Schooling and Literacy

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The importance of education in human development is not a new discovery. From classical economists to recent writers on development recognised that education is the key to upward social mobility (Smith 1776, Marshall 1890, Sen *et al.* 1995). Education prepares people to participate meaningfully in their own development and the society at large. Although there have been many initiatives taken by the national governments and the international communities to educate people, the reality is that in today's world a large number of people have never stepped into any educational institutions, majority of whom are female (UNESCO 2000). The developing world, especially the South Asia suffers more in this respect (Haq and Haq 1998).

In recent past, Bangladesh has made some improvements in its education sector especially at primary level. Two important achievements are improvement in enrolment rate and removal of gender disparity in access (Chowdhury *et al.* 2003). However, still about 40% of the children cross their primary schooling age keeping education incomplete. The overall level of learning is very low and the relevance of education to overall development is questionable – especially for various sub groups of population, ethnic minorities, and the marginalized section. Through the Constitution and various national and international forums Bangladesh is committed to create equal opportunity to education for its people (GoB 1998, WCEFA 1990).

This chapter explores the state of education in the ultra poor households in three selected districts in Bangladesh through a limited number of indicators. The indicators considered here are the enrolment of children at primary and

secondary levels of education, type of educational institutions they enrolled, years of schooling completed, and level of literacy achieved by the population. Relationship between child labour and education was also explored. Data for this chapter came from the baseline household survey done in three districts viz., Rangpur, Nilphamari and Kurigram, where BRAC's ultra poor programme was initiated two years back. This analysis, for the first time, gives us the opportunity to look into the educational scenario of the extreme poor in Bangladesh. Comparison between survey findings and the national estimates is also done for some indicators.

FINDINGS

School enrolment of children

To understand the school enrolment situation of children living in ultra poor households, both gross enrolment ratio and net enrolment rate were calculated. These statistics were computed separately for two groups of children viz., primary and secondary schooling age. It can be mentioned that the officially determined age range for these two levels of schooling are 6-10 years and 11-15 years respectively.

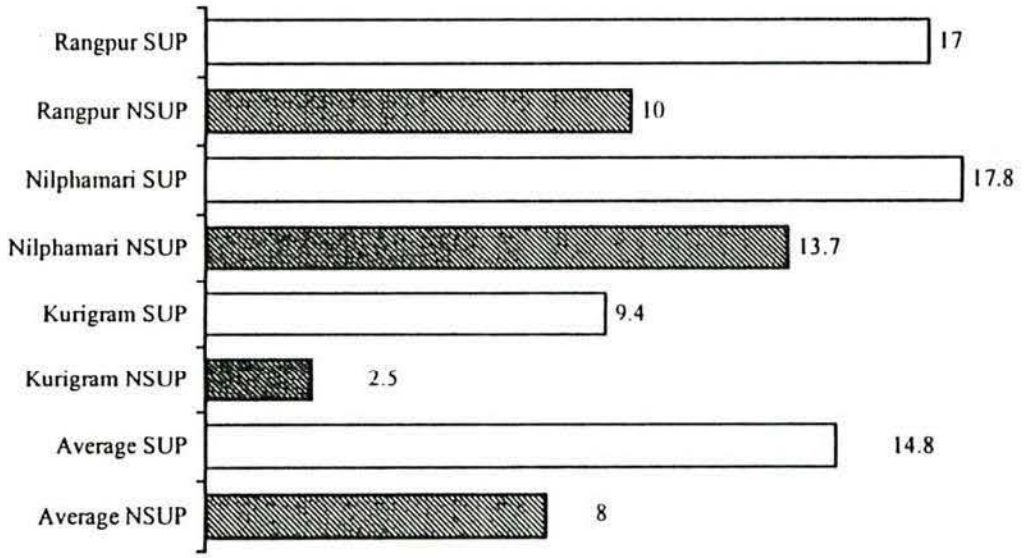
The net enrolment rate refers to percentage of children of a certain age group currently enrolled in any type of educational institutions among all children of that age group. On average, the net enrolment rate among the children eligible for primary schooling was 64.8% for the SUP households and 71.6% for the NSUP households ($p<0.001$), i.e., the children of NSUP households were 6.8 percentage points ahead of those in the SUP households in terms of net enrolment (Table 1). District-wise analysis also shows similar trend. However, the difference between SUP and NSUP was relatively lower in Nilphamari (4.8 percentage points) than the other two districts (7 percentage points or more). The enrolment rates were not similar in the districts. A statistically significant variation was observed among both types of households – SUP and NSUP. In both the cases, the children of the Kurigram surpassed their peers in other two districts. The children of Rangpur secured the second position and Nilphamari third position. The *Education Watch* survey carried out in 2001 showed that the net enrolment rate at the national level (rural) was 79.6% (Chowdhury *et al.* 2002) – thus the children of SUP households were 14.8 percentage points and the children of NSUP households were 8 percentage points behind the national rural average of net enrolment rate. Such distance was least among the NSUP children of Kurigram (2.5 percentage points) and highest in SUP children of Nilphamari (17.8 percentage points). Figure 1 shows how far behind the ultra poor children are from the national average.

Table 1. Net enrolment rate of children aged 6-10 years by region and programme status

District	SUP	NSUP	Level of significance
Rangpur	62.6 (1,392)	69.4 (1,089)	p<0.001
Nilphamari	61.6 (1,176)	65.9 (1,088)	p<0.05
Kurigram	70.1 (1,244)	77.0 (1,510)	p<0.001
All	64.8 (3,812)	71.6 (3,687)	p<0.001
Level of significance	p<0.001	p<0.001	

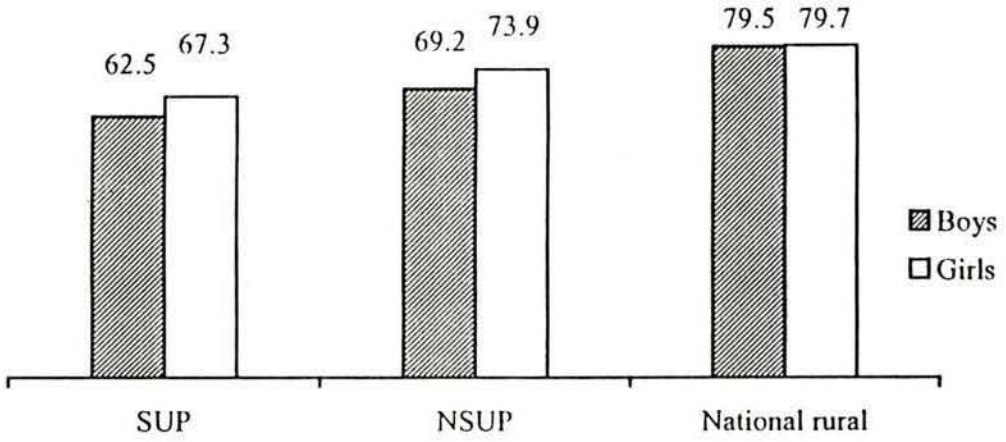
Numbers in the parentheses indicate number of children aged 6-10 years

Figure 1. Gap from national rural average in net enrolment rates (%)



Although there was no gender difference in the national net enrolment rate, but it appeared among the children of ultra poor families (Chowdhury *et al.* 2002, Figure 2). However, the situation was a bit unexpected here – the girls significantly surpassed the boys. In SUP households the net enrolment rate was 62.5% for the boys and 67.3% for the girls, on the other hand it was 69.2% for the boys and 73.9% for the girls in the NSUP households (Figure 2). Gender difference biased in favour of girl children was observed in Rangpur and Kurigram (Annex 1). In both the districts, gender difference favouring girls was more pronounced in the NSUP households than SUP households. The boys and the girls of Nilphamari enrolled equally. The net enrolment rate of the girls of the NSUP households in Kurigram was equal to that of the national average. Again, gender difference occurred in the regions where the enrolment rates were higher, and it disappeared in low achievement region. Further investigation is needed to explore the regions behind such relationship.

Figure 2. Net enrolment rate by sex



More analysis on enrolment at primary level is provided in Annexes 2 and 3. Nearly a third of the eligible children (6-10 years) of SUP households and a quarter from NSUP households had never been to any school. Proportion of never enrolled children was highest in Nilpha-mari and lowest in Kurigram. Gender segregated analysis shows that more boys than girls never enrolled in all the three districts.

Gross enrolment ratio refers to the number of children currently enrolled in primary schools for 100 children of the officially determined age group for primary level (here 6-10 years). Table 2 shows that the gross enrolment ratio at primary level was 87% in SUP households and 98% in NSUP households. These ratios were much lower than that of the national rural average of 108% (Chowdhury *et al.* 2002). The girls were ahead of the boys in all the three districts and district-wise variation was there for both SUP and NSUP groups. It was observed that gross enrolment ratio of some groups in Kurigram was near about or ahead of the national rural average.

The difference between gross and net enrolment was interesting. Like any other surveys in Bangladesh the gross ratio was found higher than the net rate for both the groups of population, this indicates that children out of the official age range for primary schooling was also enrolled in the primary classes. This generally happens due to late enrolment of children in schools. The difference between the gross enrolment ratio and the net enrolment rate was found 22.2 percentage points for the children of SUP households (87% vs. 64.8%) and 26.4 percentage points for those of NSUP households (98% vs. 71.6%). However, both the figures were lower than that of the national rural average of over 28 percentage points (108% vs. 79.8%). Such gap was higher for the girls than the boys in both SUP and NSUP households; least gap was observed among the boys of SUP households – only 18.5 percentage points. As there was no gender gap in any of

the net or gross enrolment at the national level, an equal distance between gross enrolment ratio and net enrolment rate was found for boys and the girls.

Table 2. Gross enrolment ratio at primary level by region, programme status and sex

District	SUP			NSUP		
	Boys	Girls	Both	Boys	Girls	Both
Rangpur	78 (728)	87 (664)	82 (1392)	89 (543)	97 (546)	93 (1089)
Nilphamari	73 (602)	88 (574)	81 (1176)	87 (538)	88 (550)	88 (1088)
Kurigram	92 (652)	106 (592)	99 (1244)	106 (774)	113 (736)	109 (1510)
All	81 (1982)	94 (1830)	87 (3812)	95 (1855)	101 (1832)	98 (3687)

Numbers in the parentheses indicate number of children aged 6-10 years

The net enrolment rate of the secondary school-aged children of the ultra poor families was found much lower than that of the primary level (Table 3). It was 37.8% among the children of SUP households and 47% among those of NSUP households ($p<0.001$). Region-wise statistically significant variation was found in the SUP households ($p<0.05$), not in the NSUP households. However, the enrolment rate was higher among the children of NSUP households than those of SUP households in all the three regions ($p<0.001$).

Table 3. Net enrolment rate of children aged 11-15 years by region and programme status

District	SUP	NSUP	Level of significance
Rangpur	37.0 (1,007)	45.0 (863)	p<0.001
Nilphamari	34.6 (767)	48.2 (728)	p<0.001
Kurigram	41.0 (988)	47.6 (1,403)	p<0.001
All	37.8 (2,762)	47.0 (2,994)	p<0.001
Level of significance	p<0.05	ns	

Numbers in the parentheses indicate number of children aged 11-15 years

Annex 4 provides the net enrolment rates at the secondary level separately for boys and girls. Like primary level, the girls were found ahead of their counterpart boys in the secondary level school enrolment. However, the gender gap was much higher at the secondary level than that of the primary level. Whereas, at the primary level, the boys were five percentage points behind the girls in net enrolment rate, the gap enhanced to 15 percentage points at the secondary level. This indicates a negative relationship between age and enrolment rate – as the age of the children increased the chance of being in school reduced. Such a reduction was faster for the boys than the girls. Similar situation was observed in both SUP and NSUP households. Two probable reasons might be active behind the above situation – firstly, the stipend programme for the girls education might attract them to continue in school and secondly, in absence of any financial attraction in school the boys were demanded to sale labour for family feeding.

Distribution of children aged 11-15 years by current enrolment status is provided in Annexes 5 and 6. These shows the proportion of children who never enrolled even after passing the primary school-age – such a proportion was 36.1% for the children of SUP households and 27.9% for those in NSUP households. This was highest among the boys of SUP households in Nilphamari (46.2%) and lowest among the girls of NSUP households in the same district. There is high possibility of these children to remain illiterate if any 'affirmative' action is not considered.

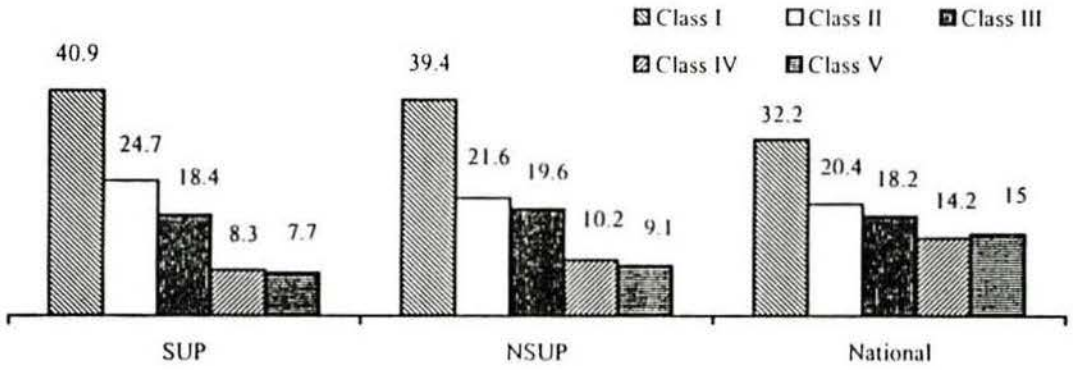
As already mentioned that the children out of the official age range (6-10 years) were also enrolled in primary schools. Grossly, this figure was 27.5% among the children of SUP households and 29.5% among those of NSUP households. Such a figure at the national level (rural) was estimated as 32.7% (Chowdhury *et al.* 2002). Further analysis by district and sex is provided in Annex 7. Table 4 provides percentage distribution of primary school students by grade. Around 40% of these students were in grade I, which gradually decreased to below 10% in each of the upper two grades. Similar distribution was observed among the students of SUP and NSUP households. Similar analysis for secondary school students is given in Annex 8, however, the situation was similar to that of the primary school students.

Table 4. Percentage distribution of primary school students by grade, programme status and region

Class	SUP				NSUP			
	Rangpur	Nilphamari	Kurigram	All	Rangpur	Nilphamari	Kurigram	All
One	39.3	40.6	42.7	40.9	40.3	38.4	39.5	39.4
Two	24.2	26.3	23.9	24.7	21.7	23.7	20.4	21.6
Three	18.5	18.6	18.2	18.4	19.4	20.9	19.0	19.6
Four	9.9	6.2	8.3	8.3	8.8	9.6	11.4	10.2
Five	8.1	8.3	6.9	7.7	9.7	7.3	9.8	9.1

Percentage distribution of students of primary schools by class for SUP, NSUP and national levels is provided in Figure 3. Proportion of students in Class I was about 8 percentage points higher in the ultra poor communities than that at the national level (rural). However, a big difference between Class I and Class II was observed in all the cases.

Figure 3. Percentage of students by class



Distribution of students according to the difference between their age and the grade they enrolled is provided in Annex 9 and 10. These show that the current grades of enrolment of only 13-15% of the students (in both primary and secondary) were compatible with their ages – these children probably enrolled in schools at right age and promoted to the next grades without interruption. Below 10% of the students were found under-aged and the vast majority over-aged.

The students of primary classes enrolled in different types of schools such as, government primary, non-government primary (registered and un-registered), non-formal primary, kindergarten, high school attached primary, and madrassas. Distribution of primary school students by type of school is provided in Table 5. Majority of the students from both SUP and NSUP households enrolled in the government primary schools, followed by non-government primary schools and non-formal primary schools. Not much variation was observed in the distribution of students by household status (SUP vs. NSUP). However, compared to the national estimates it was found that proportionately less students from ultra poor households enrolled in kindergartens, madrassas or the primary section of the high schools. For instance, at the national level (rural) 7.4% of the primary level students were enrolled in madrassas whereas it was 3.3-3.7% for ultra poor. Again, in contrast to 7% enrolment in non-formal primary schools at the national level, it was over 10% among the children of ultra poor households. This suggests that non-formal schools are more accessible to the children of ultra poor families.

Region-wise variation was there in school choice of the children of ultra poor families – over 70% of the primary school students of Kurigram enrolled in government primary schools, which was around 60% in other two districts. Again, proportion of students in non-government or non-formal primary schools was less in Kurigram than Rangpur and Nilphamari.

Table 5. Percentage distribution of primary school students by school type, programme status and region

School type	SUP				NSUP			
	Rangpur	Nilphamari	Kurigram	All	Rangpur	Nilphamari	Kurigram	All
Govt. primary	59.1	61.3	73.8	65.2	57.4	56.1	71.4	63.5
Non-govt. primary	24.1	25.8	14.6	21.1	22.5	29.3	15.3	21.0
Kindergarten	0.1	0.1	0.1	0.1	0.3	0.1	0.3	0.2
Non-formal primary	12.8	10.4	7.6	10.2	15.6	12.5	8.9	11.7
High school attached	0.0	0.3	0.2	0.2	0.2	0.2	0.3	0.3
Madrassa	3.8	2.0	3.7	3.3	4.1	1.8	3.8	3.3

The children of ultra poor families enrolled in three types of secondary schools, – government secondary, non-government secondary and madrassas (Table 6). These students were more likely to enrol in non-government secondary schools, followed by madrassas and the government schools. Little variation was observed between SUP and NSUP households in this regard.

Table 6. Percentage distribution of primary school students by school type, programme status and region

School type	SUP				NSUP			
	Rangpur	Nilphamari	Kurigram	All	Rangpur	Nilphamari	Kurigram	All
Govt. secondary	13.5	24.1	16.8	16.4	15.9	16.0	16.1	16.0
Non-govt. secondary	77.8	59.1	58.8	66.6	65.9	61.8	61.6	62.9
Madrassa	8.7	16.7	24.4	17.0	18.1	22.2	22.3	21.1

Years of schooling completed

Distribution of the ultra poor population by years of schooling completed is provided in Table 7. It shows that 81.6% of the population in SUP households and 76.5% in NSUP households did not complete a single year of schooling. Among the population of SUP households 4.2% completed grade I, 4% grade II, 2.5% grade III, 2.5% grade IV, 2.9% grade V, and 2.3% grade VI or more. Corresponding figures in NSUP households were 3.7%, 4.4%, 2.7%, 3.1%, 4.9%, and 4.7%. This shows that 5.2% of the total population in SUP households and 9.6% in NSUP households had at least five years of schooling, i.e., they have completed compulsory primary schooling.

Table 7. Percentage distribution of population by years of schooling completed, programme status and sex

Years of schooling	SUP			NSUP		
	Male	Female	Both	Male	Female	Both
Nil	80.1	82.9	81.6	74.7	78.1	76.5
One	4.7	3.8	4.2	3.7	3.8	3.7
Two	4.4	3.7	4.0	4.6	4.1	4.4
Three	2.6	2.4	2.5	2.9	2.5	2.7
Four	2.8	2.3	2.5	3.4	2.9	3.1
Five	3.1	2.7	2.9	5.6	4.3	4.9
Six +	2.2	2.3	2.3	5.1	4.3	4.7
n	10,104	12,563	22,703	11,677	12,770	24,447

Proportion of population without having a single year of schooling was 80.1% among the males and 82.9% among the females in SUP households. On the other hand, it was 74.7% among the males and 78.1% among the females in NSUP households. Proportion of population completed five years of schooling was highest among the males of NSUP households (10.7%) and lowest among the females of SUP households (5%).

Literacy situation

Literacy situation of the members of the ultra poor families was assessed. The standard definition of literacy used in the last three censuses in Bangladesh was used in this study. 'Ability to read and write letter' was considered as literacy. Like as census, no test was administered among the population – an adult person in each household was asked to report on the literacy status of all members of the household. The respondents assessed the literacy situation dichotomously – literate and illiterate. Such literacy can best be said as 'reported literacy' However, *Education Watch* studies found that the difference between 'reported' literacy and 'tested' literacy is minor.

Literacy rate of the ultra poor population was calculated for two groups: aged 7 years and above and adults (15+ years). The literacy rate among the population aged 7 years and above was found 9.1% in SUP households and 14.1% in NSUP households ($p<0.001$) (Table 8). In SUP households, 9.9% of the males and 8.6% of the females of this age group were literate (Annex 11). On the other hand, it was 16% for the males and 12.3% for the females in NSUP households. The males significantly surpassed the females in both types of households.

The adult literacy rate was found 7% in SUP households and 12.4% in NSUP households ($p<0.001$). Both the figures were below than the respective literacy rates for population aged 7 years and above. Gender segregated estimates show that 9.1% of the adult males and 5.5% of the adult females in SUP households

($p<0.001$) and 15.9% of the adult males and 9.6% of the adult females in NSUP households were literate ($p<0.001$) (Annex 12).

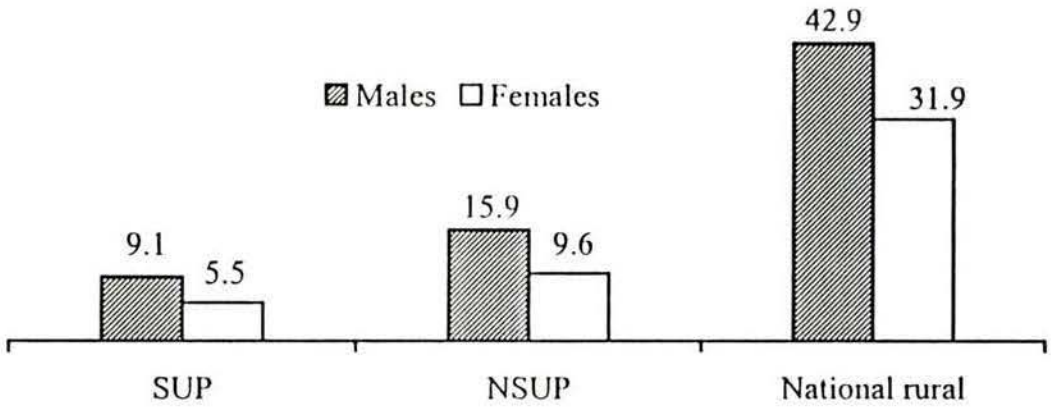
Table 8. Literacy rate of the population by age group, district, programme status and sex

District	Population aged 7 years and above			Population aged 15 years and above		
	SUP	NSUP	Sig.	SUP	NSUP	Sig.
Rangpur	10.7	14.1	p<0.001	7.5	12.7	p<0.001
Nilphamari	7.1	12.0	p<0.001	5.5	10.8	p<0.001
Kurigram	9.2	15.3	p<0.001	7.5	13.3	p<0.001
All	9.1	14.1	p<0.001	7.0	12.4	p<0.001
	p<0.001	p<0.001		p<0.001	p<0.001	

District-wise statistically significant variation in literacy was observed in both SUP and NSUP households. The literacy rate of the ultra poor population in Nilphamari was significantly lower than that of the other two districts. Except the literacy rates for 7+ population in Rangpur and Nilphamari gender difference favouring the males was observed in all other categories.

Comparing the literacy rate of the ultra poor population with national rural literacy rates, it can be said that the situation of ultra poor population was much behind than the national average – the adult literacy rate was 37.5% among rural population in Bangladesh, only 7% in SUP and 12.4% in NSUP households. Unlike the national statistics, adult literacy rate in the ultra poor households was lower than the literacy rate of the population aged 7 years and above in the same households. Figure 4 provides adult literacy rates by sex and population groups.

Figure 4. Adult literacy rate by population groups and sex



Literacy rate of the household heads was also low among the ultra poor population – 4.2% in SUP and 8.1% in NSUP (Table 9). This figure was calculated as 32.9% among rural population at the national level (Chowdhury *et*

al. 2002). The situation of the male heads was significantly better than the female heads in both types of households (Annex 13). Although the male heads of NSUP households were significantly ahead of their counterpart in SUP households, no difference was observed between the female heads of SUP and NSUP households. It was estimated that at least one literate person was found in 20% of the SUP and 30.4% of the NSUP households – no literate person was there in rest of the households (Table 10). Of the three districts, the situation of Nilphamari was worst in this regard. District-wise variation was there in both SUP and NSUP households. Again, the NSUP households were in a favourable condition than the SUP households in all the three districts. The literacy rate was below one percent in the single member households (0.4% in SUP and 0.3% in NSUP).

Table 9. Literacy rate of the household heads by district and programme status

District	SUP	NSUP	Level of significance
Rangpur	4.3 (2323)	8.4 (2266)	p<0.001
Nilphamari	3.7 (1735)	6.4 (1652)	p<0.001
Kurigram	4.3 (2349)	8.9 (2582)	p<0.001
All	4.2 (6407)	8.1 (6500)	p<0.001
Level of significance	ns	p<0.05	

Table 10. Percentage of households without having at least one literate person by district and programme status

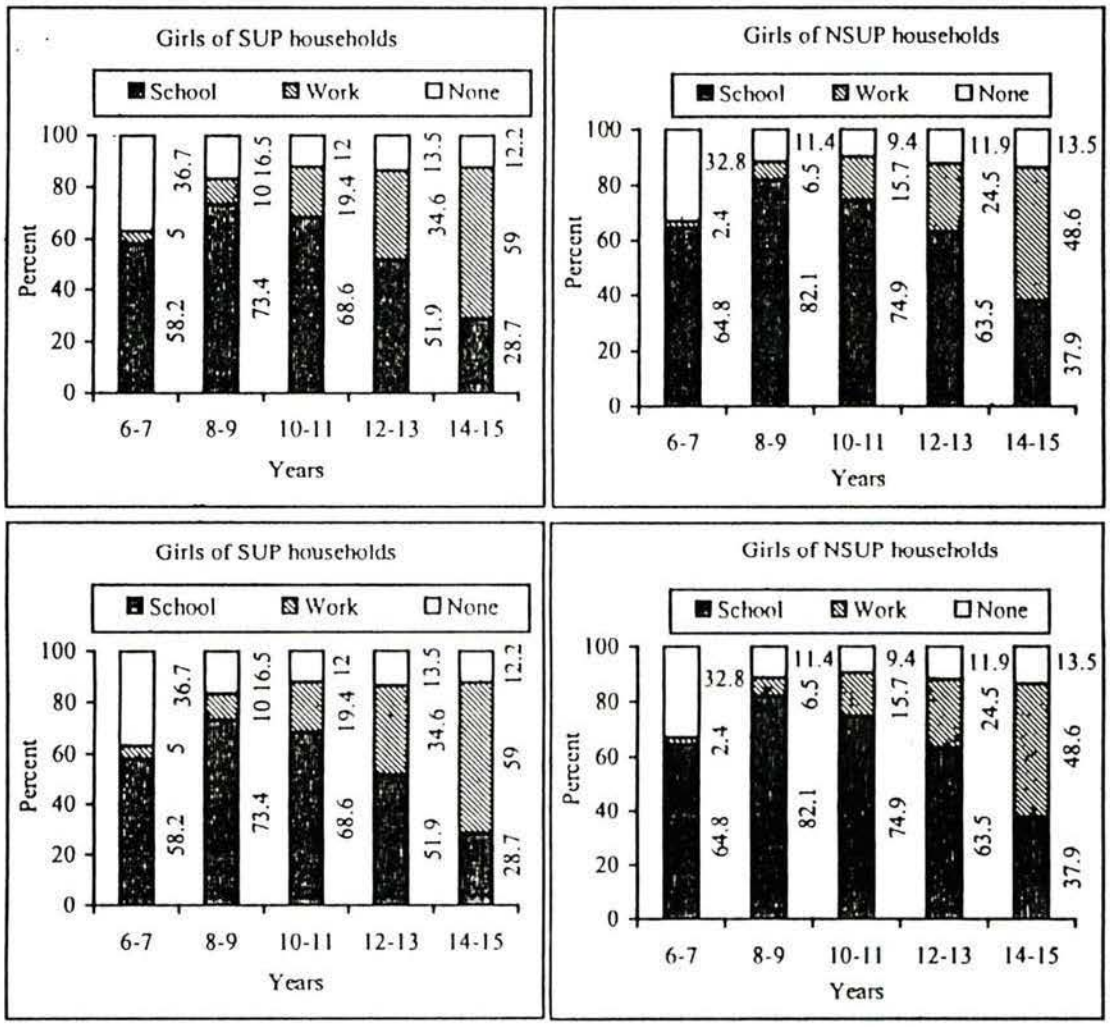
District	SUP	NSUP	Level of significance
Rangpur	22.6 (2323)	29.0 (2266)	p<0.001
Nilphamari	16.4 (1735)	26.6 (1652)	p<0.001
Kurigram	20.0 (2349)	34.0 (2582)	p<0.001
All	20.0 (6407)	30.4 (6500)	p<0.001
Level of significance	p<0.001	p<0.001	

Child labour and schooling

From the baseline survey data it was not possible to know the work status of the children currently enrolled in school. However, occupation of the non-enrolled children was there. Thus, it was possible to distribute the children into three groups – school going, working and doing nothing. Among the children aged 6-10 years, 7.9% in SUP and 6.2% in NSUP households were engaged in work. These proportions were 45.4% in SUP and 36.9% in NSUP among the children aged 11-15 years. A good proportion of the school-aged children was found not going to school nor working. They were 27.2% among the primary school-aged children of SUP households and 22.2% among those of NSUP households. Among the high school-aged children 16.8% in SUP and 16.1% in NSUP did not go for schooling or work.

Figure 5 shows that children's participation in work was positively related to their age. However, negative relationship was observed between age and school enrolment. In all age groups, percentage of working children was higher for the SUP households than the NSUP households. Similar pattern was also seen among the children who were doing nothing – neither schooling nor work.

Figure 5: Children's participation in school and work by age



CONCLUSION

The educational situation presented in this chapter clearly shows a disadvantageous position of the ultra poor households compared to the average rural population in the country. Of the two types of ultra poor households the situation of NSUP was better than that of the SUP category. This indicates that the households selected for programme intervention were the most vulnerable section in the society in many dimensions as described in other chapters of this report including in terms of educational opportunities. It is important to emphasize on the continuation of schooling of the currently enrolled children of the ultra poor households and to ensure their learning from schools. Attempt should be taken to bring those children to school who are outside. Positive action needs to be considered for those who crossed their primary schooling age without entering into the classrooms. Programme like Basic Education for Older Children (BEOC) may be a good choice for them.

ANNEX

Annex 1. Net enrolment rate of children aged 6-10 years by district, programme status and sex

District	SUP			NSUP		
	Boys	Girls	Sig.	Boys	Girls	Sig.
Rangpur	60.0 (728)	65.5 (664)	p<0.05	66.1 (543)	73.1 (546)	p<0.01
Nilphamari	60.4 (602)	63.2 (574)	ns	65.2 (538)	66.5 (550)	ns
Kurigram	67.3 (652)	73.4 (592)	p<0.05	74.2 (774)	80.1 (736)	p<0.01
All	62.5 (1,982)	67.3 (1,830)	p<0.01	69.2 (1,855)	73.9 (1,832)	p<0.001
Significance	p<0.01	p<0.01		p<0.001	p<0.001	

Numbers in the parentheses indicate number of children aged 6-10 years

Annex 2. Percentage distribution of children aged 6-10 years by current enrolment status, programme status and district

Enrolment status	SUP				NSUP			
	Rangpur	Niphamari	Kurigram	All	Rangpur	Nilphamari	Kurigram	All
Currently enrolled	62.6	61.8	70.2	64.8	69.6	65.9	77.1	71.6
Dropout	2.9	2.6	3.1	2.8	3.0	2.1	3.1	2.8
Never enrolled	34.5	35.7	26.7	32.3	27.3	32.0	19.8	25.6
n	1,392	1,176	1,244	3,812	1,089	1,088	1,510	3,687

Annex 3. Percentage distribution of children aged 6-10 years by current enrolment status, programme status, district and sex

Enrolment status	SUP				NSUP			
	Rangpur	Nilphamari	Kurigram	All	Rangpur	Nilphamari	Kurigram	All
Boys								
Currently enrolled	60.0	60.4	67.3	62.5	66.1	65.2	74.2	69.2
Dropout	2.7	2.7	4.0	3.1	3.5	1.9	2.8	2.8
Never enrolled	37.2	36.9	28.7	34.3	30.4	32.9	23.0	28.0
n	728	602	652	1,982	543	538	774	1,855
Girls								
Currently enrolled	65.5	63.2	73.4	67.3	73.1	66.5	80.1	73.9
Dropout	3.0	2.4	2.0	2.5	2.6	2.4	3.4	2.8
Never enrolled	31.5	34.4	24.6	30.2	24.4	31.1	16.5	23.2
n	664	574	592	1,830	546	550	736	1,832

Annex 4. Net enrolment rate of children aged 11-15 years by district, programme status and sex

District	SUP			NSUP		
	Boys	Girls	Sig.	Boys	Girls	Sig.
Rangpur	29.8 (500)	44.2 (507)	p<0.001	37.6 (449)	52.9 (414)	p<0.001
Nilphamari	27.0 (370)	41.6 (397)	p<0.001	41.6 (373)	55.2 (355)	p<0.001
Kurigram	33.7 (522)	49.1 (466)	p<0.001	40.3 (744)	55.8 (659)	p<0.001
All	30.5 (1,392)	45.1 (1,370)	p<0.001	39.8 (1,566)	54.8 (1,428)	p<0.001
Significance	ns	ns		ns	ns	

Number in the parentheses indicate number of children aged 11-15 years

Annex 5. Percentage distribution of children aged 11-15 years by current enrolment status, programme status and district

Enrolment status	SUP				NSUP			
	Rangpur	Nilphamari	Kurigram	All	Rangpur	Nilphamari	Kurigram	All
Currently enrolled	37.0	34.6	41.0	37.8	45.0	48.2	47.6	47.0
Dropout	28.9	28.2	21.7	26.1	23.4	26.4	25.5	25.1
Never enrolled	34.1	37.3	37.3	36.1	31.6	25.4	26.9	27.9
n	1,007	767	988	2,762	863	728	1,403	2,994

Annex 6. Percentage distribution of children aged 11-15 years by current enrolment status, programme status, district and sex

Enrolment status	SUP				NSUP			
	Rangpur	Nilphamari	Kurigram	All	Rangpur	Nilphamari	Kurigram	All
Boys								
Currently enrolled	29.8	27.0	33.7	30.5	37.6	41.6	40.3	39.8
Dropout	30.6	26.8	25.5	27.7	24.9	27.1	29.4	27.6
Never enrolled	39.6	46.2	40.8	41.8	37.4	31.4	30.2	32.6
n	500	370	522	1,392	449	373	744	1,566
Girls								
Currently enrolled	44.2	41.6	49.1	45.1	52.9	55.2	55.8	54.8
Dropout	27.2	29.5	17.4	24.5	21.7	25.6	21.1	22.4
Never enrolled	28.6	29.0	33.5	30.4	25.4	19.2	23.1	22.8
n	507	397	466	1,370	414	355	659	1,428

Annex 7. Age distribution of primary school going children by programme status and district

Age (years)	SUP				NSUP			
	Rangpur	Nilphamari	Kurigram	All	Rangpur	Nilphamari	Kurigram	All
Boys								
≤ 5	3.0	2.5	4.2	3.3	2.9	4.3	4.4	4.0
6 – 10	74.8	78.5	71.9	74.7	71.0	71.3	69.1	70.2
11+	22.2	19.0	23.9	22.0	26.1	24.5	26.5	25.9
Girls								
≤ 5	2.3	2.8	5.7	3.7	3.4	3.7	4.4	4.0
6 – 10	72.9	69.6	68.6	70.4	74.0	70.5	69.1	70.9
11+	24.8	27.6	25.6	25.9	22.6	25.8	26.4	25.1

Annex 8. Percentage distribution of secondary school students by grade, programme status and district

Class	SUP				NSUP			
	Rangpur	Nilphamari	Kurigram	All	Rangpur	Nilphamari	Kurigram	All
Six	38.1	46.3	48.1	43.7	36.3	39.6	40.0	38.8
Seven	26.2	25.9	19.1	23.2	23.1	27.1	23.2	24.1
Eight	11.1	14.8	13.7	12.9	15.4	12.5	13.9	14.0
Nine	8.7	11.1	11.5	10.3	13.2	9.0	10.3	10.8
Ten	15.9	1.9	7.6	10.0	12.1	11.8	12.6	12.3

Annex 9. Percentage distribution of primary school students by difference between age and class, programme status, and district

Class	SUP				NSUP			
	Rangpur	Nilphamari	Kurigram	All	Rangpur	Nilphamari	Kurigram	All
One year below	5.2	4.2	6.9	5.6	4.8	6.6	6.8	6.2
Right age	16.4	14.7	13.4	14.8	14.0	15.6	13.1	14.0
One year over	25.9	27.0	25.6	26.1	27.8	23.5	27.9	26.7
Two years over	22.5	21.5	20.4	21.4	25.1	22.2	22.4	23.1
Three years over	15.4	14.3	15.0	15.0	14.1	14.7	15.1	14.7
Four years over	7.3	9.7	9.4	8.8	7.7	10.9	7.6	8.5
Five or more years over	7.2	8.5	9.2	8.3	6.6	6.6	7.0	6.8

Annex 10. Percentage distribution of secondary school students by difference between age and class, programme status, and district

Class	SUP				NSUP			
	Rangpur	Nilphamari	Kurigram	All	Rangpur	Nilphamari	Kurigram	All
One year below	7.9	5.6	6.1	6.8	6.0	5.6	11.0	8.3
Right age	19.8	5.6	13.7	14.8	14.3	10.4	13.9	13.2
One year over	28.6	38.9	27.5	29.9	29.1	28.5	25.2	27.0
Two years over	19.8	18.5	21.4	20.3	30.2	26.4	21.6	25.2
Three years over	19.0	14.8	14.5	16.4	9.9	18.1	17.1	15.3
Four years over	2.4	9.3	9.9	6.8	7.1	6.3	4.8	5.8
Five or more years over	2.4	7.4	6.9	5.1	3.3	4.9	6.5	5.2

Annex 11. Literacy rate of the population aged 7 years and above by district, programme status and sex

District	SUP			NSUP		
	Male	Female	Sig.	Male	Female	Sig.
Rangpur	11.0	10.4	ns	15.1	13.2	p<0.05
Nilfamari	7.3	7.0	ns	13.8	10.4	p<0.001
Kurigram	10.8	8.0	p<0.001	18.0	12.9	p<0.001
All	9.9	8.6	p<0.001	16.0	12.3	p<0.001
	p<0.001	p<0.001		p<0.001	p<0.001	

Annex 12. Literacy rate of the population aged 15 years and above by district, programme status and sex

District	SUP			NSUP		
	Male	Female	Sig.	Male	Female	Sig.
Rangpur	9.3	6.3	p<0.001	14.8	11.0	p<0.001
Nilfamari	6.9	4.6	p<0.01	13.6	8.5	p<0.001
Kurigram	10.6	5.6	p<0.001	18.1	9.2	p<0.001
All	9.1	5.5	p<0.001	15.9	9.6	p<0.001
	p<0.001	p<0.05		p<0.001	p<0.05	

Annex 13. Literacy rate of the household heads by programme status and sex

Sex	SUP	NSUP	Level of significance
Male	6.1 (3,838)	10.2 (4,839)	p<0.001
Female	1.3 (2,569)	1.9 (1,661)	ns
Level of significance	p<0.001	p<0.001	