

Literacy Assessment Survey 2008



United Nations
Educational, Scientific and
Cultural Organization

BANGLADESH BUREAU OF STATISTICS

Literacy Assessment Survey 2008

November-2008



Bangladesh Bureau of Statistics
Planning Division, Ministry of Planning.



United Nations
Educational, Scientific and
Cultural Organization

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Literacy Assessment Survey 2008

Cover Page : Adult Students in a class room.

Back Page : Two happy girl students on way to school.

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Ministry of Finance
and
Ministry of Planning



Dr. A.B. Mirza Md. Azizul Islam
Adviser
Government of the Peoples'
Republic of Bangladesh

Message

I am glad to know that Bangladesh Bureau of Statistics (BBS) has successfully completed the Literacy Assessment Survey 2008 for assessing the rate of literacy in Bangladesh. The report of the Survey is ready for publication.

The Literacy Assessment Survey conducted for the first time by BBS, adopting new methodology for literacy measurement has been validated by taking assessment tests of the respondents. I hope that the report will be useful to the policy makers, planners, researchers and development partners in formulating their strategies and programmes for better educational attainment of the country.

I commend the officers and staff members of BBS for their hard work and relentless efforts in bringing out this publication in time.

(Dr. A.B. Mirza Md. Azizul Islam)



Secretary
Planning Division
Ministry of Planning

Message

I am glad to know that Bangladesh Bureau of Statistics (BBS) has successfully completed the Literacy Assessment Survey for assessing the rate of literacy of Bangladesh in 2008. The final report of this survey is ready for publication. This is an important exercise carried in the field of literacy assessment.

In light of global movement to eliminate illiteracy the need for detailed information about adult literacy has become more pressing. Bangladesh Bureau of Statistics conducted this survey, the first of its kind, with the adoption of innovative methodologies from 9 March to 26 March, 2008. This study provided a sound information on adult literacy status of Bangladesh. This report is based on the findings of the baseline survey for determining adult literacy rate in 2008. The new approach and methodology adopted in this survey may be used for the future surveys of this kind for getting reliable estimate of literacy of the country. The survey result may be used by the government organizations, researchers, policy makers, planner, teachers, scholars and students and others users.

I like to extend my sincere thanks to the Director General, BBS and his colleagues who worked hard to finalize the report on time.

I take this opportunity to express our sincere thanks to the Director and Representative, UNESCO Dhaka Office, Bangladesh, for their technical support and co-operation in undertaking this important survey.

Dhaka
November 2008

(Jafar Ahmed Chowdhury)
Secretary



**Director and Representative
UNESCO Dhaka Office**

Message

We are pleased that the Literacy Assessment Survey 2008 has been successfully completed by the Bangladesh Bureau of Statistics (BBS) with technical and financial support from the UNESCO Dhaka Office.

Although Bangladesh has reaffirmed its commitment towards Education for All (EFA) and MDGs and has made a lot of progress, much more needs to be done in adult literacy. Reliable data on adult literacy is scanty, and the way the literacy rate is calculated raises some concerns about accuracy. Until now, BBS has been providing literacy data based on population censuses and other household surveys. One of the draw-backs of using these data is that they are based on self-declaration and do not reflect literacy skills of the population. The definition of literacy used in these censuses and household-level surveys also differs from the national definition of literacy which is now adopted in National Non-Formal Education Policy.

Assessment-based literacy data was first published in Education Watch Report 2002, another assessment, sponsored by UNESCO and using the similar methodologies, was conducted in 2005. The present study follows the previous two studies and uses similar methodologies to assess literacy skills and provide literacy data by levels of literacy skills. One of the unique characteristics of this survey is that it shows correlation between literacy rate and poverty level.

For improving the adult literacy situation and achieving EFA goals, it is vital to have reliable and comprehensive information on literacy rates disaggregated by levels of literacy skills, geographical locations, and gender. We are pleased that the survey has been completed by BBS thereby making available much-needed information on literacy status in Bangladesh. The findings are, thus, useful not only for enhancing knowledge-base but are also expected to play vital role in facilitating adoption of appropriate national policy and programmes to achieve EFA goals.

I would like to thank the officials of BBS who have been engaged in this exercise, particularly, Mr. AYM Ekramul Hoque, DG and Mr. A.H.M. Nizamuddin Chowdhury, Deputy Director, for their intensive involvement in the process. I also like to thank and compliment the National Technical Advisory Committee of the Survey comprising, amongst others, representatives of Directorate of Primary Education (DPE), Bureau of Non-Formal Education (BNFE), BANBEIS, and CAMPE, and other stakeholders for their valuable inputs in the process. Last, but not the least, I would like to thank my UNESCO colleagues for their support to this important work.

Dhaka
November 2008



Malame Meleisea

Preface

Bangladesh Bureau of Statistics (BBS) is the national statistical organization responsible for conducting censuses and surveys and disseminating different statistical data in all the sectors of the economy. BBS has conducted a survey entitled Literacy Assessment Survey (LAS) in March 2008, which is first of its kind.

The LAS was conducted throughout the country in 12096 households of 504 Primary Sampling Units (PSUs) from 9 March to 26 March, 2008 with the financial and technical support of the UNESCO. This survey provided valid, reliable and interpretable data. A set of instruments were developed by BBS under this assignment which can be used in future. The data generated through the survey will also be helpful for planners, policy makers, researchers, students, academicians and international agencies.

I express my deep gratitude to all members of National Project Team and National Technical Advisory Committee for their valuable comments and suggestions towards finalizing the questionnaire and assessment instruments of the programme.

I like to express my thanks to Regional Statistical Officers, Upazila Statistical Officers and Supervisors and Registrars of SVRS for extending their support to the supervisors and enumerators in collecting data.

I am also thankful to all supervisors and enumerators who gave their untiring effort for filling in background questionnaire and arranged assessment test in the field.

I express my sincere appreciation to A.H.M. Nizamuddin Chowdhury, Deputy Director, BBS, Md. Azadul Islam, Statistical officer, BBS and other officers and staff members of BBS for their untiring efforts in making the Literacy Assessment Survey a success and in publication of this report. Thanks are due to Mr. Shamsul Alam, Deputy Director and Dr. Dipanker Roy, Statistical officer, BBS for editing the report.

Prof. Dr. Kazi Saleh Ahmed, Ex.VC, Jahanagir Nagar University deserves special thanks for his analytical inputs in finalization of this report.

Dhaka
November 2008



AYM Ekramul Hoque
Director General

ACKNOWLEDGEMENT

The present study is the direct result of the initiative and guidance of revered Director General Mr. AYM Ekramul Hoque to whom we remain grateful for giving us the opportunity to conduct the Literacy Assessment Survey (LAS) 2008.

The LAS 2008 was conducted with the financial and technical support from UNESCO Dhaka Office. We express our deep gratitude to Mr. Malama Meleisea, Director and Representative, Mr. Abdur Rafique, National Programme Officer, and Mr. Borhan Uddin, NFE-MIS Project Manager, of UNESCO Dhaka Office, for their valuable inputs in the whole process of the survey. Mr. Sheikh Abdul Ahad, Director Census Wing, BBS, Mr. A.H.M. Nizamuddin Chowdhury, Deputy Director, BBS and Mr. Md. Azadul Islam, Statistical Officer, BBS contributed in the implementation of the survey in different stages. We are grateful to them.

Mr. Md. Nowsherwa, Director, Computer Wing, BBS and Mr. Md. Kabiruddin Ahmed, Statistical Officer, BBS, contributed in tabulation planning and data processing which enriched the report. We thankfully acknowledge their contribution..

The study team gratefully acknowledges the contribution of all members of National Technical Advisory Committee at various stages of the survey. We thank them all.

We are also grateful to the respondents who extended their assistance and cooperation for filling in the background questionnaire and taking assessment test in spite of their involvement in other pre-occupations. The Regional Statistical Officers, Upazila Statistical Officers and Supervisors and Registrars of Sample Vital Registration System (SVRS) extended all cooperation in conducting the survey. They too deserve special thanks.

We are also thankful to Dr. Narayan Chandra Sinha, Multivariate Specialist for contributing to Chapter V.

Finally, we acknowledge Mr. Md. Rafiqul Islam, Mr. Md. Shahanoor Prodhan and Ms. Tahmina Akhter for typing background questionnaire, assessment instrument, training manual and the report.

Dhaka
November, 2008

Study Team

Key Findings

	National			Rural			Urban		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
1. Literacy rate (15 years and above) in Percent									
Barisal	45.7	42.9	44.3	42.9	40.2	41.6	62.5	58.8	60.7
Chittagong	54.9	54.6	54.8	53.7	52.8	53.3	58.5	60.1	59.3
Dhaka	51.1	48.8	49.9	47.1	45.1	46.1	58.7	56.0	57.3
Khulna	45.3	52.8	49	43.3	51.5	47.3	53.1	57.9	55.6
Rajshahi	44.5	46.7	45.6	42.9	44.8	43.9	53.2	57.3	55.2
Sylhet	44.9	42.8	43.9	43.5	42.1	42.9	54.5	48.0	51.2
National	48.6	49.1	48.8	46.1	46.7	46.4	56.7	57.1	56.9
2. Literacy rate (11 years and above) in Percent									
Barisal	44.3	45.7	42.9	41.6	42.9	40.2	60.7	62.5	58.8
Chittagong	54.8	54.9	54.6	53.3	53.7	52.8	59.3	58.5	60.1
Dhaka	49.9	51.1	48.8	46.1	47.1	45.1	57.3	58.7	56.0
Khulna	49.0	45.3	52.8	47.3	43.3	51.5	55.6	53.1	57.9
Rajshahi	45.6	44.5	46.7	43.9	42.9	44.8	55.2	53.2	57.3
Sylhet	43.9	44.9	42.8	42.9	43.5	42.1	51.2	54.5	48.0
National	48.8	48.6	49.1	46.4	46.1	46.7	56.9	56.7	57.1
3. Percentage distribution (15 years and above) by literacy skill levels									
Non-literate	33.8	33.1	33.5	38.5	37.6	38.1	24.1	23.5	23.8
Semi-literate	17.6	17.8	17.7	15.4	50.7	15.5	19.3	19.4	19.3
Literate	48.6	49.1	48.8	46.1	46.6	46.4	56.6	57.1	56.9
Literate at Initial Level	18.9	18.2	18.6	20.5	19.3	19.9	18.3	18.2	18.3
Literate at Advance Level	29.7	30.9	30.2	25.6	27.3	26.5	38.3	38.9	38.6
4. Percentage distribution (11 years and above) by literacy skill levels									
Non-literate	34.4	33.8	34.2	37.8	37.3	37.5	24.0	22.7	23.3
Semi-literate	16.2	16.0	16.1	15.5	15.2	15.3	18.4	18.6	18.5
Literate	49.4	50.2	49.7	46.8	47.5	47.1	57.6	58.7	58.1
Literate at Initial Level	21.0	20.3	20.6	21.7	20.4	21.0	18.8	20.0	19.4
Literate at Advance Level	28.4	29.9	29.1	25.1	27.1	26.1	38.8	38.7	38.7
5. Percentage distribution (11-14 years) by literacy skill levels									
Non-literate	30.4	30.3	30.4	32.6	34.5	33.5	23.4	16.9	20.0
Semi-literate	14.9	12.0	13.5	15.9	11.8	13.9	11.9	12.5	12.2
Literate	54.7	57.7	56.2	51.5	53.7	52.6	64.8	70.6	67.8
Literate at Initial Level	28.3	29.4	29.0	30.1	28.4	29.3	22.7	32.8	27.9
Literate at Advanced Level	26.4	28.3	27.2	21.4	25.3	23.3	42.1	37.8	39.9

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	National			Rural			Urban		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
6. Adult Literacy Rates by Age Groups									
11 to 14	56.7	60.8	58.7	51.5	53.7	52.6	64.7	70.6	67.8
15-19	49.8	47.3	48.6	43.5	45.1	44.3	58.8	50.7	55.0
20-24	50.8	49.9	50.3	46.7	44.4	45.5	56.4	57.1	56.8
25-29	50.1	49.7	49.9	48.2	46.8	47.4	52.8	54.3	53.6
30-34	52.2	53.9	53.1	48.8	48.0	48.4	56.9	62.5	59.8
35-39	50.7	52.0	51.4	47.9	46.2	47.1	54.8	60.8	57.8
40-44	52.1	51.5	51.8	47.4	49.3	48.4	58.4	54.6	56.6
45-49	51.2	51.8	51.5	45.7	48.0	46.8	60.0	57.6	58.8
50-54	48.0	53.8	50.4	42.4	45.8	43.8	55.6	64.5	59.4
55-59	45.2	46.8	45.7	48.9	45.3	47.0	54.1	50.0	52.5
60-64	45.3	43.0	44.0	40.7	53.2	46.4	53.0	52.8	52.9
65-69	44.6	42.0	43.0	43.3	48.8	45.9	52.9	64.2	58.7
70-74	42.0	41.0	41.4	47.1	34.0	41.5	61.9	60.0	61.0
76 and above	40.9	40.5	40.6	43.9	53.5	48.4	65.3	67.4	66.3
7. Literacy rate by wealth-level									
Poorest	28	28	29	25	26	26	32	30	36
Poor	39	38	40	34	34	34	47	46	48
Middle	51	51	51	48	47	49	57	59	55
Rich	64	64	64	58	58	58	71	71	70
Richest	76	76	75	69	68	70	83	83	84
8. Trend in Adult Literacy over different periods (data from assessments)									
Education Watch Survey 2002	46.3	32.0	38.8	41.6	27.8	34.5	69.8	53.9	61.5
UNESCO Literacy Assessment 2005	47.0	36.7	41.5	41.7	32.4	36.7	62.7	49.5	55.7
Literacy Assessment Survey 2008	48.6	49.1	48.8	46.1	46.7	46.4	56.7	57.1	56.9
9. Growth rate of Adult literacy for different periods									
2002 -2005	0.5	4.67	2.26						
2005-2008	1.12	10.19	5.55						
2002-2008	0.81	7.40	3.90						

Executive Summary

Literacy Assessment Survey is conducted to address the issue of reliable benchmark data on adult literacy status in Bangladesh. This survey is conducted with UNESCO's technical and financial support following the similar methodologies used in the Education Watch 2002 (Literacy in Bangladesh: Need for a New Vision) and Assessment of Literacy Status in Bangladesh 2005. The present Survey can be considered as a continuation of these studies to provide basis for comparing the changes over time.

The study mainly aimed to answer the following questions:

- ⇒ What proportion of the population in different age groups is literate?
- ⇒ What is the proportion of population having different levels of literacy skills?
- ⇒ Does level of literacy vary significantly between male and female and across the regions?
- ⇒ What are the possible socio-economic correlates of literacy?

The literacy status of the population was determined by administering a literacy test to a stratified random sample of the population 11 years and above following the methodology similar to one adopted in Education Watch 2002 and Assessment of Literacy Status in Bangladesh 2005.

A two-stage stratified sampling technique was used under the framework of Integrated Multipurpose sample (IMPS) design of BBS to cover total 12,096 respondents (6,027 male, 6,069 female) from rural (7,200) and urban (4,896) areas of 6 divisions. Data collection and assessment was done by the competent staff members of BBS at different levels. A strict quality control protocol was applied to ensure the quality of data.

The test considered four essential skill components of literacy: reading, writing, numeracy and comprehension. The total test score of these four components was 100, comprising 25 for each skill.

Four levels of literacy were defined as the following based on their competencies in literacy skills:

- ⇒ Non-literate: Lack of ability to recognize and write alphabets, words, and numbers. Respondents in this category may score maximum up to 24.99.
- ⇒ Semi-literate: Ability to recognize and write some simple words, to count objects, and numbers at a very basic level. Respondents in this category scores between 25.00 to 49.99.
- ⇒ Literate at the initial level: Ability to read and write sentences, possessing skills of four basic rules of arithmetic and limited use of literacy skills. Respondents in this category scores between 50.00 to 74.99.
- ⇒ Literate at the advance-level: Ability to read and write fluently, competency in four arithmetic rules, ability to use the skills in everyday life. Respondents in this category scores between 75.00 to 100.

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Out of these four levels of literacy skills, only two levels - Literate at initial level and Literate at advance-level have been considered as literates. While other methods of determining literacy rate, such as self-declaration used in census and household level surveys, may include the semi-literates in the group of literates.

The Literacy Assessment Survey 2008 found overall literacy rate 49.7 percent for population 11 years and over. For the population over 15+ age groups, the literacy rate is found to be 48.8 percent. The difference between male and female literacy rates is small, where male 48.6 percent and female 49.1 percent. Female literacy rate for the first time surpassed male literacy rate, which may be considered as the impact of several gender sensitive programmes undertaken by the government and other agencies.

Following are the summary of some key findings from the Literacy Assessment Survey 2008:

- ⇒ Rural literacy rate (47.1 percent) is found to be much lower than that of urban areas (58.1 percent). However, a sharp decrease in literacy of urban adult males is observed. In 2005, literacy rate for urban males was 62.7 percent, which now stands at 56.7 percent.
- ⇒ Advanced level literacy (30.2 percent) is found higher compared to initial level literacy (18.6 percent) in both rural and urban areas.
- ⇒ Proportion of population at different levels of literacy varies across rural and urban areas of six administrative divisions. Literacy level of adults (15+ years) is highest in Chittagong (54.8 percent) and lowest in Sylhet (43.9 percent).
- ⇒ The scores of respondent (maximum possible score was 100 and minimum 0) reveal relatively skewed distribution. The mean and median score at the national level is 49 for both male and female respondents.
- ⇒ The literacy rate (literate initial and literate advance) for 11-14 years population are as follows :

Sex	Rural	Urban	Total
Male	51.5%	64.7%	54.7%
Female	53.7%	70.6%	57.7%
Total	52.6%	67.8%	56.2%

- ⇒ Rural -Urban different is big while male female different is small.
- ⇒ More than 48 percent adults (15+ years) are literate. Male -Female different is small, while rural urban different is remarkably big. Distribution among rural-urban and male female is as follows:

Sex	Rural	Urban	Total
Male	46.1	56.7	48.6
Female	46.7	57.1	49.1
Total	46.4	56.9	48.8

For the age groups, the literacy rate is the highest for 11-14 years age group (58.7 percent) ; which gradually decreases with age. The literacy rate is nearly 40 percent for population aged 65 and above.

- ⇒ The adult literacy rate of urban non-Muslims is significantly higher compared to urban Muslims; 65.8 percent as against 56.6 percent. In rural areas, the difference is minimum.

- ⇒ A strong relationship is observed between level of formal education and level of adult literacy. The level increases from 3.8 percent for adults completing grade 1 to 49.4 percent for adults completing grade 4 and 100 percent completing grade 9.
- ⇒ The adult literacy rate is strongly correlated with wealth status of the respondent. The higher the wealth score, the higher is the literacy status. The relationship is evident and can be seen below:

Respondent Groups by Wealth Status	Literacy Rate in Percent		
	Rural	Urban	Total
Poorest	25	32	28
Poor	34	47	39
Middle class	48	57	51
Rich	58	71	64
Richest	69	83	76

The difference among social groups is spectacularly high in urban areas.

- ⇒ Increase in adult literacy rate since 2002 is encouraging. The adult literacy rate was 38.8 percent in 2002 and it reached 48.8 percent in 2008, increasing annually by 5.55 percent during 2005-2008. If this rate of growth (5.55%) per annum continues then the adult literacy rate in 2015 would be around 71.21 percent.
- ⇒ The major contribution to higher growth rate came from the increasingly higher growth rates in female literacy. The rural adult literacy rate has been increasing while urban adult literacy rate has been decreasing due mainly to gradual decrease at urban male adult literacy, which may be explained by less targeted programmes for adult illiterates in the urban areas.
- ⇒ Regional variation calls for identification of factors for low level of literacy in many geographic locations and implementing interventions for such areas.
- ⇒ Although some progress has been made, the adult literacy rate is still low for Bangladesh. However, if the present trend continues, then 95 percent literacy rate would be attained by 2020. Although the gender parity has already been achieved, special attention should be paid to adult males in urban areas as the literacy rate tend to be declining.
- ⇒ Education is the major contribution to literacy. Expanded opportunities for male and female in vocational pursuits would further increase literacy and their contribution to national development.
- ⇒ Poverty situation remains a big threat to increase the literacy rate. The poverty issue has to be addressed as a necessary support to literacy. School environment and facilities need to be up-graded to entice the poor children having apathy to school education.
- ⇒ To accelerate the growth of literacy, mere increase of access to education is not enough. More emphasis and efforts are needed to ensure quality of education so that all primary school graduates turn out to be literate, whereas at present 40 percent remain illiterates even after completing primary education.

Abbreviations and Acronyms

ALBS □	Adult Literacy Situation in Bangladesh 2005
BBS □	Bangladesh Bureau of Statistics
BANBEIS □	Bangladesh Bureau of Educational Information and Statistics
BNFE □	Bureau of Non-Formal Education
BQ □	Background Questionnaire
BSIC □	Bangladesh Standard Industrial Code
CAMPE □	Campaign for Popular Education
DPE □	Directorate of Primary Education
EFA □	Education for All
EW □	Education Watch 2002
GIS □	Geographic Information System
IMPS □	Integrated Multipurpose Sample
IRL □	International Record Layout
ISCED □	International Standard Classification of Education
ISCO □	International Standard Classification of Occupation
ISIC □	International Standard Industrial Classification
LAS □	Literacy Assessment Survey
MDG □	Millennium Development Goals
MOPME □	Ministry of Primary and Mass Education
NPA □	National Plan of Action
NPT □	National Project Team
NTAC □	National Technical Advisory Committee
ORS □	Oral Rehydration Saline
PPP □	Purchasing Power Parity
PRS □	Poverty Reduction Strategy
PSU □	Primary Sampling Unit
SMA □	Statistical Metropolitan Area
SVRS □	Sample Vital Registration System
TFR □	Total Fertility Rate
UIS UNESCO □	Institute for Statistics
UNESCO □	United Nations Educational, Scientific and Cultural Organization



Chapter-1

Background of the Survey

Like many developing countries, literacy rate of Bangladesh is low. The literacy rate is still below 50%. Government of Bangladesh has given highest priority on education in the recent days for development of primary education and to enhance the level of literacy. As a part of human resource development under poverty reduction strategy (PRS) development of primary and mass education has been included as a priority agenda.

At present, literacy status of adult Population in Bangladesh is reported differently mainly due to lack of standard definition of literacy and methodologies to measure literacy rate. There has been a continuing debate on what constitutes literacy and how to define it. The good news is that now Bangladesh has national definition of literacy which is adopted in Non-Formal Education Policy, approved in February 2006.

It is evident from the following published statistics that different studies show different literacy rates. Details of which have been shown in Annexure V.

- ❑ BBS, Population Census, 2001 : 47.9%
- ❑ CAMPE, Education Watch, 2002 : 41.4%
- ❑ MOPME CELS 2002 : 54.8%
- ❑ UNESCO, ALSB 2005 : 45.2%
- ❑ UNESCO, EFA Global Monitoring Report 2006 : 41.0%

The present study used the definition of Non Formal Education (NFE) Policy, approved in 2006. Literacy Assessment of 2005 conducted by UNESCO, Dhaka Ahsania Mission used the same definition and methodology to measure the national literacy status. Most national and international organizations quote rates published by Education Watch 2002 (CAMPE) and Literacy Status in Bangladesh 2005 (UNESCO Dhaka). Both study used same methodology. The present study may be regarded as a continuation of the above two studies with a little variation in methodology.

The importance of obtaining literacy data and using them for formulating policy and monitoring their effects are increasingly recognized by Bangladesh.¹ The need for basic education was strongly articulated in the World Conference on Education for All (WCEFA) in Jomtein in 1990. The EFA goals were reaffirmed in the World Education Forum in Dakar in 2000. It emphasized the need for completion of the primary cycle in order to enhance life skills and livelihood of the literates. The notion of Education for All was made concrete and placed within the international development agenda in the UN Millennium Declaration.

¹ EFA-NPA, page-27, *Education for all, National Plan of Action NPA-II-2003-2015*, Ministry of Primary and Mass Education, Government of the People's Republic of Bangladesh.

Literacy Assessment Survey 2008

Cover Page : Adult Students in a class room.

Back Page : Two happy girl students on way to school.

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Literacy Assessment Survey 2008

Literacy is the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potentials, and participate fully in the community and wider society¹.

Although UNESCO has long defined literacy as the ability to read and write, with understanding, a short simple statement related to one's daily life, and even "UIS has traditionally estimated literacy by imputing data from census and survey", there has been shift in the recent years in defining literacy, especially to reflect skills level. The present survey (LAS) followed the national definition literacy laid down in Non-Formal Education Policy 2006. NFE Policy defined literacy as:

Literacy is the ability to read, understand, interpret, communicate and compute in verbal and written forms in varying contexts. It involves a continuum of learning that enables individuals to develop their potentials and knowledge base and to participate fully in community affairs and wider social and development context².

It is obvious that NFE Policy 2006 adopted almost the same definition proposed by UNESCO. As there was no nationally accepted definition in 2002, the Education Watch Survey tried to define literacy as follows:

Possession of skills in reading, writing and numeracy related to familiar contents and contexts and the ability to use these skills in everyday life in order to function effectively in society³.

Assessment of Literacy Status in Bangladesh 2005 followed the same definition. Now with the availability of national definition in NFE Policy, the Literacy Assessment Survey 2008 adopted the national definition. As the definition of literacy used in Education Watch 2002 and NFE Policy are quite similar, the data obtained through all three studies can be compared.

-
1. *The Plurality of Literacy and its implications for Policies and Programs: Position Paper. Paris: United Nations Educational, Scientific and Cultural Organization, 2004, p. 13*
 2. *Non-Formal Education (NFE) Policy, 2006 published by Bureau of Non-Formal Education (BNFE), p. 3*
 3. *Literacy in Bangladesh: Need for a New Vision (Education Watch 2002), Campaign for Popular Education, p.12*

1.3 Rationale for Conducting Literacy Assessment Survey

The different statistics, so far available, mention where we stand in respect of literacy and also how it is defined so that it is relevant to social and individual goals that literacy is expected to serve, and how it is to be measured. Like the previous two studies, the present study aims at providing valid, reliable, comparable and interpretable literacy data through tested instruments. These data will help the government and other stakeholders to focus on real needs and allow them to target resources where they are mostly required. The reliable and valid data set will also give development partners more confidence in Bangladesh's capacity to deal with poverty alleviation, economic growth and social upliftment.

Bangladesh is interested to develop benchmark data set with breakdowns as follows:

- ☐ Provide a profile of the level and distribution of literacy for adults.
- ☐ What is the distribution of literacy skills among individuals and how does this deal with the skill distribution of adult population in general?
- ☐ What is the distribution of these skills by type of supervising authority?

Information provided by this Literacy Assessment Survey can be used by :

- ☐ Policymakers to plan regional programs aimed at improving literacy skills ;
- ☐ Regional and local officials to enhance adult education and other literacy programs ;
- ☐ Mass media to inform the public about similarities and differences between Bangladesh and international adult populations; and
- ☐ Educational and other organizations to understand the skills of the working force and plan programmes to develop skills required by the national economy.

1.4 Objectives of the Assessment

The main objectives of the Literacy Assessment Survey 2008 are:

- (a) to assess the literacy status of adult population in Bangladesh;
- (b) classify the adult population by levels of literacy skills they possess; and
- (c) to build up national capacities in the measurement of literacy and to develop and use literacy assessment survey methodologies for future assessments.

Specific objectives of the assessment are:

1. To develop/adopt a methodology for providing quality data on the distribution of the literacy skills of adults and young people age 15 years and above in Bangladesh;
2. To obtain high-quality literacy data in Bangladesh and to promote its effective use in formulating national policy, designing appropriate programme interventions to improve literacy levels and to monitor the progress.

The LAS assessed distribution of literacy skills among adult population by level of skills they possess, which can be of tremendous importance in planning future adult education, skills training and NFE programmes.

Through the process of conducting this assessment, capacity of BBS has also enhanced which can be used for conducting such assessment in the future.

Chapter-2

Methodology of Literacy Assessment

As indicated earlier, the Literacy Assessment Survey 2008 tried to come out from the traditional methods of measuring literacy. It is obvious that the literacy rates derived from national census and household surveys do not measure the literacy skills and thus do not reflect exact literacy rate in the country. For the first time, BBS tried to come out from the traditional method to assessment based method for measuring literacy rate in Bangladesh. However, the exact measurement of literacy skills is quiet difficult, especially when there is no standard methodology for doing so.

The International Adults Literacy Survey (IALS) developed and conducted by Statistics Canada attempted to provide valid measure of literacy skills by levels of skills. Based on the IALS principles, UNESCO Institute for Statistics tried to implement Literacy Assessment and Monitoring Programmes (LAMP) in several countries. UIS has already developed guidelines for literacy assessment using LAMP tools. However, the LAMP could not be implemented in many countries, including Bangladesh, due to the resource constraints.

The methodology for Literacy Assessment is based on IALS principles, UIS Guidelines for LAMP, and methodologies and tools used in the former two literacy assessments - Education Watch 2002 and Assessment of Literacy Situation in Bangladesh 2005. Obviously, this assessment tried to pull the experiences of all the assessments mentioned above.

2.1 Method of Data Collection

The Literacy Assessment Survey was carried out on a household basis following de-jure method of interview, where persons are interviewed at their normal residence. Direct interview method was adopted during canvassing for data collection. The interviewer personally visited the individuals for a face-to-face interview and conducting literacy test using printed schedules including background and assessment questionnaires containing Bangla words, literature, prose, arithmetic with addition, subtraction, multiplication, division, and preparing and understanding family budget.

First background information about a household was collected through the Background Questionnaire (BQ). Then an adult individual from that household was chosen using Kish table to avoid bias in selection of individual. The selected person was tested for literacy skills through administration of assessment questionnaire, which is designed to measure reading, writing, computing, and comprehension/general knowledge. While the data collectors conducted the assessment, the supervisors randomly verified the tests. Later the tests were scored through checking the test script.

For the Literacy Assessment Survey the sample frame was the list of enumeration areas of IMPS (Integrated Multipurpose Sample). It was expected that the sample frame covered the target population living in the enumeration areas. There was an updated register in each and every IMPS area providing information such as name of the head of the household, number of members of the household with the disaggregation of male, female, and so on. This is the same sample frame which is used for SVRS being regularly conducted by BBS. The register was used as sample frame for LAS.

Literacy Assessment Survey was carried out on a household basis, where household is defined as "person or persons related or unrelated, living together and taking food from the same kitchen constitute a household". One household had one targeted respondent who was interviewed and tested. One respondent of each household was selected using Kish Table.

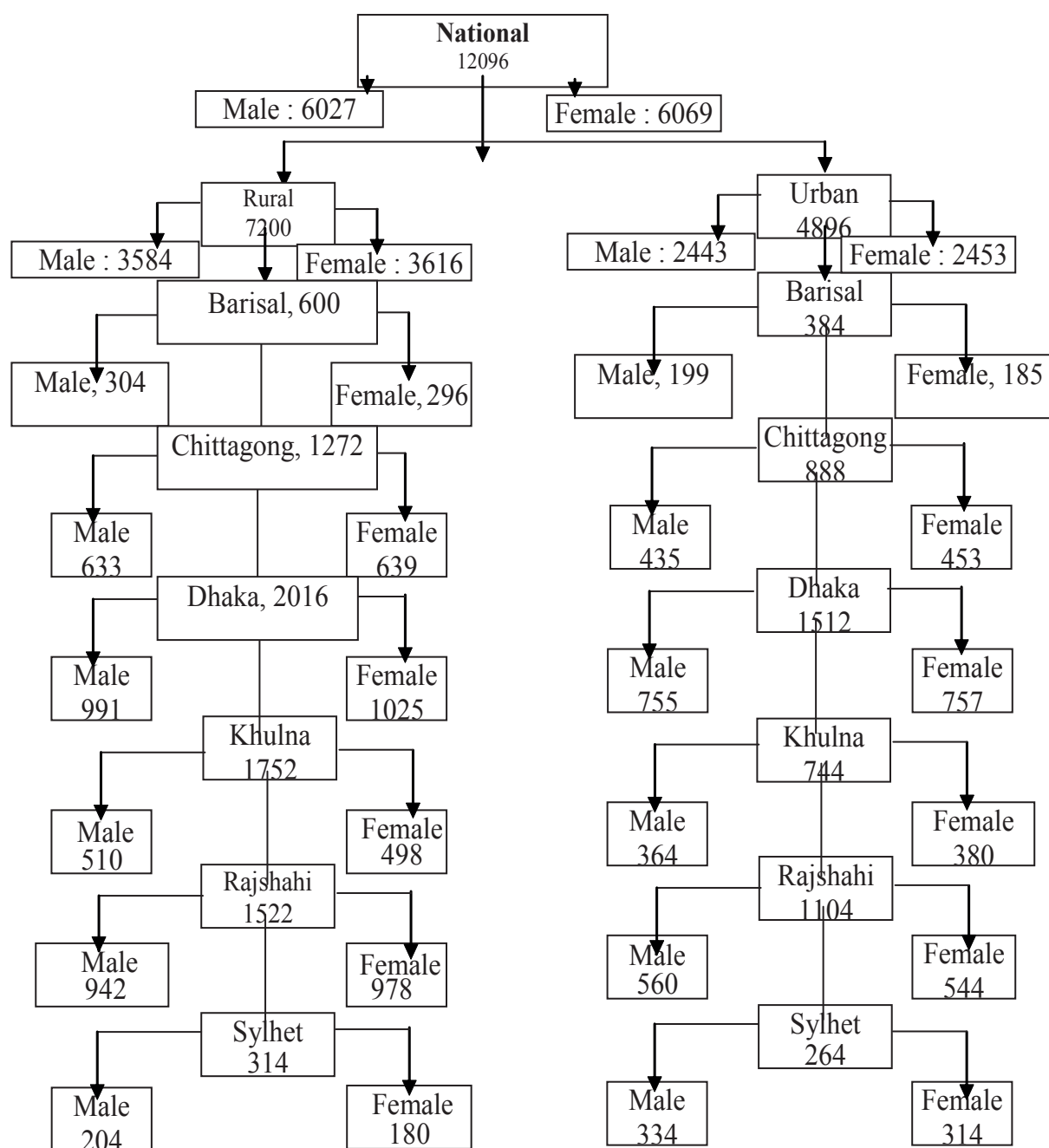
2.1.1 Sampling Design and Sample size

A two stage-stratified sampling technique was followed in drawing sample of Literacy Assessment Survey (LAS) 2008 under the framework of Integrated Multipurpose Sample (IMPS) design developed on the basis of the sampling frame based on the Population and Housing Census 2001. The IMPS design consisted of 1000 Primary Sampling Units (PSUs) throughout the country of which are 640 rural and 360 are Urban. The PSU was defined as contiguous two or more enumeration areas (EA) used in Population and Housing Census 2001. Each PSU comprised of around 200 households. To have wider coverage it was decided to select 504 PSUs from both rural and urban areas.

In the first stage out of 1000 IMPS PSUs, 320 PSUs were selected from rural and 184 from urban PSUs. Therefor, LAS had a subset of IMPS. These PSUs were selected from 16 different strata. There were six rural, six urban and four SMA strata. In the second stage to cover 12096 individuals, it was required to select 24 individuals from each selected PSU (EA). Each EA containing 200-250 households.

The sample frame is shown in the following diagram.

Figure 2 1: Sample Size for Respondents by Division and Rural, Urban





**Director and Representative
UNESCO Dhaka Office**

Message

We are pleased that the Literacy Assessment Survey 2008 has been successfully completed by the Bangladesh Bureau of Statistics (BBS) with technical and financial support from the UNESCO Dhaka Office.

Although Bangladesh has reaffirmed its commitment towards Education for All (EFA) and MDGs and has made a lot of progress, much more needs to be done in adult literacy. Reliable data on adult literacy is scanty, and the way the literacy rate is calculated raises some concerns about accuracy. Until now, BBS has been providing literacy data based on population censuses and other household surveys. One of the draw-backs of using these data is that they are based on self-declaration and do not reflect literacy skills of the population. The definition of literacy used in these censuses and household-level surveys also differs from the national definition of literacy which is now adopted in National Non-Formal Education Policy.

Assessment-based literacy data was first published in Education Watch Report 2002, another assessment, sponsored by UNESCO and using the similar methodologies, was conducted in 2005. The present study follows the previous two studies and uses similar methodologies to assess literacy skills and provide literacy data by levels of literacy skills. One of the unique characteristics of this survey is that it shows correlation between literacy rate and poverty level.

For improving the adult literacy situation and achieving EFA goals, it is vital to have reliable and comprehensive information on literacy rates disaggregated by levels of literacy skills, geographical locations, and gender. We are pleased that the survey has been completed by BBS thereby making available much-needed information on literacy status in Bangladesh. The findings are, thus, useful not only for enhancing knowledge-base but are also expected to play vital role in facilitating adoption of appropriate national policy and programmes to achieve EFA goals.

I would like to thank the officials of BBS who have been engaged in this exercise, particularly, Mr. AYM Ekramul Hoque, DG and Mr. A.H.M. Nizamuddin Chowdhury, Deputy Director, for their intensive involvement in the process. I also like to thank and compliment the National Technical Advisory Committee of the Survey comprising, amongst others, representatives of Directorate of Primary Education (DPE), Bureau of Non-Formal Education (BNFE), BANBEIS, and CAMPE, and other stakeholders for their valuable inputs in the process. Last, but not the least, I would like to thank my UNESCO colleagues for their support to this important work.

Dhaka
November 2008



Malama Meleisea

Primary sampling units have been distributed throughout 504 areas of six divisions in both rural and urban strata. The Table 2.2 reveals that a total of 320 primary sampling units (PSUs) have been selected from rural areas and 184 from urban areas, of which 139 from Municipalities and 45 from Statistical Metropolitan Areas (SMAs).

Table 2.2: Distribution of Primary Sampling Units (PSU) by Stratum for LAS 2008

Area	Administrative divisions						Bangladesh
	Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	
Rural	28	58	86	44	85	19	320
Municipality	13	23	37	22	36	8	139
SMA	-	9	24	7	5	-	45
Total	41	90	147	73	126	27	504

Literacy Assessment Survey has been conducted in these 504 areas. Dhaka division has the highest population and Dhaka SMA, also a mega city, has the highest population as well. In view of the above, samples are allocated in proportion to the population size of the division. From each PSU a sample of 24 adults are randomly selected. The distribution of respondents is shown in Table 2.3.

Table 2.3: Distribution of sample households in 16 strata for LAS 2008

Area	Administrative divisions						Bangladesh
	Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	
Rural	672	1392	2064	1056	2040	456	7680
Municipality	312	552	888	528	864	192	3336
SMA	-	216	576	168	120	-	1080
Total	984	2160	3528	1752	3024	648	12096

2.2 Sample Allocation and Selection

A sample size of 12,096 individuals representing 504 PSUs in 6 divisions and 64 districts proportionately to the population size of each division was drawn. Within each division the sample was allocated to strata of rural area, municipality and statistical metropolitan areas (SMAs) to the number of dwellings in each stratum.

Preface

Bangladesh Bureau of Statistics (BBS) is the national statistical organization responsible for conducting censuses and surveys and disseminating different statistical data in all the sectors of the economy. BBS has conducted a survey entitled Literacy Assessment Survey (LAS) in March 2008, which is first of its kind.

The LAS was conducted throughout the country in 12096 households of 504 Primary Sampling Units (PSUs) from 9 March to 26 March, 2008 with the financial and technical support of the UNESCO. This survey provided valid, reliable and interpretable data. A set of instruments were developed by BBS under this assignment which can be used in future. The data generated through the survey will also be helpful for planners, policy makers, researchers, students, academicians and international agencies.

I express my deep gratitude to all members of National Project Team and National Technical Advisory Committee for their valuable comments and suggestions towards finalizing the questionnaire and assessment instruments of the programme.


I like to express my thanks to Regional Statistical Officers, Upazila Statistical Officers and Supervisors and Registrars of SVRS for extending their support to the supervisors and enumerators in collecting data.

I am also thankful to all supervisors and enumerators who gave their untiring effort for filling in background questionnaire and arranged assessment test in the field.

I express my sincere appreciation to A.H.M. Nizamuddin Chowdhury, Deputy Director, BBS, Md. Azadul Islam, Statistical officer, BBS and other officers and staff members of BBS for their untiring efforts in making the Literacy Assessment Survey a success and in publication of this report. Thanks are due to Mr. Shamsul Alam, Deputy Director and Dr. Dipankar Roy, Statistical officer, BBS for editing the report.

Prof. Dr. Kazi Saleh Ahmed, Ex.VC, Jahanagir Nagar University deserves special thanks for his analytical inputs in finalization of this report.

Dhaka
November 2008



AYM Ekramul Hoque
Director General

- religion
- profession
- working status
- whether student
- years of schooling
- whether took non formal education and type of organization.

The respondent was any of the members of age 11 years and above of the household who was selected using Kish table. In case of the absence or sickness of the selected member of the household for more than the stipulated time then another member of that household of age 11 years and above having same background of literacy was interviewed. Even if this type of respondent was unavailable in that household the next household was selected for interview to keep the response rate within cent percent. This questionnaire was designed to find out mainly the socio-economic-demographic and educational features of the households.

2.3.2 Assessment Module

The assessment module contained test items to validate different levels of skills gained. Total score is 100 marks. The module consists of 4 items such as comprehension, (words and literature), writing, arithmetic such as recognition of numbers, addition, subtraction, multiplication, division, preparation and understanding of personal budget and general knowledge, recognition of pictorial objects, recitation of poem, first 4 lines national anthem and recognition of 3 national personalities of Bangladesh. Items of assessment test are shown in Table 2.4.

Table 2.4: Assessment test items

Subject	Components	Score(each)	Total Score
Reading	Five words	1×5	5
	Comprehension with four sentences	4×5	20
Sub Total			25
Writing	Three sentences	5×3	15
	Name of two flowers and three fruits	2×5	10
Sub Total			25
Numeracy	Two additions, two subtractions, two multiplications and two divisions	2×8	16
	Preparing a family budget	6×1	6
	Fill in the blanks	3×1	3
	2,4,6.....10		
Sub Total			25

Subject	Components	Score (each)	Total Score
Comprehension/ General Knowledge	Identification of three pictorial objects e.g, bottles of cold drinks, map of Bangladesh, and finding of time from the clock.	2×3	6
	Three general knowledge questions	2×3	6
	Recitation of any prose/poetry (4 lines)		
	i) Fluent		
	ii) Quite fluent	1×3	3
	iii) Cannot		
	Singing 4 lines of National Anthem	1×4	4
	Identification of 3 National Personalities	2×X3	6
Grand total			100

* For details, please see the test instruments in annex

Each item contains 25 marks which aggregate to a total of 100 marks. The present study classified the adult literacy into four levels such as non-literate, semi-literate, literate at initial level and literate at advanced level on the basis of aggregate test scores. The classification with assessment scores are shown in table 2.5.

The selected respondent was requested to sit for the test when none of the household members was permitted to stay nearby to avoid copying in the test. Bangladesh Bureau of Statistics developed the assessment module with the experience and knowledge of studying standard and guidelines of UNESCO Institute of Statistics (UIS). Design of test instrument of EW 2002 and ALSB 2005 were also followed in designing module for the present assessment to make a comparison with these two studies.

Table 2.5: Literacy Levels Based on Score in each area of Skills

Level	Definition	Score Range
Non-literate	Lack of ability to decode alphabet, recognize words and count objects.	0-24.99
Semi-literate	Ability to recognize and write some words, to count objects and numbers at a very basic level.	25.00-49.99.
Literate at initial level	Ability to read and write simple sentences in a familiar context; possessing four basic rules of arithmetic; limited use of these abilities and skills in familiar context in life situations.	50.00-74.99.
Literate at advanced level	Ability to read and write with fluency in varying contexts; competency of four arithmetic rules and mathematical reasoning; ability to use these skills in everyday life and independently in further learning.	75.00-100.

The four levels shown in Table 2.5 are same for the previous two assessments. As such, the published data provide a basis to see the trend in literacy status.

For the purpose of assessing the aggregate literacy status of the adult population, this study has considered the first two groups (non-literate and semi-literate) as illiterate and the last two groups (initial literate and advance literate) as literate.

The selected respondent was requested to sit for the test. All measures were taken to prevent outside intervention during test.

The respondents were assessed on the basis of their performance in reading, writing, arithmetic and general knowledge test. The highest score is 100 which is divided into 25 score in each skill. A respondent is non-literate if he/she obtains less than 25 marks, semi-literate if scores between 25-49.99 marks, initial literate if score between 50-74.99 and advance literate if score above 75. The distribution is shown in Table 2.5.

2.4 Field Monitoring and Supervision

In an effort to obtain a cent percent response rate, the survey took many strategies. There are:

- **Contact strategy:** All selected households were contacted by a personal visit of a LAS Interviewer with the help of local registrars of SVRS. Several contact attempts were made for the availability of the selected respondent. Contact attempts subsequent to the first attempt were scheduled according to the information received during the first contact attempt, or at different times of the day and different days of the survey period.
- **Instruction to the interviewers:** A total of 84 interviewers were selected for data collection in the survey. A priority list was established during the selection process to identify suitable candidates in the event of interviewer turnover during the LAS. Each interviewer completed eight interviews and assessment test per day and 188 total works in 4 weeks. The interviewers were instructed with techniques to obtain the cooperation of individuals who initially refused or were reluctant to participate in the survey.
- The interviewers were also instructed to take cooperation from the local registrars of Sample Vital Registration System (SVRS) areas. The local registrars extended their full cooperation in this regard. The Statistical Officers of the Regional office of BBS also extended their full cooperation in providing the list of local interviewers, accommodating training classes local interviewers and instructing the Upazila Statistical Officers of concerned upazilas to cooperate with the interviewers and supervisors.
- **Supervision Procedures:** Throughout the data collection period there was mechanism for monitoring of the interviewers' work by the supervisors. During the initial days and weeks of data collection, each interviewer's work was carefully monitored. Interviewers were informed during training that their work would be monitored. A total of six supervisors was engaged to supervise the literacy assessment survey. They were accountable to data collection manager and above all to national project leader. The supervisors observed each interviewer's work every day during data collection.

- **Supervisors' responsibilities:** Each of the supervisors supervised 14 interviewers in the survey. The supervisors performed the following activities:

- * ☐ Attended and participated in local interviewer's training as trainer;
- * ☐ Assigned cases to their interviewers;
- * ☐ Established clear production and cost goals with interviewers;
- * ☐ Held a daily meeting with each interviewer to review status of each of their cases, found out how much they have worked, reviewed any problem encountered, and motivated them to finish on time; they also needed to be available to receive calls from interviewers who had problems throughout the week;
- * Monitored progress of data collection, reviewed non-response reported by interviewers, and implemented reassignment and conversion procedures;
- * ☐ Reviewed interviewers reporting of time and expenses;
- * Performed validation of a designated fraction of each interviewer's work by telephoning the respondent and asking a brief set of questions;
- * ☐ Edited the data collected from each interviewer and;
- * ☐ Reported to the data collection manager on the progress of the survey in their region on a daily basis.

- **Monitoring by National Project Team (NPT) and National Technical Advisory Committee (NTAC) members:** The whole work was also monitored by members of National Project Team including the National Project leader and the members of National Technical Advisory Committee. They visited different PSUs all over the country and observed the method of selecting household and respondents, taking of interview and assessment tests. All the members expressed their satisfaction about the survey.

Through the extensive monitoring procedures the data collection was completed and found a cent percent response i.e., out of selected 12096 respondents all the respondents were interviewed and tested.

2.5 Editing and Data Processing

While quality control in data collection is a must, a great deal of quality control also depends on post data collection activities including editing and processing. Utmost effort was made to ensure quality of data through appropriate editing and processing. The following sections describe the methods adopted for data editing, coding, entry and processing.

2.5.1 Data Editing System

The survey collected data through two sets of questionnaires: background questionnaire and assessment test. An edit program (a computerized editing system) was developed to produce error list. At the time of editing ID check, range check, consistency checks, etc. were strictly followed for BQ and assessment test. Besides, an expert programmer developed the edit program to clean the data efficiently and logically.

The error list was corrected with a group of staff members (editors) and correction was done accordingly in the data file as soon as possible. In this way data file was made free from errors. A clean data file was made available from which tabulation was done.

2.5.2 Editing Background Questionnaire Data

The editing of the LAS data file included the following minimum checks for the background questionnaire data. For each of these edits, errors were discovered and then resolved accordingly, i.e., the original erroneous value was replaced with a correct value.

- **ID check:** The record identification numbers on the LAS data file were checked for uniqueness and integrity to ensure that there was only one record per respondent on the file, and to ensure that the record identification number was unique and in the specified format.
- **Range checks:** A range check was carried out for all those variables that took specific values.
- **Logic checks, i.e., question flows:** The LAS data file was edited to check the flow of respondents through the various sections of the background questionnaire. The objective of this editing was to ensure that the responses of respondents who skipped a given set of questions were properly coded as a 'valid skip', and that there were appropriately coded responses of respondent.

The complete set of background questionnaires was checked.

2.5.3 Editing Assessment Data

The editing of the LAS data file included the following minimum checks for the assessment data. At the time of editing, appeared errors were resolved, i.e., the original erroneous value was replaced with a correct value.

The selected respondent was requested to sit for the test. All measures were taken to prevent outside intervention during a test, including the following:

- **ID check:** The editing of the assessment instrument consisted of confirming that the correct booklet (question paper) was administered to each respondent and to confirm that the completed assessment booklet was received and labeled with the appropriate case information. The record identification numbers on the data file was checked for uniqueness and integrity to ensure that there was only one record per respondent on the file, and to ensure that the record identification number was unique and in the specified format.

- **Range checks:** A range check was carried out for all score variables that took on specific values.

The assessment scripts were carefully tallied with the correct answers and checked whether the marks were allocated objectively.

2.5.4 Data processing

To ensure quality processing of data of LAS 2008 following four teams were engaged to work with different responsibilities:

1. Coding team;
2. Data entry team (Data Entry Operators and Data Entry Supervisor);
3. Data cleaning team (A System analyst with few Programmers); and
4. Output (Tabulation team).

A group of programmers worked under the guidance of the System Analyst, and the whole operation is managed under the control of Data Processing Manager of national project team.

2.5.4.1 Coding

Due to gap of some Geographic Area Code (Geo code) a group of staff members was engaged to check the filled in questionnaires. Open ended answers were also coded in accordance with respective code lists. The coding of different fields was carried out under the strict supervision of an officer of computer wing of Bangladesh Bureau of Statistics.

2.5.4.2 Data entry

A data entry program was developed in Integrated Microcomputer Processing System (IMPS) with four entry screen. IMPS is a software developed and used by U.S. Census Bureau and also recognized by other statistical agencies.

Abbreviations and Acronyms

ALBS □	Adult Literacy Situation in Bangladesh 2005
BBS □	Bangladesh Bureau of Statistics
BANBEIS □	Bangladesh Bureau of Educational Information and Statistics
BNFE □	Bureau of Non-Formal Education
BQ □	Background Questionnaire
BSIC □	Bangladesh Standard Industrial Code
CAMPE □	Campaign for Popular Education
DPE □	Directorate of Primary Education
EFA □	Education for All
EW □	Education Watch 2002
GIS □	Geographic Information System
IMPS □	Integrated Multipurpose Sample
IRL □	International Record Layout
ISCED □	International Standard Classification of Education
ISCO □	International Standard Classification of Occupation
ISIC □	International Standard Industrial Classification
LAS □	Literacy Assessment Survey
MDG □	Millennium Development Goals
MOPME □	Ministry of Primary and Mass Education
NPA □	National Plan of Action
NPT □	National Project Team
NTAC □	National Technical Advisory Committee
ORS □	Oral Rehydration Saline
PPP □	Purchasing Power Parity
PRS □	Poverty Reduction Strategy
PSU □	Primary Sampling Unit
SMA □	Statistical Metropolitan Area
SVRS □	Sample Vital Registration System
TFR □	Total Fertility Rate
UIS □	UNESCO Institute for Statistics
UNESCO □	United Nations Educational, Scientific and Cultural Organization

Chapter-3

Literacy Status in Bangladesh

This chapter presents the overall literacy scenario of the population of age 11 years and above and categorizing the respondents according to the 4 levels of literacy skills mentioned earlier based on the Literacy Assessment Survey findings. The level of literacy by gender and stratum across rural and urban areas are also presented. Adult literacy status for the population 15 years and above is also presented in a separate section.

3.1 Literacy by Skill Levels, Gender and Residence

As mentioned in the chapter on methodology four levels of literacy were measured. Literacy status is shown in Table 3.1. Among all respondents more than 50 percent (50.3%) were illiterate and 49.7 percent were literate. Further classification shows that about 34.2 percent were non-literate and 16.1 percent semi-literate.

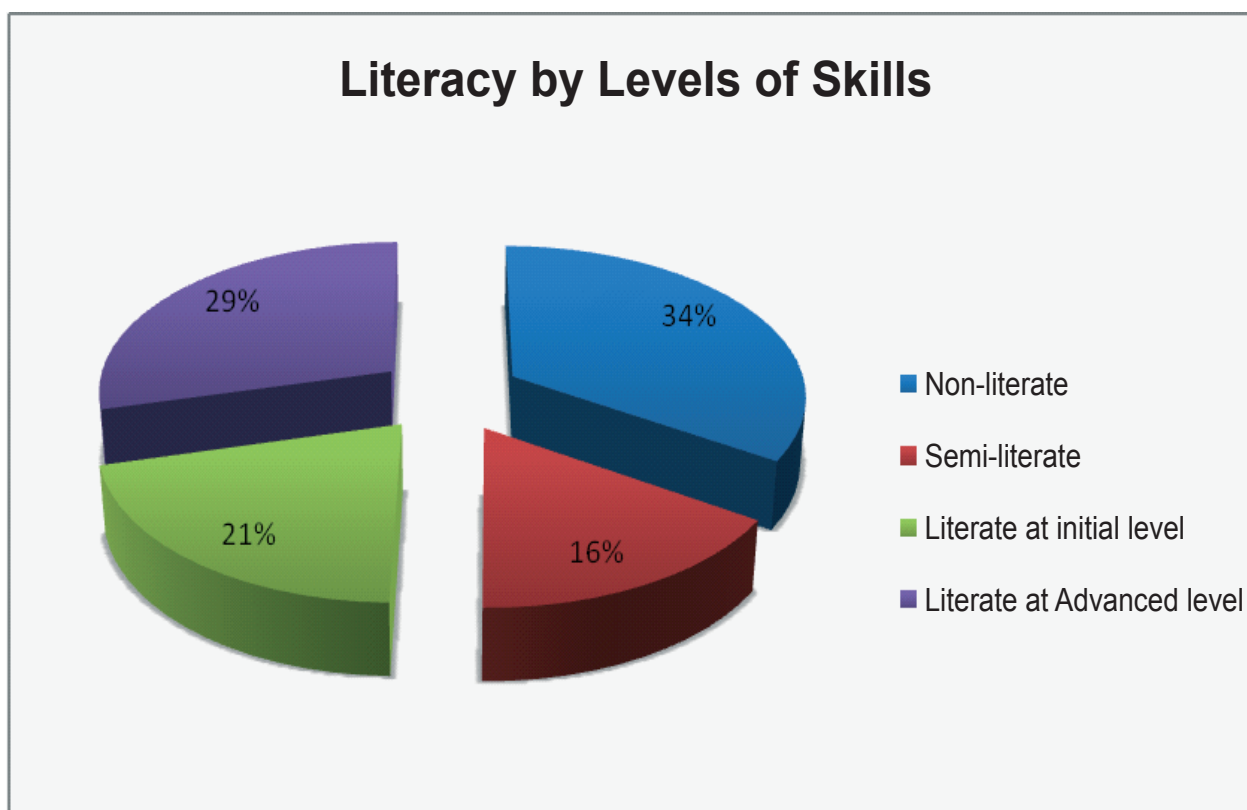
Table 3.1: Percentage distribution of Population (11 years and above) by levels and Sex

Literacy levels	Sex		Both
	Male	Female	
Non-literate	34.4	33.8	34.2
Semi-literate	16.2	16.0	16.1
Literate	49.4	50.2	49.7
<i>Initial level</i>	<i>21.0</i>	<i>20.3</i>	<i>20.6</i>
<i>Advanced level</i>	<i>28.4</i>	<i>29.9</i>	<i>29.1</i>

Respondents in the semi-literate have some literacy but could not cross the threshold of minimum acceptable level of skills to be qualified as literate. This level was securing 50 percent marks.

Table 3.1 shows that about 20.6 percent are at the initial level of literacy and 29.1 percent are at the advanced level of literacy. The distribution of literacy at 4 levels is shown in Figure 3.1.

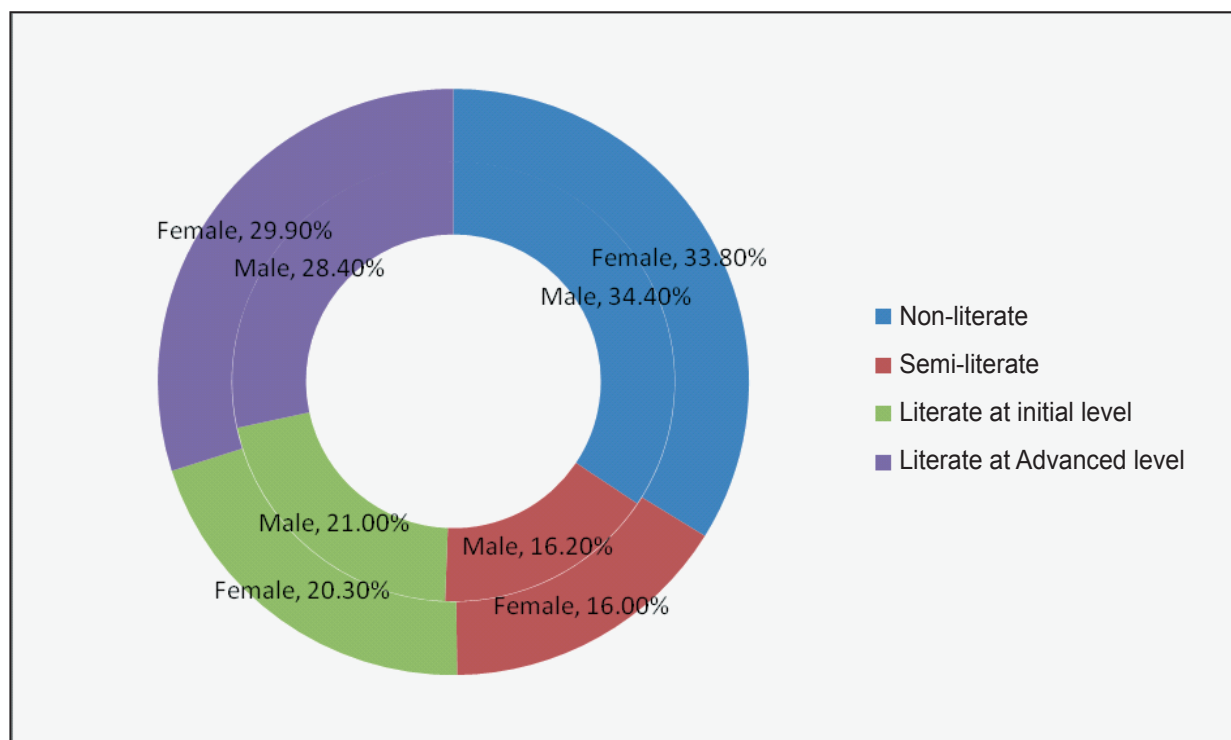
Figure 3.1: Literacy at four levels of Literacy Skills



3.2 Sex Differentials

Table 3.1 and Figure 3.2 shows that as regards literacy rate, females are ahead of males by 1 percentage point. Male literacy rate was 49.4% while that for female was 50.2%. At initial level females lagged behind while at the advanced level females were ahead of male by nearly 3 percentage point. Male-female difference for all levels of literacy is small.

Figure 3.2: Male-Female Differentials of Literacy Rates



3.3 Rural and Urban Difference

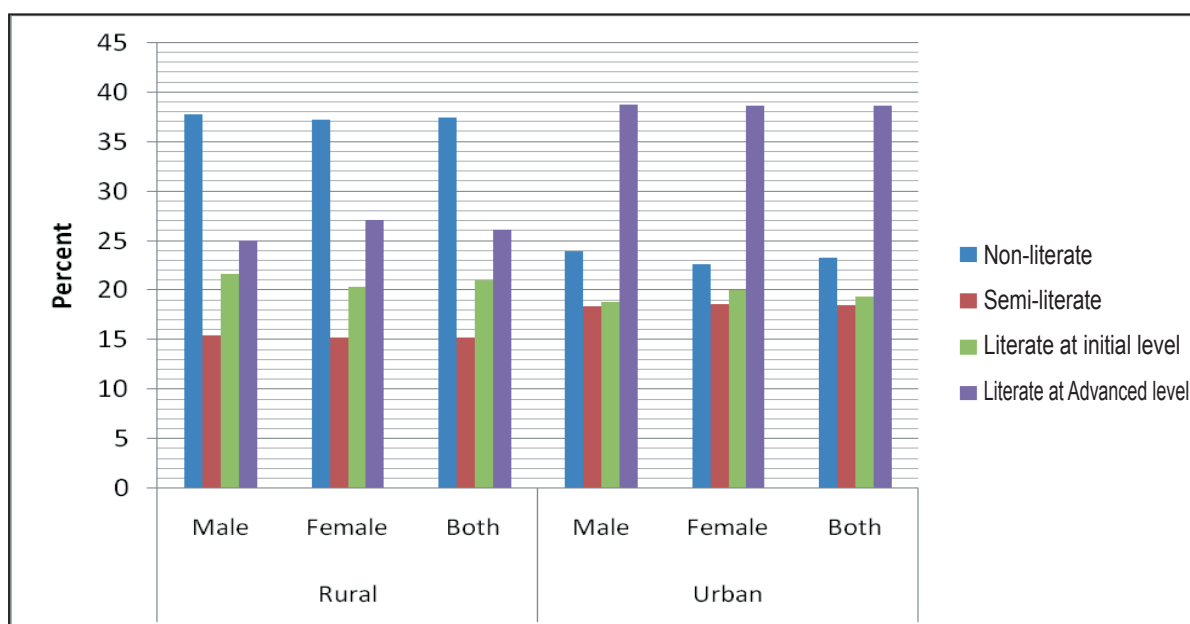
The literacy level of urban respondents was higher compared to rural respondents (Table 3.2). It is found that, overall 58.1 percent respondents were literate and 41.8 percent of urban people were illiterate. While 52.8 percent was illiterate, 47.1 percent literates are living in the rural areas.

Table 3.2: Percentage distributions of population (11 years and above)

Literacy levels	Rural			Urban		
	Male	Female	Both	Male	Female	Both
Non-literate	37.8	37.3	37.5	24.0	22.7	23.3
Semi-literate	15.5	15.2	15.3	18.4	18.6	18.5
Literate	46.8	47.5	47.1	57.6	58.7	58.1
<i>Initial level</i>	<i>21.7</i>	<i>20.4</i>	<i>21.0</i>	<i>18.8</i>	<i>20.0</i>	<i>19.4</i>
<i>Advanced level</i>	<i>25.1</i>	<i>27.1</i>	<i>26.1</i>	<i>38.8</i>	<i>38.7</i>	<i>38.7</i>

It is important to note that a little less than 40 percent population in the urban areas reached at the advanced level of literacy skills, while only slight over 25 percent population in the rural areas reached the advanced level. Initial level of literacy was nearly half of advanced level in urban areas and short of nearly 5 percent point in the rural areas (Figure 3.3).

Figure 3.3: Male-Female and Urban-Rural Differential of Literacy by Levels



Magnitude of non-literates in rural areas remains as a big challenge. More than one third of total rural populations were non-literate in the rural areas.

Gender difference was observed in both rural and urban areas for the four levels of literacy. However, differences are very small indicating a great achievement in reducing gender disparity. The disparity seems to be disappearing.

3.4 Regional Variations

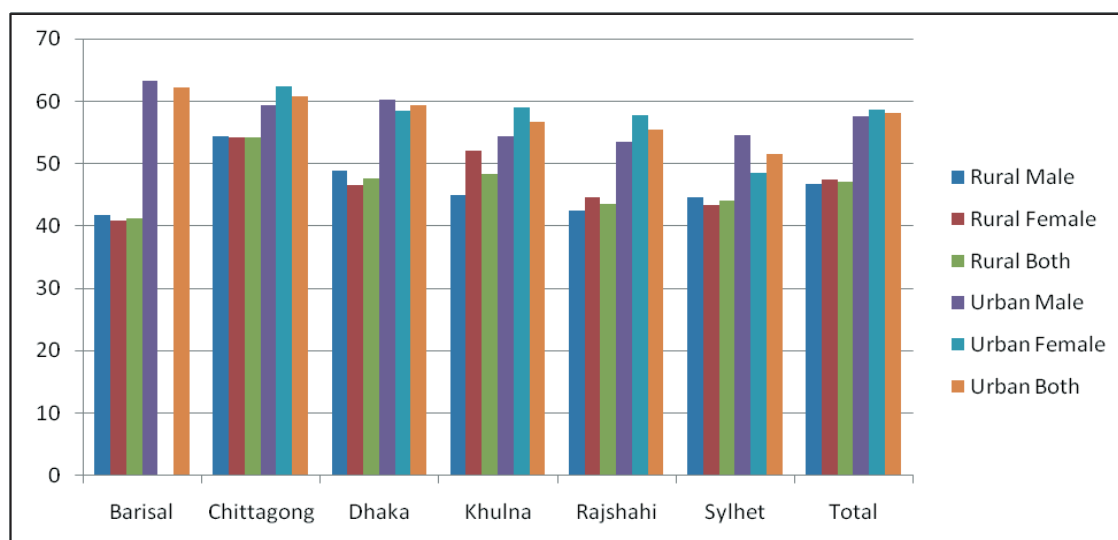
Literacy status for six divisions is given in Table 3.3. Literacy rate ranged over a wide interval from 44.3 percent in Barisal to 55.9 percent in Chittagong. Male-Female difference was small for all divisions.

Table 3.3: Percentage distribution of Respondents (11 years and above)

	Rural			Urban			National		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
Barisal	41.8	40.9	41.3	63.3	61.1	62.2	44.8	43.8	44.3
Chittagong	54.3	54.1	54.2	59.3	62.3	60.8	55.6	56.2	55.9
Dhaka	48.9	46.5	47.7	60.3	58.4	59.3	52.8	50.6	51.7
Khulna	44.9	52.0	48.4	54.4	58.9	56.7	46.9	53.4	50.1
Rajshahi	42.4	44.6	43.5	53.4	57.7	55.5	44.1	46.6	45.4
Sylhet	44.6	43.3	44.0	54.6	48.5	51.5	45.9	44.0	44.9
National	46.7	47.5	47.1	57.6	58.7	58.1	49.0	50.2	49.7

As regards rural areas the range was smaller, the lowest was 41.3% for Barisal and the highest was 54.2% for Chittagong (Figure 3.4). Urban literacy rates were very close between divisions except for Sylhet division. It was the lowest 51.5 percent in Sylhet preceded by 55.5% in Rajshahi and 60.8% in Chittagong.

Figure 3.4: Distribution of respondents (11 years and above) by divisions, sex and Rural-Urban



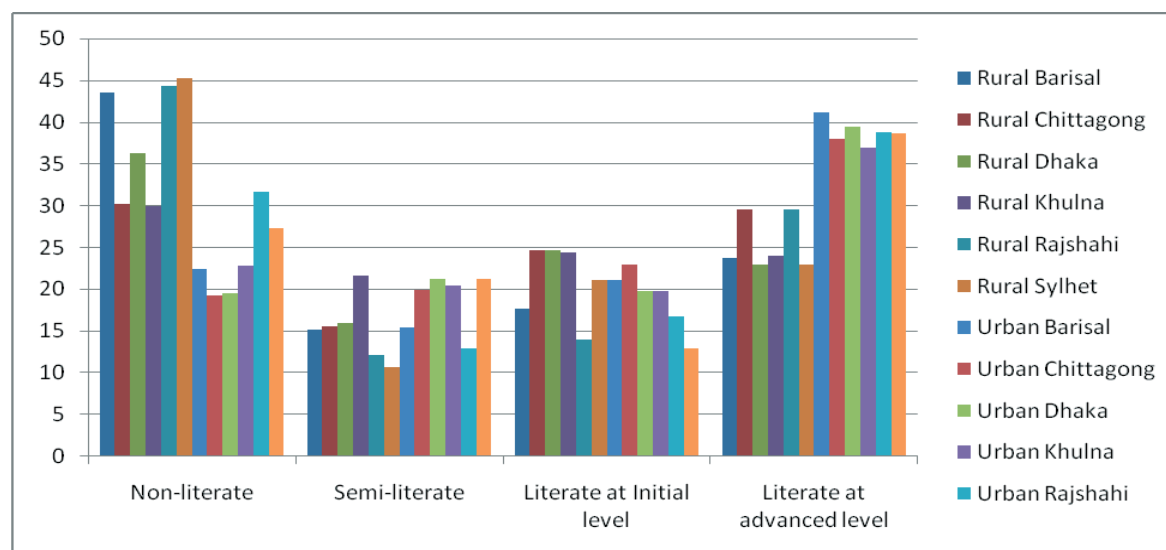
Female literacy rates were higher in Chittagong, Khulna, and Rajshahi, lower in Barisal, Dhaka and Sylhet. However, the difference was small for all the divisions across rural and urban areas. The variation was observed between four levels of literacy across rural and urban areas of the 6 administrative divisions.

Table 3.4: Percentage distribution of respondents (11 years and above) by level of literacy

Literacy level	Rural						Urban					
	Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet	Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Sylhet
Non-literate	43.5	30.2	36.3	30.0	44.3	45.3	22.4	19.3	19.5	22.8	31.6	27.3
Semi-literate	15.2	15.6	16.0	21.6	12.2	10.7	15.4	19.9	21.2	20.4	12.9	21.2
Literate at Initial level	17.7	24.7	24.7	24.4	14.0	21.1	21.1	22.9	19.8	19.8	16.8	12.9
Literate at advance level	23.7	29.6	23.0	24.0	29.5	22.9	41.1	38.0	39.5	37.0	38.8	38.6

Literacy at both advanced and initial level was the highest for Chittagong division. Next to Chittagong were Dhaka and Khulna division where initial and advanced level combined were very close to 49.5%. In Rajshahi, Barisal and Sylhet, both levels were close and combined were close to 45%. The Figure 3.5 depicts the differentials among divisions, rural-urban areas and by levels of literacy.

Figure 3.5: Literacy Rate by Divisions, Rural-Urban and Levels of Literacy



3.5 Literacy in Each Component

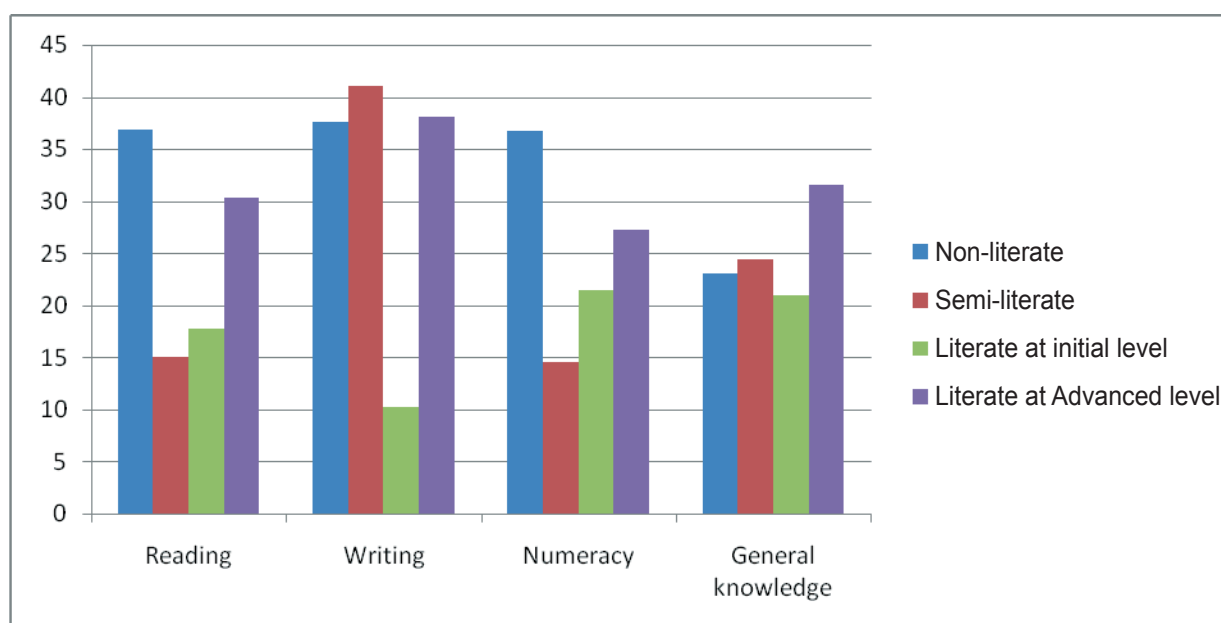
Literacy test had four components, viz; reading, writing, numeracy and general knowledge. The average literacy level for each component is given in Table 3.5.

Table 3.5: Literacy by components and levels of literacy (11 and above)

Literacy levels	Reading	Writing	Numeracy	General knowledge	All components
Non-literate	36.9	37.6	36.8	23.0	34.2
Semi-literate	15.1	41.1	14.5	24.4	16.1
Literates	48.0	48.3	48.7	52.5	49.7
<i>at initial level</i>	<i>17.7</i>	<i>10.2</i>	<i>21.5</i>	<i>20.9</i>	<i>20.6</i>
<i>at Advance level</i>	<i>30.3</i>	<i>38.1</i>	<i>27.2</i>	<i>31.6</i>	<i>29.1</i>

Table 3.5 shows that the respondents did best in general knowledge 52.5 percent have been successful to obtain threshold 0.50% marks in general knowledge. In reading, writing and numeracy, the percentage of literates ranged between 48.0 and 48.7 percent. Figure 3.6 shows the differences of scores in different components by level of literacy.

Figure 3.6: Literacy in different components by Level of Literacy



3.6 Distribution of Respondents by Scores in the Test

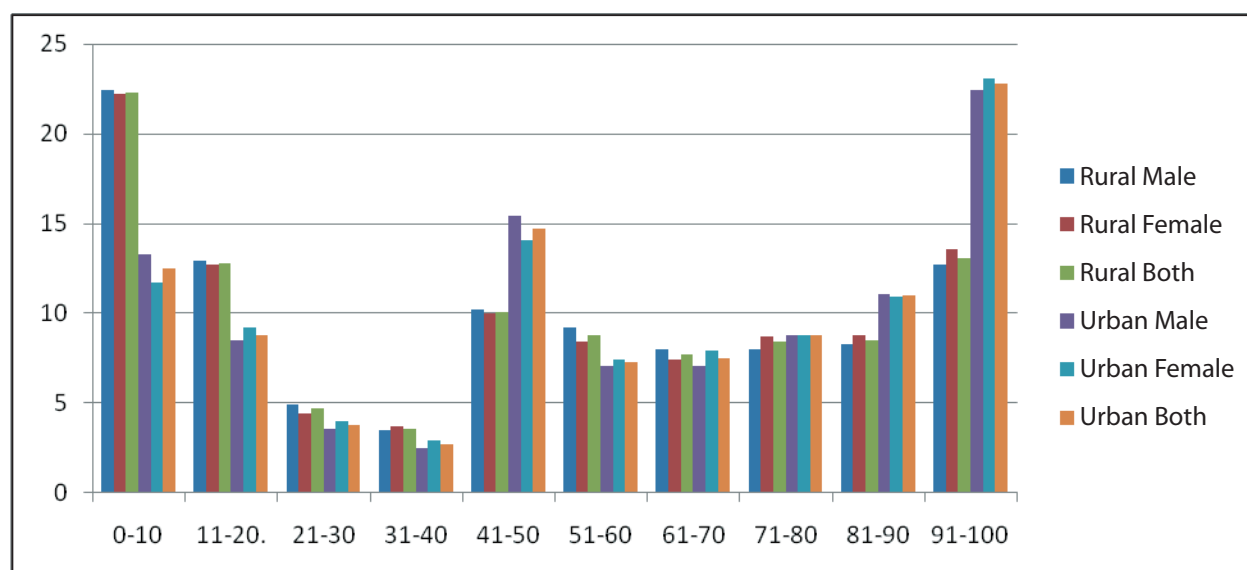
To determine the level of literacy a test was administered. The total marks were 100. A respondent could obtain a score ranging between 0 and 100. The percentage distribution of respondents by scores is presented in Table 3.6.

Table 3.6: Percentage distribution of total scores by sex and residence (11 years and above)

Score	Rural			Urban			Total		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
0-10	22.4	22.2	22.3	13.3	11.7	12.5	20.3	19.8	20.0
11-20	12.9	12.7	12.8	8.5	9.2	8.8	11.9	11.9	11.9
21-30	4.9	4.4	4.7	3.6	4.0	3.8	4.6	4.3	4.5
31-40	3.5	3.7	3.6	2.5	2.9	2.7	3.2	3.5	3.4
41-50	10.2	10.0	10.1	15.4	14.1	14.7	11.4	11.0	11.2
51-60	9.2	8.4	8.8	7.1	7.4	7.3	8.7	8.2	8.4
61-70	8.0	7.4	7.7	7.1	7.9	7.5	7.8	7.5	7.6
71-80	8.0	8.7	8.4	8.8	8.8	8.8	8.2	8.8	8.5
81-90	8.3	8.8	8.5	11.1	10.9	11.0	9.0	9.3	9.1
91-100	12.7	13.6	13.1	22.4	23.1	22.8	15.0	15.8	15.4

At the national level 20% of all sample respondents received a score 10 or less and 15.4 percent received over 90. Nearly 25% (24.5%) got more than 81 percent marks. The distribution of male and female shows minimum difference.

Figure 3.7: Distribution of scores by Rural-Urban and Male-Female



The distributions of scores for the rural and urban areas show marked difference (Figure 3.7). In rural areas as much as 22.3 percent obtained a score of 10 or less while in urban areas only 12.5% respondents scored 10 or less.

On the other hand only 13.1 percent respondents in rural areas secured 91 or more while 22.8 percent in urban areas secured more than 90 percent marks.

The overall performance statistics are presented in Table 3.7.

Table 3.7: Some basic statistics on total scores by sex and residence

Stratum		Mean	Median	Standard Deviation	Minimum	Maximum
Rural	Male	46	49	33	0	100
	Female	47	49	33	0	100
	Total	46	49	33	0	100
Urban	Male	57	60	32	0	100
	Female	58	62	32	0	100
	Total	58	61	32	0	100
Total	Male	49	49	33	0	100
	Female	49	49	33	0	100
	Total	49	49	33	0	100

The minimum score was 0 (Zero) and the maximum score was 100 regardless of the place of residence and sex. The average score and the median score at the national level was 49 for both male and female respondents. The standard deviation was high, 33 for the national level. The median score 49 indicates that 50 percent had score less than 49 and 50 percent had score above 49. The male-female difference was small and statistically insignificant.

The average score in rural areas was only 46 marks and in urban areas 58 marked indicating mark difference in the level of achievement between rural and urban areas. The coefficient of variation was 72 for rural areas, 55 for urban areas and 67 for national level. This indicates that although the level of score for rural areas low, compared to urban areas, the within variation is high in rural areas compared to urban areas.

Table 3.8: Some basic statistics on total scores by different assessment components (11 and above)

Assessment areas	Mean	Median	Standard Deviation	Minimum	Maximum
Reading score	11	11	10	0	25
Writing score	12	12	10	0	25
Numeracy score	12	12	9	0	25
General knowledge score	14	14	8	0	25
All score	49	49	33	0	100

Basic statistics by different assessment areas are presented in Table 3.8. The total marks in each assessment area were 25. The last 2 columns show that minimum was 0 and maximum was 25 for all components. The mean and median was higher in general knowledge and lowest in reading. The average score was 12 for writing and numeracy.

3.7 Literacy Level for 11-14 years Population

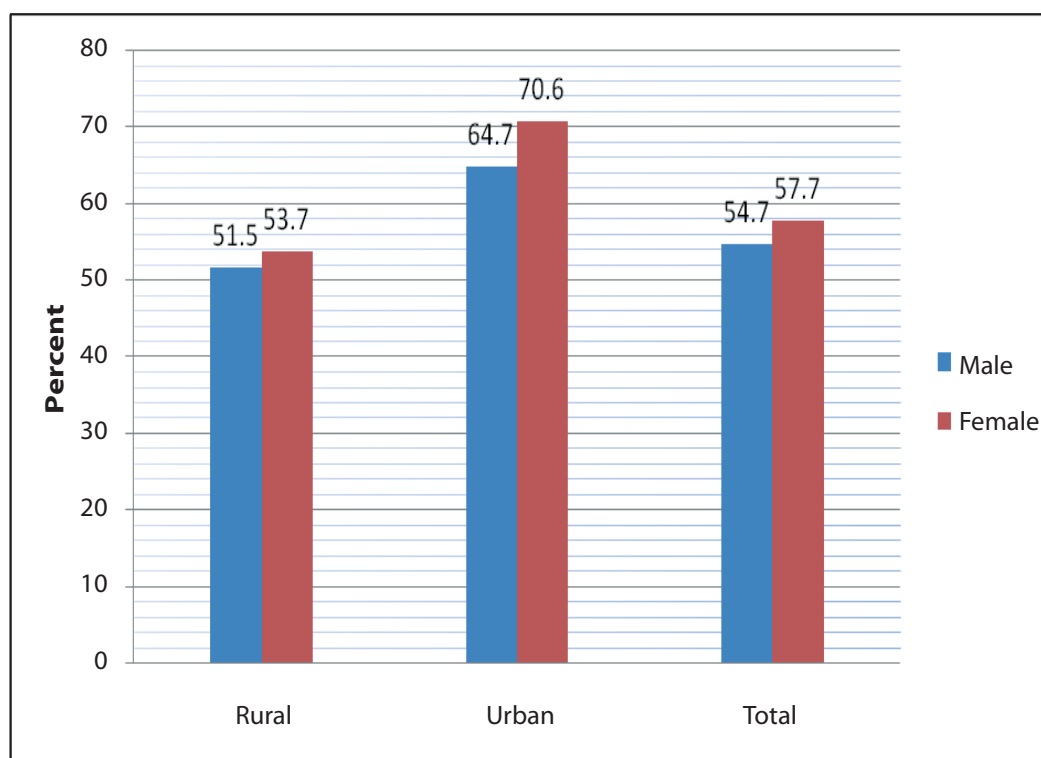
This section covers the literacy status of 11-14 years population. Primary school age in Bangladesh is 6-10 years. The children of age 11 and less than 15 years are important population segment. The literacy status of this sub-population reflects the achievement of the primary sector as well as quality of education received by children in schools. If the quality of education is high the relapse to illiteracy would be minimum.

3.7.1 Literacy by Skill Levels, Gender and Place of Residence

It is observed from Table 3.9 that among all 11-14 years respondents 56.2 percent were literate and 43.8 percent were illiterate. There was a small difference (3 percentage point) between male (54.7%) and female (57.7%).

The survey also observed mark difference between rural and urban areas. The difference was 15.2 percentage points between male and female, the difference was negligible in rural areas and moderate in urban areas. Figure 3.8 shows the literacy status at the national level and rural-urban, male-female differentials.

Figure 3.8: National Literacy Rate (11 -14 years) by Rural-Urban and Male-Female



In both rural and urban areas, the proportion of girl's literacy rate was higher compared to boys literacy rate.

3.7.2 Levels of Literacy

In this survey four levels of literacy were considered. These are Non-literate, Semi-literate, Initial level literate and Advance level literate. The status by literacy levels is shown in Table 3.9.

Table 3.9: Percentage distribution of respondents (11-14 years) by level of literacy

Literacy level	Rural			Urban			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Non-literate	32.6	34.5	33.5	23.4	16.9	20.0	30.4	30.3	30.4
Semi-literate	15.9	11.8	13.9	11.9	12.5	12.2	14.9	12.0	13.5
Literate at Initial level	30.1	28.4	29.3	22.7	32.8	27.9	28.3	29.4	29.0
Literate at advance level	21.4	25.3	23.3	42.1	37.8	39.9	26.4	28.3	27.2

Table 3.9 shows that at national level, among 56.2%, 29% (52%) are at initial level and 27.2% (48%) at advanced level. At advanced level, females were proportionately more compared to males. Also at initial level females were proportionately higher compared to males. Among the illiterates (43.8%), maximum (69.4%) were Non-literate and 30.6 percent Semi-literate.

Figure 3.9: Rural-Urban and Male-Female Differentials by Level of Literacy

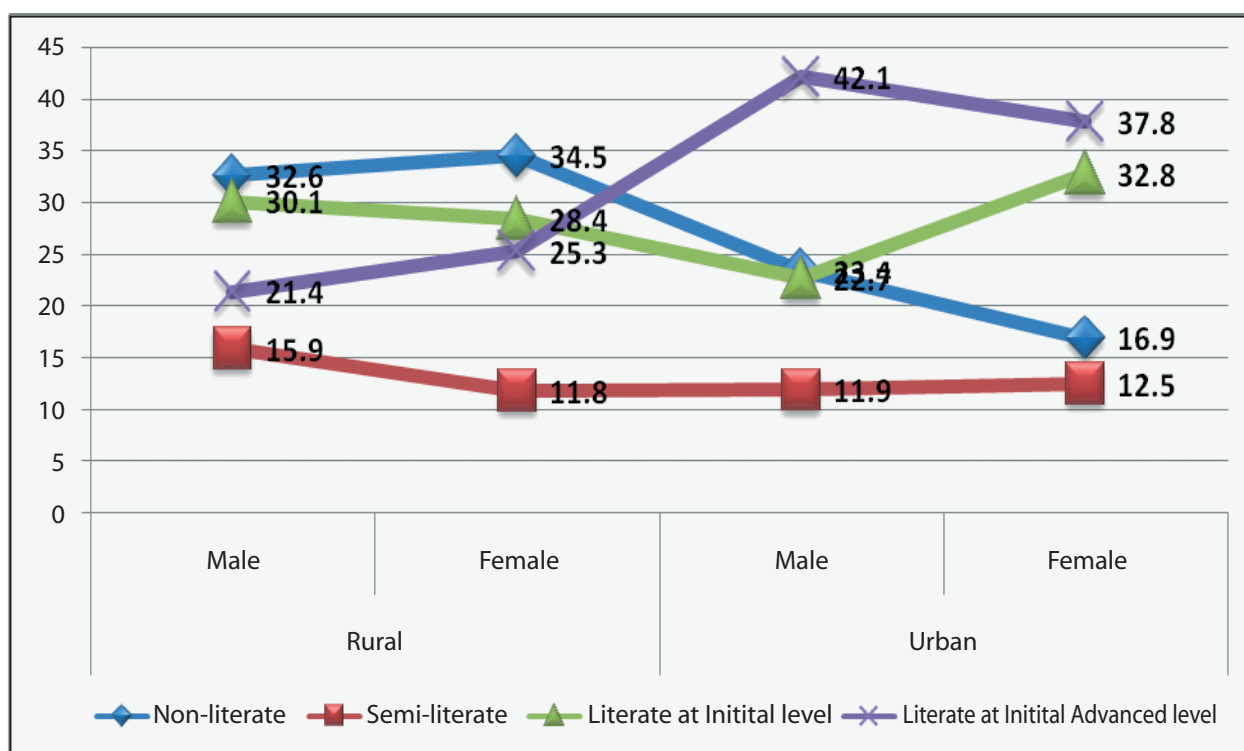


Figure 3.9 shows the differentials between male-female and rural-urban. Literates at advanced level are much higher in urban areas than that of rural areas. Also notable is that, though females are ahead in urban areas in advance literacy, females in rural areas are lagging behind. Also, proportion of non-literates in rural areas is higher than that of urban areas.

3.7.3 Rural and Urban Differentials in literacy rates for 11-14 years

The literacy rates by stratum reveal marked variation among divisions across rural and urban areas (Table 3.10). The literacy rate was the highest for Chittagong (64.3%) and the lowest for Rajshahi (43.4%). The difference is about 20 percentage point. In case of male, the highest was 63.7% for Dhaka and the lowest 39.0% for Barisal. In case of female, the highest was in Chittagong and lowest was in Sylhet.

Table 3.10: Literacy rates (11-14 years) by levels of literacy, sex and residence

Literacy level	Rural			Urban			Total		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
Barisal	33.3	48.0	39.3	73.3	80.0	77.1	39.0	52.6	44.7
Chittagong	59.2	63.6	61.5	66.7	78.2	73.0	61.0	67.2	64.3
Dhaka	60.0	57.5	58.8	70.7	72.3	71.6	63.7	62.6	63.2
Khulna	57.9	56.1	57.0	63.0	66.7	64.8	59.0	58.3	58.6
Rajshahi	38.1	43.3	40.8	54.7	61.8	58.0	40.6	46.2	43.4
Sylhet	55.6	56.3	55.9	55.6	55.6	55.6	55.6	56.2	55.8
Total	51.5	53.7	52.6	64.7	70.6	67.8	54.6	57.7	56.2

3.7.4 Literacy by Component Skills

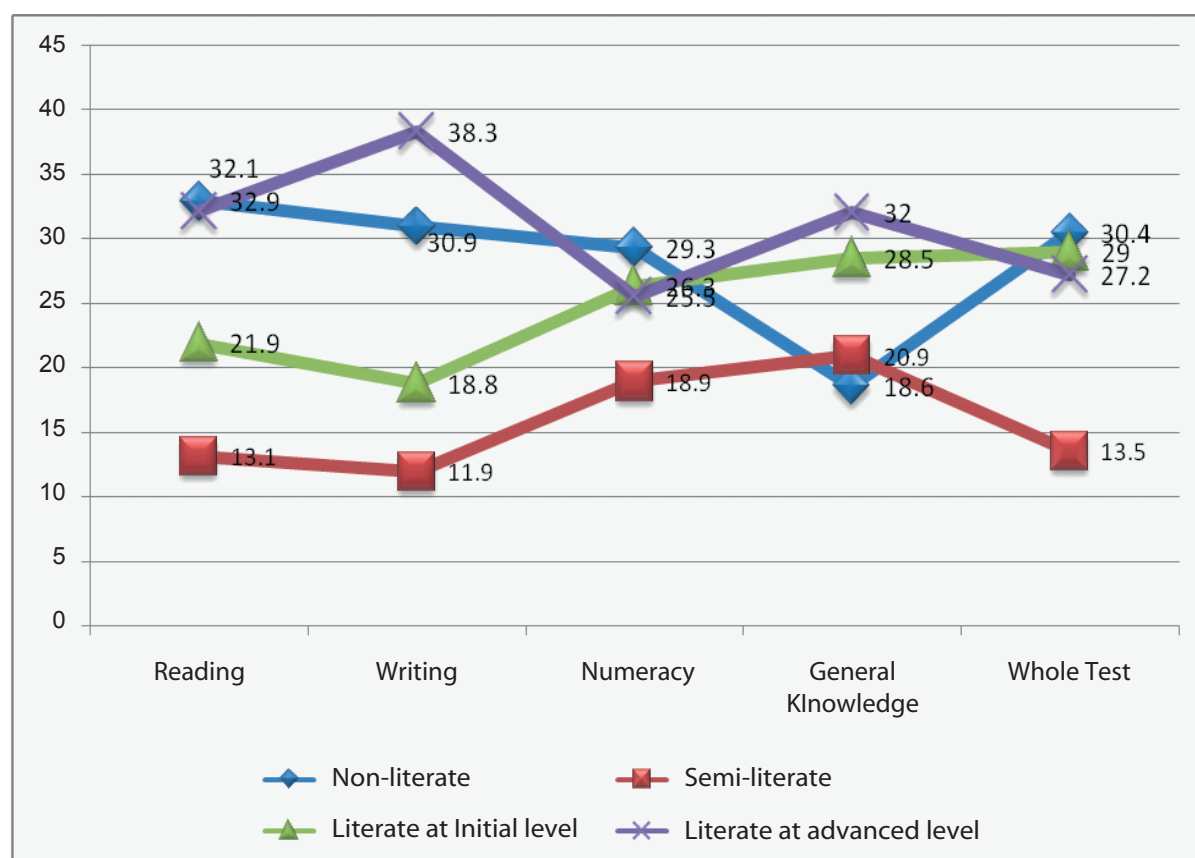
The survey revealed overall literacy level 56.2 percent for the children of 11-14 years. Variation was observed between the reading, writing, numeracy and general knowledge (Table 3.11). It is also observed more or less the same pattern for population aged 11 years and above.

Table 3.11: Percentage distribution of respondents (11-14 years) by different levels of literacy

Literacy level	Reading	Writing	Numeracy	General Knowledge	Whole Test
Non-literate	32.9	30.9	29.3	18.6	30.4
Semi-literate	13.1	11.9	18.9	20.9	13.5
Literates	54.0	57.1	51.6	60.5	56.2
<i>Literate at Initial level</i>	<i>21.9</i>	<i>18.8</i>	<i>26.3</i>	<i>28.5</i>	<i>29.0</i>
<i>Literate at advanced level</i>	<i>32.1</i>	<i>38.3</i>	<i>25.5</i>	<i>32.0</i>	<i>27.2</i>

Table 3.11 shows that among the literates the lowest percentage (54.0%) was for reading skill. The highest percentage was observed for general knowledge (60.5%) followed by writing (57.1%) and then by numeracy (51.6%). The Figure 3.10 shows the variations by different components and levels of literacy.

Figure 3.10: Literacy by Skill Components



The variation between levels for a given skill was also observed. In case of general knowledge, reading and writing, the advanced level was higher compared to initial level, whereas in case of numeracy initial level percentage was higher compared to advanced level percentage.

3.7.5 Score in the Test and the Distribution of score

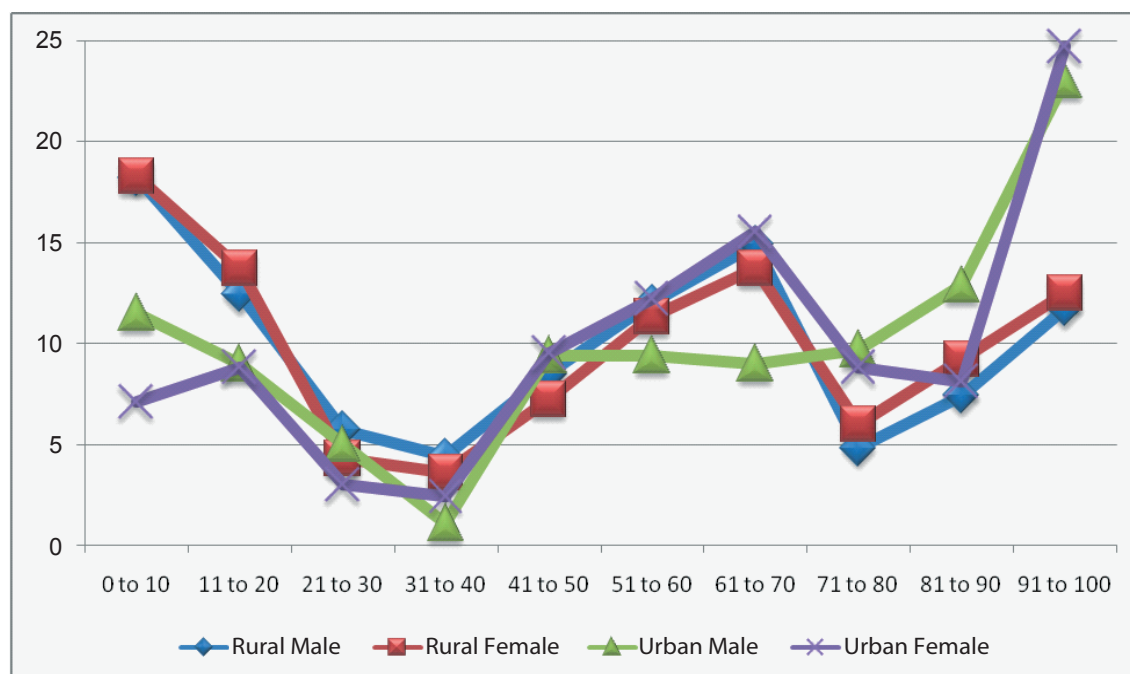
It is found that total of 16.1 percent children scored between 0-10, and 12.1 percent scored between 11-20 marks (Table 3.12). This means little less than 30 percent children (28.2) scored less than 20 marks. On the other hand, nearly 15 percent children scored more than 90 percent marks and 23.7 percent children scored more than 80 percent marks.

Table 3.12: Percentage distribution of total scores by sex and residence (11-14 years)

Scores	Rural			Urban			Total		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
0-10	18.2	18.3	18.2	11.5	7.1	9.2	16.6	15.7	16.1
11-20	12.4	13.7	13.1	9.0	8.8	8.9	11.6	12.6	12.1
21-30	5.7	4.3	5.1	5.0	3.0	4.0	5.6	4.0	4.8
31-40	4.4	3.6	4.0	1.1	2.4	1.7	3.6	3.3	3.5
41-50	8.5	7.2	7.9	9.4	9.5	9.4	8.7	7.8	8.2
51-60	12.0	11.3	11.6	9.4	12.2	10.8	11.3	11.5	11.4
61-70	14.9	13.7	14.4	9.0	15.5	12.4	13.5	14.2	13.9
71-80	4.8	6.0	5.4	9.7	8.8	9.2	6.0	6.7	6.3
81-90	7.4	9.2	8.2	12.9	8.1	10.5	8.7	8.9	8.8
91-100	11.7	12.5	12.1	23.0	24.7	23.9	14.4	15.4	14.9
Mean	47.0	48.0	47.4	58.9	61.2	60.2	49.7	51.1	50.4
Median	50.6	52.9	51.5	65.1	64.5	64.8	55.5	55.7	54.6
Standard deviation	30.8	31.8	31.3	31.7	29.0	30.4	31.5	31.6	31.6

The average, standard deviation, median score are also presented in Table 4.13. The rural averages were significantly smaller compared to urban averages. The standard deviation was relatively high for rural, urban and national level. Averages were lower than the median indicating spread over at the lower level.

Figure 3.11: Score ranges by Rural-Urban and Male-Female



As shown in Figure 3.11, the variation between boys and girls was small. However, difference between rural and urban distribution for both male and female is evident.

3.8 Adult Literacy (15+ aged)

Adults are those who are aged 15 years and above. The adult literacy rate serves as indicators of educational attainment. This indicator is used as one of the components of Human Development Indicator (HDI). Following international practice adult literacy rate was worked out for the population aged 15 years and above. The national statistics on adult literacy are given in Table 3.13.

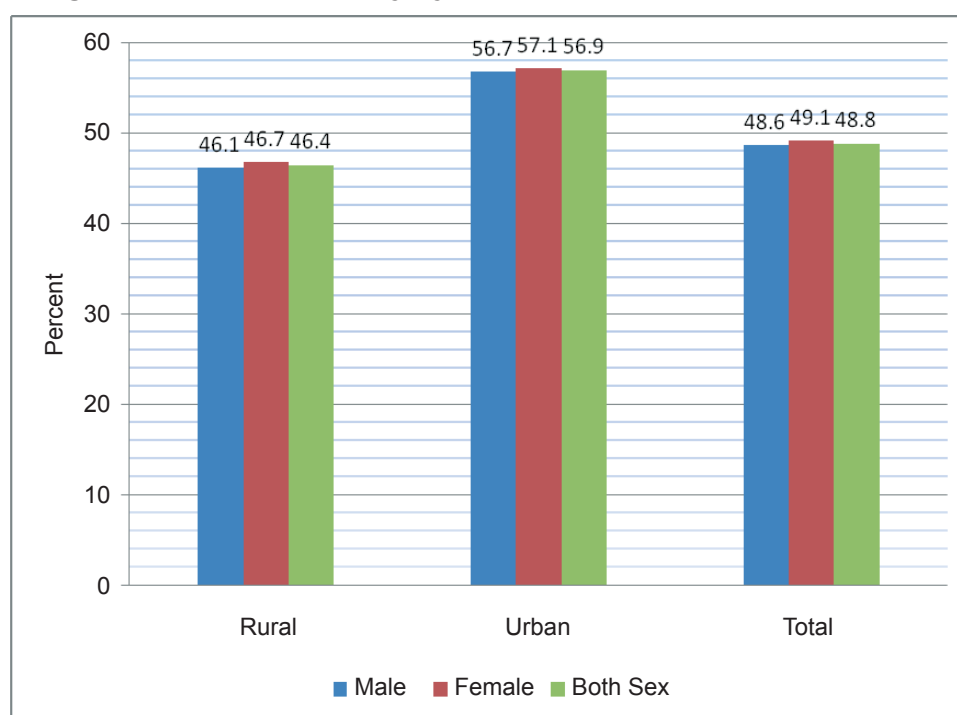
Table 3.13: Percentage distribution of adult population (15 years and above) by sex and rural-urban

Sex	Rural	Urban	Total
Male	46.1	56.7	48.6
Female	46.7	57.1	49.1
Total	46.4	56.9	48.8

For the total population the adult literacy rate was found to be 48.8 percent, 0.9 percentage point less than the literacy rate (49.7%) for population aged 11 years and above.

The male adult literacy rate was 48.6 percent and female literacy rate was 49.1 percent. The difference was only 0.5 percentage point (Figure 3.12). This is praiseworthy that female literacy rate was higher than male literacy rate for the first time in Bangladesh.

Figure 3 12: Adult Literacy by Male-Female and Rural-Urban



Urban-rural difference was observed. The rural literacy rate 46.4 percent was less than urban literacy rate 56.9 percentage point by 10.3 percent. Male-Female difference was insignificant in both rural and urban areas.

Figure 3.13: Differentials of literacy rate (15+ years and 11-14 years) by sex and rural-urban

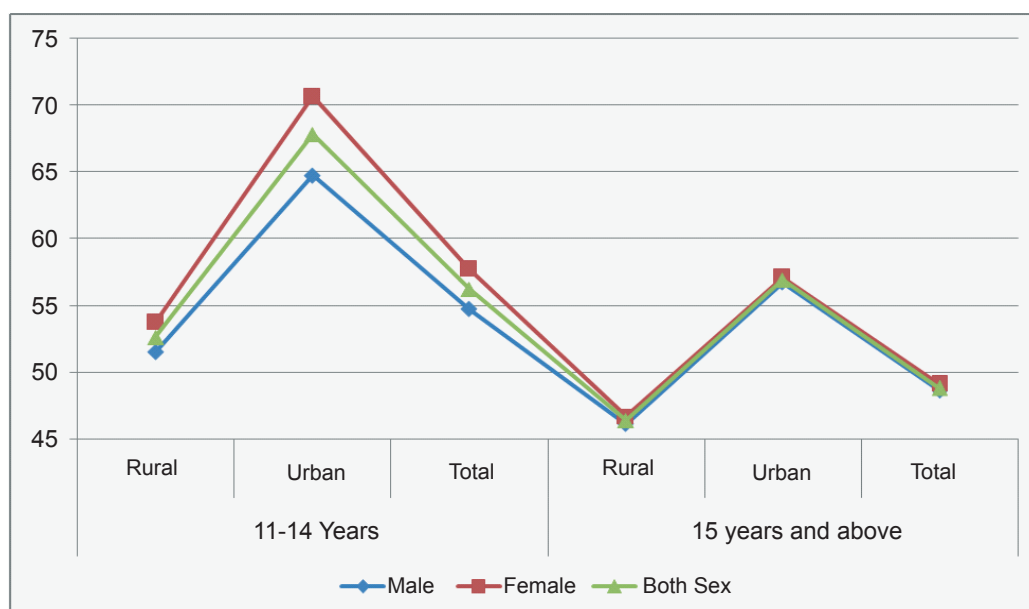


Figure 3.13 shows the differentials among literacy rates between 11-14 years age group and that of 15 years and above age group by sex and rural-urban distribution. It shows that literacy for 11-14 years age groups in urban areas is much higher than that of rural areas. However, Literacy rate among 11-14 years age group in rural areas is higher than that of 15+ age groups in rural areas.

3.8.1 Literacy skills by levels

Among the adult literates, majority were at advanced level (30.2%) and 18.6 percent at initial level. On the other hand, among all adult illiterates majority (33.5%) were non-literates and 17.7 percent semi literates (Table 3.14).

Table 3.14: Percentage of adult respondents (15 years and above) by different levels of literacy skills and sex

Literacy level	Sex		
	Male	Female	Total
Non-literate	33.8	33.1	33.5
Semi-literate	17.6	17.8	17.7
Literate at initial level	18.9	18.2	18.6
Literate at advanced level	29.7	30.9	30.2

The distributions of male adults and female adults by four levels of literacy are very close. The difference is statistically insignificant.

Figure 3.14: Adult Literacy Rate by Sex and Levels of Literacy

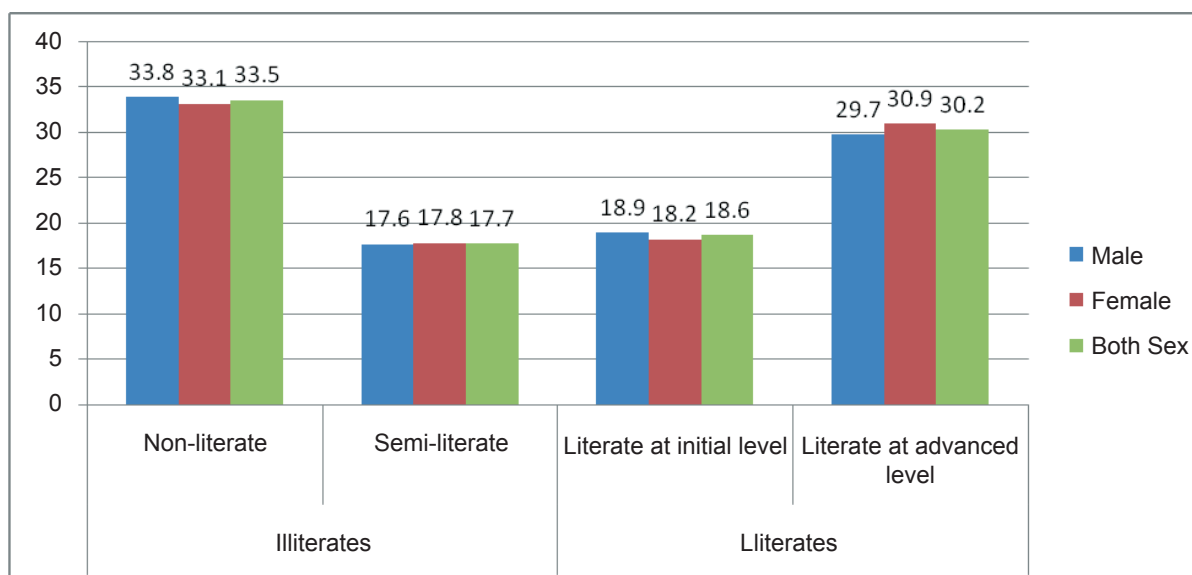


Figure 3.14 shows the distributions of adult population by levels of literacy. It is seen, that in the literates category, proportion of literates at advanced level is much higher than that of literate at initial level. Similarly, in the illiterate category, proportion of non-literates is much higher than that of semi-literates.

3.8.2 Division-wise Variation

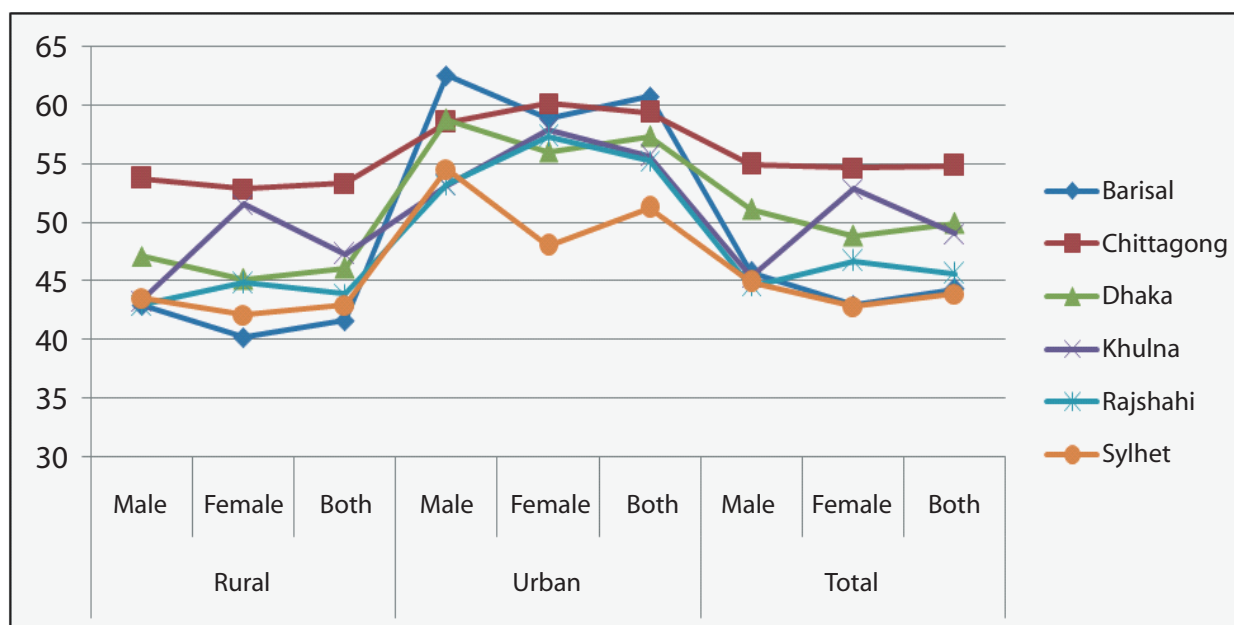
Variation in literacy rates among the divisions and rural-urban areas is observed. Division-wise literacy rates, disaggregated by Rural-Urban and Male-Female are shown in Table 3.15.

Table 3.15: Literacy rates (15 years and above) by divisions, rural-urban and sex

	Rural			Urban			National		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
Barisal	42.9	40.2	41.6	62.5	58.8	60.7	45.7	42.9	44.3
Chittagong	53.7	52.8	53.3	58.5	60.1	59.3	54.9	54.6	54.8
Dhaka	47.1	45.1	46.1	58.7	56.0	57.3	51.1	48.8	49.9
Khulna	43.3	51.5	47.3	53.1	57.9	55.6	45.3	52.8	49.0
Rajshahi	42.9	44.8	43.9	53.2	57.3	55.2	44.5	46.7	45.6
Sylhet	43.5	42.1	42.9	54.5	48.0	51.2	44.9	42.8	43.9
<i>National</i>	<i>46.1</i>	<i>46.7</i>	<i>46.4</i>	<i>56.7</i>	<i>57.1</i>	<i>56.9</i>	<i>48.6</i>	<i>49.1</i>	<i>48.8</i>

Table 3.15 and Figure 3.15 show that adult literacy is the highest in Chittagong division overall 54.8 percent, where Male 54.9 percent, and Female 54.6 percent. Sylhet ranked the lowest with literacy rate of 43.9 percent (Male 44.9%, Female 42.8%). Overall male-female variation was negligible.

Figure 3.15: Variation in Adult Literacy Rate by Divisions, Rural-Urban and Sex



As seen in Figure 3.15, disparity between rural and urban literacy is the highest in Rajshahi division. Disparity between male and female is higher in Khulna division, where more females are literate than males.

Chapter-4

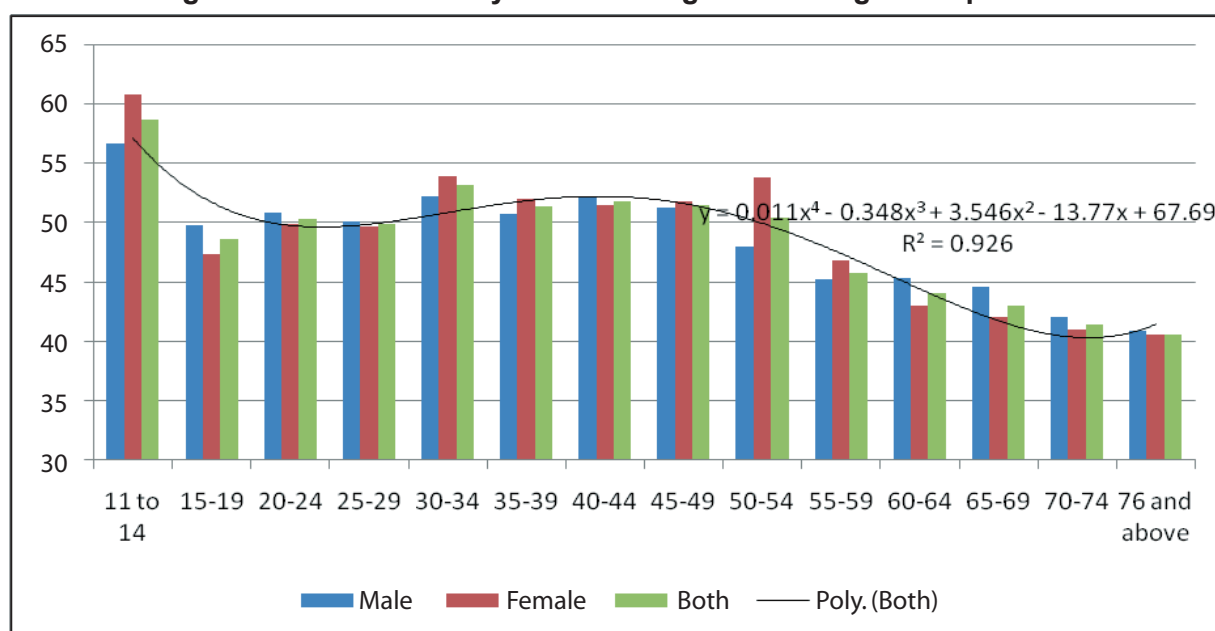
Socio-economic Correlates of Literacy

The Literacy Assessment Survey 2008 looked into the socio-economic correlates of literacy. The background questionnaire administered during literacy assessment survey provides socio-economic data for the persons assessed. Correlation between the literacy rate, levels of literacy and the socio-economic variables have been analyzed and briefly presented in the following sections.

4.1 Age Groups and Literacy

The literacy rate of 58.7% was the highest for the 11-14 year age group. It was true for both male and female and the corresponding rates were 56.7% and 60.8% respectively. The rate gradually decreased which was erratic. The trend of decreasing literacy rates with increase in age is shown in Figure 4.1.

Figure 4.1: Adult Literacy Rates among different Age Groups



Literacy rates of the population by age groups are presented in Table 4.1.

Table 4.1: Literacy rate by age group and sex

Age Group	Male	Female	Both
11-14	56.7	60.8	58.7
15-19	49.8	47.3	48.6
20-24	50.8	49.9	50.3
25-29	50.1	49.7	49.9
30-34	52.2	53.9	53.1
35-39	50.7	52.0	51.4
40-44	52.1	51.5	51.8
45-49	51.2	51.8	51.5
50-54	48.0	53.8	50.4
55-59	45.2	46.8	45.7
60-64	45.3	43.0	44.0
65-69	44.6	42.0	43.0
70-74	42.0	41.0	41.4
76 and above	40.9	40.5	40.6

4.2 Religious affiliation and literacy

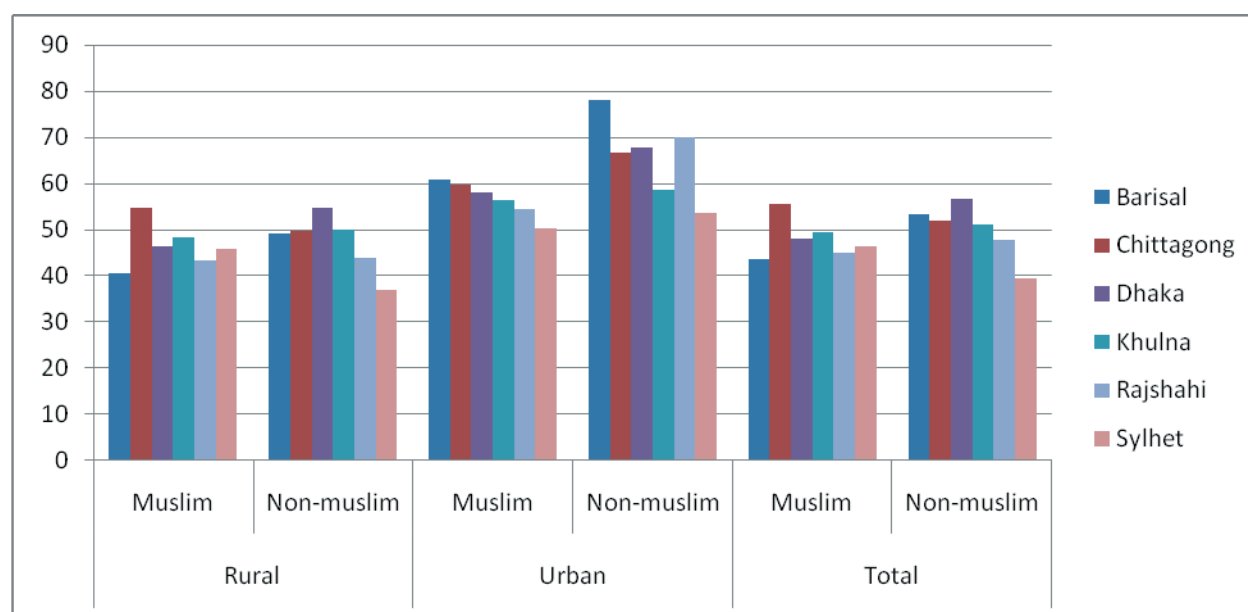
Two major religions are Muslims and Hindus; other religions are Buddhism and Christianity. Muslims constitute nearly 90 percent of total population and Non-Muslims are 10 percent of total population. Literacy rate of Muslim population was 48.9 percent and non-muslim population was 51.9 percent. The difference at national level was 3 percentage point. Table 4.2 presents literacy data by religions and divisions.

Table 4.2: Literacy rate by Religious Affiliation of the respondents and stratum, 11 years and above population

Division	Rural			Urban			National		
	Muslim	Non-muslim	Both	Muslim	Non-muslim	Both	Muslim	Non-muslim	Both
Barisal	40.6	49.1	41.3	60.8	78.1	62.2	43.5	53.2	44.3
Chittagong	54.7	49.6	54.2	59.8	66.7	60.8	55.5	52.0	55.2
Dhaka	46.3	54.8	47.7	58.1	67.7	59.3	48.0	56.6	49.4
Khulna	48.2	50.0	48.4	56.5	58.7	56.7	49.4	51.2	49.6
Rajshahi	43.4	43.9	43.5	54.4	70.1	55.5	45.0	47.7	45.2
Sylhet	45.9	37.0	44.0	50.3	53.5	51.5	46.5	39.4	45.1
National	46.5	47.5	47.1	56.65	65.8	58.1	48.9	51.9	49.7

Although at national level the non-muslim were more literate, the literacy rates were lower in Chittagong and Sylhet. These two divisions have large number of tribal population and they are mostly illiterate.

Figure 4.2: Literacy Rates by Religion and Divisions

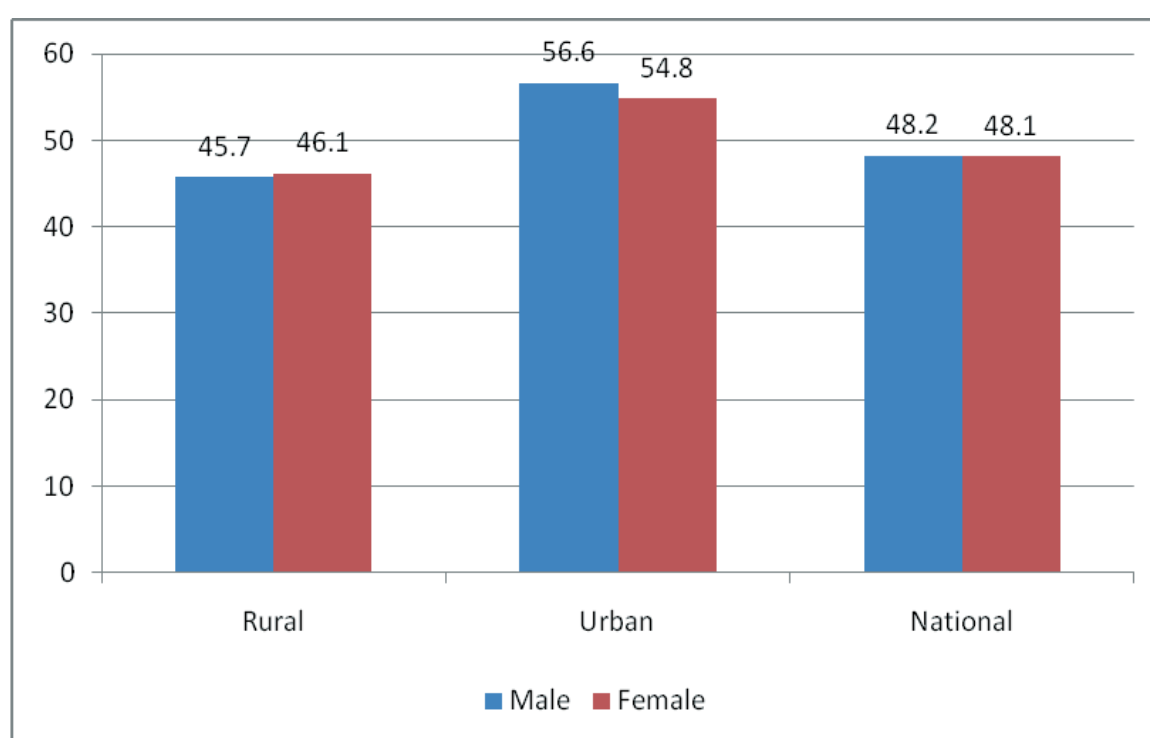


Difference in literacy rates between muslims and non-muslims was small in rural areas compared to the difference between two religious groups in the urban areas (Figure 4.2). The literacy rates of urban non-muslims were significantly higher than that of muslims. The difference was maximum in Barisal and Rajshahi urban areas.

4.3 Literacy Rates of Male and Female Household Heads

The survey covered a total of 12096 respondents aged 11 years and above using Kish method of selection. Among all respondents, only 3467 reported to be household heads. Literacy rates for household heads are shown in Figure 4.3.

Figure 4.3: Literacy Rate among household heads by Male-Female and Rural-Urban

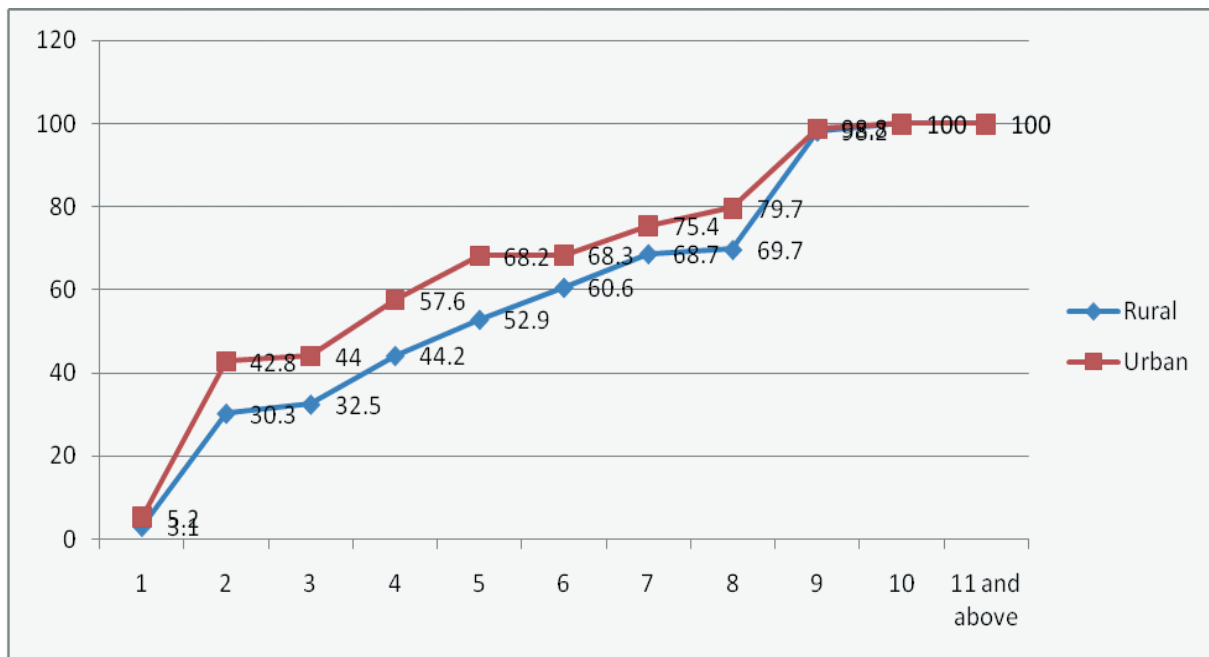


At national level and also in rural and urban areas, the survey reveals little difference between male and female persons as head of the household. This implies that generally literate persons are household heads.

4.4 Formal Education and Level of Literacy

A strong relationship, as expected, was observed between level of formal education and level of literacy. The rate of increase was higher in case of urban areas compared to rural areas (Figure 4.4).

Figure 4.4: Level of Formal Schooling and Literacy Rate by Rural-Urban distribution



It is to be noted that after completing grade 5, only 44.2 percent in rural areas remain literate, compared to 57.6 percent in the urban areas. It is also notable that literacy rate among the respondents completing level 10 is found to be 100 percent.

Figure 4.5: Levels of Formal Schooling and Literacy Rate by Male-Female distribution

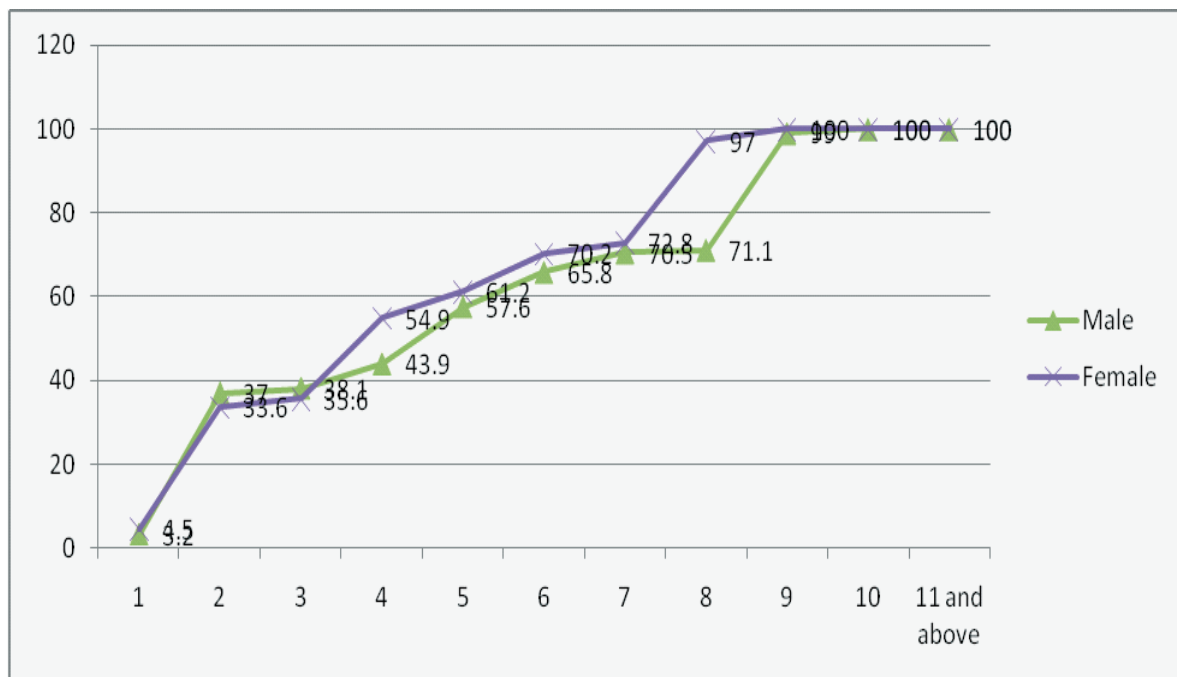


Figure 4.5 shows that the rate of increase in literacy was higher in case of female compared to increase in male. It is interesting to note that completion of primary education is not a guarantee to attain literacy. Only 57.6% male and 61.2% female completing primary education were found literate. It is also evident that females retain literacy skills more than males do. However, all respondents completing grade 10 were found literate. Table 4.3 shows all data by years of schooling and disaggregated by rural-urban and male-female.

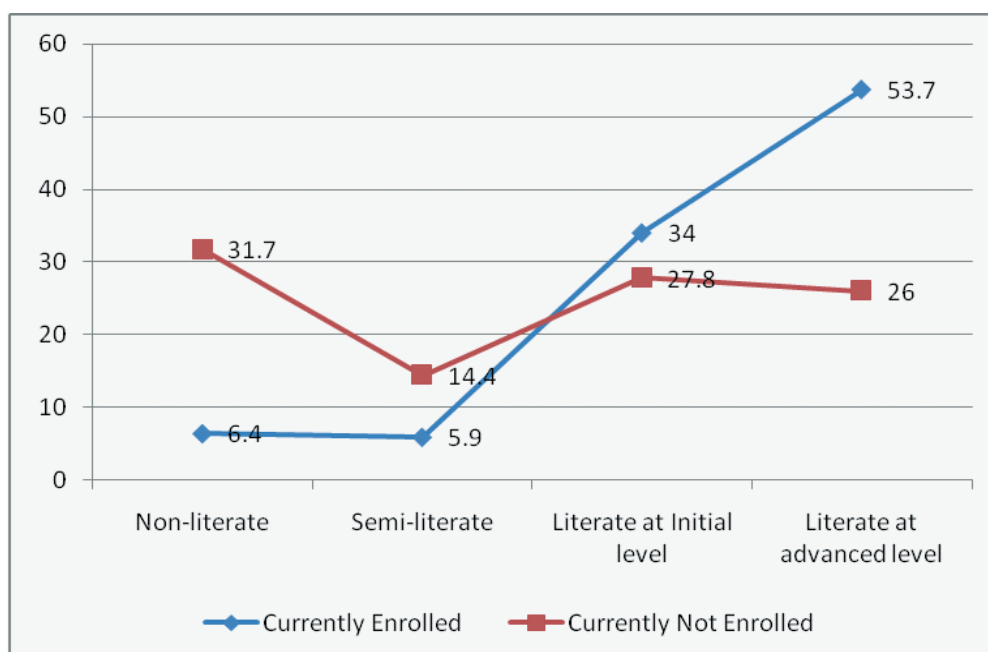
Table 4.3: Literacy rate by years of schooling completed 11 years and above

Class completed	Rural	Urban	Male	Female	BothSex
1	3.1	5.2	3.2	4.5	3.8
2	30.3	42.8	37.0	33.6	35.3
3	32.5	44.0	38.1	35.6	36.9
4	44.2	57.6	43.9	54.9	49.4
5	52.9	68.2	57.6	61.2	59.4
6	60.6	68.3	65.8	70.2	68.0
7	68.7	75.4	70.5	72.8	71.7
8	69.7	79.7	71.1	97.0	84.0
9	98.2	98.8	99.0	100.0	99.5
10	100.0	100.00	100.0	100.0	100.0
11 and above	100.0	100.00	100.0	100.0	100.0
	100.00	100.00	100.0	100.0	100.0

4.5 Enrolment Status and Literacy Rates (11-14 years children)

The literacy level of children currently enrolled in any educational institutions is higher than the children currently not students (Figure 4.6).

Figure 4.6: Levels of literacy Skills and Current Enrollment Status (11-14 years)



The literacy of currently enrolled children of age 11-14 years was 87.7 percent and the literacy status of children currently not enrolled was 53.8 percent.

Figure 4.7: Literacy rate by current enrolment status, sex and residence (11-14 years)

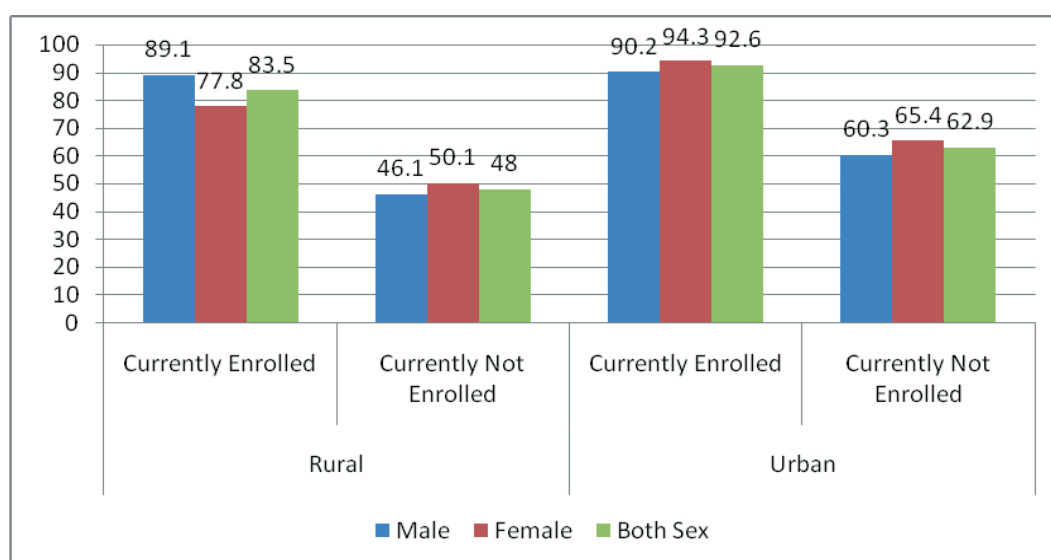


Figure 4.7 shows literacy status of urban children which was high compared to rural children, regardless of their enrolment status.

Chapter-5

Effect of Household Wealth Status on Literacy Rate

One of the objectives of Literacy Assessment Survey 2008 is to investigate the effect of household wealth status/level on literacy rate in Bangladesh. To explore the relation between wealth status and literacy level, only household asset/wealth indicators such as cot, watch, table, chair etc. were considered for estimating the wealth/asset index without income and expenditure information of household. The economic evidence suggests that the household asset or wealth index is a proxy indicator for economic status of household. Such a proxy for wealth is useful in examining the effects of wealth on literacy when either income or expenditure data for household are not available.

To measure the household wealth index, the weight of household wealth such as table, cot, quilt, watch, radio, television, tube-well etc. are estimated. For estimating the weight of household wealth, this study has used principal component analysis as a statistical technique.

5.1 Measuring Wealth Index

To estimate the wealth index for individual household for Bangladesh, this study includes 24 wealth/asset indicators of each household. These wealth/asset indicators are subdivided into five groups:

- i) ☐ household ownership of consumer durables, with nine questions (clock/watch, radio, cot/four legs wooden cot, table/chair, sewing machine, television, refrigerator, computer, air conditioner);
- ii) characteristics of household dwelling, with seven indicators (tube-well, types of houses such as hut; kutcha; semi-pucka and pucka, number of rooms occupied such as less than equal to one room and two about rooms),
- iii) ☐ types of transportation and communication owned by household, with five indicators (bicycle/rickshaw/van, motor-cycle, car, mobile/cell phone and land telephone) ;
- iv) ☐ types of productive assets owned by household, with two distinctions indicators (shallow tube-well and paddy separation machine); and
- v) ☐ household food security is highly related to the household literacy score, so food deficiency is considered as an other indicators to estimate the household wealth index in this study.

Further, family characteristics information such as family head male or female; family head's occupation; number of male and female family members, etc. are not considered in this survey. For performing principal component analysis, it is assumed that variables follow multivariate

normal distribution. To satisfy this assumption, all the wealth variables are reformulated into standardize normal form by the law of central limit theorem.

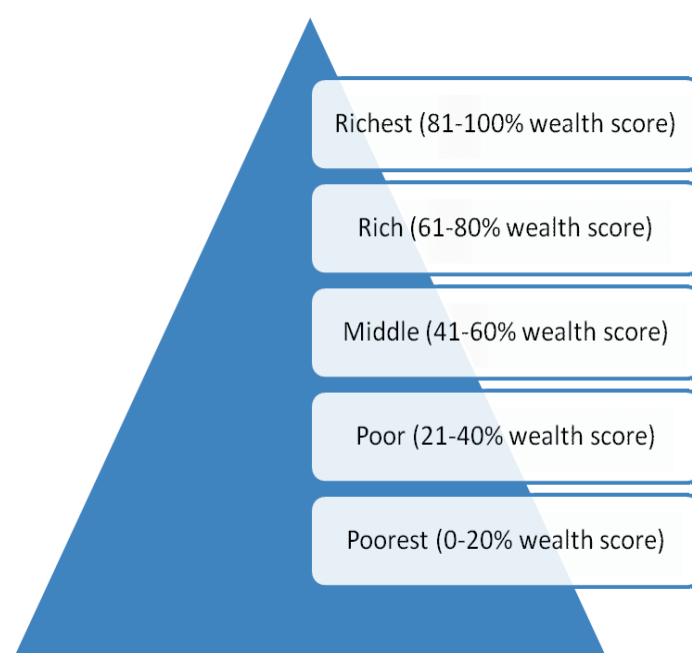
The principal component analysis may express as orthogonal linear combinations of the variables that capture the common information most successfully. The linear combinations of a set of underlying components are formulated by the set of wealth variables for each household j . Therefore, an index for each household can be expressed as:

$$F1j = w11 x1j + w12 x2j + + w1N xNj \quad (1)$$

Here it considered a set of N household wealth variables, x^*1j to x^*Nj , represents the ownership of N assets by each household j . Principal components starts by specifying each variable normalized by its mean and standard deviation, for example $x1j = (x^*1j - x^*1)/(s^*1)$, where x^*1 is the mean of x^*1j across households and s^*1 is its standard deviation.

In order to analyze the effect of household wealth status on household literacy rate for individual household, the household wealth index is estimated. The individual household wealth index is constructed for overall country, rural and urban areas including gender differentiations. The study subdivided the households into five equal groups as shown in Figure 5.1.

Figure 5.1: Groupings by Wealth Index levels



Poorest indicates the one fifth of total households which carried the lowest number of household wealth scores, Poor indicates the next one-fifth, and so on. The Richest group includes the one fifth of total households which are carried highest number of household wealth index/level.

Table 5.1: Estimated Weight of Household Wealth Variables for Bangladesh Including Gender Differentiations

Household wealth Variables	Bangladesh	Bangladesh		Rural	Rural		Urban	Urban	
		Male	Female		Male	Female		Male	Female
Clock/Watch	.136	.134	.139	.146	.144	.148	.128	.124	.132
Radio	.087	.091	.083	.097	.101	.093	.080	.083	.076
Cot/Four-lagged wooden Cot	.074	.072	.077	.080	.075	.085	.071	.071	.071
Table/Chair	.128	.125	.131	.138	.134	.142	.122	.120	.123
Sewing machine	.089	.087	.091	.086	.088	.084	.088	.083	.092
Television	.149	.147	.150	.150	.149	.151	.145	.143	.147
Refrigerator	.133	.134	.131	.122	.124	.119	.136	.138	.134
Computer	.072	.079	.064	.064	.070	.057	.074	.082	.065
Air conditioner	.037	.035	.040	.035	.026	.042	.036	.037	.036
Tube-well	.070	.066	.074	.087	.082	.092	.058	.055	.061
Type of houses(hut)	-.037	-.033	-.041	-.042	-.037	-.047	-.034	-.032	-.037
Type of Houses (kutcha-house)	-.120	-.122	-.118	-.108	-.112	-.103	-.126	-.127	-.124
Type of houses (semi-pucka)	.081	.082	.080	.091	.092	.089	.068	.070	.067
Type of houses (pucka)	.116	.117	.115	.106	.107	.104	.118	.120	.117
Number of rooms (less than two rooms)	-.115	-.112	-.117	-.121	-.116	-.126	-.115	-.114	-.115
Number of rooms (two about rooms)	.138	.136	.139	.144	.142	.147	.137	.136	.137
Bicycle/Rickshaw/Van	.054	.053	.056	.068	.065	.071	.043	.042	.044
Motor-cycle	.073	.076	.070	.076	.080	.072	.068	.070	.066
Car	.045	.044	.046	.036	.031	.041	.048	.049	.047
Mobile/Cell phone	.154	.153	.156	.161	.161	.160	.148	.145	.151
Land telephone	.070	.076	.063	.052	.059	.045	.078	.084	.071
Shallow tube-well	.037	.038	.036	.053	.056	.051	.024	.022	.026
Paddy separation machine	.032	.032	.033	.052	.052	.052	.013	.010	.016
Food deficiency	-.081	-.076	-.086	-.086	-.082	-.091	-.079	-.073	-.086

Table 5.1 reports the weight of household each wealth obtained by principal components analysis for 24 variables. These weights show that the household wealth variables clock/watch, table/chair, television, refrigerator and mobile/cell phone carried high weight than that of other variables for overall Bangladesh, such results also observed for rural and urban areas. The negative weight carried the type of houses (hut), type of houses (Kutchha-house), number of rooms (less than two rooms) and food deficiency variables, which creates somewhat obstacle to collect further or new asset in future. The weight for household wealth variables between the male and female household respondents are not observed significant difference.

Table 5.2: Range of Household Wealth Indices for Bangladesh

Particulars	Bangladesh	Bangladesh		Rural	Rural		Urban	Urban	
		Male	Female		Male	Female		Male	Female
Range of household wealth indices	-0.966 to 5.275	-1.916 to 4.887	-2.014 to 5.242	-2.004 to 5.932	-1.960 to 4.686	-2.046 to 5.939	-2.003 to 4.147	-1.934 to 4.199	-2.071 to 3.939
Explained variance (%)	19	19	19	18	18	17	20	20	20
Sample size	12096	6027	6069	7200	3584	3616	4896	2443	2453

The range of household wealth indices are shown in Table 5.2. This table indicates that the high wealth variation is observed among the households in rural area and such variation is also observed for female household respondent in that area. However, low wealth variation is found among the households in urban areas female household respondent.

5.2 Literacy Rates and Wealth Index

The household literacy score by household wealth indices are cross analyzed study to measure the literacy rate by the level of household wealth status for male and female respondent of household in rural, urban areas and for the whole country. The information regarding literacy rate according to household wealth status are revealed in Table 5.3, Table 5.4, and Table 5.5.

Table 5.3: Literacy Rate (%) by Different Economic Classes in Bangladesh

Wealth Level	Overall Bangladesh	Sex	
		Male	Female
Poorest	28	28	29
Poor	39	38	40
Middle Class	51	51	51
Rich	64	64	64
Richest	76	76	75

For overall Bangladesh, Table 5.3 indicates that the literacy rate in the poorest people was 28 percent and in the richest people was 76 percent. Similar result was also observed between male and female. However, for overall Bangladesh, the literacy rate among the household wealth level varied by 20 percent (standard deviation of observed percent). The literacy rate by household wealth status between male and female respondents is very close.

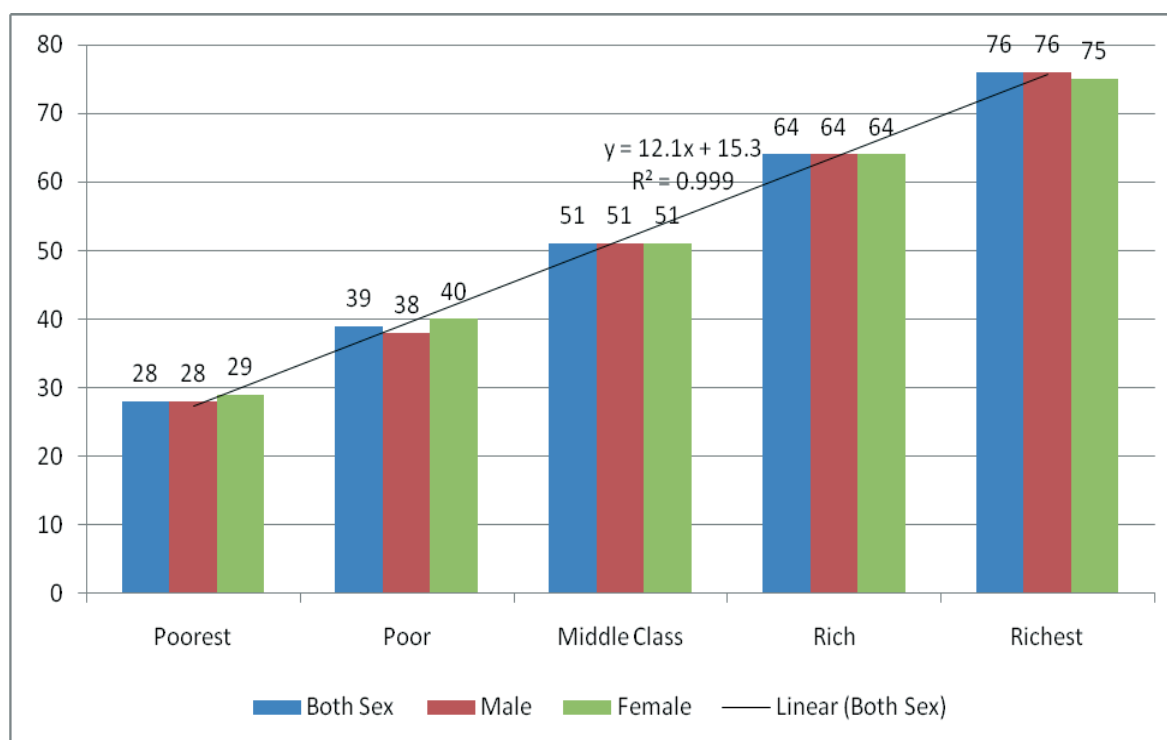
Figure 5.2: Literacy Rate (%) among different economic classes

Figure 5.2 shows how literacy rates vary with change in economic classes of people. As seen, a strong linear relationship exists between wealth level and literacy rate.

Table 5.4: Literacy Rate (%) of Different Economic Classes in Rural Areas

Wealth Level	Overall Bangladesh	Male and Female	
		Male	Female
Poorest	25	26	26
Poor	34	34	34
Middle Class	48	47	49
Rich	58	58	58
Richest	69	68	70

In rural areas, the literacy rate was 48 percent for middle class families (Table 5.4). This rate was observed higher in female respondent household than that of male respondent household. The literacy rate is observed 64 percent lower in poorest family compared to the richest family in rural areas. This rate was found 25 percent for poorest family and 69 percent for richest family. However, among the household wealth status the variation of this rate was found around 18 percent. Such variation for this rate was found almost similar for male and female respondent household in rural area. In this area the literacy rate of female respondent household was somewhat higher than that of male respondent household. Figure 5.3 shows the same pattern of strong linear relationship between wealth level and literacy rates.

Figure 5.3: Literacy Rate (%) by Different Economic Classes in Rural Areas

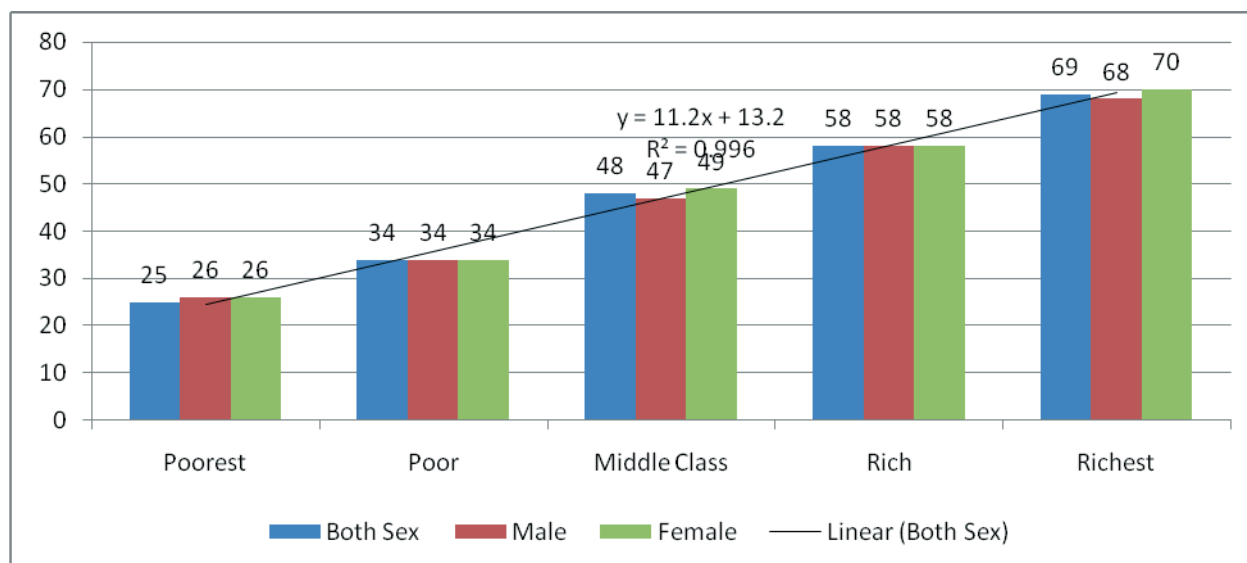


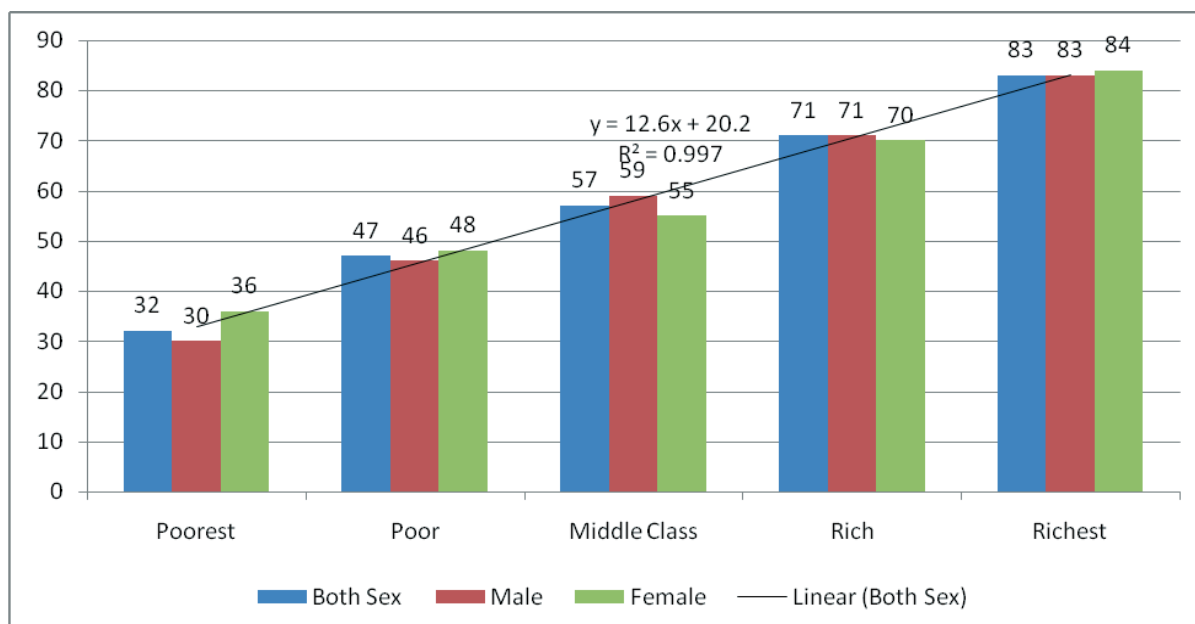
Table 5.5 indicates the literacy rate by household status for urban population. Among the urban people, the literacy rate for middle class family was 57 percent, however such rate was shown 32 percent and 83 percent for the poorest and the richest family respectively. This rate was observed 51 percentage point lower in poorest family compared to richest family.

Table 5.5: Literacy Rate (%) by Different Economic Classes in Urban Areas

Wealth Level	Overall Urban Areas	Sex	
		Male	Female
Poorest	32	30	36
Poor	47	46	48
Middle Class	57	59	55
Rich	71	71	70
Richest	83	83	84

The variation of this rate among the household wealth level groups' people in urban area was found around 20 percent (standard deviation of observed percent). In urban area the literacy rate was found somewhat higher for female respondent households compared to male respondent households (Figure 5.4). This rate was observed 53 percent and 48 percent lower in poorest family compared to richest family for male and female respondent household respectively in urban area as.

Figure 5.4: Literacy Rate (%) by Different Economic Classes in Urban Areas



5.3 Other Observations

Some of the other observations in relation to wealth status and literacy rates are listed below:

- The high and low wealth variation was observed in rural areas, female household respondent families and in urban areas female household respondent respectively among the households.
- The literacy rate was found 28 percent for poorest people and 76 percent for richest people in Bangladesh. Similar result is also observed for male and female population. The remarkable significant difference is not observed between male and female literacy rate by household wealth status.
- The literacy rate was observed 64 percent lower in poorest family compared to the richest family in rural area. This rate was found 25 percent for poorest family and 69 percent for the richest family.
- In urban areas' the literacy rate for middle class family was found 57 percent. However such rate was shown 32 percent and 83 percent for poorest and richest family respectively.
- In urban area, the literacy rate was found somewhat higher for female respondent households compared to male respondent households. Further, this rate was observed 64 percent and 57 percent lower in poorest family compared to richest family for male and female respondents respectively.
- The household wealth variables clock/watch, table/chair, television, refrigerator and mobile/cell phone carried high weight than that of other variables for overall Bangladesh, rural and urban areas.
- The variables type of houses (hut), type of houses (kutchahouse), number of rooms (less than two rooms) and food deficiency create somewhat obstacle to collect further or new asset for household in future because they carried negative weight.

Chapter-6

Trend in Adult Literacy & Concluding Remarks

This chapter presents adult literacy rate obtained from Education Watch 2002 and Adult Literacy Situation in Bangladesh 2005 and LAS 2008. Until 2002, data on literacy were only available from population censuses and household-level surveys. As mentioned earlier, the literacy rates derived from such surveys are not reliable as, in most cases, based on self-assessment or self-declaration. As these methods also include semi-literates in the literates group, which inflates the literacy rate. Therefore, data obtained from assessment based studies cannot be compared to data obtained from the censuses and other household-level surveys. For analyzing the trend, therefore, data from the previous two literacy assessments (EW 2002 and ALSB 2005) have been used in this section.

6.1 Trend in Adult Literacy Rates (2002-2008)

While analyzing the literacy data for periods before 2002, it was found that the progress of adult literacy rate was very slow from 1971 to 2000. Wide inconsistency in trend has been observed. These irregular and erratic behaviors emanated mainly from variation in definition of literacy and its measurement procedures.

To have a realistic picture of literacy situation the Education Watch 2002 developed a new definition of literacy. In this approach the self assessed literacy has been replaced by independent literacy assessment test. Consequently, UNESCO Dhaka office commissioned another literacy assessment in 2005 (ALSB), which was conducted by Dhaka Ahsania Mission, adopting the definition of literacy and the sampling design used by the Education Watch 2002. BBS adopted the methodology of both the previous studies and conducted the Literacy Assessment Survey 2008 in the first quarter of 2008.

The sample size in the three studies were large to provide valid estimates. Thus the statistics and findings of the three surveys provided basis to make trend analysis since 2002. Figure 6.1 presents adult literacy rates for 2002, 2005, 2008.

Adult literacy was 38.8 in 2002, 41.5 in 2005 and 48.8 in 2008. This means the overall literacy rate increased by 10 percentage point during 2002-2008 periods.

Figure 6.1 shows that difference between literacy rates of male and female was high in 2002 (male 43.6%, female 32%), and the differences reduces over time becoming female adult literacy rate slightly higher than that of male in 2008 (male 48.6%, female 49.1%).

It is found from Figure 6.1, that in 2002, the male-female disparity was 14.3 percentage point, reduced to 10.3 percent in 2005. In 2008 the female literacy was higher compared to male by 0.5 percentage point. Gender parity index was 69.1% in 2002, 78.1 percent in 2005 and 101.0 in 2008. This trend in one hand is very encouraging that female literacy is rapidly increasing and surpassed male literacy rate on the other hand. The disparity will assume a big challenge for establishing equity in human resource development.

Figure 6.1: Adult Literacy Rates since 2002

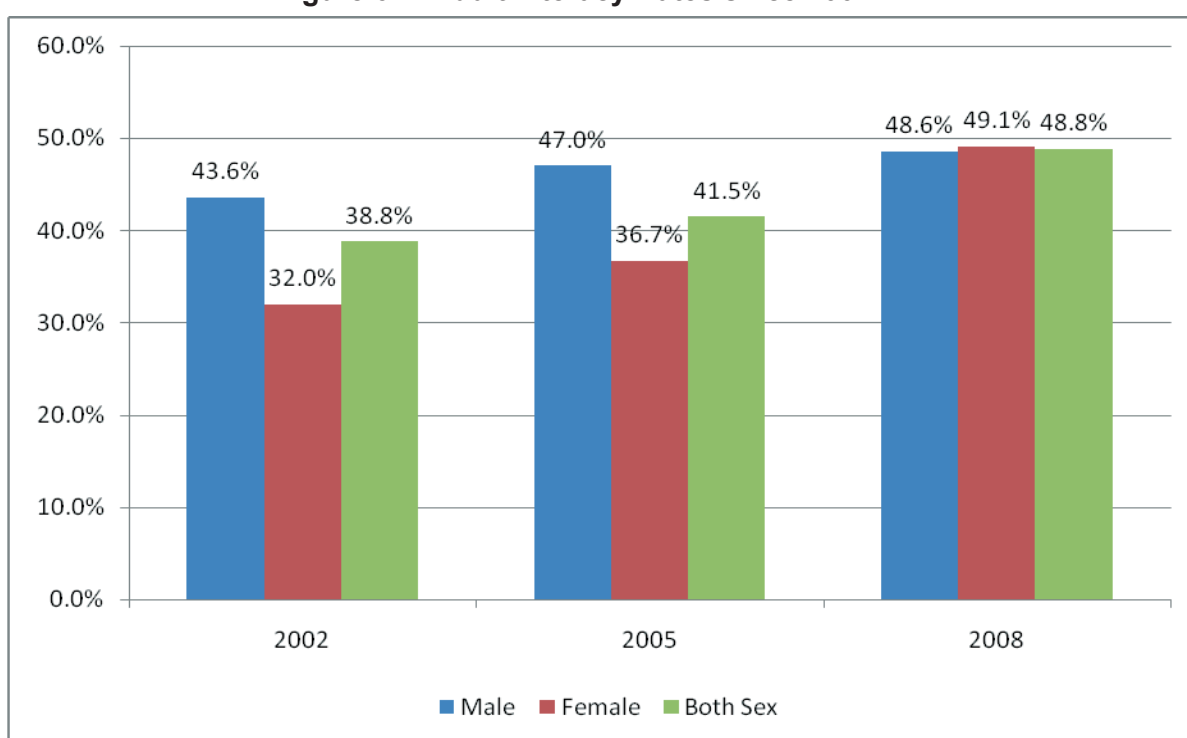
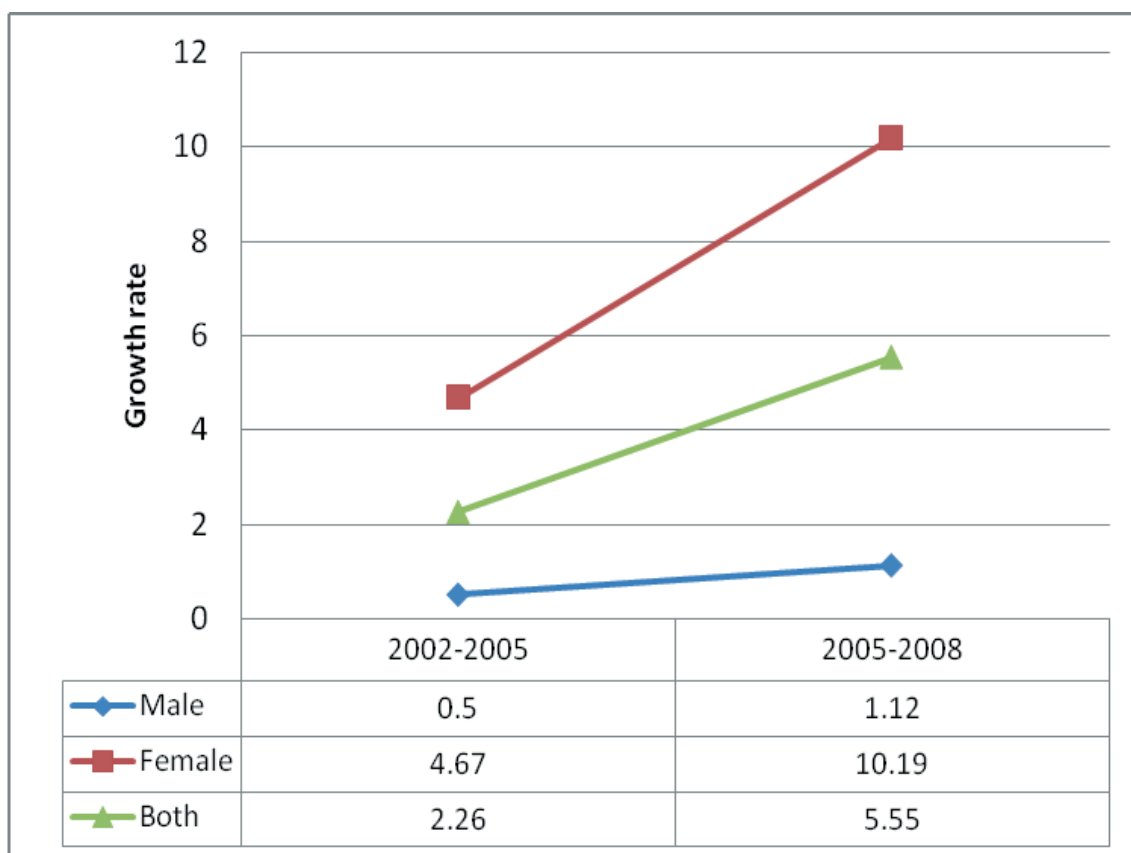


Figure 6.2 gives annual growth rates for different periods. The annual growth rate was 3.9 percent per annum during 2002-2008. The annual growth rate was 2.3 percent during 2002-2005 and 5.55 percent during 2005-2008. It is clear that the growth rate will be increasingly higher in the coming years. If the annual growth rate continues to remain at least 5.55% then the adult literacy would 71.2% in 2015 a great achievement in improving literacy rate. This implies that more than 70 percent of adult population would become literate and only 30 percent would be remain illiterate in 2015.

Figure 6.2: Annual growth rate of adult literacy's for different periods

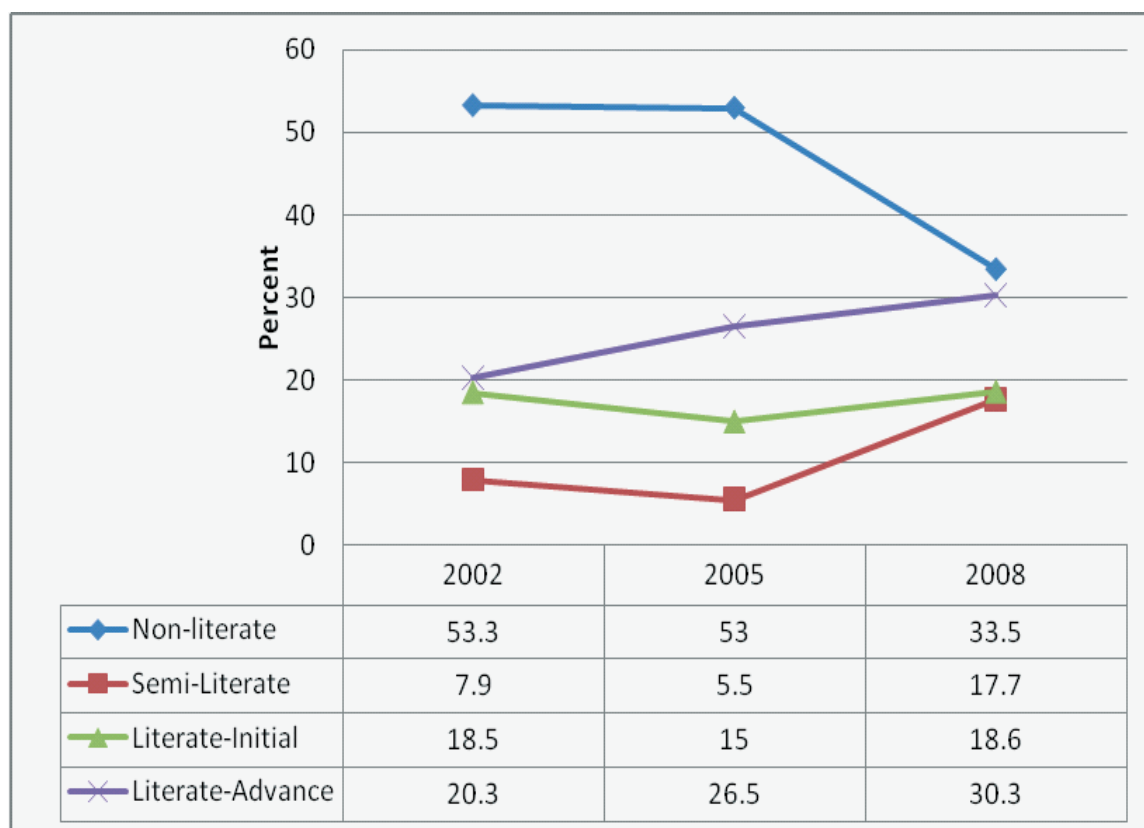


The trend analysis of literacy rates shows that the major contribution to overall increase in adult literacy came from the increasingly higher growth rates in female literacy. This may be attributed to recent policies and activities promoted to the promotion of female participation in all economic activities, particularly in education. New programmes and policies are needed to accelerate the growth of male literacy so that male and female literacy remain equal and move faster so that 95% literacy is achieved by 2020.

6.2 Trend in Levels of literacy

A change has also been observed in the four levels of literacy during 2002-2008 (Figure 6.3). It shows that proportion of non-literate has been decreasing and semi-literate increasing. A spectacular change has been observed in case of advanced level of literacy. The advanced literates reflect sustainability of literate as there is no fear of relapse. This is very encouraging. This is a sign that literate people would be able to contribute meaningfully to the nation building of Bangladesh.

Figure 6.3: Changes in Levels of Literacy (2002-2008)



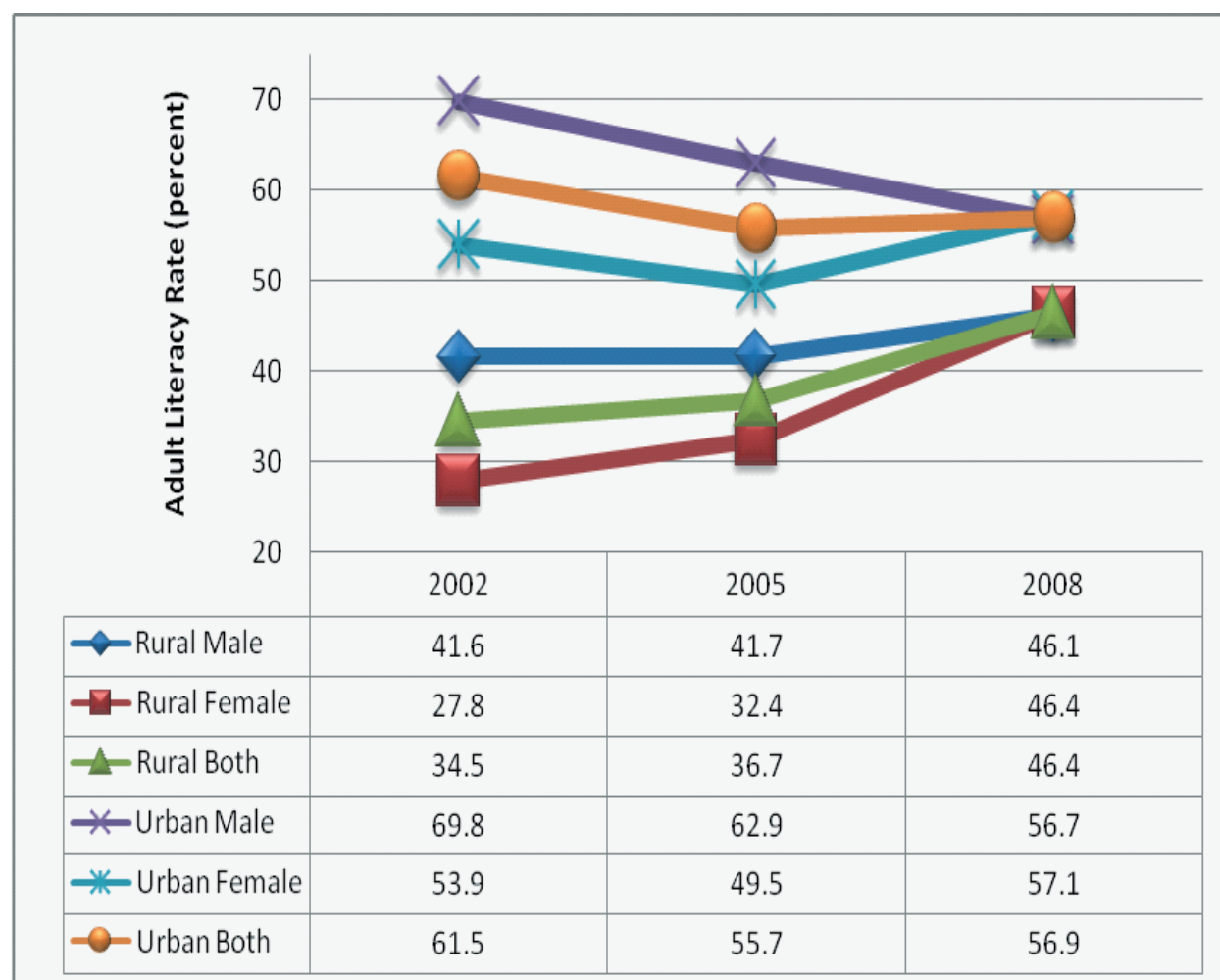
6.3 Trend in Rural and Urban Adult Literacy

The adult literacy rate in rural areas was 34.5 percent in 2002, 36.7 percent in 2005 and 46.4 percent in 2008 (Figure 6.4). The growth was spectacular. The annual growth of adult literacy in rural areas has been 5.01 percent. The contribution to this higher growth rate came from the growth of female literacy rate. The annual rural male growth rate was 1.73 percent while annual female growth rate was 9.0 percent.

The adult literacy rate in urban area was 61.5 percent in 2002, decreased to 55.7 in 2005, and increased to 56.9 percent in 2008. The urban overall literacy have declined in 2002-2005, but reverted during 2005-2008. The urban male literacy was found to have been gradually declining while female literacy first declined and then increased.

The rural urban gap was 27 percent point in 2002, reduced to 19 percent point in 2005 and further to 10.5 percent point in 2008.

Figure 6.4: Changes in Literacy Rates by Male-Female and Rural-Urban (2002-2008)



The rapid decline of urban literacy particularly of urban male literacy is attributed to rapid growth of slum population in the urban areas through migration of illiterate rural people for better opportunities, employment and improved livelihood in the urban areas.

6.4 Concluding Remarks

Literacy attainment efforts in Bangladesh have not yet passed the experimentation stage. Newer ideas, principles and methods are being continuously tried out by the Government with its own resources as well as with assistance from development partners and donor countries. The findings of the LAS will definitely contribute to better understanding of literacy situation in Bangladesh. The disaggregated data by levels of literacy will help the planner to adopt targeted interventions for population with specific level of literacy. As this survey shows the trend in adult literacy in Bangladesh, it will help planning other interventions to achieve MDG and EFA goals.

As a national statistical organization Bangladesh Bureau of Statistics (BBS) is fully aware of its responsibilities in conducting surveys and censuses by adopting new methodologies and technologies. Literacy Assessment Survey (LAS) is one of the new editions carried out by BBS. This survey contributed in capacity building of BBS, and has also strengthened national capacity to undertake direct literacy assessment. With its enhanced capacity, BBS can conduct such assessment in future and provide reliable literacy data to the nation. This survey has given an opportunity to BBS to come out from the traditional method of estimating literacy rate based on self-assessment. With this survey, and by conducting such assessments in future, BBS expects to improve data and estimates about literacy in Bangladesh which will give an answer to the current debate about the actual estimate of literacy and the quality of education.

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Annexures

Annexure 1: Estimated Weight of Household Wealth Variables for Bangladesh

Variables	Bangladesh	Bangladesh		Rural	Rural		Urban	Urban	
		Male	Female		Male	Female		Male	Female
XI	.136	.134	.139	.146	.144	.148	.128	.124	.132
X2	.087	.091	.083	.097	.101	.093	.080	.083	.076
X3	.074	.072	.077	.080	.075	.085	.071	.071	.071
X4	.128	.125	.131	.138	.134	.142	.122	.120	.123
X5	.089	.087	.091	.086	.088	.084	.088	.083	.092
X6	.149	.147	.150	.150	.149	.151	.145	.143	.147
X7	.133	.134	.131	.122	.124	.119	.136	.138	.134
X8	.072	.079	.064	.064	.070	.057	.074	.082	.065
X9	.037	.035	.040	.035	.026	.042	.036	.037	.036
X10	.070	.066	.074	.087	.082	.092	.058	.055	.061
XII	-.037	-.033	-.041	-.042	-.037	-.047	-.034	-.032	-.037
X12	-.120	-.122	-.118	-.108	-.112	-.103	-.126	-.127	-.124
X13	.081	.082	.080	.091	.092	.089	.068	.070	.067
X14	.116	.117	.115	.106	.107	.104	.118	.120	.117
X15	-.115	-.112	-.117	-.121	-.116	-.126	-.115	-.114	-.115
X16	.138	.136	.139	.144	.142	.147	.137	.136	.137
X17	.054	.053	.056	.068	.065	.071	.043	.042	.044
X18	.073	.076	.070	.076	.080	.072	.068	.070	.066
X19	.045	.044	.046	.036	.031	.041	.048	.049	.047
X20	.154	.153	.156	.161	.161	.160	.148	.145	.151
X21	.070	.076	.063	.052	.059	.045	.078	.084	.071
X22	.037	.038	.036	.053	.056	.051	.024	.022	.026
X23	.032	.032	.033	.052	.052	.052	.013	.010	.016
X24	-.081	-.076	-.086	-.086	-.082	-.091	-.079	-.073	-.086

Annexure 2: Household Wealth Variables used to Estimate the Poverty Index

- X1. Clock/Watch (yes=1, No=0)
- X2. Radio (yes=1, No=0)
- X3. Cot/Four-lagged Wooden Cot (yes=1, No=0)
- X4. Table/Chair (yes=1, No=0)
- X5. Sewing Machine (yes=1, No=0)
- X6. Television (yes=1, No=0)
- X7. Refrigerator (yes=1, No=0)
- X8. Computer (yes=1, No=0)
- X9. Air conditioner (yes=1, No=0)
- X10. Tube-well (yes=1, No=0)
- X11. Type of Houses (Hut = 1, Otherwise 0)
- X12. Type of Houses (kutcha-house = 1, Otherwise 0)
- X13. ☐Type of Houses (Semi-pucka = 1, Otherwise 0)
- X14. Type of Houses (Pucka = 1, Otherwise 0)
- X15. Number of Rooms (Less than 2(two) rooms, Quantitative)
- X16. Number of Rooms (2(two) about rooms, Quantitative)
- X17. Bicycle/Rickshaw/Van (yes)
- X18. Motor-cycle (yes=1, No=0)
- X19. Car (yes=1, No=0)
- X20. Mobile/Cell Phone (yes=1, No=0)
- X21. Land Telephone (yes=1, No=0)
- X22. Shallow Tube-well (yes=1, No=0)
- X23. Paddy Separation Machine (yes=1, No=0)
- X 24. Food Deficiency (yes=1, No=0)

Literacy Assessment Survey 2008

Annexure 3: Percentage distribution of literacy by Age and Sex

Literacy Age level	11-14		15-19		20-24		25-29		30-34		35-39		40-44	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Non-literate	29.0	27.1	32.3	29.8	32.6	33.4	32.9	34.6	31.2	32.1	32.0	28.6	31.1	33.8
Semi-literate	14.3	12.1	17.9	22.9	16.6	16.6	17.0	15.7	16.7	14.1	17.3	19.4	16.7	14.7
Literate at initial level	27.2	30.2	19.4	15.4	23.0	18.8	20.8	17.2	18.6	21.3	20.6	20.9	22.0	20.2
Literate at advanced level	29.5	30.5	30.4	31.9	27.7	31.1	29.3	32.5	33.5	32.6	30.1	31.1	30.1	31.3
Literacy Age level	45-49		50-54		55-59		60-64		65-69		70-74		75 +	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Non-literate	31.7	32.6	37.7	30.5	31.3	33.8	33.5	29.5	37.8	30.7	30.9	30.6	31.3	31.6
Semi-literate	17.1	15.6	14.3	15.8	17.5	19.4	21.2	17.5	15.5	14.6	16.4	24.7	16.8	9.4
Literate at initial level	17.1	20.4	17.3	18.8	19.5	19.4	15.6	19.3	18.2	18.2	19.1	18.8	13.7	20.5
Literate at advanced level	34.1	31.4	30.7	34.9	31.7	27.5	29.6	33.7	28.4	36.5	33.6	25.9	38.2	38.5

Annexure 4: Person Selection Grid using Kish table
Person Selection Grid

Household Number			Number of Eligible Persons in Household										
			1	3	4	5	6	7	8	9	10	11	12+
1	11	21	1	2	2	1	2	6	4	7	6	3	5
2	12	22	1	1	1	3	5	3	5	5	2	8	9
3	13	23	1	2	3	4	1	5	2	1	4	2	8
4	14	24	1	1	2	2	3	1	3	4	7	6	11
5	15		1	1	1	4	4	2	1	3	9	4	6
6	16		1	2	3	3	5	4	7	2	3	10	4
7	17		1	1	3	2	4	6	6	6	6	1	10
8	18		1	2	1	1	1	5	6	8	4	9	2
9	19		1	1	2	1	3	3	3	6	5	5	1
10	20		1	2	2	2	4	4	4	3	8	7	7

Annexure 5: Adult Literacy Rates reported by different surveys/studies/reports

Survey/Study/Report	Age group	Literacy rate by Sex		
		Females	Males	Both
1. Education Watch, 2002	11 years and above	35.6	47.6	41.4
2. Adult Literacy Situation in Bangladesh, 2005 (UNESCO)	11 years and above	41.2	49.8	45.2
3. BBS Population Census, 2001	15 years and above	41.4	54.0	47.9
4. EFA Global Monitoring Report, 2004	11 years and above	31.4	50.3	41.0
5. MOPME, 2003	11 years and above	48.9	60.3	54.8
6. BBS Literacy Assessment Survey, 2008	11 years and above	50.2	49.4	49.7

Annexure 6 : Main Questionnaire of Survey (Bangla) .

(tMvC b x q)

esj v̇ ik m̃ iZvbi fY R̃ ic-2008

Lbv gWDj

evj v`k cıvıL`b eýıv

1| Libri mKibrit

2| bgbw Gj iKv bs

3| bgbw Libri bs

4| Libri cAb Mfni cKii t Spno

5| GB Mfn Kqul K¶ ArtQ ?

6| Kqul K¶ Ngrtbi Rb" e euZ nq?

7| Libri m" msl" t cj"l

1| KPr

2| Atai cKv

3| cKv

4|

gmv

tgul

bs	8	bwg	9 m=uk [®]	10 eqm	11 iġ ½
	cġtg AugtK Avcbrl Lbuq ememi Z 11 eQi l Z p [®] eqtni m`m`ti i bwg ejp, Lbu cāub ntZ i i`K i`b	Lbu cāvtbi mf_ m=uk [®] Kx ?	(c [®] eqti)	cġ`l - 1 gmj v - 2	
(1)	(2)	(3)	(4)	(5)	
1					
2					
3					
4					
5					
6					

MZ 12 gwtmi gta "tKvb mqq Avcbviv Lvť" i Afrte 10tjb 11K?

14 | DĚi n"untj KZ gvm/w`b Lvt`"i Afte wQtjb|

$e''^3 g^{\text{WVDj}}$

[illegible]

1 = Lubo cñib	2 = Lubo cñib i -y- 'qg	3 = Lubo cñib i mZ'u / gwZ'u	4 = Lubo cñib i cñ / Kb 'u
5 = Lubo cñib i FwZ'Ri / FwMe	6 = Lubo cñib i Ab 'u (Fw-temm)	7 = Lubo cñib i Ab 'u	

Annexure 7 : Main Questionnaire of Survey (English) .

Bangladesh Bureau of Statistics Literacy Assessment Survey (LAS) – 2008
HOUSEHOLD MODULE

(Confidential)

1. Address : _____

2. Sample Area No: _____

5. No. of Rooms : _____

3. Sample H/H No _____ 4. Type of Main House of the H/H _____ Jhupri _____ Kutchha _____ Semi pukka _____ Pukka _____

6. No. of Bed Rooms _____ 7. Household Member : Male _____ Female _____ Total _____

12. Ownership of Assets (Put Tick)

SL No	Item	Yes	No	SL No	Item	Yes	No
1	Clock/Watch	1	2	10	Computer	1	2
2	Radio	1	2	11	Motor Cycle	1	2
3	Mobile/Cell Phone	1	2	12	Tube Well	1	2
4	Khat/Chowki	1	2	13	Land Phone	1	2
5	Table/Chair	1	2	14	Shallow Tube Well	1	2
6	Sewing Machine	1	2	15	Paddy Husking Machine	1	2
7	Television	1	2	16	Air Conditioner	1	2
8	Cycle/Rickshaw/Van	1	2	17	Car	1	2
9	Refrigerator	1	2				

Yes	No
-----	----

13. Have you been shortage of food during last 12 Months?
If yes, How many Months / Days? Months Days

Individual Module

15. Line No	16. Marital Status	17. Religion	18. Occupation	19. Working Status	20. Is a students	21. Last Grade Passed	22. Received any Non Formal Education	23. Institution
	Unmarried - 1 Married - 2 Widower/ - 3 Widowed Divorced/ - 4 Separated	Islam - 1 Hindu - 2 Christian-3 Buddhist- 4 Others - 5	Does ot Work - 1 Looking for Work - 2 Household Work - 3 Agriculture - 4 Non-Agriculture - 5 Employment - 6 Trade & Commerce - 7 Other - 8	Domestic servant- 1 Employer- 2 Self Employed- 3 Salary Paid- 4 Does not arise- 5	Yes 1 No 2		Yes - 1 No - 2	Govt - 1 Non Govt - 2 NGO- 3
10								
11								
12								
13								
14								
15								
16								
17								
18								

1 = Head of Household	2 = Spouse	3 = Father/Mother	4 = Son/Daughter
5 = Nephew/Niece	6 = Other Relatives (including Brother/Sister)		
7 = Non Relatives			

$$2 \times 8 = 16$$

(K) থবম কি "bt

L) বেতম কি "bt

(i)
$$\begin{array}{r} 5 \\ (+) 4 \\ \hline \end{array}$$

(ii)
$$\begin{array}{r} 227 \\ 129 \\ (+) 138 \\ \hline \end{array}$$

(i)
$$\begin{array}{r} 6 \\ (-) 4 \\ \hline \end{array}$$

(ii)
$$\begin{array}{r} 591 \\ (-) 195 \\ \hline \end{array}$$

(M) য Ki "bt

(i)
$$\begin{array}{r} 7 \\ (\times) 3 \\ \hline \end{array}$$

(ii)
$$\begin{array}{r} 238 \\ (\times) 23 \\ \hline \end{array}$$

N) ফম Ki "bt

(i)
$$\begin{array}{r} 5) 25 \\ \hline \end{array}$$

(ii)
$$\begin{array}{r} 11) 715 \\ \hline \end{array}$$

(O) Avcib 500 UvKv bbtq evRvfi Mtq 200 UvKvi Pvdj , 180 UvKvi gysm Ges 20 UvKvi Ajy yKbtj b | Avcvri KvQ Avi KZ UvKv Aekó i Bj ?

cYgb
6

cB baf

(P) kb"vbi msL"vU vK nte? 2, 4, 6,, 10 |

cYgb
3

cB baf

maiY Áb

4 | Qwe t"tL ej pt

cYgb

cB baf

DĒi

$$3 \times 2 = 6$$



Kalv



Kalv evR?

5 | DĒi wb (vK wY wb)t

cYgb
$$3 \times 2 = 6$$

cB baf

(K) evj t"iki cwtg tKb t" k AewZ

DĒi t (1) fviZ

(2) tbcvj

(3) fUvb

(4) gvqvbgvi (evg)

(L) evsj vt`tki `w¶tY tKvb mVMi Aew`Z ?

DĖi (1) Avie mVmi (2) tĭ vnZ mVmi (3) e†½vcmVmi

(M) ersj v` k Kqwl wefvM AvtQ ?

DĚi t (1) 4W (2) 6W (3) 8W

6| †h †Kb GKw KwZvevQov 4.j vBb gL' eybt

cYgub

c03 b81

$$3 \times 1 = 3$$

cvi t j	3
t g v l v g y U cvi t j	2
w K Q b v cvi t j	1
b v cvi t j	0

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cY@vb

cöb bꝛ↑

$$4 \times 1 = 4$$

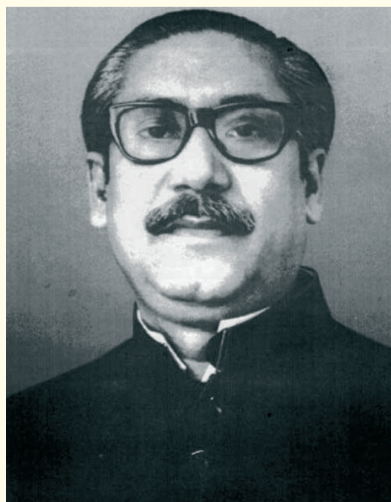
(4 j vBb cvi t j)	4
(3 j vBb cvi t j)	3
(2 j vBb cvi t j)	2
(1 j vBb cvi t j)	1
bv cvi t j	0

cY@vb

c03 b81

$$3 \times 2 = 6$$

8 | wɪɡneɪ̃w̃ʔ i ʔPɪbb ʋK ? Zʋ̃ i bʋg ejɪ |



WJK WPy W bt tctitQb/cvti b bvB |

†c†i†Qb/cv†i b bvB|

†c†i†Qb/cv†i b bvB |

MYbvKvi xi - 101

mycvi fvBRv‡i i -v¶i

Annexure 9 : Assessment Questionnaire (English).

Government of the People's Republic of Bangladesh

Ministry of Planning

Bangladesh Bureau of Statistics

BANGLADESH LITERACY ASSESSMENT SURVEY – 2008**Literacy Assessment Questions**

Full Marks :

1	0	0
---	---	---

 Score :

--	--	--

PSU No :

--	--	--

H.H.No :

--	--

Line No:

--	--

1. (a) Read the following Words :**Full Mark Score**

My	House	Law	Village	Control
----	-------	-----	---------	---------

5

b) Read the following Paragraph :

20

Ali is a farmer. He is very happy. He has two cows, two bulls, two goats and a sheep, He loves them and takes care.

	Marks	Marks obtained
Can read hardly	1- 5	
Can read quietly	6-10	
Can read fairly	11-15	
Can read fluently	16-20	

2. Fill-up the following Sentences:

15

- a) My name is
- b) I am a
- c) Education
- d) Write names of two flowers and three fruits:

10

<u>Flowers</u>	<u>Fruits</u>
1.	1.
2.	2.
	3.

3. Arithmetic :

16

a Addition

b) Subtraction

i)
$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

ii)
$$\begin{array}{r} 227 \\ (+) 129 \\ \hline (+) 138 \end{array}$$

i)
$$\begin{array}{r} 6 \\ (-) 4 \\ \hline \end{array}$$

ii)
$$\begin{array}{r} 591 \\ (-) 195 \\ \hline \end{array}$$

i)
$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$
 ii)
$$\begin{array}{r} 227 \\ (+) 129 \\ \hline (+) 138 \end{array}$$
 i)
$$\begin{array}{r} 6 \\ (-) 4 \\ \hline \end{array}$$
 ii)
$$\begin{array}{r} 591 \\ (-) 195 \\ \hline \end{array}$$

c) Multiplication d) Division
i)
$$\begin{array}{r} 7 \\ (x) 3 \\ \hline \end{array}$$
 ii)
$$\begin{array}{r} 238 \\ (x) 23 \\ \hline \end{array}$$
 i) $25 \div 5 =$ ii) $715 \div 11 =$

e) Suppose you went to market with Tk. 500.00 and purchased rice for Tk. 200.00, meat for Tk. 180.00 and potato for Tk. 20.00. What amount will be left at your hand.....

f) Fill up the blanks
2, 4, 6, 10.

GENERAL KNOWLEDGE

$3 \times 2 =$
6

4. Look at the Picture and Say:



What is the time?

5. Answer the following questions (Tick the appropriate answer)

$3 \times 2 =$
6

- a) Which country is located in the north of Bangladesh ?
Ans. 1) India 2) Nepal 3) Myanmar (Burma)
- b) Which sea is located in the south of Bangladesh?

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Annexure 10: Characteristics of Respondents by Divisions

Division	Respondent			Student			Other Members		
	Male	Female	Total	Boy	Girl	Total	Male	Female	Total
10 Barisal	503	481	984	86	71	157	2,350	2,396	4,746
20 Chittagong	1,068	1,092	2,160	188	181	369	5,518	5,662	11,180
30 Dhaka	1,746	1,782	3,528	255	250	505	8,003	8,249	16,252
40 Khulna	874	878	1,752	133	139	272	3,857	3,830	7,687
50 Rajshahi	1,502	1,522	3,024	201	206	407	6,621	6,470	13,091
60 Sylhet	334	314	648	50	38	88	1,799	1,822	3,621
Total	6,027	6,069	12,096	913	885	1,798	28,148	28,429	56,577

Annexure 11: Characteristics of Respondents by Districts

ZILA NAME	Respondent			Student Respondent			Other Family Member		
	Male	Female	Total	Boy	Girl	Total	Male	Female	Total
BAGERHAT	68	76	144	13	5	18	324	311	635
BANDARBAN	62	82	144	11	12	23	350	326	676
BARGUNA	67	77	144	11	9	20	302	336	638
BARISAL	99	117	216	16	17	33	492	520	1,012
BHOLA	89	79	168	12	20	32	473	439	912
BOGRA	128	136	264	17	27	44	552	515	1,067
BRAHMANBARIA	85	83	168	17	11	28	452	446	898
CHANDPUR	92	100	192	14	18	32	499	504	1,003
CHITTAGONG	209	199	408	32	45	77	1,019	1,055	2,074
CHUADANGA	87	81	168	20	17	37	338	357	695
COMILLA	154	158	312	43	30	73	740	846	1,586
COX'S BAZAR	69	75	144	15	12	27	427	427	854
DHAKA	234	198	432	32	28	60	935	997	1,932
DINAJPUR	97	119	216	17	12	29	432	456	888
FARIDPUR	78	90	168	11	16	27	402	413	815
FENI	68	76	144	15	16	31	346	399	745
GAIBANDHA	89	103	192	15	3	18	449	387	836
GAZIPUR	123	117	240	20	16	36	515	539	1,054

Literacy Assessment Survey 2008

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GAIBANDHA	89	103	192	15	3	18	449	387	836
GAZIPUR	123	117	240	20	16	36	515	539	1,054

ZILA NAME	Respondent			Student Respondent			Other Family Member		
	Male	Female	Total	Boy	Girl	Total	Male	Female	Total
GOPALGANJ	68	76	144	8	8	16	300	341	641
HABIGANJ	89	79	168	11	6	17	450	466	916
JOYPURHAT	71	73	144	9	7	16	267	227	494
JAMALPUR	90	102	192	7	13	20	438	415	853
JESSORE	117	123	240	14	22	36	540	509	1,049
JHALOKATI	80	64	144	12	8	20	332	342	674
JHENAIDAH	79	89	168	6	12	18	380	356	736
KHAGRACHHARI	76	68	144	4	10	14	324	330	654
KHULNA	132	132	264	18	21	39	617	567	1,184
KISHOREGONJ	96	96	192	13	7	20	498	473	971
KURIGRAM	105	87	192	13	11	24	461	428	889
KUSHTIA	78	90	168	12	8	20	353	356	709
LAKSHMIPUR	73	71	144	11	7	18	365	388	753
LALMONIRHAT	70	74	144	7	9	16	334	340	674
MADARIPUR	74	70	144	10	12	22	379	389	768
MAGURA	79	65	144	9	15	24	338	326	664
MANIKGANJ	75	69	144	15	8	23	307	312	619
MEHERPUR	75	69	144	15	15	30	287	312	599
MAULVIBAZAR	71	73	144	11	11	22	393	378	771
MUNSHIGANJ	68	76	144	15	14	29	379	328	707
MYMENSINGH	182	202	384	35	30	65	897	942	1,839
NAOGAON	98	94	192	7	14	21	402	392	794
NARAIL	72	72	144	12	8	20	316	367	683
NARAYANGANJ	115	125	240	17	22	39	511	518	1,029
NARSINGDI	90	102	192	14	9	23	420	457	877
NATORE	81	87	168	14	12	26	355	369	724
CHAPAI NABABGANJ	74	70	144	11	10	21	338	364	702
NETRAKONA	69	99	168	6	16	22	394	391	785
NILPHAMARI	82	86	168	10	12	22	370	385	755
NOAKHALI	111	105	216	16	11	27	620	604	1,224
PABNA	95	97	192	11	13	24	410	434	844
PANCHAGARH	77	67	144	11	13	24	338	337	675

ZILA NAME	Respondent			Student Respondent			Other Family Member		
	Male	Female	Total	Boy	Girl	Total	Male	Female	Total
PATUAKHALI	95	73	168	22	9	31	411	423	834
PIROJPUR	73	71	144	13	8	21	340	336	676
RAJSHAHI	144	144	288	17	16	33	613	586	1,199
RAJBARI	73	71	144	6	13	19	336	364	700
RANGAMATI	69	75	144	10	9	19	376	337	713
RANGPUR	103	113	216	16	21	37	467	439	906
SHARIATPUR	75	69	144	11	7	18	341	345	686
SATKHIRA	87	81	168	14	16	30	364	369	733
SIRAJGANJ	111	105	216	17	20	37	523	510	1,033
SHERPUR	82	62	144	14	9	23	279	326	605
SUNAMGANJ	90	78	168	12	7	19	494	492	986
SYLHET	84	84	168	16	14	30	462	486	948
TANGAIL	154	158	312	21	22	43	672	699	1,371
THAKURGAON	77	67	144	9	6	15	310	301	611
TOTAL	6,027	6,069	12,096	913	885	1,798	28,148	28,429	56,577

Annexure 12: List of Supervisors, Programmers and Enumerators**Contributors****National Project Team**

1. ☐ AYM Ekramul Hoque
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☐ Director BBS and Data Processing Manager.
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☐ Deputy Director BBS and Survey Methodologist.
5. ☐ A. H. M. Nizamuddin Chowdhury
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☐ Ex. Vice chancellor, Jahangirnagar University & member.
4. ☐ Md. Abdus Samad
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6. ☐ K.M. Enamul Hoque
☐ Programme Manager, CAMPE & member
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5. ☐ Dr. Narayan Chandra Sinha, Multivariate Specialist
6. ☐ Md. Azadul Islam, Statistical Officer, BBS

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Md. Mahmuduzzaman - Statistical Officer, BBS.
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Md. Abul Kasem Miah - Assistant Statistical Officer, BBS.
Md. Salimur Rahman - Assistant Statistical Officer, BBS.
H.S. Rafiqul Islam - Assistant Cartographer. (C.C), BBS.

Programmer

Kabir Uddin Ahmed - Statistical Officer, BBS.

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1. S.M. A. Kader - Data Entry Operator
2. Md. Obaidur Rahman - Statistical Investigator
3. Bernal Krishna Mondal - Statistical Investigator
4. Md. A. Rashid Beg - Data Entry Operator
5. Md. Habibur Rahman - Draftsman
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7. Md. Mahbulbul Alam - Junior Statistical Assistant.
8. Md. Shah Alam Khalifa - Junior Statistical Assistant
9. Md.Kazi Abu Nasir - Data Entry Operator
10. Md. Abdul Matin - Data Entry Operator
11. Md. Humayun Azad - Data Entry Operator
12. Md. Rakibul Hossain Siddiky - Data Entry Operator
13. Md. Akhter Uddin - Data Entry Operator
14. Md. Mainuddin, Junior - Draftsman
15. Md.Abdus Sabur - Statistical Assistant
16. Md. Aatur Rahman - Junior Statistical Assistant
17. Md. Nurul Islam - Statistical Investigator
18. Begum Josneara - Junior Statistical Assistant.
19. Md.Abdur Rahim khan - Junior Draftsman
20. Md.Khan Shafiqul Islam - Junior Statistical Assistant
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23. Begum Tahamina Akhter - Computer Operator
24. Md. Munjur Kadar - Statistical Assistant
25. Md. Azahar uddin - Statistical Assistant
26. Md. Akhtaruzzaman - Data Entry Operator
27. Begum Umme kulsum - Data Entry Operator
28. Nurunnabi Shah Alam Prodhan - Statistical Investigator
29. Md. Nurunnabi - Data Entry Operator
30. Md. Abdur Rauf - Statistical Investigator
31. Md. Rafiqul Islam - Computer Operator
32. Md. Nazimuddin - Office Assistant
33. Md. Abdul Jalil - Data Entry Operator
34. Ahmmad Ali - Data Entry Operator
35. Md. Nuruzzaman - Data Entry Operator
36. Md. Habibul Hoque - Upper Division Assistant
37. Md. Abdul Hye - Office Assistant
38. Md.Giasuddin Khandakar - Data Entry Operator

39. Mohanlal - Junior Statistical Assistant
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41. Md. Nurul Islam - Junior Statistical Assistant
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47. Md. Anwar Hossain - Junior Statistical Assistant
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49. Md. Nabiul Hoque Nazir - Data Entry Operator
50. Md. Abu Reza Saifuddin - Data Entry Operator
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52. Md. Akkas Ali - Statistical Investigator
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55. Md. Shafiqul Islam - Statistical Investigator
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60. Mihir Kumar Ray - Junior Statistical Assistant
61. Md. Jamshed Ali - Junior Statistical Assistant
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74. Md. Safiuddin - Junior Statistical Assistant
75. Nur Mahammed - Data Entry Operator
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77. Md. Wazidur Rahman - Data Entry Operator
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