your usual (customary) language, do you have difficulty communicating (for example understanding or being understood by others)? For each question respondents can choose: a) no difficulty, b) some difficulty, c) a lot of difficulty, or d) Cannot do at all.

The Survey on Children's Education 2021 includes child functioning module for children age 5-17 years, which is intended to provide estimates of children with functional difficulties as reported mostly by children's mothers or primary caregivers. Functional domains covered in the module include: seeing, hearing, walking, selfcare, communication, learning, remembering, concentrating, accepting changes, controlling behaviour, making friends, anxiety and depression. Respondents were asked about functional difficulty of any child of the household, and if so, type of functional difficulty he/she has.

Functional difficulty for population is defined as having responded "A lot of difficulty" or "Cannot do at all" to questions within all listed domains, except the domain of controlling behaviour, for which the response category of "A lot more" is considered to be a functional difficulty.

Table EQ.1.1 presents percentages of children age 5-17 years who have functional difficulty in at least one domain of functional difficulties. It shows that 4.2 percent of children age 5-17 years have functional difficulties in at least one of the listed domains based on the Washington Group on Disability Statistics module (as listed before); this percentage is a little higher among boys (4.8 percent) than girls (3.6 percent). Urban children face more functional difficulty (5.3 percent) than among rural children (3.9 percent). This pattern also reflected by the sex of the child, i.e., urban boys and girls have a little higher functional difficulty than their rural counterparts. There are disparities at the division level with Khulna showing the highest rate of functional difficulties (4.9 percent) and Barishal, the lowest rate (3.4 percent). Proportion of children with functional difficulties slightly decreases with increase in child's age, as it varies between 3.6 percent for children age 15-17 years to 4.9

[39] "United Nations Convention on the Rights of Persons with Disabilities". https://www.un.org/disabilities/documents/convention/convention_accessible_pdf.pdf

[40] Canadian Community Health Survey 2017, Health Fact Sheet, Functional Difficulties: Washington Group, 2017, June 26, 2018

percent for children age 5-9 years. Though the level of functional difficulty varies across different levels of household characteristics variations in mother's education level or household wealth status.

Table EQ.1.1: Functional difficulty in at least one domain
Percentage of children age 5-17 years who have functional difficulty in at least one domain of functional difficulties, Bangladesh, 2021

	Children age 5-17 years with functional difficulty in at least one domain:			Number of children age 5-17 years
	Male	Female	Total	
Total	4.8	3.6	4.2	9447
Area				
Urban	6.6	3.9	5.3	2102
Rural	4.3	3.5	3.9	7345
Division				
Barishal	3.7	3.1	3.4	580
Chattogram	4.2	3.8	4.0	2063
Dhaka	5.6	3.3	4.5	2150
Khulna	5.1	4.7	4.9	1039
Mymensingh	4.5	3.7	4.1	712
Rajshahi	4.9	2.9	3.8	1080
Rangpur	4.4	3.2	3.8	1051
Sylhet	5.1	4.0	4.6	772
Child's age				
5-9	5.6	4.2	4.9	3436
10-14	4.7	3.2	3.9	3625
15-17	3.8	3.3	3.6	2387
School attendance				
Attending	4.0	2.8	3.3	6958
Not attending	6.6	6.4	6.5	2489
Mother's education				
No education/ECE	4.9	3.1	4.1	2071
Primary	5.6	3.6	4.6	2543
Secondary	4.3	3.0	3.7	2004
Higher	4.2	4.5	4.3	2679
Sex of household head				
Male	4.4	3.7	4.1	8485
Female	8.0	2.7	5.2	962
Ethnicity				
Bengali	4.9	3.7	4.3	9057
Others	2.6	0.0	1.2	390
Wealth index quintile				
Poorest	4.8	3.4	4.1	2006
Second	5.3	4.1	4.7	2004
Middle	4.0	3.2	3.6	1922
Fourth	5.3	2.7	4.0	1893
Richest	4.6	4.7	4.7	1622

Table EQ.1.2 presents percentage of children age 5-17 years who use assistive devices and have functional difficulties within domain of assistive devices. The survey that among these children, 2.3 percent wear glasses, 0.5 percent use hearing aid and 0.4 percent use equipment or receive assistance for walking.

Further, among children who wear glasses, 2.7 percent have difficulty seeing even after wearing glasses; of the children using hearing aid, 6.9 percent have difficulty hearing even after using hearing aid, and among children using equipment or receiving assistance for walking, 28.8 percent have difficulty walking even after using equipment or receiving assistance. No consistent area difference exists but in all three domains sex differetials suggest that boys have higher levels of functional difficulties even when using assistive devices, than girls: 3.8, 7.2 and 37.7 percent of boys vs. 1.7, 6.2 and 20.9 percent of girls, respectively, report such difficulties. Note that numbers of cases for all three domains are very small especially when we consider them for different household characteristics. These estimates need to be used carefully (Table EQ.1.2).

Table EQ.1.2: Use of assistive devices
Percentage of children age 5-17 years who use assistive devices and have functional difficulty within domain of assistive devices, Bangladesh, 2021

	Percentage of children age 5-17 years who:			Number of children age 5-17 years	Percentage of children with difficulty seeing when wearing glasses	Number of children age 5-17 years who wear glasses	Percentage of children with difficulty hearing when using hearing aid	Number of children age 5-17 years who use hearing aid	Percentage of children with difficulty walking when using equipment or receiving assistance	Number of children age 5-17 years who use equipment or receive assistance for walking
	Wear glasses	Use hearing aid	Use equipment or receive assistance for walking							
Total	2.3	0.5	0.4	9418	2.7	217	6.9	50	28.8	39
Sex										
Male	2.3	0.7	0.4	4736	3.8	107	7.2	33	37.7	18
Female	2.4	0.4	0.4	4682	1.7	110	6.2	17	20.9	20
Area										
Urban	5.4	0.7	0.4	2096	2.6	112	16.9	14	24.1	8
Rural	1.4	0.5	0.4	7322	2.9	105	2.9	36	30.0	31
Child's age										
5-9	1.3	0.6	0.5	3426	(1.1)	46	(*)	19	(*)	15
10-14	2.4	0.6	0.4	3611	5.8	85	11.6	21	27.1	16
15-17	3.6	0.4	0.3	2381	.6	87	0.0	10	0.0	7
School attendance										
Attending	2.6	0.5	0.3	6940	2.0	179	10.4	33	5.1	19
Not attending	1.5	0.7	0.8	2478	6.3	38	0.0	17	51.8	20
Sex of household head										
Male	2.3	0.5	0.4	8463	2.2	193	7.6	46	29.9	37
Female	2.5	0.5	0.1	955	7.3	24	0.0	5	0.0	1
Ethnicity										
Bengali	2.4	0.6	0.4	9028	2.8	217	7.0	50	28.8	39
Others	0.1	0.2	0.0	390	0.0		0.0	1	-	0
Wealth index quintile										
Poorest	0.9	0.5	0.3	2001	0.0	18	11.2	9	30.1	6
Second	1.1	0.3	0.4	1999	10.5	21	0.0	6	60.3	9
Middle	1.2	0.5	0.5	1915	0.0	23	0.0	10	14.6	10
Fourth	2.4	0.6	0.3	1888	0.0	45	0.0	12	0.0	5
Richest	6.8	0.8	0.6	1615	3.4	110	18.8	13	30.4	9

Appendix

Appendix 1: Questionnaire

(গোপনীয়, শুধুমাত্র পরিকল্পনা ও গবেষণার কাজে ব্যবহৃত হবে)

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
বাংলাদেশ পরিসংখ্যান ব্যুরো

HOUSEHOLD QUESTIONNAIRE

Bangladesh Rapid MICS, 2021

HOUSEHOLD INFORMATION PANEL	**HH**
HH1. *ক্লাস্টার নম্বরঃ* __ __ __ __	**HH2.** *খানা নম্বরঃ* __ __ __
HH3. *সাক্ষাৎকার গ্রহণকারীর নাম ও কোড নম্বরঃ* নামঃ _____ __ __	**HH4.** *সুপারভাইজারের নাম ও কোড নম্বরঃ* নামঃ _____ __ __
HH5. *সাক্ষাৎকার গ্রহণের* দিন / মাস / সাল __ __ / __ __ / 2 0 2 1	**HH7.** *বিভাগঃ* বরিশাল ..... 10 চট্টগ্রাম ..... 20 ঢাকা ..... 30 খুলনা ..... 40 ময়মনসিংহ ..... 45 রাজশাহী ..... 50 রংপুর ..... 55 সিলেট 60
HH6. *এলাকাঃ* শহর ..... 1 পল্লী 2	
HH7A. *জেলার নাম ও কোড নম্বরঃ* নামঃ _____ _____	

সাক্ষাৎকার প্রক্রিয়া শুরুর আগে এটি পরীক্ষা করে নিন যে, উত্তরদাতা খানাটির একজন ওয়াকিবহাল সদস্য এবং তার বয়স কমপক্ষে ১৮ বছর। যদি খানায় কোনো প্রাপ্তবয়স্ক সদস্য না থাকেন বা খানার সকল প্রাপ্তবয়স্ক সদস্য সাক্ষাৎকার প্রদানে অক্ষম হন তাহলে আপনি ১৫-১৭ বছর বয়সী শিশুর সাক্ষাৎকার নিতে পারেন। আপনি ১৫ বছরের কম বয়সী শিশুর সাক্ষাৎকার নিতে পারেন না।	**HH11.** *সময় লিখুন* ঘন্টা : মিনিট : —

HH12. *আমার নাম হলো (আপনার নাম)। আমরা বাংলাদেশ পরিসংখ্যান ব্যুরোর পক্ষ থেকে এসেছি। শিশু পরিবার ও খানার পরিস্থিতি সম্পর্কে আমরা একটি জরিপ পরিচালনা করছি। আমি আপনার সাথে নিচের এসব বিষয় নিয়ে আলোচনা করতে চাই। এ সাক্ষাৎকারে স্বাভাবিকভাবে 20 মিনিট সময় লাগতে পারে। এরপর আমি আপনাকে বা আপনার খানার অন্য কোনো সদস্যকে সাক্ষাৎকার দেয়ার জন্য অনুরোধ করব। আপনার দেয়া তথ্য সম্পূর্ণভাবে গোপন রাখা হবে এবং আপনার নাম ও পরিচয় প্রকাশ করা হবে না। আপনি যদি কোনো প্রশ্নের উত্তর দিতে না চান বা সাক্ষাৎকারটি থামিয়ে দিতে চান, তাহলে অনুগ্রহ করে আমাকে জানাবেন। আমি কি এখন সাক্ষাৎকার গ্রহণ শুরু করতে পারি?*

হ্যাঁ ..... 1 না / **HH12**-এর কথাগুলো বলা হয়নি 2	1 ⇨ *LIST OF HOUSEHOLD MEMBERS* 2 ⇨ *HH46*

HH47. *খানা জরিপ প্রশ্নপত্রের উত্তরদাতার নাম ও লাইন নম্বরঃ*

নাম _____ __ __

HH48. *খানা জরিপ প্রশ্নপত্রের উত্তরদাতার মোবাইল নম্বরঃ (উত্তরদাতার মোবাইল নম্বর না থাকলে খানার অন্য সদস্যের মোবাইল নম্বর লিখুন)*

মোবাইল নম্বরঃ __ __ __ __ __ __ __ __ __ __ __

LIST OF HOUSEHOLD MEMBERS

HL1. লাইন নম্বর	**HL2.** খানাপ্রধান থেকে শুরু করে খানায় সাধারণত বসবাস করেন এমন প্রত্যেক সদস্যের নাম *খানা সদস্যদের ক্ষেত্রে যাচাই করে নিন*	**HL3.** খানা প্রধানের সাথে সম্পর্ক	**HL4.** লিঙ্গ 1.পুরুষ 2.মহিলা 3.হিজড়া	**HL5.** জন্ম তারিখ 98 জানিনা 9998 জানিনা		**HL6.** বয়স, পূর্ণ বছরে *বয়স 95 বা এর অধিক হলে 95 লিখুন* *(এক বছরের কম হলে 00 লিখুন)*	শুধুমাত্র 0-17 বছর বয়সী শিশুদের জন্য		
							HL14. *মায়ের লাইন নম্বর লিখুন* মা খানায় বসবাস না করলে 88 লিখুন	**HL18.** বাবার *লাইন নম্বর লিখুন* বাবা খানায় বসবাস না করলে 88 লিখুন	**HL20.** *HL14 থেকে মায়ের লাইন নম্বর কপি করুন, না থাকলে জিজ্ঞাসা করুন.* *(নাম) এর প্রাথমিক লালনপালনকারী কে?* **15-17** *বছর বয়সী শিশুর ক্ষেত্রে উত্তর 'নাই' হলে* ***90*** *লিখুন*
লাইন	নাম	সম্পর্ক*	পু: ম: হি:	মাস	বছর	বয়স	মা	বাবা	
01		0 1	1 2 3	__ __	__ __ __ __	__ __	__ __	__ __	__ __
02		__ __	1 2 3	__ __	__ __ __ __	__ __	__ __	__ __	__ __
03		__ __	1 2 3	__ __	__ __ __ __	__ __	__ __	__ __	__ __
04		__ __	1 2 3	__ __	__ __ __ __	__ __	__ __	__ __	__ __
05		__ __	1 2 3	__ __	__ __ __ __	__ __	__ __	__ __	__ __
06		__ __	1 2 3	__ __	__ __ __ __	__ __	__ __	__ __	__ __
07		__ __	1 2 3	__ __	__ __ __ __	__ __	__ __	__ __	__ __
08		__ __	1 2 3	__ __	__ __ __ __	__ __	__ __	__ __	__ __
09		__ __	1 2 3	__ __	__ __ __ __	__ __	__ __	__ __	__ __
10		__ __	1 2 3	__ __	__ __ __ __	__ __	__ __	__ __	__ __
11		__ __	1 2 3	__ __	__ __ __ __	__ __	__ __	__ __	__ __
12		__ __	1 2 3	__ __	__ __ __ __	__ __	__ __	__ __	__ __
13		__ __	1 2 3	__ __	__ __ __ __	__ __	__ __	__ __	__ __
14		__ __	1 2 3	__ __	__ __ __ __	__ __	__ __	__ __	__ __
15		__ __	1 2 3	__ __	__ __ __ __	__ __	__ __	__ __	__ __

**** Codes for HL3:*** **খানা প্রধানের সাথে সম্পর্ক**

01 খানাপ্রধান
02 স্বামী / স্ত্রী
03 পুত্র / কন্যা
04 জামাতা / পুত্রবধু
05 নাতী/নাতনী
06 বাবা/মা
07 শ্বশুর/শ্বাশুড়ী
08 ভাই/বোন
09 শ্যালক/শ্যালিকা/ভাবী/দেবর/ননদ
10 চাচা/চাচী/মামা/মামী
11 ভাতিজা/ ভাতিজি/ভাগনে/ভাগনি
12 অন্যান্য আত্মীয়
13 দত্তক/পালক/সৎ সন্তান
14 চাকর/চাকরানী/অনাত্মীয় (বাড়িতে অবস্থানকারী)
96 অন্যান্য (সম্পর্কযুক্ত নন)
98 জানি না

HOUSEHOLD CHARACTERISTICS		HC
HC1. (খানা তালিকার ***HL2*** খানা প্রধানের নাম) এর ধর্ম কি?	মুসলিম ..... 1 হিন্দু/সনাতন ..... 2 খ্রিস্টান ..... 3 বৌদ্ধ ..... 4 অন্যান্য ধর্মাবলম্বী (নির্দিষ্ট করুন) _____ 6 কোন ধর্ম নেই 7	
HC2. (খানা তালিকার ***HL2*** থেকে খানাপ্রধানের নাম) কোন্ জাতিগোষ্ঠির অন্তর্ভুক্ত?	বাঙ্গালী ..... 01 চাকমা ..... 02 সাঁওতাল ..... 03 মারমা ..... 04 ত্রিপুরা ..... 05 গারো ..... 06 তঞ্চঙ্গ্যা ..... 07 ম্রো ..... 08 খাসিয়া ..... 09 মনিপুরী ..... 10 অন্যান্য (নির্দিষ্ট করুন) _____ 96	
HC3. খানার সদস্যরা ঘুমানোর জন্য সাধারণত খানার কতগুলি কক্ষ ব্যবহার করেন?	কক্ষ সংখ্যা ..... __ __	
HC7. খানায় নিম্নলিখিত জিনিসগুলির কোনটি আছে?	হ্যাঁ না	
[A] অস্থানান্তরযোগ্য টেলিফোন (ল্যান্ড ফোন) সংযোগ	টেলিফোন (ল্যান্ড ফোন) সংযোগ 1 2	
[B] রেডিও	রেডিও 1 2	
[C] খাট/চৌকি	খাট/চৌকি 1 2	
[D] টেবিল/চেয়ার	টেবিল/চেয়ার 1 2	
[E] আলমিরা/ওয়ার্ডরোব	আলমিরা/ওয়ার্ডরোব 1 2	
[F] সোফা সেট	সোফা সেট 1 2	
[G] পানির ফিল্টার/ডিস্পেনসার	পানির ফিল্টার/ডিস্পেনসার 1 2	
HC8 খানায় বিদ্যুৎ সংযোগ আছে কি?	হ্যাঁ, জাতীয় গ্রিডে সংযুক্ত ..... 1 হ্যাঁ, গ্রিড বিহীন (জেনারেটর/নিজস্ব পদ্ধতি) ..... 2 না 3	3 ⇨*HC10*

HOUSEHOLD CHARACTERISTICS		HC
HC9. আপনার খানায় নিম্নলিখিত কোন্ জিনিসটি আছে:	হ্যাঁ না	
[A] টেলিভিশন?	টেলিভিশন.....1 2	
[B] রেফ্রিজারেটর/ফ্রিজ?	রেফ্রিজারেটর/ফ্রিজ.....1 2	
[C] এয়ার কন্ডিশনার?	এয়ার কন্ডিশনার 1 2	
[D] ওয়াশিং মেশিন?	ওয়াশিং মেশিন.....1 2	
[E] বৈদ্যুতিক পানির পাম্প?	বৈদ্যুতিক পানির পাম্প.....1 2	
[F] বৈদ্যুতিক পাখা?	বৈদ্যুতিক পাখা.....1 2	
HC10. খানায় যে কোনো সদস্যের মালিকানায় নিম্নলিখিত কোন্ জিনিসটি আছে:	হ্যাঁ না	
[A] হাতঘড়ি?	হাতঘড়ি..... 1 2	
[B] বাইসাইকেল?	বাইসাইকেল 1 2	
[C] মটর সাইকেল/স্কুটার/সিএনজি?	মটর সাইকেল/স্কুটার/ সিএনজি..... 1 2	
[D] পশুটানা গাড়ি (যেমনঃ গরুর গাড়ি)?	পশুটানা গাড়ি..... 1 2	
[E] কার, বাস, ট্রাক বা কাভার্ড ভ্যান?	কার, বাস, ট্রাক বা কাভার্ড ভ্যান..... 1 2	
[F] মোটরচালিত নৌকা?	মোটরচালিত নৌকা..... 1 2	
[G] রিক্সা/রিক্সা-ভ্যান	রিক্সা/ রিক্সা-ভ্যান..... 1 2	
[H] নসিমন/করিমন/ভটভটি	নসিমন/করিমন/ভটভটি 1 2	
[I] ইজিবাইক/অটোবাইক (ব্যাটারি চালিত)	ইজিবাইক/অটোবাইক.....1 2	
[J] নৌকা (মোটর বিহীন)	নৌকা (মোটর বিহীন).....1 2	
HC11. খানায় যে কোনো সদস্যের কম্পিউটার বা ল্যাপটপ বা ট্যাব আছে কি?	হ্যাঁ..... 1 না..... 2	
HC12. খানায় যে কোনো সদস্যের মোবাইল ফোন আছে কি?	হ্যাঁ..... 1 না..... 2	
HC13. খানায় ইন্টারনেট সংযোগ আছে কি? (Facebook, Skype, imo, WhatsApp, email ইত্যাদি ব্যবহার করা যায় কি?)	হ্যাঁ..... 1 না..... 2	

HOUSEHOLD CHARACTERISTICS		HC
HC14. এই ঘর/বাসস্থানটি আপনার অথবা খানায় বসবাসকারী অন্য কোনো সদস্যের নিজস্ব কি? *উত্তর 'নিজস্ব না' হলে, এই খানার বাইরের কারো কাছ থেকে ভাড়া করা/ধার করা কি না তা জিজ্ঞাসা করুন।* *কারো কাছ থেকে ভাড়া করা/ধার করা হলে 2 লিখুন। অন্যান্য উত্তরের ক্ষেত্রে 6 লিখে তা নির্দিষ্ট করুন।*	নিজস্ব ..... 1 ভাড়া করা ..... 2 অন্যান্য (নির্দিষ্ট করুন) _____ 6	
HC15. এই খানার কোনো সদস্যের মালিকানায় কোনো আবাদী/ফসলী জমি আছে কি?	হ্যাঁ ..... 1 না 2	2 ⇨*HC17*
HC16. এই খানার সদস্যদের মালিকানায় কত শতাংশ (ডেসিমেল) আবাদী/ফসলী জমি আছে? *1 শতাংশ (ডেসিমেলের) কম হলে 000 লিখুন, 995 শতাংশ (ডেসিমেলের) বেশি হলে 995 লিখুন এবং উত্তর 'জানি না' হলে 998 লিখুন।*	শতাংশ (ডেসিমেল) ..... ___ ___ ___ 995 শতাংশের (ডেসিমেলের) বেশি ..... 995 জানি না 998	
HC17. আপনার খানায় বা খানার কোনো সদস্যের মালিকানায় গরু-ছাগল বা হাঁস/মুরগি অথবা অন্য কোনো ধরনের পশু বা পাখি আছে কি?	হ্যাঁ ..... 1 না 2	2 ⇨*HC19*
HC18. আপনার খানায় নিম্নলিখিত পশুপাখির কোনটি কতগুলো আছে? [A] গরু? [B] মহিষ/গয়াল? [C] ঘোড়া, গাধা বা খচ্চর? [D] ছাগল? [E] ভেড়া? [F] মুরগী? [G] শুকর? [H] হাঁস? [I] কবুতর? *যদি না থাকে 00 লিখুন, যদি 95 বা তার বেশি হয় তাহলে 95 লিখুন, যদি না জানেন/বলতে না পারেন তবে 98 লিখুন।*	গরু ..... ___ ___ মহিষ/গয়াল ..... ___ ___ ঘোড়া, গাধা বা খচ্চর ..... ___ ___ ছাগল ..... ___ ___ ভেড়া ..... ___ ___ মুরগী ..... ___ ___ শুকর ..... ___ ___ হাঁস ..... ___ ___ কবুতর ..... ___ ___	
HC19. এ খানার কোনো সদস্যের কোনো ব্যাংক একাউন্ট আছে কি?	হ্যাঁ ..... 1 না 2	

HC20. এ খানার সদস্যরা সাধারণত কোন ধরনের পায়খানা ব্যবহার করেন? যদি ''ফ্ল্যাশ' 'বা ''পানি ঢেলে ফ্ল্যাশ'' করে, তবে যাচাই করুন: ফ্ল্যাশ করার পর আবর্জনা/বর্জ্য কোথায় যায়? যদি পায়খানার ধরন নিশ্চিত হতে না পারেন তবে অনুমতি নিয়ে ব্যবস্থাটি দেখে আসতে হবে।	**ফ্ল্যাশ/ পোর ফ্ল্যাশ লেট্রিন** ফ্ল্যাশ করে পাইপের মাধ্যমে সুয়েরেজ সিস্টেমে অপসারণ .....11 ফ্ল্যাশ করে নিরাপদ ট্যাংকে ধারণ.....12 ফ্ল্যাশ করে নিরাপদ গর্তে (পিট লেট্রিনে) ধারণ .....13 ফ্ল্যাশ করে উন্মুক্ত নালায় অপসারণ.....14 ফ্ল্যাশ করে কোথায় অপসারিত হয় তা জানি না .....18 **পিট লেট্রিন** স্ল্যাবসহ পিটলেট্রিন .....22 স্ল্যাব ছাড়া পিটলেট্রিন/ উম্মুক্ত পিট.....23 কমপোস্টিং পায়খানা.....31 বালতি.....41 খোলা/ঝুলন্ত লেট্রিন .....51 লেট্রিননাই/ঝোপ-ঝাড়/মাঠ.....95 অন্যান্য (নির্দিষ্টকরুন).....96	
HC21. এই পায়খানাটি এই খানার সদস্য ছাড়াও আর কেউ ব্যবহার করে কি?	হ্যাঁ.....1 না 2	

EDUCATION **ED**

ED1. লাইন নম্বর	**ED2.** *নাম ও বয়স* *খানা সদস্যদের তালিকার কলাম HL2 ও HL6 থেকে খানার সকল সদস্যের নাম ও বয়স কপি করুন।*		**ED3.** *বয়স কি 3 বছর বা ততোধিক?* 1. হ্যাঁ 2. না ⇩ পরবর্তী লাইন		**ED4.** (নাম) কখনো স্কুলে/কলেজে/মাদ্রাসায় গিয়েছে কি বা প্রাক-প্রাথমিক স্কুলে গিয়েছে কি? 1. হ্যাঁ 2. না ⇩ পরবর্তী লাইন		**ED5.** (নাম) সর্বোচ্চ কোন্ লেভেল/গ্রেড/বর্ষ পর্যন্ত স্কুলে/কলেজে /মাদ্রাসায় গিয়েছে? (30 নভেম্বর 2021 পর্যন্ত) স্তর/লেভেল : 0. প্রাক-প্রাথমিক ⇩ ED7 1. প্রাইমারি 2. নিম্ন মাধ্যমিক 3. মাধ্যমিক/উচ্চ মাধ্যমিক 4. উচ্চতর * 8. জানি না						শ্রেণি/গ্রেড/বর্ষ: 98. জানি না ⇩ ED7	**ED6.** (নাম) কি কখনো ঐ শ্রেণি/গ্রেড/বর্ষ সম্পন্ন করেছে? (30 নভেম্বর 2021 পর্যন্ত) 1. হ্যাঁ 2. না 8. জানি না			**ED7.** *বয়স কি 3-24 এর মধ্যে?* 1. হ্যাঁ 2. না ⇩ পরবর্তী লাইন		**ED8.** (নাম) *কখনো স্কুলে/কলেজে/ মাদ্রাসায় বা প্রাক-প্রাথমিক স্কুলে গিয়েছে কি না ED4-এ যাচাই করুন।* 1. হ্যাঁ 2. না ⇩ পরবর্তী লাইন	
লাইন	*নাম*	*বয়স*	*হ্যাঁ*	*না*	*হ্যাঁ*	*না*	স্তর/লেভেল						শ্রেণি/গ্রেড/বর্ষ	*হ্যাঁ*	*না*	জানিনা	*হ্যাঁ*	*না*	*হ্যাঁ*	*না*				
01		___ ___	1	2	1	2	0	1	2	3	4	8	___ ___	1	2	8	1	2	1	2				
02		___ ___	1	2	1	2	0	1	2	3	4	8	___ ___	1	2	8	1	2	1	2				
03		___ ___	1	2	1	2	0	1	2	3	4	8	___ ___	1	2	8	1	2	1	2				
04		___ ___	1	2	1	2	0	1	2	3	4	8	___ ___	1	2	8	1	2	1	2				
05		___ ___	1	2	1	2	0	1	2	3	4	8	___ ___	1	2	8	1	2	1	2				
06		___ ___	1	2	1	2	0	1	2	3	4	8	___ ___	1	2	8	1	2	1	2				
07		___ ___	1	2	1	2	0	1	2	3	4	8	___ ___	1	2	8	1	2	1	2				
08		___ ___	1	2	1	2	0	1	2	3	4	8	___ ___	1	2	8	1	2	1	2				
09		___ ___	1	2	1	2	0	1	2	3	4	8	___ ___	1	2	8	1	2	1	2				
10		___ ___	1	2	1	2	0	1	2	3	4	8	___ ___	1	2	8	1	2	1	2				
11		___ ___	1	2	1	2	0	1	2	3	4	8	___ ___	1	2	8	1	2	1	2				
12		___ ___	1	2	1	2	0	1	2	3	4	8	___ ___	1	2	8	1	2	1	2				
13		___ ___	1	2	1	2	0	1	2	3	4	8	___ ___	1	2	8	1	2	1	2				
14		___ ___	1	2	1	2	0	1	2	3	4	8	___ ___	1	2	8	1	2	1	2				
15		___ ___	1	2	1	2	0	1	2	3	4	8	___ ___	1	2	8	1	2	1	2				

* চার বছর মেয়াদী ডিপেস্নামা হলে এবং গ্রেW 13 ev 14 হলে "4- উচ্চতর" হিসাবে বিবেচিত হবে

EDUCATION **ED**

ED1. লাইন নম্বর	**ED2.** *নাম ও বয়স*		**ED9.** বর্তমান (2021) শিক্ষাবর্ষে কোনো সময় (*নাম*) স্কুলে/ কলেজে/ মাদ্রাসায় গিয়েছে কি বা প্রাক-প্রাথমিক স্কুলে গিয়েছে কি? (অনলাইন, রেডিও/টিভি, অ্যাসাইনমেন্ট ইত্যাদিতে অংশগ্রহনও স্কুলে গিয়েছে হিসেবে গন্য হবে) 1. হ্যাঁ 2. না ⇩ *ED15*	**ED10.** বর্তমান (2021) শিক্ষাবর্ষে (নাম) কোন্ শ্রেণি/স্তর /লেভেল/গ্রেডে পড়ে?		**ED15.** গত (2020) শিক্ষাবর্ষে কোনো সময় (*নাম*) স্কুলে/ কলেজে/ মাদ্রাসায় গিয়েছে কি বা প্রাক-প্রাথমিক স্কুলে গিয়েছে কি? (অনলাইন, রেডিও/টিভি, অ্যাসাইনমেন্ট ইত্যাদিতে অংশগ্রহনও স্কুলে গিয়েছে হিসেবে গন্য হবে) 1. হ্যাঁ 2. না ⇩ *ED17*	**ED16.** গত (2020) শিক্ষাবর্ষে (নাম) কোন্ শ্রেণি/স্তর/ লেভেল/গ্রেডে পড়েছিল?		**ED17.** **ED9 এবং ED15 যাচাই করে দেখুন**: 1. (ED9=1 এবং ED15=1) ⇩ *ED20* 2. (ED9=1 এবং ED15=2) ⇩ *ED20* 3. (ED9=2 এবং ED15=1) ⇩ *ED18* 4. (ED9=2 এবং ED15=2) ⇩ পরবর্তী লাইন	**ED18.** (নাম) বর্তমান শিক্ষা বছরের (2021) যে কোন সময় শিক্ষা প্রতিষ্ঠান বা প্রাক-প্রাথমিক বিদ্যালয় না যাওয়ার কারণ: (একাধিক উত্তর) বিবাহ..... A বিবাহের চাপ/পীড়ণ....B বেতন/পারিশ্রমিকের কাজ করা.....C গৃহস্থালি কাজ.....D অন্তঃসত্ত্বা.....E করোনা মহামারিতে পরিবারের আয় কমে যাওয়া.....F শিক্ষার ব্যয় বহনে অক্ষম.....G দীর্ঘ সময় শিক্ষা প্রতিষ্ঠান বন্ধ থাকা....H মান সম্মত শিক্ষার অভাব.....I করোনায় আক্রান্ত হওয়ার.....J পিতা/মাতার উৎসাহের অভাব....K শিক্ষা প্রতিষ্ঠানে যেতে শিক্ষার্থীর অনিচ্ছা....L করোনার কারনে (2021) শিক্ষাবর্ষে ভর্তি হয়নি আগামি শিক্ষাবর্ষে ভর্তি হবে.....M খানার সদস্যের যত্ননেয়া.....N অন্যান্য (নির্দিষ্ট করুন)__X	**ED19.** কি ধরনের ব্যবস্থা নিলে আপনার সন্তানের বর্তমান শিক্ষাবর্ষে শিক্ষাপ্রতিষ্ঠানে যাওয়া বন্ধ হত না? (একাধিক উত্তর) সরকারি সহায়তা.....A টিউশন ফি সহায়তা.....B বিনা মুল্যে বই/শিক্ষা উপকরণ....C ইন্টারনেট ব্যবহারের সুযোগ.....D টিভি/স্মার্ট ফোন..... E পড়াশুনা করতে আগ্রহী নয়.....F অন্যান্য (নির্দিষ্ট করুন)_____ X	**ED20.** করোনায় শিক্ষা প্রতিষ্ঠান বন্ধের সময় আপনার খানায় (নাম) এর দূরশিক্ষণে সহায়তামূলক কোন ডিভাইস (মোবাইল/ ট্যাব/ল্যাপটপ/কম্পিউটার/টিভি/ রেডিও ইত্যাদি) ছিল কি? 1. হ্যাঁ 2. না ⇩ *ED22*	**ED21.** (নাম) এর দরকারের সময় খানার সেই ডিভাইসটি ব্যবহারের কতটা সুযোগ ছিল? হ্যাঁ, নিয়মিত ব্যবহারের সুযোগ ছিল....1 হ্যাঁ, মাঝে মাঝে ব্যবহারের সুযোগ ছিল....2 হ্যাঁ, খুব কম ব্যবহারের সুযোগ ছিল....3 না, একদমই ব্যবহারের সুযোগ ছিল না.....4	**ED22.** করোনায় শিক্ষা প্রতিষ্ঠান বন্ধের সময় (নাম) দূরশিক্ষণে (অনলাইন/টিভি/ রেডিও ইত্যাদি) শিক্ষা নিতে পেরেছিল কি? হ্যাঁ.....1 না..... 2 ⇩ ED24	**ED23.** করোনায় শিক্ষা প্রতিষ্ঠান বন্ধের সময় (নাম) দূরশিক্ষণে কতটা অংশ নিয়েছিল? নিয়মিত দূরশিক্ষণে অংশ নিয়েছিল.....1 ⇩ ED26 মাঝে মাঝে দূরশিক্ষণে অংশ নিয়েছিল.....2 ⇩ ED26 খুব কম দূরশিক্ষণে অংশ নিয়েছিল.....3 ⇩ ED26
লাইন	নাম	বয়স	হ্যাঁ না	স্তর/লেভেল	শ্রেণি/বর্ষ	হ্যাঁ না	স্তর/লেভেল	শ্রেণি/বর্ষ									
01		__ __	1 2	0 1 2 3 4 8	___ ___	1 2	0 1 2 3 4 8	___ ___									
02		__ __	1 2	0 1 2 3 4 8	___ ___	1 2	0 1 2 3 4 8	___ ___									
03		__ __	1 2	0 1 2 3 4 8	___ ___	1 2	0 1 2 3 4 8	___ ___									
04		__ __	1 2	0 1 2 3 4 8	___ ___	1 2	0 1 2 3 4 8	___ ___									
05		__ __	1 2	0 1 2 3 4 8	___ ___	1 2	0 1 2 3 4 8	___ ___									
06		__ __	1 2	0 1 2 3 4 8	___ ___	1 2	0 1 2 3 4 8	___ ___									
07		__ __	1 2	0 1 2 3 4 8	___ ___	1 2	0 1 2 3 4 8	___ ___									
08		__ __	1 2	0 1 2 3 4 8	___ ___	1 2	0 1 2 3 4 8	___ ___									
09		__ __	1 2	0 1 2 3 4 8	___ ___	1 2	0 1 2 3 4 8	___ ___									
10		__ __	1 2	0 1 2 3 4 8	___ ___	1 2	0 1 2 3 4 8	___ ___									
11		__ __	1 2	0 1 2 3 4 8	___ ___	1 2	0 1 2 3 4 8	___ ___									
12		__ __	1 2	0 1 2 3 4 8	___ ___	1 2	0 1 2 3 4 8	___ ___									
13		__ __	1 2	0 1 2 3 4 8	___ ___	1 2	0 1 2 3 4 8	___ ___									

EDUCATION **ED**

ED1. লাইন নম্বর	**ED2.** *নাম ও বয়স*		**ED24.** *যাচাই করুন* বয়স কি *3-24* এর মধ্যে *এবং ED9= 1 অথবা ED15=1 কি?* 1 হ্যাঁ 2 না⇨ পরবর্তী লাইন	**ED25.** করোনায় শিক্ষা প্রতিষ্ঠান বন্ধের সময় (নাম) অনলাইন/টিভি/রেডিও তে শিক্ষা নিতে না পারার কারণ: (একাধিক উত্তর হতে পারে) পিতামাতা/পরিবারের সদস্য পড়িয়েছে ……A শিক্ষা প্রতিষ্ঠানটি বন্ধ হয়ে যাওয়া……B শিক্ষার্থীর অনিচ্ছা……C গৃহস্থালি কাজ……D অর্থের বিনিময়ে কাজ……E শারিরিক অক্ষমতা/প্রতিবন্ধীতা……F পড়ালেখা সমাপ্ত……G ঝরে পরা……H প্রাইভেট শিক্ষকের কাছে পড়া……I শিক্ষা প্রতিষ্ঠানে দূরশিক্ষণের ব্যবস্থা ছিল না……J বাসায় ইন্টারনেট ব্যবহারের সুযোগ ছিল না……K বাসায় টিভি/রেডিও নাই……L দূরশিক্ষণে সহায়তামূলক কোন ডিভাইস ছিল না……M রেডিও/টিভিতে শিক্ষা কার্যক্রম চালু ছিল তা জানা ছিল না…N ডিভাইস ব্যবহার করে অনলাইন ক্লাস করা জানত না……O শিক্ষাপ্রতিষ্ঠান থেকে অ্যাসাইনমেন্ট/শীট দিয়েছে……P শিক্ষকেরা বাড়িতে গিয়ে পড়াশোনার নির্দেশনা দিয়েছেন…..Q স্বশরীরে শিক্ষা প্রতিষ্টানে উপস্থিতি……R অন্যান্য (নির্দিষ্ট করুন)_____ X	**ED26.** আপনি কি মনে করেন যে, করোনায় শিক্ষা প্রতিষ্ঠান বন্ধের কারনে (নাম) এর শ্রেণিপাঠের কোন ক্ষতি হয়েছে? হ্যাঁ, অনেক ক্ষতি হয়েছে……1 হ্যাঁ, কিছু ক্ষতি হয়েছে……2 না, ক্ষতি হয়নি……3	ED27. (নাম) এর স্বশরীরে (করোনার পূর্বে) শিক্ষা প্রতিষ্ঠান থেকে পাওয়া শিক্ষার তুলনায় করোনা কালীন সময়ের পড়ালেখা কেমন ছিল? পড়ালেখা অনেক কম হয়েছে……1 পড়ালেখা কম হয়েছে……2 মোটামুটি--.----3 লেখাপড়া অনেক বেশী হয়েছে…..4 করোনার পূর্বে শিক্ষা প্রতিষ্ঠানে ভর্তি হয়নি……9 ⇨ ED29	**ED28.** করোনার পূর্বে যখন শিক্ষা প্রতিষ্ঠান খোলা ছিল তখন (নাম) প্রতিদিনে গড়ে কত সময় পড়ালেখা করেছে? (বাসায় পড়ালেখা করার সময়, স্কুলে/মাদ্রাসায়/কলেজে পড়ালেখা করার সময় এবং কোচিং/প্রাইভেট-এ পড়ালেখা করার সময় আলাদা আলাদা করে লিখুন) প্রতিদিন গড়ে যত সময় পড়ালেখা করে তা মিনিটে উল্লেখ করুন। পড়ালেখা না করলে……000 মনে করতে পারছিনা……998			**ED29.** করোনার সময়ে যখন শিক্ষা প্রতিষ্ঠান বন্ধ ছিল তখন (নাম) প্রতিদিনে গড়ে কত সময় পড়ালেখা করেছে? (বাসায় পড়ালেখা করার সময়, স্কুলে/মাদ্রাসায়/কলেজে পড়ালেখা করার সময় এবং কোচিং/প্রাইভেট-এ পড়ালেখা করার সময় আলাদা আলাদা করে লিখুন) প্রতিদিন গড়ে যত সময় পড়ালেখা করে তা মিনিটে উল্লেখ করুন। পড়ালেখা না করলে……000 মনে করতে পারছিনা……998			**ED30.** করোনা পরবর্তী যখন শিক্ষা প্রতিষ্ঠান খোলা হলো তখন (নাম) প্রতিদিনে গড়ে কত সময় পড়ালেখা করেছে? (বাসায় পড়ালেখা করার সময়, স্কুলে/মাদ্রাসায়/কলেজে পড়ালেখা করার সময় এবং কোচিং/প্রাইভেট-এ পড়ালেখা করার সময় আলাদা আলাদা করে লিখুন) প্রতিদিন গড়ে যত সময় পড়ালেখা করে তা মিনিটে উল্লেখ করুন। পড়ালেখা না করলে……000 মনে করতে পারছিনা……998		
লাইন	নাম	বয়স	হ্যাঁ না				বাসায়	স্কুলে	কোচিং-এ	বাসায়	স্কুলে	কোচিং-এ	বাসায়	স্কুলে	কোচিং-এ
01		__ __	1 2				__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __
02		__ __	1 2				__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __
03		__ __	1 2				__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __
04		__ __	1 2				__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __
05		__ __	1 2				__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __
06		__ __	1 2				__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __
07		__ __	1 2				__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __
08		__ __	1 2				__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __
09		__ __	1 2				__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __
10		__ __	1 2				__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __
11		__ __	1 2				__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __
12		__ __	1 2				__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __
13		__ __	1 2				__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __

EDUCATION						ED
ED1. লাইন নম্বর	**ED2.** *নাম ও বয়স*		**ED31.** ***যাচাই করুন:*** *বয়স কি 3-24 এর মধ্যে এবং ED26= 1 অথবা ED26=2 কি?* 1. হ্যাঁ 2. না ED35	**ED 32.** আপনি বা আপনার খানার সদস্য (নাম) এর করোনায় শিক্ষার ঘাটতিপূরণে কোন ব্যবস্থা নিয়েছিলেন কি? 1. হ্যাঁ 2. না ED34	**ED33.** করোনায় (নাম) এর শিক্ষার ঘাটতিপূরণে আপনি বা আপনার খানার সদস্যরা কি ব্যবস্থা নিয়েছিলেন? (একাধিক উত্তর হতে পারে) গৃহ শিক্ষক/কোচিং..... A পিতামাতা/পরিবারের সদস্য পড়িয়েছে.....B রেডিও/টিভির মাধ্যমে শিক্ষা গ্রহণ.....C অনলাইন এর মাধ্যমে শিক্ষা গ্রহণ..... D স্বশিক্ষা/নিজে নিজে পড়া..... E অতিরিক্ত শিক্ষা উপকরণ ক্রয়.....F অন্যান্য (নির্দিষ্ট করুন) _____ X	**ED34.** করোনায় (নাম) এর শিক্ষার এই ঘাটতিপূরণে শিক্ষাপ্রতিষ্ঠান কি কোন ব্যবস্থা নিয়েছিল, নিয়ে থাকলে কি কি ব্যবস্থা নিয়েছিলেন? (একাধিক উত্তর হতে পারে) শিক্ষকেরা নিয়মিত ফোনে যোগাযোগ রেখেছেন..... A শিক্ষকেরা বাড়ির কাজ দিয়েছেন..... B শিক্ষকেরা অ্যাসাইনমেন্ট করতে দিয়েছেন.....C শিক্ষকেরা বাড়িতে এসে পড়াশোনার নির্দেশনা দিয়েছেন.....D অনলাইন এর মাধ্যমে শিক্ষা প্রদান..... E কোন ব্যবস্থা নেয়নি.....Z অন্যান্য (নির্দিষ্ট করুন) _____ X
লাইন	নাম	বয়স	হ্যাঁ না			
01		___ ___	1 2			
02		___ ___	1 2			
03		___ ___	1 2			
04		___ ___	1 2			
05		___ ___	1 2			
06		___ ___	1 2			
07		___ ___	1 2			
08		___ ___	1 2			
09		___ ___	1 2			
10		___ ___	1 2			
11		___ ___	1 2			
12		___ ___	1 2			
13		___ ___	1 2			

EDUCATION	ED

ED1. লাইন নম্বর	**ED2**. *নাম ও বয়স*		*ED35. বয়স কি 5-24 এর মধ্যে এবং ED9= 1 অথবা ED15=1 কি?* *1. হ্যাঁ* *2. না↳ পরবর্তী লাইন*	**ED36.** করোনায় শিক্ষা প্রতিষ্ঠান বন্ধের সময় (নাম) কি কখনও একাকিত্ব অনুভব করেছে, করে থাকলে কতটা করেছে? কখনও না ……...…...1 কদাচিৎ ……..... 2 মাঝে মাঝে…….…... 3 অধিকাংশ সময়……4 সবসময়……..…..5	**ED 37.** করোনায় শিক্ষা প্রতিষ্ঠান বন্ধের সময় (নাম) কি কখনও চিন্তিত ছিল যার জন্য রাতে ঘুমতে পারেনি, না পারলে কতটা পারেনি? কখনও না…….……..1 কদাচিৎ……..…...2 মাঝে মাঝে…..…..... 3 অধিকাংশ সময়…...4 সবসময……...5	**ED38.** করোনায় শিক্ষা প্রতিষ্ঠান বন্ধের সময় (নাম) কি কখনও বিষন্ন বা হতাশাগ্রস্থ হয়েছে, হয়ে থাকলে কতটা হয়েছে? কখনও না ….……..1 কদাচিৎ ……..... 2 মাঝে মাঝে…….... 3 অধিকাংশ সময়…..4 সবসময……..5	**ED39.** করোনায় শিক্ষা প্রতিষ্ঠান বন্ধের সময় (নাম) কি কখনও স্নায়ুচাপ (নার্ভাস)/ উদ্বিগ্নতা অনুভব করেছে, করে থাকলে কতটা করেছে? কখনও না…….…....1 কদাচিৎ……..... 2 মাঝে মাঝে……..... 3 অধিকাংশ সময়….4 সবসময……....5	**ED40.** করোনায় শিক্ষা প্রতিষ্ঠান বন্ধের সময় (নাম) কি কখনও হীনমন্যতায় ভুগেছে, ভুগে থাকলে কতটা ভুগেছে? কখনও না…….....1 কদাচিৎ……..... 2 মাঝে মাঝে……..... 3 অধিকাংশ সময়…….4 সবসময……..5	**ED41.** করোনায় শিক্ষা প্রতিষ্ঠান বন্ধের সময় (নাম) কি কখনও বদমেজাজী বা খিটখিটে আচরন করেছে, করে থাকলে কতটা করেছে? কখনও না……..…...1 কদাচিৎ…….……..... 2 মাঝে মাঝে…….. 3 অধিকাংশ সময়……4 সবসময……..…..5	**ED42.** করোনায় শিক্ষা প্রতিষ্ঠান বন্ধের সময় (নাম) পড়্যালেখা সম্পর্কিত বাড়ির কাজ বা অন্যান্য অনুশীলন করার জন্য কি কখনও অধিক চাপের সন্মুখীন হয়েছে, হলে কতটা হয়েছে? কখনও না…….…..1 কদাচিৎ……..…..... 2 মাঝে মাঝে……... 3 অধিকাংশ সময়..…4 সবসময……..5
লাইন	নাম	বয়স	হ্যাঁ না							
01		___ ___	1 2							
02		___ ___	1 2							
03		___ ___	1 2							
04		___ ___	1 2							
05		___ ___	1 2							
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07		___ ___	1 2							
08		___ ___	1 2							
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11		___ ___	1 2							
12		___ ___	1 2							
13		___ ___	1 2							

CHILD LABOUR		CL
HL6 দেখে যাচাই করুন: খানায় 5-17 বছর বয়সী কোন শিশু আছে কি?	হ্যাঁ .....1 না.....2	2⇨ পরবর্তী মডিউল
HL2 এবং HL1 দেখে যাচাই করুন: শিশুর নাম এবং শিশুর লাইন নম্বরঃ	নামঃ (1) ..... __ __	
CL1. এখন আমি *(নাম)* কোনো কাজ করে কিনা সে সম্পর্কে জানতে চাই। গত এক সপ্তাহের শেষদিন থেকে আজ পর্য্ন্ত *(নাম)* নিম্নোক্ত কোনো কাজ করেছে কি? [A] (নাম) নিজের বা খানার প্লটে, জমিতে/ক্ষেতে শাক-সবজির বা ফলের বাগানে কাজ করেছে বা কাজে সহায়তা করেছে কি অথবা পশুর দেখাশুনা করেছে কি বা এ কাজে সহায়তা করেছে কি? উদহারণস্বরূপ, জমিতে/ক্ষেতে উৎপাদন, ফসল কাটা বা কেটে ঘরে তোলা পশুকে খাওয়ানো, চড়ানো বা দুধ দোওয়ানোর মতো কোনো কাজ করেছে কি? [B] *(নাম)* কোনো পারিবারিক ব্যবসা বা আত্মীয়ের ব্যবসায় বেতনসহ বা বেতন ছাড়া সাহায্য করেছে কি, কিংবা নিজের ব্যবসা পরিচালনা করেছে কি? [C] *(নাম)* জিনিসপত্র, হস্তশিল্প, কাপড়, খাদ্য বা কৃষিপণ্য উৎপাদন বা বিক্রি করেছে কি? [X] গত এক সপ্তাহের শেষদিন থেকে আজ পর্যন্ত যে কোনো দিন এক ঘন্টার জন্যে হলেও *(নাম)* নগদ টাকা বা দ্রব্যের/সেবার বিনিময়ে অন্য কোনো কাজে যুক্ত ছিল কি?	হ্যাঁ না প্লট, খামার, শাক-সবজি অথবা ফলের বাগানে কাজ করা, পশুর দেখাশোনা করা..1 2 পরিবার/আত্মীয়ের ব্যবসায় সাহায্য করা /নিজে ব্যবসা পরিচালনা করা .....1 2 জিনিসপত্র/হস্তশিল্প/বস্ত্র/খাবার বা কৃষিপণ্য উৎপাদন/বিক্রি .....1 2 অন্য কোনো কাজ 1 2	
CL2. *CL1 যাচাই করুন, [A]-[X]:*	কমপক্ষে একটি 'হ্যাঁ' সূচক উত্তর .....1 সবগুলো উত্তর 'না' সূচক.....2	2⇨*CL7*
CL3. *(নাম)* গত সপ্তাহ (আজকের দিন/বার) হতে আজ পর্য্ন্ত সর্বমোট কতঘন্টা (এ কাজে/এ সব কাজে) ব্যয় করেছে? *যদি এক ঘন্টার কম হয়, তাহলে '00' লিখুন।*	ঘন্টার সংখ্যা ..... __ __	
CL4. (এই/এ সব কাজ) করতে গিয়ে তাকে অনেক ভার (*ওজন*) বহন করতে হয়েছে কি?	হ্যাঁ .....1 না.....2	

CHILD LABOUR		CL
CL5. (এই/এ সব কাজ) করতে গিয়ে তাকে বিপদজ্জনক যন্ত্রপাতি, যেমন ছুরি বা এ ধরনের অন্য কোনো কিছু ব্যবহার করতে হয় অথবা ভারী যন্ত্রপাতি চালাতে হয় কি?	হ্যাঁ .....1 না 2	
CL6. আপনার মতে *(নাম)* এর কাজের পরিবেশ কিরকম? [A] তাকে ধুলা, ধোয়া বা গ্যাসের মধ্যে কাজ করতে হয় কি?	হ্যাঁ ..... 1 না 2	
[B] তাকে প্রচন্ড শীত, তাপ বা আর্দ্রতার মধ্যে কাজ করতে হয় কি?	হ্যাঁ ..... 1 না 2	
[C] তাকে প্রচন্ড শব্দ বা কম্পনের মধ্যে কাজ করতে হয় কি?	হ্যাঁ ..... 1 না 2	
[D] তাকে উঁচু স্থানে কাজ করতে হয় কি?	হ্যাঁ ..... 1 না 2	
[E] তাকে রাসায়নিক দ্রব্য, যেমন, কীটনাশক, আঠা বা এ জাতীয় কিছু কিংবা বিস্ফোরক দ্রব্য নিয়ে কাজ করতে হয় কি? [X] *(নাম)*-কে এমন অন্য কোনো বস্তু, প্রক্রিয়া বা পরিস্থিতির মধ্য দিয়ে কাজ করতে হয় কি যা তার শরীর, স্বাস্থ্য বা নিরাপত্তার জন্য খারাপ/ক্ষতিকর?	হ্যাঁ ..... 1 না 2	
CL7. *(নাম)* গত সপ্তাহ (আজকের দিন/বার) হতে আজ পর্যন্ত খানার ব্যবহারের জন্য পানি সংগ্রহ করেছে কি?	হ্যাঁ ..... 1 না 2	2 ⇨ *CL9*
CL8. *(নাম)* গত সপ্তাহ (আজকের দিন/বার) হতে আজ পর্যন্ত খানার ব্যবহারের জন্য পানি আনতে সর্বমোট কতঘন্টা ব্যয় করেছে? *যদি এক ঘন্টার কম হয়, তাহলে* '00' *লিখুন।*	ঘন্টার সংখ্যা .....__ __	
CL9. *(নাম)* গত এক সপ্তাহে খানার ব্যবহারের জন্য জ্বালানি কাঠ সংগ্রহ করেছে কি?	হ্যাঁ ..... 1 না 2	2 ⇨ *CL11*
CL10. *(নাম)* গত সপ্তাহ (আজকের দিন/বার) হতে আজ পর্যন্ত খানার ব্যবহারের জন্য জ্বালানি কাঠ সংগ্রহ করতে গিয়ে সর্বমোট কত ঘন্টা ব্যয় করেছে? *যদি এক ঘন্টার কম হয়, তাহলে '00' লিখুন*	ঘন্টার সংখ্যা ..... __ __	

CHILD LABOUR		CL
CL11. *(নাম)* গত এক সপ্তাহে এই খানার জন্য নিম্নোক্ত কোনো কাজ করেছে কি? [A] খানার জন্য কেনাকাটা করা? [B] রান্নাবান্না? [C] থালাবাসন ধোয়া বা বাড়ির আশপাশে পরিষ্কার করা? [D] কাপড় ধোয়া? [E] শিশুদের যত্ন নেয়া? [F] বয়স্ক বা অসুস্থ কারো যত্ন নেয়া? [X] খানার অন্যান্য কাজ?	হ্যাঁ না খানার জন্য কেনাকাটা করা ..... 1 2 রান্নাবান্না ..... 1 2 থালাবাসন ধোয়া /পরিষ্কার করা ..... 1 2 কাপড় ধোয়া ..... 1 2 শিশুদের যত্ন নেয়া ..... 1 2 বয়স্ক বা অসুস্থ কারো যত্ন নেয়া ..... 1 2 খানার অন্যান্য কাজ 1 2	
CL12. *CL11 যাচাই করুন, [A]-[X]:*	কমপক্ষে একটি *"হ্যাঁ"* সূচক উত্তর.....1 সবগুলো উত্তর *"না"* সূচক.....2	2 ⇨ পরবর্তী মডিউল
CL13. *(নাম)* গত এক সপ্তাহে সর্বমোট আনুমানিক কয় ঘন্টা (এ কাজে/এ সব কাজে) ব্যয় করেছে? *যদি এক ঘন্টার কম হয়, তাহলে '00' লিখুন।*	ঘন্টার সংখ্যা ..... __ __	

CHILD DISCIPLINE		FCD
FCD1. HL6 *দেখে যাচাই করুন: খানায় 5-14 বছর বয়সী কোন শিশু আছে কি?*	হ্যাঁ .....1 না.....2	*2 ⇨* পরবর্তী মডিউল
HL2 *এবং*HL1 *দেখে যাচাই করুন: শিশুর নাম এবং শিশুর লাইন নম্বরঃ*	নামঃ(1) ..... ___ ___	
FCD2. এখন আমি আপনার সাথে ভিন্ন একটি বিষয় নিয়ে কাথা বলতে চাই। বয়স্করা (বড়রা) শিশুদের সঠিক আচরণ শিক্ষা দিতে বা তাদের আচরণগত সমস্যা দূর করতে নির্দিষ্ট কিছু পন্থা বা উপায় ব্যবহার করে থাকেন। বয়স্করা ব্যবহার করেন এমন কতগুলো পদ্ধতির কথা আমি এখন আপনাকে পড়ে শোনাচ্ছি। দয়া করে আপনি আমাকে বলুন, <u>গত মাসে</u> আপনার খানায় <u>আপনি বা খানার অন্য কোনো প্রাপ্তবয়স্ক সদস্য</u> *(নাম)*-এর সাথে এমন কিছু করেছেন কি নাঃ		
[A] *(নাম)*-এর কোনো সুবিধা বন্ধ করে দেয়া, সে পছন্দ করে এমন কিছুর ব্যাপারে নিষেধাজ্ঞা দেয়া বা তাকে ঘরের বাইরে যেতে অনুমতি না দেয়া।	হ্যাঁ না সুবিধা কেড়ে নেয়া..... 1 2	
[B] *(নাম)*-এর আচরণ কেন ভুল তা ব্যাখ্যা করা।	আচরণ কেন ভুল তা ব্যাখ্যা করা 1 2	
[C] *(নাম)*-কে ঝাঁকি দেয়া।	ঝাঁকি দেয়া 1 2	
[D] *(নাম)*-কে লক্ষ্য করে চিৎকার করা, চেঁচানো বা ধমক দেয়া।	চিৎকার করা, চেঁচানো বা ধমক দেয়া 1 2	
[E] যা *(নাম)* করছে সেটা বাদ দিয়ে অন্য কিছু করতে বলা/দেয়া।	অন্য কিছু করতে দেয়া 1 2	
[F] খালি হাতে *(নাম)*-র পাছায় বা শরীরের নিচের অংশে মারা, আঘাত করা বা থাপ্পড় দেয়া।	খালি হাতে পাছায় বা শরীরের নিচের অংশে মারা, আঘাত করা বা থাপ্পড় দেয়া।..... 1 2	
[G] বেল্ট, চুলের ব্রাশ, লাঠি বা অন্য কোনো শক্ত বস্তু দিয়ে *(নাম)*-র পাছায় বা অন্য কোনো স্থানে আঘাত করা।	বেল্ট, চুলের ব্রাশ, লাঠি বা শক্ত অন্য কিছু দিয়ে আঘাত করা 1 2	
[H] *(নাম)*-কে নির্বোধ/হাবা, অলস বা এ ধরনের কিছু বলা।	নির্বোধ, অলস বা এ ধরনের কিছু বলা.....1 2	
[I] *(নাম)*-র মুখে, মাথায় বা কানে আঘাত করা বা থাপ্পড় দেয়া।	মুখে, মাথায় বা কানে আঘাত করা বা থাপ্পড় দেয়া 1 2	
[J] *(নাম)*-র হাতে, বাহুতে বা পায়ে আঘাত করা বা থাপ্পড় দেয়া।	হাতে, বাহুতে বা পায়ে আঘাত করা বা থাপ্পড় দেয়া..... 1 2	
[K] যত কঠোরভাবে সম্ভব *(নাম)*-কে বারবার প্রহার করা বা আঘাত করা।	যত কঠোরভাবে সম্ভব বারবার আঘাত করা/প্রহার করা..... 1 2	

FCD4. *যাচাই করুন: এই উত্তরদাতা ইতোমধ্যেই খানার আরেক শিশুর জন্য নিচের (FCD5) প্রশ্নগুলোর উত্তর দিয়েছেন কি?*	হ্যাঁ, দিয়েছেন.....1 না, দেননি.....2	*1* ⇨ পরবর্তী মডিউল
FCD5. শিশুকে যথাযথভাবে লালনপালন করে বড় করা বা শিক্ষিত করার জন্য তাকে শারীরিকভাবে শাস্তি দেয়া প্রয়োজন বলে আপনি মনে করেন কি?	হ্যাঁ.....1 না.....2 জানি না/মতামত নেই 8	

CHILD FUNCTIONING		**FCF**
HL6 *দেখে যাচাই করুন: খানায়* 5-17 *বছর বয়সী কোন শিশু আছে কি?*	হ্যাঁ .....1 না.....2	*2* ⇨ পরবর্তী মডিউল
HL2 *এবং* HL1 *দেখে যাচাই করুন: শিশুর নাম এবং শিশুর লাইন নম্বরঃ*	নামঃ(1) ..... ___ ___	
FCF1. আমি কিছু সমস্যা সম্পর্কে আপনাকে কিছু প্রশ্ন করতে চাই, যেগুলো *(নাম)*-এর থাকতে পারে। *(নাম)* কি চশমা বা কন্টাক্ট লেন্স ব্যবহার করে?	হ্যাঁ .....1 না.....2	
FCF2. *(নাম)* কি কানে শোনার যন্ত্র/হিয়ারিং এইড ব্যবহার করে?	হ্যাঁ .....1 না.....2	
FCF3. *(নাম)* কি হাঁটার জন্য কোনো যন্ত্রপাতি বা সরঞ্জাম ব্যবহার করে বা কারো সহায়তা নেয়?	হ্যাঁ .....1 না 2	
FCF4. নিচের প্রশ্নগুলোতে আমি আপনাকে সম্ভাব্য চারটি উত্তরের মধ্যে একটি উত্তর বাছাই করতে অনুরোধ করব। প্রতিটি প্রশ্নের উত্তরে আপনি এখানে বর্ণিত চারটির মধ্যে কোন্ উত্তরটিকে সঠিক বলবেনঃ (নাম)-এর ১) কোনো সমস্যা হয় না, ২) কিছুটা সমস্যা হয়, ৩) অনেক সমস্যা হয়, অথবা ৪) (প্রশ্নে বর্ণিত কাজটি) সে আদৌ করতে পারে না? *নিচের প্রতিটি প্রশ্নের সময় উত্তরদাতা যদি এ চার ধরনের উত্তরের কোনোটিই না বলেন তবে ক্যাটাগরিগুলো (উত্তরগুলো) তাকে আবারও বলুন:* সম্ভাব্য চারটি ক্যাটাগরি (বা উত্তর) হলোঃ (নাম)-এর ১) কোনো সমস্যা হয় না, ২) কিছুটা সমস্যা হয়, ৩) অনেক সমস্যা হয়, অথবা ৪) (সে কাজটি) আদৌ করতে পারে না।		
FCF5. *FCF1 যাচাই করুন: শিশু চশমা বা কন্টাক্ট লেন্স ব্যবহার করে কি?*	হ্যাঁ, FCF1=1 ..... 1 না, FCF1=2 2	1⇨*FCF6A* 2⇨*FCF6B*

CHILD FUNCTIONING		FCF
FCF6A. *(নাম)* যখন চশমা বা কন্টাক্ট লেন্স ব্যবহার করে তখন তার দেখতে সমস্যা হয় কি? **FCF6B**. *(নাম)*-এর চোখে দেখতে সমস্যা হয় কি?	কোনো সমস্যা হয় না .....1 কিছু সমস্যা হয় .....2 অনেক সমস্যা হয় .....3 আদৌ দেখতে পারে না 4	
FCF7. *FCF2 যাচাই করুন: শিশু কি হিয়ারিং এইড/কানে শোনার যন্ত্র ব্যবহার করে?*	হ্যাঁ, FCF2=1 .....1 না, FCF2=2 2	1⇨*FCF8A* 2⇨*FCF8B*
FCF8A. যখন *(নাম)* হিয়ারিং এইড ব্যবহার করে তখন তার কোনো শব্দ, যেমন: মানুষের কন্ঠ বা গান শুনতে সমস্যা হয় কি? **FCF8B**. *(নাম)*-এর শব্দ, যেমন: মানুষের কন্ঠ বা গান শুনতে সমস্যা হয় কি?	কোনো সমস্যা হয় না .....1 কিছু সমস্যা হয় .....2 অনেক সমস্যা হয় .....3 আদৌ শুনতে পারে না 4	
FCF9. *FCF3 যাচাই করুন: শিশু হাঁটার জন্য কোনো সরঞ্জাম/যন্ত্র ব্যবহার করে বা অন্য কারো সহায়তা নেয় কি?*	হ্যাঁ, FCF3=1 .....1 না, FCF3=2 2	2⇨*FCF14*
FCF10. যন্ত্র/সরঞ্জাম ব্যবহার না করে বা অন্যের সহায়তা ছাড়া সমতল ভূমিতে ১০০ গজ হাঁটতে *(নাম)*-এর সমস্যা হয় কি? *যাচাই করুনঃ* যেখানে হাঁটার কথা বলা হচ্ছে তার দৈর্ঘ্য প্রায় একটি ফুটবল মাঠের সমান। *উল্লেখ্য, এখানে 'কোনো সমস্যা হয় না' এই ক্যাটাগরিটি নেই। কারণ শিশু হাঁটার জন্য সরঞ্জাম ব্যবহার করে বা অন্য কারো সহায়তা নেয়।*	কিছু সমস্যা হয় .....2 অনেক সমস্যা হয় .....3 100 গজ পর্যন্ত হাঁটতে পারে না 4	3⇨*FCF12* 4⇨*FCF12*
FCF11. সরঞ্জাম ব্যবহার না করে কিংবা কারো সহায়তা ছাড়া সমতল ভূমিতে ৫০০ গজ হাঁটতে *(নাম)*-এর সমস্যা হয় কি? *যাচাই করুনঃ* যেখানে হাঁটার কথা বলা হচ্ছে তার দৈর্ঘ্য প্রায় পাঁচটি ফুটবল মাঠের সমান। *উল্লেখ্য যে, 'কোনো সমস্যা হয় না' এই ক্যাটাগরি এখানে নেই। কারণ শিশু হাঁটার জন্য সরঞ্জাম ব্যবহার করে বা সহায়তা নেয়।*	কিছু সমস্যা হয় .....2 অনেক সমস্যা হয় .....3 500 গজ পর্যন্ত হাঁটতে পারে না 4	
FCF12. সরঞ্জাম ব্যবহার করে বা অন্যের সহায়তা নিয়ে সমতল ভূমিতে ১০০ গজ হাঁটতে *(নাম)*-এর সমস্যা হয় কি? *যাচাই করুনঃ* যেখানে হাঁটার কথা বলা হচ্ছে তার দৈর্ঘ্য প্রায় একটি ফুটবল মাঠের সমান।	কোনো সমস্যা হয় না ....1 কিছু সমস্যা হয় .....2 অনেক সমস্যা হয় .....3 100 গজ পর্যন্ত হাঁটতে পারে না 4	3⇨*FCF16* 4⇨*FCF16*

CHILD FUNCTIONING		FCF
FCF13. সরঞ্জাম ব্যবহার করে বা অন্যের সহায়তা নিয়ে সমতল ভূমিতে ৫০০ গজ হাঁটতে (নাম)-এর সমস্যা হয় কি? *যাচাই করুনঃ* যেখানে হাঁটার কথা বলা হচ্ছে তার দৈর্ঘ্য প্রায় পাঁচটি ফুটবল মাঠের সমান।	কোনো সমস্যা হয় না .....1 কিছু সমস্যা হয় .....2 অনেক সমস্যা হয় .....3 500 গজ পর্যন্ত হাঁটতে পারে না 4	1⇨*FCF16*
FCF14. সমবয়সী অন্য শিশুর তুলনায় সমতল ভূমিতে ১০০ গজ হাঁটতে *(নাম)*-এর সমস্যা হয় কি? *যাচাই করুনঃ* যেখানে হাঁটার কথা বলা হচ্ছে তার দৈর্ঘ্য প্রায় একটি ফুটবল মাঠের সমান।	কোনো সমস্যা হয় না .....1 কিছু সমস্যা হয় .....2 অনেক সমস্যা হয় .....3 100 গজ পর্যন্ত হাঁটতে পারে না 4	3⇨*FCF16* 4⇨*FCF16*
FCF15. সমবয়সী অন্য শিশুর তুলনায় সমতল ভূমিতে ৫০০ গজ হাঁটতে *(নাম)*-এর সমস্যা হয় কি? *যাচাই করুনঃ* যেখানে হাঁটার কথা বলা হচ্ছে তার দৈর্ঘ্য প্রায় পাঁচটি ফুটবল মাঠের সমান।	কোনো সমস্যা হয় না .....1 কিছু সমস্যা হয় .....2 অনেক সমস্যা হয় .....3 500 গজ পর্যন্ত হাঁটতে পারে না 4	
FCF16. খাওয়া বা কাপড় পরার মতো নিজের যত্ন নেয়ার কাজগুলো করতে *(নাম)*-এর কোনো সমস্যা হয় কি?	কোনো সমস্যা হয় না .....1 কিছু সমস্যা হয় .....2 অনেক সমস্যা হয় .....3 আদৌ যত্ন নিতে পারে না 4	
FCF17. যখন *(নাম)* কথা বলে তখন তার কথা বুঝতে এই খানার লোকজনের সমস্যা হয় কি?	কোনো সমস্যা হয় না .....1 কিছু সমস্যা হয় .....2 অনেক সমস্যা হয় .....3 মোটেও বুঝতে পারেন না 4	
FCF18. যখন *(নাম)* কথা বলে তখন তার কথা বুঝতে এই খানার বাইরের লোকজনের সমস্যা হয় কি?	কোনো সমস্যা হয় না .....1 কিছু সমস্যা হয় .....2 অনেক সমস্যা হয় .....3 মোটেও বুঝতে পারেন না.....4	
FCF19 সমবয়সী অন্য শিশুদের তুলনায় (নাম)-এর কোন কিছু শিখতে সমস্যা হয় কি?	কোনো সমস্যা হয় না .....1 কিছু সমস্যা হয় .....2 অনেক সমস্যা হয় .....3 কোনো কিছু আদৌ শিখতে পারে না 4	
FCF20. সমবয়সী অন্য শিশুদের তুলনায় *(নাম)*-এর কোন কিছু মনে রাখার ক্ষেত্রে কোনো সমস্যা হয় কি? (স্মরণশক্তির ক্ষেত্রে সমস্যা আছে কি?)	কোনো সমস্যা হয় না ..... 1 কিছু সমস্যা হয় ..... 2 অনেক সমস্যা হয় ..... 3 আদৌ কোনো কিছু মনে রাখতে পারে না 4	
FCF21. *(নাম)* যে কাজে আনন্দ পায় সেই কাজেও মনযোগ ধরে রাখতে সমস্যা হয় কি?	কোনো সমস্যা হয় না ..... 1 কিছু সমস্যা হয় ..... 2 অনেক সমস্যা হয় ..... 3 আদৌ মনযোগ দিতে পারে না 4	

CHILD FUNCTIONING		FCF
FCF22 *(নাম)*-এর কি তার স্বাভাবিক রুটিনে কোনো পরিবর্তনকে গ্রহণ করতে সমস্যা হয়?	কোনো সমস্যা হয় না ..... 1 কিছু সমস্যা হয় ..... 2 অনেক সমস্যা হয় ..... 3 কোনো পরিবর্তন আদৌ গ্রহণ করতে পারে না.... 4	
FCF23. সমবয়সী অন্য শিশুদের তুলনায় (নাম)-এর নিজের আচরণ নিয়ন্ত্রণ করতে কোনো সমস্যা হয় কি?	কোনো সমস্যা হয় না ..... 1 কিছু সমস্যা হয় ..... 2 অনেক সমস্যা হয় ..... 3 আচরণ আদৌ নিয়ন্ত্রণ করতে পারে না 4	
FCF24. *(নাম)*-এর বন্ধু বানাতে সমস্যা হয় কি?	কোনো সমস্যা হয় না ..... 1 কিছু সমস্যা হয় ..... 2 অনেক সমস্যা হয় ..... 3 আদৌ বন্ধু বানাতে পারে না..... 4	
FCF25. পরবর্তী প্রশ্নগুলোর ভিন্ন ভিন্ন উত্তর আছে। আমি প্রশ্নের পর উত্তরগুলো আপনাকে পড়ে শোনাব। *(নাম)* কত ঘন ঘন উদ্বিগ্ন, নার্ভাস (স্নায়ুচাপে বিচলিত) কিংবা চিন্তিত হয় তা আমি জানতে ইচ্ছুক। আপনি কি বলতে পারেন সেটা কত ঘন ঘন হয়ঃ প্রতিদিন হয়, সপ্তাহে একবার, মাসে একবার না কি সারা বছরে অল্প কয়েকবার হয় অথবা কখনই হয় না?	প্রতিদিন হয়.....1 সপ্তাহে অন্তত একবার .....2 মাসে অন্তত একবার .....3 বছরে অল্প কয়েকবার .....4 কখনই হয় না 5	
FCF26. *(নাম)*-কে কত ঘন ঘন খুব বিষন্ন (মন খারাপ) বা হতাশাগ্রস্ত মনে হয় তা আমি জানতে আগ্রহী। আপনি কি বলতে পারেন সেটা কত ঘন ঘন হয়ঃ প্রতিদিন হয়, সপ্তাহে একবার, মাসে একবার না কি সারা বছরে অল্প কয়েকবার হয় অথবা কখনই হয় না?	প্রতিদিন হয়.....1 সপ্তাহে অন্তত একবার .....2 মাসে অন্তত একবার .....3 বছরে অল্প কয়েকবার .....4 কখনই হয় না 5	

FOUNDATIONAL LEARNING SKILLS		FL
FL0. HL6 *দেখে যাচাই করুন: খানায় 7-14 বছর বয়সী কোন শিশু আছে কি?*	হ্যাঁ .....1 না 2	*2* ⇨ পরবর্তী মডিউল
HL2 এবং HL1 দেখে যাচাই করুন: শিশুর নাম এবং শিশুর লাইন নম্বরঃ	নামঃ(1) ..... ___ ___	

FL1. এখন আমি *(নাম)*-এর সাথে কথা বলতে চাই। আমি তার নিজের এবং তার পড়া সম্পর্কে কিছু প্রশ্ন করব। তারপর আমি তাকে কিছু পড়তে বলব ও সংখ্যা গণনা করতে বলব।

এগুলো স্কুলের পরীক্ষা বা টেস্ট নয়। তার ফলাফল অন্য কারোও অভিভাবক কিংবা স্কুল কর্তৃপক্ষসহ কাউকেই জানানো হবে না।

উল্লেখ্য, এ কাজে অংশ নিয়ে আপনি সরাসরি কোনোভাবে লাভবান হবেন না। *(নাম)* কতটা ভাল করেছে সে সম্পর্কে বলার জন্যও আমি উপযুক্ত নই।

আমাদের দেশে শিশুরা কতটা ভালভাবে পড়তে, শিখতে ও সংখ্যা ব্যবহার করতে শিখছে সে সম্পর্কে জানতে এটা সহায়তা করবে; বা এ বিষয়ে আরো উন্নতি করতে সহায়তা করবে।

এ কাজে ২০ মিনিটের মত সময় লাগবে। আমি আবারও বলছি, এসব তথ্য ও পরিচয় কঠোরভাবে গোপন থাকবে।

আমি কি (নাম)-এর সাথে কথা বলতে পারি?	হ্যাঁ, অনুমতি দেয়া হয়েছে ..... 1 না, অনুমতি দেয়া হয়নি.....2	2⇨*FL28*

FL2. *সময় লিখুন*	ঘন্টা ও মিনিট ..... __ __ : __ __	

FL3. আমার নাম *(আপনার নাম)*। আমি তোমাকে আমার নিজের সম্পর্কে কিছু বলতে চাই।

তেমনি তুমি কি তোমার নিজের সম্পর্কে আমাকে কিছু বলতে পারো?

শিশু যখন স্বাচ্ছন্দ্য বোধ করবে তখন তার মৌখিক সম্মতি নিয়ে আপনি আপনার নিজের সম্পর্কে বলতে থাকুনঃ

আমি আজকে কেন এখানে এসেছি তা তোমাকে বলি। আমি বাংলাদেশ পরিসংখ্যান ব্যুরো থেকে এসেছি। কিভাবে শিশুরা পড়তে ও সংখ্যা ব্যবহার করতে শিখে তা জানার জন্য গঠিত টিমের আমি একজন সদস্য। আমরা এ সম্পর্কে আরো কিছু শিশুর সাথে কথা বলব; তাদেরকে কিছু পড়তে দিব এবং সংখ্যা গণনা করতে বলব। (তোমার মা*/লালনপালনকারী)* বলেছেন, তুমি আমাদেরকে সহযোগিতা করবে কি না সেটা তোমার ইচ্ছা। তুমি যদি আমাদেরকে সহযোগিতা করতে রাজি থাকো, তাহলে আমি তোমাকে কিছু প্রশ্ন জিজ্ঞেস করব এবং কিছু কাজ করতে দিব। প্রত্যেকটি কাজ আমি তোমাকে বুঝিয়ে বলব। তুমি না বুঝলে যে কোনো সময় এ সব বিষয়ে যে কোনো প্রশ্ন করতে পারো। করতে চাও না এমন কোনো কাজ তোমাকে করতে হবে না। আমরা শুরু করার পর যদি তুমি কোনো প্রশ্নের উত্তর দিতে না চাও কিংবা এ সাক্ষাৎকার আর দিতে না চাও তবে তুমি তাও করতে পারো; তাতে কোনো সমস্যা নেই ।

তুমি কি প্রস্তুত? আমরা কি শুরু করতে পারি?	হ্যাঁ ..... না/উপরের প্রশ্নগুলি জিজ্ঞাসা করা হয়নি.....2	2⇨FL28

FL4. *আপনি শিশুটিকে পড়ানো ও সংখ্যা গণনা শুরু করানোর আগে নিচের প্রতিটি বক্সে টিক চিহ্ন দিয়ে এটা নিশ্চিত করুন যে-*

☐ *শিশুটির পরিচিত প্রাপ্তবয়স্ক কেউ একজন শিশুটির সাথে আছেন; আপনি শিশুটির সাথে একা নন।*

☐ *আপনি শিশুটিকে আলাপ-আলোচনার মধ্যে রেখে তার জড়তা কাটিয়ে তার সাথে স্বাভাবিক সম্পর্ক তৈরি করেছেন।*

☐ *শিশুটি আরাম করে বসেছে। পড়ার বা গণনার বই সে সহজে ব্যবহার করতে পারছে; কোন্ পৃষ্ঠাটি খোলা আছে তা আপনিও দেখতে পাচ্ছেন।*

FL5. তুমি কোনো কিছু বুঝতে না পারলে সে বিষয়ে আমাকে যে কোনো সময় জিজ্ঞাসা করতে পারো। তুমি যে কোনো সময় আমাকে থামিয়েও দিতে পারো।		
FL6. প্রথমে আমরা পড়া নিয়ে কথা বলব। [A] তুমি কি বাড়িতে বই পড়? [B] তোমাকে কি বাড়িতে কেউ পড়ে শুনান?	হ্যাঁ না বাড়িতে বই পড়..... 1 2 বাড়িতে কেউ পড়ে শুনান. 1 2	
FL7. বাড়িতে বেশিরভাগ সময় তুমি কোন্ ভাষায় কথা বল? *প্রয়োজন হলে প্রোব করুন এবং এখানে উল্লিখিত ভাষাগুলোর নাম উল্লেখ করুন।*	ইংরেজী.....1 বাংলা.....2 অন্যান্য (নির্দিষ্ট করুন)_____ 6	
***FL8**. যাচাই করুন। শিশুটি চলতি শিক্ষাবর্ষে কোনো বিদ্যালয়ে/*মাদ্রাসায় *বা প্রাক-প্রাথমিক শিক্ষা কমর্সূচিতে ভর্তি হয়েছে কি?* *শিশুর জন্য খানা প্রশ্নপত্রের (HOUSEHOLD QUESTIONNAIRE) EDUCATION MODULE-এ ED9 যাচাই করুন।*	হ্যাঁ , ED9=1..... 1 না, ED9=2 2	1⇨*FL9A*
***FL8A**. যাচাই করুন। শিশুটি কখনও কোনো বিদ্যালয়ে/*মাদ্রাসায় *বা প্রাক-প্রাথমিক শিক্ষা কমর্সূচিতে ভর্তি হয়েছিল কি?* *শিশুর জন্য খানা প্রশ্নপত্রের (HOUSEHOLD QUESTIONNAIRE) EDUCATION MODULE-এ ED4 যাচাই করুন।*	হ্যাঁ , ED4=1..... 1 না, ED4=2..... 2	1⇨*FL9B*
FL8B. *FL7 যাচাই করে দেখুন: বাড়িতে সে যে ভাষায় কথা বলে সে ভাষার পড়ার ও গণনার বই বাড়িতে আছে কি না।*	হ্যাঁ , FL7=1 OR 2..... 1 না , FL7=6 2	1⇨*FL10B* 2⇨*FL23*
FL9A. শিক্ষক যখন শ্রেণিকক্ষে পড়ান তখন বেশিরভাগ সময় তিনি কোন্ ভাষা ব্যবহার করেন? **FL9B**. যখন তুমি স্কুলে পড়তে, তখন শিক্ষক শ্রেণিকক্ষে পড়ানোর সময় বেশিরভাগ কোন্ ভাষা ব্যবহার করতেন? *প্রয়োজন হলে প্রোব করুন এবং এখানে উল্লিখিত ভাষাগুলোর নাম বলুন।*	ইংরেজি.....1 বাংলা.....2 অন্যান্য (নির্দিষ্ট করুন)_____6 জানি না 8	1⇨*FL10A* 2⇨*FL10A* 6⇨*FL23* 8⇨*FL23*
FL10A. আমি এখন তোমাকে *(FL9A/B-এর ভাষার)* একটি ছোটগল্প পড়তে দিব। তুমি কি এই গল্পটি পড়তে আরম্ভ করবে? **FL10B**. আমি এখন তোমাকে *(FL7-এর ভাষার)* একটি ছোটগল্প পড়তে দিব। তুমি কি এই গল্পটি পড়তে আরম্ভ করবে?	হ্যাঁ ..... 1 না 2	2⇨*FL23*
FL11. *যাচাই করুন: শিশুর বয়স কত?*	বয়স 7-9 বছর ..... 1 বয়স 10-14 বছর 2	1⇨*FL13*

***FL12**. যাচাই করুন: শিশুটি চলতি শিক্ষা বছর কোনো স্কুলে/মাদ্রাসায় বা প্রাক-প্রাথমিক শিক্ষা কমর্সূচিতে ভর্তি হয়েছে কি?* *শিশুর জন্য খানা প্রশ্নপত্রের (HOUSEHOLD QUESTIONNAIRE) EDUCATION MODULE-এ ED9 যাচাই করুন।*	হ্যাঁ, ED9=1..... 1 না, ED9=2 2	1⇨*FL19*

FL13. *শিশুকে পড়া ও গণনার বই দিন।*

যে পৃষ্ঠায় পড়তে হবে সে পৃষ্ঠাটি খুলুন এবং পড়ার জায়গাটি শিশুকে দেখান। তারপর তাকে বলুন:

এখন আমরা কিছু বাক্য পড়ব। আপনি শিশুটিকে বাক্যগুলো দেখান। তারপর আপনি বলুন: আমি চাই বাক্যগুলো তুমি জোরে জোরে পড়ো। পড়া হলে আমি তোমাকে কিছু প্রশ্ন করব।

মিনি একটি বিড়াল। টমি একটি কুকুর। মিনির বয়স ৫। টমির বয়স ৬।

FL14. *শিশুটি প্রত্যেকটি শব্দ ঠিকভাবে পড়তে পেরেছে কি?*	হ্যাঁ.....1 না 2	2⇨*FL23*
FL15. *পড়া শেষ হলে জিজ্ঞেস করুন:* মিনির বয়স কত?	মিনির বয়স পাঁচ বছর ----------1 অন্য উত্তর----------2 5 সেকেন্ড পরও কোনো উত্তর নেই-3	1⇨*FL17*
FL16. *বলুন:* মিনির বয়স ৫ বছর এবং *FL23*-তে চলে যান।		⇨*FL23*
FL17. *এখানে অন্য প্রশ্ন:* কে বড়: মিনি না টমি?	টমি বড় (মিনির চেয়ে) .....1 অন্য উত্তর .....2 5 সেকেন্ড পরও কোনো উত্তর নেই-3	1⇨*FL19*
FL18. *বলুন:* টমি মিনির চেয়ে বড়। টমির বয়স ৬ আর মিনির বয়স ৫। *এবং FL23*-তে চলে যান।		⇨*FL23*

FL19. পড়ার অনুচ্ছেদটি দেখানোর জন্য পৃষ্ঠা উল্টান।

ধন্যবাদ। তুমি এখন এটি পড়ো।

এখানে একটি গল্প আছে। তুমি যতটা পার যত্নের সাথে জোরে জোরে গল্পটি পড়।

মুসা	দ্বিতীয়	শ্রেণিতে	পড়ে।	একদিন	মুসা	স্কুল
1	2	3	4	5	6	7
থেকে	বাড়ি	যাচ্ছিল।	পথে	সে	কিছু	লাল
8	9	10	11	12	13	14
ফুল	দেখতে	পেল।	ফুলগুলো	ছিল	একটি	টমেটো
15	16	17	18	19	20	21

তুমি এখান থেকে শুরু করো *(প্রথম বাক্যের প্রথম শব্দটি দেখান)* এবং তুমি লাইনের পর লাইন পড়ে যাও *(যেসব বাক্য পড়তে হবে সেগুলো দেখান)।*

যখন তুমি পড়া শেষ করবে তখন তুমি যা পড়েছ তা নিয়ে তোমাকে আমি কিছু প্রশ্ন করব।

যদি তুমি এমন কোনো শব্দ পাও যা তুমি জান না/পড়তে পারো না, তাহলে পরের শব্দে চলে যাও।

প্রথম শব্দের উপর তোমার আঙ্গুল রাখো। তুমি কি প্রস্তুত? তাহলে শুরু করি?

খেতের	নিকটে।	মুসা	তার	মায়ের	জন্য	কিছু
22	23	24	25	26	27	28
ফুল	নিতে	চাইল।	মুসা	ফুল	নেয়ার	জন্য
29	30	31	32	33	34	35
খুব	দ্রুত	খেতে	ঢুকে	পড়ল।	কিন্তু	সে
36	37	38	39	40	41	42
একটি	কলা	গাছের	কাছে	পিছলে	পড়ে	গেল।
43	44	45	46	47	48	49
মুসা	কান্না	করতে	শুরু	করল।	এক	কৃষক
50	51	52	53	54	55	56
তাকে	দেখতে	পেয়ে	কাছে	আসলেন।	তিনি	মুসাকে
57	58	59	60	61	62	63
অনেকগুলো	ফুল	দিলেন।	ফুলগুলো	পেয়ে	মুসা	খুব
64	65	66	67	68	69	70
খুশি	হলো।					
71	72					

FL20. *শিশুর পড়ার ফলাফল।*

শেষ কত তম শব্দ পর্যন্ত চেষ্টা করেছে..... সংখ্যা __ __
ভুল পাঠ করা বা বাদ পড়া শব্দের
মোট সংখ্যা ..... সংখ্যা __ __

FL21. *শিশুটি কতটা ভালভাবে গল্পটি পড়েছে?*

শিশুটি কমপক্ষে একটি শব্দ ঠিকভাবে পড়েছে..... 1
শিশুটি কোনো শব্দই ঠিকভাবে পড়তে পারেনি ..... 2 ⇨*FL23*
শিশুটি গল্পটি পড়ার চেষ্টাই করেনি ..... 3 ⇨*FL23*

FL22. তুমি যা পড়েছ এখন তা নিয়ে আমি তোমাকে কিছু প্রশ্ন করব।

যদি শিশুটি কয়েক সেকেন্ড যাওয়ার পরও কোনো উত্তর না দেয় তাহলে আবার বলুন। যদি প্রশ্নটি আবার বলার পরও যদি শিশুটি কোনো উত্তর দিতে পারবে না বলে মনে হয় তাহলে 'কোনো উত্তর দেয়নি' এর কোড লিখুন এবং বলুন: তোমাকে ধন্যবাদ। ঠিক আছে। আমরা এগিয়ে যাই।

শিশুটি এখনও গল্পটি দেখতে পাচ্ছে- তা নিশ্চিত করুন এবং জিজ্ঞেস করুন:

[A] মুসা কোন ক্লাস/শ্রেণিতে পড়ে?

ঠিক (মুসা দ্বিতীয় শ্রেণিতে পড়ে) 1
ভুল 2
কোনো উত্তর দেয়নি/বলেছে 'আমি জানি না.....3

[B] মুসা বাড়িতে ফেরার পথে কি দেখতে পেয়েছে?

ঠিক (সে কিছু ফুল দেখতে পায়) 1
ভুল 2
কোনো উত্তর দেয়নি/বলেছে 'আমি জানি না.....3

[C] কেন মুসা কান্না করতে শুরু করে?	ঠিক (কারণ সে পড়ে গিয়েছিল) .....1 ভুল .....2 কোনো উত্তর দেয়নি/বলেছে 'আমি জানি না.....3	
[D] কোথায় মুসা পড়ে গিয়েছে?	ঠিক (মুসা একটি কলা গাছের কাছে পড়ে গিয়েছে) .....1 ভুল .....2 কোনো উত্তর দেয়নি/বলেছে 'আমি জানি না.....3	
[E] কেন মুসা খুশি হয়েছে?	ঠিক (কারণ কৃষক তাকে অনেক ফুল দেন/কারণ সে তার মাকে দেয়ার মতো ফুল পেয়েছে) .....1 ভুল .....2 কোনো উত্তর দেয়নি/বলেছে 'আমি জানি না.....3	

FL23. *পড়া ও গণনার বই-এর পৃষ্ঠা উল্টান যেন শিশুটি সংখ্যার তালিকাটি দেখতে পায়। শিশুটি পৃষ্ঠার দিকে তাকাচ্ছে কি না নিশ্চিত করুন।* এখানে কিছু সংখ্যা আছে। আমি তোমাকে প্রত্যেকটি সংখ্যা দেখাচ্ছি। সংখ্যাগুলো কত আমাকে তুমি বলো। *প্রথম সংখ্যাটি দেখিয়ে বলুন:* এখান থেকে শুরু করো। *যদি কোনো একটি সংখ্যায় শিশু অনেকক্ষণ থেমে থাকে, তাহলে সংখ্যাটি কত তা শিশুটিকে বলুন। 'কোনো চেষ্টা করেনি'-এর কোড লিখুন। পরবর্তী সংখ্যাটি দেখান এবং বলুন:* সংখ্যাটি কত? থেমে যাওয়ার নিয়মঃ *যদি শিশুটি পরপর দুটি সংখ্যা পড়ার চেষ্টা না করে, তাহলে বলুনঃ* তোমাকে ধন্যবাদ। ঠিক আছে। আমরা পরবর্তী কাজে যাই।	**৯** ঠিক ..... 1 ভুল ..... 2 কোনো চেষ্টা করেনি ..... 3 **১২** ঠিক ..... 1 ভুল ..... 2 কোনো চেষ্টা করেনি ..... 3 **৩০** ঠিক ..... 1 ভুল ..... 2 কোনো চেষ্টা করেনি ..... 3 **৪৮** ঠিক ..... 1 ভুল ..... 2 কোনো চেষ্টা করেনি ..... 3 **৭৪** ঠিক ..... 1 ভুল ..... 2 কোনো চেষ্টা করেনি ..... 3 **৭৩১** ঠিক ..... 1 ভুল ..... 2 কোনো চেষ্টা করেনি 3	
FL23A. *FL23 যাচাই করুন: শিশুটি কি প্রথম তিনটি সংখ্যার (অর্থাৎ ৯, ১২ ও ৩০ এর) মধ্যে দুটি সংখ্যা ঠিকভাবে চিহ্নিত করতে পেরেছে?*	হ্যাঁ, কমপক্ষে দুটি ঠিক .....1 না, কমপক্ষে দুটি ভুল বা কোনো চেষ্টা করেনি..... 2	2 ⇨*FL28*

FL24. *এমনভাবে পৃষ্ঠা উল্টান যেন শিশুটি প্রথম জোড়া সংখ্যা দেখতে পায়। শিশুটি এই পৃষ্ঠার দিকে তাকাচ্ছে-এটা নিশ্চিত করুন। তারপর বলুন:* এই সংখ্যাগুলোর দিকে তাকাও। কোনটি বড় বলো । *বইয়ের পৃষ্ঠা উল্টানোর আগে এবং পরবর্তী জোড়া সংখ্যার জন্য প্রশ্নটি আবার বলার আগে শিশুর উত্তর লিপিবদ্ধ করুন।* *যদি শিশুটি কিছু সময় পরও কোনো উত্তর না দেয় তাহলে প্রশ্নটি আবার বলুন। যদি প্রশ্নটি আবারও বলার পর শিশুটি কোনো উত্তর দিতে পারবে না বলে মনে হয তাহলে প্রশ্নপত্রের যথাযথ সারিতে (স্থানে) উত্তরের জন্য 'Z' লিখুন। বুকলেটের পরবর্তী পৃষ্ঠায় যান এবং শিশুটিকে পরবর্তী জোড়া সংখ্যা দেখান।* *যদি শিশুটি পরপর দুটি জোড়া স্ংখ্যা বলার চেষ্টা না করে তাহলে বলুন:* তোমাকে ধন্যবাদ। ঠিক আছে। আমরা পরবর্তী কাজে যাই।	৭ ৫ ____ ১১ ২৪ ____ ৫৮ ৪৯ ____ ৬৫ ৬৭ ____ ১৪৬ ১৫৪ ____	
FL25. *শিশুটিকে একটি পেন্সিল ও কাগজ দিন। পৃষ্ঠাটি এমনভাবে উল্টান যেন শিশুটি প্রথম যোগ অংকটি দেখতে পায়। শিশুটি পৃষ্ঠাটির দিকে তাকাচ্ছে তা নিশ্চিত করুন। বলুন:* যোগ অংকটি দেখো। দুটি সংখ্যার যোগফল কত হবে? উত্তরটি বলো। দরকার হলে তুমি পেন্সিল ও কাগজ বা আঙ্গুল ব্যবহার করতে পারো। *বইয়ের পরবর্তী পৃষ্ঠায় যাওয়ার আগে এবং পরবর্তী অংকের জন্য প্রশ্নটি আবার বলার আগে শিশুটির উত্তর (ফলাফল) লিপিবদ্ধ করুন।* *যদি শিশুটি কিছুক্ষন পরও কোনো উত্তর না দেয় তাহলে প্রশ্নটি আবার বলুন। যদি প্রশ্নটি আবারও বলার পর শিশুটি কোনো উত্তর দিতে পারবে না বলে মনে হয় তাহলে প্রশ্নপত্রের যথাযথ সারিতে (স্থানে) উত্তরের জন্য 'Z' লিখুন। তারপর বুকলেটের পরবর্তী পৃষ্ঠায় যান এবং শিশুটিকে পরবর্তী অংশ (যোগ অংকটি) দেখান।* *যদি শিশুটি পরপর দুটি জোড়া সংখ্যা যোগ করার চেষ্টা না করে তাহলে বলুন:* তোমাকে ধন্যবাদ। ঠিক আছে। আমরা পরবর্তী কাজে যাই।	৩ + ২ =____ ৮ + ৬ =____ ৭ + ৩ =____ ১৩ + ৬ =____ ১২ +২৪=____	

FL26. *বাদ পড়া সংখ্যার জন্য অনুশীলন শিটের পৃষ্ঠায় যান। বলুন:*

এখানে কিছু সংখ্যা আছে। ১, ২ এবং ৪। এখানে এর মাঝে কোন্ সংখ্যাটি বসবে?

যদি শিশুটি উত্তর ঠিকভাবে দিতে পারে তাহলে বলুন:

৩, উত্তরটি ঠিক। চলো, অন্য একটি করি।

যদি শিশুটি ভুল উত্তর দেয় তাহলে শিশুটি কিভাবে সঠিক উত্তর বের করা যায় তা ব্যাখ্যা করবেন না। শুধু বলুন:

এখানে ৩ বসবে। সংখ্যাগুলো আমার সাথে বলো: *(প্রত্যেকটি সংখ্যার দিকে দেখান)* ১, ২, ৩, ৪।

এখানে ৩ বসবে। চলো আরেকটা করবে।

এখন পরবর্তী অনুশীলন শিটে যাওয়ার জন্য পৃষ্ঠা উল্টান। বলুন:

এখানে আরো কিছু সংখ্যা আছে। ৫, ১০, ১৫ ও ----। এখানে কোন্ সংখ্যা বসবে?

যদি শিশুটি উত্তর ঠিকভাবে দিতে পারে তাহলে বলুন:

২০, উত্তরটি ঠিক। এখন আমি চাই তুমি নিজে নিজে এটি করো।

যদি শিশুটি ভুল উত্তর দেয় তাহলে বলুন:

এখানে ২০ বসবে। সংখ্যাগুলো আমার সাথে বলো *(প্রত্যেকটি সংখ্যার দিকে দেখান)* ৫, ১০, ১৫, ২০।
এখানে ২০ বসবে। এখন আমি চাই তুমি নিজে নিজে এটি করো।.

***FL27**. প্রদত্ত 'রিডিং' ও 'নাম্বার বুক'-এর বাদ পড়া সংখ্যা চিহ্নিত করা অংশের প্রথম পৃষ্ঠাটি উল্টান। বলুন:*

এখানে আরো কিছু সংখ্যা আছে। আমাকে বলো এখানে *(বাদ পড়া সংখ্যার স্থানটি দেখান)* কোন্ সংখ্যা বসবে ।

বইয়ের পরবর্তী পৃষ্ঠায় যাওয়ার আগে এবং প্রশ্নটি আবার বলার আগে শিশুটির উত্তর (ফলাফল) লিপিবদ্ধ করুন।

যদি শিশুটি কিছুক্ষণ অপেক্ষার পরও কোনো উত্তর না দেয় তাহলে প্রশ্নটি আবার বলুন। যদি প্রশ্নটি আবারও বলার পর শিশুটি কোনো উত্তর দিতে পারবে না বলে মনে হয় তাহলে প্রশ্নপত্রের যথাযথ সারিতে (স্থানে) উত্তরের জন্য 'Z' লিখুন।

যদি শিশুটি পরপর দুটি কাজ করার চেষ্টা না করে তাহলে বলুন:

তোমাকে ধন্যবাদ। ঠিক আছে।

৫	৬	৭	___	
১৪	১৫	___	১৭	
২০	___	৪০	৫০	
২	৪	৬	___	
৫	৮	১১	___	

FL28. *শিশুর সাক্ষাৎকারের ফলাফল।* *কোনো সাক্ষাৎকারে অসম্পূর্ণতা থাকলে (পূর্ণ করা সম্ভব না হলে) তা সুপারভাইজারকে অবহিত করুন।*	*সাক্ষাৎকার সম্পন্ন হয়েছে*.....01 *বাড়িতে পাওয়া যায়নি*.....02 *মা/লালনপালনকারীর অসম্মতি*.....03 *শিশুটির অসম্মতি*..... 04 *আংশিক সম্পন্ন হয়েছে*.....05 *উত্তর দিতে অসমর্থ* .....06 *অন্যান্য (নির্দিষ্ট করুন)*_____ 96	

MARRIAGE		MA
MA0. *HL4 এবং HL6: যাচাই করুন: খানায় 10-24 বছর বয়সী কোন মহিলা আছে কি?*	হ্যাঁ .....1 না 2	2 ⇨*HH46*
HL2 *এবং*HL1 *দেখে যাচাই করুন: মহিলার নাম এবং মহিলার লাইন নম্বরঃ*	নামঃ(1) ..... ___ ___	
MA1. আপনি কি বর্তমানে বিবাহিত?	হ্যাঁ, বর্তমানে বিবাহিত .....1 না, বর্তমানে বিবাহিত নয় 3	1 ⇨*MA4*
MA2. আপনার কি কখনও বিবাহ হয়েছিল?	হ্যাঁ, আগে বিবাহিত.....1 না.....3	*3* ⇨*HH46*
MA3. আপনার বর্তমান বৈবাহিক অবস্থা কীঃ আপনি কি বিধবা, তালাকপ্রাপ্ত নাকি আলাদা বসবাস করছেন?	বিধবা.....1 তালাকপ্রাপ্ত .....2 আলাদা বসবাস করেন.....3	
MA4. বিবাহের সময় আপনার সম্মতি নেওয়া হয়েছিল কি?	হ্যাঁ .....1 না .....2 মনে নেই.....3	
MA5. আপনি একবার না কি একাধিক বার বিয়ে করেছেন?	একবার.....1 একাধিক বার.....2	1 ⇨*MA6A* 2 ⇨*MA6B*
MA6A. আপনি প্রথম কোন্ বছরের কোন্ মাস থেকে স্বামীর সাথে বসবাস শুরু করেছেন? **MA6B**. আপনি <u>প্রথম</u> কোন্ বছরের কোন্ মাস থেকে (প্রথম) স্বামীর সাথে বসবাস শুরু করেছেন?	স্বামীর সাথে (প্রথম) বসবাস শুরু মাস.....__ __ মাস জানি না.....98 বছর.....__ __ __ __ বছর জানি না.....9998 স্বামীর সাথে বসবাস শুরু করেনি.....9999	
MA7. *MA6A/B যাচাই করুন: 'বছর জানি না' লেখা হয়েছে কি?*	হ্যাঁ, MA6A/B=9998 ..... না, MA6A/B≠9998	*1* ⇨*MA9*
MA8. *MA6A এবং MA6B থেকে হিসেব করে দেখুন প্রথম কত বছর বয়সে স্বামীর সাথে বসবাস করা শুরু করেছেন?*	বয়স বছরে .....__ __	⇨*MA11*

MARRIAGE		MA
MA9. *MA5 যাচাই করুন: মাত্র একবার বিবাহ হয়েছে কি?*	হ্যাঁ, MA5=1 ..... 1 না, MA5=2 2	1 ⇨*MA10A* 2 ⇨*MA10B*
MA10A. আপনার স্বামীর সাথে যখন বসবাস করা শুরু করেছিলেন তখন আপনার বয়স কত ছিল? **MA10B**. আপনার স্বামীর সাথে (প্রথম) যখন বসবাস করা শুরু করেছিলেন তখন আপনার বয়স কত ছিল?	বয়স বছরে ..... __ __	
MA11. *যাচাই করুন: MA৪ অথবা MA১০ তে বয়স 18 বছরের কম কিনা?*	হ্যাঁ ..... 1 না 2	2 ⇨*HH46*
MA12. বিবাহের কারন কি ছিল? (একাধিক উত্তর হতে পারে)	অর্থনৈতিক (একজনকে খাওয়াতে হবেনা) ..... A নিরাপত্তা ..... B সাংস্কৃতিক (সামাজিক আচার) ..... C ভাল (উপযুক্ত) পাত্র পাওয়া ..... D বয়:সন্ধি/সাবালিকা হওয়া ..... E পরিবারের সম্মান রক্ষার্থে(মান-ইজ্জতের ভয়) ..... F শিক্ষা প্রতিষ্ঠান থেকে ঝরে পড়া ..... G করোনার কারনে স্কুল বন্ধ থাকা ..... H কিছুই না করা ..... I অন্যান্য (নির্দিষ্ট করুন) X	

HH46. *খানা প্রশ্নপত্রের সাক্ষাৎকারের ফলাফলঃ কোনো প্রশ্নপত্র পূরণে অসম্পূর্ণতা থাকলে তা সুপারভাইজারকে অবগত করুন।*	সাক্ষাৎকার সম্পন্ন করা হয়েছে ..... 01 সাক্ষাৎকার গ্রহণের সময় খানার কোনো সদস্য বা সঠিকভাবে উত্তর দিতে পারবেন এমন কোনো উত্তরদাতা বাড়িতে নেই ..... 02 দীর্ঘ সময়ের জন্য খানার সকল সদস্য অনুপস্থিত ..... 03 উত্তর প্রদানে অস্বীকৃতি জানিয়েছেন ..... 04 বাসস্থান খালি / বাসস্থানের ঠিকানাটি কোনো বসতবাড়ি নয় ..... 05 বাসস্থান বিলুপ্ত হয়ে গেছে ..... 06 বাসস্থান খুঁজে পাওয়া যায়নি ..... 07 অন্যান্য (নির্দিষ্ট করুন) 96

HH49. *সাক্ষাৎকার শেষ করার সময় লিখুন*	ঘন্টা ও মিনিট ..... __ __ : __ _

INTERVIEWER'S OBSERVATIONS

Appendix 2: Key findings from Survey on Children's Education in Bangladesh 2021 and MICS 2019

The summary table of key findings below presents estimates of different key indicators covered in the Survey on Children's Education in Bangladesh 2021 and Multiple Indicator cluster Survey (MICS) in Bangladesh 2019 to see the status of the indicators at a glance. Note that MICS 2019 was conducted in a normal situation before COVID-19 outbreak, while the Survey on Children's Education was conducted during the COVID-19 period when all educational institutions were closed. Thus, results of those two surveys are not comparable in the true sense.

Summary table of key findings from Survey on Children's Education in Bangladesh (CEB) 2021 and Multiple Indicator Cluster Survey (MICS) 2019								
Survey INDICATORS (MICS related indicators)		Description	CEB 2021			MICS 2019		
			Total	Urban	Rural	Total	Urban	Rural
SR.1	Access to electricity	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	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	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	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	Percentage of households that have a computer	7.0	17.8	3.6	5.6	14.3	3.1
SR.6	Households with internet	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	Average number of household members	4.2	4.1	4.2	4.3	4.2	4.3
SR.8	Sleeping per room	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	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	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	Percentage of household members using improved sanitation facilities which are not shared	71.2	71.0	71.2	64.4	64.7	64.3
LN.1	School readiness	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	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)	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

Summary table of key findings from Survey on Children's Education in Bangladesh (CEB) 2021 and Multiple Indicator Cluster Survey (MICS) 2019								
Survey INDICATORS (MICS related indicators)		**Description**	**CEB 2021**			**MICS 2019**		
			Total	**Urban**	**Rural**	**Total**	**Urban**	**Rural**
LN.4.a LN.4.b LN.4.c	Out-of-school rate (OoS) Drop-out rate (DoR)	Percentage of children of (OoS) (a) primary school age who are not attending early childhood education, 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 Percentage of children of (DoR) (d) primary school age children who were enrolled in school in the previous school year but no longer attended school (dropped out) in the current school year (e) lower secondary school-age children who were enrolled in school in 2020 but no longer attended school (dropped out) in 2021 (f) upper secondary school-age children who were enrolled in school in the previous school year but no longer attended school (dropped out) in the current school year 1	a) 15.4 b) 15.6 c) 34.2 d) 3.1 e) 5.0 f) 7.1	a) 14.2 b) 16.4 c) 29.4 d) 3.4 e) 3.4 f) 6.6	a) 15.8 b) 15.4 c) 35.6 c) 3.1 d) 5.5 f) 7.1	a) 6.4 b) 13.1 c) 31.5 d) 2.3 e) 3.8 f) 9.7	a) 6.1 b) 12.2 c) 30.4 c) 2.1 d) 2.6 f) 8.6	a) 6.4 b) 13.4 c) 31.7 d) 2.4 e) 4.2 f) 10.0
LN.5.a LN.5.b	Gross intake rate to the last grade	Percentage of children attending the last grade for the first time to children at appropriate age to the last grade (a) Primary school (b) Lower secondary school	a) 88.7 b) 83.6	a) 101.5 b) 80.1	a) 85.1 b) 84.5	a) 89.5 b) 84.8	a) 87.5 b) 88.1	a) 90.0 b) 84.0
LN.6.a LN.6.b LN.6.c	Completion rate	Percentage of children aged 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	a) 78.2 b) 64.1 c) 20.2	a) 79.3 b) 69.8 c) 29.7	a) 77.9 b) 62.5 c) 17.5	a) 82.6 b) 64.7 c) 29.4	a) 83.0 b) 67.4 c) 35.3	a) 82.5 b) 60.0 c) 27.5
LN.7	Effective transition rate to lower secondary school	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	Percentage of students attending in each grade who are 2 or more years older than the official school age for grade (a) Primary school (b) Lower secondary school	a) 8.2 b) 11.5	a) 7.0 b) 8.7	a) 8.6 b) 12.3	a) 9.0 b) 13.2	a) 7.7 b) 10.2	a) 9.3 b) 13.9

Summary table of key findings from Survey on Children's Education in Bangladesh (CEB) 2021 and Multiple Indicator Cluster Survey (MICS) 2019								
Survey INDICATORS (MICS related indicators)		**Description**	**CEB 2021**			**MICS 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	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
		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
		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
		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
		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
		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
LN.10	Reading habit at home	Percentage of children aged 7-14 years who read books or are read to at home	95.2	95.9	95.0	93.3	93.5	93.2
LN.11	School and home languages	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

Summary table of key findings from Survey on Children's Education in Bangladesh (CEB) 2021 and Multiple Indicator Cluster Survey (MICS) 2019								
Survey INDICATORS (MICS related indicators)		**Description**	**CEB 2021**			**MICS 2019**		
			Total	**Urban**	**Rural**	**Total**	**Urban**	**Rural**
LN.12.a LN.12.b LN.12.c	Children with foundational reading and number skills	Percentage of children who successfully completed three foundational reading tasks (a) Age 7-14 (b) Age for grade 2/3 (c) Attending grade 2/3 Percentage of children who successfully completed four foundational number tasks (a) Age 7-14 (b) Age for grade 2/3 (c) Attending grade 2/3	a) 49.8 b) 28.8 c) 30.2 a) 25.8 b) 13.2 c) 15.3	a) 56.8 b) n.a c) n.a a) 28.5 b) n.a c) n.a	a) 47.7 b) n.a c) n.a a) 25.0 b) n.a c) n.a	a) 48.8 b) 20.2 c) 24.6 a) 27.9 b) 9.8 c) 12.6	a) 55.8 b) n.a c) n.a a) 32.8 b) n.a c) n.a	a) 47.0 b) n.a c) n.a a) 26.6 b) n.a c) n.a

Appendix 3: Committees

Programme Implementation Committee (PIC)
Survey on Children's Education in Bangladesh 2021
Bangladesh Bureau of Statistics (BBS)

SL No.	Name, Designation and Organization (Not According to the Seniority)	Designation in Committee
1.	Director General, Bangladesh Bureau of Statistics (BBS)	Chairperson
2.	Additional Secretary (Admin.), Statistics and informatics Division	Member
3.	Deputy Director General, Bangladesh Bureau of Statistics (BBS)	Member
4.	Line Director, Maternal, Neo natal, Child & Adolescent Health, DG Health	Member
5.	Director (Research), National Institute of Population Research and Training (NIPORT)	Member
6.	Director, FA & MIS, BBS	Member
7.	Deputy Secretary (SDG Cell), Statistics and Informatics Division	Member
8.	Deputy Secretary (Budget), Statistics and Informatics Division	Member
9.	Prof. Muhammad Shuaib, Institute of Statistical Research and Training, Dhaka University	Member
10.	Director, Institute of Statistical Research and Training, Dhaka University	Member
11.	Director, Institute of Nutrition and Food Science, Dhaka university	Member
12.	Chairman, Department of Population Sciences, Dhaka University	Member
13.	Statistics and Monitoring Specialist, UNICEF Bangladesh	Member
14.	Representative, Department of Women and Children Affairs	Member
15.	Representative, Department of Social Services	Member
16.	Representative, Department of Public Health Engineering	Member
17.	Representative, Directorate of Primary Education	Member
18.	Representative, Department of Labour	Member
19.	Chief, Population Planning and Research (PPR), UNFPA	Member
20.	Mr. Md. Sirajul Islam, Emeritus Scientist, ICDDR'B	Member
21.	Director, Demography and Health Wing, BBS	Member Secretary

Working Committee
Survey on Children's Education in Bangladesh 2021
Bangladesh Bureau of Statistics (BBS)

SL No.	Name, Designation and Organization (Not According to the Seniority)	Designation in Committee
1.	Mr. Md. Mashud Alam, Director, Demography and Health Wing, BBS	Chairperson
2.	Dr. Dipankar Roy, Project Director, Household Income and Expenditure Survey (HIES) Project, BBS	Member
3.	Ms. Mst. Kamrunnahar, Deputy Secretary, Statistics and Informatics Division	Member
4.	Mr. Smaila Gnegne, Statistics and Monitoring Specialist, UNICEF Bangladesh	Member
5.	Professor Muhammad Shuaib, ISRT, Dhaka University	Member
6.	Mr. Iftekhairul Karim, Deputy Director, Demography and Health Wing, BBS	Member
7.	Ms. Reshma Jesmin, Deputy Director, Census Wing, BBS	Member
8.	Mr. Mashiur Rahman Khan, Statistics and Monitoring Officer, UNICEF Bangladesh	Member
9.	Mr. Md. Monirul Islam, Statistical Officer, Demography and Health Wing, BBS	Member
10.	Mr. Md. Lutfor Rahman, Statistical Officer, Demography and Health Wing, BBS	Member
11.	Mr. Md. Mahabub Alam, Statistical Officer, Demography and Health Wing, BBS	Member
12.	Ms. Fahmida Ferdous, Statistical Officer, Census Wing, BBS	Member
13.	Ms. Nilufa Khondker, Statistical Officer, Demography and Health Wing, BBS	Member
14.	Ms. Asma Akhter, Deputy Director, Demography and Health Wing, BBS	Member Secretary

Report Review Committee
Survey on Children's Education in Bangladesh 2021
Statistics and Informatics Division (SID)

SL No.	Name, Designation and Duty Station (Not According to Seniority)	Designation in Committee
1.	Additional Secretary, Informatics, SID, Ministry of Planning	Convenor
2.	Joint Secretary, Budget, Financial Management & Audit and ICT, SID	Member
3.	Joint Secretary, Informatics, SID	Member
4.	Deputy Secretary, Development-2, SID	Member
5.	Deputy Secretary, Informatics-1, SID	Member
6.	Senior Assistant Secretary, Coordination and Reforms, SID	Member
7.	Focal Point Officer, Survey on Children's Education in Bangladesh 2021, Demography and Health Wing, BBS	Member
8.	Deputy Director, RDP Section, BBS	Member
9.	Senior Assistant Secretary, Informatics-2, SID	Member Secretary

Editor's Forum
Survey on Children's Education in Bangladesh 2021
Bangladesh Bureau of Statistics (BBS)

SL No.	Name, Designation and Duty Station (Not According to Seniority)	Designation in Committee
1.	Mr. Kazi Nurul Islam, Deputy Director General, Bangladesh Bureau of Statistics	Convenor
2.	Mr. Alauddin Al Azad, Director, Agriculture Wing, BBS	Member
3.	Mr. Md. Mashud Alam, Director, Demography and Health Wing, BBS	Member
4.	Mr. Mohammad Abdul Kadir Miah, Director, Census Wing, BBS	Member
5.	Mr. Kabir Uddin Ahmed, Director, Industry and Labour Wing, BBS	Member
6.	Mr. Md. Emdadul Haque, Director, Statistical Staff Training Institute (SSTI), BBS	Member
7.	Mr. Ziauddin Ahmed, Director, National Accounting Wing, BBS	Member
8.	Mr. S. M. Anisuzzaman, Director (Incharge), FA & MIS Wing, BBS	Member
9.	Mr. Md. Dilder Hossain, Project Director, (Deputy Secretary), NSDS Implementation Support Project, BBS	Member
10.	Mr. Mohiuddin Ahmed, MPH, Project Director, Household Income and Expenditure Survey (HIES) Project, BBS	Member
11.	Mr. Md. Alamgir Hossen, Project Director, SVRS in Digital Platform Project, BBS	Member
12.	Mr. Abul Kalam Azad, Director, Computer Wing, BBS	Member Secretary

Monitoring Committee
Survey on Children's Education in Bangladesh 2021
Statistics and Informatics Division (SID)

SL No.	Name, Designation and Duty Station (Not According to Seniority)	Designation in Committee
1.	Additional Secretary, (Admin), SID, Ministry of Planning	Convenor
2.	Joint Secretary, Budget and Financial Management, SID	Member
3.	Director, Demography and Health Wing, BBS	Member
4.	PS to Secretary, SID	Member
5.	Focal Point Officer, Survey on Children's Education in Bangladesh 2021, BBS	Member
6.	Representative, Director General, BBS	Member
7.	Deputy Secretary, Budget and Financial Management, SID	Member Secretary

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