BANGLADESH EDUCATION

FACT SHEETS 2020

ANALYSIS FOR LEARNING AND EQUITY USING BANGLADESH MICS 2019

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MICS-EAGLE

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FACT SHEETS 2020

**ANALYSIS FOR LEARNING AND EQUITY
USING BANGLADESH MICS 2019**

ACKNOWLEDGEMENTS

The purpose of publishing this factsheet produced by the UNICEF Bangladesh Office is to fulfil a corporate commitment to transparency through the publication of all completed research. The factsheet is designed to stimulate a free exchange of ideas among those interested in the topic and to assure those supporting the work of UNICEF that it rigorously examines its strategies, results, and overall effectiveness.

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What is MICS?

UNICEF launched Multiple Indicator Cluster Surveys (MICS) in 1995 to monitor the status of children around the world. Over the past twenty-five years, this household survey has become the largest source of statistically sound and internationally comparable data on women and children worldwide, and more than 330 MICS surveys have been carried out in more than 115 countries.

MICS surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics. MICS was a major data source for the Millennium Development Goals indicators and continues to inform more than 150 Sustainable Development Goals (SDG) indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved questions. The current version, MICS6, was deployed in 2017 and is being implemented in 58 countries. MICS6 includes new modules that track SDG4 indicators related to education such as learning (SDG4.1.1), Early Childhood Development and Education (SDG4.2.1 and SDG4.2.2), information and communication technology skills (ICT—SDG4.4.1), and child functioning (child disability—SDG4.5.1), as well as parental involvement in education.

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. MICS-EAGLE is designed to:

- Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS-2019; and

- Build on the global data foundation provided by MICS-2019 to yield insights at the national, regional, and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.

What is profiling?

One of the characteristics of this fact sheet is profiling. Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category. Profiling answers questions such as "what percentage of a key population group is male and what percentage is female?" or "what percentage of a key population group lives in rural areas and what percentage lives in urban areas?" Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent.

For example, a profile of children not completing primary education will show what the main characteristics of children in the key population group for this indicator are. As primary completion rates investigate children aged 4–6 years older than the entry age for children for the last grade of primary school, the target population will be children aged 13–15 years who have not completed primary education. In Bangladesh, 69 per cent of children of the key population group not completing primary education are male, therefore 31 per cent have to be female. In turn, 20 per cent of children of the target population not completing primary education live in urban areas, therefore 80 per cent live in rural areas.

How is this fact sheet structured?

The MICS-EAGLE initiative offers activities at the national, regional, and global level. The seven topics listed below are analysed through an equity lens (gender, socioeconomic status, ethnicity, regional, etc.):

- Access and Completion
- Skills (learning outcomes, ICT skills and literacy rate)
- Inclusive Education (with a focus on disability)
- Early Learning
- Out-of-School Children
- Repetition and Dropouts (internal efficiency)
- Child Protection (child labour and child marriage)

EARLY LEARNING

Topic 1: Early Learning					
Guiding questions	1.Which children are developmentally on track (measured by ECDI)?	2. Which level(s) of education do young children attend?	3. Do children attend Grade 1 at the right age?	4. What is the profile of children not attending ECE?	5. What is the profile of children not developmentally on track (measured by ECDI)?

Early Childhood Development Index (ECDI)

Early childhood development is multidimensional, encompassing several aspects of a child's well-being: physical, social, emotional and mental. UNICEF developed the ECDI to measure the percentage of children under 5 years of age who are developmentally on track in literacy-numeracy, physical, social-emotional, and learning domains.

Early Childhood Education (ECE)

Early childhood education (ECE) is a broaderterm that focuses on a child's learning between birthand the age of 5, which corresponds to the earlystages of primary education.

Overview

Figure 1: Early Chilhood Development Index (ECDI)for children aged 3-4 years
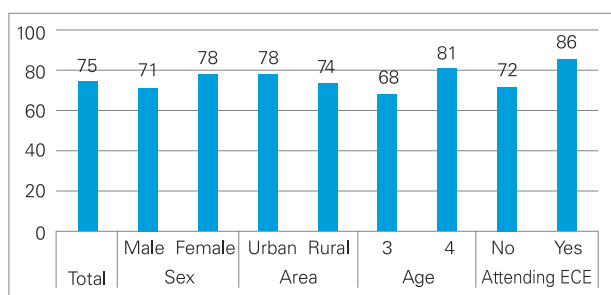

Figure 2: Percentage of children aged 36-59 months attending early Chilhood education
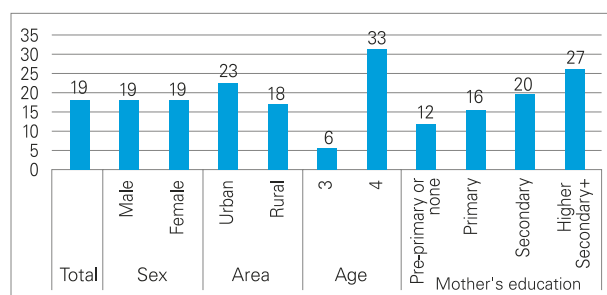

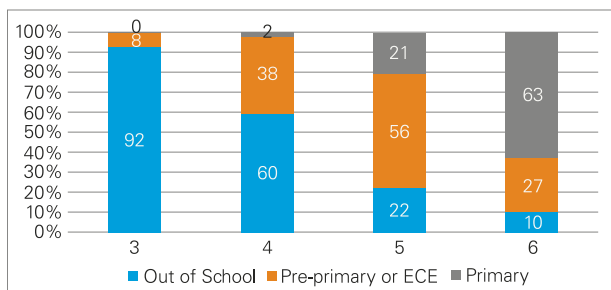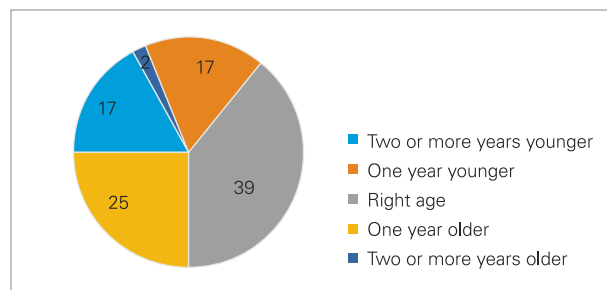**Figure 3:** Level of education attended by age

Figure 4: Age distribution at Grade 1 of primary education (%)

Findings

- Three-quarters (75%) of children aged 3-4 are developmentally on track, according to the Early Childhood Development Index (ECDI).

- The share of children developmentally on track is higher among girls and urban children.

- Notably, the proportion of 3 and 4-year-olds attending ECE who are developmentally on track is higher than that of those not attending ECE, 14 percentage points higher.

- It is important to note that children attending ECE at higher age more significantly than lower age (33 percent at age 4 vs only 6 percent at age 3).

- ECE attendance is higher among urban children and also among children whose mothers attended higher levels of education (even if overall rates remain low): 27 percent of children whose mothers attended upper secondary or higher education are in ECE, while the same can be said for only 12 percent of children whose mothers' highest level of education was lower than primary school.

- As a general rule, children aged 3-4 years should be attending ECE. But in Bangladesh, 92 percent of 3-year-olds are out of school altogether. Even among 4-year-olds, the share of children attending ECE is only 38 percent.

- It is not until the age of 5 that most children are in school. More than three-quarters (77 percent) of 5-year-olds are attending some kind of school, with more than half (56 percent) in pre-primary school or ECE and around a quarter (27 percent) in primary school.

- At 6 years old, the official starting age for primary school in Bangladesh, nine out of ten children are in school: 63 percent in primary education and 27 percent in pre-primary or ECE.

- The children in Grade 1 exhibit significant age variation: 39 percent are the officially sanctioned age of 6, 25 percent are one year older, and 24 percent are one or more years younger.

Profile of children not developmentally on track or not attending ECE

Figure 5: Profiling of young children aged 3 to 4 not attending ECE or not developmentally on track, by sex
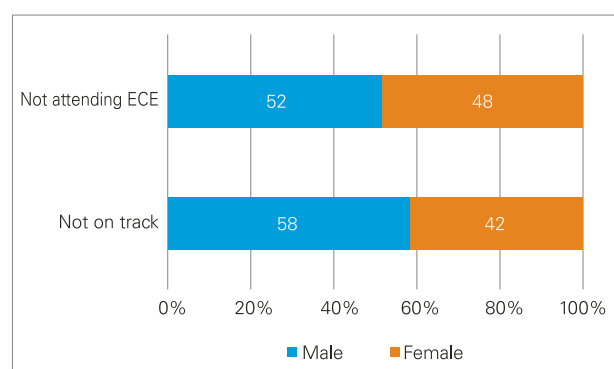

Figure 6: Profiling of young children aged 3 to 4 not attending ECE or not developmentally on track, by area
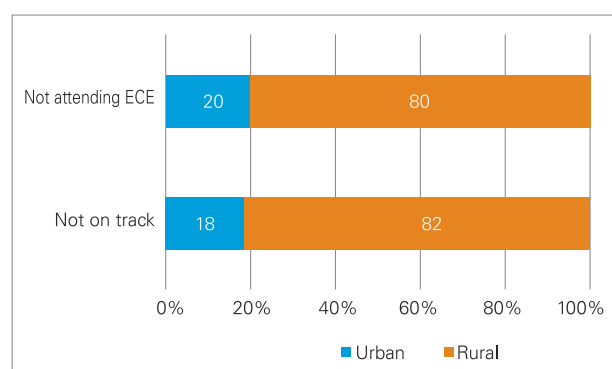
Figure 7: Profiling of young children aged 3 to 4 not attending ECE or not developmentally on track, by wealth quintile

Figure 8: Profiling of young children aged 3 to 4 not attending ECE or not developmentally on track, by wealth

Findings

- Significantly more than half (58 percent) of children who are developmentally not on track are boys.

- The vast majority (80 percent) of children not attending ECE live in rural areas, as do the majority (82 percent) of children who are developmentally not on track.

- The poorest quintile is over-represented among children who are developmentally not on track and among those who are not in ECE. Together, children from the poorest two quintiles constitute more than half (51 percent) of those who are not on track, and 45 percent of those not attending ECE.

- While all regions are represented among children who are not on track or not in school, highly populated Chattogram and Dhaka have the largest concentrations of both.

Table 1. **Early Learning – Shares & headcounts by various socioeconomic characteristics**

		Share (%) of children (age 3-4)		Headcount of children (in thousands)	
		Not on track on ECDI	*Not attending ECE*	*Not on track on ECDI*	Not attending ECE
Total		25	81	1,566	4,985
Sex	Male	29	81	912	2,583
	Female	22	81	654	2,403

Area	Urban	22	77	284	988
	Rural	26	82	1,282	3,997
Wealth quintile	Poorest	32	85	440	1,173
	Second	29	84	357	1,031
	Middle	25	81	285	934
	Fourth	24	80	291	955
	Richest	16	74	195	891
Division	Barishal	32	82	112	287
	Chattogram	22	81	300	1,092
	Dhaka	18	79	260	1,119
	Khulna	27	80	174	515
	Mymensingh	40	78	187	364
	Rajshahi	30	83	234	641
	Rangpur	17	83	111	549
	Sylhet	38	85	188	418

*Headcounts are based on Bangladesh Bureau of Statistics (BSS) 2020 population projection

2

SKILLS AND LEARNING OUTCOMES

Topic 2: Skills and Learning Outcomes				
Guiding questions	1. By which grade do most children acquire foundational learning skills?	2. What characteristics are linked to higher reading and numeracy skills?	3. What percentage of each group of young people has ICT skills?	4. What is the profile of children not learning?

Foundational reading and numeracy skills (based on contents for Grades 2 and 3) among children who are aged 7–14 years

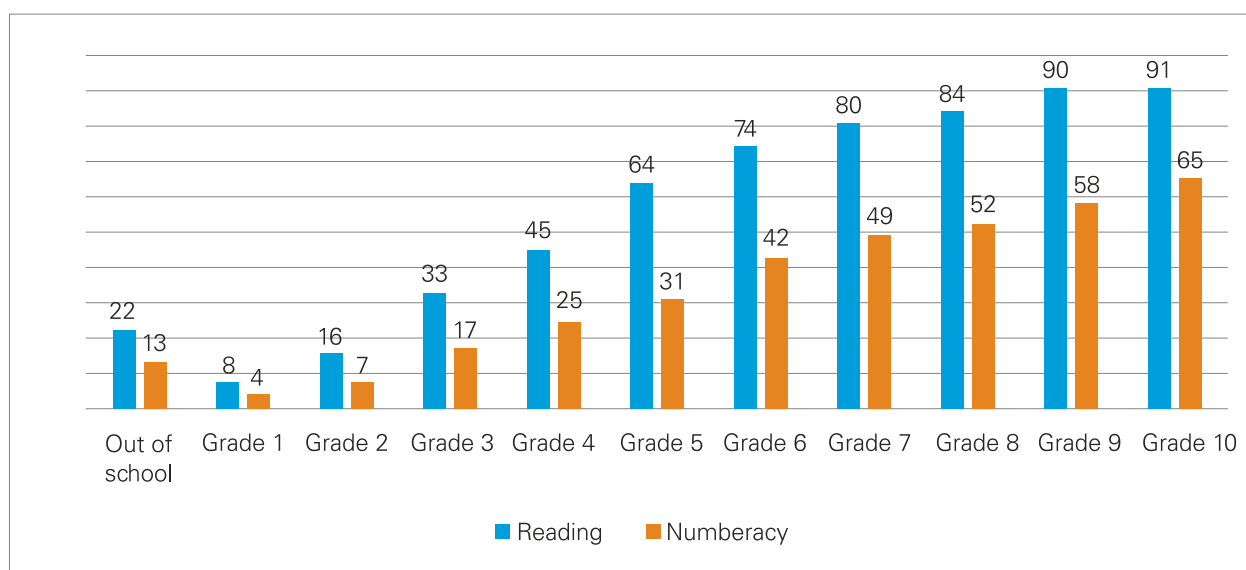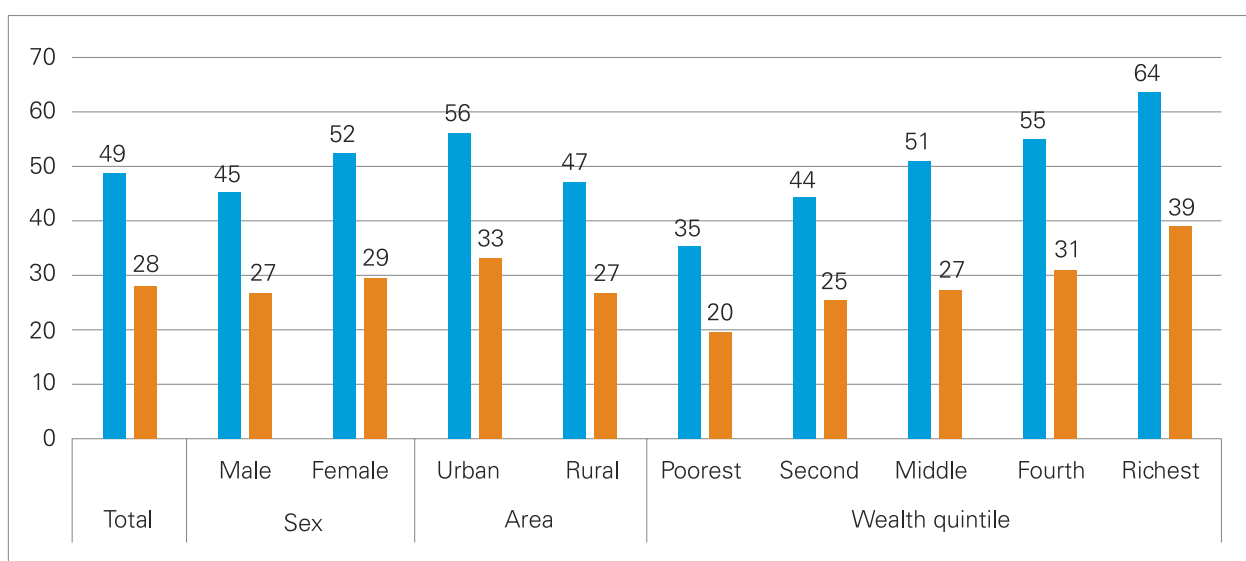**FIGURE 9** Share of children with foundational skills by grade

FIGURE 10 Share of children with foundational skills, by sex, area and wealth quintile
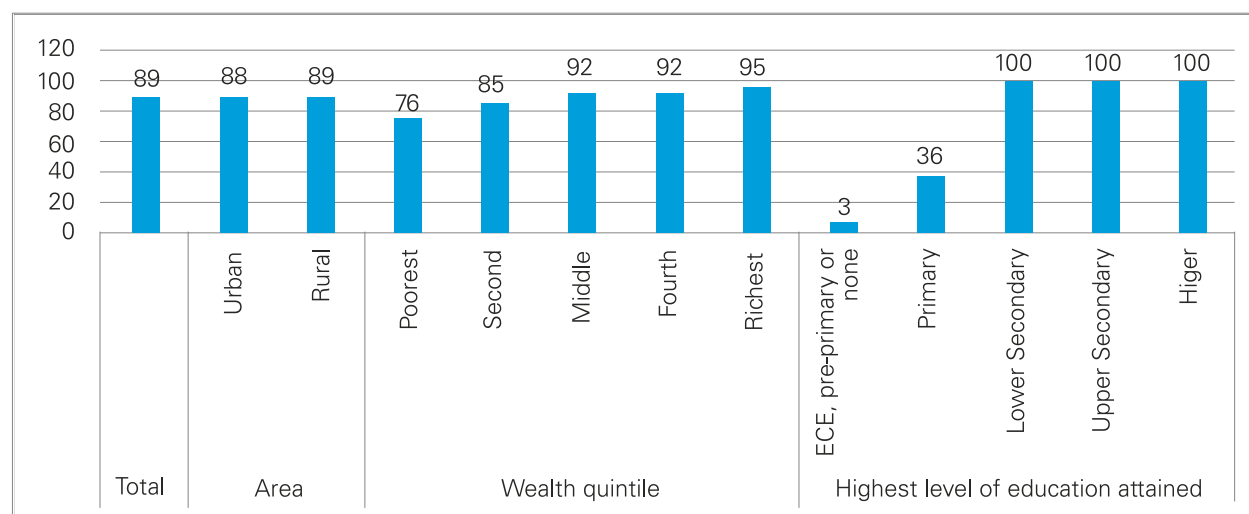
Findings

- Just 33 percent of children in Grade 3 have the expected level of reading skills for that grade, and only 18 percent have the expected level of numeracy skills.

- The proportion of children with foundational skills is higher among those in more advanced grades. The share with foundational reading skills rises to 74 percent by Grade 6 and to 91 percent by grade 10. Acquisition of numeracy skills lags behind somewhat, with 42 percent of children in Grade 6 and 65 percent of those in Grade 10 possessing the numeracy skills expected for Grade 3.

- The majorityof out-of-school children lack foundational skills in both areas, with 23 percent found to have foundational reading skills and 14 percent found to have foundational numeracy skills.

- In the aggregate, the share of those with foundational reading skills is higher among females than males (52 percent versus 45 percent), while similar shares of males and females have foundational numeracy skills (27 and 29 percent, respectively).

- The percentage of children possessing foundational skills is lower among those living in rural areas for both numeracy and reading; the same is the case for the poorest quintile.

- Disparities in foundational skill acquisition associated with wealth inequality are readily apparent. Among the richest children, 64 percent have foundational reading skills and 39 percent have foundational numeracy skills, while the incidence of reading and numeracy skills among the poorest is 35 percent and 20 percent, respectively. In other words, the share of the poorest students who have foundational skills is approximately half that of the richest.

- In general, the share of children with expected numeracy skills lags behind that of children with expected literacy skills in all grades.
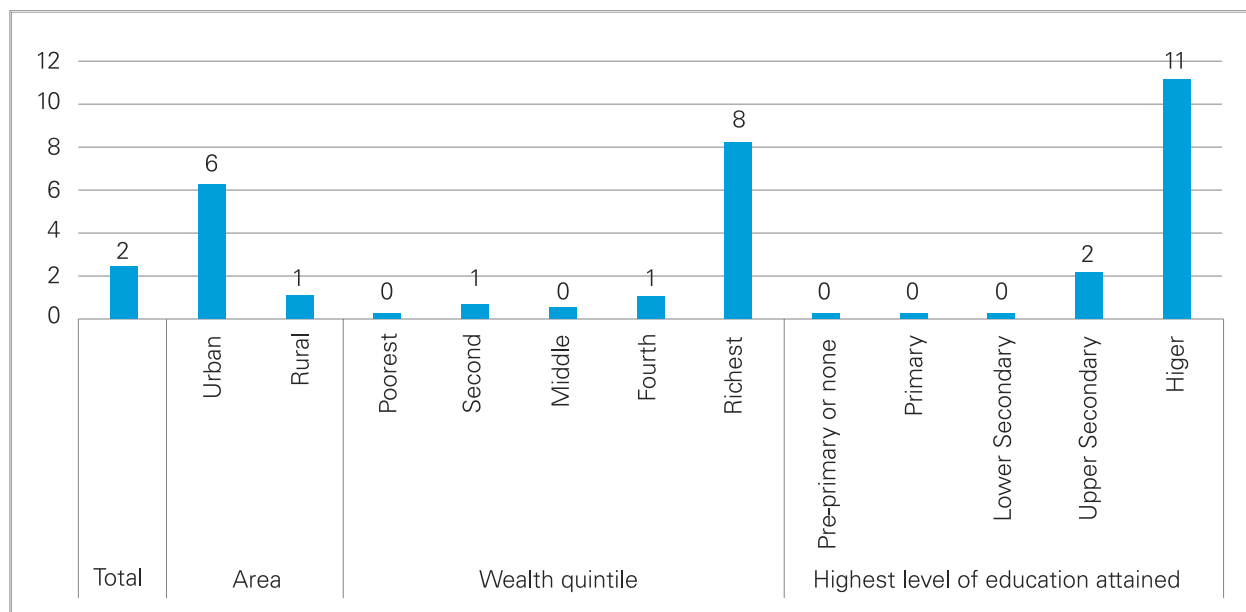
Literacy[1] and ICT skills[2]

Figure 11: Share of youth (women aged 15–24 years) literacy rates

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[1]   The literacy rate measures the share of population that can both read and write a short, simple statement about their everyday life.
[2]   ICT skills measured by the proportion of youth and adults who used at least one of nine computer related ICT skills in the three months.

Figure 12: Share of youth (women aged 15–24 years) with ICT skills

Findings

- In the aggregate, the share of 15- to 24-year-old females with literacy skills is quite high, at 89 percent. The urban-rural divide does not seem to have a major impact on the acquisition of literacy skills, with literacy rates nearing 90 percent for females from both groups.

- However, poverty has a clear effect on learning to read. Literacy among poorer females is less common, with female literacy rates at 75 and 85 percent for the bottom two wealth quintiles, respectively.

- ICT skills among women and girls are extremely rare. At the national level, only 2 percent of females aged 15-24 have foundational ICT skills.

- Even among the richest females, only 8 percent are equipped with ICT skills, and there is a sharp drop-off in skill acquisition for even marginally less-wealthy women. The percentage of ICT-skilled women and girls is higher in urban areas than rural ones (6 percent versus 1 percent), but still quite low.

- The highest rate of ICT skill acquisition (11 percent) is exhibited by women who have attended a level of education higher than upper secondary school; the ICT skill rate of the next-most educated tranche is only 2 percent.

Profile of children aged 7–14 years who do not have foundational skills

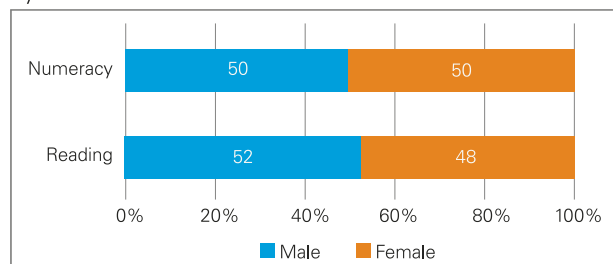**Figure 13:** Profiling of children who are not learning, by sex

Figure 14: Profiling of children who are not learning, by area

Figure 15: Profiling of children who are not learning, by wealth quintile

Figure 16: Profiling of children who are not learning, by division

Findings

- There are more boys than girls who do not have foundational reading skills (52 percent versus 48 percent), while there is equal representation of both genders among children who lack foundational numeracy skills.

- The vast majority of children who are not acquiring skills live in rural areas (81 percent for numeracy and 82 percent for reading).

- Poverty also has a significant impact on learning: the bottom two wealth quintiles are over-represented among children without foundational skills, jointly accounting for 52percent of children lacking foundational reading skills and 47 percent of those without foundational numeracy skills.

- Nearly half of children without foundational skills live in highly populated provinces of Chattogram or Dhaka, which together account for 46 percent of children lacking reading and numeracyskills.

| | Table 2 | Skills and Early Learning – Shares & headcounts by various socioeconomic characteristics | | | |

		Share (%) of children (age 7-14) Not learning		Headcount of children Not learning (in thousands)	
		Reading	Numeracy	Reading	Numeracy
Total		51	72	11,480	16,192
Sex	Male	55	73	6,018	8,037
	Female	48	71	5,462	8,155
Area	Urban	44	67	2,064	3,138
	Rural	53	73	9,416	13,055
Wealth quintile	Poorest	65	80	3,307	4,119
	Second	56	75	2,678	3,577
	Middle	49	73	2,138	3,152
	Fourth	46	69	1,848	2,806
	Richest	36	61	1,508	2,538
Division	Barishal	56	73	761	979
	Chattogram	58	80	2,828	3,907
	Dhaka	48	71	2,450	3,622
	Khulna	43	61	987	1,392
	Mymensingh	50	73	855	1,259
	Rajshahi	49	70	1,291	1,838
	Rangpur	47	69	1,206	1,772
	Sylhet	57	73	1,101	1,423

*Headcounts are based on Bangladesh Bureau of Statistics (BSS) 2020 population projection

3

COMPLETION

Topic 3: Completion

	1. In which level of education is the completion rate the lowest?	2. What are the characteristics of children who do not complete each level of education?	3. Which regions have the lowest completion rates at each level?	4. What is the profile of children who not completeeach level of education?
Guiding questions				

Overview

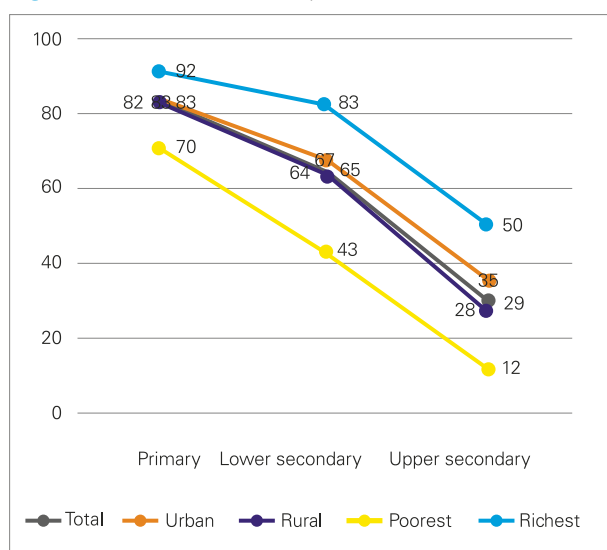**Figure 17:** Overview of completion rates

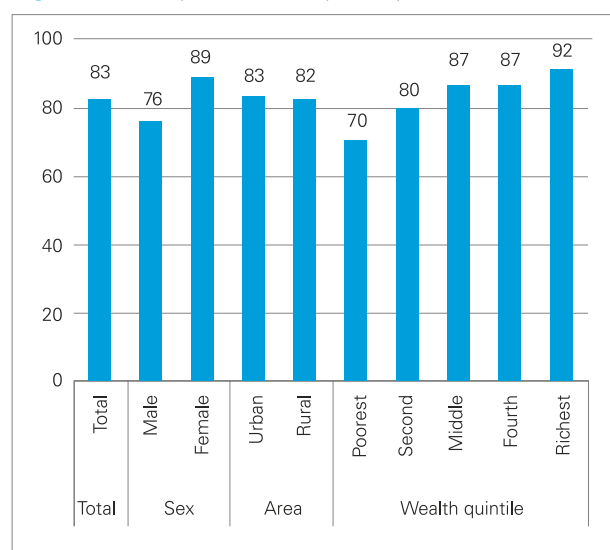**Figure 18:** Completion rates, primary

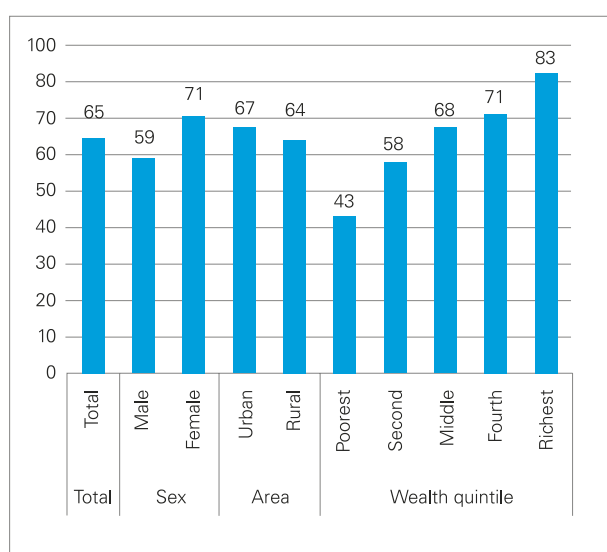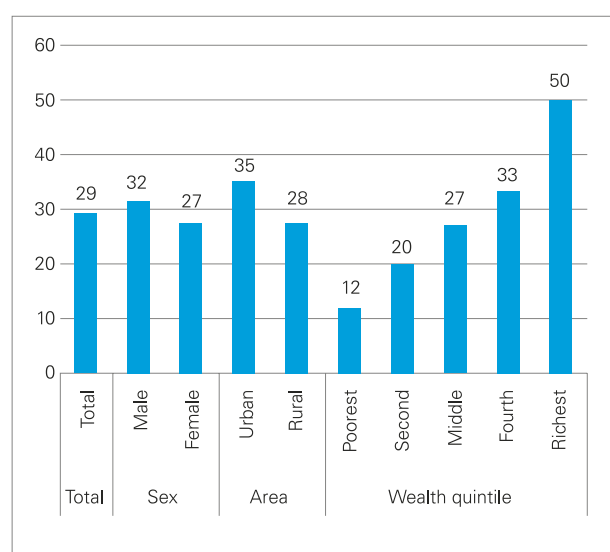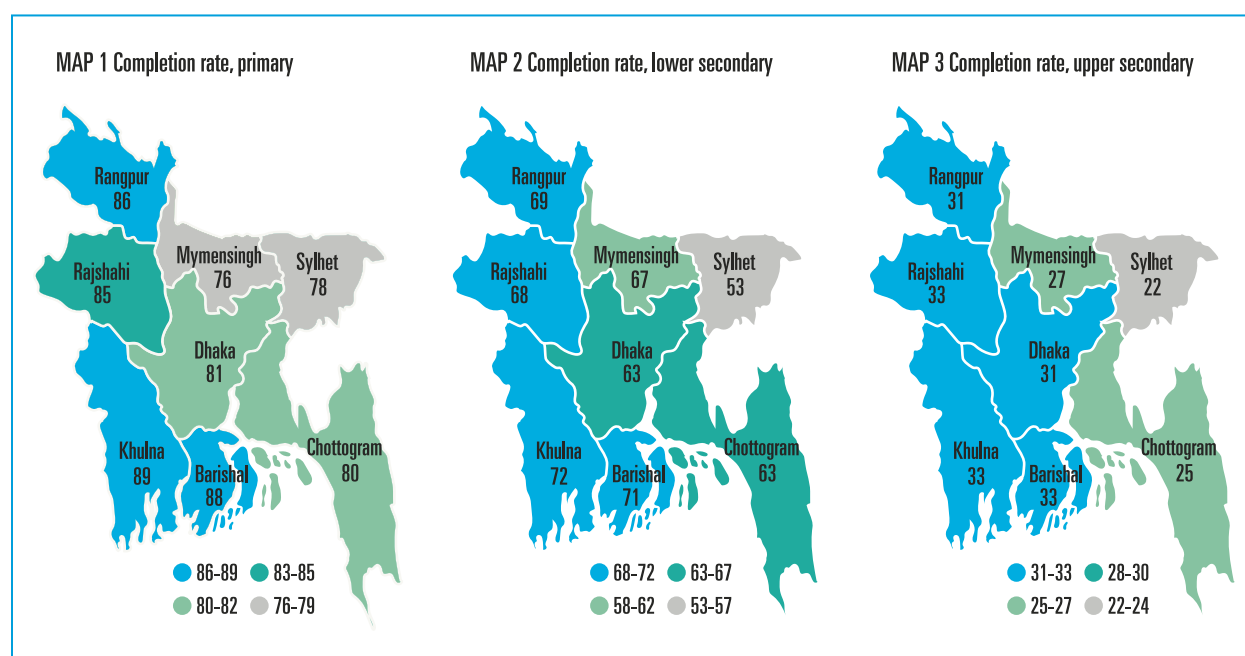**Figure 19:** Completion rates, lower secondary

Figure 20: Completion rates, upper secondary

Findings

- Around 83 percent of children complete primary education.

- But completion rates decline at higher levels of education, with 65 percent of children completing lower secondary education and only 29 percent completing higher secondary education.

- This lower rate of completion at higher levels implies that compared to primary education, lower and especially upper secondary education feature higher rates of dropout, repetition or delayed conclusion.

- Regional and socio-economic disparities impact the share of children completing a level of education.

- While completion rates for rural and urban children are similar at the primary and lower secondary level, they diverge markedly in upper secondary school (35 percent among urban children and 28 percent among rural children).

- Greater divergence yet is seen according to wealth quintiles: 50 percent of the wealthiest children complete upper secondary school but only 12 percent of the poorest.

- Across all three levels of education, completion rates among children living in rural areas or among those belonging to the poorest households fall below the national average, with the most severe disparity seen at higher levels of education. This indicates that rural and poorer children likely face additional barriers to education which negatively impact their completion rates relative to their urban or wealthier peers.

- Differences in completion rates by wealth are quite prominent across levels, but especially at the lower and upper secondary level.

- In primary education, the share of the richest children who complete is 22 percentage points higher than that of the poorest children. In upper secondary education, the impact of disparities in wealth becomes even more stark: the share of the wealthiest students completing upper secondary school around 4 times greater that of the poorest.

- While girls have consistently higher rates of completion at both the primary and lower secondary levels, this dynamic is reversed in upper secondary education, where malescomplete at a nearly 50 percent higher rate than females. This suggests that early marriage, childbirth or other gender-specific factors may represent obstacles to education for females at this level.

Divisional disaggregation

MAP 1 Completion rate, primary

Rangpur 86
Rajshahi 85
Mymensingh 76
Sylhet 78
Dhaka 81
Khulna 89
Barishal 88
Chottogram 80

● 86–89 ● 83–85
● 80–82 ● 76–79

MAP 2 Completion rate, lower secondary

Rangpur 69
Rajshahi 68
Mymensingh 67
Sylhet 53
Dhaka 63
Khulna 72
Barishal 71
Chottogram 63

● 68–72 ● 63–67
● 58–62 ● 53–57

MAP 3 Completion rate, upper secondary

Rangpur 31
Rajshahi 33
Mymensingh 27
Sylhet 22
Dhaka 31
Khulna 33
Barishal 33
Chottogram 25

● 31–33 ● 28–30
● 25–27 ● 22–24

Findings

- Regional disparities in completion rates are not as severe as those associated with socioeconomic differences, but remain consistent across levels of education, with rates generally higher in the western and southern divisions of the country.

- Completion rates in Dhaka sit at or just below the national average for primary and lower secondary education but exceed the average slightly for upper secondary. Mymensingh, Sylhet, and Chattogram feature the lowest completion rates at each level.

Profile of children not completing education

Figure 21: Profiling of children who do not complete school, by sex

	Male	Female
Upper secondary	45	55
Lower secondary	59	41
Primary	69	31

Figure 22: Profiling of children who do not complete school, by area

	Urban	Rural
Upper secondary	22	78
Lower secondary	20	80
Primary	20	80

Figure 23: Profiling of children who do not complete school, by wealth quintile

Upper secondary	45	21	22	21	15
Lower secondary	29	24	20	17	9
Primary	36	25	16	14	9

■ Poorest ■ Second ■ Middle ■ Fourth ■ Richest

Figure 24: Profiling of children who do not complete school, by division

Upper secondary	5	22	24	11	7	12	10	9
Lower secondary	5	23	24	8	8	11	9	12
Primary	4	24	25	7	10	10	9	11

■ Barishal ■ Chattogram ■ Dhaka ■ Khulna
■ Mymensingh ■ Rajshahi ■ Rangpur ■ Sylhet

Findings

- At the primary and lower secondary levels, there are significantly more boys who do not complete than girls. This disparity is most severe at the primary level, where boys make up 69 percent of those who do not complete. However, at the upper secondary level 545 percent of non-completers are female.

- The vast majority — around 80 percent — of children who do not complete each level of education live in rural areas. The share of rural children among non-completers is higher than the share of rural people in the country as a whole, which is reported to stand at just over 78 percent.

- Children living in Dhaka and Chattogram constitute nearly half of those who do not complete each level of education.

- The poorest quintile is significantly overrepresented among non-completers in primary education, making up 36 percent of those who do not complete that level. At higher levels of education, non-completion is more evenly distributed by wealth, with only the wealthiest quintile proportionally under-represented.

Table 3 **Completion – Shares & headcounts by various socioeconomic characteristics**

		Completion rates (%)			Headcount of children who did not complete (in thousands)*		
		Primary	Lower Secondary	Upper Secondary	Primary	Lower Secondary	Upper Secondary
Total		83	65	29	1,765	4,009	7,368
Sex	Male	76	59	32	1,221	2,374	3,410
	Female	89	71	27	544	1,635	3,957

Area	Urban	83	67	35	354	794	1,583
	Rural	82	64	28	1,412	3,215	5,785
Wealth quintile	Poorest	70	43	12	634	1,165	1,561
	Second	80	58	20	442	978	1,556
	Middle	87	68	27	285	803	1,635
	Fourth	87	71	33	255	696	1,530
	Richest	92	83	50	151	367	1,086
Division	Barishal	88	71	33	69	181	371
	Chattogram	80	63	25	430	946	1,609
	Dhaka	81	63	31	438	968	1,816
	Khulna	89	72	33	116	333	759
	Mymensingh	76	61	27	182	303	532
	Rajshahi	85	68	33	174	437	879
	Rangpur	86	69	31	164	374	737
	Sylhet	78	53	22	191	467	664

*Headcounts are based on Bangladesh Bureau of Statistics (BSS) 2020 population projection

4

OUT-OF-SCHOOL CHILDREN

Topic 4: Out-of-School Children				
Guiding questions	1. Which level of education has the highest out-of-school rate for children?	2. How many children are out of school?	3. What regions have the highest out-of-school rates?	4. Where do most out-of-school children live and what is their background?

Out-of-School

Out-of-school children are children and young people in the official age range for a given level of education who are not attending either pre-primary, primary, secondary or higher levels of education.

Overview

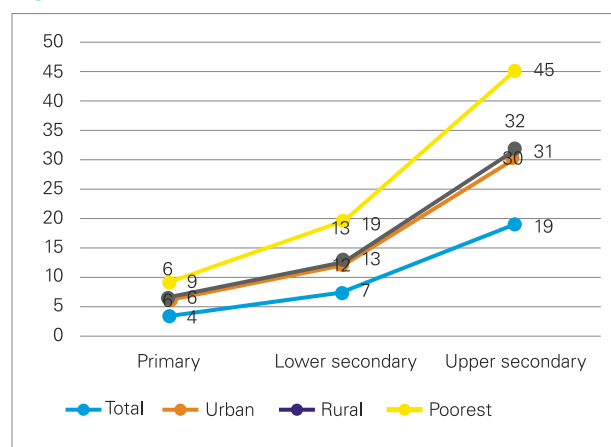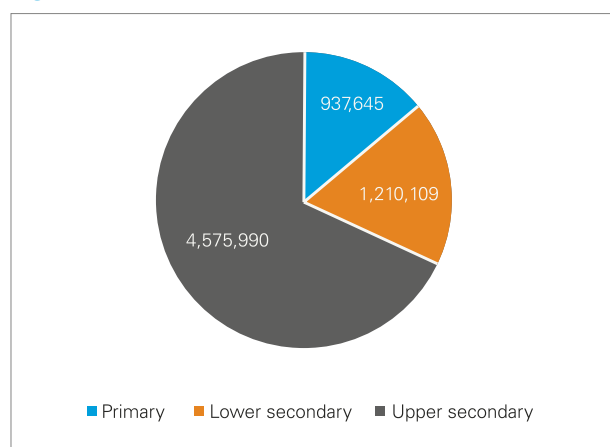**Figure 25:** Overview of out-of-school rates

Figure 26: Estimated number of out-of-school children

Findings

- At the national level, the vast majority of primary-school age children are in school. This is true for boys and girls, rural and urban children, and across socioeconomic demographics.

- However, out-of-school rates increase with age, and disparities associated with certain characteristics are more severe among older children.

- Socioeconomic disparities in particular are aggravated at higher levels of education: among children of upper-secondary school age, around 4.6 million are out of school, with out-of-school children in this age range accounting for almost seven-tenths of all out-of-school children.

Out-of-school children by level of education
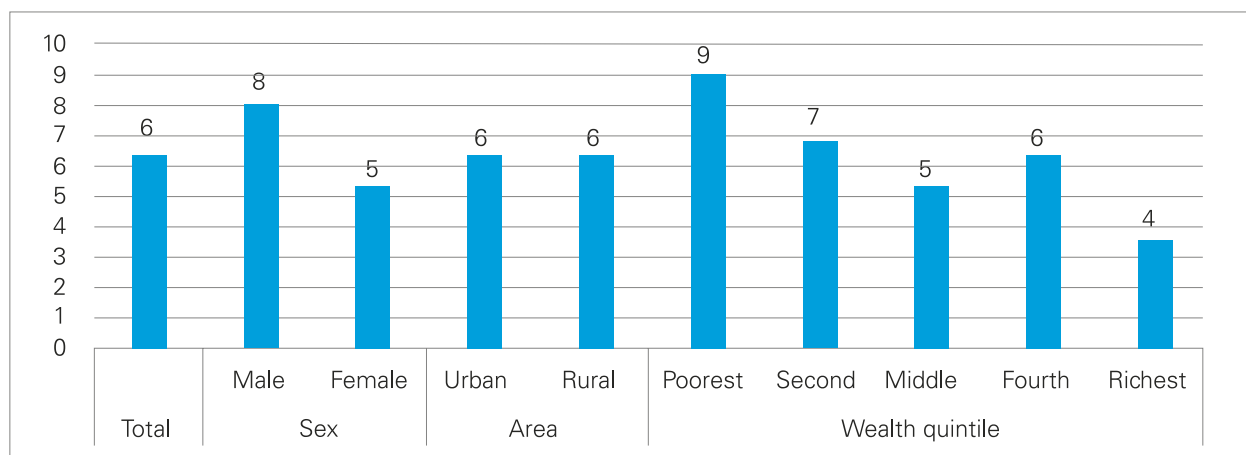
Figure 27: Share of out-of-school children, primary

Figure 28: Share of out-of-school children, lower secondary
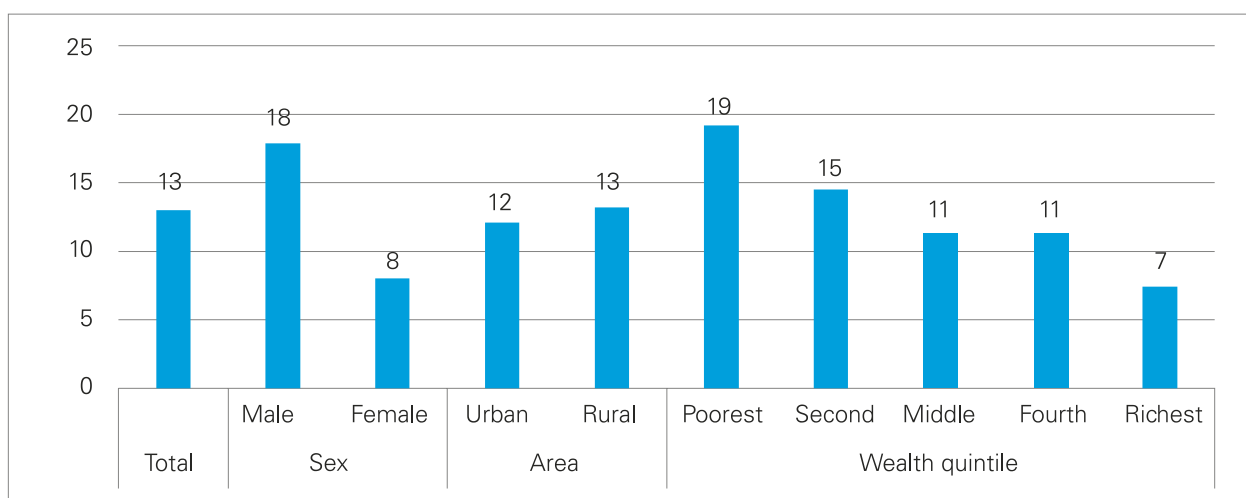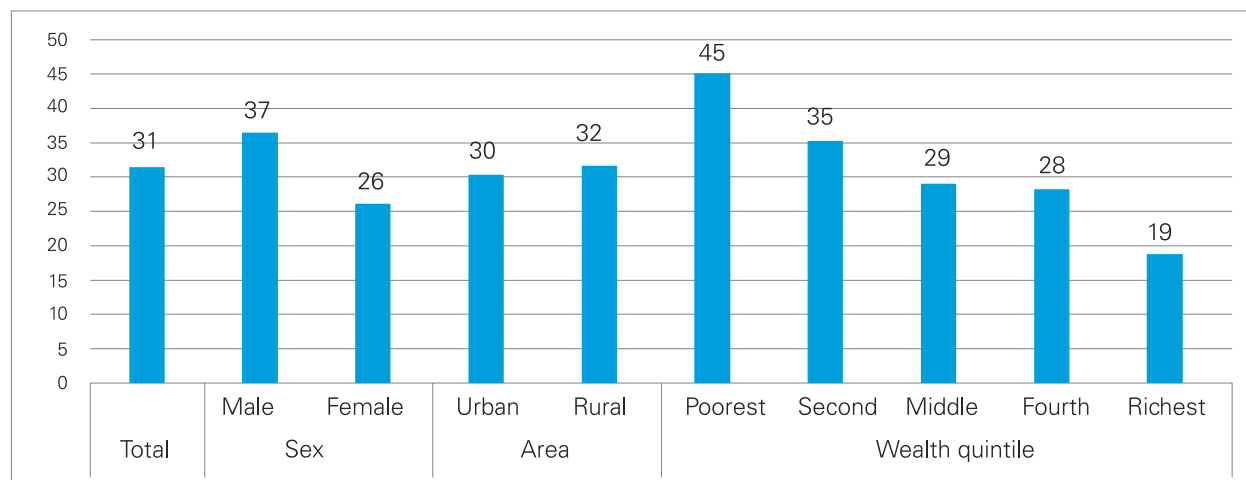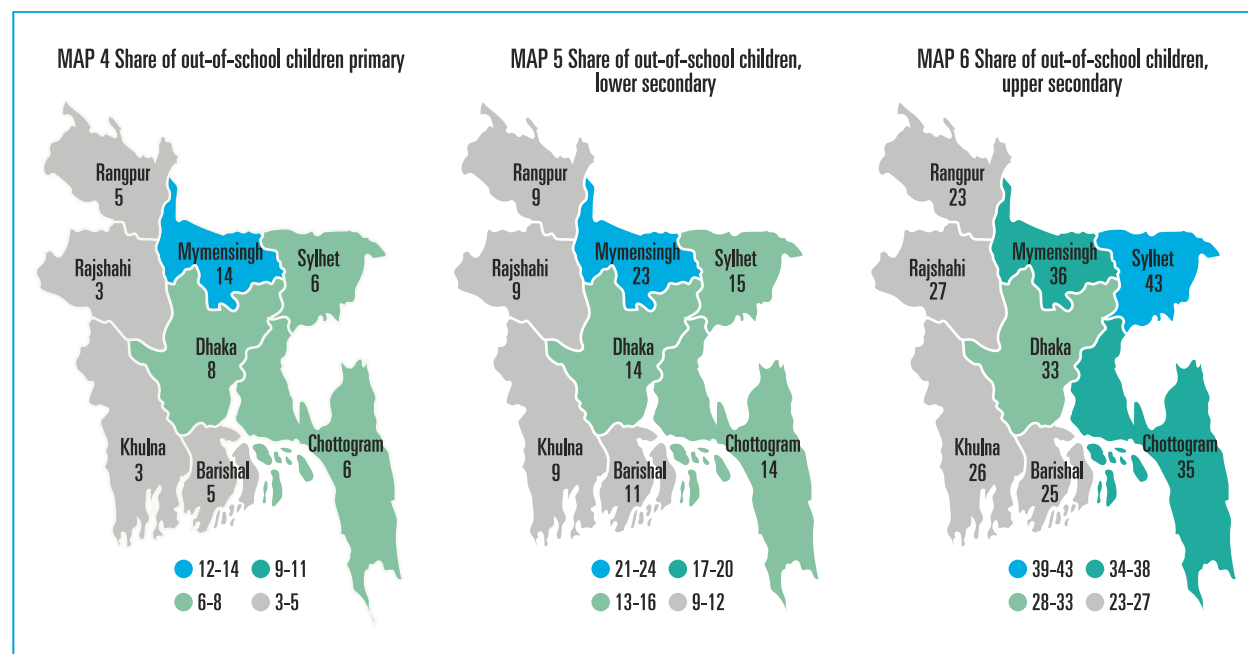

Figure 29: Share of out-of-school children, upper secondary

Findings

- There is a consistent disparity between out-of-school rates for boys and girls, with boys found to be out of school at higher rates at each level of education.

- This disparity is most pronounced for younger children: the out-of-school rate for boys in the lower-secondary age range is more than twice that of girls.

- Even if there is a higher degree of gender parity among older children, the overall share of older children of both sexes who are out of school is also much higher when compared to younger children. The share of out-of-school males rises from 18 percent at the lower secondary level to 37 percent in upper secondary; for girls, the rate shoots from 8 percent up to 26 percent.

- The impact of wealth in this domain is clearly visible: about half (45 per cent) of the poorest quintile of children in the upper-secondary age range are out of school, compared with 19 percent of the richest.

- Urban-rural disparities seem to have a less severe impact on the ability to attend school than do differences in socioeconomic profile, with out-of-school rates among rural children roughly equivalent to those of urban children at each level of education.

Divisional disaggregation

MAP 4 Share of out-of-school children primary

Rangpur 5
Rajshahi 3
Mymensingh 14
Sylhet 6
Dhaka 8
Khulna 3
Barishal 5
Chottogram 6

● 12–14 ● 9–11
● 6–8 ● 3–5

MAP 5 Share of out-of-school children, lower secondary

Rangpur 9
Rajshahi 9
Mymensingh 23
Sylhet 15
Dhaka 14
Khulna 9
Barishal 11
Chottogram 14

● 21–24 ● 17–20
● 13–16 ● 9–12

MAP 6 Share of out-of-school children, upper secondary

Rangpur 23
Rajshahi 27
Mymensingh 36
Sylhet 43
Dhaka 33
Khulna 26
Barishal 25
Chottogram 35

● 39–43 ● 34–38
● 28–33 ● 23–27

- Out-of-school rates are lowest in the western and southern divisions of the country

- Mymensingh and Sylhet have particularly high out-of-school rates, especially among older children: 23 percent and 15 percent respectively for children who should be in lower secondary school, 36 and 43 percent respectively for those who should be attending upper secondary.

- Out-of-school rates in the divisions of Dhaka and Chattogram meet or exceed the national average at each level of education.

Profile of out-of-school children

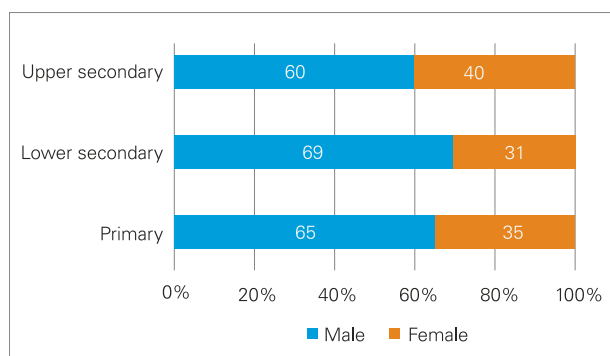**Figure 30:** Profiling of children out of school, by sex

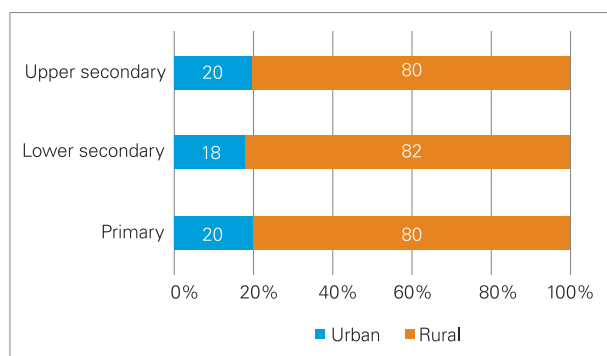
Figure 31: Profiling of childrenout of school, by area

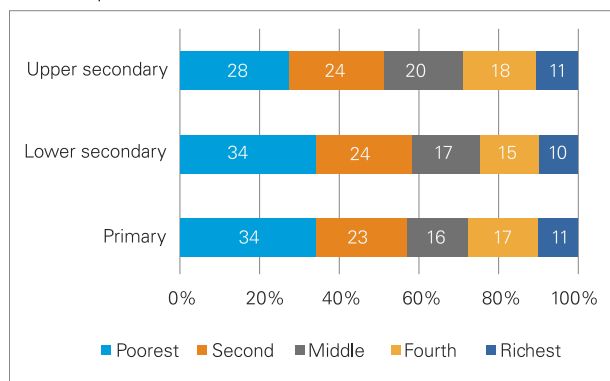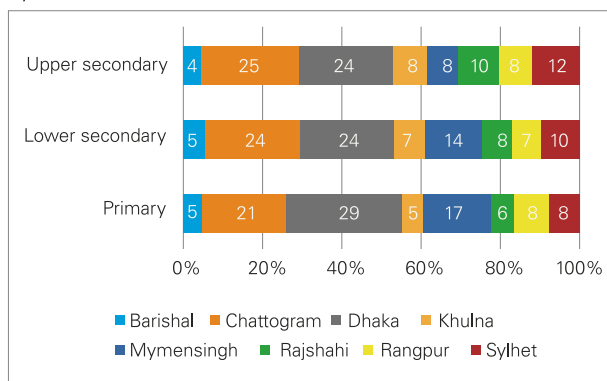**Figure 32:** Profiling of children out of school, by wealth quintile

Figure 33: Profiling of children out of school, by division

Findings

- Across all levels of education, the majority of out-of-school children are boys. The share of boys varies between 60 percent and 69 percent depending on the age group, with the greatest disbalance evident at the lower secondary and primary levels.

- The vast majority (equal to or more than 80 percent) of out-of-school children in all three age groups live in rural areas.

- Children in the poorest wealth quintile comprise a disproportionate share of those who are out of school at the primary and lower secondary levels, accounting for 34 percent of both.

- At the upper secondary level, relatively fewer children from the wealthier quintiles remain in school compared with the lower levels of education. As a result, the share of wealthier children among those who are not in school increases—if only marginally.

- Children in Dhaka and Chattogram comprise a large portion of out-of-school children: around half of out-of-school children from each age group live in these two divisions.

- The share of out-of-school children comprised by children in Mymensingh decreases significantly between primary and upper secondary school, from 17 percent in the former to 8 percent in the latter. Other divisions exhibit the opposite pattern: the share of out-of-school children living in Rajshahi or Khulna doubles from primary to upper secondary, suggesting relatively higher rates of dropouts, repetitions or delayed conclusion.

Table 4 **Out-of-school – Shares & headcounts by various socioeconomic characteristics**

		Out of school rates (%)			Headcount of children out of school (in thousands)		
		Primary	Lower Secondary	Upper Secondary	Primary	Lower Secondary	Upper Secondary
Total		6	13	31	937	1,220	4,724
Sex	Male	8	18	36	608	844	2,798
	Female	5	8	26	329	375	1,926
Area	Urban	6	12	30	186	223	940
	Rural	6	13	32	751	997	3,784

Wealth quintile	Poorest	9	19	45	319	416	1,283
	Second	7	15	35	213	297	1,117
	Middle	5	11	29	147	204	950
	Fourth	6	11	28	158	180	858
	Richest	4	7	19	99	122	516
Division	Barishal	5	11	25	44	67	211
	Chattogram	6	14	35	201	290	1,163
	Dhaka	8	14	33	273	296	1,141
	Khulna	3	9	26	45	88	393
	Mymensingh	14	23	36	158	172	375
	Rajshahi	3	9	27	60	98	484
	Rangpur	5	9	23	78	87	391
	Sylhet	6	15	43	77	121	566

*Headcounts are based on Bangladesh Bureau of Statistics (BSS) 2020 population projection

5

REPETITION AND DROPOUTS

Topic 5: Repetition and Dropouts			
Guiding questions	1. Which level or grade has the highest levels of repetition and dropout?	2. What is the profile of children who repeat grades?	3. What is the profile of children who drop out of school?

Repetition

The repetition rate measures the share of children in agiven grade in a given school year who repeated thatgrade as a percentage of total number of children whoattended the grade in the previous year.

Dropouts

The dropout rate measures the proportion of childrenfrom a cohort attending a given grade in a given schoolyear who are no longer attending school in the followingyear. It is worth clarifying that children who repeat are stillconsidered to be in school and are therefore not includedin the calculation for dropout rate.

Overview

Figure 34: Repetition rate by grade

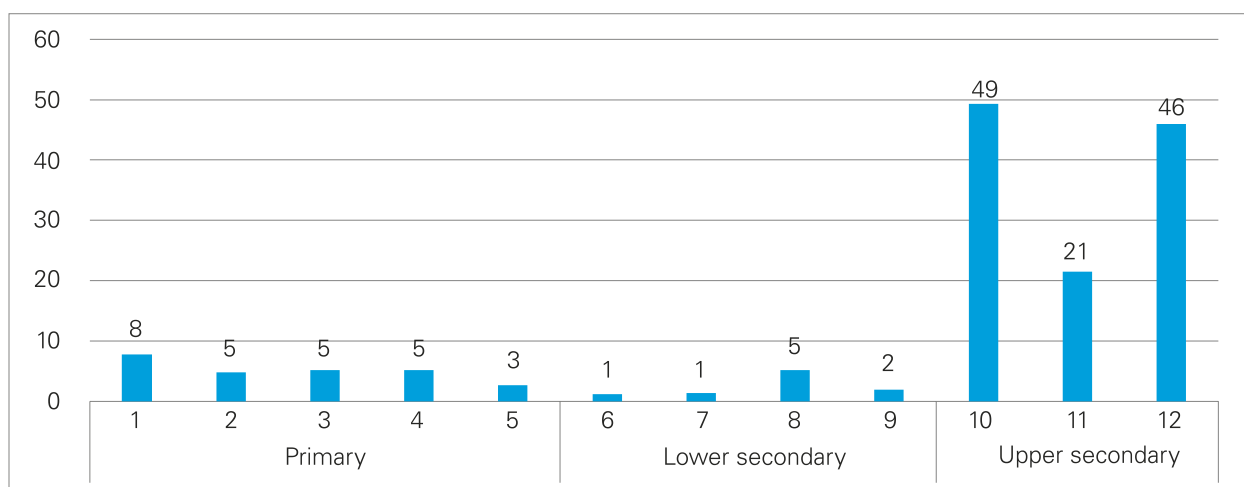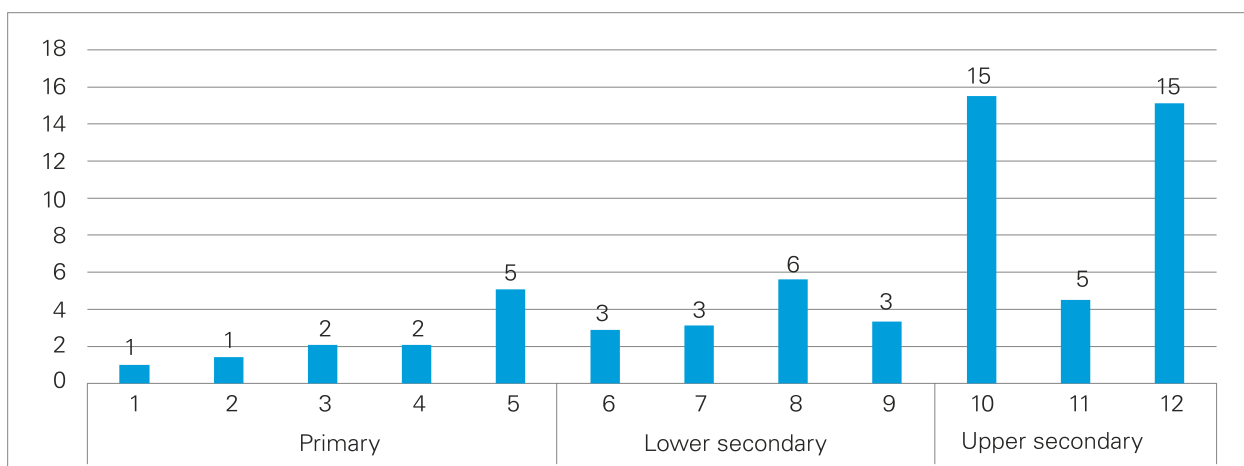**Figure 35:** Dropout rate by grade

- At the national level, repetition and dropout rates are quite low for both primary and secondary education, with some variation. However, both rates increase precipitously in upper secondary education, especially the repetition rate.

- The highest rate of repetition outside of upper secondary education is that of the first year of primary school, at only 8 percent.

- Repetition rates at the lower secondary level reach a maximum of 5 percent in Grade 8, but then shoot up to 49 percent in the first year of upper secondary school.

- Although dropout rates exhibit a clearer upward-trending pattern over time spent in school than do repetition rates—which remain relatively flat during primary and lower secondary education but then suddenly spike in upper secondary—there is nonetheless a significant increase in dropouts among upper secondary students.

- Indeed, the share of students who drop out from upper secondary school reaches 15 percent in Grades 10 and 12, while the next-highest rate is in Grade 8, at only 6 percent.

Profile of repeaters and dropouts
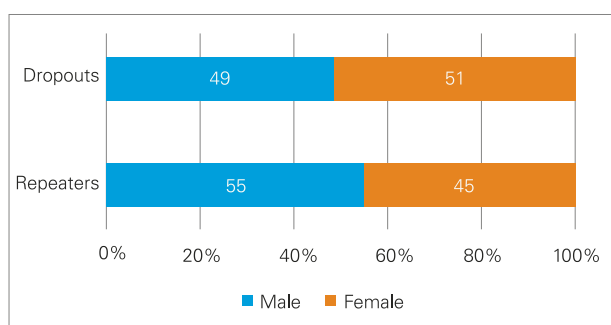
Figure 36: Profiling of repeaters and dropouts, by sex

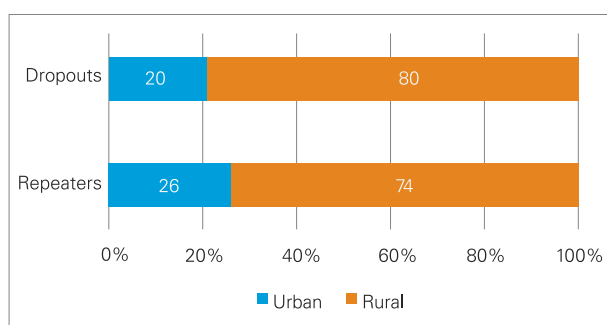**Figure 37:** Profiling of repeaters and dropouts, by area

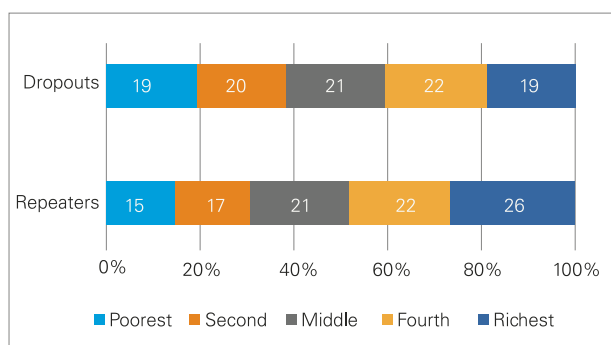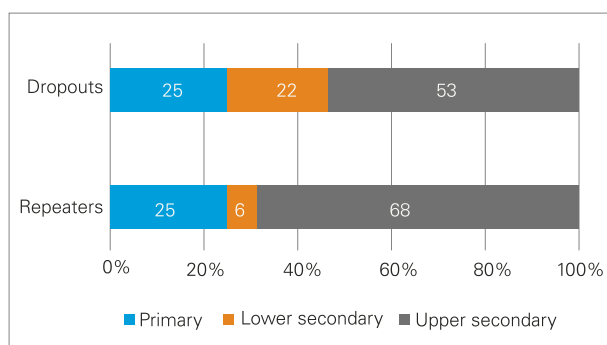**Figure 38:** Profiling of repeaters and dropouts, by wealth quintile

Figure 39: Profiling of repeaters and dropouts, by level of education

Findings

- While males and females each account for around half of those who drop out, there are more males who repeat (55 percent of total) than females (45 percent).

- Both repeaters and dropouts are concentrated in rural areas, with rural children constituting 80 percent of all dropouts and 74 percent of all repetitions.

- Socio-economic status would seem to have little impact on dropouts—and a somewhat counterintuitive impact on repetitions.

- About the same number of dropouts come from each wealth quintile, while there are relatively more repeaters coming from the wealthier end of the socioeconomic spectrum. Indeed, nearly half (48 percent) of repeaters belong to the wealthiest two quintiles, while only 32 percent belong to the poorest two. This is related to the previous finding that a greater share of wealthier children are in school to begin with, and to the fact that to repeat a grade one must first attend that grade.

- A majority of repetitions and dropouts come from students in upper secondary school, who constitute 68 percent of students who repeat and 53 percent of those who drop out.

- Nonetheless, a full quarter of those who drop out or repeat a grade do so while in primary education. This is a consequence of the much larger number of children who attend primary school compared to the higher levels. Given this imbalance, even quite low dropout and repetition rates for children in this age range translate into a relatively large share of overall dropouts and repetitions.

Table 5 **Repetition and Dropout – Shares & headcounts by various socioeconomic characteristics**

		Rate (%)		Headcount of children (in thousands)	
		Repetition	*Dropout*	*Repeaters*	*Dropouts*
Total		14	5	5,971	1,955
Sex	Male	15	4	3,277	936
	Female	12	5	2,694	1,019
Area	Urban	16	4	1,557	407
	Rural	13	5	4,414	1,549
Wealth quintile	Poorest	11	5	816	358
	Second	12	5	970	375
	Middle	14	5	1,265	412
	Fourth	15	5	1,333	431
	Richest	16	4	1,587	380

	Barishal	17	4	462	110
	Chattogram	13	4	1,148	386
	Dhaka	14	5	1,386	484
Division	Khulna	16	4	777	200
	Mymensingh	14	6	402	189
	Rajshahi	16	4	877	240
	Rangpur	10	4	520	182
	Sylhet	11	5	399	164

*Headcounts are based on Bangladesh Bureau of Statistics (BSS) 2020 population projection

6

INCLUSIVE EDUCATION

Topic 6: Inclusive Education					
Guiding questions	1. Which groups of children have higher disability rates?	2. What are the most common disabilities among children?	3. How is disability linked to school attendance and learning?	4. How is disabilitylinked torepetitionand dropout?	5. How do disabilities explain the profile of out-of-school children or not learning in school?

Children with functional difficulties

Functional difficulties

Examples include a child who has gradually lost vision and cannot see well things that are too far, as well as a child who is blind.

Unaccommodating Environment

Glasses are not available to the child who has difficulty seeing distant objects. Learning materials are not made available in braille to the child who is blind.

Disability

These children are likely to experience limited participation and their right to education may be compromised as a result of unaccommodating environments.

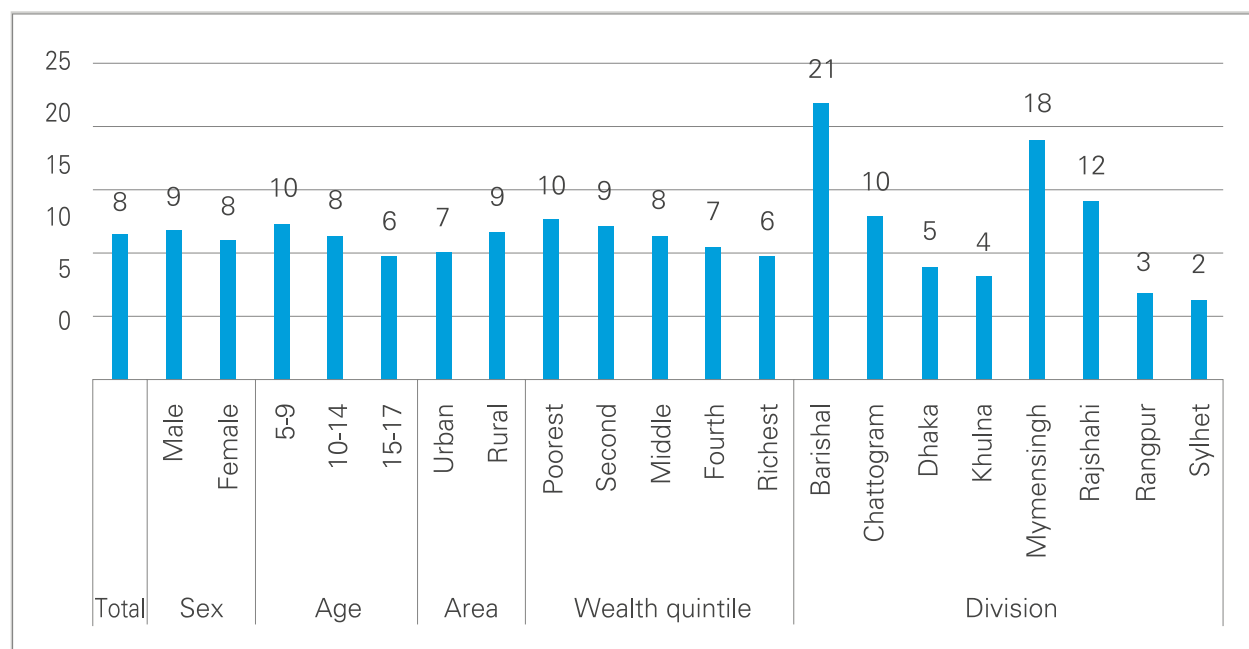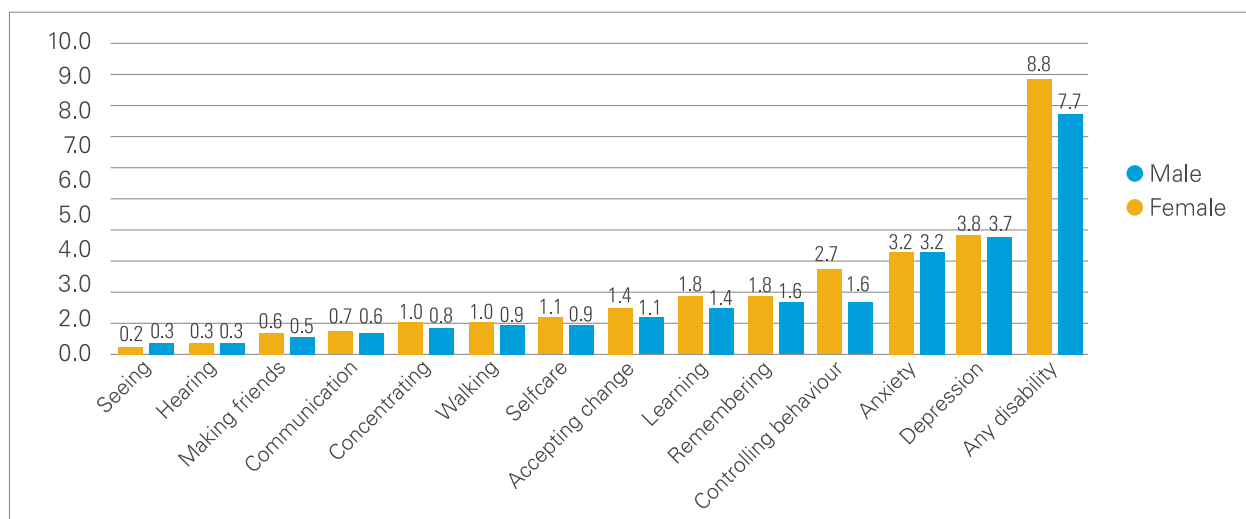**Figure 40:** Prevalence of functional difficulties (children aged 5–17 years)

Figure 41: Prevalence of functional difficulties (children aged 5–17 years)

Findings

- Across the country, 8 percent of children aged 5-17 years have at least one functional difficulty.

- The prevalence of functional difficulties is somewhat higher among boys (9 percent) than girls (8 percent) and among younger children (9 per cent) than older ones (6 per cent).

- There are visible links between socioeconomic background and functional difficulties. In terms of wealth quintile, the share of children with functional difficulties falls from 10 per cent among the poorest families to 6 percent among the richest.

- The share of children with functional difficulties is highest in Barishal and Mymensingh, at 21 and 18 percent, respectively.

- The most common functional difficulties among children are mental: depression (4 percent for both boys), anxiety (3 percent for both boys and girls) and controlling behaviour (3 percent for boys and 2 percent for girls).

Inclusive education

Figure 42: Adjusted net attendance rate by functional difficulties (children aged 5–17 years)
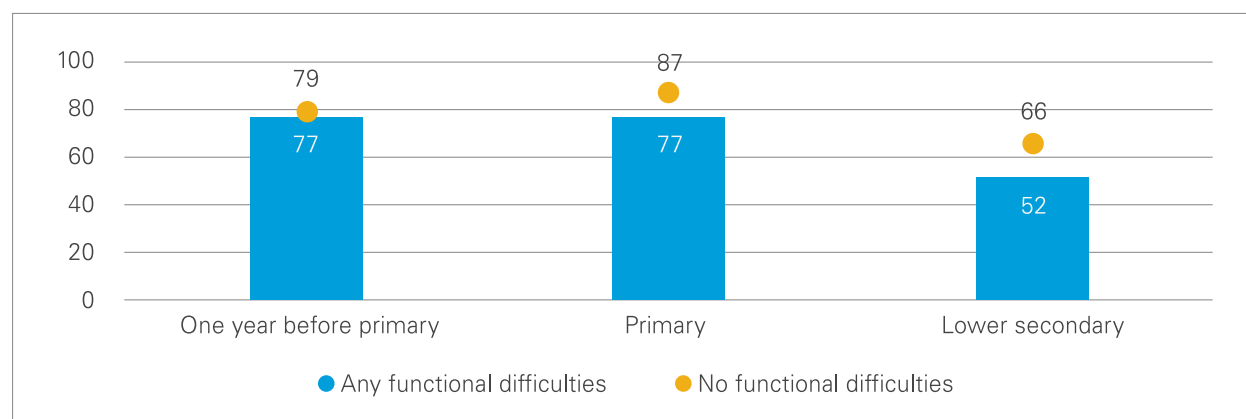
Figure 43: Dropout and repetition rates by level of education and functional difficulties (children aged 5–17 years)
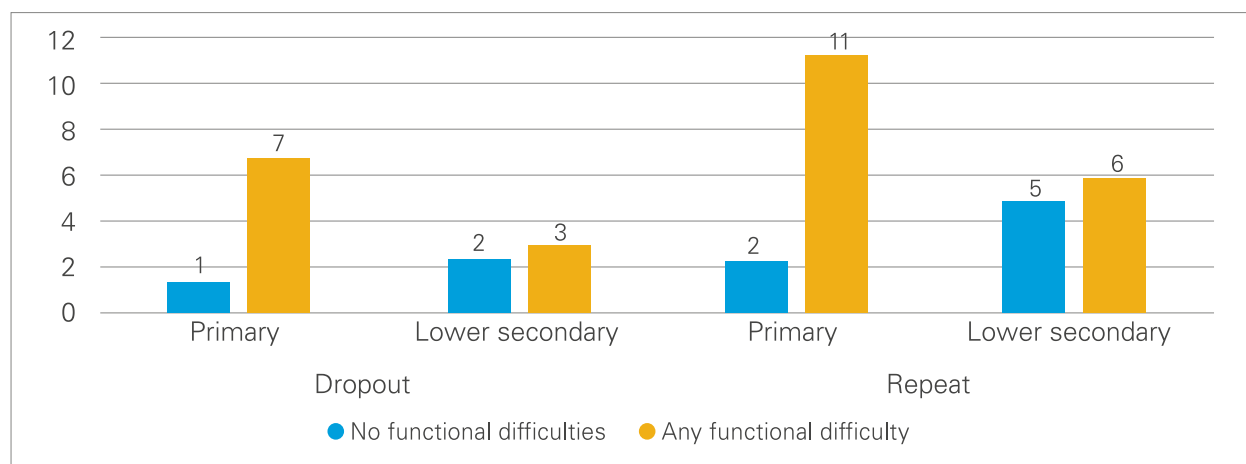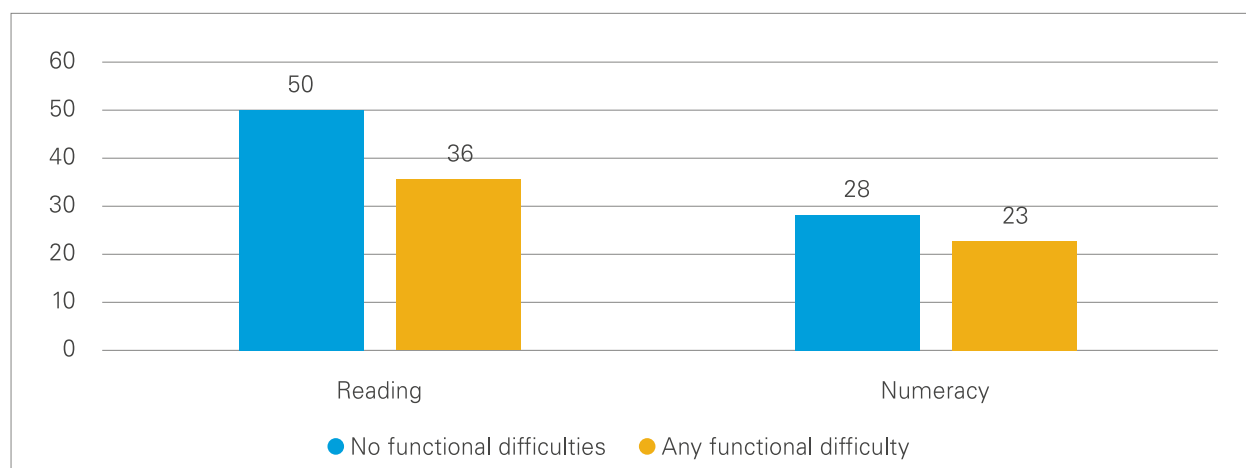

Figure 44: Foundational skills by functional difficulties (children aged 7–14 years)
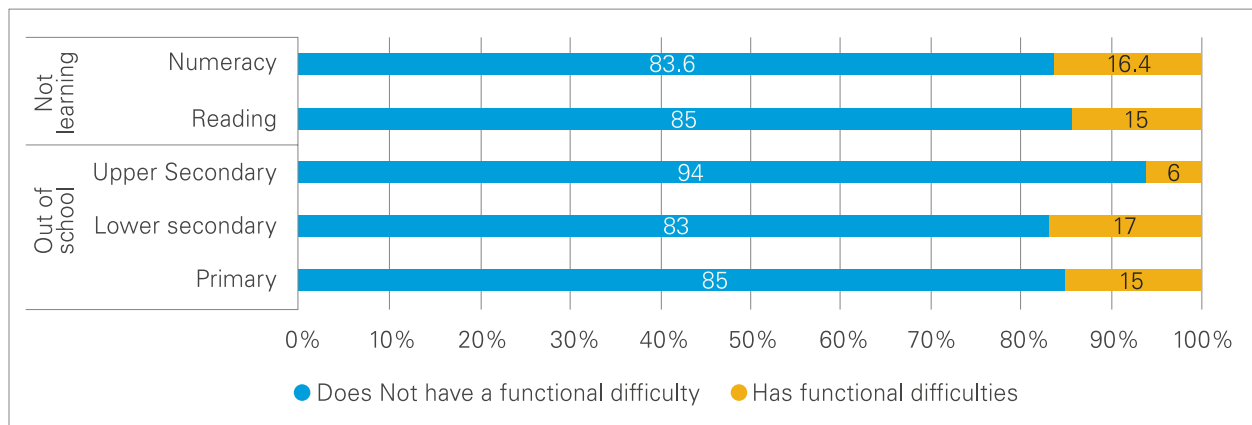

Findings

- Children with functional difficulties attend school at rates comparable to those without disabilities one year before primary education. But clear disparities in attendance emerge in primary education and grow more severe in lower secondary education.

- At the primary level, children who do not have functional difficulties attend at a 12 percent higher rate than those who do; at the lower secondary level, those without functional difficulties attend at a 27 percent higher rate than their peers with one or more functional difficulty

- Dropout rates are generally low but are higher among children with functional difficulties than among those without—especially at the primary level, where children with functional difficulties drop out 7 times more than those without.

- The discrepancy between children who have functional difficulties and those who do not at the primary level is even more evident when it comes to repetition: 11 percent of children with one or more functional difficulties repeated their last grade, while only 2 percent of those without any functional difficulties did the same.

- Notably, although these discrepancies are prominent at the primary level, they are significantly less severe in lower secondary education.

- As regards learning, school environments seem less prepared to properly accommodate children with functional difficulties, who do not fare as well as their peers.

- While 51 percent of children without functional difficulties have foundational reading skills, the same can be said for only 36 percent of children with functional difficulties.

- The gap in foundational numeracy is also noticeable, if less pronounced: 22 percent of children with functional difficulties have foundational numeracy skills—as opposed to 29 percent of those who do not.

Figure 45: Profile of children out of school or not learning by functional difficulties

Findings

- Children with functional difficulties are over-represented among children who are not learning or who are out of school relative to their share in the general population.

- Indeed, nearly one-sixth of children without foundational skills have functional difficulties—in other words, double the share of children with functional difficulties in the general population.

- Children with FD are also disproportionately present among those who are out of school, especially at the secondary level. This would seem to confirm earlier findings that these children often drop out earlier than their peers.

TOPIC >> 7

CHILD
PROTECTION

Topic 7: Child Protection				
Guiding questions	1. Which groupshave higher ratesof early marriage, andhow doesit affect literacy and ICTskills?	2. Which groups of children are more frequently involved in child labour?	3. How is child labour linked to education attendance and foundational learning skills?	4. How does child labour explain the profile of out-of-school children or those not learning in school?

Child Marriage and Education

Figure 46: Prevalence of child marriage among youth aged 20-24 years

Figure 47: Literacy rate and ICT skills of youth aged 20-24 years, by marriage status

Findings

- Around 36 per cent of young women aged 20-24 years old married or entered a union between their 15th and 18th birthday; 15 percent did so prior to their 15th birthday. This means that around half (51 percent) of women marry early.

- Early marriage is more prevalent in rural areas, among poorer families, and among women who do not attain post-secondary education.

- Level of education is strongly associated with early marriage—and especially marriage before the age of 15—as children who marry early are less likely to stay in school and children who study longer are less likely to marry early.

- Among women whose highest level of education is lower secondary school or below, a solid majority—more than 60 percent—married before their 18th birthday, and more than a fifth married before the age of 15.

- In contrast, only 11 per cent of women who attended higher education were married before 18.

- Women's literacy rates are quite high across the country, but those who married early have literacy rates which fall below the national average.

- ICT skills are found near-exclusively among those who did not marry early.

Child Labour and Education

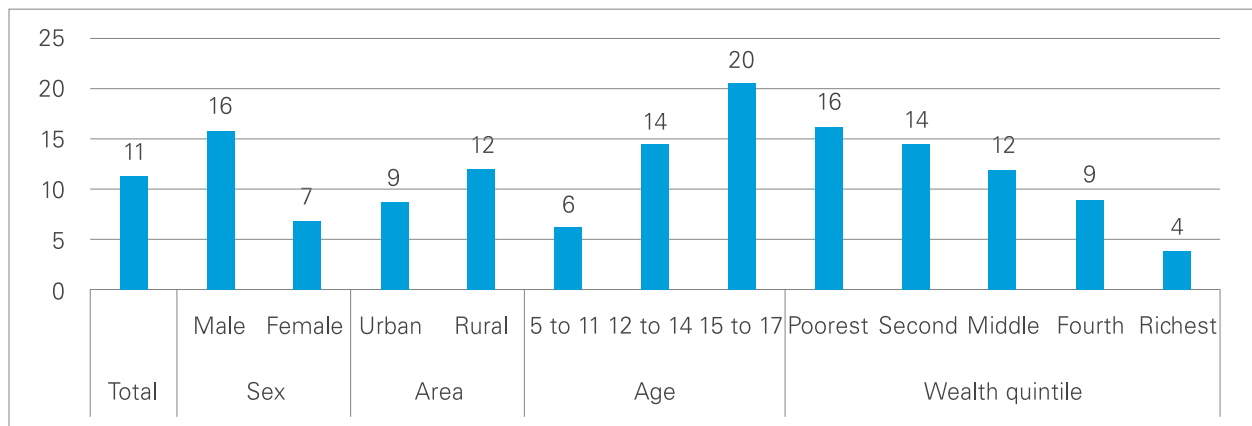**Figure 48:** Prevalence of child labour for children aged 5–17 years

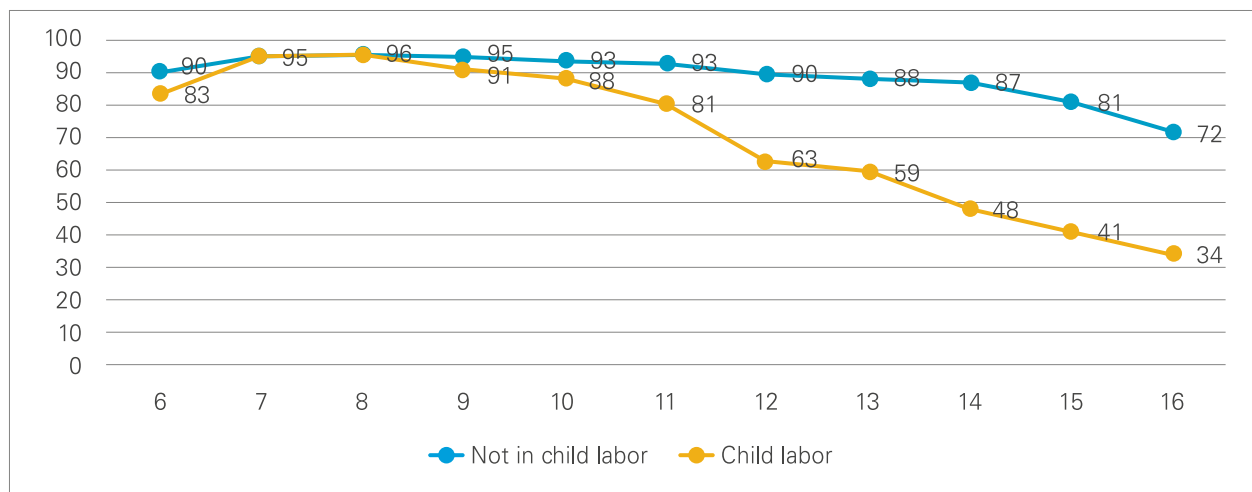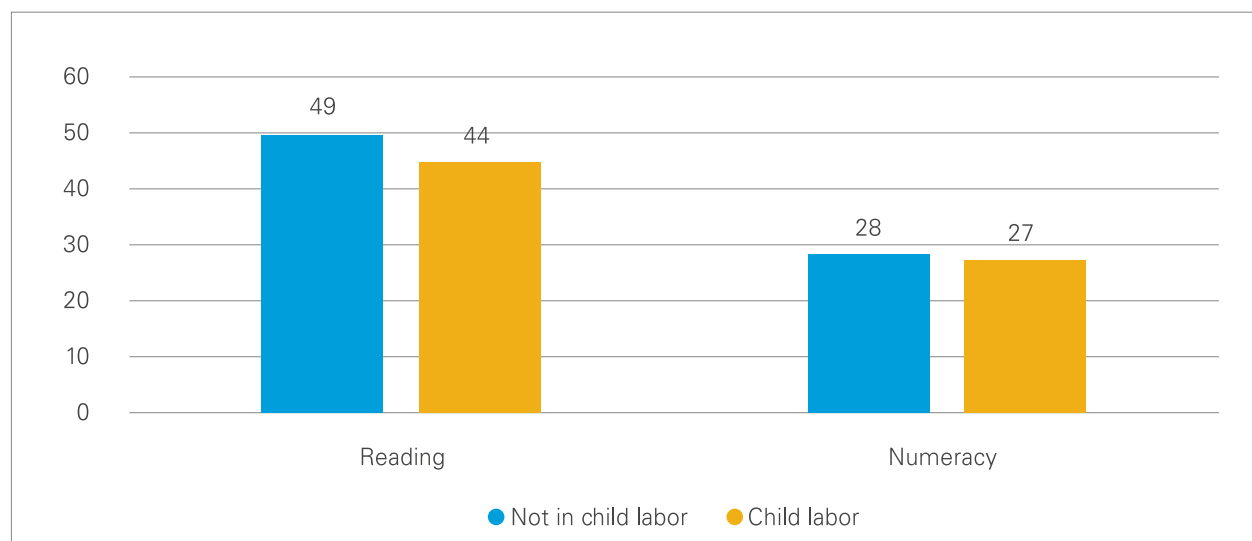**Figure 49:** School attendance per age and child labour status

Figure 50: Foundational skills by labour status (children aged 7–14 years)

- A total of 11 per cent of all children aged 5-17 years are engaged in some form of child labour.

- The rates of child labour are higher in rural areas but fall below the national average in urban areas.

- Boys and children from poorer families work in much greater numbers than girls and children from wealthier families.

- Up to the age of 10, the school attendance of children who are engaged in child labour is almost as high as that of those who are not. However, older working children have significantly lower attendance rates, suggesting that they drop out of school at higher rates than their peers.

- Although 88 percent of 10-year-old working children are in school, their school attendance rate drops to 41 percent by the age of 15 and to only 34 percent at age 16.

- Working children have foundational reading skills at a lower rate than those who do not work, suggesting that they face obstacles to learning.

- In contrast, working children are on par with non-working children as regards numeracy skills.

- Part of this can explained by the fact that working children are generally older, which makes them likely to have already acquired numeracy skills.

Profile of children not learning and out of school, by child labour, and uneducated or unskilled youth by early marriage

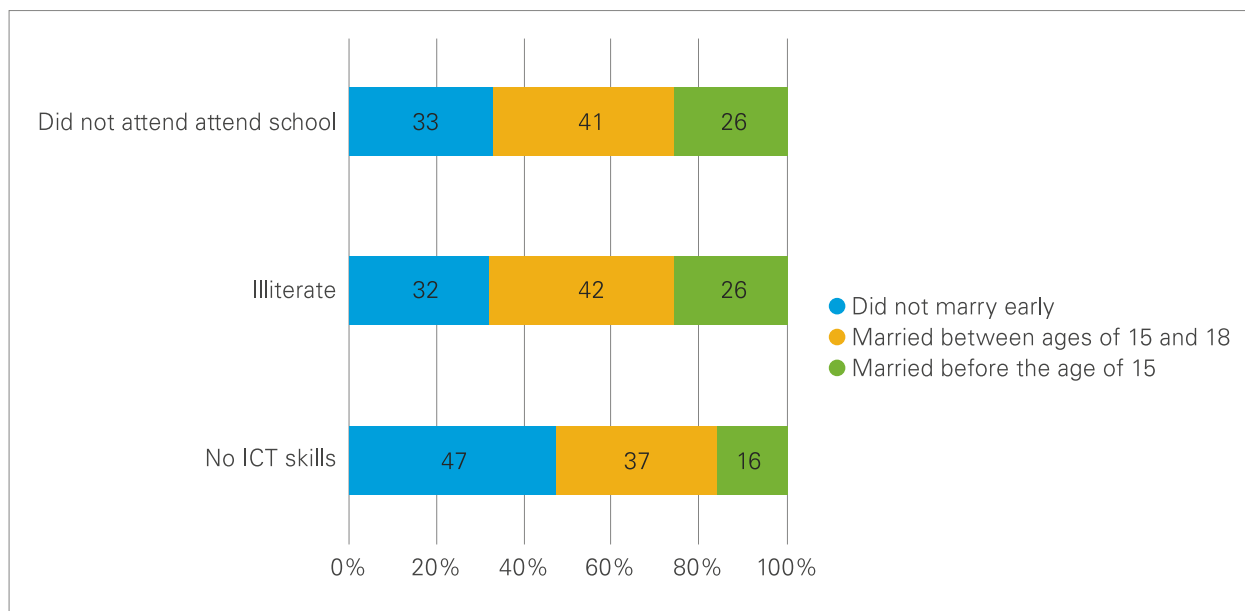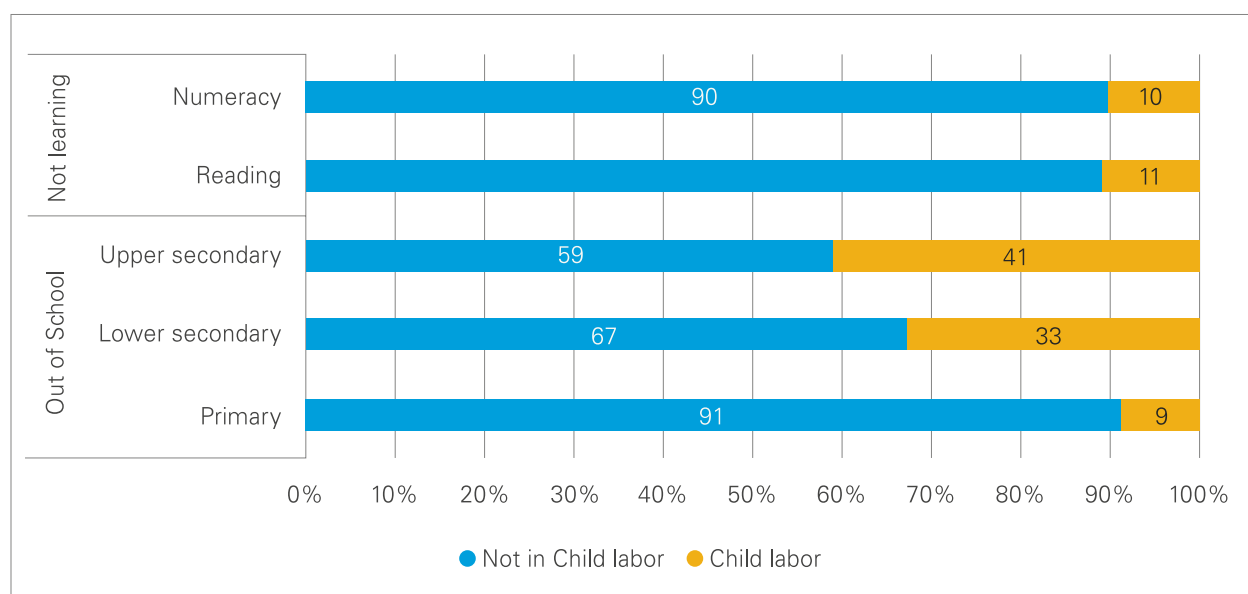**Figure 51:** Profile of children out ofschool or not learning,by child labour status

Figure 52: Profile of uneducated or unskilled youth aged 20–24 years by date of marriage

Findings

- A full two-thirds (67 percent) of young people who did not attend school married early, and around a quarter of those who did not attend school were married before the age of 15.

- Young people who got married early comprise roughly two-thirds of those without literacy skills and half of those without ICT skills.

- 11 percent of all children aged 5-17 years are engaged in child labour. The share of children not learning who are engaged in child labour is comparable to their share in the total population, at 9 percent for those without reading skills and for those without numeracy skills.

- However, they comprise 41 per cent of all children who are out of school at the upper secondary level and 33 percent of those who are out of school at the lower secondary level, confirming previous findings that they drop out of school earlier than their peers.

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