



Report on Education Household Survey 2014



Bangladesh Bureau of Statistics (BBS)
Statistics and Informatics Division (SID)
Ministry of Planning

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COMPLIMENTARY



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



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

Message

I am pleased to know that Bangladesh Bureau of Statistics (BBS) has conducted Education Household Survey (EHS) 2014 in collaboration with the Directorate of Primary Education (DPE). The main objective of the survey was 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) 2014 would be instrumental for monitoring and assessment of development activities undertaken in promoting primary education system in Bangladesh.

I hope, the report will be useful to the policy makers, administrators and development partners in adopting appropriate measures to improve education system and enhance its quality.

I would like to express my thanks to the concerned officials of Statistics and Informatics Division(SID) and Bangladesh Bureau of Statistics(BBS) for their contribution in conducting the survey and preparing this report.

AHM Mustafa Kamal, FCA, MP



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

Message

I am glad to learn that Bangladesh Bureau of Statistics(BBS) has successfully conducted 'Education Household Survey 2014' during 13th to 16th September 2014 and it has released the final results in time.

This survey is the first of its kind in the country and provides statistics to assess quality of existing primary education system, particularly with reference to indicators such as enrolment, drop-outs and participation in Primary Education Completion Examination (PECE).

The survey findings show a positive co-relation between level of literacy and household wealth on quintile basis. Predictably, the richest have better access to education than the poorer. This indicator will assist government in shaping policies which address the imbalance and reduce the gap in literacy levels between the income groups.

I hope, the findings of the report will also be used by the policy makers and development partners in formulating plans to improve the education system so that the right of education for all children will be ensured.

I would like to express my sincere thanks to Kaniz Fatema ndc, Secretary, Statistics and Informatics Division, Government of Bangladesh, Mohammad Abdul Wazed, Director General, Bangladesh Bureau of Statistics, all concerned officers of SID and BBS for their valuable work in conducting the survey.

M A Mannan M P



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

Foreword

Bangladesh Government is committed to achieve 'Universal primary Education' in light of the Millennium Development Goal, to ensure right to access of every children in primary education. To fulfill this mandate the Directorate of Primary Education (DPE) of the Ministry of Primary and Mass Education (MoPME) has taken up the responsibility for making substantial provisions of primary education to more than 19 million school age children in Bangladesh. With this end in view, DPE has so far established more than 100 thousand primary institutions and employed about 400 thousand teachers in these institutions.

It may be mentioned that, this is a large-scale operational and management activity and a great challenge to bring all the children into the system of primary level institutions all over the country. Education development programs have been taken for assessment and evaluation for increasing enrolment as well as participation of children with improved quantitative and qualitative education system. The objectives of these programs are to achieve complete enrolment (100%) of children (6-10 yrs) in primary level institutions by 2021. The data obtained from Education Household Survey- 2014 conducted by the Bangladesh Bureau of statistics (BBS) will be useful for assessment of the situation and formulation of primary education programs to achieve the goal of 'Universal Primary Education'.

I would like to express my gratitude and appreciation to the Director General BBS, the Deputy Director General and Director, Demography and Health Wing, BBS for providing guidance in conducting the survey and bringing out this report.

I also like to thank the concerned officials of BBS who worked sincerely and relentlessly in conducting the survey, editing, coding, tabulating and processing of data and preparation of this report.

I hope that the report will be very useful to the researchers, planners, and policy makers in formulating education programs and taking appropriate policies mainly on primary education system in Bangladesh.


Kaniz Fatema, *ndc*
Secretary



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

Preface

Bangladesh has made significant progress in educational attainment in the last decade. The literacy rate for population 7 years and above has increased from 46.2% to 51.8% during 2001 to 2011. The increase of literacy for male and females during the period were 50.3% to 54.1% and 41.8% to 49.4% respectively. The gradual increase in literacy rate and number of educated persons show that Bangladesh likely to achieve the goal of 'Education For All' by the year 2021.

Up to date and quality statistics on primary level education are of vital importance for planners and policy makers to formulate effective programs for development of human resources. The Education Household Survey 2014 was carried out by BBS through a Memorandum of Understanding (MoU) between the Directorate of primary Education (DPE) of the Ministry of Primary and Mass Education (MoPME) and BBS under the Statistics and Informatics Division of Ministry of Planning (MoP). Household based survey results on primary level education are useful for the DPE as it provide reliable information rather than institutional survey. This survey report will serve their purpose for assessment and evaluation of contemporary education status and taking further programs and policies to achieve the target.

I would like to appreciate the officials who were engaged in the survey operation, data collection, editing, coding and data processing and bringing out the report with utmost care. I acknowledge with gratitude the support of DPE for conducting the Education Household Survey (2014) in collaboration with BBS.

I hope, the indicators available in the report 'EHS 2014' will be useful in designing education programs to achieve 'Education For All' by 2021.

I would like to congratulate Mr. Jafor Ahmed Khan, Focal Point Officer (Deputy Secretary), BBS for his active participation, vigilant supervision and for providing useful guidance in the successful completion of the survey and bringing out this report.

I express my sincere thanks and gratitude to distinguished Secretary of Statistics and informatics Division their continuous support guideline in compilation of this important undertaking.

Mohammad Abdul Wazed
(Additional Secretary)



Focal Point Officer
Education Household Survey-2014
Bangladesh Bureau of Statistics

Acknowledgement


As a fast developing nation, Bangladesh assigns top priority to education sector for bringing all the children into the school under the slogan 'Education For All'. To achieve the goal, DPE has taken adequate measures for evaluation and assessment of the present status of education system and participation of children (6-10 years) in primary institution to ensure 100% enrollment. So, Education Household Survey (EHS) was conducted by BBS during 13th to 16th September, 2014 in the selected 306 PSUs out of 1500 PSUs used for continuous survey of SVRS. However, multidimensional drives to achieve the target through the implementation of series of programs were undertaken by DPE of Ministry of Primary and Mass Education.

To conduct EHS 2014 is one of the components for assessment and evaluation programs; it covers the area of statistical information on primary level education mainly, GER, NER, drop-out and out-of-school children, completion rate (PECE) and general perception about primary education and quality of education, housing structure and available facilities in the households etc. The officials involved in survey operation, data entry, tabulation and cleaning data set deserve appreciation for performing these troublesome jobs.

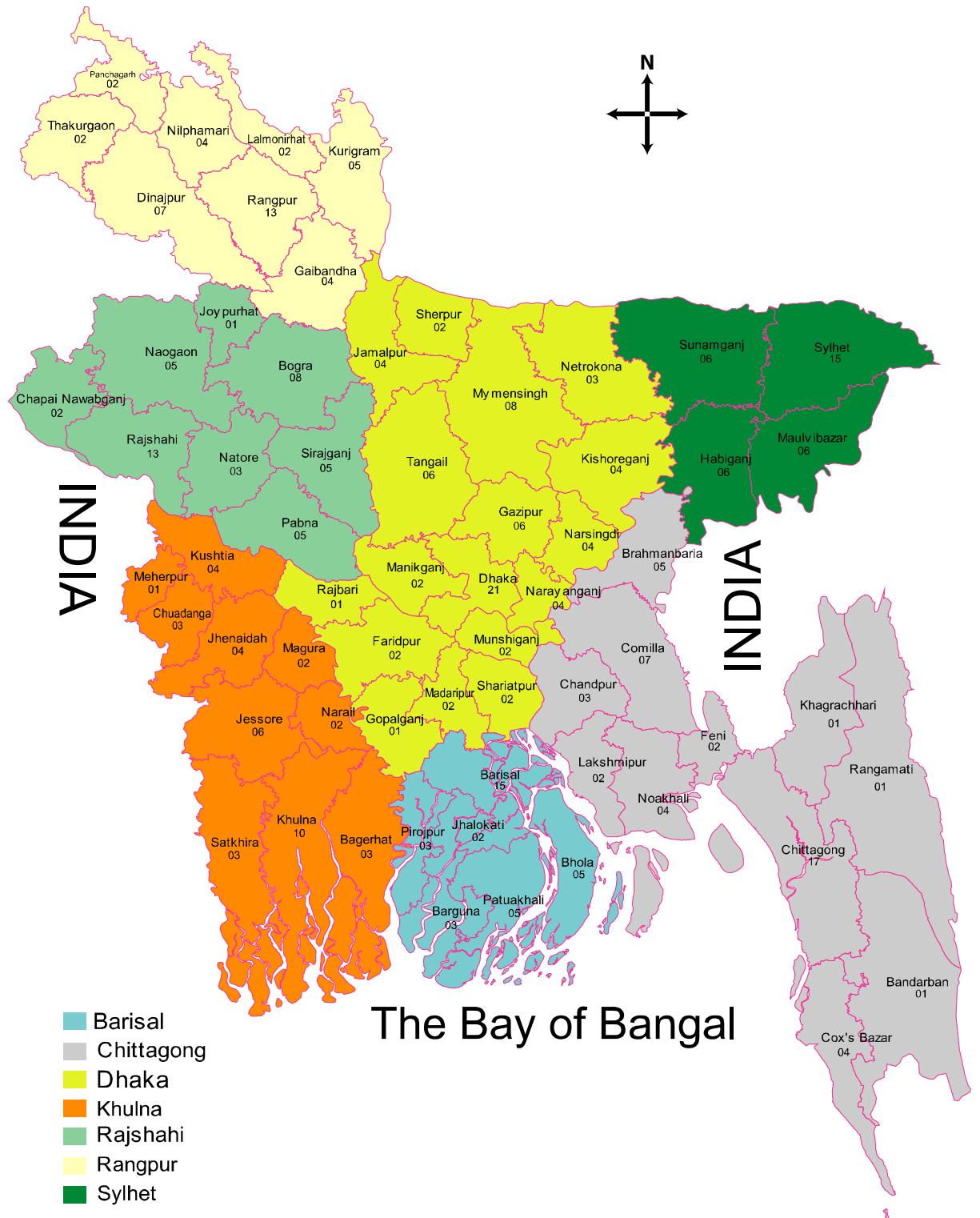
I hope, the EHS 2014 report will be equally useful for DPE and for the researchers, planners, and policy makers in promoting primary education system in Bangladesh.

I would like to express gratitude to the local consultants A.K.M Abdus Salam and Md. Ruhul Amin for their relentless devotion in completion the report. I also like to thank the Director, M & E, DPE and his colleagues and Syed Rashed Al Zayed (Josh), Senior Economist, the World Bank, Bangladesh, for their continuous support in implementing the governments' commitment in conducting the survey and in bringing out this report.

Finally, I would like to express my thanks and profound gratitude to the chairperson and members of the Technical Committee and working group for their great contribution in providing valuable suggestions and comments for improvement of the report.


Jafor Ahmed Khan
Director (Deputy Secretary)

Distribution of PSUs by District



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Abbreviations

AC	Air Cooler
APSC	Annual Primary School Census
ASO	Assistant Statistical Officer
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BBS	Bangladesh Bureau of Statistics
CNG	Compressed Natural Gas
DD	Deputy Director
DDG	Deputy Director General
DE/CO	Data Entry/ Computer Operator
DG	Director General
DPE	Directorate of Primary Education
DSO	District Statistical Officer
EA	Enumeration Area
ECCE	Early Children Care and Education
ECD	Early Childhood Development
EFA	Education For All
EHS	Education Household Survey
FSNSP	Food Security and Nutrition Surveillance Project
GE	Gender Equity
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GoB	Government of Bangladesh
HH	Households
HIES	Household Income and Expenditure Survey
HQ	Head Quarter
HSC	Higher Secondary School Certificate
IMPS	Integrated Multi-Purpose Sampling Frame
IPS	Instant Power System
JD	Joint Director
JSA	Junior Statistical Assistant
KG	Kinder Garten
KPIs	Key Performance Indicators
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MIS	Management Information System
MoPME	Ministry of Primary and Mass Education
MoU	Memorandum of Understanding
MPO	Monthly Pay Order
MSVSB	Monitoring the Situation of Vital Statistics of Bangladesh

MTR	Mid Term Review
NER	Net Enrolment Rate
NGO	Non-Government Organization
NIR	Net Intake Rate
NPA	National Plan of Action
PECE	Primary Education Completion Examination
PEDP	Primary Education Development Program
PEDP3	Third Primary Education Development Program
PPE	Pre Primary Education
PSA	Paura Shava Area
PSQL	Primary School Quality Level
PSUs	Primary Sampling Units
QE	Quality of Education
RMO	Rural, Municipality & Other Urban Area
SA	Statistical Assistant
SE	Standard Error
SI	Statistical Investigator
SID	Statistics and Informatics Division
SMA	Statistical Metropolitan Area
SO	Statistical Officer
SSC	Secondary School Certificate
SVRS	Sample Vital Registration System
TV	Television
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children Emergency Fund
USO	Upazila Statistical Officer
WID	Women in Development

Key Findings for EHS 2014

(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

Executive Summary

Education household survey (EHS-2014) was conducted by Bangladesh Bureau of Statistics (BBS) in continuous and intimate coordination with the Directorate of Primary Education (DPE) from designing questionnaire to finalization of report. The prime objective of the survey has been to collect data and information on education from the dwelling households for assessment of outcomes and impacts on primary level education system and quality, as the Government of Bangladesh has undertaken different measures to improve the level of education.

The survey provides up-to-date information on primary education based on the household level survey rather than availability of education statistics from Annual Primary School Census (APSC-2014). The sample design developed for conducting the household survey represents Bangladesh as a whole. The data derived from the survey with an additional focus on household income and expenditure, and on allocation and expenses the education incurred for educating children. To assess economic status the households have been classified into five categories according to the measurement standard of wealth quintile and their level of literacy as well as level of education.

However, population literacy rates, one of the main variables of literacy enhancement programme have been discussed in the report. Literacy rate of population 7 years and above obtained from the data of Education Household Survey (EHS-2014) was 59.1% at national level, 61.3% for male, and 56.9% of female population. The corresponding rates for rural and urban areas were 55.6% and 70.9% respectively. In terms of literacy status by administrative divisions, Barisal occupied in the first position, 74.3% in total and 73.6% in rural and 78.4% in urban area. Chittagong obtained second position 63.0% in total, 59.7% in rural, but Rajshahi obtained second highest position 74.4% literacy in urban area.

In case of adult literacy rate (15 yrs. and above), 58.6 % was literate, males comprised 62.2% and females comprised 55.1% at national level. Population of Barisal division had the highest access to adult literacy, 73.0% population of both sex, male 77.0%, and female 68.4%.

The statistics about literacy rate show a significant variation (wide gap) as compared to economic status of households wealth quintile varies from the lowest to the highest. Population of households in the lowest wealth quintile (q1), the poorest, could achieve 36.6% literacy rate (7 yrs. +) only whereas the population of the highest (q5) wealth quintile achieved 80.8% literacy rate. The variation of adult literacy rate (15yrs.& above) shows a wide difference between the poorest (q1) and the richest (q5) i.e. 32.8% and 82.8% respectively.

In case of net and gross enrolment rates at primary educational institutions, the variation of enrolment rates between boys and girls in primary level shows that boy's net enrolment rate was

90.8% while it was 92.1% for the girls at national level. The rates were 90.5% for the boys and 91.7% for the girls at rural level. In the urban area, the rates were 91.9% for the boys and 93.7% for the girls. It is important to note that girls, enrolment surpassed boys by 1.3 percent at national level, 1.2 percent in rural and 1.8 percent point in urban area. Highest net enrolment is observed in Barisal division which is 97.5%, followed by Khulna 94.5% and then Chittagong division 93.7%.

At the national level, gross enrolment rate for boys was estimated at 117.0% and for girls it was 118.5%. In rural area, gross enrolment rate (GER) of boys was found to be 118.2% and for the girls 120.0%. In urban area, the rate obtained from the education household survey was 112.0% for boys and 112.8% for the girls.

The children (6-10 yrs.) never enrolled was estimated at 8.6% and the children enrolled, but dropped out before grade-V was 8.7%. The data indicate that the children 'out of school' (never enrolled and dropouts) was 17.3% of all, 17.9% of the boys and 16.7% of the girls at national level. In rural area, this was 17.5% for all, 17.6% for boys and 17.5% for girls. In urban area, 'out of school' children were 16.5% for all, and for boys it was 19.1% and for girls 14.0%. The percent of 'boys out of school' was higher compared to the girls 'out of school'.

This survey also provides statistics on per capita annual educational expenditure by household and sex. At the national level, expenditure on education incurred Tk. 11,561, in the rural area Tk. 8,334 and in urban area Tk. 22,427 spent for educational expenditure per head student. The expenditure incurred for the boys was Tk. 12,136 and for the girls the amount spent was Tk. 10,962 at national level. Education cost in urban area Tk.23,639 for the boys and Tk. 21, 201 for the girls was spent annually per head. The share of monthly household expenditure on education was estimated 7.1% only of total expenditure (Tk. 15,415). Share of health care expenditure was 4.0%, food consumption expenditure was 60.3% and for non-food 28.6% of total expenditure incurred.

Finally, the survey ended with the lesson that awareness and perception of the guardians/ parents were vital. More than 88% of guardians who had children reading in the local primary educational institutions expressed their good impression as well as satisfaction on the quality of education. The guardians informed that they were quite aware of the primary educational institutions in their respective localities.

Chapter: 1

Introduction

1.1 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 in 2014 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.

1.2 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) 2014. 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 2014 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.

1.3 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: 2

Methodology

2.1 Introduction

Education Household Survey (EHS) is considered the most important source of educational information at the household level. It is for the first time that this survey was conducted by administering a separate core module questionnaire in details especially for literacy assessment on primary education. During the last one decade, the literacy rate of population has increased significantly. This is the impact of education policy in which the government of Bangladesh has given priority to education especially primary level education on getting every child in the primary educational institutes to achieve 100 percent enrolment and quality education.

2.2 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) 2014 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 2014. 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 2014 was a sub-sample of IMPS design used for SVRS project in BBS.

2.3 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 2014 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 2014

2.4 Sampling procedures

a) 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.

b) 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:

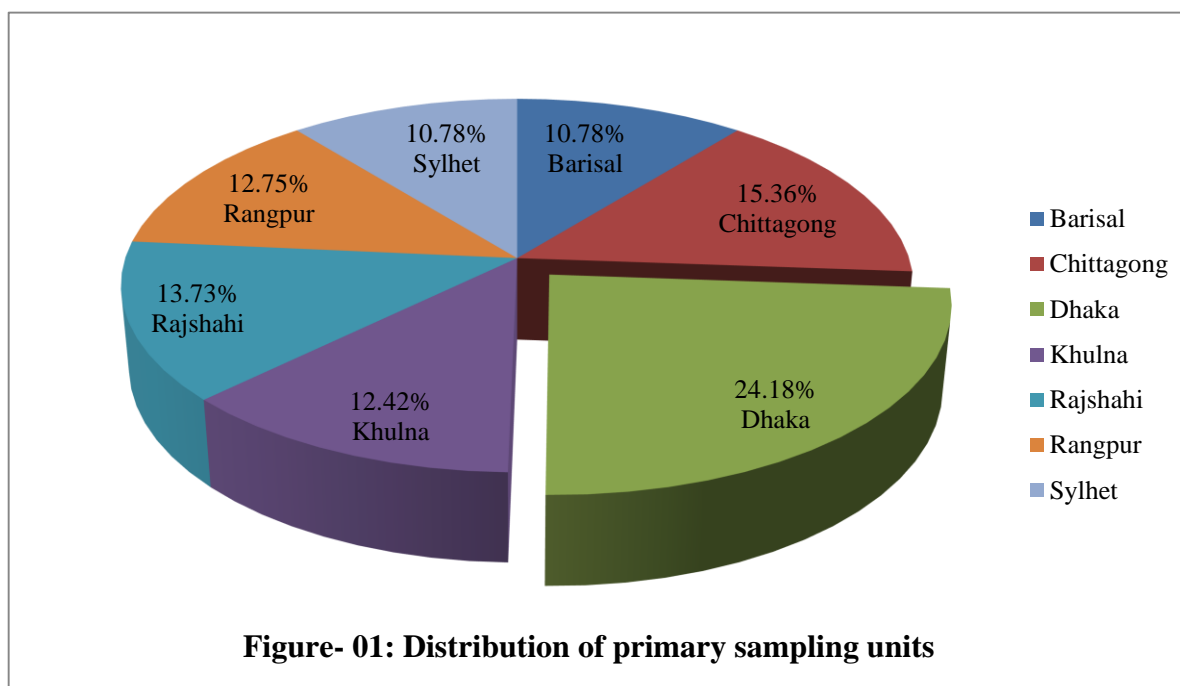
- (i) Identify the number of HH (M) in the PSU from the listing done.
- (ii) Divide the total HHs by 20 and consider only the integer part of (HH/ 20) and name it k.
- (iii) Draw a random number between 1 and k, let the number be r.
- (iv) Select the rth, (r+k) th, (r+2k) th,..., (r+19k)th HH in the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

2.5 Allocation of primary sampling units (PSUs)

Table 2.1 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 2.1 Distribution of Primary Sampling Units (PSUs) and sample HHs by administrative Division and residence, EHS 2014

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



Dhaka division included Dhaka Mega City has the highest population. The highest number of PSUs (74) as well as households (1480) is allocated to Dhaka division and it is 24.18% of the total.

2.6 Estimated weight factor

Absolute numbers and total household were estimated by multiplying the sample household number (X) by the inverse of the sampling fraction (1/f) and thus the raising factors are the weights for number of the totals. These were based on the actual survey data and were thus called post design weights for estimating total population.

2.2 Estimated households by division and residence, EHS 2014

Administrative division	Raising factor HH in 2014					
	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

2.7 Questionnaire management

This is the first time that a single core module questionnaire was prepared for conducting household based Education Household Survey (EHS) in 2014, emphasizing mainly assessment of literacy and primary level education system in Bangladesh in accordance with the objective of the MoU. Cover page of the questionnaire designed in such a way where all information of the sample area showing RMO, Mauza/ Mohollah, Union/ Ward, Thana/ Upazila, District and Division are clearly identified. Digital specification of the household is mentioned below:

1. MSVS PSU number (4 digits)	0	3	9	2
2. MSVS household number (3 digits)	0	1	3	
3. EHS 2014 sample household number (2 digits)		0	3	

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, almirah/ wardrobe, chair/ table, showcase/ scooter/ tempo/ rickshaw, car/ bus/ truck, boat, trolley, 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. (The Questionnaire of EHS-2014 is attached to Appendix-D).

2.8 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.

2.9 Pre-test

For finalization of the questionnaire used for the EHS 2014 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. Pre-test of the questionnaire was held during 16th August to 18th August, 2014 under investigation of an expert team, comprising experienced officers associated in conducting socio-economic surveys in BBS. 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 2014.

2.10 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.

Master trainers were the division level officers who received training at BBS HQ, Dhaka from an expert group (Focal Point Officer, Directors, Local Consultant, DG, DDG of BBS, and Joint Secretary (Development) of Statistics and Informatics Division) held on 8th September, 2014. The master trainers imparted training to the District Statistical Officers (Deputy Directors) at the Division Statistics Offices. The training of District Statistical Officers was held at each Division on 10th September, 2014. After receiving training from master trainers, District Statistical

Officers imparted training to the Supervising Officers (USO & ASO) and the Registrars (enumerators) at the respective District Statistical Offices. After completion of training, the Registrars and the Supervisors collected enumeration kit bags from the District HQs. At the field level, 306 enumerators (Registrars) and 148 Supervising officers were engaged in data collection. The Supervising officers were engaged for maintaining quality of data that guided the enumerations.

2.11 Enumeration period

Enumeration period for conducting the survey was from 13th September to 16th September 2014.

2.12 Survey operation and management

The questionnaire for EHS 2014 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 2014 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 2014.

2.12.1 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.

2.12.2 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 were tested for validity and internal consistency.

2.12.3 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.

2.12.4 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.

2.12.5 Limitation

The EHS 2014 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 sampling error. 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: 3

Population and Household Characteristics

This chapter contains the information about population and household characteristics, such as, age-sex composition of population by area, population by divisions, headship of households, average household size, marital status, major occupations, working status of children and disabled population by types of disability, etc.

3.1 Age-Sex composition of population

Table 3.1 provides percent distribution of population by age-sex and by residence. It is revealed from the table that 0-3 years child composed of 8.01% of total population while the same composition was 8.24% in rural and 7.21% in urban area. The proportion combined together up to five years (0-5 year) was 12.22% of total population at the national level. On the other hand, the same age group of population was 12.53% in rural and it was 11.12% in urban area. This was the proportional distribution of population zero to five years. The difference shows that 1.41 percent point was higher in rural than in urban area.

The population in the age group 06 to 10 years is called primary educational institutes age-group, constituted 11.96%, whereas in rural area it was 12.33% and it was 10.70% in urban area. It is observed from the composition of population at the school age-group between rural and urban residence about two percent point differs i.e, higher proportion of children were found in rural area than in urban. It shows that 9.09% of total population was in the age- group (11-14yrs) at national level whereas 9.22% and 8.64% were found in rural and urban area respectively.

The rural 'active or working age-group' population 15-59 yrs was 58.07% and it was 63.54% in urban area. The variation between rural and urban about 5.47 percent point might be the reflection of internal migration of working population from rural to urban area. The old age population 65 years and over the proportion 4.98% in rural and it was 3.49% in urban. The reverse situation might be one of the reasons due to migration of old population from the urban to the rural area.

Table No. 3.1: Percent distribution of population by age, sex and area

Age (in year)	National			Rural			Urban		
	Both	Male	Female	Both	Male	Female	Both	Male	Female
00-03	8.01	8.10	7.92	8.24	8.32	8.16	7.21	7.35	7.06
04	2.25	2.46	2.04	2.31	2.57	2.06	2.03	2.07	1.99
05	1.96	1.95	1.96	1.98	1.96	2.00	1.88	1.93	1.83
00-05	12.22	12.51	11.92	12.53	12.85	12.22	11.12	11.35	10.88
06	2.41	2.42	2.40	2.53	2.55	2.51	2.02	2.01	2.03
07	2.47	2.60	2.33	2.52	2.71	2.33	2.27	2.24	2.32
08	2.42	2.39	2.46	2.60	2.60	2.59	1.84	1.67	2.01
09	2.38	2.46	2.29	2.39	2.46	2.31	2.34	2.47	2.22
10	2.28	2.30	2.27	2.30	2.34	2.26	2.22	2.14	2.30
06-10	11.96	12.17	11.75	12.33	12.66	12.00	10.70	10.52	10.88

Age (in year)	National			Rural			Urban		
	Both	Male	Female	Both	Male	Female	Both	Male	Female
11	2.43	2.57	2.29	2.57	2.78	2.36	1.95	1.86	2.04
12	2.31	2.34	2.29	2.32	2.30	2.35	2.27	2.48	2.06
13	2.19	2.44	1.94	2.18	2.43	1.92	2.24	2.46	2.01
14	2.15	2.04	2.27	2.14	2.03	2.25	2.18	2.06	2.31
11-14	9.09	9.39	8.78	9.22	9.54	8.89	8.64	8.85	8.42
15-19	9.57	9.91	9.23	9.43	10.04	8.80	10.07	9.48	10.68
20-24	8.56	7.42	9.71	8.39	7.22	9.57	9.14	8.11	10.20
25-29	9.23	8.08	10.39	9.10	7.86	10.36	9.66	8.83	10.50
30-34	7.43	7.37	7.50	7.32	7.29	7.35	7.82	7.61	8.03
35-39	6.91	6.57	7.25	6.66	6.28	7.05	7.76	7.59	7.93
40-44	5.50	5.56	5.43	5.26	5.25	5.26	6.32	6.61	6.02
45-49	4.67	5.07	4.26	4.51	4.93	4.07	5.23	5.54	4.90
50-54	4.39	4.27	4.51	4.36	4.19	4.54	4.47	4.54	4.39
55-59	3.04	3.26	2.82	3.04	3.13	2.94	3.07	3.70	2.43
15-59	59.30	57.51	61.10	58.07	56.19	59.94	63.54	62.01	65.08
60-64	2.80	3.03	2.57	2.88	3.10	2.66	2.53	2.78	2.28
65+	4.64	5.39	3.88	4.98	5.66	4.29	3.49	4.48	2.47
Total	100.00	100.0	100.00	100.00	100.00	100.00	100.00	100.00	100.00
N	26626	1341	13211	14740	7409	7331	11886	6006	5880

The existing proportional pattern of population distribution at different age-group was calculated based on the weighted population.

3.2 Population by rural, urban and by division

Table 3.2 shows the percentage distribution of households and population by sex, area, and division. In the table it shows that rural population was 55.36% and it was 44.64% in urban. Actual population 26,626 from 6120 households was enumerated in the Education Household Survey.

Table No. 3.2: Frequency and percent distribution of households and population by sex, area and division.

Area & Division	Total household		Population					
			Both sex		Male		Female	
	No.	%	No.	%	No.	%	No.	%
Area								
Rural	3320	54.25	14740	55.36	7409	55.23	7331	55.49
Urban	2800	45.75	11886	44.64	6006	44.77	5880	44.51
Division								
Barisal	660	5.73	2958	6.00	1448	5.82	1510	6.19
Chittagong	940	17.54	4437	19.36	2205	19.00	2232	19.73
Dhaka	1460	34.12	6205	33.38	3150	33.62	3055	33.13
Khulna	780	11.32	3184	10.71	1591	10.60	1593	10.82
Rajshahi	840	13.82	3354	12.63	1708	12.77	1646	12.49
Rangpur	780	11.79	3131	10.91	1611	11.22	1520	10.61
Sylhet	660	5.68	3357	7.01	1702	6.98	1655	7.04
Total	6120	100.00	26626	100.00	13415	100.00	13211	100.00

Note: Actual number & weighted percentage.

In PSU selection and household allocation Dhaka division had got the highest weight (34.12%), Sylhet division got the lowest weight (5.68%) and Barisal was given second lowest (5.73%) weight.

3.3 Headship of household

Table 3 displays information of the households by headship, male-headed and female-headed. The estimated results defined from the survey have been compared with the results of some other surveys and the population censuses wherever possible. At the national level, male headed households were estimated at 88.80% and female headed at 11.20%.

Table No. 3.3: Headship of households by sex and area

Headship of HH	(In percent)		
	National	Rural	Urban
Male headed	88.80	89.10	87.81
Female headed	11.20	10.90	12.19

3.4 Average household size

Average household size obtained from population censuses conducted in 2001 and 2011, Household income and expenditure survey (HIES) 2010 and Education household survey (EHS) 2014. In any socio-economic surveys, average household size is an important indicator. It is observed that the household size was 4.88 in 2001 and reduced to 4.35 in 2014, i.e., average household size is declining slowly. On the other hand, the size of household in rural area was 4.89 in the year 2001 while household size in urban area was 4.87 in the same year. The indicator on household size obtained from the survey EHS- 2014, rural household size reduced to 4.43 whereas it was 4.24 in urban.

Table No 3. 4: Average household size by residence

Sources	National	Rural	Urban
Population Census 2001	4.88	4.89	4.87
HIES 2010	4.50	4.53	4.41
Population Census 2011	4.44	4.46	4.36
EHS 2014	4.35	4.43	4.24

It is evident from the trend that household size has been decreasing slowly over the period since 2001. The decrease in the household size may be attributed to the reduction in fertility rate in recent years and the decomposition of large family into nuclear family.

3.5 Marital status

Marital status of the population aged 10 years and above is shown in Table 3.5. The Table shows that 61.84% of male and 65.83% of female population were married as against 36.77% of male and 25.07% of female reported unmarried. At the same age group, female married persons were merely 4.0 percent point higher than that of male counterpart.

Table No. 3.5: Percent distribution of population (10 yrs.+) by marital status and sex

Marital status	Both sex	Male	Female
Married	63.83	61.84	65.83
Unmarried	30.93	36.77	25.07
Widow/ Widowed	4.51	1.09	7.93
Divorced/Separated	0.73	0.29	1.18
Total	100.00	100.00	100.00

3.6 Major occupation of population

Table 3.6 shows percent distribution of total population (6 yrs and above) who were engaged in different economic activities. The survey results provide information on population activities classified in some major occupational categories. Among the categories, 11.43% of population were engaged in agriculture, animal husbandry and forestry, 6.46% in production related and transport works, 6.26% in business, 3.71% as sales workers, 1.70% in the offices as clerical office workers and 1.61% engaged in as service workers 31.62% of population reported that they were engaged in household activities. Rest of the population in “others” group who were 34.48%, not in economic activities, they were in the group of students, looking for job (unemployed), disabled, beggars etc. The occupation classification was prepared on the data availability of the education household survey. It is not strictly comparable with occupational information data from other sources.

Table No. 3.6: Percent distribution of population (6 yrs.+) by main occupation and by area

Major occupation	National	Rural	Urban
1. Agriculture/animal husbandry/forestry/fisheries	11.43	14.08	2.45
2. Professional/Technical/Administrative/Managerial	2.73	2.02	5.15
3. Production related workers & transport workers	6.46	5.28	10.46
4. Business	6.26	5.29	9.52
5. Service workers	1.61	1.50	1.98
6. Clerical/ office workers	1.70	1.18	3.45
7. Sales workers	3.71	3.87	3.17
8. Household works	31.62	32.27	29.42
9. Others (student, looking for job, disable, beggar etc.)	34.48	34.51	34.39
Total	100.00	100.00	100.00

3.7 Working status of children

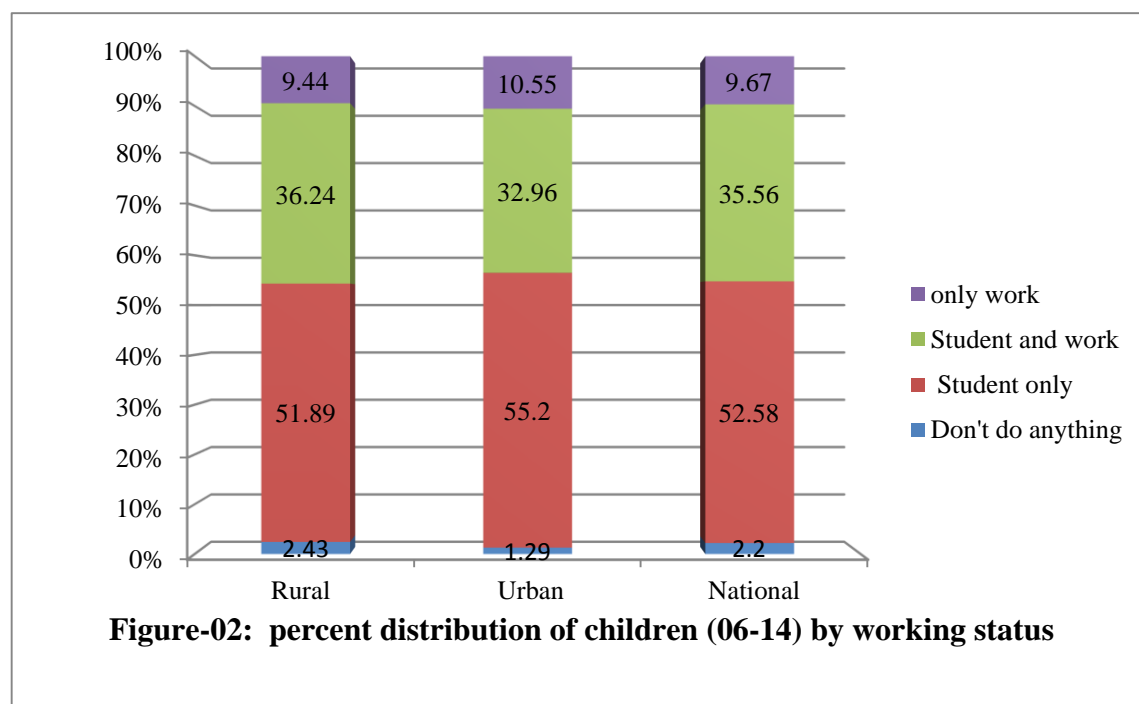
There was a question in the questionnaire used for conducting education household survey 2014 that what types of activities were carried out by the member children (06 to 14 yrs) of the household. The table 3.7 explains the activities of the children (06-14 yrs) and their working status by rural and urban areas. The data classified among the specific activities of the children shows that 52.58% of children were ‘students only’ and 35.56% were ‘students and work’ as

unpaid family helpers and earners. Among the children, 9.67% were out of school/ never enrolled, they were engaged in only work/ economic activities. Another segment 2.20% of children did not do anything, even they were not student. The children ‘only work’ and ‘don’t do anything’ (not even students) were out of schools. In rural area ‘out of school children’ was 11.87% and it was 11.84% in urban area. The statistics/ indicators in both the areas indicate almost the identical result.

Table No. 3.7: Percent distribution of children (06-14 yrs.) by working status

Residence	Don't do anything (not even student)	Student only	Student and work*	Only work* (not student)	Total
Rural	2.43	51.89	36.24	9.44	100.00
Urban	1.29	55.20	32.96	10.55	100.00
National	2.20	52.58	35.56	9.67	100.00

*“Work” refers both unpaid family helper and earner



3.8 Sex and dependency ratio

Table 3.8 shows sex ratio and dependency ratio. It is revealed from the table that sex ratio was 101.48 at national level; it was 101.36 in rural and 101.90 in urban. In residential differences, it is insignificant. Sex ratio and number of males per hundred females are exactly synonymous.

Table 3.8: Sex and dependency ratio of population by area

Indicator	National	Rural	Urban
Sex ratio	101.48	101.36	101.90
Dependency ratio	61.05	64.10	51.38

Sex Ratio: Number of male per 100 female.

Dependency ratio: Population of age group 0-14yrs. + 65 yrs. & over to the population of aged 15-64 yrs. expressed in percent.

The table also presents dependency ratio. In case of rural it was calculated 64.10 percent while the same was 51.38 in urban area. In the rural area, the indicator implies that more people were dependent on population of productive/working age-group (15-64 yrs) than that of population in the urban area. Dependency ratio was 61.05 at national level. Variation of dependency ratio between rural and urban 64.10 and 51.38 implies that more dependent population are in rural than in urban.

3.9 Disabled population and types of disability

EHS-2014 collects information on disabled population and types of disability. The data shown in Table 3.9 are displayed in two ways, one explains total number of disabled persons found (339) out of total population investigated (26,626) through canvassing the questionnaire to the households (6120) of 306 PSUs. The percentages by types of disability are shown and calculated based on weighted population. At the national level, only 1.33% disabilities are estimated of different types, out of which vision/speech/hearing (0.47%) and physical disability (0.45%) are prominent.

Table No. 3.9: Disability of population by type, area and sex

(In percent)

Type of Disability	National			Rural			Urban		
	Both	Male	Female	Both	Male	Female	Both	Male	Female
Autism	[0.03]	[0.04]	[0.02]	[0.04]	[0.04]	[0.03]	[0.01]	[0.01]	[0.01]
Physical disability	0.45	0.49	0.42	0.46	0.45	0.46	0.44	0.62	[0.25]
Mental/Intellectual disability/ Cerebral palsy	0.28	0.28	[0.28]	0.31	[0.30]	[0.31]	[0.19]	[0.20]	[0.18]
Vision/ Speech/ Hearing	0.47	0.43	0.51	0.47	0.44	0.49	0.46	[0.37]	0.55
Down syndrome/ Multi disability/ Others	[0.10]	[0.08]	[0.13]	[0.11]	[0.08]	[0.13]	[0.07]	[0.06]	[0.08]
National	1.33	1.32	1.35	1.38	1.34	1.43	1.17	1.27	1.06
N	339	173	166	200	99	101	139	74	65

Note: [] Refers frequency distribution of unweighted disable persons are less than 33

Table 3.9.1 indicates how the disabled population have been distributed among the types of disability. The specified types of disability are autism (2.20%), physical disability (34.00%) mental / intellectual/cerebral pulse (21.00%), vision /speech/ hearing (35.00%), and down syndrome/multi- disability including others (unspecified) 7.60%.

Table No. 3.9.1 Percent distribution of disability by type, area and sex

Type of Disability	National			Rural			Urban		
	Both	Male	Female	Both	Male	Female	Both	Male	Female
Autism	2.20	2.70	1.70	2.60	3.20	2.00	0.60	0.70	0.50
Physical disability	34.0	37.2	30.90	33.20	34.0	32.50	37.30	48.60	23.50
Mental	10.6	10.2	11.10	11.60	11.4	11.70	6.90	5.90	8.10
Vision	6.50	4.50	8.60	5.70	5.20	6.20	10.00	1.90	19.90
Speech	10.4	9.30	11.60	11.00	9.30	12.70	8.00	9.20	6.60
Intellectual	7.60	9.70	5.50	7.60	9.50	5.90	7.60	10.60	3.90
Hearing	12.9	13.2	12.60	12.50	13.6	11.50	14.60	12.00	17.70
Hearing –vision	5.20	5.70	4.70	4.80	5.60	4.00	7.00	6.40	7.80
Cerebral palsy	2.80	1.40	4.20	3.00	1.80	4.10	2.10	0.0	4.60
Down Syndrome	0.10	0.20	0.0	0.0	0.0	0.0	0.50	0.90	0.0
Multi disability	5.30	4.30	6.40	5.90	5.50	6.30	3.00	0.0	6.60
Others	2.20	1.70	2.70	2.10	1.10	3.10	2.50	3.90	0.80
National	100.0	100.0	100.00	100.0	100.0	100.00	100.0	100.0	100.00

Note: Disability types / categories are mentioned in the table as per gazette notification of Ministry of Social Welfare.

Chapter: 4

Basic Need Indicators and Household Asset

4.1 Housing structure

In this survey, housing structure refers to only those structures where the heads of the household reside. It is considered the main room of the household, generally head of the household lives there. Table 4.1 shows construction materials of wall, roof, and floor of the main house.

Table No. 4.1: Characteristics of main houses by area

(In percent)

Characteristics of main houses	National	Rural	Urban
A. Construction material of wall			
1. Brick/Cement	34.04	23.33	69.14
2. Tin/Wood	44.80	51.21	23.80
3. Clay/Brick/Wood	12.17	15.39	1.63
4. Straw/Bamboo/Plastic	8.81	9.90	5.25
5. Others	0.17	0.17	0.18
Total	100.00	100.00	100.00
B. Construction materials of roof			
1. Concrete (Brick/Cement/Rod)	14.58	7.22	38.70
2. Tin /Wood	79.82	86.17	59.03
3. Clay/Tally/Wood	2.06	2.48	0.66
4. Straw/Bamboo/Plastic	3.04	3.50	1.57
5. Others	0.50	0.64	0.04
Total	100.00	100.00	100.00
C. Construction materials of floor			
1. Brick/Cement/Tiles	33.31	20.45	75.44
2. Wood/Bamboo	2.42	2.57	1.91
3. Clay/Earth	64.28	76.98	22.66
Total	100.00	100.00	100.00
D. Household facility			
1. Household with separate kitchen room	78.19	77.09	81.78
2. Household with separate dining room	23.34	20.35	33.17
3. Household with electricity connection	62.77	54.00	91.50

At the national level, the highest 44.80% of the heads of household lived in the house where the walls of the houses were made of tin/ wood, around one-third (34.04%) of the houses were found made of brick/ cement whereas, same material was found in the roof 14.58% and about four-fifth (79.82%) used tin/ wood for constructing roof. Construction materials used for the

floor 64.28% with clay/ earth and only one-third (33.31%) of houses used brick/ cement / tiles in constructing floor. In rural area, about half (51.21%) of the heads of household reside in houses with wall made of tin/ wood and nearly one-fourth (23.33%) households were found with wall materials made of brick/ cement. Roofs made of brick/ cement were found in case of only 7.22% of households while majority (86.17%) of houses were made of tin/ wood for roof in the rural area. Floor of main house was constructed 20.45% with brick/ cement/ tiles, but almost about 77% of houses used clay/ earth in constructing floor of the houses in the rural area.

In the urban area, wall materials of the houses about 69 percent were found using brick/ cement and on the other hand, 5.25% of households used straw/ bamboo/ wood in making walls. Construction materials of floor of households were found 75.44% made of brick/ cement/tiles and 22.66% houses made of clay /earth in urban areas.

4.2 Sources of drinking water

Table 4.2 provides distribution of households by sources of drinking water by area of residence. The Education Household Survey (EHS) results indicate that about 13% household reported to have access to supply of drinking water (Tap) and more than 83% households reported to have access to tube-well water estimated at national level. Both the sources, tap and tub well are considered as improved sources of drinking water.

Table No. 4.2: Percent distribution of households by sources of drinking water

Sources of drinking water	National	Rural	Urban
1. Supply water (Tap)	12.99	3.77	43.18
2. Tube-well	83.29	91.53	56.26
3. Surface water (Pond/river/cannel/ well/water fall/others)	3.73	4.70	0.55
Total	100.00	100.00	100.00

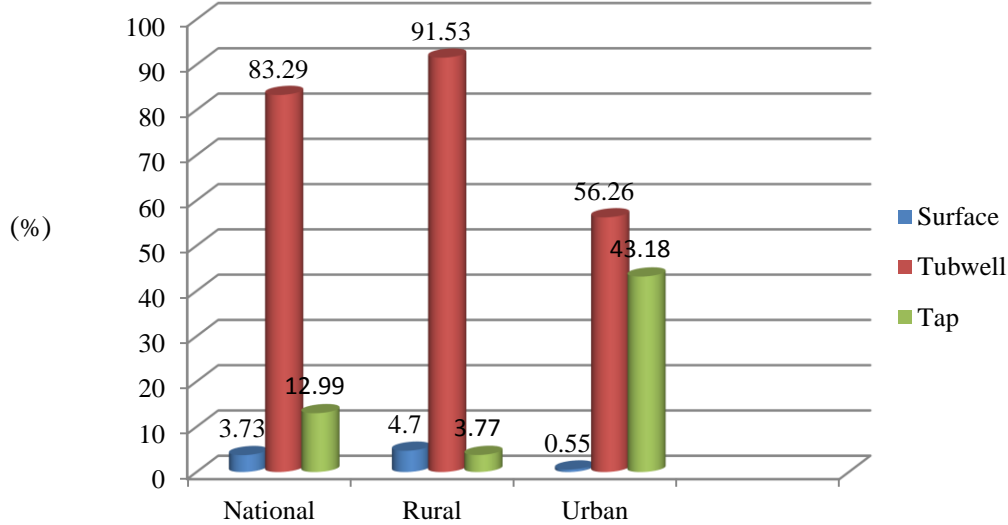


Figure – 03: Percent distribution of households by sources of drinking water

In this respect, over 96% of households reported to have access to improved source of drinking water. Supply of tap water was about 4% and tube-well, more than 91% used by rural households. The rest 3.73% use surface water such as, pond/ river/ canal/ well/ water fall and others by the households at national level. There exists rural-urban variation of sources of drinking water. It is observed from data in the table that only 3.77% of rural households use supply water compared to 43.18% used by urban households. The households splitted into wealth quintile by five categories, (i) lowest (q1), (ii) second (q2) (iii) middle (q3), (iv) fourth (q4) & (v) highest (q5). Possession and ownership of household assets are used to determine in finding out quality of household status divided into five classes.

Table No. 4.3: Sources of drinking water by household wealth quintile

(In percent)

Wealth quintile	Source of drinking water				
	Supply Water (Tap)	Tube Well	Pond/River/ Canal	Well	Water fall/ others
Lowest	0.33	24.55	20.14	30.98	41.16
Second	3.44	22.12	33.41	19.77	20.22
Middle	3.57	22.22	14.12	30.12	13.16
Fourth	23.34	18.90	22.12	7.73	19.65
Highest	69.33	12.20	10.21	11.40	5.81
Total	100.00	100.00	100.00	100.00	100.00

Table 4.3 shows the wealth quintile relative pattern of using drinking water with the sources, by the poorest to richest. The household populations of the lowest class had lower access to tap

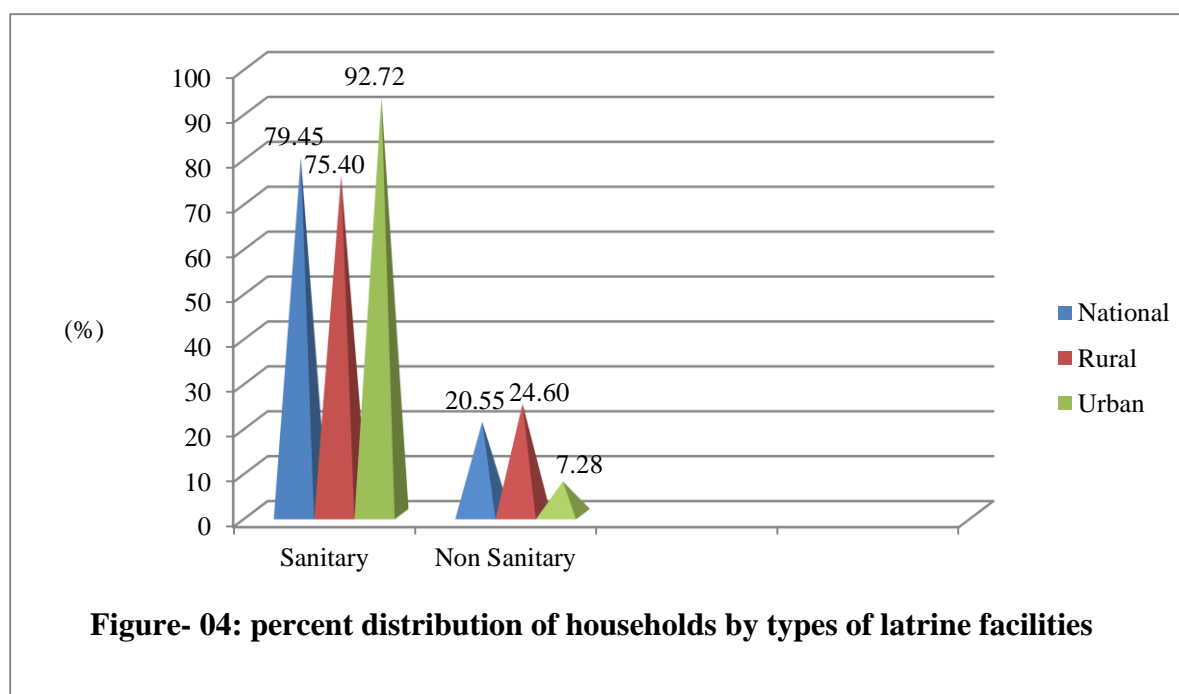
rather higher access to surface drinking water, (pond, river, canal, well, water fall, etc.) Reverse was the situation in case of the highest/ richest household population whereas they had the highest access to improved sources of drinking water from tap (69.33%).

4.3 Sanitation facilities

The types of latrine are divided into two main categories, which are sanitary and non sanitary; sanitary latrine includes the system of excreta disposal through sewerage line by pipe, safety tank/ pit, pit latrine (with water sealed) and pit latrine (without water sealed). Non sanitary latrine includes pucca/ kucha/ hanging (excreta disposal at open space) but still some households had no any latrine facility. Table 4.4 shows percent distribution of households by types of latrine used.

Table No. 4.4: Percent distribution of households by type of latrine used by area

Type of latrine	National	Rural	Urban
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/ cannel	3.89	4.83	7.28
Non sanitary latrine (5-6)	20.55	24.60	7.28
Total	100.00	100.00	100.00



It is observed that, at the national level, 79.45% of households reported to have access to sanitary latrine, 20.55% used non sanitary latrine and 16.67% households used pucca/ kucha & hanging latrine as shown above. The results of the survey indicate that 3.89% of households used no latrine. The people who were out of latrine facilities used to defecate excreta at open space/ garden/ bush/ water body etc. This unhygienic practice was higher i.e. 24.60% in rural area compared to 7.28% at urban level.

4.4 Household latrine facility and wealth quintile

Table No. 4.5: Household latrine facility by household wealth quintile

(In percent)

Wealth quintile	Type of HH latrine				
	Sewerage line by pipe	Safety tank/hole	Pit latrine (water sealed)	Pit latrine (without water sealed)	Hanging/open space/garden/ water body etc.
Lowest	0.31	9.02	8.38	24.00	51.07
Second	3.44	11.43	16.77	25.22	27.22
Middle	3.44	16.10	20.89	26.93	14.70
Fourth	20.57	32.71	25.53	16.73	6.28
Highest	72.25	30.75	28.44	7.11	0.74
Total	100.00	100.00	100.00	100.00	100.00

The households at the lowest position measured with wealth quintile are the poor. The poor households were found to be having less access to use sanitation facilities, such as, sewerage line, safety tank and pit latrine. On the other hand, the rich with highest wealth quintile enjoyed hygienic sanitation and latrine facilities.

4.5 Households assets owned

EHS- 2014 collects information on the assets owned by the households, which are typically associated with literacy and education and health. These durable assets are used to determine the relative wealth quintile of households.

Table No. 4.6: Percent distribution of households owned assets by area

Name of assets owned	National	Rural	Urban
1. Radio	4.18	4.07	4.54
2. TV	42.07	32.61	73.08
3. Mobile Phone	83.55	81.65	89.78
4. Land Phone	1.48	0.60	4.35
5. Computer/ Lap top	5.83	2.50	16.77
6. DVD/ VCD player	6.00	3.94	12.74
7. Micro Oven/ Oven	1.63	0.34	5.89
8. Washing Machine	0.79	0.35	2.23
9. Fridge/ Deep fridge	18.67	10.56	45.24

Cont.....

Name of assets owned	National	Rural	Urban
10. IPS/ Generator	3.58	1.17	11.45
11. Fan	61.39	53.17	88.31
12. Air cooler/ AC	0.24	0.05	0.88
13. By-Cycle	27.62	30.79	17.21
14. Motor Cycle/ Easy Bike	5.44	4.44	8.70
15. CNG scooter/ Tempo/ Votvottee	1.42	1.39	1.53
16. Animal driven cart	0.41	0.52	0.06
17. Rickshaw	1.50	1.49	1.53
18. Push van/Rickshaw van	3.16	3.73	1.28
19. Motor car/Bus/Truck	0.73	0.59	1.20
20. Boat	2.06	2.50	0.60
21. Engine Boat	0.46	0.55	0.17
22. Toller	0.23	0.27	0.06
23. Tractor/Shallows Engine	2.63	3.30	0.42
24. Water Pump	3.21	3.14	3.44
25. Water Filter	11.07	5.88	28.05
26. Almirah/War drove	38.27	30.39	64.09
27. Chair/Table	81.99	82.08	81.68
28. Show case	62.69	59.65	72.64
29. Khat/Palonko	85.00	82.30	93.85

This table (4.6) shows the information calculated on multiple responses about the durable assets owned by the households under investigation. For example, extensive use of mobile phone increased and more than 83% households reported to have ownership of mobile phones. The households in urban area under investigation were found to be having ownership of mobile phones 89.78% while the households in rural area under study were found to be having 81.65%, thus urban households have ownership of mobile phones higher than that of the people in rural area.

Chapter: 5

Literacy and Education

Education is one of the basic human needs. It has direct bearing on overall welfare of the individual, as well as other institutions, such as, household. Education develops human skill for providing needed services to the community. Therefore, education is considered a human capital. Education Household Survey (EHS) 2014 found it expedient to collect a number of valuable information on education. This chapter deals with literacy and educational level of the individual and impact of education on other aspects of household welfare. The items of educational information mainly covered are literacy rates, level of education, school enrolment, net enrolment rate (NER), gross enrolment rate (GER), variation of enrolment rates by household wealth quintile, dropout, participation in PECE and completion rate etc.

5.1 Literacy rate

Literacy rate of population 7 years and above has been defined by the ratio of population 7 years and above who can write a letter to the total population in the same age-group expressed in percentage. The rate has been calculated with the data obtained from EHS-2014 has been presented in Table 5.1.

Table No. 5.1: 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% in 2014. The corresponding rates for rural and urban areas were 55.58% and 70.87% respectively.

5.2 Sex variation of literacy rate

Sex variation of literacy rate can be seen in the table 5.1. For males, the literacy rate at national level was 61.28% and the corresponding rates for rural and urban areas were 57.67% and 73.36% respectively. For females, the rates were 53.47% in rural and 68.35% in urban areas. Female literacy rate shows that 3.40 percent point was lower in rural area than that of national while the female literacy rate in urban area was 11.48 percent point was higher than that of national level. In rural area, male literacy rate was higher (57.67%) compared to female literacy rate, 53.47%. The difference was also 4.2 percent points. In the urban area, the literacy rate for males was 73.36% as against 68.35% for females. This difference was 5.0 percent points.

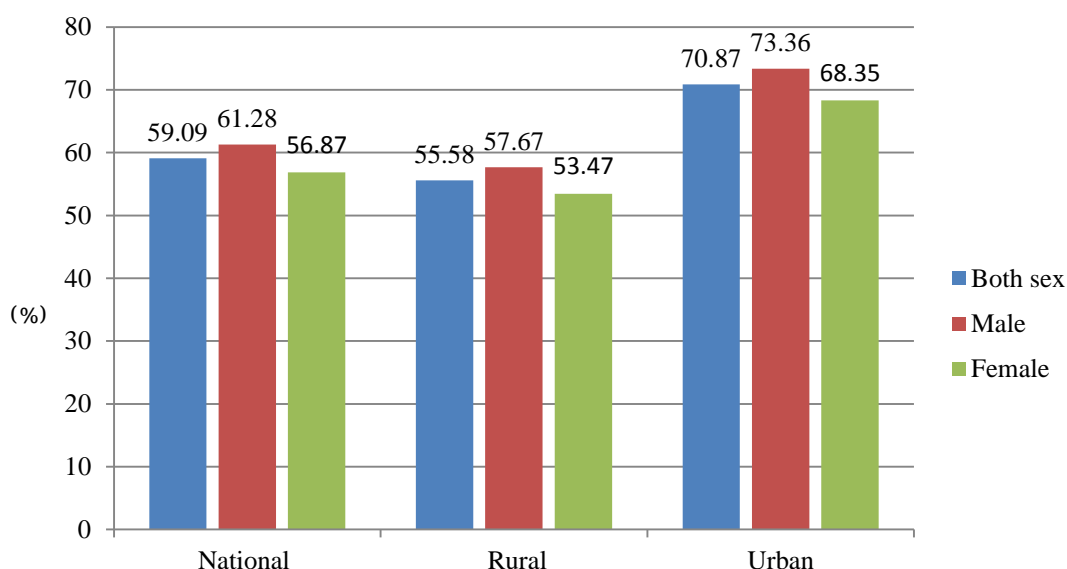


Figure – 05: Literacy rate of population by area & sex

5.3 Age-specific literacy rate

Literacy rate of population age 7 years and above by age group, sex and locality is presented in table-5.2. The children age 07-09 years 34.75% literate at the national level and in the same age-group female literacy 36.51% which was higher than male literacy rate, 33.09%. In rural area, female literacy 36.44% was also higher than male literacy rate 31.42 %. In urban area, male 40.09% was higher than female 36.80%.

The population in the age-group 15 to 19 years 86.90% was the highest position in literacy at national level, 86.41% at rural and 88.47% at urban area. Old age population 60 years and above 27.73% was literate at national, 23.96% at rural and 44.64% at urban area.

Table No. 5.2: 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 (Total)	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

5.4 Divisional variation of literacy rate

Differential of literacy rates division to division by residence, rural and urban has been presented in Table 5.3.

Table No. 5.3: 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

Cont.....

	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

In the Table 5.3, the variation is pronounced that the highest literacy rate, 74.34% was observed in Barisal division, which was 15.25 percent points higher than national level, and it was lowest in Rangpur division 50.63%, which was 8.46 percent point lower than the rate at national level. In Barisal differential between rural and urban at the aggregate level is 73.60% and 78.36% respectively. For the urban area, highest literacy rate was found in Barisal (78.36%) and lowest (67.92%) in Dhaka division.

5.5 Variation of adult literacy by division

Adult literacy rate varies from division to division. Table 5.4 provides the information by division and by rural urban.

Table No.5.4: 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

Barisal division had the highest access to adult literacy i.e.to the extent of 73.02% both sex, male 77.82% and female 68.36% at national level. The adult literacy rates of Barisal division were found for both sex 72.00%, male 77.11% and 67.09% in rural area. In urban area, the rates were estimated, 78.22%, 81.36% and 75.05% both sex, male and female respectively. In Rangpur division, the literacy rates were found 47.27%, 43.95%, and 68.76% as lowest for national, rural and urban areas respectively.

5.6 Ethnic population and literacy rate

The EHS 2014 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. The following table 5.5 shows the distribution of ethnic and non- ethnic population by area.

Table 5.5: 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

Only 0.68% of total population in Bangladesh was in ethnic group, called indigenous minority population and all of the rest population i.e. 99.32% was non-ethnic as found in the survey.

Table 5.5.1: Literacy rate (7 yrs.+) of ethnic and non-ethnic population

(In percent)

Ethnicity	Both sex	Male	Female
Ethnic	40	44.83	35.26
Non-ethnic	59.21	61.39	57.02
National	59.09	61.28	56.87

It is observed from the table 5.5.1 that ethnic population was 40.00% literate, male 44.83% and female 35.26%, among the age- group of ethnic population (7 years and above).

5.7 Literacy rate of disabled persons

Prevalence of disability is an integral part of current health status of the country's population. The disabled are also accounted for determining their literacy and level of education. The government policy is to take care of them and creating provision for all sorts of support in respect of health and education to get them into normal lives. However, EHS-2014 collected disability data from the sample dwelling units as literacy outcome. The Table 5.6 provides literacy rate (7 yrs and above) by types of disability calculated on the events found during the survey operation. In the table, the people with 'physical disability' were estimated 42.45% literate among the disabled population. At the national level, literacy rate of disabled population was found 32.59%, in the rural area, it was 31.18%, and in urban it was 38.13%.

Table No. 5.6: Literacy rate (7 yrs.+) of disabled persons by area

(In percent)

Type of disability	National	Rural	Urban
Autism	[5.02]	[0]	[62.79]
Physical disability	42.45	37.63	59.87
Mental/ Intellectual/ Cerebral palsy	25.25	24.17	[30.76]
Vision/ Speech/ Hearing/ Hearing –vision	27.21	29.93	17.94
Down Syndrome/ Multi disability/ Others	[39.16]	[35.48]	[57.98]
National	32.59	31.18	38.13
N	323	188	135

Note: [] Frequency distribution of unweighted disabled persons are less than 33, hence those rates are not statistically representative.

5.8 Wealth quintile and literacy rate

Wealth quintile measurement is one of the determinants of house holds social and economic status in the community. Wealth quintile is now a popular system for determination of social and

economic status of population. In the survey, the measurement of wealth quintile is determined with the durable useful assets/wealth (as in Table no. 4.6) owned by the households along with some selected household facilities like type of households latrine, source of drinking water, construction material of wall, roof and floor of main house of household etc.

The wealth quintile determines the level of economic status of a household in the community. The lower household wealth quintile instigates lower level of literacy rate and the higher household wealth quintile influences higher level of literacy rate. Data displayed in Table -5.7 shows the trend of literacy rate associated with wealth quintile.

Table No. 5.7: Literacy rate (7 yrs.+) and adult literacy rate (15 yrs. +) by household wealth quintile

(In percent)

Wealth quintile	Literacy rate	
	Literacy rate (7 yrs.+)	Adult literacy rate (15 yrs.+)
Lowest (q1)	36.57	32.76
Second (q2)	50.52	48.01
Middle (q3)	58.78	57.69
Fourth (q4)	67.46	67.60
Highest (q5)	80.76	82.83
Total	59.09	58.60

Note: Lowest= q1, Second =q2, Middle =q3, fourth =q4, and highest =q5

It is considered for analytical purpose, households are classified into five groups as determined from wealth quintile measurement standard. Both the literacy rates of population (7 yrs.+) and adult (15 yrs+) compared to households wealth quintile, classified lowest to highest into five groups, have been presented in table 5.7. It is evident from the table that the differentials in the literacy rates are seen distinct among the groups. It is observed that the proportional increase of literacy rates follows an ascending order from q1 to q5. It is evident from the table that the wealthier people have the better access to literacy compared to the less wealthy people.

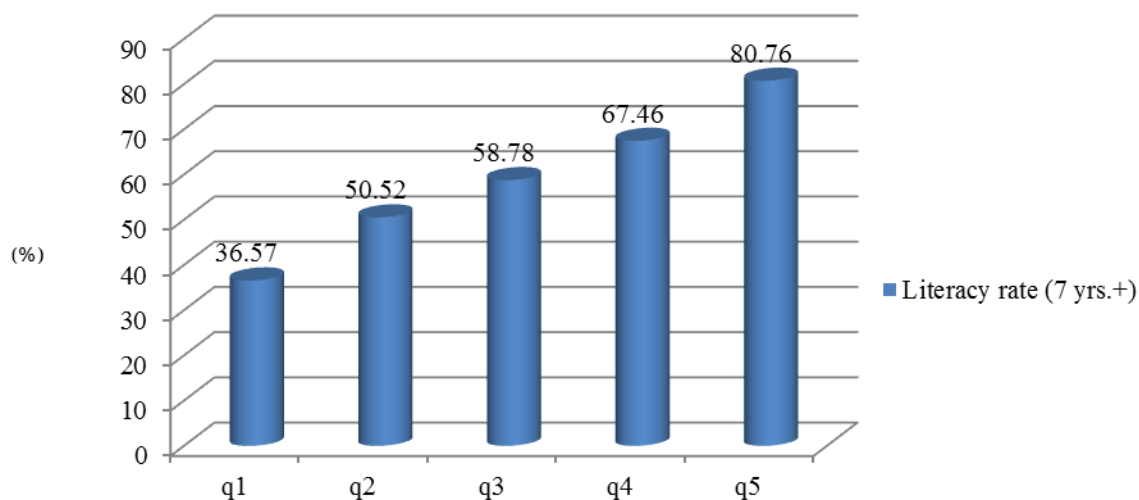


Figure-06: Literacy rate (7 yrs +) and wealth quintile

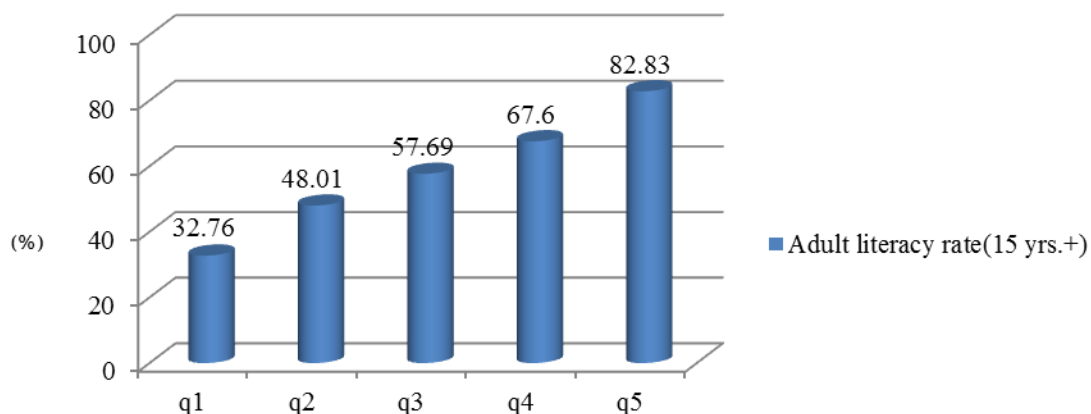


Figure-07: Adult literacy rate (15 yrs +) and wealth quintile

The population of lowest wealth quintile, at the bottom of the socio-economic status, 36.57% was literate whereas population of the highest wealth quintile (q5) at the top of the socio-economic status, 80.76 % literate. In the mid-groups second (q2), middle (q3) and fourth (q4) the literacy rates were 50.52%, 58.78% and 67.46%. The rates show an increasing tendency in an ascending order with the increase in status of household by wealth quintile. In case of adult

literacy rate, it was 32.76% for the lowest and 82.83% for the highest wealth quintile. There was an increasing trend towards upward direction. So, possession and ownership of wealth, durable and valuable useful assets including other facilities, such as sanitation, latrine, water supply, construction materials of housing structure, etc. have positive and direct impact on the quality education as well as increasing literacy. On other hand, there exists an important association between economic status of households and literacy rate. Increase in wealth quintile promotes higher degree of literacy as well as higher quality of education.

The Primary Education Compulsory Act passed in 1990 made primary education free and compulsory for all children up to Grade 5. The Government of Bangladesh recognizes education as a means of reducing poverty and improving the quality of life for children. As a signatory to the Convention on the Rights of the Child, the Government of Bangladesh, with assistance from development partners, has made positive steps towards fulfilling children's rights to education, according to the "Education for All" and Millennium Development Goals (MDGs). As a result, Bangladesh has made significant progress in the field of universal primary education and gender parity in schools.

5.9 Divisional variation of enrolment

Table-5.8 provides 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 No. 5.8: 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

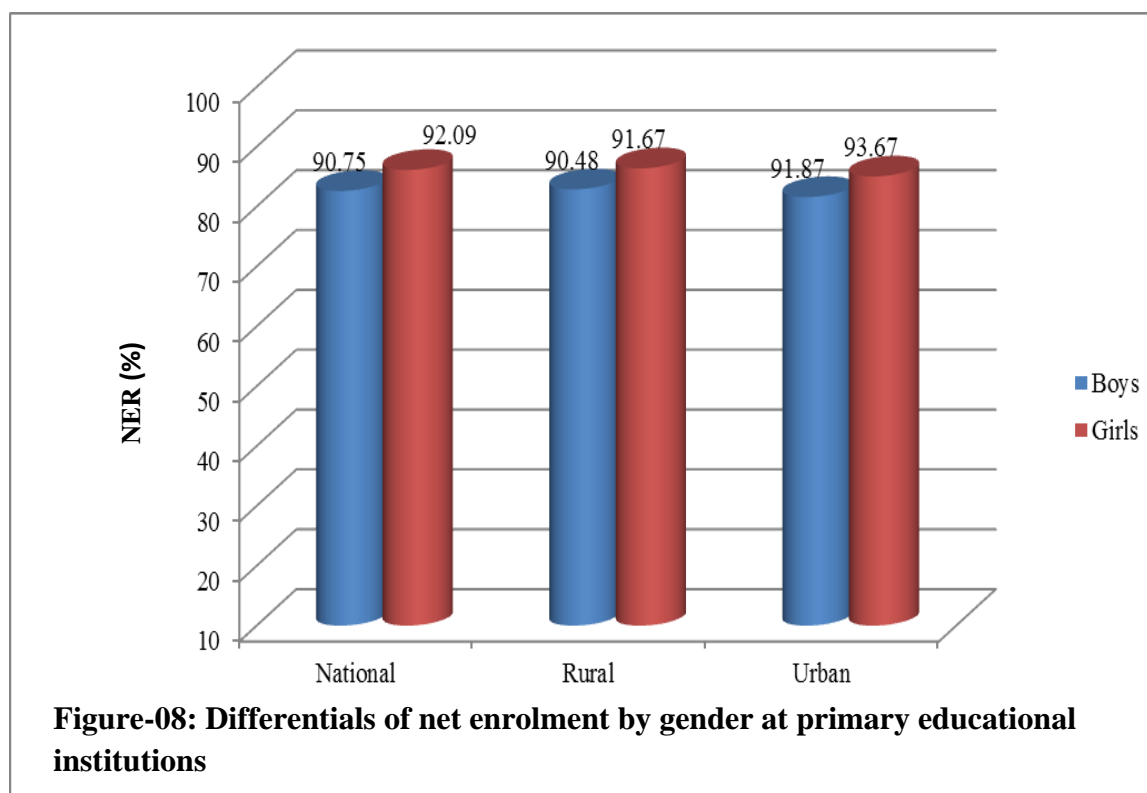
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	Rural		
Barisal	97.40	98.57	96.43
Chittagong	93.68	93.75	93.60
Dhaka	87.16	84.84	89.61
Khulna	94.03	93.20	94.90
Rajshahi	93.24	92.52	94.00
Rangpur	89.91	91.94	87.23
Sylhet	87.62	87.27	88.00
Rural(Total)	91.06	90.48	91.67
	Urban		
Barisal	98.09	100.00	96.43
Chittagong	93.66	92.93	94.34
Dhaka	92.13	90.84	93.38
Khulna	98.10	98.33	97.78
Rajshahi	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.

5.9.1 Differentials of primary educational institutes enrolment by sex

The chart mentioned in figure -10 shows the variation of enrolment rates between boys and girls at primary level. The EHS -2014 reported that boys' enrolment was 90.75% while it was 92.09% for girls at national level. Similarly, the rates were 90.48% for boys and 91.67% for girls at rural level. In urban area, the rates were 91.87% for boys and 93.67% for girls. Girls' enrolment surpassed boys 2.34 percent point at national level, 1.19 percent point in rural and 1.80 percent point in urban area.



5.9.2 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 primary 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.

5.10 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. It is observed from the table no. 5.9 that at the national level the gross enrolment rate was 117.75%. For the rural area, the rate was estimated 119.10% and for urban area, it was found 112.38%.

Table No.5.9: 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.

5.10.1 Sex variation of gross enrolment

The gross enrolment rates by sex and residence obtained from the education household survey (EHS) 2014 have been presented in table 5.9. At the national level, gross enrolment rate for boys was estimated at 117.01% and for girls it was 118.52%. In the rural area, enrolment rate of boys was 118.24% and 120.02% for the girls. In the urban area, the rate 111.95% for boys and it was

112.81% for girls. Girls GER were estimated higher than those of boys in national, rural and urban areas.

GER (%)

Figure- 09: Differentials of gross enrolment by gender at primary educational institutions

5.10.2 Divisional variation of gross enrolment

Table 5.9 also displays the variations of gross enrolment rates among administrative divisions of the country. At the aggregate level, the highest gross enrolment 121.51% was observed in Rajshahi division followed by Chittagong 121.27% which was very close to Rajshahi and next Barisal division 119.77%. In the rural areas of the country, the highest gross enrolment was found 122.41% in Chittagong division, followed by Rajshahi, 122.22% and then Barisal division 118.83%. In the urban, the highest gross enrolment was observed in Khulna 130.48% followed by Barisal 125.48% and Sylhet 120.90%.

5.11 Enrolment status and participation in PECE

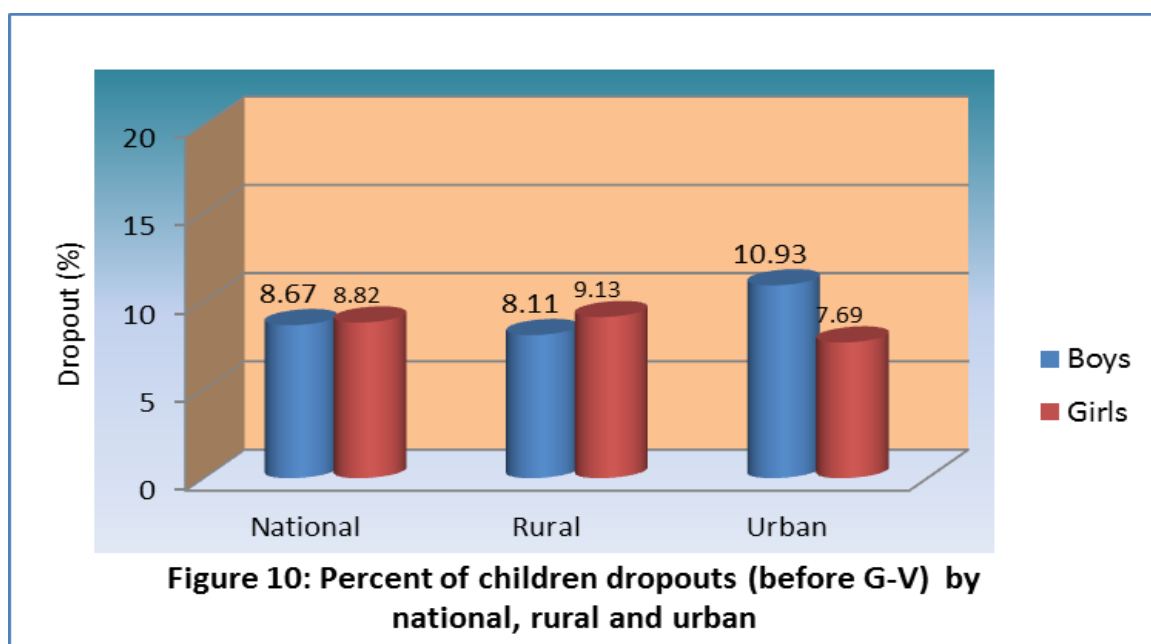
Table 5.10 provides the information about the children enrolled and never enrolled and attending educational institutions. The table also shows the percentage of students those who have dropped out before Grade-V.

Table No. 5.10 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

The Table 5.10 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.



The Table-5.10.1 provides data on students (10-14 yrs.) participation in Primary Educational Completion Examination (PECE) by boys and girls and by areas, rural and urban. The students at the age group reported that they attended PECE, 46.29% and passed the examination of Grade-V 45.90% and 44.46% of students already attended above Grade-V at secondary level.

Table No. 5.10.1 : 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.

5.11.1 ‘Out-of- school’ children

‘Out-of-school’ children are those children in the official primary educational institutes age group (6-10 yrs.) who are not enrolled in schools. These comprise dropouts and never enrolled children. In the EHS-2014 (Table 5.10), it is found that 8.60% of total children were out of school, they were not enrolled in any primary educational institutions. The rest, all the children, 91.40% enrolled in any primary educational institutions. The data displayed in the table 5.10.2 indicate that 7.91% girls children were ‘out of school’ (never enrolled) while boys children, 9.25% were ‘out of school’ (never enrolled) at national level.

In rural and urban areas, girls children 8.33% and 6.33% were out of schools whereas boys children 9.52% and 8.13% were ‘out of school’ respectively. The results provide information about the girls children and it reveals that more girls were inspired to attend school and their enrolment rates were higher than the enrolment of boys. Enrolment of female children was 92.09% at national level, 91.67% in rural and 93.67% in urban area while enrolment of male children 90.75% at national, 90.48% in rural and 91.87% in urban area. The situation reveals that more female than male children attended the primary educational institutions.

In case of dropouts from primary educational institutions before, Grade-V reached, total 8.74% of children dropped out, boys 8.67% and girls 8.82% at national level. The dropout variation between rural and urban was 8.60% and 9.28% respectively. Dropout for the boys was 8.11% and 9.13% for the girls in the rural area whereas it was estimated at 10.93% for boys and 7.69%

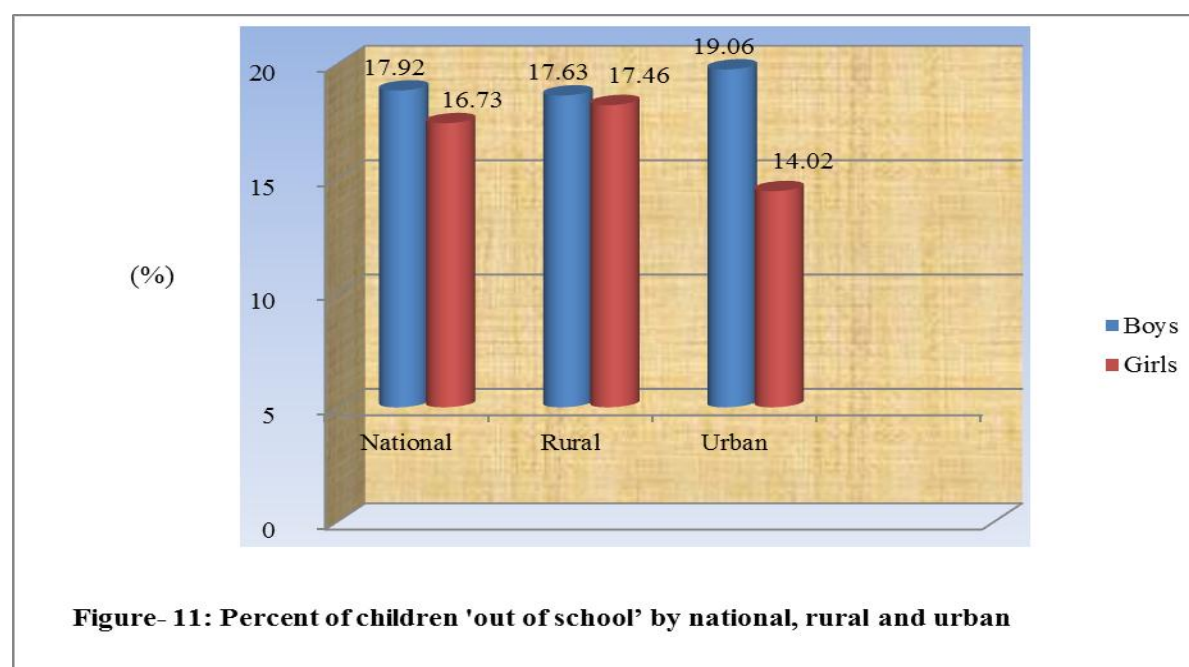
for girls in the urban area. In urban area, dropout rate of boys children was higher than that of girls. ‘Out-of-school’ as per definition, is the combination of two components (i) dropouts before grade-5 (8.74%) and (ii) the children never enrolled (8.60%).

5.10.2 ‘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’.

5.11.2 NER and GER at secondary education level

Enrolment rates (NER and GER) of children aged 11-15 years have been presented in table 5.11. 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 No. 5.11: Net enrolment rate (NER) and gross enrollment rate (GER) at secondary educational institute (grade VI-X) by area and sex

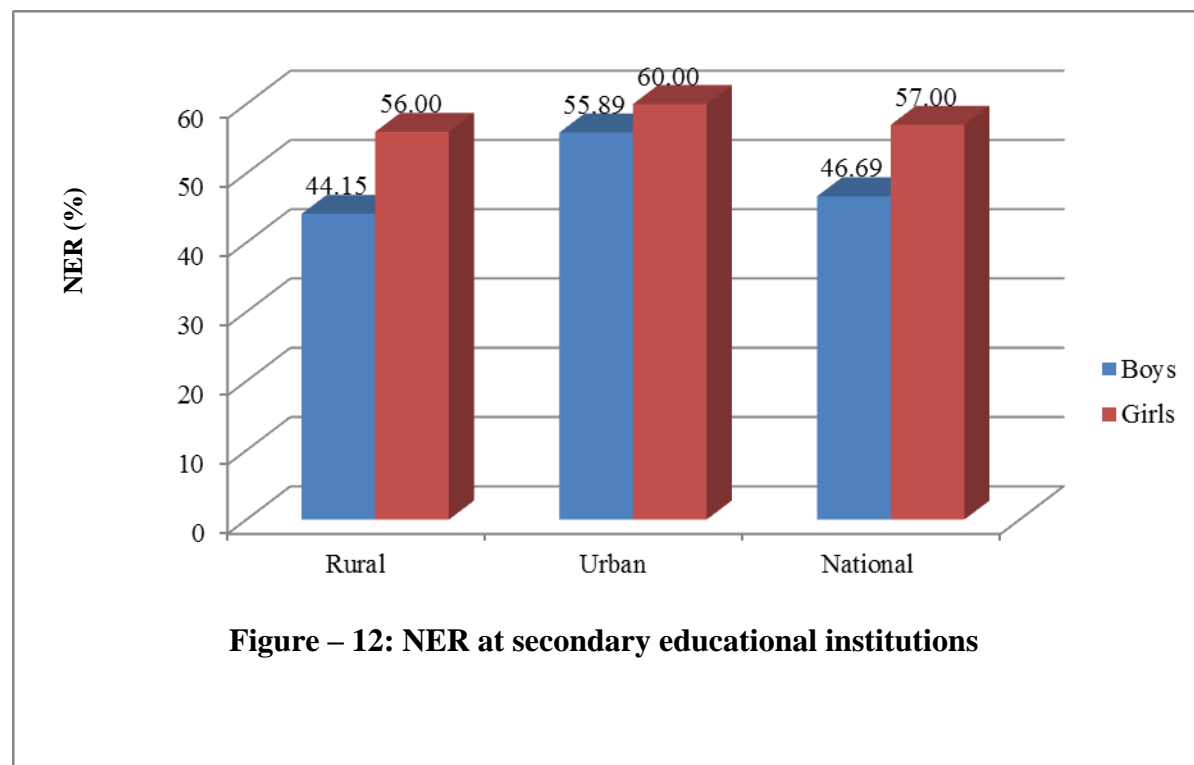
(In percent)

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 2014 reported that girls' enrolment at secondary school level was 57.00% which is higher than the rates.



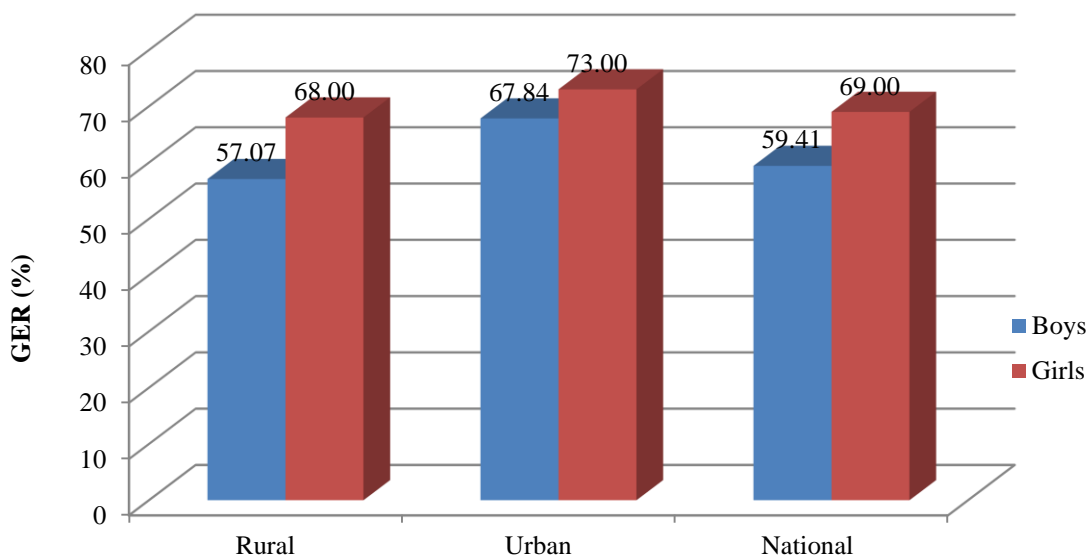


Figure- 13: Gender disparity of GER at secondary educational institutions

In both the area rural and urban girls' enrolment rates 56.00% and 60.00% were higher compared to boys 44.15% and 55.89% respectively. At national level, 57.00% for girls compared to 46.69% for boys. It was 10.31 percent point's higher enrolment of girls than that of boys. It is seen from the table (5.11) that at the national level, the gross enrolment rates (GER) were 64.13% for both, 59.41% for boys and 69.00% for girls at secondary level educational institutions. For the rural area, such enrolment rates were 62.39% for both sex, 57.07% for boys and 68.00% for girls. Gross enrolment rates of girls at national, rural and urban 69.00%, 68.00% and 73.00% were higher compared to boy's rates 59.41%, 57.07% and 67.84% respectively. Gross enrolment rates of girls were higher than that of boys at secondary education level (grade VI to X).

5.12 Population by education level

Population (5 years and above) by level of education has been presented in table 5.12. It is observed from the table that at the national level, among the population 5 year and above, 32.23% reported "no grade passed", even they were not enrolled in any educational institutions.

Table No.5.12: Percent distribution of population (5 yrs.+) by level of education, area and sex

Highest Grade Passed	National			Rural			Urban		
	Both	Male	Female	Both	Male	Female	Both	Male	Female
No grade passed /never enrolled	32.23	30.18	34.28	35.08	33.12	37.06	22.55	20.30	24.84
Pre-primary	1.16	1.24	1.08	1.14	1.25	1.02	1.23	1.19	1.27
Grade I-IV	24.64	25.50	23.77	26.13	27.14	25.11	19.58	19.95	19.20
Grade V	8.74	8.52	8.97	8.87	8.66	9.08	8.32	8.04	8.60
Grade VI-VII	9.00	8.16	9.85	8.92	7.96	9.89	9.28	8.83	9.73
Grade VIII	5.88	5.74	6.02	5.55	5.45	5.65	7.02	6.73	7.31
Grade IX	5.01	4.89	5.12	4.67	4.78	4.56	6.15	5.27	7.04
SSC/HSC	10.32	11.56	9.08	8.00	9.17	6.81	18.20	19.61	16.77
Graduate & above	2.93	4.09	1.76	1.59	2.39	0.79	7.46	9.82	5.08
Technical/ Vocational/ Nursing/ Diploma/ Others	0.09	0.12	0.06	0.06	0.08	0.03	0.21	0.26	0.16
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.0	100.00
Number of Cases (N)	23969	12051	11918	13178	6598	6580	10791	5453	5338

In aggregate, 24.64% of population reported that they passed grade I to IV, 8.74% passed grade-V, 9.00% passed grade VI-VII, 5.88% passed grade VIII (eight) and 5.01% grade XI (nine). It is also found from the table that 10.32% of population reported to pass SSC/HSC level of education, 2.93% received graduation degree and above level. Only 0.09% of population obtained other educational qualifications specified in the table (technical, vocational, nursing, diploma courses). Similarly, the table displays the proportions of information distributed between the rural and the urban areas and by sex.

5.12.1 Sex variation and education level

The table 5.12 provides the information about sex variation and level of education. At national level, 8.97% of females reported to have passed grade-5 as against 8.52% of males passed the same grade. In rural area, 8.87% of population passed grade-V while it was 8.32% of population passed grade-V in the urban area.

It is observed that 8.97%, 9.08% and 8.60% of females reported to pass Grade-V as against 8.52%, 8.66% and 8.04% of males at national, rural and urban areas respectively. Differences in grade-V passed between the male and the female shows that females were ahead of males.

In case of passed grade-VIII, male reported 5.74% and female 6.02% at national level. In rural, male reported grad-VIII passed 5.45% and female, 5.65%. In urban, male reported 6.73% grade-VIII passed and female 7.04%. Here, the females were ahead of males, as reported obtaining the same grade. In case of SSC/HSC passed, the population of 5 years and above reported to obtain the degree 10.32% at national level both male and female total. A comparison between male and female performance, 11.56% male and 9.08% female passed SSC/HSC degree combined together. In obtaining the SSC/ HSC degree, males were ahead of females.

5.13 Education level and wealth quintile

Table 5.13 provides education and wealth quintile information obtained from EHS-2014. The data in the table show impact of household wealth quintile on education and differentiation.

Table No. 5.13: Distribution of population (5 yrs. +) by highest class/grade passed by wealth quintile

(In percent)

Wealth quintile	Level of education							
	No grade passed	Pre-primary	Grade I-IV	Grade V	Grade VI-IX	SSC /HSC	Graduate & above	Technical/ Vocational
Lowest	27.19	30.51	25.84	21.52	15.58	9.43	4.93	0.00
Second	22.50	17.07	24.76	21.89	17.64	11.94	6.60	13.03
Middle	18.20	19.05	20.72	22.60	21.22	17.50	10.30	5.82
Fourth	17.12	14.67	16.86	22.14	23.72	22.36	16.44	13.34
Highest	14.99	18.69	11.82	11.86	21.84	38.78	61.73	67.81
Total	100.00	100.00	100.00	100.00	100.0	100.00	100.00	100.00

In case of higher degree received, graduation and above 61.73% of population (5 yrs. +) in the highest group, i.e., economically richest class obtained higher level of education. The lowest group, those who were identified at the bottom position, considered to be the poorest population obtained 4.93%, graduation degree and above. The population in the second, middle and fourth in wealth quintile obtained to have graduation degree and above 6.60%, 10.30% and 16.44% respectively.

The trend is also reflected in case of acquiring SSC/ HSC, secondary and higher secondary level of education. The population of the lowest group according to measurement of wealth quintile obtained SSC/HSC degree, 9.43 % whereas the highest group received the degree 38.78%.

This gradual declining scenario, top to bottom, or gradual rising trend bottom to top, indicates that there is a direct impact on education level, particularly higher level of education. The population (5 yrs.+) in the highest quintile (richest class) are fortunate enough to achieve higher

level of education and the population in lowest quintile (poorest class) are unfortunate enough to have lower access in education, mainly due to economic condition or possession of tangible assets.

5.14 Students who attended primary educational institutions

Students (04-12 yrs) attended primary educational institutions by types are presented in table 5.14. The table shows distribution of the students attended primary educational institutes and madrashas by residence, rural and urban. Majority of the students attended Govt. primary educational institutes, 69.70%. By gender, 68.40% of boys and 71.10% of girls studied in government primary educational institutes. At national level, among the boys and girls 10.40% and 9.20% studied in the kindergarten respectively. In urban area, more students 25.00% studied in the kindergarten whereas it was only 6.30% studied in the kindergarten located in rural area.

Table No. 5.14 Distribution of students (age 04-12 yrs.) attended any primary educational institutions

(In percent)

Primary level institutions	National			Rural			Urban		
	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls
Kinder garden	9.80	10.40	9.20	6.30	7.20	5.40	25.00	24.70	25.20
Govt. primary educational institutes	69.70	68.40	71.10	74.80	73.20	76.50	47.70	47.00	48.30
Non govt. primary school	7.30	7.50	7.00	5.50	6.00	5.00	14.80	14.30	15.40
Govt. registered madrasha	3.10	3.00	3.20	3.30	3.00	3.70	2.10	2.80	1.50
Quami madrasha	3.80	4.60	2.90	3.90	4.50	3.20	3.30	5.10	1.60
Others	6.30	6.00	6.60	6.20	6.00	6.30	7.10	6.20	8.00
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

The Government registered madrasha accommodates 3.10% and quami madrasha 3.80% at national level. In the rural area, 3.30% and 3.90% of students attended govt. registered madrasha and quami madrasha respectively. In the urban, 2.10% of students attended govt. registered madrasha while 3.30% of students attended the quami madrasha. The students attended quami madrasha was 3.90% in the rural area compared to 3.30% in the urban area.

Chapter: 6

Household Income, Expenditure and Education

One of the main objectives of EHS 2014 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 relates 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.

6.1 Distribution of households by amount of education expenditure

The households having children (5 years and above) studied in educational institutions are classified according to the size of annual educational expenditure. The educational expenditure included yearly fee, examination fee, private tutor fee, purchasing books, papers etc.

Table No. 6.1: 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

At national level, the households 5.09% of total reported that they spent Taka less than one thousand (<1000) for the last one year for education purpose. One fifth (20.10%) of total households reported that they spent in the range of Tk. 5000/- to 9999/- annually for education expenditure. Only 8.69% of total households reported to spend Tk. 50,000/- and above for their children's education per year. In the urban area, more than one fifth households (21.62%) reported more than Tk. 50,000/- spent annually for their children only for educational purpose.

6.1. 1 Income and education expenditure of all households

The following Table 6.1.1 shows monthly average income and monthly average education expenditure. At the national level, average household income TK. 16,212/- and at the rural area, households average monthly income was TK. 13,957/- and urban households' average earning was TK. 23,597/- only. At the national level, 6.76% of total income earned was spent for education purposes. At the urban level, education expenditure was 8.82% of total income which was higher than national average expenditure. In rural area, the expenditure was 5.70% of total income spent for education which was lower than national average expenditure on education (TK.1096/-).

Table No. 6.1.1: Monthly average income and monthly average education expenditure of households by area

Area	HH monthly average income (TK)	HH monthly average education expenditure (TK)	Education expenditure as % of HH income
Rural	13957	795	5.70
Urban	23597	2081	8.82
National	16212	1096	6.76

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

The following Table 6.1.2 shows the income of the households which had school-going children. It was reported that TK. 18498/- was average monthly income for those households at the national level and they spent monthly TK.1,655/- on education which was 8.95% of total income. In case of urban households TK.3,147/- spent for education which was 11.64% of monthly income and it was higher than national level. The households in the rural area spent only TK. 1201/- for education as against their monthly income TK. 15,893/-. It was only 7.55% spent for education purpose and that was lower than national average income.

Table No. 6.1.2: 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

6.2 Per capita annual education expenditure

Table 6.2 shows per capita annual educational expenditure of students by area and sex. It is observed from the table that per capita expenditure on education for urban area was more than its rural counterpart.

Table No. 6.2: 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

Per capita annual expenditure on education was Tk.22, 427/-in urban area and Tk.8, 334/- in rural area. Expenditure incurred by sex, at national level, Tk. 11,561/- for both sex, Tk. 12,136/- for boys and Tk.10, 962/- for girls. In the rural area, per capita expenditure for boys Tk. 8,783/- and Tk. 7,864 for girls. In urban area, per capita education expenditure incurred for boys was more (Tk. 23,639/-) than the girls (Tk. 21,201/-).

6.3 Household income and expenditure by wealth quintile

Table- 6.3 shows household monthly average income and expenditure by household wealth quintile. It exhibits the information of monthly household income and expenditure. Household income is the main determinant of expenditure pattern. The variation of income and expenditure is clearly displayed in the table and what proportions of income are spent for the purposes of education, health care, food, and non-food.

Table No.6.3: Household monthly average expenditure and income by household wealth quintile

(In Taka)

Wealth quintile	Average monthly household expenditure on					Average monthly household income
	Education	Health care	Food	Non-food	Total Av. monthly expenditure	
Lowest	322	488	6297	1778	8885	8817
Second	567	374	9116	2576	12633	12316
Middle	776	472	7968	3733	12949	12436
Fourth	1088	631	9943	5915	17575	19038
Highest	2823	1149	13464	8376	25812	29349
National	1096	619	9290	4411	15415	16211

The average monthly household income is estimated at Tk.8,817/- for the households in the lowest group of wealth quintile while the same of the households in the highest wealth quintile earn Tk.29,349/- which is more than three times higher (at the current price of September, 2014). Income and expenditure data were collected during the month of September 2014. The households in second group of wealth quintile earn Tk.12, 316/- which is 2.41 times lower income than that of the households in the highest group of wealth quintile. Middle and fourth-level households in wealth quintile earned Tk. 12,436/- and Tk. 19,038/-which are 2.4 and 1.5 times lower than that of the richest. As usual, differential in the level of income causes socio

economic disparity in the community. The average monthly household expenditure as mentioned in the table-6.3 is relatively low as the income earned. The household monthly average expenditure is higher than the average monthly income earned in the same wealth quintile (Tk.8,885/- vs. Tk. 8,817/-). The same was the situation in case of the households of second and middle, wealth quintile, Tk.12,633/-vs. Tk.12,316/- and Tk.12,949/- vs. Tk.12,436/- respectively. The variation of monthly expenditure and earned income implies that no marginal savings was found in the interviewed groups.

6.4 Share of household's expenditure by wealth quintile

The share (%) of households' expenditure on education, health care, food and non-food items is presented in table -6.3.1.

Table 6.3.1 percent distribution of expenditure by wealth quintile

Expenditure by wealth quintile (%)						
Head of expenditure	q1	q2	q3	q4	q5	Total
Education	3.6	4.5	6.0	6.1	10.9	7.1
Health care	5.5	3.0	3.7	3.6	4.5	4.0
Food	70.9	72.2	61.5	56.6	52.2	60.3
Non- food	20.0	20.4	28.8	33.7	32.4	28.6
Total	100.0 (Tk.8,885)	100.0 (Tk.12,633)	100.0 (Tk.12,949)	100.0 (Tk.17,576)	100.0 (Tk.15,812)	100.0 (Tk.15,415)

Note: q1= lowest, q2= second, q3= middle, q4= fourth, q5= highest.

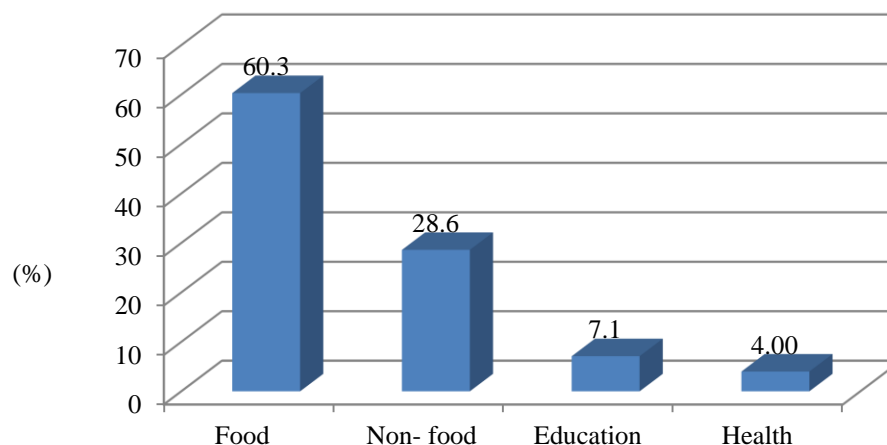


Figure-14: Percent distribution of average monthly household expenditure by food, non-food, education and health

6.5 Expenditure on education and health

Education expenditure incurred for the children of the lowest wealth quintile is very low Tk.322/- which is 3.6% of total monthly expenditure (Table no. 6.3). On the other hand, the households in the richest determined with possession and owned household assets facilities are able to spend total Tk. 25,812/- per month which is Tk. 3,538/- less than the income earned Tk. 29,349/- by the richest. The richest were able to spend Tk. 2,823/- for educational expenditure. Variation of expenditure on education depends on the income earned by the households. The up and down variation of education expenditure, (richest to poorest) depends upon income level.

The share of monthly household expenditure on education has been gradually increasing as the household wealth quintile as well as income level increasing from q1 3.6% to q5 10.9%. Education expenditure was estimated 7.1% of total expenditure.

In case of health care expenditure the lowest quintile group, spent 5.5% whereas the highest 4.5%. In aggregate, health care expenditure was 4.0% of total monthly expenditure of a household. In monetary value, the amount was about Tk.619/- only out of total monthly expenditure Tk. 15,415/- as estimated from the data of education household survey 2014 (Table 6.3).

It is observed from the table that the share of expenditure on food consumption items is gradually declining from 70.9% to 52.2% among five groups of households wealth quintile. Expenditure share on non- food items is gradually increasing from lowest to highest (poorest to richest) 20.0% to 32.4%.

6.6 Per capita education expenditure by types of educational institution

Table 6.4 shows the information about per-capita annual educational expenditure by different heads and by types of educational institutions. The main heads of expenditure shown in the table, such as, are admission & session fee, tuition & coaching fee, purchase of books, khata & pen/ pencil, tiffin, uniform/ school dress, exam fee, conveyance and others (donation, internet). The expenditure incurred for child studied in KG/ preprimary educational institutes was Tk. 14,155/- per student annually. It is observed that there was a difference of cost incurred between the children studied in govt, and non -govt. primary educational institutes, Tk. 4,727/- and Tk. 9, 991/- respectively, Study cost in non- govt. primary educational institutes was higher than that of govt. primary educational institutes.

Table No. 6.4: Per capita annual educational expenditure by different heads and by type of educational institutions

(In Taka)

Type of education institutes	Head of educational expenditure							
	Admission / session / registration	Tuition & coaching fee	Books/ Pen/ khata	Uniform	Exam. fee	Conveyance	Tiffin & other	Total
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 institute	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 madrasa	567	2793	1448	903	345	474	1072	7602
Technical/ Vocational/ Others	3465	2222	1310	584	342	312	1123	9358

Per capita annual expenditure between government and non-government secondary school was Tk.16,518/- and Tk.17,312/- respectively. There was also a difference of educational expenses between government and non-government colleges, Tk. 24,122/- and Tk. 26,388/- respectively, Education cost is found widely different between public and private university (Tk. 31,614/- vs. Tk. 51,608/-); difference about Tk. 20,000/- per year per capita. Cost incurred for annual tuition and coaching fee for the students studied in different types of educational institutes shows higher (Tk. 2,222/-) compared to other heads of educational expenditure except admission, session of registration (Tk. 3,465/-). In the private university, average cost incurred for tuition and coaching fee was estimated more than Tk. 19,348/- per year per capita. Educational statistics derived from the survey testify that higher level study in the private university is more expensive and has limited accessibility for the poor pupils.

6.7 Share of expenditure by items

The shares (%) disaggregated by major categories of education expenditure are provided in table 6.5. It is observed that 38.81% at national, 33.99% in rural and 44.86% in urban area was spent for tuition fees and coaching/ house tutor fees.

Table No. 6.5: Share of expenditure (%) on different heads of education as percent of total annual education cost

Head of education expenditure items	Share of education expenditure (%)		
	National	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

Share of expenditure for only coaching/ house tutor fees was 29.13% at national, 26.20% in rural and 32.80% in urban area. Maximum expenditure was spent for this head of account among other items.

6.8 Awareness on local primary educational institutions

The respondents of the households who reported to have school-going children reading at the local primary institutions, 44.26% of total households under the survey, 47.18% in rural and 40.79% in urban area (Table 6.6). Out of the total, there were two types of institutions (a) govt. primary educational institutes and (b) non-govt. primary educational institutes. Households having school-going children informed that 65.36% of their children admitted in govt. primary educational institutes and 34.64% read in non-govt. primary educational institutes. In the rural area, 74.20% children studied in govt. primary educational institutes and 25.80% in non- govt. primary educational institutes. In the urban area, 53.24% children studied in govt. primary educational institutes and 46.76% in non- govt. primary educational institutes.

Table No. 6.6: Households with primary school going children, type of primary educational institutions and guardians' awareness

(In percent)

Indicator	National	Rural	Urban
1. HH with currently primary education institute going children	44.26	47.18	40.79
2. Type of primary education institute where HH children attending:			
(a) Govt. primary	65.36	74.20	53.24
(b) Non govt. primary	34.64	25.80	46.76
3. Awareness of guardian on quality of local primary education institute	88.40	88.38	88.44

The guardians responded about the quality of local primary education institution where their children read (table 6.6). Among the guardians/ parents, 88.40% said ‘yes’ that they were quite aware about the quality of the primary institutions. The guardians/ parents in the rural area were also aware of the performance level of the local institutions, 88.38% said ‘yes’ that the quality of institutions was quite good. In the urban area, 88.44% guardians reported ‘yes’ i.e. they were quite aware of the quality of the performance of local primary educational institutions.

6.8.1 Guardians’ opinions about quality and system of primary education

Table 6.7 explains guardians’ conception about the educational institutions and quality of education and opinion passed in the clauses as mentioned (Sl.1 to 11) by the guardians are shown in the table.

Table No. 6.7: Perception of parents/ guardians on primary educational institutions where their children studying

(In percent)

	Opinion on primary education and institution	Opinion of guardian (%)						No. of parents (actual)
		Strongly support	Support	No opinion	Not in favor	Strongly opposed	Total	
1	Your child’s educational institution is a good one	45.27	43.45	3.86	7.27	0.78	100.0	2709
2	Managing committee of your child’s primary educational institution is very active	28.75	44.32	16.93	5.04	5.50	100.0	2709
3	Almost all teachers of your child’s primary educational institute is very good	35.20	43.74	7.92	7.42	6.22	100.0	2709
4	Your child go to educational institution every day with cheers	40.67	43.54	7.57	7.46	1.26	100.0	2709
5	Girls’ education is more important or equal as boys	47.73	39.04	8.34	4.69	0.98	100.0	2709
6	Teaching of your child in the primary educational institution is very expensive	24.83	26.24	12.15	31.7	5.94	100.0	2709
7	Stipend programme for the primary educational institutes students should be continued	47.94	37.25	10.97	3.17	1.05	100.0	2709
8	Food for education at primary educational institution should be continued	44.56	37.46	14.61	2.40	1.62	100.0	2709
9	Pre-primary education programme should be in the primary educational institutes	44.39	39.37	14.65	1.32	1.11	100.0	2709
10	Primary education curriculum is prepared properly	29.07	40.92	20.83	3.72	5.69	100.0	2709
11	Your child received all the books for primary education in time (within 30 days of class start)	48.61	40.02	7.34	3.54	0.87	100.0	2709

About the clause one, 45.27% of total respondents supported strongly, 47.73% of guardians supported the clause 5” girl’s education is more important or equal as boys “strongly”. The clause 9 “pre- primary education programme should be in the primary educational institutes” was supported strongly by 44.39% of guardians. About the clause 6, “teaching of your child in the primary educational institution is very expensive”, nearly one-third (31.7%) of guardians were not in favour of the comment. They did not support the clause.

6.8.2 Degree of importance on perception about primary education

The clauses serial number 1 to 7 of the table show perception regarding views/ opinions taken from the parents/ guardians on primary education and primary educational institutions.

Table No. 6.8: Degree of importance expressed by the parents/ guardians of students on primary education/ institutions

	Perception	Degree of importance/perception by guardian (%)						No. of parents (actual)
		Very Important	Important	No comment	Not very important	Not important	Total	
1	How much importance to be a good school where your child reading	72.15	24.32	2.74	0.70	0.20	100.0	2709
2	How much importance to be a efficient management committee of the school where your child reading	51.76	36.08	10.25	1.71	0.42	100.0	2709
3	How much importance of almost all teachers to be very good where your child reading	59.62	32.32	6.52	1.50	0.28	100.0	2709
4	How much it is important that your child feels pleasure in going school everyday	48.77	39.55	8.44	3.02	0.51	100.0	2709
5	How much it is important that education for both boys and girls are equally important	54.35	35.26	8.08	2.11	0.60	100.0	2709
6	How much it is important to be a dmitted the child in pre-primary educational institutes before admitted in primary edu. institution	48.32	35.25	12.87	2.79	0.85	100.0	2709
7	Guardians of students should have idea/impression about the schools of their locality	50.35	38.81	8.96	1.45	0.61	100.0	2709

In favour of the clause 1, “how much importance to be a good school where your child reading, more than 72 percent of parents/ guardians said that this was very important. For the second clause about ‘efficiency of a management committee’, 51.76% of guardians/ parents remarked that an efficient management committee was very important. About 60 percent of parents made comments on the clause -3 that ‘almost all teachers should be very good in quality’. More than 54 percent expressed their comments on clause-5 in favour of ‘gender parity, both boys and girls are equally important to have access in education’. In favour of clause-6 more than 48 percent of the guardians opined that ‘their children should be admitted pre-primary schools/ educational institutuins before their children get admitted in primary institutions’.

In favour of clause-7, more than 50 percent of guardians expressed their opinion that guardians of students should have idea/ impression about the schools of their locality. In case of all the clauses insignificant resopnse i.e. below one percent of the guandians/ parents was found against “not important” as shown in the Table 6.8.

Chapter: 7

Conclusion and Recommendation

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-ennial collection of disability information up to district level by rural and by urban domains.

Appendices

Appendix	A:	Detailed tables
Appendix	B:	Concepts and definitions
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Appendix-A

Appendix tables

Table No. A1: Frequency distribution of disabled *children (06-15 yrs.) by area and sex

Type of Disability	Total			Rural			Urban		
	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls
Autism	1	1	-	1	1	-	-	-	-
Physical	17	8	9	14	7	7	3	1	2
Mental	5	5	-	3	3	-	2	2	-
Vision	1	1	-	1	1	-	-	-	-
Speech	15	9	6	8	4	4	7	5	2
Intellectual	9	7	2	6	4	2	3	3	-
Hearing	-	-	-	-	-	-	-	-	-
Hearing –vision	-	-	-	-	-	-	-	-	-
Cerebral palsy	-	-	-	-	-	-	-	-	-
Down syndrome	1	1	-	-	-	-	1	1	-
Multi disability	5	2	3	4	2	2	1	-	1
Others	-	-	-	-	-	-	-	-	-
National (N)	54	34	20	37	22	15	17	12	5

*Actual number

Table No. A2: Disabled children (06-15 yrs.) by area and sex

Type of Disability	Total			Rural			Urban		
	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls
Autism	8,392	8,392	-	8,392	8,392	-	-	-	-
Physical	121,360	61,671	59,689	111,160	54,879	56,281	10,200	6,792	3,409
Mental	27,146	27,146	-	25,444	25,444	-	1,701	1,701	-
Vision	8,275	8,275	-	8,275	8,275	-	-	-	-
Speech	71,676	31,226	40,450	57,502	24,713	32,789	14,174	6,512	7,662
Intellectual	51,713	34,547	17,166	44,752	27,586	17,166	6,961	6,961	-
Hearing	-	-	-	-	-	-	-	-	-
Hearing – Vision	-	-	-	-	-	-	-	-	-
Cerebral palsy	-	-	-	-	-	-	-	-	-
Down syndrome	2,012	2,012	-	-	-	-	2,012	2,012	-
Multi disability	34,975	17,053	17,923	34,106	17,053	17,053	870	-	870
National	325,548	190,320	135,228	129,629	166,342	123,288	35,919	23,978	11,941

* Weighted

Table No. A3: Headship of household and dependency ratio by household wealth quintile

(In percent)

Wealth quintile	Headship of HH			Dependency ratio
	Male headed	Female headed	Total	
Lowest	86.18	13.82	100.0	76.00
Second	93.53	6.47	100.0	67.00
Middle	90.08	9.92	100.0	60.00
Fourth	87.65	12.35	100.0	55.00
Highest	86.75	13.25	100.0	50.00
Total	88.80	11.20	100.0	61.00

Note: Dependency ratio: The dependency is equal to the number of individuals aged below 15 or above 64 yrs. divided by number of individuals aged 15-64 yrs. expressed as percentage.

Table No. A4: Literacy rate of population by broad age group

(In percent)

Sex	7-10 years	11-14 years	15 years & above
Male	39.83	77.21	62.19
Female	43.71	84.89	55.05
Both sex	41.71	80.89	58.60

Table No.A5: Net enrolment rate (NER) and Gross enrolment rate (GER) at primary educational institute level by household wealth quintile by area

Wealth quintile	NER at primary level			GER at primary level		
	National	Rural	Urban	Total	Rural	Urban
Lowest	86.26	86.67	72.41	118.68	119.10	104.53
Second	90.36	90.90	81.97	120.02	121.24	101.15
Middle	92.28	93.09	84.67	116.65	117.13	112.03
Fourth	93.54	94.41	91.10	118.24	117.66	119.85
Highest	96.70	95.55	97.22	114.36	121.26	111.22
Total	91.40	91.06	92.78	117.75	119.10	112.38

Table No.A6: Net enrolment rate (NER) and Gross enrolment rate (GER) at primary educational institute level by household wealth quintile by sex

Wealth quintile	NER at primary level			GER at primary level		
	Both	Boys	Girls	Both	Boys	Girls
Lowest	86.26	85.55	87.10	118.68	118.38	119.02
Second	90.36	89.04	91.61	120.02	122.33	117.81
Middle	92.28	93.09	91.33	116.65	109.05	125.69
Fourth	93.54	92.17	94.95	118.24	119.86	116.57
Highest	96.70	96.63	96.76	114.36	115.62	113.23
Total	91.40	90.75	92.09	117.75	117.01	118.52

Table No.A7: Net enrolment rate (NER) and Gross enrolment rate (GER) at secondary educational institute level by household wealth quintile by area

Wealth quintile	NER at secondary level			GER at secondary level		
	National	Rural	Urban	National	Rural	Urban
Lowest	35.56	35.26	42.29	44.34	44.06	50.57
Second	45.63	46.19	35.11	58.46	59.25	43.72
Middle	54.42	56.13	38.67	68.31	70.00	52.76
Fourth	55.14	58.06	47.65	70.10	74.15	59.72
Highest	69.88	71.69	69.03	88.72	98.21	84.23
Total	51.64	49.84	58.11	65.37	63.57	71.81

Table No. A8: Percent distribution of students (05-29 yrs.) currently attending educational institution by sex and area

Age (In year)	National			Rural			Urban		
	Both	Male	Female	Both	Male	Female	Both	Male	Female
05	46.81	47.08	46.53	45.82	49.11	42.56	50.38	40.02	61.52
06-10	89.39	87.97	90.89	89.09	87.64	90.65	90.57	89.34	91.78
11-14	84.78	80.66	89.26	84.72	79.90	89.96	85.03	83.47	86.71
15-19	51.56	50.53	52.68	48.42	47.66	49.25	63.08	61.12	65.17
20-24	16.85	18.63	14.91	14.88	16.79	12.68	23.19	25.33	21.25
25-29	4.23	6.66	2.35	3.54	5.13	2.32	6.43	11.35	2.45
Total	51.57	53.72	49.51	51.27	53.33	49.28	52.62	55.11	50.31
N	13289	6515	6774	7429	3649	3780	5860	2866	2994

Table No. A9: Percent distribution of population (5 yrs.+) by highest grade passed by age group

Age (In year)	Highest Grade passed (age 05 yrs. +)										
	Total	No grade passed	Pre-Primary	Grade 1-IV	Grade V	Grade VI-VII	Grade VIII	Grade IX	SSC/ HSC	Degree & above	Technical, Vocational/ Nursing/ Diploma etc.
05	100.00	86.58	[13.42]	0	0	0	0	0	0	0	0
6-10	100.00	22.51	7.81	68.2	1.41	0	0	0	0	0	0
11-14	100.00	[0.42]	[0.20]	44.3	21.1	27.62	5.06	1.18	0	0	0
15-19	100.00	[0.61]	[0.02]	17.4	9.11	18.36	13.56	13.19	27.06	[0.59]	[0.05]
20-24	100.00	[0.69]	[0.01]	19.8	12.7	14.01	10.41	8.25	29.46	4.29	[0.26]
25-29	100.00	[1.55]	[0.18]	22.7	13.1	14.03	11.66	11.31	17.57	7.59	[0.15]
30-34	100.00	[1.31]	[0.12]	28.5	15.0	10.30	10.14	9.40	16.35	8.61	[0.13]
35-39	100.00	[1.82]	[0.14]	28.6	13.9	10.26	10.35	8.91	16.54	9.17	[0.15]
40-44	100.00	[1.70]	0	30.1	14.9	10.94	10.00	7.99	16.16	8.12	0
45-49	100.00	[1.60]	[0.48]	30.2	15.2	8.90	10.04	9.75	15.79	7.47	[0.50]
50-54	100.00	[2.73]	0	30.9	16.7	8.50	7.15	8.64	17.89	6.98	[0.37]
55-59	100.00	[3.15]	0	26.6	12.9	9.53	8.71	10.38	19.74	8.19	[0.63]
60 +	100.00	[1.77]	0	33.0	17.9	8.30	10.31	5.83	14.68	7.88	[0.25]
National	100.00	6.04	1.60	34.15	12.12	12.48	8.15	6.94	14.31	4.06	[0.13]

Note: [] Frequency distributions of unweighted population are less than 33

Table No. A10: Percent distribution of students' (10-18 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	6.41	6.03	6.80	5.36	5.14	5.59	7.71	7.18	8.26
2. Attended PECE	55.35	51.82	59.07	52.79	49.01	56.90	58.52	55.43	61.67
3. Attended PECE & passed	53.97	50.37	57.76	51.91	48.27	55.87	56.52	53.07	60.04
4. Currently attending above Grade V	50.62	47.52	53.88	46.63	43.20	50.36	55.57	53.07	58.12
N	4,714	2,420	2,294	2,614	1,361	1,253	2,100	1,059	1,041

Table No. A11: Percent distribution of students' (06-10 yrs.) dropouts by single age, area and sex.

Age (In year)	National			Rural			Urban		
	Both	Male	Female	Both	Male	Female	Both	Male	Female
6	5.46	5.44	5.47	4.58	4.15	4.98	9.07	10.58	7.52
7	8.40	7.50	9.39	8.78	7.29	10.50	7.01	8.36	5.81
8	9.33	8.09	10.62	8.28	6.13	10.57	14.49	18.66	10.83
9	9.90	10.38	9.38	10.24	10.58	9.87	8.74	9.73	7.65
10	9.31	11.08	7.53	10.05	11.74	8.30	6.63	8.51	4.90
Average	8.56	8.57	8.54	8.45	8.02	8.90	8.97	10.80	7.20

Table No. A12: Percent distribution of students' (06-10 years) by enrollment status, dropout and participation in PECE by wealth quintile

Wealth quintile	Enrollment, dropped out & participation status (%)						
	Never enrolled	Enrolled	Enrolled but dropped out before Grade V	Reached Grade V but not attended PECE	Attended PECE	Attended PECE and passed	Currently attending above Grade V
Lowest	33.47	17.89	35.59	0.00	17.41	17.41	18.58
Second	22.86	18.06	16.92	0.00	11.19	11.19	19.15
Middle	19.18	19.21	17.23	0.00	25.59	25.59	17.63
Fourth	15.51	19.64	14.78	0.00	26.27	26.27	19.81
Highest	8.98	25.20	15.48	0.00	19.53	19.53	24.82
Total	100.00	100.00	100.00	0.00	100.00	100.00	100.00

Table No. A13: Dropout rate (among children age 05-18 yrs.) by household wealth quintile, area and sex

(In percent)

Wealth quintile	Dropout rate by area			Dropout rate by sex		
	National	Rural	Urban	Both Sex	Boys	Girls
Lowest	10.70	10.60	13.46	10.70	13.71	7.25
Second	9.78	9.47	15.45	9.78	13.64	5.59
Middle	8.40	8.23	10.13	8.40	12.44	4.03
Fourth	7.42	5.46	12.61	7.42	8.67	6.14
Highest	3.73	3.42	3.89	3.73	4.31	3.18
Total	8.74	8.60	9.28	8.74	8.67	8.82

Table No. A14: Percent distribution of students (06-14 yrs.) who received govt. stipend at primary schools and its amount drawn in last quarter by area and sex

Recipients govt. stipend & its amount (Tk.)	National			Rural			Urban		
	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls
Recipients of govt. stipend at primary level	28.36	26.06	30.82	34.44	31.48	37.62	5.11	4.78	5.46
DrawnTk. 300 for one pupil	26.15	23.74	28.72	31.75	28.67	35.07	4.74	4.42	5.07
DrawnTk.<300	1.63	1.76	1.50	1.98	2.14	1.82	0.29	0.26	0.31
Drawn Tk. 375 for two pupils	0.56	0.56	0.56	0.68	0.68	0.69	0.09	0.10	0.08
DrawnTk. <375	0.02	0	0.04	0.02	0	0.05	0	0	0
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
N	5444	2811	2633	3180	1648	1532	2264	1163	1101

Table No. A15: Percent distribution of students (studying grade VI-VIII) currently receiving govt. scholarship for primary education completion examination (PECE) by area and sex

Recipients of govt. scholarship for PECE	National			Rural			Urban		
	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls
Receiving	7.00	5.66	8.24	7.27	5.87	8.54	6.07	4.99	7.16
Not receiving	93.00	94.34	91.76	92.73	94.13	91.46	93.93	95.01	92.84
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
N	1350	649	701	742	355	387	608	294	314

Table No. A16: Percent distribution of recipients (students of age 06-14 yrs.) of govt. stipend at primary level and govt. PECE scholarship (student of grade VI-VIII) by wealth quintile

Wealth quintile	Recipients of govt. stipend/ scholarship			
	Govt. stipend at primary level		Govt. scholarship for PECE	
	Boys	Girls	Boys	Girls
Lowest	31.65	28.79	13.63	21.95
Second	28.58	30.48	6.66	32.27
Middle	23.86	24.37	28.76	11.10
Fourth	12.30	12.08	30.12	15.70
Highest	3.60	4.28	20.84	18.97
Total	100.00	100.00	100.00	100.00

Table No.A17: Percent distribution of population (5 yrs.+) attended/attending educational institutions by type, area and sex

Type of Educational Institution	National			Rural			Urban		
	Both	Male	Female	Both	Male	Female	Both	Male	Female
Kindergarten	2.80	2.80	2.70	2.10	2.20	1.90	4.80	4.50	5.20
Govt. primary educational institution	35.60	35.40	35.70	39.80	39.90	39.70	23.20	22.40	24.20
Non govt. primary educational institution	5.90	5.80	5.90	6.10	6.10	6.20	5.10	5.00	5.20
Govt. secondary educational institution	6.90	6.10	7.60	6.10	5.30	6.90	9.10	8.40	9.90
Secondary edu. insttn. (Govt. subsidized/MPO)	17.80	16.90	18.80	18.30	17.40	19.30	16.20	15.30	17.20
Non-govt. secondary educational institution	9.40	8.90	10.00	8.80	8.50	9.20	11.10	10.10	12.20
Govt. college	5.10	5.50	4.60	3.30	3.70	2.90	10.10	10.70	9.60
College (MPO)	3.20	3.70	2.70	2.80	3.10	2.40	4.60	5.40	3.70
Non govt. college	3.00	3.50	2.50	2.30	2.70	1.80	5.00	5.60	4.40
Public University	1.10	1.40	0.80	0.60	0.70	0.40	2.60	3.30	1.90
Private University	0.90	1.10	0.60	0.60	0.70	0.40	1.70	2.00	1.30
Govt. registered madrasha	3.50	3.60	3.40	4.10	4.20	4.00	1.80	2.00	1.50
Quamimadrasha	1.90	2.30	1.60	2.10	2.40	1.80	1.40	1.90	0.90
Technical/Vocational/Diploma	0.40	0.50	0.20	0.30	0.40	0.10	0.60	0.90	0.30
Others (Ananda school, NGO school etc.)	2.70	2.40	2.90	2.70	2.40	3.00	2.50	2.50	2.60
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
N	17988	9334	8654	9168	4756	4412	8820	4578	4242

Table No. A18: Distribution of household (having students) by total annual education expenditure as % of total annual income

(In percent)

HH education expenditure as % of total annual income	National	Rural	Urban
< 1 percent	3.30	3.56	2.45
1- 4 percent	34.30	37.38	24.13
5-10 percent	28.85	29.28	27.43
11-15 percent	11.83	11.21	13.88
16-20 percent	6.58	5.53	10.03
> 20 percent	15.14	13.04	22.09
Total	100.00	100.00	100.00
N (no. of HH)	4040	2192	1848

Table No. A19: Average annual HH income of recipient student (06-14 yrs.) of primary level stipend by area

Area	Average annual HH income (Taka)		No. of Households (actual)	
	Received/ receiving stipend	Not received stipend	Received/ receiving stipend	Not received/ receiving stipend
Rural	147630	203392	971	1236
Urban	225770	321072	156	1288
National	150554	236649	1127	2524

Table No. A20: Recipient students of primary level govt. stipend by their households wealth quintile by area

Wealth quintile	National	Rural	Urban
Lowest	30.15	30.83	12.48
Second	29.58	30.06	17.33
Middle	24.13	24.38	17.58
Fourth	12.19	11.61	27.11
Highest	3.96	3.12	25.50
Total	100.00	100.00	100.00

Table No. A21: Recipient students of primary level govt. stipend by their household wealth quintile by sex

(In percent)

Wealth quintile	Both sex	Boys	Girls
Lowest	30.15	31.65	28.79
Second	29.58	28.58	30.48
Middle	24.13	23.86	24.37
Fourth	12.19	12.30	12.08
Highest	3.96	3.60	4.28
Total	100.00	100.00	100.00

Appendix-B

Concepts and Definitions

Household

Household is the smallest unit of social institution. Almost all the socio- economic activities are being performed around the unit. It can be defined as a dwelling unit where a single person or a group of persons, either related or unrelated, normally living together, and eating food from the same kitchen with common arrangement of cooking. Matrimonial or blood or both relations, exist among most of the persons who reside in the same dwelling unit.

Household member

Household member includes permanent family members, as well as, boarders and lodgers, servants and other employees who often live in the household and take food together. These also included persons temporarily away from the household. Guests visiting a household temporarily or a person normally resides and takes food outside is not considered a member of the household.

Head of household

Head of household means a member of the household who is the decision-maker regarding the different activities of the household. The household is also being run under his or her command. In education household survey, a member is regarded as head of a household whom the other members consider him or her so. Generally, the eldest male or female earner of the household or the main decision- maker is considered the head of household.

Urban area

It corresponds with area developed around a central place having 5000 population with such amenities as metaled roads, improved communication, electricity, gas, water supply, sewerage, sanitation and also having comparatively higher density of population with majority population in non- agriculture occupations. City, Town, Paurasava and Cantonment are the examples of urban area. Following six categories comprise urban area.

- (i) Mega City: It is metropolitan area having population 5 million or more.
- (ii) City Corporation: It includes city corporations/ incorporated and administered by the Ministry of local Government under City Corporation Act, 2009
- (iii) Paurashava/Municipality Area (PSA): It includes paurashavas incorporated and administered by local government under Paurashava Ordinance, 1971.

(iv) City: It is an urban area having population 1,00,000 and above.

(v) Other Urban Area (OUA): It includes those Upazila headquarters, which are not Paurashavas. The only exception relates to 17 unions adjacent to Dhaka City Corporation under Dhaka Metropolitan Area. These unions are treated as other urban areas on the basis of their urban characteristics.

(vi) Town: It is an urban area having population less than 1, 00,000.

Rural area

The area excluding urban is defined as rural area of the country and the population living in rural area are treated as rural population.

Dependency ratio

Dependency ratio is defined as the ratio of sum of population aged 0-14 years and 65+ years to the population aged 15-64 years expressed as percentage.

Sex ratio

The ratio of males to females in a given population usually expressed as the number of males per 100 females.

Literate

A person aged 5 years & above who is able to write a simple letter is defined as literate.

Literacy rate (age 7 yrs.+)

Percentage of population of age 7 years and over who write a letter to the population of the same age group is the literacy rate.

Adult literacy rate (age 15 yrs.+)

Percentage of population of age 15 years and over who write a letter to the total population of the same age- group is the literacy rate.

Gross Enrolment Rate (GER) at primary educational institution

Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school age population (6-10 years in Bangladesh) corresponding to the same level of education on a given school year.

Net Enrolment Rate (NER) at primary educational institution

Enrolment of the official age group for a given level of education (6-10 years in Bangladesh) expressed as a percentage of the corresponding population.

Gross Enrolment Rate (GER) at secondary educational institution

Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school age population (11-15 years in Bangladesh) corresponding to the same level of education on a given school year.

Net Enrolment Rate (NER) at secondary educational institution

Enrolment of the official age group for a given level of education (11-15 years in Bangladesh) expressed as a percentage of the corresponding population.

Currently student

A person aged 5 years and above currently attending any educational institution on full or part time basis.

Formal education

Education received from any type of educational institution.

Educational institutions

Educational institutions mean any primary educational institutes, kindergarten school, high school, college, university, madrasa (religious institutions) technical/ vocational school, etc.

New entrants

Pupils who enter Grade-1 of primary education for the first time.

Primary education

Primary education refers to education, as determined by the Government for the children of age group 6 to 10 yrs in Grades-I to V having a prescribed national curriculum, textbooks, schools hours and school years, which begins in January and ends in December.

Dropout rate

Dropout rate is determined with the children (students) admitted in Grade-I in a formal primary educational institutes, but they (students) could not complete Grade-V or before they leave the primary educational institutes.

Completion rate

Completion rate denotes that the children (students) enrolled in primary educational institutes at Grade-I and completed (passed) Grade-V through attending primary education completion examination (PECE).

Out-of-school children

Out of school children in the official schools age group (6-10 years) who are not enrolled in primary educational institutes. These comprise dropouts and never enrolled children.

Occupation

Occupation is generally the acceptable means of income to fulfill the financial requirement. It can be defined as a means associate with the activities from which the individual earns livelihood. Occupation may be a major or a minor, according to the greater or smaller share in income.

Household income

Household income in a particular period can be defined as the sum of the earnings of all the members of the household in the cash or kind in the same period. Income from wages and salaries, pensions, contributions and professional fees earned by the members of the household are estimated on yearly basis. Income from interest, dividends, earning from agricultural activities, business, commercial, and industrial establishments, land and property, rent and assistance and insurance benefits, including other special types or receipts by the member of the household are also estimated on yearly basis.

Household assets

The assets are those durable goods possessed or owned by the household. The durable goods include radio, television, tape recorders, mobile, land phone, computer/ laptop, washing machine, freeze, IPS/ generator, AC, wooden and steel furniture, etc.

Non-durable goods

Item whose durability is less than one year are termed as non-durable goods. These are food items, clothing, fuel and lighting, medicines, etc. Services are also regarded as non-durable goods.

Earner

An earner is a person who brings material return in cash or in kind for services rendered and for the use of goods. Services imply labour in organization of production while goods imply land property and capital. Thus, a pensioner is an earner as long as he/ she receives pension in recognition of his past services. A landlord is also treated as an earner, because he receives rent for the use of land or property. The concepts of earner include all persons who receive incomes and hence are similar to the definition used for depicting economically active persons including self-employed.

Unpaid family helper

Unpaid family helper is a member of a household who works in some economic activities, such as, cultivating lands in agriculture farms, rearing poultry, gardening, shop keeping in own business etc. without having remuneration. He/ she works as helping partner for the welfare of household.

Agricultural income

Agricultural income has been defined as the income received from gross household agriculture produces from crops, poultry, bovine, etc, minus expenditure incurred to produce the gross

agricultural produces. Yearly wages and salary received in kind (non-cash) from regular employment or investment in agriculture are inclusive of agricultural income.

Non-agricultural income

The non- agricultural income of the households are those income which was accumulated from business, industry, trade and investment in different sectors. These incomes are collected in yearly basis.

Household expenditure

Household expenditure includes household consumption and certain other outlays of the household. Consumption expenditure of the household is the aggregate value of goods and services actually consumed during the reference period. The non- consumption expenditure of the household includes income tax and other taxes, pension and social security contributions and related insurance premium, gifts and other transfers. Items extended from the expenditure schedule are additions to saving, various types of investment expenditure (both monetized and non-monetized) including amount spent.

Appendix-C

Sampling errors (National, Rural & Urban)

Table SE.01: Sampling errors: National

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deft*) and confidence intervals for selected indicators.

Indicators	Value (<i>r</i>)	Standard error (<i>se</i>)	Coef- ficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Confidence limits	
						<i>r</i> - 2 <i>se</i>	<i>r</i> + 2 <i>se</i>
Male headed household (%)	.8880	.00450	.005	1.248	1.117	0.879	0.897
Female headed household (%)	.1119	.00450	.040	1.249	1.118	0.103	0.121
Total (Disability rate)	.0133	.00084	.063	1.435	1.198	0.012	0.015
Autism	.0003	.00012	.426	1.412	1.188	0.000	0.001
Physical	.0045	.00049	.107	1.391	1.179	0.004	0.006
Mental/Intellectual/Cerebral pulse	.0028	.00040	.143	1.535	1.239	0.002	0.004
Vision/Speech/Hearing/ Hearing-vision	.0047	.00049	.104	1.349	1.161	0.004	0.006
Down syndrome/Multi/Others	.0010	.00022	.215	1.253	1.119	0.001	0.001
Improved drinking water source (Tap/Tube well)	.9627	.00169	.002	.488	.699	0.959	0.966
Literacy rate (7+ yrs.)	.5909	.00406	.007	1.559	1.249	0.583	0.599
Adult literacy rate (15+ yrs.)	.5860	.00450	.008	1.501	1.225	0.577	0.595
NER at primary education institute	.9140	.00356	.004	.489	.700	0.9069	0.9212
GER at primary education institute	.11775	.00228	.019	1.152	1.073	0.11309	0.12223
NER at secodary education institute	.5164	.00587	.011	.414	.644	0.505	0.528
GER at secondary education institute	.6413	.00205	.026	1.168	1.081	0.637	0.645
PECE participation rate (age 10-14 years)	.4629	.01030	.022	.560	.748	0.4423	0.4835
PECE passed rate (age 10-14years)	.4590	.01007	.020	.525	.725	0.4389	0.4792
Recipient students of govt. stipend at primary level (%)	.2836	.00434	.015	.504	.710	0.275	0.292
Recipient students of govt. PECE scholarship (%)	.0700	.00399	.057	.329	.574	0.062	0.078

Table SE0.2: Sampling errors: Rural areas

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deft*) and confidence intervals for selected indicators.

Indicators	Value (<i>r</i>)	Standard error (<i>se</i>)	Coef- ficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Confidence limits	
						<i>r</i> - 2 <i>se</i>	<i>r</i> + 2 <i>se</i>
Male headed household (%)	.8910	.00538	.006	.991	.995	0.880	0.902
Female headed household (%)	.1090	.00538	.049	.991	.995	0.098	0.120
Total (Disability rate)	.0138	.00103	.075	1.152	1.073	0.012	0.016
Autism	.0004	.00016	.448	1.056	1.028	0.000	0.001
Physical	.0046	.00059	.129	1.123	1.060	0.003	0.006
Mental/Intellectual/Cerebral pulse	.0031	.00050	.162	1.194	1.093	0.002	0.004
Vision/Speech/Hearing/ Hearing vision	.0047	.00059	.125	1.092	1.045	0.004	0.006
Down syndrome/Multi/Others	.0011	.00027	.240	.949	.974	0.001	0.002
Improved drinking water source (Tap/Tube well)	.9530	.00215	.002	.344	.587	0.949	0.957
Literacy rate (7+ yrs.)	.5558	.00494	.009	1.239	1.113	0.546	0.566
Adult literacy rate (15+ yrs.)	.5441	.00554	.010	1.199	1.095	0.533	0.555
NER at primary education institute	.9106	.00424	.005	.399	.632	0.9021	0.9190
GER at primary education institute	.11910	.00277	.023	.897	.947	0.11357	0.12466
NER at secondary education institute	.6414	.00685	.014	.316	.562	0.628	0.655
GER at secondary education institute	.6239	.00245	.032	.920	.959	0.619	0.629
PECE participation rate (age 10-14 years)	.4325	.00602	.014	.445	.668	0.4205	0.4445
PECE passed rate (age 10-14 years)	.4294	.00601	.014	.442	.666	0.4174	0.4415
Recipient students of govt. stipend at primary level (%)	.3444	.00548	.016	.422	.650	0.333	0.355
Recipient students of govt. PECE scholarship (%)	.0727	.00437	.060	.210	.458	0.064	0.081

Table SE.03: Sampling errors: Urban areas

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deft*) and confidence intervals for selected indicators.

Indicators	Value (<i>r</i>)	Standard error (<i>se</i>)	Coef- ficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Confidence limits	
						<i>r</i> - 2 <i>se</i>	<i>r</i> + 2 <i>se</i>
Male headed household (%)	.8781	.00772	.009	1.560	1.249	0.863	0.894
Female headed household (%)	.1214	.00774	.064	1.570	1.253	0.106	0.137
Total (Disability rate)	.0117	.00117	.100	1.415	1.189	0.009	0.014
Autism	.0001	.00005	.730	.427	.653	0.000	0.000
Physical	.0044	.00073	.168	1.460	1.208	0.003	0.006
Mental/Intellectual/Cerebral pulse	.0019	.00050	.262	1.572	1.254	0.001	0.003
Vision/Speech/Hearing/Hearing- vision	.0046	.00074	.161	1.432	1.197	0.003	0.006
Down syndrome/Multi/Others	.0007	.00031	.448	1.661	1.289	0.000	0.001
Improved drinking water source (Tap/Tube well)	.9945	.00160	.002	1.300	1.140	0.991	0.998
Literacy rate (7+ yrs.)	.7087	.00624	.009	1.954	1.398	0.696	0.721
Adult literacy rate (15+ yrs.)	.7225	.00678	.009	1.908	1.381	0.709	0.736
NER at primary education institute	.9278	.00552	.006	.555	.745	0.9168	0.9388
GER at primary education institute	.11238	.00352	.035	1.411	1.188	0.10534	0.11943
NER at secodary education institute	.5811	.01109	.019	.664	.815	0.559	0.603
GER at secondary education institute	.7034	.00348	.042	1.478	1.216	0.696	0.710
PECE participation rate (age 10-14 years)	.5024	.00563	.011	.634	.796	0.4912	0.5137
PECE passed rate (age 10-14 years)	.4976	.00564	.011	.635	.797	0.4863	0.5088
Recipient students of govt. stipend at primary level (%)	.0511	.00299	.059	.418	.647	0.045	0.057
Recipient students of govt. PECE scholarship (%)	.0607	.00927	.153	.915	.956	0.042	0.079

Appendix-D

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
বাংলাদেশ পরিসংখ্যান ব্যুরো
ডেমোগ্রাফি এন্ড হেলথ উইং

সকল সংখ্যা ইংরেজিতে লিখুন

পরিসংখ্যান ভবন, ই-২৭/এ, আগারগাঁও, ঢাকা-১২০৭

গোপনীয় (কেবলমাত্র সরকারি পরিকল্পনা
ও গবেষণার কাজে ব্যবহৃত হবে)

খানা ভিত্তিক শিক্ষা জরিপ ২০১৪

Education Household Survey 2014

পিএসইউ নম্বর			

MSVSB খানার নম্বর		

নমুনা খানা নম্বর	

নমুনা এলাকা পরিচিতি

এলাকা	কোড	এলাকার নাম
বিভাগ		
জেলা		
থানা/উপজেলা		
ইউনিয়ন/ওয়ার্ড		
মৌজা/মহল্লা		
RMO		1-পল্লী, 2-পৌর এলাকা, 3-অন্যান্য শহর এলাকা

উত্তরদাতার সম্মতি গ্রহণ

পরিকল্পনা মন্ত্রণালয়ের অধীন বাংলাদেশ পরিসংখ্যান ব্যুরোর (বিবিএস) পক্ষ থেকে এসেছি। বিবিএস জনগণের কাছ হতে তথ্য সংগ্রহ করে সঠিক, নির্ভুল ও সময়োপযোগী পরিসংখ্যান প্রণয়ন ও সংরক্ষণ করে থাকে। সরকার এ পরিসংখ্যান ব্যবহার করে বিভিন্ন নীতি প্রণয়ন ও পরিকল্পনা গ্রহণ করে। দেশের আর্থ-সামাজিক এবং প্রাথমিক শিক্ষা সম্পর্কিত একটি সরকারি জরিপের উপর আমরা কাজ করছি। আমি আপনার খানার সদস্যদের শিক্ষা ও অন্যান্য বিষয়ে আপনার নিকট থেকে তথ্য সংগ্রহ করতে চাই। পরিসংখ্যান আইন ২০১৩ অনুসারে সরকারের প্রয়োজনে এ সমস্ত তথ্য প্রদান বাধ্যতামূলক। এ কাজে কিছুটা সময় লাগতে পারে। আপনার দেয়া তথ্য সম্পূর্ণভাবে গোপন রাখা হবে এবং আমাদের জরিপ টিমের সদস্য ছাড়া অন্য কারো সাথে আলোচনা করা হবে না। আমি কি এখন সাক্ষাৎকার শুরু করতে পারি?

1- হ্যাঁ, 2-না (পরবর্তী খানায় যান)

১. (ক) উত্তরদাতার নাম.....
(খ) মোবাইল নং.....

২. তথ্য সংগ্রহের তারিখ:

D	D	M	M	Y	Y	Y	Y

সেকশন- ১: খানা সংক্রান্ত তথ্য

এ খানাটি কি ক্ষুদ্র নৃ-গোষ্ঠীর অন্তর্গত? 1- হ্যাঁ, 2 - না

১.লাইন নম্বর	২. খানার সদস্যদের নাম	৩. খানা প্রধানের সাথে সম্পর্ক (কোড)	৪. লিঙ্গ 1-পুরুষ 2-মহিলা 3-হিজড়া	৫. বয়স (১৪ বৎসরের নীচে হলে, বয়স বৎসরে এবং মাসে লিখুন)		৬. ধর্ম 1- ইসলাম 2- হিন্দু 3- বৌদ্ধ 4- খ্রিস্টান 5-অন্যান্য (উল্লেখ করুন)	৭. (১০ বৎসর ও তদুর্ধ্ব বয়সের জন্য)	৮. (৬ বৎসর ও তদুর্ধ্ব বয়সের জন্য)		৯. (৬ বৎসর ও তদুর্ধ্ব বয়সের জন্য) আপনি (নাম.....) কী কাজ করেন? (কোড)	১০. প্রতিবন্ধিতা : 01 অটিজম বা অটিজম স্পেকট্রাম ডিজ. 02 শারীরিক প্রতিবন্ধিতা 03 মানসিক অসুস্থতাজনিত প্রতিবন্ধিতা 04 দৃষ্টি প্রতিবন্ধিতা 05 বাক প্রতিবন্ধিতা 06 বুদ্ধি প্রতিবন্ধিতা 07 শ্রবণ প্রতিবন্ধিতা 08 শ্রবণ-দৃষ্টি প্রতিবন্ধিতা 09 সেরিওল পালসি 10 ডাউন সিনড্রোম 11 বহুমাত্রিক প্রতিবন্ধিতা 12 অন্যান্য (উল্লেখ করুন)...
				বৈবাহিক অবস্থা: 1 বিবাহিত 2 অবিবাহিত 3 বিধবা/বিপল্লীক 4 তালাকপ্রাপ্ত 5 পৃথক বসবাস			(ক) আপনি (নাম.....) উপার্জনকারী কিনা? 1 হ্যাঁ 2 না	(খ) আপনি (নাম.....) পারিবারিক কাজে সাহায্য করেন কিনা? 1 হ্যাঁ 2 না			
১	২	৩	৪	৫	৬	৭	৮	৯	১০	১১	১২
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04											
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প্রশ্ন ৩: খানা প্রধানের সাথে সম্পর্কের কোড: খানা প্রধান 01, স্বামী/স্ত্রী 02, পুত্র/কন্যা 03, পুত্রবধূ/জামাতা 04, নাতি/নাতনী 05, পিতা/মাতা 06, ভাই/বোন 07, ভাগ্নে-ভাগ্নি/ভাইপো-ভাইজি 08, শ্বশুর/শাশুড়ি 09, শ্যালক/শ্যালিকা/দেবর/ননদ/ভগ্নিপতি/ভ্রাতৃবধূ 10, গৃহকর্মী 11, অন্যান্য (উল্লেখ করুন) 12.....

কোড : প্রশ্ন ৯, কী কাজ করেন : জমির মালিক 01, মালিক কৃষক 02, পারিবারিক কৃষি কর্মী 03, চুক্তিবদ্ধ কৃষি কর্মী 04, নিজ জমিসহ বর্গা কৃষক 05, কৃষি শ্রমিক 06, অন্যান্য অকৃষি শ্রমিক 07, মৎস্য চাষ 08, জেলে 09, পেশাজীবী কর্মকর্তা 10, নির্বাহী কর্মকর্তা 11, পেশাগত কর্মচারী 12, অন্যান্য অফিস কর্মচারী 13, কারখানা/উৎপাদন শ্রমিক 14, শিক্ষকতা 15, ব্যবসায়ী 16, পরিবহন/যোগাযোগ শ্রমিক 17, তীর্থী/কামার/কুমার/স্বর্ণকার/সেবামূলক কার্য 18, ছাত্র/ছাত্রী 19, গৃহিনী 20, গৃহ পরিচারিকা/কাজের বুয়া 21, পারিবারিক সাহায্যকারী 22, কাজ খুঁজছে 23, কাজ করতে অক্ষম 24, ভিক্ষুক 25, অন্যান্য (উল্লেখ করুন) 26.....

সেকশন- ২: শিক্ষা : সাক্ষরতা এবং বর্তমান শিক্ষাগত অবস্থান (০৫ বৎসর ও তদুর্ধ্ব বয়সের সদস্যদের জন্য)

১.লাইন নম্বর	২. খানার সদস্যদের নাম (সংক্ষিপ্ত নাম) (≥ ৫ বছরের সদস্যদের সংক্ষিপ্ত নাম)	৩. আপনি (নাম.....) কি চিঠি/বই/পত্রিকা পড়তে পারেন?	৪. আপনি (নাম.....) কি চিঠি লিখতে পারেন?	৫. আপনি (নাম....) কি কখনো কোন শিক্ষা প্রতিষ্ঠানে ভর্তি হয়েছেন?	৬. আপনি (নাম....) বর্তমানে শিক্ষা প্রতিষ্ঠানে যান কিনা?	৭. আপনি (নাম....) এখন কোন্ শ্রেণিতে পড়ছেন?	৮.আপনি (নাম....) কোন্ শ্রেণিতে শিক্ষা প্রতিষ্ঠানে যাওয়া সমাপ্ত/বন্ধ করেছেন?	৯. আপনি (নাম.....) সর্বোচ্চ কোন শ্রেণি উত্তীর্ণ হয়েছেন?	১০. (৫-১৪ বৎসর বয়স পর্যন্ত) আপনি (নাম....) কি সর্বোচ্চ উত্তীর্ণ শ্রেণির পরবর্তী ধাপে ভর্তি হয়েছিলেন?	(১০-১৮ বৎসর বয়স পর্যন্ত)		১৩. আপনি (নাম.....) সর্বশেষ কোন ধরনের শিক্ষা প্রতিষ্ঠানে লেখাপড়া করেছেন/ বর্তমানে কোন ধরনের শিক্ষা প্রতিষ্ঠানে লেখাপড়া করছেন?
										১১. আপনি (নাম.....) কি “প্রাথমিক শিক্ষা সমাপনী পরীক্ষায়” অংশগ্রহণ করেছেন?	১২. আপনি (নাম....) কি “প্রাথমিক শিক্ষা সমাপনী পরীক্ষায়” পাশ করেছেন?	
		1 হ্যাঁ 2 না	1 হ্যাঁ 2 না	1 হ্যাঁ 2 না (পরবর্তী ব্যক্তি)	1 হ্যাঁ 2 না (প্রশ্ন ৮ এ যান)	(কোড) (প্রশ্ন ৯ এ যান)	(কোড)	(কোড)	1 হ্যাঁ 2 না	1 হ্যাঁ 2 না (প্রশ্ন ১৩ এ যান) 3 প্রযোজ্য নয় (প্রশ্ন ১৩ এ যান)	1 হ্যাঁ 2 না	(কোড)
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কোডঃ প্রশ্ন ৭, ৮ এবং ৯: কোন শ্রেণি উত্তীর্ণ হয়নি 00, প্রাক-প্রাথমিক শ্রেণি 99, ১ম শ্রেণি 01, ২য় শ্রেণি 02, ৩য় শ্রেণি 03, ৪র্থ শ্রেণি 04, ৫ম শ্রেণি 05, ৬ষ্ঠ শ্রেণি 06, ৭ম শ্রেণি 07, ৮ম শ্রেণি 08, ৯ম শ্রেণি 09,

মাধ্যমিক বা সমতুল্য 10, উচ্চমাধ্যমিক বা সমতুল্য 11, স্নাতক বা সমতুল্য 12, স্নাতকোত্তর বা সমতুল্য 13, ডাক্তারী 14, ইঞ্জিনিয়ারিং 15, বৃত্তিমূলক 16, কারিগরী শিক্ষা 17, নার্সিং 18, ডিপ্লোমা 19, অন্যান্য (উল্লেখ করুন)20

কোডঃ প্রশ্ন-১৩: প্রাথমিক বিদ্যালয় (সরকারি) 01, প্রাথমিক বিদ্যালয় (বেসরকারি) 02, কিন্ডার গার্টেন 03, মাধ্যমিক বিদ্যালয় (সরকারি) 04, মাধ্যমিক বিদ্যালয় (এমপিওভুক্ত) 05, মাধ্যমিক বিদ্যালয় (বেসরকারি) 06, কলেজ (সরকারি) 07, কলেজ (এমপিওভুক্ত) 08, কলেজ (বেসরকারি) 09, পাবলিক বিশ্ববিদ্যালয় 10, বিশ্ববিদ্যালয় (বেসরকারি) 11, মাদ্রাসা (সরকারি অনুমোদনপ্রাপ্ত) 12, মাদ্রাসা (কওমী) 13, আনন্দ স্কুল 14, এনজিও শিক্ষা কার্যক্রম 15, পরিবার 16, কারিগরী 17, বৃত্তিমূলক 18, অন্যান্য (উল্লেখ করুন)19

(চলমান)

সেকশন- ২: শিক্ষা : সাক্ষরতা এবং বর্তমান শিক্ষাগত অবস্থান (০৫ বৎসর ও তদুর্ধ্ব বয়সের সদস্যদের জন্য)

লাইন নম্বর	(৬-১৪ বৎসরের শিশুদের জন্য)		(৬ষ্ঠ হতে ৮ম শ্রেণিতে অধ্যয়নরত শিক্ষার্থীদের জন্য)	১৬.আপনি (নাম....) কি কখনো কোন বৃত্তিমূলক প্রশিক্ষণ গ্রহণ করেছেন?
	১৪ (ক). আপনি (নাম.....) প্রাথমিক স্তরের শিক্ষার জন্য সরকারি উপবৃত্তি_পান/পেতেন কিনা? 1 হ্যাঁ 2 না (প্রশ্ন ১৫ তে যান) 3 প্রযোজ্য নয় (প্রশ্ন ১৫ তে যান)	১৪ (খ). সরকারি উপবৃত্তি পেয়ে থাকলে সর্বশেষ কিস্তিতে (তিন মাসে কিস্তি) কত টাকা পেয়েছেন? টাকার পরিমাণ (অংকে)	১৫. আপনি (নাম.....) কি প্রাথমিক শিক্ষা সমাপনি (PECE) বৃত্তি পেয়ে থাকেন 1 হ্যাঁ 2 না	
	১৪	১৫	১৬	১৭

(চলমান)

সেকশন- ২: শিক্ষা: খানার শিক্ষা সংক্রান্ত খরচের তথ্য (০৫ বৎসর ও তদুর্ধ্ব বয়সের শুধুমাত্র অধ্যয়নরত ছাত্র/ছাত্রীদের জন্য)

লাইন নম্বর	অধ্যয়নরত খানা সদস্যের নাম (সংক্ষিপ্ত নাম) (পূর্ববর্তী পৃষ্ঠার প্রশ্ন.৬ এর কোড 1 হতে লিখুন)	গত ১২ মাসে শিক্ষা সংক্রান্ত খরচ												
		১৭. গত ১২ মাসে নিম্নে উল্লেখিত শিক্ষা খাতে আপনার খানার অধ্যয়নরত ছাত্র/ছাত্রীদের জন্য কত টাকা ব্যয় হয়েছে ? (যদি কোন ব্যয় না হয়ে থাকে তাহলে '০' (শূন্য) লিখুন যদি জানা না থাকে তাহলে '৯' (নয়) লিখুন)												
		(ব্যয়ের পরিমাণ টাকায় লিখুন)												
		১	২	৩	৪	৫	৬	৭	৮	৯	১০	১১	১২	১৩
		ভর্তি, সেশন, রেজিস্ট্রেশন ইত্যাদি ফি	শিক্ষা প্রতিষ্ঠানের বেতন	শিক্ষা প্রতিষ্ঠানের বই (নোট বইসহ)	খাতা পেন্সিল ইত্যাদি	শিক্ষা প্রতিষ্ঠানের জামা/ জুতা ইত্যাদি	শিক্ষা প্রতিষ্ঠানে যাতায়াত	পরীক্ষার ফি	প্রাইভেট মাষ্টারের বেতন/ কোচিং ফি	টিফিন খরচ	ডোনেশন (অনুদান)	ইন্টারনেট এবং ই-মেইল খরচ (শিক্ষা সংক্রান্ত)	অন্যান্য শিক্ষা সংক্রান্ত ব্যয়	মোট ব্যয় (কলাম ১ থেকে কলাম ১২ এর যোগফল)
সর্বমোট ব্যয় :														

(বি: দ্র: খানার অধ্যয়নরত প্রতিটি ছাত্রের কলাম ১ থেকে কলাম ১২ পর্যন্ত শিক্ষা সংক্রান্ত ব্যয়ের 'Row' (বাম থেকে ডানে) total পরবর্তীতে ১৩ নং কলামে/বক্সে "মোট ব্যয়" এর ঘরে লিখবেন। অনুরূপভাবে "সর্বডানে" ১৩ নং কলামস্থ মোট ব্যয়ের "কলাম" (উপর থেকে নীচে) total একেবারে নীচের 'সর্বমোট ব্যয়ের' সামনের বক্সে পরবর্তীতে লিখবেন যা ১০ নং পৃষ্ঠাস্থ সেকশন- ৫ (ক) এর ২৩ নং ক্রমিকের "খানার শিক্ষা সংক্রান্ত ব্যয়" এর সামনের বক্সে/কলামে পরে লিখতে হবে)।

সেকশন- ৩: গৃহ সংক্রান্ত তথ্য (খানা প্রধান উত্তরদাতা হবেন, তাঁর অবর্তমানে খানার অন্য নির্ভরশীল সদস্য)

১. উত্তরদাতার লাইন নম্বর লিখুন
২. আপনার খানায় মোট কয়টি কক্ষ বসবাসের জন্য ব্যবহার করেন?
৩. আপনার খানায় কি পৃথক রান্না ঘর (কিচেন) আছে?
- 1 হ্যাঁ 2 না
৪. আপনার খানায় কি পৃথক খাবার কক্ষ (dining room) আছে?
- 1 হ্যাঁ 2 না
৫. আপনার প্রধান ঘরের দেয়াল কি দিয়ে তৈরি? (পর্যবেক্ষণ করে লিখুন)
- 1 ইট/সিমেন্ট 4 বেড়া/খড়/বঁশ/পাতা/প্লাস্টিক সীট
- 2 টিন/কাঠ 5 অন্যান্য (উল্লেখ করুন).....
- 3 কাদামাটি/ইট/কাঠ
৬. আপনার প্রধান ঘরের ছাদ কি দিয়ে তৈরি? (পর্যবেক্ষণ করে লিখুন)
- 1 কংক্রিট (ইট/সিমেন্ট/রড) 4 খড়/বঁশ/ছন/প্লাস্টিক সীট
- 2 টিন/কাঠ 5 অন্যান্য (উল্লেখ করুন)
- 3 কাদামাটি/টালি/কাঠ
৭. আপনার প্রধান ঘরের মেঝে কি দিয়ে তৈরি? (পর্যবেক্ষণ করে লিখুন)
- 1 ইট/সিমেন্ট/টাইলস
- 2 কাঠ/বঁশ
- 3 মাটি
৮. আপনার খানায় কি ধরনের পায়খানা ব্যবহার করেন? (পর্যবেক্ষণ করে লিখুন)
- 1 পাইপের মাধ্যমে স্যুরেজ 5 পাকা/কাঁচা/বুলন্ত (মলমূত্র উন্মুক্ত স্থানে পতিত)
- 2 নিরাপদ ট্যাংক/গর্তে মলমূত্র 6 বাগান/ঝোপ-ঝাড়/উন্মুক্ত স্থান/খাল/নদী ধারণ
- 3 পিট লেট্রিন (ওয়াটার সীল) 7 অন্যান্য (উল্লেখ করুন).....
- 4 পিট লেট্রিন (ওয়াটার সীলবিহীন)
৯. খাবার পানির প্রধান উৎস কি?
- 1 সাপ্লাইর পানি (ট্যাপ) 4 ইদারা/কূপ
- 2 নলকূপ 5 ঝর্ণা/জলপ্রপাত
- 3 পুকুর/নদী/খাল 6 অন্যান্য (উল্লেখ করুন)
১০. রান্নায় প্রধানত কি ধরনের জ্বালানী ব্যবহার করে থাকেন?
- 1 বায়োগ্যাস/গ্যাস 4 কেরোসিন
- 2 লাকড়ি/কাঠ 5 পাতা/খড়/ঘুটে
- 3 বিদ্যুৎ 6 অন্যান্য
১১. আপনি কি হিসেবে বাড়িটি ব্যবহার করেন?
- 1 মালিক 4 আত্মীয়/চাকুরী সূত্রে বিনা ভাড়ায়
- 2 ভাড়াটে 5 সরকারি বাসস্থান
- 3 দখলী স্বত্ত্বে 6 অন্যান্য (উল্লেখ করুন)...
১২. খানায় আলোর প্রধান উৎস কি?
- 1 বিদ্যুৎ 4 অন্যান্য (উল্লেখ করুন)
- 2 সৌরবিদ্যুৎ
- 3 কেরোসিন

সেকশন-৪: খানার নিজস্ব সম্পদ

১. উত্তরদাতার লাইন নম্বর

২. খানায় নিম্নলিখিত নিজস্ব সম্পদ আছে কি? নিম্নে বর্ণিত প্রতিটি আইটেম জিজ্ঞাসা করুন (প্রযোজ্য কোড বৃত্তায়িত করুন)

ক্রমিক নং	সম্পদের বিবরণ	কোড	
		হ্যাঁ	না
১	রেডিও	1	2
২	টেলিভিশন	1	2
৩	মোবাইল ফোন	1	2
৪	ল্যান্ড ফোন	1	2
৫	কম্পিউটার/ল্যাপটপ	1	2
৬	DVD/VCD প্লেয়ার	1	2
৭	মাইক্রোওভেন/ওভেন	1	2
৮	ওয়াশিং মেশিন	1	2
৯	ফ্রীজ/ডিপ ফ্রীজ	1	2
১০	আই পি এস/জেনারেটর	1	2
১১	পানির ফিল্টার	1	2
১২	আলমারী/ওয়্যারড্রব	1	2
১৩	ফ্যান	1	2
১৪	টেবিল/চেয়ার	1	2
১৫	শোকেস	1	2

ক্রমিক নং	সম্পদের বিবরণ	কোড	
		হ্যাঁ	না
১৬	খাট/পালংক	1	2
১৭	সাইকেল	1	2
১৮	মোটর সাইকেল/ইজি বাইক	1	2
১৯	সিএনজি চালিত স্কুটার/টেম্পু/ভটভটি	1	2
২০	পশু চালিত গাড়ি	1	2
২১	রিক্সা	1	2
২২	ঠেলা গাড়ি/ রিক্সা ভ্যান	1	2
২৩	মটরগাড়ি/ট্রাক/বাস	1	2
২৪	নৌকা	1	2
২৫	ইঞ্জিন চালিত নৌকা	1	2
২৬	ট্রলার	1	2
২৭	ট্রাক্টর/শ্যালো ইঞ্জিন	1	2
২৮	পানির পাম্প	1	2
২৯	এয়ার কুলার (AC)	1	2
৩০	অন্যান্য (উল্লেখ করুন).....	1	2

সেকশন- ৫ (ক): খানার ভোগকৃত দ্রব্যাদি এবং ব্যয়ের বিবরণ

১. (ক) খানার ১০ বৎসরের কম বয়সের সদস্য সংখ্যা

(খ) খানার ১০ বৎসর ও তদুর্ধ্ব বয়সের সদস্য সংখ্যা

২. উত্তরদাতার লাইন নম্বর

দ্রব্যের নাম		মাসিক ব্যয় (টাকা)	প্রাপ্তির উৎস (কোড)
			1.গৃহজাত , 2. ক্রয় , 3.অন্যান্য
১	চাউল, আটা, চিড়া, মুড়ি ইত্যাদি		
২	ডাল জাতীয় (মুগ, মসুর, কলাই ইত্যাদি)		
৩	মাছ (সকল ধরনের মাছ এবং শুটকী)		
৪	মাংস (হাঁস, মুরগী, গরু, ছাগল ইত্যাদি)		
৫	ডিম (হাঁস, মুরগী ইত্যাদি)		
৬	শাক সবজি (আলু, বেগুন, শাক ইত্যাদি)		
৭	দুগ্ধ জাতীয় (দুধ, দই, পনির ইত্যাদি)		
৮	চিনি ও মিষ্টি জাতীয়		
৯	ফল (কলা, আনারস, আম ইত্যাদি)		
১০	পানীয় (চা, কফি, কোমল পানীয় ইত্যাদি)		
১১	তেল (সয়াবিন, সরিষা, ঘি, ডালডা ইত্যাদি)		
১২	মশলা (মরিচ, হলুদ, পেঁয়াজ, রসুন, গরম মশলা ইত্যাদি)		
১৩	জ্বালানী ও আলো (লাকড়ি,ভুসি, খড়ি, কেরোসিন, বিদ্যুৎ, গ্যাস ইত্যাদি)		
১৪	তামাক জাতীয় (বিড়ি, সিগারেট, জর্দা, গুল ইত্যাদি)		
১৫	পান, সুপারি, চুন		
১৬	অন্যান্য (বাইরে খাওয়া ইত্যাদি).....(উল্লেখ করুন)		

(চলমান)

সেকশন- ৫ (ক): খানার ভোগকৃত দ্রব্যাদি এবং ব্যয়ের বিবরণ

খাদ্য ব্যতীত নিত্য প্রয়োজনীয় দ্রব্যাদির মাসিক ব্যয়		
দ্রব্যের নাম		মাসিক ব্যয় (টাকা)
১৭	পরিষ্কার পরিচ্ছন্নতা বাবদ ব্যয় (সাবান, সোডা, ডিটারজেন্ট, লন্ড্রি ইত্যাদি)	
১৮	যানবাহন ব্যয় (বাস, রিক্সা, ট্রেন, ট্যাক্সি ইত্যাদির ভাড়া জালানী ও রক্ষণাবেক্ষণ ব্যয়)	
খাদ্য ব্যতীত নিত্য প্রয়োজনীয় দ্রব্যাদির বাৎসরিক ব্যয়		
ব্যয়ের খাত		বাৎসরিক ব্যয় (টাকা)
১৯	কৃষি উৎপাদন খরচ (বীজ, জমি প্রস্তুত, সার, শ্রমিক ইত্যাদি)	
২০	তৈরি পোষাক (শাড়ী, লুংগি, জামা, গেঞ্জি, গামছা ইত্যাদি)	
২১	বাসস্থান বাবদ ব্যয় (বাড়ী ভাড়া, পানি/পয়ঃ বিল, পৌরকর ইত্যাদি)	
২২	চিকিৎসা সংক্রান্ত ব্যয় (ডাক্তারের ফি, বিভিন্ন পরীক্ষা, ঔষধ, হাসপাতাল ইত্যাদি)	
২৩	শিক্ষা সংক্রান্ত ব্যয় (বার্ষিক বেতন, পরীক্ষার ফি, প্রাইভেট খরচ, বই/খাতা ইত্যাদি)	
২৪	বিনোদন, সামাজিক ও ধর্মীয় অনুষ্ঠান (সংবাদপত্র, বিবাহ, জন্মদিন, কোরবানী ইত্যাদি)	
২৫	বিবিধ (গয়না ক্রয়, কসমেটিকস ক্রয়, আসবাবপত্র ক্রয়, ইলেক্ট্রনিক্স দ্রব্যাদি ক্রয় ইত্যাদি)	
২৬	অন্যান্য (উল্লেখ করুন)	

সেকশন- ৫(খ): খানার বার্ষিক আয়ের বিবরণ

আয়ের খাত		বার্ষিক উৎপাদিত পণ্যের বাজার মূল্য (টাকায়)
(অ)	উৎপাদিত কৃষি ফসল	
	১ খান, গম, পাট, ডাল, আখ, তৈলবীজ ইত্যাদি	
	২ শাকসব্জি (আলু, কুমড়া, বেগুন, বিভিন্ন শাক, পেঁয়াজ, মরিচ, হলুদ, অন্যান্য মশলা)	
	৩ ফল ফলাদি (আম, কাঁঠাল, আনারস, তরমুজ, লিচু, কলা, পেয়ারা ইত্যাদি)	
	৪ গবাদি পশু (হাঁস-মুরগীর মাংস ও ডিম) (গরু, ছাগল, ভেড়া, মহিষ এর মাংস ও দুগ্ধ)	
	৫ মৎস্য (মাছের খামার, পুকুর, নদী, সাগর, হাওর থেকে ধৃত মাছ, শূটকী ইত্যাদি)	
	৬ বনজ পণ্য (বীশ, কাঠের গাছ, জ্বালানী গাছ, চারা, ফুল ইত্যাদি)	
	৭ ফসলি জমি বাৎসরিক বাক্সা (Lease) দিয়ে বার্ষিক আয়	
	৮ অন্যান্য (উল্লেখ করুন)	
(আ)	প্রধান অকৃষি খাত	বার্ষিক আয়ের পরিমাণ (টাকা)
	১ বেতন, ভাতা, বোনাস (মাসিক হতে বার্ষিক)	
	২ মজুরী, পারিশ্রমিক (দৈনিক থেকে মাসিক, মাসিক থেকে বার্ষিক)	
	৩ লগ্নিকৃত টাকার সুদ/লভ্যাংশ	
	৪ বাড়ী ভাড়া, ঘর ভাড়া, অন্যান্য সম্পদ ভাড়া	
	৫ ব্যবসা থেকে আয় (ছোট, বড়)	
	৬ পেশা ভিত্তিক আয় (ডাক্তার, আইনজীবী, প্রকৌশলী ইত্যাদি)	
	৭ দেশ/বিদেশ থেকে প্রেরিত টাকা	
	৮ ভাতা/বৃত্তি (সামাজিক নিরাপত্তা ভাতা, পেনশন ও বৃত্তি ইত্যাদি)	
	৯ অন্যান্য (উল্লেখ করুন).....	

সেকশন-৬ (ক) : শিক্ষা : প্রাথমিক শিক্ষা সম্পর্কে ধারণা (পিতা/মাতা/অভিভাবক)

(যে খানায় প্রাথমিক শিক্ষা প্রতিষ্ঠানে অধ্যয়নরত ছাত্র আছে, শুধু সে খানার সর্বকনিষ্ঠ ছাত্রের শিক্ষা প্রতিষ্ঠান সম্পর্কে জিজ্ঞাসা করুন)

১। উত্তরদাতার লাইন নম্বর :

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২। এ খানার কোন সদস্য বর্তমানে প্রাথমিক বিদ্যালয়ে অধ্যয়নরত আছে কি?

হ্যাঁ -1	না- 2 (পরবর্তী খানায় যান)
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৩। প্রাথমিক বিদ্যালয়ের ধরণঃ

1. সরকারি

2. বেসরকারি

3. এনজিও পরিচালিত

4. অন্যান্য (উল্লেখ করুন).....

৪। আপনি আপনার এলাকার শিক্ষা প্রতিষ্ঠানের গুণগত মান (Quality) সম্পর্কে ভালভাবে জানেন কি? 1- হ্যাঁ, 2- না

৫। আপনার সন্তানের প্রাথমিক বিদ্যালয় সম্পর্কে আপনার মতামতকে বেশী সমর্থন করে, নীচ থেকে এমন উত্তর নির্বাচন করুন:

শিক্ষা প্রতিষ্ঠান ও শিক্ষা সম্পর্কে ধারণা	মতামত (সংশ্লিষ্ট ঘরে টিক (✓) চিহ্ন দিন)				
	1.দৃঢ়ভাবে একমত	2.একমত	3.মন্তব্য নাই	4.একমত নয়	5.দৃঢ়ভাবে ভিন্নমত
১.আপনার সন্তান যে প্রাথমিক বিদ্যালয়ে পড়ছে তা একটি ভাল বিদ্যালয়					
২. আপনার সন্তান যে প্রাথমিক বিদ্যালয়ে পড়ছে সে বিদ্যালয়ের পরিচালনা কমিটি বেশ কার্যকরী					
৩. আপনার সন্তান যে প্রাথমিক বিদ্যালয়ে পড়ছে তার প্রায় সকল শিক্ষক খুব ভাল					
৪. আপনার সন্তান প্রতিদিন বিদ্যালয়ে যেতে আনন্দ পায়					
৫. মেয়েদের শিক্ষা, ছেলেদের সমান বা বেশী গুরুত্বপূর্ণ					
৬. আপনার সন্তানকে প্রাথমিক বিদ্যালয়ে পড়ানো খুব ব্যয়বহুল					
৭. প্রাথমিক বিদ্যালয়ে বৃত্তি কর্মসূচি অব্যাহত রাখা উচিত					
৮. প্রাথমিক বিদ্যালয়ে খাদ্য কর্মসূচি চলমান রাখা উচিত					
৯. প্রাথমিক বিদ্যালয়ে প্রাক-প্রাথমিক শিক্ষা পাঠ্যক্রম থাকা উচিত					
১০. প্রাথমিক শিক্ষা প্রতিষ্ঠানের পাঠ্যক্রম যথাযথভাবে প্রণয়ন/প্রস্তুত করা হয়েছে					
১১. প্রাথমিক শিক্ষা প্রতিষ্ঠানের পাঠ্য বই আপনার সন্তান যথাসময়ে ক্লাশ শুরুর প্রথম ৩০দিন) পেয়েছে					

সেকশন- ৬ (খ): শিক্ষা: প্রাথমিক শিক্ষা সম্পর্কে ধারণা (পিতা/মাতা/অভিভাবক)

(যে খানায় প্রাথমিক শিক্ষা প্রতিষ্ঠানে অধ্যয়নরত ছাত্র আছে, শুধু সে খানার সর্বকনিষ্ঠ ছাত্রের শিক্ষা প্রতিষ্ঠান সম্পর্কে জিজ্ঞাসা করুন)

১. প্রাথমিক শিক্ষা প্রতিষ্ঠান সম্পর্কে (যে শিক্ষা প্রতিষ্ঠানে আপনার সন্তান পড়ছে), নীচের মতামতকে আপনি কতটুকু গুরুত্বপূর্ণ মনে করেন:

শিক্ষা সম্পর্কে ধারণা	মতামত (সংশ্লিষ্ট ঘরে টিক (✓) চিহ্ন দিন)				
	1.অতি গুরুত্বপূর্ণ	2.গুরুত্বপূর্ণ	3.মন্তব্য নাই	4.খুব বেশী গুরুত্বপূর্ণ নয়	5.গুরুত্বপূর্ণ নয়
১.১. আপনার সন্তান যে প্রাথমিক বিদ্যালয়ে পড়ছে তা একটি ভাল বিদ্যালয় হওয়া কতটুকু গুরুত্বপূর্ণ					
১.২. আপনার সন্তান যে প্রাথমিক বিদ্যালয়ে পড়ছে সে বিদ্যালয়ের পরিচালনা কমিটি কার্যকরী হওয়া কতটুকু গুরুত্বপূর্ণ					
১.৩. আপনার সন্তান যে প্রাথমিক বিদ্যালয়ে পড়ছে তার প্রায় সকল শিক্ষক খুব ভাল হওয়া কতটুকু গুরুত্বপূর্ণ					
১.৪. আপনার সন্তান প্রতিদিন বিদ্যালয়ে যেতে আনন্দ পায় - এটা কতটুকু গুরুত্বপূর্ণ					
১.৫. ছেলে ও মেয়ে উভয়ের শিক্ষা সমানভাবে গুরুত্বপূর্ণ - এটা কতটুকু গুরুত্বপূর্ণ মনে করেন?					
১.৬. শিশুদের প্রাথমিক বিদ্যালয়ে ভর্তির পূর্বে প্রাক-প্রাথমিক শ্রেণীতে ভর্তি করানো কতটুকু গুরুত্বপূর্ণ					
১.৭. নিজ এলাকার শিক্ষা প্রতিষ্ঠান সম্পর্কে অভিভাবকের ধারণা থাকা দরকার					

এ খানাটি ত্যাগ করার পূর্বে, প্রশ্নপত্রের প্রতিটি পূরণযোগ্য প্রশ্ন দ্রুত পরীক্ষা করুন। অসম্পূর্ণ থাকলে, পুনরায় জিজ্ঞাসা করে পূরণ করুন।

উত্তরদাতাকে ধন্যবাদ জানিয়ে সাক্ষাৎকার শেষ করুন

সুপারভাইজারের স্বাক্ষর :

সুপারভাইজারের নাম:

সুপারভাইজারের পদবী:

মোবাইল নম্বর:

তথ্য সংগ্রহকারীর স্বাক্ষর:

তথ্য সংগ্রহকারীর নাম:

মোবাইল নং.....

Appendix-E

Questionnaire canvassed for EHS 2014



Write all numbers in english

Peoples' Republic of Bangladesh
Bangladesh Bureau of Statistics
Demography and Health Wing
Statistics Bhaban, E-27/A, Agargaon, Dhaka-1207

Confidential (only for govt. planning
and research)

Education Household Survey 2014

PSU Number			

MSVSB Household Number		

Sample Household Number	

Sample area Identification

Area	Code	Name of the area
Division		
District		
Thana/Upazila		
Union/Ward		
Mauza/Maholla		
RMO		1- Rural, 2- Municipality, 3- Other Urban Area

Consent from the Respondent

I have come from BBS under M/o Planning. BBS collect, compile and preserve accurate and timeliness data from the people for formulating govt. policy and plan. We are working for a govt. survey on socio-economic and primary education of the country. I want to collect data from your household relating to education and other related issues. Data that you provide will be kept confidential and will not be shared with others except team members. May I now start interview?

1- Yes, 2- No (skip to next HH)

1. (a) Name of the respondent

(b) Mobile no.

2. Date of data collection:

D	D	M	M	Y	Y	Y	Y

Section- 1: Household (HH) Information

Is this HH belong to any indigenous community? 1- Yes, 2- No

1. Line No	2. Name of the HH members	3. Relationship with the head of HH (code)	4. Gender 1- Male 2- Female 3- Child	5. Age (Write the age in year and month if the member's age is below 14 years)		6. Religion 1- Muslim 2- Hindu 3- Buddhism 4- Christian 5- Others (Specify)	7. (Only for 10 yrs and above)	8. (Only for 6 years and above)		9. (Only for 6 yrs and above)	10. Disability: 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 & blindness 09. Cerebral Palsy 10. Down Syndrome 11. Multi Disability 12. Others (Specify) 99- Not Disability
				Marital status: 1. Married 2. Unmarried 3. Widow/widowed 4. Divorced 5. Separated			(a) Are You (name.....) an earner? 1. Yes 2. No	(b) Do you (name.....) help in the HH works? 1. Yes 2. No	What work do you (Name.....) do? (code)		
1	2	3	4	5	6	7	8	9	10	11	12
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											
11											
12											

Question 3: Code of relationship with the Household Head: HH head 01, Spouse of HH head 02, Son/Daughter 03, Daughter-in-law/Son-in-Law 04, Grand son/ daughter 05, Father/mother 06, Brother/sister 07, Nephew/niece 08, Father-in-law/mother-in-law 09, Brother-in-law/sister-in-law 10, Family workers 11, Others (specify) 12.....

Question 9: Code of what do you do? Land owner 01, Owner farmer 02, Family agri. worker 03, Contracted agri. worker 04, Barga (lease) farmer with own land 05, Agri. laborer 06, Other non-agri. Laborer 07, Fishing 08, Fisherman 09, Professional officer 10, Executive officer 11, Professional official 12, Other office worker 13, Factory/production laborer 14, Teacher 15, Businessman 16, Transportation laborer 17, Handloom /black smith/potter/gold smith/service worker 18, Student 19, Housewife 20, Governess/ maid servant 21, Family helper 22, Looking for work 23, Unable to work 24, Bagger 25, Other (specify) 99.....

Section- 2: (a) Education: Literacy and present educational status (Members 5 years and above)

1. Line Number	2. Name of the HH members (Nick name) (Nick name of >=5 years members)	3. Can you (name) read letters/ books/ newspaper? 1. Yes 2. No	4. Can you (name) write a letter? 1. Yes 2. No	5. Did you (name .) ever enrolled in any educational institute? 1. Yes 2. No (next person)	6. Do you (name ..) go to any educational institute at present? 1. Yes 2. No (skip to Q. 8)	7. What class do you (name) read in at present? (code) (skip to Q. 9)	8. At which class you (name) have stopped going to the school/ completd school? (code)	9. What is the highest grade you (name) completed (passed)? (code)	10.(5-14 years of age) Did you (name.) ever enrolled in the next grade of highest completed grade? 1. Yes 2. No	(10-18 years old)		13. What was the type of educational institute You last attended/ what is the type of educational Institute you currently attend? (code)
										11. Did you (name....) attended in the Primary Education completed Exam? 1. Yes 2. No (go to Q.13) 3. Not applicable (go to Q. 13)	12. Did you (name) passed the Primary Education Completetion Exam? 1. Yes 2. No	
1	2	3	4	5	6	7	8	9	10	11	12	13
01												
02												
03												
04												
05												
06												
07												
08												
09												
10												
11												
12												

Code: Question 7, 8 and 9: No class passed 00, Pre-primary 99, Class 1= 01, Class 2= 02, Class 3= 03, Class 4= 04, Class 5= 05, Class 6= 06, Class 7= 07, Class 8= 08, Class 9= 09, Secondary/equivalent 10, Higher Secondary/equivalent 11, Bachelor/equivalent 12, Masters/equivalent 13, Medical Doctor 14, Engineering 15, Vocational 16, Technical education 17, Nursing 18, Diploma 19, Others (specify).....20

Code: Question 13: Primary educational institutes (govt.) 01, Primary educational institutes (non-govt.) 02, Kindergarten 03, Secondary school (Govt.) 04, Secondary School (MPO) 05, Secondary School (Non-govt.) 06, College (Govt.) 07, College (MPO) 08, College (private) 09, Public University 10, Private University 11, Madrasha (Govt. registered) 12, Madrasha (Qawmi) 13, Ananda School 14, NGO 15, Family 16, Technical 17, Vocational 18, Others (specify)19.....

(Continuous)

Section- 2 (a): Education: Literacy and present educational status (members 5 years and above)

Line Number	(For 6-14 years children)		(For students studying in class 6-8)	16. Did you (name) ever receive any vocational training?
	14. (a). Do you (name) receive govt. stipend for primary education/ Did you receive govt. stipend for primary education? 1. Yes 2. No (skip to Q. 15) 3. Not applicable (skip to Q. 15)	14. (b). How much did you receive in last installment (3 months)? Amount of money (numeric)	15. Did you (Name. ...) receive PECE scholarship? 1. Yes 2. No	
	14	15	16	17

Section- 2 (b): Education: Household Education Expenditure (5 years and above students who are currently studying)

Line no.	Name of the currently studying HH member (Nick name) (Use code 1 of Q.6 of last page)	Education expenditure of last 12 months												
		17. In last 12 months, how much taka was spent for each studying member of this HH?												
		(Put 0 if there was no expenses, please write 9 if not known)												
		(Write expenditure in Taka)												
		1	2	3	4	5	6	7	8	9	10	11	12	13
		Admission fees, session charge, registration etc.	Institute-tuition fees	Book (including note books)	Paper/pencil etc	Institutes dress/shoes	Conveyance to educational institutes	Exam. fee	Private tutor/ Coaching fee	Tiffin	Donation /grant	Internet/ E. mail (related to education)	Other education related expenses	Total expenses (Sum of column 1-12)
Total expenses														

(Note: Column 13 is summation of column 1-12 for each member; last Row should be a summation of column 13 which should match with Page 10, Section 5

(a) Question/serial number 23 – “Household’s Education related expenses)

Section 3: Information about Housing Facilities (Main respondent is the Household Head, in his/her absence other dependable member of the HH)

1. Line number of the respondent
2. How many rooms are used for living in your HH?
3. Does your HH have a separate kitchen?
1. Yes 2. No
4. Does your HH have a separate dining room?
1. Yes 2. No
5. With what materials your main room's wall is made? (observe and write)

1 Brick/cement	4 Bamboo/ leaf/ plastic etc.	<input type="text"/>
2 Tin/Wood	5 Others (specify).....	
3 Clay/tally/wood		
6. With what materials your main room's roof is made? (observe and write)

1 Concrete	4 Bamboo/leaf/ plastic etc.
(Brick/cement/rod	
2 Tin/wood	5 Others (specify) <input type="text"/>
3 Clay/tiles/wood	
7. With what materials your main room's floor is made? (observe and write)

1 Brick/cement/tile	3 Clay	<input type="text"/>
2 Wood/bamboo		
8. What kind of toilet is used in your household (observe and write)

1 Sewerage line by pipe	5 Pucca/kucha/hangi ng (open disposal of wastages)	
2 Safety tank/pit	6 Garden/bush/open place/river/canal	
3 Pit latrine (with water seal)	7 Others (specify).....	<input type="text"/>
4 Pit latrine (without water seal)		
9. What is the main source of drinking water?

1 Supply water (tap)	4 Well/Edara
2 Tube well	5 Water fall/Jharna <input type="text"/>
3 Pond/river/canal	6 Others (specify)
10. What kind of fuel you mainly use for cooking?

1 Bio gas/ gas	4 Kerosene <input type="text"/>
2 Wood	5 Leaf/ straw/ cow dung
3 Electricity	6 Other
11. As what authority do you use your home/ house?

1 Owner	4 Relative/ job related without rent
2 Tenant	5 Govt. residence <input type="text"/>
3 Occupant	6 Others (specify)...
12. What is the main source of light in your Household?

1 Electricity	4 Others (specify)
2 Solar Power	
3 Kerosene	<input type="text"/>

Section 4: Own assets of the household

1. Line number of the respondent

--	--

2. Are these below mentioned own assets in the household? Ask about each items mentioned below (circle applicable code)

Serial	Description of the asset	Code	
		Yes	No
1	Radio	1	2
2	TV	1	2
3	Mobile phone	1	2
4	Land Phone	1	2
5	Computer/Laptop	1	2
6	DVD/VCD Player	1	2
7	Micro-oven/Oven	1	2
8	Washing machine	1	2
9	Fridge/deep fridge	1	2
10	IPS/Generator	1	2
11	Water Filter	1	2
12	Almeria/Wardrobe	1	2
13	Fan	1	2
14	Chair/Table	1	2
15	Showcase	1	2

Serial	Description of the asset	Code	
		Yes	No
16	Khat/ Palonko (Bed)	1	2
17	Cycle	1	2
18	Motor cycle/Easy Bike	1	2
19	CNG Scooter/Tempo/Votvoti	1	2
20	Animal driven cart	1	2
21	Rickshaw	1	2
22	Push Van/Rickshaw Van	1	2
23	Motor car/Bus/Truck	1	2
24	Boat	1	2
25	Engine boat	1	2
26	Troller	1	2
27	Tractor/Shallow Engine	1	2
28	Water Pump	1	2
29	Air cooler (AC)	1	2
30	Others (specify).....	1	2

Section 5 (a): Household consumed items and description of expenditure

1. (a) Number of HH members below 10 years

(b) Number of HH members
10 years and above

2. Line number of
respondent

Name of the item		Monthly expenditure (Taka)	Source (code)
			1. Home made 2. Purchase 3.Others
1	Rice, flour, puffed rice, chiraetc		
2	Molasses (Mug, Moshur, Kalaietc)		
3	Fish (all kinds of fishes and dried fishes)		
4	Meat (Duck/chicken/beef/goat)		
5	Egg (duck/chicken)		
6	Vegetable (Potato, cabbage, leaves etc)		
7	Milk type (milk, curd, cheese etc)		
8	Sugar and sweet type		
9	Fruits (banana, mango, pineappleetc)		
10	Drinks (tea, coffee, soft drinks etc)		
11	Oil (Soybean, Mustered oil, Ghee, Daldaetc)		
12	Spices (Chilly, onion, garlic, hot spices etc)		
13	Fuel and light (wood, bhushi, sticks, kerosene, gas, electricityetc)		
14	Tobacco (Bidi, cigarette, jarda, guletc)		
15	Battle nut, battle leaves, lime		
16	Others (outside dine etc.).....(specify)		

(Continuous)

Section 5 (a): Household consumed items and description of expenditure

Monthly expenditure for daily needs (other than food)		
Name of Item		Monthly Expenses (Taka)
17	Expenditure related to cleanliness (soap, soda, detergent, laundry etc.)	
18	Transportation (bus, rickshaw, train, taxi – rent, fuel and maintenance related expenses)	
Yearly expenditure for daily needs (other than food)		
Name of Item		Yearly Expenses (Taka)
19	Agri production cost (seeds, land preparation, fertilizer, labouretc)	
20	Ready made garments (Sharee, Lungi, Gengi, Dress, gamcha etc)	
21	Residence expenses (House rent/water/sewerage/holding tax etc)	
22	Treatment (doctor fee, exam or test, medicine, hospital etc)	
23	Education (Yearly fee, exam fee, private tutor, books, papers etc)	
24	Entertainment, social and religious events (Newspaper, wedding, birthday, Qurbani/Eid etc)	
25	Miscellaneous (purchase of ornaments, cosmetics, furniture, electronics etc)	
26	Others (specify	

Section 5 (b): Annual income of the household

Income source			Market value of yearly produced items (Taka)
(A)	Produced Agriculture products		
	1	Paddy, Wheat, Jute, pulses, Sugarcane, Oilseeds, crops etc.	
	2	Vegetable (Potato, cabbage, leafs, onion, chilly, and other spices)	
	3	Fruits (mango, jackfruit, banana, lechees, guava, watermelon, etc)	
	4	Livestock (meat & eggs of duck and chicken) (bull, goat, buffalo's – meat and milk)	
	5	Fishes (fishes and dry fishes from fisheries, pond, river, sea, and hoar etc)	
	6	Forest items (bamboo, trees, wood, fuel , flower. plant etc)	
	7	Yearly income from yearly lease of agriculture land	
8	Others (specify)		
(B)	Main non-agriculture Source		Yearly income (Taka)
	1	Salary, allowance, bonus etc (from monthly to yearly)	
	2	wage (from daily to monthly, monthly to yearly)	
	3	Interest/profit from deposited money	
	4	Rent of house, room and other assets	
	5	Income from business (small, large)	
	6	Professional income (doctor, lawyer, engineer etc)	
	7	Local or Foreign remittance	
	8	Allowance/stipend (social safety net allowance, pension, and stipend etc)	
	9	Others (specify).....	

Section 6 (a): Education: Perception about primary education (Parents/Guardians)

(Only in the HH where there is at least one primary education institute student – ask about the educational Institute of the youngest student)

1. Line number of the respondent :

--	--

2. Is there any member in this HH who is studying in the primary educational institutes?

Yes -1

No- 2 (Go to next HH)

3. Type of the primary school

1. Govt.

2. Non Govt.

3. NGO

4. Other (specify).....

4. Do you know about the quality of the educational institutes of your locality? 1- Yes, 2- No

5. Select an answer that supports most your perception about your child's educational institute:

Perception about the educational institute and education	Perception (Put tick mark in the appropriate box below)				
	1.Strongly agree	2.Agree	3. No comment	4.Disagree	5.Strongly disagree
1. Your child's school is a good one					
2. The Management Committee of your child's school is very effective					
3. Almost all teachers of your child's school's are very good					
4. Your child enjoys to go to school everyday					
5. Girls education is equal or more important compared to boys					
6. Your child's primary educational institutesing is very expensive.					
7. Primary educational institutes stipend program should continue.					
8. 'Food for Education' should continue					
9. Primary educational institutes should have pre- primary education course					
10. Primary education curriculum is prepared with enough care					
11. Your child received Text Books on time(first 30 days of class opening)					

Section 6 (b): Education: Perception about Primary Education (father/mother/guardian)

(Only in the HH where there is at least one primary institute student – ask about the educational institute of the youngest student)

1. About Primary educational institutes (in which school your child is studying), How important do you think the following comments are?

Perception about Education					
	1. Very important	2. Important	3. No comment	4. Not much important	5. Not important
1.1 How important is that your child's primary educational institutes to be a good one?					
1.2 How important is that the Management Committee of your child's primary educational institutes to be an effective one?					
1.3 How much important is that almost all the teachers of your child's primary educational institutes to be good?					
1.4 How important is that your child enjoys to go to school every day?					
1.5 How important is that boys and girls education are equal important?					
1.6 How much important is to be admitted in the pre-primary class before admission in the primary educational institutes?					
1.7 Guardians should have knowledge about the educational institute in their locality.					

Check each question before leaving the household. Fill up all unfilled sections (if any)

Thank the respondent after completing the interview

Signature of Supervisor:
Name of Supervisor:
Designation of Supervisor:
Mobile No.

Signature of Enumerator:
Name of Enumerator:
Mobile No.

Appendix-F

Composition of Steering Committee

1	Secretary, Statistics and Informatics Division (SID), Ministry of Planning	Chairperson
2	Director-General, Bangladesh Bureau of Statistics, BBS	Member
3	Joint Secretary (Development), SID	Member
4	Joint Secretary, Ministry of Primary & Mass Education	Member
5	Joint Secretary, Finance Division, Ministry of Finance	Member
6	Joint Secretary, LG Division, Ministry of LGRD	Member
7	Joint Secretary, Ministry of Education	Member
8	Director-General, IMED	Member
9	Deputy Director General, BBS	Member
10	Joint Chief, Population Planning Wing, Planning Commission	Member
11	Joint Chief, Education Sector, Planning Commission	Member
12	Director, Demography & Health Wing, BBS	Member
13	Director, Census Wing, BBS	Member
14	Deputy Secretary (Development), SID	Member-Secretary

Appendix-G

Members of Technical Committee

1	Professor Dr.Barkat-E-Khuda, Department of Economics, University of Dhaka	Chairperson
2	Director-General, BBS	Member
3	Joint Secretary (Administration/ Development), SID	Member
4	Deputy Director General, BBS	Member
5	Professor Dr. Abul Kalam Azad, Additional Director General (Planning Development) & Director (MIS) DG Health	Member
6	Professor Mohammad Shuaib, Chairman, ISRT, University of Dhaka	Member
7	Professor Dr. Amir Hossain, ISRT, University of Dhaka	Member
8	Director (Research) NIPORT, Azimpur Dhaka	Member
9	Chairman, Department of Gender & Women's Studies, University of Dhaka	Member
10	Begum Tahmina Begum, NHA Expert	Member
11	Dr. Nurul Alam, Scientist, ICDDR'B, Mohakhali	Member
12	Dr. Abdur Razzaque, Scientist, ICDDR'B , Mohakhali	Member
13	Project Director, MSVSB Project, BBS	Member
14	Jafor Ahmed Khan, Director (Deputy Secretary), Demography & Health Wing, BBS	Member-Secretary

Appendix-H

Members of Working Committee (DPE)

1	Director-General, Directorate of Primary Education	Chairperson
2	Deputy Director-General, BBS	Member
3	Director, Monitoring and Evaluation Division, Directorate of Primary Education	Member
4	Deputy Secretary, Ministry of Primary and Mass Education	Member
5	Director, Computer Wing, BBS	Member
6	Director, Agriculture Wing, BBS	Member
7	Director, Census Wing, BBS	Member
8	Kawsar Sabina, Deputy Director, M&E Division, Directorate of Primary Education	Member
9	Md. Shafiqul Islam, Assistant Director, Directorate of Primary Education	Member
10	Syed Rashed Al Zayed (Josh), Senior Economist, World Bank, Bangladesh	Member
11	Dr. Diponkar Roy, Project Director, MSCW, BBS	Member
12	Deputy Director, Demography and Health Wing (All), BBS	Member
13	Jafor Ahmed Khan, Director, (Deputy Secretary), Demography and Health Wing, BBS	Member- Secretary

Appendix-I

Members of Working Committee (BBS)

1	Deputy Director-General, BBS	Chairperson
2	Director, Computer Wing, BBS	Member
3	Director, Agriculture Wing, BBS	Member
4	Director, Census Wing, BBS	Member
5	Representative, Ministry of Primary & Mass Education	Member
6	Representative, Directorate of Primary Education, Mirpur	Member
7	Md. Mashud Alam, Joint Director, Demography and Health Wing & Project Director, FS-NSC Project, BBS	Member
8	Dr. Diponkar Roy, Project Director, MSCW, BBS	Member
9.	Deputy Director (All), Demography and Health Wing, BBS	Member
10.	Related SO & ASO, Demography and Health Wing, BBS	Member
11	Jafor Ahmed Khan, Director, (Deputy Secretary), Demography and Health Wing, BBS	Member-Secretary

Appendix-J

Officials involved in management and preparation of the report on Education Household Survey (EHS) 2014, BBS

1	Jafor Ahmed Khan	Director (Deputy Secretary), Focal Point Officer
2	A.K.M Abdus Salam	Consultant
3	Md. Ruhul Amin	Consultant
4	S.M. Kamrul Islam	Deputy Director
5	Iftekhairul Karim	Deputy Director
6	Jahan Afroza Begum	Deputy Director
7	Abdur Rashid Hawlader	Programmer
8	Md. Monirul Islam	Asstt. Statistical Officer
9	Md. Lutfor Rahman	Asstt. Statistical Officer
10	Qumrun Naher Islam	Asstt. Statistical Officer
11	Nilufa Khondker	Asstt. Statistical Officer
12	Md. Rezaul Karim	Asstt. Statistical Officer
13	S.M. Anwar Husain	Statistical Investigator
14	Amena Yeasmin	Statistical Assistant

Appendix-K

References

BBS 2010	Household Income and Expenditure Survey
BBS 2005	Household Income and Expenditure Survey
BBS 2011	Population and Housing Census (Vol-1)
BBS 2011	Literacy Assessment Survey
BBS 2012	Monitoring the Situation of Vital Statistics, Bangladesh
BBS 2012-2013	Multiple Indicator Cluster Survey Progotir Pathey
BBS 2013	Statistical Pocket Book
DPE 2014	Annual Primary School Census
BBS 2012	Gender Statistics of Bangladesh
BBS-BRAC	State of Food Security and Nutrition Surveillance in Bangladesh



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