



INTERNSHIP REPORT

on

An overview of

Bangladesh Bureau of Statistics

(Focus on Education Household Survey)

Submitted to–

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Eventually, I apologize for my unintentional mistakes.

Abstract

The **Bangladesh Bureau of Statistics (BBS)** is the centralized official bureau in Bangladesh for collecting statistics on demographics, the economy, and other facts about the country and disseminating the information. Bangladesh Bureau of Statistics (BBS), the National Statistical Organization (NSO) of Bangladesh is working under Statistics and Informatics Division (SID), Ministry of Planning. The broad functions of BBS are to collect, compile, analyze and disseminate data and statistics on social, economic, demographic, and agriculture sectors. BBS is headed by a Director General and perform its duties through eight wings headed by Directors.

I did my internship in Demography and Health Wing. In my intern period I was involved with a survey naming Education Household Survey. So the main focus of this report is to highlight the total procedure of this Survey.

Bangladesh Bureau of Statistics (BBS) has conducted Education Household Survey (EHS) in collaboration with the Directorate of Primary Education (DPE). The main objective of the survey is to assess the quality of primary education system, enrolment scenario, 'out-of-school' children, dropout children before completion of primary education level etc.

It may be recalled that Bangladesh is committed to establish the rights of basic and universal primary education, adopting effective measures, extending free and compulsory 'Education For All' (EFA), ensure hundred percent enrolment of school age children (6-10 yrs.) in the primary education institutions. In this context, the findings of the Education Household Survey (EHS) would be instrumental for monitoring and assessment of development activities undertaken in promoting primary education system in Bangladesh.

CONTENTS

Chapter 1 : Overview of Bangladesh Bureau of Statistics

1.1	History of Bangladesh Bureau of Statistics	2
1.2	Mission	3
1.3	Vision.....	3
1.4	Commitments.....	3
1.5	National Statistical System	3
1.6	Wings of BBS	4
1.7	Functions of the Wing	5
1.8	STATISTICAL ACT 2013	7
1.9	Organizational Structure of BBS	7
1.10.	Transition from MDGs to SDGs: Challenges for BBS	8

Chapter 2 : Basics of Education Household Survey

2.1	Key Findings of Education Household Survey.....	10
2.2	Background.....	12
2.3	Rationale	12
2.4	Objectives of the survey.....	13

Chapter 3 : Methodology

3.1	Sample design and sample size.....	14
3.2	Selection of sample households.....	14
3.3	Sampling procedures	14
3.4	Questionnaire management.....	17
3.5.	Instruction manual	19
3.6	Pre-test	20
3.7	Training.....	20
3.8	Survey operation and management.....	20

3.9	Data collection, supervision, and quality control.....	21
3.10	Editing, data processing and validation.....	21
3.11	Tabulation.....	22
3.12	Response rate	22
3.13	Limitation	22

Chapter 4 : Literacy and Education

4.1	Literacy rate	23
4.2	Sex variation of literacy rate	23
4.3	Age-specific literacy rate	24
4.4	Divisional variation of literacy rate	25
4.5	Variation of adult literacy by division	26
4.6	Ethnic population and literacy rate	27
4.7	Divisional variation of enrolment	26
4.8	Impact on primary enrolment.....	28
4.9	Gross enrolment rate	29
4.10	Enrolment status and participation in PECE	30
4.11	‘Out-of- school’ children	32
4.12	NER and GER at secondary education level	33

Chapter 5 : Household Income, Expenditure and Education

5.1	Distribution of households by amount of education expenditure.....	34
5.2	Income and education expenditure of the households having school going Children.....	34
5.3	Per capita annual education expenditure	35
5.4	Per capita education expenditure by types of educational institution.....	35
5.5	Share of expenditure by items	36

Chapter 6 : Conclusion and Recommendations.....	37-38
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Chapter 1

Overview of the Bangladesh Bureau of Statistics

1.1 History of Bangladesh Bureau of Statistics

Bangladesh has a centralized official statistical system named Bangladesh Bureau of Statistics (BBS). After independence in December 1971, Bangladesh owned a weak and disintegrated and disorganized official statistical system. There were many agencies engaged in statistical data generation, dissemination but they were working independently of each other having little co-ordination among them often resulting in duplication, inadequacy. Data generated by them were inadequate and in many areas incomplete and as such, could not provide satisfactory basis for formulation of plans and policies for the new nation. Consequently, need for an integrated national official statistical system, was urgently felt. The then Govt realizing the pressing need undertook some initiative to streamline the data collection system in this new born country.

Accordingly in August 1974, the Bangladesh Bureau of Statistics (BBS) was created by the government by merging four relatively larger statistical agencies of the erstwhile provincial and central governments, namely, the Bureau of Statistics, the Bureau of Agriculture Statistics, the Agriculture Census Commission and the Population Census Commission. A Director General was also appointed by the government to head the BBS and a follow-up plan for reorganizing the bureau into an efficient centralized national institution in the field of official statistics was undertaken.

About a year later in July 1975, the Statistics Division was created under the Ministry of Planning in order to coordinate and monitor, co-operate activities of the bureau at ministry level. The Statistics Division was headed by a Secretary who was also simultaneously the Director General of Bangladesh Bureau of Statistics.

In 2002, the Statistics Division was merged with Planning Division of Ministry of Planning and BBS was placed under the administrative control of that division. The Director General who is the chief executive of BBS is an Additional Secretary to the Government.

Bangladesh Bureau of Statistics is responsible for providing technical and administrative guidance in matters of all official statistical programmes and acts as the implementing agency of all programmes of official statistics of Bangladesh. Bangladesh Bureau of Statistics (BBS) is the only national Statistical institution responsible for collecting, compiling and disseminating statistical data of all the sectors of the Bangladesh economy to meet and provide the data-needs of the users and other stake holders like national level planners and other agencies of the Govt The role of the BBS in providing necessary statistics for preparing the various national plans and policies for the overall development of the country is very significant.

Bangladesh Bureau of Statistics has a decentralized network for implementation of its activities with its head office in Dhaka. At present, there are 7 Divisional Statistical Offices, 64 District Statistical Offices located in 7 Divisions and 64 Districts and 489 Upazilla/Thana offices in Bangladesh.

1.2 Mission

To provide reliable and timely official statistical information for policy planning, research and decision making.

1.3 Vision

To be highly reputed as a leading statistical organization, locally and internationally

1.4 Commitments

- To provide user focused official statistical information and statistical services of international standard, for national planning and development through:
- Well trained and competent personnel
- Using sophisticated technology and methodology
- Adopting best practices in all statistical activities
- Enhancing research and analytical capability

1.5 National Statistical System

- The Statistical Activities of Bangladesh is performed by Bangladesh Bureau of Statistics (BBS) as National Statistical Organization
- BBS currently performs its function under the administrative control of the Statistics and Informatics Division, Ministry of Planning

At field level:

- ⇒ 7 Divisional Statistical Offices
- ⇒ 64 District Statistical Offices
- ⇒ 508 Upazila/Thana Statistical Offices

At headquarters:

- ⇒ 8 functional wings/units, of which 5 are subject matter wings and 3 are service and administrative wings/units

1.6 Wings of BBS:

Subject Matter Wings

- Census Wing
- National Accounting Wing
- Demography and Health Wing
- Industry and Labour Wing
- Agriculture Wing

Service and Administrative Wings

- Computer Wing
- Statistical Staff Training Institute
- Finance, Administration and Management Information System (FA & MIS)

1.7 Functions of the Wing:

Census Wing-

- To conduct periodic census of population, agriculture and economic activities;
- To provide all technical and administrative assistances in conducting the censuses.

Agriculture Wing-

- To undertake agricultural surveys for major and minor crops for estimation of production
- To provide data on land utilization, classification and to take initiative for improvement
- To provide data on non-crop statistics (i.e. livestock, forestry & fisheries)

Industry and Labour Wing-

- To conduct Survey of Manufacturing Industries, Annual Economic, Institutional and Enterprise Surveys and Labour Force Surveys
- To prepare Bangladesh Standard Industrial Classification (BSIC) in the light of International Standard Industrial Classification (ISIC);
- To prepare indices of industrial production and other derived statistics and suggest improvements
- To conduct child labour survey

National Accounting Wing-

- To estimate National Accounts of the country following the SNA-93 framework
- To explore ways and means to standardize concept, coverage and methodology for national accounts , balance of payments and foreign trade statistics
- To compile data for estimation of GDP, GNP, GNI on a regular basis and publish reports
- To compile CPI on a regular basis and publish reports

Demography and Health Wing-

- To develop a sampling frame for Sample Vital Registration System (SVRS) and to collect data from households on population, birth, death, marriage and migration on regular basis

- To conduct Post Enumeration Check (PEC) after conducting periodic censuses
- To collect data on health statistics through periodic surveys
- To publish reports on SVRS on yearly basis and publish PEC reports of censuses

Computer Wing-

- Data capture by OMR and OCR
- To suggest suitable electronic method of data processing and to build up technical and skill manpower on data processing providing proper training and using electronic equipments
- To help in the development of questionnaire and tabulation plan
- To process all filled in questionnaires and schedules of census and survey through electronic mechanism
- To record, store and preserve data for further use;
- To suggest means for developing a uniform geo-coding system for the country and ensure its eventual adoption by all government and non-government agencies.

Statistical Staff Training Institute-

- Training for field staffs
- Departmental Training for officers & staffs
- Dissemination seminar & workshops
- Support for coordination of manpower for survey operations and related training activities

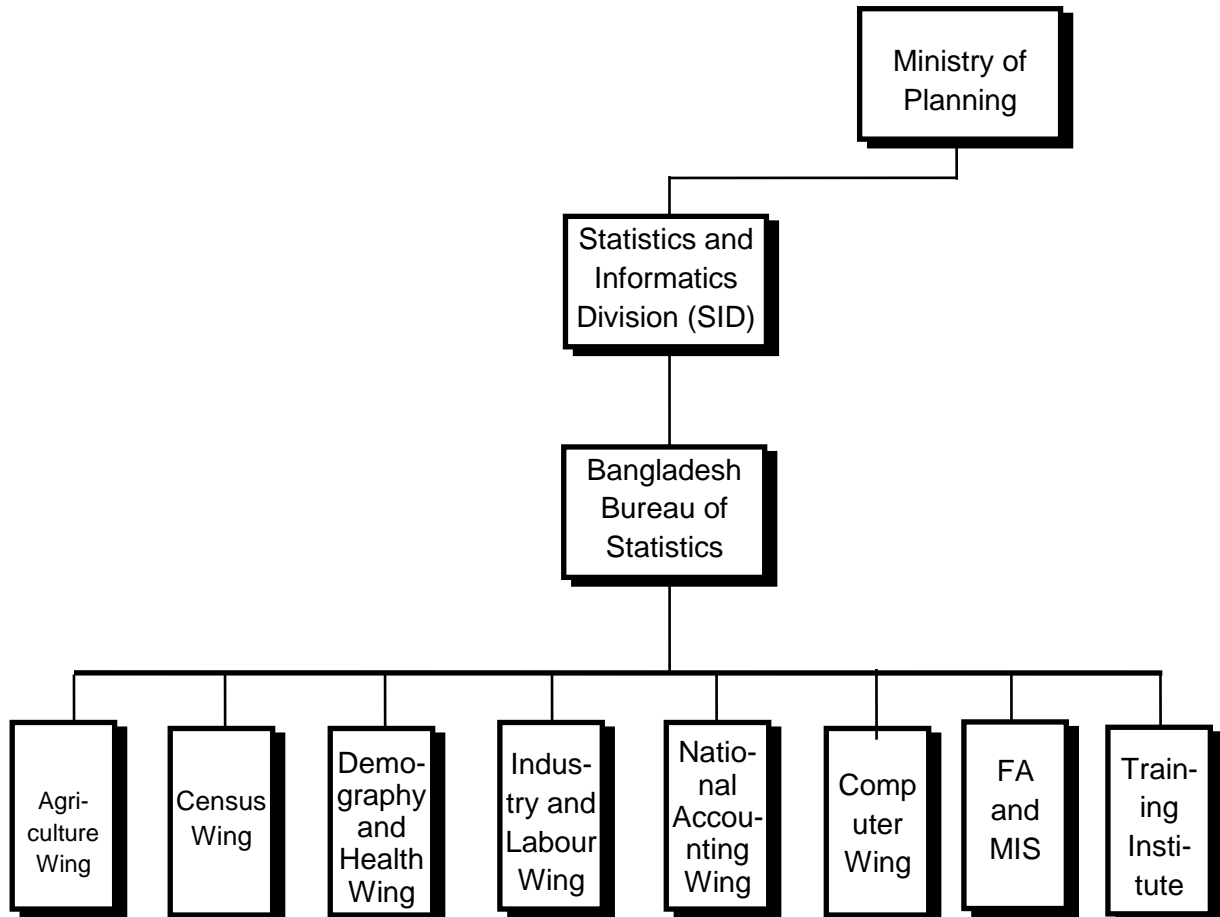
FA & MIS-

- Personnel management and Logistics support
- To prepare budget estimates and proper maintenance of Accounts
- Publication of reports and Documentation

1.8 STATISTICAL ACT 2013:

Statistical Act has been framed and approved by the cabinet to pass through national parliament.

1.9 Organizational Structure of BBS-



1.10. Transition from MDGs to SDGs: Challenges for BBS

It will not be an exaggeration if it is said that Bangladesh will lead the implementation of Sustainable Development Goals (SDGs); because, Bangladesh has already shacked the world community by successfully attaining almost all the targets of Millennium Development Goals (MDGs). The economy of the country is stable and the GDP has been showing above six for quite some years when many countries including developed one experienced blood-shading in their economies. Bangladesh successfully lessened extreme poverty and continuously did well in education, health, sanitation, water resources and disaster risk reduction. The country shows an inclusive development considering empowerment of women and giving proper attention to her children, elderly people and persons in disability. The government is also very keen to a growth with equity which will reduce income gap in the society through better income distribution. The good news is that the SDGs are mostly continuation of MDGs where 17 goals and 169 targets are inter-linked. The main three areas are: i) end to extreme poverty by 2030, ii) end to inequality and injustice, and iii) fix the adverse impact of climate change. Here we see that in respect of first two agendas Bangladesh is champion. In respect of climate change impact, Bangladesh is innocent victim. However, Bangladesh has invested her own fund (Climate Change trust Fund) to combat the adverse impact of climate change and our Prime Minister has been honored with Champion of the Earth Award. Bangladesh has also been praised for reducing the number of death and promoting adaptation programmes to overcome the bad impacts of disasters and climate change.

Secondly, the final draft of 7th Five Year Plan (2016-2020) is now ready and will be adopted soon. It is important to say that GDP growth rate is expected to be 7.4% over the Plan period and reduction in the head-count poverty ratio will expected be 6.2% points from 24.8% TO 18.6%. Most of the SDGs have been reflected in this national plan since the draft SDG papers were consulted. Hope to see that Bangladesh will be an "early starter" to implement the SDGs.

But one important thing is that the targets of SDGs will be measured in numbers, through census and surveys fixing base year. Without valid data and information based on correct data the desired result will not achieved. It is worth mentioning that out of 60 indicators to implement 8 goals and 21 targets under MDG, statistical data were available for 44 indicators only. Lack of data did not allow setting up reference year indicators for a number of MDGs. One can say that MDG indicators did not have quantifiable targets. This has been an agenda for the experts who are suggesting for integration of new data instruments, technologies, standards and approaches with existing systems for the monitoring of the targets of SDGs. Denmark and Viet Nam have organized a side event during adoption of SDG by the UN member states at the UN Headquarters in July 2015. The meeting was well attended and aimed at "Data Challenges and Solutions for the Sustainable Development Goals(SDGs)". The main agenda was to showcase tangible solutions to some of the data challenges that are expected to occur during the implementation of the SDGs. The meeting decided that Statistics Denmark and General Statistics Office of Viet Nam would develop a format for a pilot project with the aim to strengthen national statistics offices capacity to establish and run administrative registers.

The challenges of BBS, the National Statistical Organization (NSO) for official data source, are to be equipped with relevant data during monitoring of the progress of SDG implementation.

Hence, we need the capacity build up in BBS, a trained manpower with changed mind-set. Better orientation in respect of data accessibility and timely publication is needed. Rapid technological progress with statistical data should be put into effective use. Baseline data to fix a reference year in respect of many targets of SDG should be made available as early as possible. Projects and programmes to be developed for rapid collection of necessary data and dissemination/ publication of the same will have to be timely. Upazilas are to be focused area for data collection and data capturing in tabs with necessary software and captured data to be sent to BBS H/Q using internet. BBS has experienced in 2013 when all the data collected for Economic Census were sent from the union level through Union Resource Centers developed under a2i program of Prime Minister's Office. Class I Statistical Officers (467 were first approved by Ministry of Public Administration in 2011) to be selected soon and placed at the Upazilla without any delay. The timely implementation of Statistics Act, 2013 and National Strategy for Development of Statistics (implementation period is 2013-2023) knows no bound. BBS has to take the lead to build up close cooperation and coordination between and among the ministries and agencies of the government. BBS has to accept these challenges as NSO and look for the way forward. The sooner, the better.

Chapter 2

Basics of Education Household Survey

2.1 Key Findings of Education Household Survey

Key Findings for EHS

(Actual number & weighted percent)

No.	Key findings	National	Rural	Urban
1.	Total sample household (Actual no.)	6120	3320	2800
2.	Male headed household (%)	88.80	89.10	87.81
	Female headed household (%)	11.20	10.90	12.19
3.	Sex ratio (M/F*100)	101.48	101.36	101.90
4.	Literacy rate of population 7 yrs.+ (%)			
	Both	59.09	55.58	70.87
	Male	61.28	57.67	73.36
	Female	56.87	53.47	68.35
5.	Adult literacy rate of population 15 yrs.+ (%)			
	Both	58.60	54.41	72.25
	Male	62.19	58.09	75.37
	Female	55.05	50.80	69.08
6.	Net enrolment rate (NER) at primary educational institute (%)			
	Both	91.40	91.06	92.78
	Boys	90.75	90.48	91.87
	Girls	92.09	91.67	93.67
7.	Gross enrolment rate (GER) at primary educational institute (%)			
	Both	117.75	119.10	112.38
	Boys	117.01	118.24	111.95
	Girls	118.52	120.02	112.81
8.	Students' (06-10 yrs.) enrolment status (%)			
	Never enrolled	8.60	8.94	7.22
	Enrolled	91.40	91.06	92.78
	Attending educational institute	91.13	91.26	90.61
	Enrolled but dropped before Grade-V	8.74	8.60	9.28
9.	Students (06-14 yrs.) received/ receiving govt. stipend at primary school level (%)			
	Both	28.36	34.44	5.11
	Boys	26.06	31.48	4.78
	Girls	30.82	37.62	5.46
10.	Students of grade VI-VIII receiving govt. scholarship for PECE (%)			
	Both	7.00	7.27	6.07
	Boys	5.66	5.87	4.99
	Girls	8.24	8.54	7.16

No.	Key findings	National	Rural	Urban
11.	Children (aged 06-14 yrs.) by their working status (%)			
	Don't do anything (not even student)	2.20	2.43	1.29
	Student only	52.58	51.89	55.20
	Student and work	35.56	36.24	32.96
	Only work (not student)	9.66	9.44	10.55
	Total	100.0	100.0	100.0
12.	Population (5 yrs. & above) by level of education (%)			
	No grade passed/ Not enrolled	32.23	35.08	22.55
	Pre-primary	1.16	1.14	1.23
	Passed grade I-IV	24.64	26.13	19.58
	Passed grade V	8.74	8.87	8.32
	Passed grade VI-VII	9.00	8.92	9.28
	Passed grade VIII	5.88	5.55	7.02
	Passed grade IX	5.01	4.67	6.15
	Passed SSC/ HSC	10.32	8.00	18.20
	Passed Graduate & above	2.93	1.59	7.46
	Passed technical/ vocational/ others	0.09	0.06	0.21
	Total	100.00	100.00	100.00
13.	Monthly HH average income and expenditure (In Taka)			
	Monthly HH average income	16,211	13,957	23,597
	Monthly HH average education expenditure	1,096	795	2081
	Edu. expenditure as % of HH income	6.76	5.70	8.82
14.	Household Toilet Facility (%)			
	1) Sewerage line by pipe	7.22	2.71	21.99
	2) Safety tank/ pit	14.84	12.87	21.30
	3) Pit latrine (with water sealed)	25.64	24.81	28.37
	4) Pit latrine (without water sealed)	31.74	35.00	21.06
	Sanitary latrine (1-4)	79.45	75.40	92.72
	5) Pucca/ kucha, hanging latrine	16.67	19.78	6.50
	6) Garden/ bush/ open space/ river/ canal	3.89	4.83	7.28
	Non sanitary latrine (5-6)	20.55	24.60	7.28
15.	Source of HH drinking water (%)			
	Tap/ Supply	12.99	3.77	43.18
	Tube well	83.29	91.53	56.26
	Surface Water (Pond/river/well/falls etc.)	3.73	4.70	0.55
16.	HH with electricity connection (%)	62.77	54.00	91.50

2.2 Background

Education is one of the basic tools for developing human resources. It has direct impact on overall welfare of the individual as well as the nation. Education ensures acquisition of skills for providing better services to a nation. Educated people are considered human capital needed for socio-economic development of a nation. So, the effort of the Bangladesh Government is to bring all children into the education system providing all sorts of supports, such as, supply of free textbooks and teaching learning materials, food, etc. to make primary education accessible for all children under the slogan, 'Education for All'. It is mandatory to get every child in the primary education system to ensure the rights of basic education for all children. However, to improve the quality of primary education, Directorate of Primary Education (DPE) has taken several assessment programs for further improvement of education system. Education Household Survey (EHS) is, therefore, one of the evaluation and assessment programs of the directorate, which was conducted by BBS. The information mainly covered in the survey are the literacy rate, reading and writing status, level of education, types of school attended, GER, NER, participation in PECE, completion of Grade-V and dropout, children out-of-school, household income and educational expenditure, wealth quintile and its impact on education etc.

2.3 Rationale

The agreement called the memorandum of understanding (MoU) is made on the 30th day of April 2014 between the Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education (MOPME) and Bangladesh Bureau of Statistics (BBS) under the Statistics and Informatics Division of Ministry of Planning (MoP) for conducting Education Household Survey (EHS). DPE collects data mostly from institution based sources and some of the poverty related information are not always available. DPE is assigned to achieve, 100% access to achieve universal primary education and to that effect, has undertaken several measures. The poverty of a family significantly affects educational attainment of the family members and thus the current GoB initiatives are to measure the social safety nets for the extreme poor segment of population. To facilitate policy decisions and evaluation of the interventions of primary education, DPE has its own system of periodic data collection, management, and analysis. Annual Primary School Census 2014 was carried out for monitoring and evaluating present state of education. The directorate needs up-to-date data on poverty indicators as the data set available in the Household Income and Expenditure Survey (HIES) 2010, which was conducted by BBS. Some of the related indicators as available in the HIES 2010 are required for evaluation. The interventions of PEDP3 of DPE plans to undertake a mid-term education household survey. In this connection, BBS has taken this initiative to conduct EHS to fulfill their demand for statistics of education.

The statistics generated in the survey displays current education situation prevailing in rural and urban areas of the country. The survey covered number of out-of-school children and what measures are to be taken for increasing participation rate in primary institutions and what measures should be taken for getting them all into the formal and universal primary education system. The survey data based on household will provide information on how to motivate the people who are below the poverty line to get their children admitted into the schools.

Adequate and quality statistics of primary level education are vital for planners and policy makers to formulate effective plans and programs at the primary level for the development of human resources and for capturing all children into the circle of pre primary and primary educational institutions. The household based study is appropriate for providing useful information to assess literacy, gross enrolment, net enrolment, dropout, participation ratio of boys and girls and so on.

2.4 Objectives of the survey

Specific objectives of the survey are:

- To determine socio-economic condition of the households linking it with level of education ;
- To find out reasons why children are not attending schools ;
- To determine net enrolment rate (NER) and gross enrolment rate (GER) at the primary level of education ;
- To determine dropout rate of the children from primary educational institution;
- To estimate the number of children (6-10 yrs.) reading in primary educational institution;
- To determine Grade V completion rate (PECE);
- To determine literacy rate (7 yrs.+) and adult literacy rate (15 yrs.+);
- To estimate household income and education expenditure incurred for the students attending educational institutes ;
- To assess level of perception and knowledge of guardians/parents about primary education system and quality of education ; and
- To collect information on housing structure and household facilities (assets) of guardians

Chapter 3 Methodology

3.1 Sample design and sample size

Two stage stratified random sampling technique was followed in drawing Primary Sampling Units (PSUs) for conducting Education Household Survey (EHS) from the expanded frame of Integrated Multi-purpose Sample (IMPS) design comprising 1500 PSUs. In the first stage about one-fifth PSUs 306 out of total 1500 PSUs of IMPS was selected for conducting EHS. Out of the selected sub- sample, rural and urban allocation was 166 and 140 PSUs respectively. In the second stage, 20 households were selected from each of the rural PSUs and the PSUs located in the urban areas. The HHs were selected from the PSUs following systematic random sampling procedure. Thus, the PSUs (306) used for EHS was a sub-sample of IMPS design used for SVRS project in BBS.

3.2 Selection of sample households

The PSUs were formed about the total number of households and these vary in the range of 180 to 230 households. Each HH of every PSU was identified by permanent marker pen in the main door of the household with a start from the north-west corner of PSU area and then continuing in a serpentine manner. From the list of identification 3 digits number starting from SVRS-001, SVRS-002 and so on, only 20 HHS were identified from the list of total updated households in each PSU. This was an advance privilege to select 20 dwelling household units from the Household Listing Schedule-I of SVRS survey of BBS where holding number, name of the household head and some related basic information were already available. The data of 20 HHs from each PSU were collected for conducting EHS by the Local Registrars (female) who were also employed for updating households of PSUs in every year and for collecting information of other related schedules in connection with the SVRS project. The same Registrars were the enumerators for collecting information of EHS.

3.3 Sampling procedures

1. Selection of PSUs and Households (HHs) of Education Household Survey

First stage sampling of PSUs

A probability proportional to size (PPS) sampling was used for selecting the first stage sample of PSUs. The list of PSUs, obtained from the IMPS (2012 PSUs), was considered as the first stage sampling frame. For selection of PSUs within the division, cumulative total method of PPS sampling was applied.

The following activities were carried out independently,

1. Construct a Table as in the following.

PSU Serial Number	PSU ID	PSU	Cumulative PSU	Range	Mark whether Selected/not
1		M(1)	$T(1)=M(1)$	1 ~ T(1)	Selected
2		M(2)	$T(2)=T(1)+M(2)$	T(1) ~ T(2)	...
3		M(3)	$T(3)=T(2)+M(3)$	T(2) ~ T(3)	Selected
...		
...		
...		
N		M(N)	$T(N)=T(N-1)+M(N)$	T(N-1) ~ T(N)	

2. List all the PSUs in the division.
3. Write the number of PSUs in Column (3) for each of the PSU next to its serial number [col (1)] and PSU ID [col (2)].
4. The cumulative totals [T (i)] of PSUs are computed and listed in the fourth column.
5. The range of numbers from the cumulative total of the previous row to the cumulative total of the current row is identified for each PSUs and recorded in the fifth column.
6. A random number between 1 and T (N), the total PSU number in the division is drawn and if the random number lies within the range corresponding to the ith PSU, the ith PSU is selected in the sample.
7. Repeation of the step (6) 33 times for Barisal Division, 47 times for Chittagong Division, 74 times for Dhaka Division, 38 times for Khulna Division, 42 times for Rajshahi Division, 39 times for Rangpur Division and 33 times for Sylhet Division with using PPS method.

Second stage sampling

In each of the selected PSU, a complete listing of households (HH) was used from IMPS. This list will be considered as the 2nd stage sampling frame. For the selection of second stage units (HH), a systematic sampling was adopted. For selection of HH, a random start and an interval was applied. The total number of HHs in the selected PSU was divided by the number of HHs selected in that PSU (for each selected PSU this number was considered to be 20) to obtain an interval. A random start between 1 and the calculated interval obtained and a systematic approach was followed to select the 20 HHs in the selected PSUs. Since division estimates obtained from this survey, this selection process was carried out independently for each stratum (division).

In each of selected PSU, the following steps were taken to complete the procedure:

- I. Identify the number of HH (M) in the PSU from the listing done.
- II. Divide the total HHs by 20 and consider only the integer part of (HH/20) and name it k.
- III. Draw a random number between 1 and k, let the number be r.
- IV. Select the rth, (r+k)th, (r+2k)th, ..., (r+19k)th HH in the sample.

2. Allocation of primary sampling units (PSUs) and size of ultimate sampling units (HHs)

Following table shows the allocation of 306 PSUs among seven administrative divisions in both rural and urban strata. The ultimate enumerated sample households are also shown in the same table by residence and divisions. Total numbers of ultimate sample units 6120 households are distributed in the divisions showing allocation between the rural and the urban residences.

Table–3.1: Distribution of Primary Sampling Units (PSUs) and sample HHs by administrative Division and residence, EHS

Administrative division	Selected Sample PSUs			Enumerated Sample HHs		
	National	Rural	Urban	National	Rural	Urban
Barisal	33	15	18	660	300	360
Chittagong	47	26	21	940	520	420
Dhaka	74	46	28	1480	920	560
Khulna	38	21	17	760	420	340
Rajshahi	42	22	20	840	440	400
Rangpur	39	21	18	780	420	360
Sylhet	33	15	18	660	300	360
Total	306	166	140	6120	3320	2800

Table–3.2: Estimated households by division and residence, EHS.

Administrative division	Raising factor HH					
	National	Rural	Urban	National	Rural	Urban
Barisal	1935259	1621999	313260	2932.2	5406.7	870.2
Chittagong	5923368	4433675	1489693	6301.5	8526.3	3546.9
Dhaka	11523587	7720364	3803222	7786.2	8391.7	6791.5
Khulna	3823289	3141105	682184	5030.6	7478.8	2006.4
Rajshahi	4665402	3860652	804750	5554.1	8774.2	2011.9
Rangpur	3980204	3475361	504843	5102.8	8274.7	1402.3
Sylhet	1917913	1618725	299188	2905.9	5395.7	831.1
National	33769021	25871881	7897140	5517.8	7792.7	2820.4

3.4 Questionnaire management

The 'EHS' questionnaire contains six separate sections. The section- wise description of the questionnaire has been given below.

- Section-1: Household (HH) Information
- Section2: (a) Literacy and Present Education Status (for members 5 yrs+)
(b) Household Education Expenditure (for currently students 5 yrs+)
- Section-3: Information about Housing Facilities
- Section-4: Own Assets of the Household
- Section-5: (a) Household Consumption and Expenditure
(b) Household Annual Income
- Section-6: Perception about Primary Education of Parents/ Guardian

Section -1: *Household (HH) Information*

This section contains the information of household members, relationship with the head, gender, age, religion, marital status, income earner, occupation & employment status unpaid family workers etc. In this section disabled population were identified by types of disability (physical or mental or both), activity status and their level of education. Population with bearing disabilities (physical and mental) were collected in the section. Disability was categorized into twelve types as specific as possible, for example, (01) Autism or autism spectrum diseases, (02) Physical disability, (03) Disable due to mental illness, (04) Vision impairment, (05) Voice impairment, (06) Intellectual impairment (07) Hearing impairment,(08) Deaf and blindness(09) Cerebral palsy (10) Down syndrome (11) Multi-disability and (12) Other disability (specify). There was a scope of identification of the household whether the household was ethnic or non-ethnic.

Section 2: *Education*

This section covers educational information in detail regarding the members of the household five years and above. It was formed to collect detailed information on education level of all members i.e. whether they were literate or illiterate. If literate, what was the level of education? Type of institute from where the members passed, achieved highest grade of completed exam or about the children currently studying in institution etc. This section also covers information about the children first enrolled in primary educational institution and number of children completed primary education completion exam (PECE). The questions

were also included in this section covering information about the children (6-14yrs) received or now receiving govt. stipend for primary education. Another question in this section covers information of PECE scholarship received for brilliant performance of the Grade-V completion examination. Finally the section-2 could able to provide information about annual educational expenses of the children (5 years and over) only for those who are currently in study at any types of institute and level.

The expenditure incurred for the students only for educational purpose in the preceding 12 months. The main heads of expenditure items mentioned in the questionnaire were admission fees, session charge, registration fee, tuition fees, purchase of books, note books, paper pencil, ballpoint pen, institution, dress/ shoes, conveyance, exam fee, private tutor/ coaching fee, tiffin, donation/grant, internet, e-mail and other expenses related to education .

Section 3: Housing facilities

This section was designed to collect information on housing and household facilities possessed. The information that were sought under this section were number of rooms used for living, materials of the walls of main living room, provision of separate kitchen, separate dining room, roof materials of main room, floor materials, types of toilet facilities, sources of drinking water, fuel used for cooking, main source of light and ownership of housing unit .

Section 4: Own assets of the household

The Section 4 of the questionnaire was designed for collecting information about the durable assets owned by the household. The assets were mainly specified in this section. Some of these assets were shown as radio/ TV, mobile phone, computer/ Laptop, micro-oven, washing machine, fridge, generator, almira/ wardrobe, chair/ table, showcase/ scooter/ tempo/ rickshaw, car/ bus/ truck, boat, troller, shallow machine, water pump, air cooler, etc.

Section 5: Household consumption expenditure and annual income

This Section-5 consists of two sub-sections, one for household annual expenditure, and another for household annual income. The first (a) part of the section covers the monthly consumption expenditure spent for both food and non-food items. Food items were included in the questionnaire, generally to meet daily requirement, such as, rice, flour, sugar/ molasses/ dal/ mug/ moshur, fish, meat, egg, milk, fruits, oil, tea/ coffee, spices etc. Non-food items included on the list were fuel& light (gas, kerosene, sticks, wood& electricity), cleanliness expenditure on soap, soda, detergent, laundry etc. and for transportation fare and fuel cost, etc. In this section yearly expenditure for purchase of durable goods (ornaments, furniture, electronics, cosmetics, etc) clothes, utility expenses (house rent/ water sewerage/ holding tax, etc), treatment, education, entertainment, social and religious events etc. Agriculture

production cost (seeds, land preparation, fertilizer, labour etc.) were also included in items of yearly expenditure for daily needs (other than food).The second part (b) of section 5: Information about Annual Income of Household.

This section was framed for collection of household income from two sources:

- (A) Income from produced agriculture products
- (B) Income from non- agriculture sources.

(A) Income from produced agriculture products

The products are the harvested crops paddy, wheat, jute, pulses (musur, motor, mug, etc) vegetable, fruits, livestock, poultry, fishes, forest wood lease of cultivable land, etc. Market value of yearly produced items (Taka) was estimated to determine household income from agri -production sources.

(B) Income from non-agriculture sources

Aggregate income of non-agriculture sources was the income earned by the members of household. Some of the specific sources are described in section 5 (b) of the questionnaire. Main non-agriculture sources are: salary, allowances, bonus, wages, interest/ profit from deposited money, rent of house, room or other assets, income from business (large and small), professional income (doctor, lawyer, engineer, etc.) local or foreign remittance, allowance (social safety net allowances, pension and stipend, etc and others (specify). The income from non-agriculture sources were aggregated to find out total annual income of the household.

Section 6: Perception about primary education

The questions in this section were designed for collection of information from mother, father, or guardian who had at least one primary educational institute's student currently reading. Main objective of the questions was to know perception and knowledge about the educational institutions and quality of education therein.

3.5. Instruction manual

To collect information canvassing a questionnaire for the Education Household Survey, the Supervising officers and Registrars (interviewers) at the field level were directed to follow the instruction manual. Accordingly, training was imparted to the Supervisors and Registrars to follow the manual during collecting data. It is a set of guidelines for ensuring quality data for the survey.All the terms used in the questionnaire have been specifically defined in details

in the manual so that the Registrars could explain to the respondents and collect accurate and quality information.

3.6 Pre-test

For finalization of the questionnaire used for the EHS pre- test operation was executed at a Mauza/ Village, Jangalia, Upazila: Kaligong of Gazipur district in the rural area and Ward No 11, Thana :Pallabi, Dhaka in the Urban area. The questionnaire was finalized with the recommendations of the expert team so that the data needed by DPE could be made available. The technical committee approved the revised final questionnaire, which was ready for EHS.

3.7 Training

To ensure effective training and better management successive three stages of training were organized at (i) BBS HQ, Dhaka, (ii) Division Statistics Offices and (iii) District Statistics Offices with close discussion and interaction between the master trainers and the trainees. For each group of trainees at each stage, the training was imparted with a detailed training manual of the long questionnaire, followed by practical enumeration of a household by the trainees in the field.

3.8 Survey operation and management

The questionnaire for EHS was designed with consultation of DPE as main stakeholder and user for evaluation and assessment of education progress at primary level, mainly on focusing literacy rate of population (7 yrs.+), adult literacy rate (15 yrs.+), net enrolment, gross enrolment, dropout, out of school children, etc. When collection of field level data was completed, all the filled in questionnaires were submitted to the Demography & Health Wing of BBS at Dhaka. Manual editing work was undertaken following edit instruction. Data entry and tabulation were completed in due time. Deputy Director General and Director of Demography & Health Wing monitored over-all progress of all activities. The problems encountered during field operation, data collection, editing, data entry and finalization of tabulation were solved through elaborate discussion and corrective measures were adopted accordingly. The senior Supervising officers and Director (Focal Point Officer) of EHS programme visited the PSUs at the field level and supervised all stages of activities and progress. Thus, strong supervision and management principles were applied to implementation of EHS.

3.9 Data collection, supervision, and quality control

Data collection at field level is the most important part of the survey because quality of data collection determines the achievement of the goals and objectives of the survey successfully. Direct interview method was followed during data collection. The Registrars (Interviewers) personally visited the sample households for face-to-face interview with household heads or any senior and eligible household members.

The Registrars had easy access to face the respondents and collected accurate information because all the local Registrars were women who were deployed for collecting data on education household survey. Both the Registrars and the respondents lived in same locality of the PSUs.

The following methods and techniques were pursued for quality data collection.

- Qualified and experienced Registrars (enumerators) and Supervisors (ASO & USO) from BBS were engaged for collecting data from sample households;
- Enumerators and supervisors were trained properly. Intensive training was imparted to the enumerators and supervisors on the survey goal, objectives, scope, study approach, methodology and the survey questionnaire and instruction manual;
- Senior officials from BBS were deployed to coordinate, supervise and assist enumerators in data collection from the sample households.

3.10 Editing, data processing and validation

After completion of the survey, the enumerators submitted the filled-in questionnaires to the headquarters. On receipt of the questionnaires, the relevant officers checked the work of the enumerators. Then the filled-in questionnaires were manually edited and coded as per instruction provided to the editors. After careful scrutiny, the filled-in questionnaires were then dispatched to the computer section for data entry. Besides an edit program was developed to produce error list. An expert Programmer developed the edit program to clean the data efficiently and logically. The final edit program was run after all data had been captured. After running the edit program, errors and inconsistencies were detected and printed out as an error- list. Then the error-list was checked by a group of trained operators/staff verifying data from the original filled in questionnaires and corrected records accordingly. During computer editing internal consistency, omission, duplication, and validation of data /records were checked. Finally, the data file was cleaned as well as the data became error –free. The CSPRO and FOXPRO software were used in data entry, data processing, and correction of error lists and preparation of tables. The entire process was

carried under close supervision and guidance of the Programmer. Once the preliminary database was developed, all the information weretested for validity and internal consistency.

3.11 Tabulation

Tabulation plan was developed targeting the users' need and approved by the technical committee. All statistical tables as per approved tabulation plan were prepared in microcomputer environment by using CSPRO and other software.

3.12 Response rate

According to the sample size of the survey, data were collected from 6120 dwelling households. None of the households head or any eligible member of the household, in absence of household head, denied providing information for the survey. Response rate, 100 percent could be achieved mainly for the trained Registrars locally employed and well-known to the respondents. Non-response adjustment or replacement was not needed for operating the survey.

3.13 Limitation

The EHS was conducted in the sample PSUs (306) selected from the IMPS design, which was used for different socio- economic surveys in BBS. The sub- sample drawn for the survey was smaller in size, one-fifth of the IMPS design comprising 1500 PSUs that might have encountered samplingerror. The information collected from the households of 306 PSUs (20 households each) did not allow to estimate population at the district or lower level of administrative units. Therefore, the weighted information and findings could be possible to display by administrative divisions and by residence, rural, urban, and national. Some findings of the survey may differ from the results of large-scale sample survey or full-count education census.

Chapter 4 Literacy and Education

4.1 Literacy rate

Table–4.1: Literacy rate of population (7 yrs.+) by area and sex

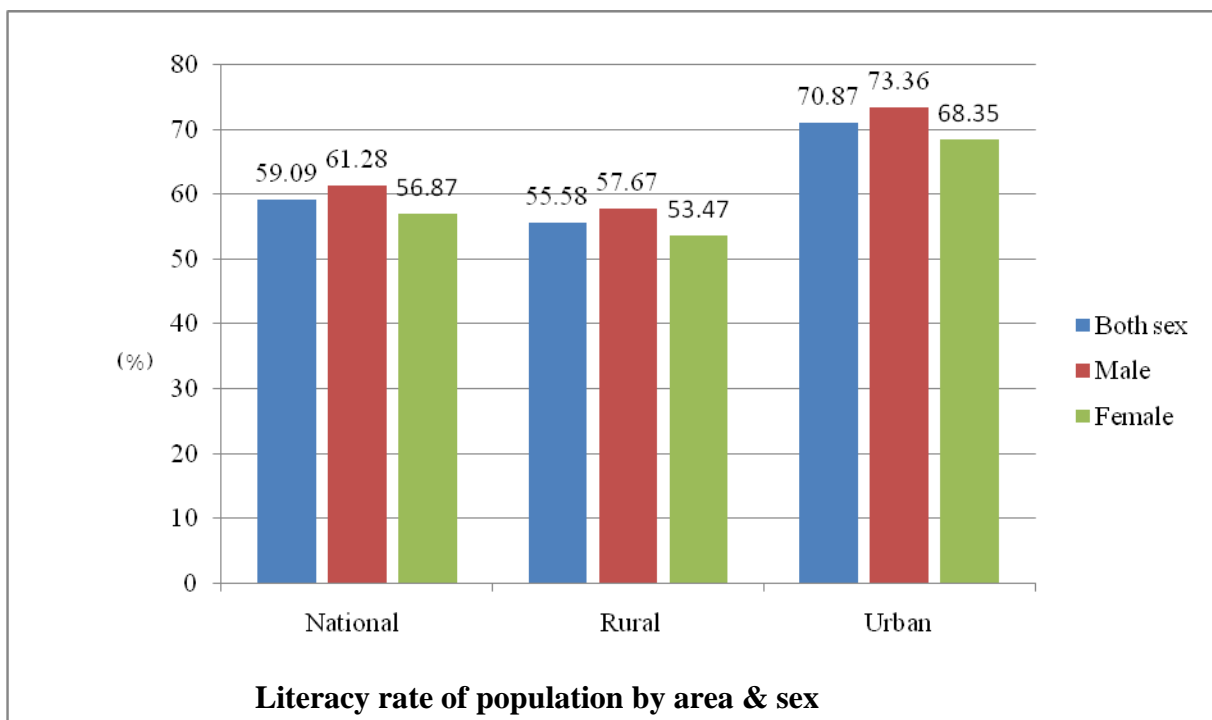
(In percent)

Area	Both	Male	Female
Rural	55.58	57.67	53.47
Urban	70.87	73.36	68.35
National	59.09	61.28	56.87

Note: Literate: who can write a simple letter/sentence

It is observed from the table that literacy rate for the total population of Bangladesh stood at 59.09%. The corresponding rates for rural and urban areas were 55.58% and 70.87% respectively.

4.2 Sex variation of literacy rate



4.3 Age-specific literacy rate

Table-4.2: Literacy rate (7 yrs.+) by age group, area and sex (in percent)

Age-group (yrs)	National		
	Both	Male	Female
07-09	34.75	33.09	36.51
10-14	77.49	74.16	81.06
15-19	86.90	84.92	89.06
20-24	80.04	80.09	79.99
25-29	69.44	72.39	67.12
30-34	59.19	59.71	58.66
35-39	51.83	57.76	46.37
40-44	48.63	56.39	40.57
45-49	43.65	48.24	38.11
50-54	37.86	49.30	26.86
55-59	36.79	47.96	23.69
60+	27.73	39.78	11.80
National (Total)	59.09	61.28	56.87
	Rural		
07-09	33.82	31.42	36.44
10-14	76.42	72.59	81.06
15-19	86.41	84.07	89.06
20-24	78.48	78.68	79.99
25-29	65.92	69.41	67.12
30-34	53.82	54.45	58.66
35-39	45.97	51.97	46.37
40-44	42.65	51.08	40.57
45-49	36.83	41.78	38.11
50-54	33.42	44.40	26.86
55-59	29.49	38.89	23.69
60+	23.96	35.34	11.80
Rural	55.58	57.67	56.87
	Urban		
07-09	38.44	40.09	36.80
10-14	81.38	79.97	82.84
15-19	88.47	87.98	88.92
20-24	84.95	84.39	85.40
25-29	80.85	81.46	80.32
30-34	76.44	77.00	75.90
35-39	69.09	74.14	64.17
40-44	65.74	70.84	60.03
45-49	63.87	67.93	59.19
50-54	52.78	64.78	40.12
55-59	61.56	74.28	41.82
60+	44.64	58.06	23.69
Urban (Total)	70.87	73.36	68.35

4.4 Divisional variation of literacy rate

Table–4.3: Literacy rate of population (7 yrs.+) by sex, area, and division

(In percent)

Administrative division	National		
	Both	Male	Female
Barisal	74.34	77.98	70.86
Chittagong	62.95	63.94	62.01
Dhaka	61.27	63.79	58.67
Khulna	57.02	59.07	54.99
Rajshahi	53.25	55.40	51.02
Rangpur	50.63	53.86	47.22
Sylhet	51.42	53.71	49.16
National (Total)	59.09	61.28	56.87
	Rural		
Barisal	73.60	77.45	69.93
Chittagong	59.69	60.33	59.09
Dhaka	58.08	60.69	55.35
Khulna	53.51	54.80	52.24
Rajshahi	48.66	50.85	46.39
Rangpur	47.86	51.30	44.20
Sylhet	47.68	49.70	45.71
Rural (Total)	55.58	57.67	53.47
	Urban		
Barisal	78.36	80.72	75.98
Chittagong	73.47	75.22	71.73
Dhaka	67.92	70.35	65.46
Khulna	73.44	78.65	68.07
Rajshahi	74.37	76.35	72.31
Rangpur	69.07	71.14	66.93
Sylhet	73.63	76.61	70.50
Urban (Total)	70.87	73.36	68.35

4.5 Variation of adult literacy by division

Adult literacy rate varies from division to division. Following table provides the information by division and by rural urban.

Table–4.4: Adult literacy rate (15 yrs.+) by sex, area, and administrative division

(In percent)

Administrative division	National		
	Both	Male	Female
Barisal	73.02	77.82	68.36
Chittagong	63.75	67.00	60.62
Dhaka	61.09	64.71	57.46
Khulna	57.53	60.74	54.39
Rajshahi	51.98	54.34	49.56
Rangpur	47.27	52.49	41.96
Sylhet	51.87	56.08	47.96
National Total	58.60	62.19	55.05
	Rural		
Barisal	72.00	77.11	67.09
Chittagong	59.71	62.88	56.70
Dhaka	57.03	61.06	52.99
Khulna	53.98	56.71	51.31
Rajshahi	46.66	49.01	44.26
Rangpur	43.95	49.38	38.41
Sylhet	47.91	51.93	44.24
Rural (Total)	54.41	58.09	50.80
	Urban		
Barisal	78.22	81.36	75.05
Chittagong	76.24	79.37	73.10
Dhaka	69.32	72.07	66.54
Khulna	73.27	78.53	68.10
Rajshahi	75.73	77.80	73.56
Rangpur	68.76	72.75	64.76
Sylhet	74.98	79.27	70.68
Urban (Total)	72.25	75.37	69.08

4.6 Ethnic population and literacy rate

The EHS collected information about the ethnicity. A small section of people speaking in different languages and culture have been living for a long time in Bangladesh. Majority of minor indigenous ethnic community living south-eastern part in the districts of Rangamati, Bandarban and Khagrachari. They are named as Chakma, Tripura, Marma, Bawm, Tanchonga, Khuni, Lusai, Garo, Hajang, Khasia, Sautal, Oraw, Rakhain and Monipuri. They are also living in Mymensingh, Sylhet and Cox's Bazar regions and also scattered in other districts. Populations of ethnic community have separate cultural identity from other non-ethnic races and religions.

Table-4.5: Percent distribution of ethnic and non-ethnic population by area

Ethnicity	National	Rural	Urban
Ethnic	0.68	0.82	0.19
Non-ethnic	99.32	99.18	99.81
Total	100.00	100.00	100.00

Table-4.6: Literacy rate (7 yrs.+) of ethnic and non-ethnic population

(In percent)

Ethnicity	Both sex	Male	Female
Ethnic	40.00	44.83	35.26
Non-ethnic	59.21	61.39	57.02
National	59.09	61.28	56.87

4.7 Divisional variation of enrolment

Divisional variation of enrolment rate for the official school age group 6-10 years in the primary educational institutions. The highest enrolment was observed in Barisal division 97.50%, followed by Khulna 94.53% and Chittagong 93.67% at the national level. In rural area, highest enrolment rate was found 97.40% in Barisal division, boys 98.57% and 96.43% for girls. Lowest enrolment 87.16% was found in Dhaka division, boys 84.84% and girls 89.61%. Girls enrolment rate was higher than that of boys. Khulna division possessed 2nd highest position, 94.03% in enrolment status.

On the other hand, in the urban area, highest percent of enrolment was observed in Barisal and Khulna 98.09% & 98.10% almost the same, followed by Chittagong division 93.66%, then Dhaka 92.13% and 91.78% in Rajshahi division.

Table–4.7: Net enrolment rate (NER) at primary educational institutions by division, area, and sex

(In percent)

Administrative Division	National		
	Both	Boys	Girls
Barisal	97.50	98.78	96.43
Chittagong	93.67	93.59	93.75
Dhaka	88.71	86.65	90.83
Khulna	94.53	93.90	95.21
Rajshahi	93.03	92.38	93.72
Rangpur	89.78	91.56	87.48
Sylhet	88.12	87.50	88.81
National (Total)	91.40	90.75	92.09
	Rural		
Barisal	97.40	98.57	96.43
Chittagong	93.68	93.75	93.60
Dhaka	87.16	84.84	89.61
Khulna	94.03	93.20	94.90
Rajshahi	93.24	92.52	94.00
Rangpur	89.91	91.94	87.23
Sylhet	87.62	87.27	88.00
Rural(Total)	91.06	90.48	91.67
	Urban		
Barisal	98.09	100.00	96.43
Chittagong	93.66	92.93	94.34
Dhaka	92.13	90.84	93.38
Khulna	98.10	98.33	97.78
Raishahi	91.78	91.43	92.11
Rangpur	88.65	87.84	89.55
Sylhet	91.54	88.99	94.57
Urban (Total)	92.78	91.87	93.67

Note: NER: Number of children (aged 6-10 yrs.) enrolled primary level (i.e. class I-V) divided by no. of children aged 6-10 yrs. multiplied by 100 Primary educational institute includes both govt., non .govt. primary educational institutes and Madrasa.

4.8 Impact on primary enrolment

During the last decade Bangladesh had made significant progress in improving the primary education; the enrolled students increased over the period for Government intervention on promoting education system and quality at primary education level. Equality has also improved and girl's primary educational institutes enrolment surpassed boys in primary education. Similarly, the percentage of female teachers has been steadily increasing. In 2014, amongst all teachers the proportion of female teachers was 58% as against male teachers 42% (Ratio 58:42). This situation has improved mainly owing to teachers' employment policy in primary institutions (Ref: Annual primarily school census 2014, DPE).

There exists improved awareness of education among parents/ guardians; teachers and members of school management committee encourage local children to enroll themselves in primary institutions. Free text books distribution policy of the Government, stipend programme for primary students and continual training programmes provided to the teachers for improving the quality of instruction have direct impact on more participation of children in primary education.

4.9 Gross enrolment rate

Gross enrolment is defined by the number of students (5 yrs. and above) enrolled in primary level (I-V class) to the total population of school age children 6-10 years expressed in percentage.

Table-4.8: Gross enrolment rate (GER) at primary educational institutions by sex, area, and administrative division. (In percent)

Administrative Division	National		
	Both	Boys	Girls
Barisal	119.77	122.68	117.33
Chittagong	121.27	119.83	122.71
Dhaka	113.94	111.55	116.39
Khulna	118.58	120.01	117.04
Rajshahi	121.51	120.49	122.59
Rangpur	116.43	116.03	116.96
Sylhet	118.04	121.42	114.29
National	117.75	117.01	118.52
	Rural		
Barisal	118.83	121.43	116.67
Chittagong	122.41	120.45	124.42
Dhaka	117.89	115.57	120.35
Khulna	116.92	118.45	115.31
Rajshahi	122.22	120.56	124.00
Rangpur	116.06	115.32	117.02
Sylhet	117.62	120.91	114.00
Rural (total)	119.10	118.24	120.02
	Urban		
Barisal	125.48	130.14	121.43
Chittagong	116.59	117.17	116.04
Dhaka	105.24	102.29	108.09
Khulna	130.48	130.00	131.11
Rajshahi	117.12	120.00	114.47
Rangpur	119.86	122.97	116.42
Sylhet	120.90	124.77	116.30
Urban (total)	112.38	111.95	112.81

The data in the table refer to estimates of total, male and female enrolment of students of all ages in primary educational institutes; they are expressed as percentages of the total male and female population of official primary educational institutes age (6-10 yrs). For universal primary education, the gross enrolment ratios may exceed 100 percent because some pupils are below or above the official primary educational institutes age.

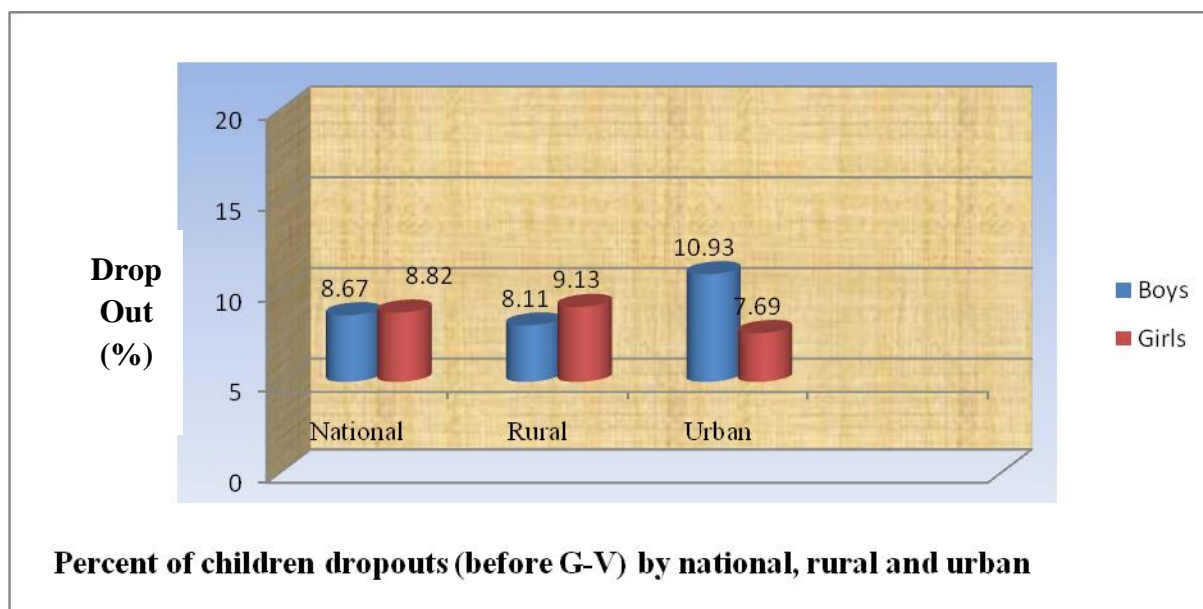
4.10 Enrolment status and participation in PECE

Table–4.9: Percent distribution of students (06-10 yrs.) enrolment status and dropout by area and sex

Enrollment & dropout	National			Rural			Urban		
	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls
1. Never enrolled	8.60	9.25	7.91	8.94	9.52	8.33	7.22	8.13	6.33
2. Enrolled	91.40	90.75	92.09	91.06	90.48	91.67	92.78	91.87	93.67
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
3. Attending educational institute	91.13	91.13	91.13	91.26	91.64	90.87	90.61	89.07	92.10
4. Enrolled but dropped before Grade V	8.74	8.67	8.82	8.60	8.11	9.13	9.28	10.93	7.69
N	3,035	1,550	1,485	1,813	934	879	1,222	616	606

It provides information about the children (06-10 yrs.) who were never enrolled in any primary institutions. At the national level 8.60% of children was never enrolled, boys 9.25% and girls 7.91%. In the rural area, 8.94% of children were never enrolled, in case of boys 9.52% and girls 8.33% were out of school i.e. never enrolled. In the urban area 8.13% of boys was never enrolled while the girls 6.33%. The rates indicate that boys children had lower access to have enrollment than that of girls children. The same situation prevailed in both rural and urban areas.

This table also shows that there was a variation of dropouts between boys and girls. At the national level 8.67% of boys and 8.82% of girls were dropped before reaching Grade-V. The percent variation shows that more girls were dropped before reached Grade-V. The difference in rates between boys (10.93%) and girls (7.69%) in the urban area. This indication reveals reverse situation that more boys were dropped out before Grade-V than that of girls in urban area.



Table–4.10: Percent distribution of students (10-14 yrs.) participation in PECE by area and sex

PECE Participation	National			Rural			Urban		
	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls
1. Reached Grade V but not attended PECE	0.91	0.75	1.08	0.93	0.97	0.88	0.89	0.47	1.33
2. Attended PECE	46.29	43.27	49.46	43.25	39.98	46.65	50.24	47.50	53.17
3. Attended PECE & passed	45.90	42.99	48.96	42.94	39.98	46.02	49.76	46.88	52.83
4. Currently attending above Grade V	44.46	40.94	48.17	41.20	37.67	44.88	48.71	45.16	52.50
N	2,854	1,463	1,391	1,614	823	791	1,240	640	600

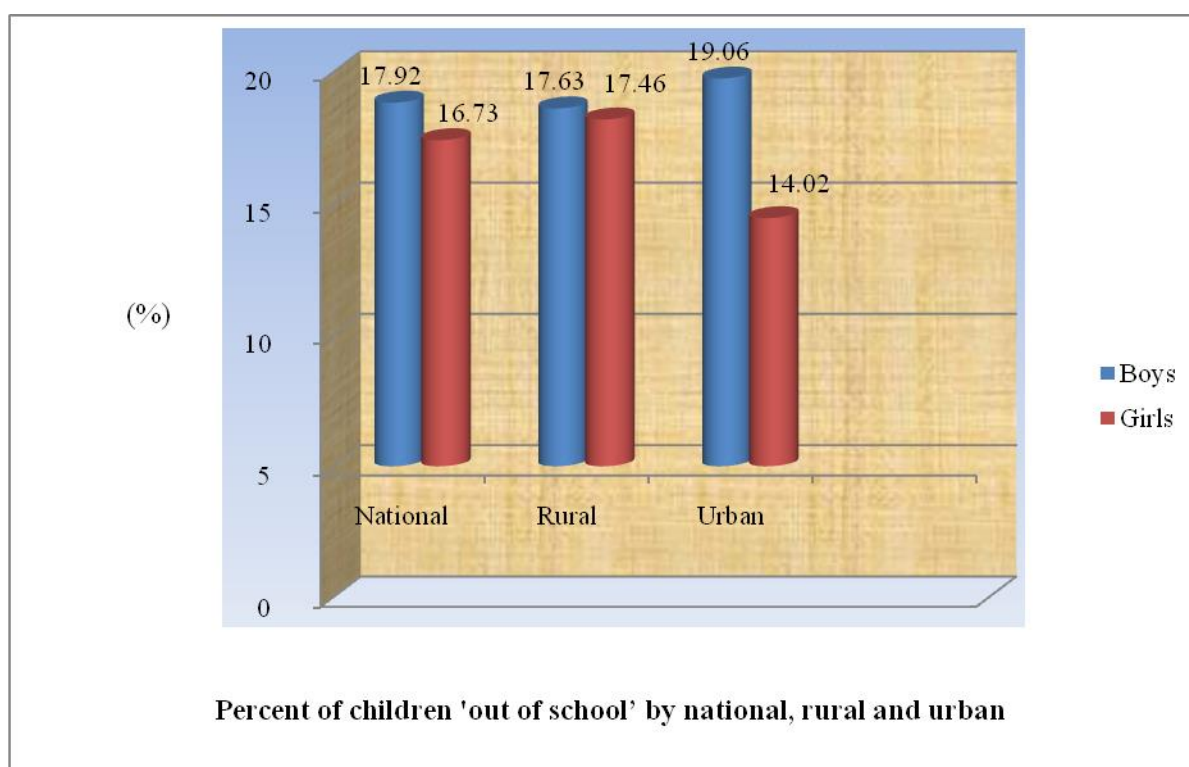
In rural and urban areas the girls attended PECE and passed 46.02% and 52.83% respectively while the boys attended PECE and passed 39.98% and 46.88% respectively. Compared to rural areas the rates of PECE participation of girls in urban areas were higher than the boys.

4.11 ‘Out-of- school’ children

Table–4.11: ‘Out of school’ children (6-10 yrs) never enrolled and enrolled but dropped out before Grade-V. (In percent)

‘Out of school’ children	National			Rural			Urban		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Never enrolled	8.60	9.25	7.91	8.94	9.52	8.33	7.22	8.13	6.33
Enrolled but dropped before Grade-V	8.74	8.67	8.82	8.60	8.11	9.13	9.28	10.93	7.69
Total	17.34	17.92	16.73	17.54	17.63	17.46	16.50	19.06	14.02

Note: Out of school children = Never enrolled and enrolled but dropped before G-V



The combined results 17.34% was the children ‘out-of-school’, boy children out of school 17.92% and girls 16.73% at national level. In the rural area boys 17.63% which was slightly higher than that of girls 17.46%. In the urban area, boys ‘out of school’ 19.06% differed significantly from 14.02% of girls. The percentage of ‘boys out of school’ was higher compared to girls ‘out of school’.

4.12 NER and GER at secondary education level

It is observed from the table that, the net enrolment rate at the national level for all boys and girls was 51.64%. In rural area, the rate was a lower (49.84%) than in the urban area (58.11%). In case of boys and girls, 44.15% and 56.00% in rural area while the rates were 55.89% for boys and 60.00% for girls in urban area respectively.

Table–4.12: Net enrolment rate (NER) and gross enrollment rate (GER) at secondary educational institute (grade VI-X) by area and sex. (In percent)

Area	NER			GER		
	Both	Boys	Girls	Both	Boys	Girls
Rural	49.84	44.15	56.00	62.39	57.07	68.00
Urban	58.11	55.89	60.00	70.34	67.84	73.00
National	51.64	46.69	57.00	64.13	59.41	69.00

Note: (a) **NER at secondary level:** Number of children (aged 11-15 yrs.) enrolled secondary level (i.e. grade VI-X) divided by no. of children aged 11-15 years multiplied by 100.

(b) **GER at secondary level:** Number of children (11 yrs. & above) enrolled secondary level (i.e. grade VI-X) divided by no. of child aged (11-15 yrs.) multiplied by 100.

The statistical information of girls' net enrolment at secondary schools reported by BANBEIS was 53.61% in 2011 and 53.28% of girls in 2012, whereas EHS reported that girls' enrolment at secondary school level was 57.00% which is higher than the rates.

Chapter 5

Household Income, Expenditure and Education

One of the main objectives of EHS is to explore the level and pattern of household education expenditure. In national accounting terms, households are considered to be financing units for all educational expenses made out of their income, except the Govt. Budget allocated for education sector. The data on educational expenses incurred for the children have been displayed in data obtained from the survey which has been shown in this chapter. In relation to the dwelling household's income and expenditure for education of the children, expenditure for taking health care, food consumption and non-food items expenses.

5.1 Distribution of households by amount of education expenditure

Table-5.1: Percent distribution of households' annual educational expenditure having children (5 yrs.+) currently studying by area

Education Expenditure (In Taka)	National	Rural	Urban
< 1000	5.09	6.03	2.03
1000 -2499	12.21	14.60	4.34
2500- 4999	14.96	17.35	7.12
5000- 9999	20.10	21.64	15.07
10000-14999	12.66	12.71	12.52
15000-19999	7.59	7.11	9.15
20000-29999	9.47	8.38	13.04
30000-49999	9.23	7.43	15.11
50000+	8.69	4.75	21.62
Total	100.00	100.00	100.00

5.2 Income and education expenditure of the households having school going Children

Table-5.2: Monthly average income and monthly average education expenditure of households having school-going children by area

Area	HH monthly average income (TK)	HH monthly average educational expenditure (TK)	Educational expenditure as % of HH income	No. of student
Rural	15893	1201	7.55	2214
Urban	27043	3147	11.64	1870
National	18498	1655	8.95	4084

5.3 Per capita annual education expenditure

Table–5.3: Per capita annual educational expenditure of students by area and sex

(In Taka)

Area	Both sex	Boys	Girls
Rural	8334	8783	7864
Urban	22427	23639	21201
National	11561	12136	10962

5.4 Per capita education expenditure by types of educational institution

Table–5.4: Per capita annual educational expenditure by different heads and type of educational institutions.

(In Taka)

Type of education institutes	Head of educational expenditure							Total
	Admission / session / registration	Tuition & coaching fee	Books/ Pen/ khata	Uniform	Exam. fee	Conveyance	Tiffin & other	
KG/Preprimary	1272	6588	1838	1108	637	1203	1509	14155
Govt. Primary educational institutes	222	1627	1121	725	236	173	622	4727
Non-govt. Primary	1016	4839	1483	888	304	479	981	9991
Govt. Secondary school	975	8310	2652	1332	679	1153	1418	16518
Secondary school (MPO)	1062	6840	2983	1273	669	1095	1601	15523
Non-govt. Secondary school	2859	7376	2829	1165	662	1199	1222	17312
Govt. College	3573	8056	4173	1363	1134	3611	2213	24122
College (MPO)	2667	6627	3863	1407	823	2182	1818	19387
Non-govt. College	5176	8990	4380	1135	1219	3111	2377	26388
Public University	6763	9518	4937	1197	2659	3511	3028	31614
Private University	15210	19348	6057	1404	2721	3744	3123	51608
Govt. registered madrasa	718	2348	2126	1215	487	551	1073	8519
Quami madrasha	567	2793	1448	903	345	474	1072	7602
Technical/ Vocational/ Others	3465	2222	1310	584	342	312	1123	9358

5.5 Share of expenditure by items

Table–5.5: Share of expenditure (%) on different heads of education as percent of total annual education cost

Head of education expenditure items	Share of education expenditure (%)		
	Nation	Rural	Urban
Admission, Session, Registration, Examination etc. fees	16.83	13.33	21.20
Books, Paper, Pen, Pencil etc.	18.02	22.31	12.64
Tuition fees	9.68	7.79	12.06
Coaching/house tutor fees	29.13	26.20	32.80
Educational Institute uniform	8.48	11.03	5.28
Conveyance and Tiffin	15.68	16.88	14.17
Others (donation, internet, excursion etc.)	2.18	2.46	1.84
Total	100.00	100.00	100.00

Chapter 6

Conclusion and Recommendations

The survey was an attempt to provide educational statistics through canvassing a long questionnaire to the sample households, mainly to find out data on enrolment status of children (6-10yrs.) at primary educational institutions, attended PECE and completed Grade-V, children never enrolled, dropouts before Grade-V, out of school children, population by level of education, household income and expenditure, education expenditure as percentage of HH income, annual educational expenditure by types of educational institutions, etc.

The indicators obtained from the survey are comprehensive and comparable, to some extent, with the data available from the Annual Primary School Census 2014 of DPE. Education statistics of census are based on administrative/ official records of the institutions, but the survey (EHS) provides the data from the sample households. The statistics collected from census and survey, are equally important in compensating information gap and strengthening reliability for taking appropriate education policies and programmes to improve further the system and quality of education. The policy makers/ users should be cautious in consideration about the data from two different sources. The education household survey (EHS) was initiated by DPE and the survey was carried out by BBS as per MoU between the two organizations.

It was the first intervention of DPE and BBS to collect education statistics from household survey designing a single core module of questionnaire. The limitation arises in finding some of the education variables, such as, dropouts by Grades I-V, cohort analysis of completion rate, survival, repeaters, transition rates from primary to secondary level etc, are to be carefully considered in preparing survey questionnaire for the next survey operation.

In addition, it may also be recommended to conduct education household survey with a revised questionnaire emphasizing to find out specific causes behind the children who are 'out-of-school' (never enrolled and enrolled but they dropped before Grade-V). The data of those children are essential for policy formulation in reducing the number of children out-of-school towards achieving the goal of hundred percent enrolments.

Studied groups of population for household education survey are to be identified by age-groups, such as, pre-primary school age-group (03-05 yrs), primary school children (06-10 yrs), secondary school children (11-15 yrs.), literacy rate (7+yrs), adult literacy (15+yrs) etc. The age-groups are useful for cohort analysis on education statistics and for comparative study between one set of data to another.

To collect disability statistics by types (incidence and prevalence) by gender, sample size needs to be extended and nationally representative, and scattered all over the country to make it proportionate to rural and urban population so that the indicators related to survival of disabled population and their livelihood, employment, socio-economic condition, their literacy and education level, health care facilities etc. are included. A questionnaire has to be completed and separated as a useful survey instrument and useful for preparing national database of disabled population. The survey needs to be organized bi-annual collection of disability information up to district level by rural and by urban domains.