

Report on
Preparing Fact Sheets
On
Availability of Primary School
Amar Odhikar Campaign (AOC)



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Chapter 1

Introduction

Introduction

Since liberation of Bangladesh, the achievements in all the areas of primary education are not significant. With increasing awareness among the people, the demand of receiving education has also increased. The commitment and obligation of the state to provide basic services to its citizens is enshrined in the constitution of Bangladesh. Article 26 of The Universal Declaration of Human Rights, formulated in 1948, was an added incentive to this rights perspective which unambiguously states that “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory”. Government documents (PRSP, MDG reports and other relevant policy papers) clearly states that almost 50% people are poor, meaning that these groups of people are “deprived”, “powerless” and “distressed”. More than 50% people are still illiterate. Apart from the insufficient budgetary allocation, our education system also remains distorted from keeping cohesion with the directive of constituency.

The purpose of Amar Odhikar Campaign (AOC) is to strengthen the capacity of civil society of Bangladesh to influence government to ensure quality and equitable standards of education for all, especially for the poor and marginalized children. The initiative was followed by a series of practical actions which successfully involved review of the existing literature observing real case scenario at the grassroots level, organizing dialogues with prominent political leaders, key informants such as educationist, academics, CSO leaders, researchers as far as the said issues are concerned.

The main finding showed that presently one out of every five primary school-age children in Bangladesh is out of school, nearly a half of new entrants to primary first grade are not of the official entrance age and of those enrolled, drop-out rate remains extremely high, especially amongst girl children, regional and gender disparity and educational outcome problems (i.e. high rate illiteracy) all remain salient issues. On reasons for non-participation, two responses stand out – “scarcity of money” or poverty, and children’s “dislike of school”, which indicates problems in respect of classroom practices. The third most frequent response was the need for the child to work, which is linked to poverty. It was agreed that the campaign named Amar Odhikar (My Rights) will include the broad spectrum of civil society organizations, networks, alliances, professional groups, women groups, youth groups, trade unions and human rights organizations.

Currently, an inclusive steering committee of 15 members is responsible for guiding the AOC initiative in Bangladesh. The steering committee was formed in an organic process comprised of grassroots and national actors who already been involved promoting right to education in Bangladesh. The committee has met at least once in a month and corresponds frequently to determine the strategic direction and operational mechanism of AOC based on consensus. Recent steering committee meetings have given emphasis to formulating plans, developing strategies and activities for campaigning efforts including a specific education policy change agenda and

planned time-bound goal-oriented campaign. Although the Government has taken up a massive programme for ensuring education for the children, there are a large number of villages in the geographically isolated area which have no primary schools. Amar Odhikar Campaign (AOC) is working for strengthening the capacity of civil society of Bangladesh to influence government to ensure quality and equitable standards of education for all, especially for the poor and marginalized children. To keep the Government on track, AOC will continuously try to pressurize the Government for prioritizing the demands of AOC.

Background of the Study

There is no alternative to education for development of human resources. This fact is now universally recognized that development begins from the class room. More investment education means moving ahead in development. The Government is committed to eradicating illiteracy from the country by the year 2010. The Government is also committed to providing opportunities for all children to attend primary schools. In the development of human resources, Amar Odhikar Campaign (AOC) is working for strengthening the capacity of civil society of Bangladesh to influence government to ensure quality and equitable standards of education for all, especially for the poor and marginalized children.

Government of Bangladesh has taken up a massive programme for achieving 100% net enrolment rate of all eligible children with the assistance of development partners. But still villages in the geographically isolated areas such as Haor, Char, Beel, Hill areas have no/lack of availability of primary school. To ensure education for all there is a need to set up at least one primary school in each village of the isolated areas for participation of all eligible children. Literature review identified that the isolated areas have the lowest enrollment rate, highest drop out and the low level of quality education. A number of reasons exist not to avail the opportunity to complete primary education. This study aims at to identify the reasons to deprived children and formulating recommendations to address the challenges.

Objectives of the Study

- i. To document the prevailing vulnerability of children with particular focus to education and reasons behind the situation
- ii. To document the relationship between vulnerability and educational access and achievement.
- iii. To prepare recommendations and fact sheets.

Conceptual Frame Work

Children under the study have the lowest enrolment rate, the highest dropout and the lowest level of quality education. Different reasons exist as to why specific groups of children are unable to avail the opportunities and complete Primary education.

This study aims at identifying the reasons specific to deprived children formulating recommendations to address the challenges. If the recommendations are successfully implemented in the near future then the AOC's aims My Rights Campaign should be successful.

Chapter 2

Research Methodology

2.1 Introduction

This chapter provides brief description of the methodology used in this study, which includes research methods adopted, instruments used, sampling procedure, field level data collection procedure and analysis techniques. Limitations are also discussed here.

As per ToR and the scope of the study 1500 household with 6-14 years of age children from the village of isolated areas of Haor, Char, Beel and Hill was targeted for the study. Statistical information on primary school located in the study village or nearby village was also studied to supplement or complement the information collected from the household. According to the nature of the study both quantitative and qualitative method was used to collect the data which include house to house interview by using structured questionnaire/interview format, focus group discussion and review of literature.

2.2 Data collection instruments

In order to gather information for achieving the objectives, following instrument were used.

- Household survey questionnaire
- School information collection check-list/questionnaire
- FGD guideline

Household survey questionnaire were structured and pre-coded. This instrument was developed to provide information on children's participation in primary education and its socio-economic differential, gross and net enrolment, questions related to each household members, schooling status of individual 6-14 years and household level information were included in this instrument. However more emphasis was given on schooling and education matters. Although the official age of primary schooling is 6-10 years in Bangladesh but different studies including NGOs suggested that children older and younger than this age group also enrolled in primary schools. Thus it was decided to collect information for all individuals aged 6-14 years who were members of the sample household at the time of interview.

The questionnaire collected information on household member's profile such as age, sex, marital status, years of schooling completed and occupation for each member of the household. The profile also included question on the literacy status of each individual. The adult respondent was asked about each member of the household on whether s/he could read, write and count. Anyone satisfying this condition was considered to be 'literate'. It may be mentioned that this definition of literacy is traditionally used in Bangladesh National census. The children section included all children of age 6-14 years in the household. Provision of separate information of those currently enrolled, dropped out, never enrolled and irregular in the school with reasons were the most important parts of this instrument. Some more household level information included assets, yearly income and expenditure, savings, food deficit, educational expenditure, utilization of extra income if any and access to basic services like medical facilities, latrine and water facilities etc. The information also included on reasons of good and bad performance of children attending schools.

2.2.1 School information collection check-list

The instrument was developed to collect information about the schools and other school related matters. These were general information of school, retention, dropout repetition of student by class, teachers profile, school management committee, school visit by Thana education officers, teacher- parents association, participation of student in class V ending public exam, availability of stipend for the student.

2.2.2 FGD Guideline

FGD guideline was developed for community leaders, school teacher, guardians, and children aged 6-14 years. The major thrust of the guidelines include reasons and solution/steps need to be taken for minimizing drop-out, never enrolled and irregular student.

2.3 Sampling

A multistage sampling procedure was designed for this purpose. At the first stage 8 upazila were selected purposively as mentioned in the ToR from Haor, Char, Beel and Hill areas. At the second stage 2 unions was selected randomly from each of the selected upazilla. At the third stage, 3 villages were selected randomly from each union. This means 44 villages were selected, Latest available information (community series of 1991 census in district volumes) published by the Bureau of Statistics was used in sampling design.

In the selected village the Research Assistant identified the corner of the village and the work started by surveying the first household of the corner. After completing the work in the first household the research assistants moved anti-clockwise for the next household (i.e. 3rd/5th) and so on until required sample size was reached. If the village was too small to find 35 household the interviewer moved to the village closer to the place where they finished and covered the remaining household in the similar fashion, children aged 6-14 years were the subjects for this study. In case of unavailability of children of above characteristics in the selected household the next household was considered.

For collection of information from the school at least one school was selected from each village selected for the household survey if any school not available in the village the supervisor move to the neighboring village to collect information from the school.

A total of 1500 households from 44 villages were covered through the household survey, where 1843 children aged 6-10 years and 8625 student enrolled in primary classes were identified. Table-1 presents more details on the sample of different upazila/area. The average household size is 5.3 which is not comparable to other studies (BDHS 2007). Statistical information was collected from 46 schools.

Table 1: Sample for the HH survey

Area		No. of Union	No. of villages	No. of HH	Pop in the HH	Children aged 6-14 yr.	Children aged 6-10 yr.
Haor	Netrokona	2	6	218	1204	344	316
	Sunamgonj	4	12	432	2322	723	535
Char	Sirajgonj	4	12	432	2170	661	520
Beel	Munshigonj	2	6	218	1126	317	243
Hill	Bandarban	4	8	200	1069	323	238
Total		16	44	1500	7891	2418	1852

2.4 Field Personnel and their Training

A total of 6 research assistants and 2 supervisors were recruited for smooth implementation of the study. Minimum bachelor degree experienced with data collection was recruited as research assistant. After recruitment an intensive 4 days training was given. During training household questionnaire and FGD guidelines was discussed thoroughly. Discussion on study objectives, information collection methodology was also done. Lecture, group discussion, role play was also used in the training.

Research assistants were sent to the slum area and villages for field exercise and as a part of the pre-testing of questionnaire.

2.5 The Field Operation

A team of two research assistants carried out interview at household level in each village. Each team has one supervisor. Supervisor was given responsibility to distribute the work to the research assistant and, supervision and research assistants and collect information from the schools and conduct FGD. The field work started on 12 February 2010 and completed 20 March 2010.

2.6 Data analysis

Data analysis and tabulation was done by computer as well as manually.

The data was manually edited for only visible inconsistencies. All the information inserted in the questionnaire was pre-coded. The open-ended question was coded following a coding instrument. Data was entered into visual basic data entry screen/Fox-pro directly from the questionnaire. After entering data into the computer consistency checks were carried out for further data cleaning. Analysis was carried out by using SPSS for window software. Qualitative information was compiled manually.

Senior members of BUP conducted the training sessions.

2.7 Limitations of the study

The duration of field work was too short to collect information from 1500 household.

Chapter – 3

Prevailing Socio Economic Situation

This chapter presents information on social and economic characteristics of the household population such as age, sex, residence, educational level, employment, income and household assets etc. Also examined are access to basic services and performance of student. Relate all these information with prevailing vulnerability in education.

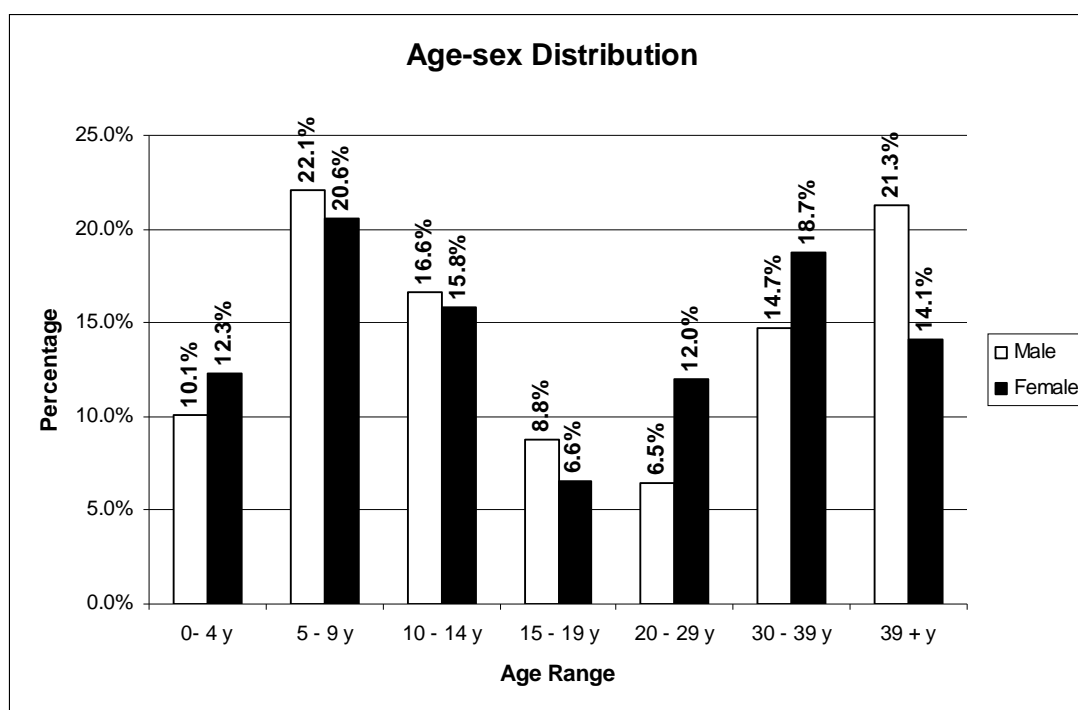
3.1. Household population

The household questionnaire was used to collect data on demographic characteristics of all usual residents of the sampled household. A household is defined as a person or group of people who live together and eat together. The survey household constitute of population of 7,891 people.

3.1.1. Age and sex composition

The distribution of population covered in the survey is shown in Figure 1 and Annex 1 by five and ten year age group, according to sex and sample area of 5 distinct characteristics. Forty nine percent of the sample population is below 15 years of age which is the sign of relatively high fertility in the survey areas; there are more people in younger age group than the older age group of each sex (Annex-1). The proportion below age 15 is relatively high in Haor area (51.0%) and low in Beel area (42.5%).

Figure 1



The number of women exceeds the number of men in age group 0-4, 20-29, 30-39 (Fig 1). This is pronounced at age 20-39 which may be due in part to international and national migration of young men for work. However, there is possibility of over reporting of ages of men and / or underreporting of ages of women may account for the excess of men over women at older age group. In the overall sample population male outnumber female with difference of 2.7% in favour of men as against the national difference of 0.04 for the age group 15-64 (wikiipedia, op.ct.).

The high sex ratio has implications for children education (Annex - 1). Culturally son preference is common in Bangladesh for old age security, earned for family by working outside home. Among parents, father decides mostly if and when child would abandon school. Considering the other factors, the presumed son preference and male domination are likely to set limits upon the efforts aimed in turn of expansion of basic education.

3.1.2. Sex ratio of school age (6-14) children

Male-female sex ratio among school age children observed to be high (Table 2) in the survey area. This fact further intensifies the male domination in the society and more prominence to be decision maker. The number male children are out number females. In the sample area 6-14 years population is 37.6% (Annex 1) while at the national level this population group account for an almost 32.9% according to 2006 estimate.

Table 2: Sex ratio of school age children (6-14) years

Area	Male	Female	M/F
Haor	655	566	1.16
Char	401	355	1.13
Beel	183	179	1.02
Hill	194	173	1.12
All	1433	1273	1.13

3.1.3. Marital status

Early marriage is common in the survey area. 666 (39%) marriage take place before marriageable age of 18 years for female (Table 3), which is a sign of primitive society and high fertility. Marriage even takes place before the age of 14. Highest number of marriage takes place in Haor area. Prevalence of child marriage is too high in the poor families. These are the symptom of grossly underdeveloped society and violation of child rights. The cyclical nature of early marriage results is likely low level of education and life skills, increased vulnerability to get abused and poor health, and therefore acute poverty. www.forwarduk.org.uk/key-issues/child-marriage-27k.

Table 3: Percent distribution of married population by age group, sex and area

Age range	Area												Total		
	Haor			Char			Beel			Hill			Male	Female	Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total			
10 - 14	.0	1.9	1.0	.0	3.5	1.8	.0	1.9	1.0	.5	3.5	2.1	.1	2.6	1.4
15 - 19	2.3	66.4	36.0	2.9	77.5	41.5	1.8	75.6	42.1	5.0	81.0	45.5	2.8	73.0	39.8
20 - 24	39.5	28.2	33.6	49.3	17.1	32.7	37.1	20.3	27.9	52.0	13.9	31.6	43.7	21.9	32.2
24 +	58.2	3.5	29.5	47.8	1.9	24.0	61.1	2.3	29.0	42.6	1.7	20.8	53.5	2.6	26.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

3.1.4. Household size

Eighty two percent of the household have at least six family members while almost 73.5% of the household have 4-6 members. Ninety eight per cent of the household at most nine members in the family (Table 4).

Table 4: Percent distribution of household size by area

Household size	Area				Total
	Haor	Char	Beel	Hill	
1 - 3	2.9	3.3	1.7	1.1	9.0
4 - 6	32.0	21.5	10.5	9.5	73.5
7 - 9	7.7	3.8	1.9	2.3	15.7
10 - 14	.8	.3	.4	.3	1.8
Total	43.3	28.8	14.5	13.3	100.0
Average family size	5.4	5.0	5.2	5.3	5.3

Average household size is 5.3 in the study area which is higher than family size (4.99) of a study conducted by Rahman et. al. 2008. The relatively bigger family size suggests that the study area has yet under developed and lack of knowledge about government encouragement of 2 child family i.e. family size 4.

3.1.5. Literacy of the population

Table 5 presents literacy of population aged 15 years and above. Only 51.0% of the population was reported to be literate as defined in annex, 54.8% for male and 45.1% for female. Literacy rate varied significantly by area ($P < 0.001$). Highest literacy rate was reported in Beel area (70.6%) and lowest in Haor (44.8%). Statistically significant gender difference favoring male was reported in each area. At the national level the adult literacy rate was found to be 48.5 percent, 54.8% for males and 45.1% for female. (Education Watch 2008).

Table 5: Literacy rate among population age 15 years and above by area and gender

Area	Literacy rate		
	Male	Female	Both
Haor	47.8 (425)	41.6 (348)	44.8 (773)
Char	53.1 (310)	45.3 (245)	49.3 (555)
Beel	73.2 (238)	67.9 (218)	70.6 (456)
Hill	56.8 (159)	45.0 (122)	51.0 (281)
All	54.8 (1132)	45.1 (933)	51.0 (2065)

However, among female, illiteracy is highest in Haor 28.3 percent and lowest in Beel 15.9 percent. Among the literates 23.9 percent have not completed class V. That means nearly 73.0 percent population remained devoid by basic education.

Higher education (i.e. graduation) among male or female are hard to find out. Nearly one percent hold Bachelor degree. In all 5.3 percent of total population do hold public education certificate nearly 3.2 percent of which 60.0% hold secondary school certificate (SSC).

Though literacy rates in sample area are high but in tertiary and higher level education they are lagging behind in general.

3.1.6. Occupation

Table 6 presents 37.8% of population are day laborer which is followed by agriculture 20.5% and 12.4% Service, 10.2% small business, 4.2% Fisherman and 7.7% business. Almost all the occupation listed above are low paying one and prone to seasonal fluctuations. Absence of modern diversified economy with job opportunities through its protracted poverty implications is to turn the large number of student community vulnerable with presence of high number of drop-out and irregular student.

Table 6: Percent distribution of population by Occupation

Type of occupation	Area				Total
	Haor	Char	Beel	Hill	
Service	9.5	14.6	16.2	13.3	12.4
Business	6.2	7.1	13.8	7.1	7.7
Small Business	10.0	12.1	11.4	6.5	10.2
Agriculture	18.5	24.9	9.1	29.4	20.5
Day labourer	45.5	29.7	29.6	38.2	37.8
Rickshaw or Van or Boat puller	0.8	2.7	1.3	.6	1.4
Self employed	1.3	1.1	3.7	2.6	1.8
Fisherman	6.7	3.4	2.7	.0	4.2
Service in foreign country	.4	2.1	11.4	1.9	2.7
Others	1.10	2.40	0.70	0.30	1.10
Total	100.0	100.0	100.0	100.0	100.0

3.2. Poverty

According to save the children (2008), Tk. 36,000 per household per year has been assumed to be minimum income level in order to live above absolute poverty level. For understanding poverty scenario, factors such as asset ownership, average income level, expenditure pattern, average loan position etc. need to be taken into consideration.

3.2.1. Ownership of Assets

Homestead alone account for an average of 75.7% of the total assets value (Table 7). Homestead and livestock together for over 90.0% of assets. Except Beel area the other 3 areas are look alike. The sample are thus look extremely asset poor and bear the symptom of impoverished state of living. Modern style of living is hard to find out among the sample household.

In the study area almost 14.0% of the household own assets worth less than Tk. 25,000, while 60% of the households own assets less than Tk. one lac. 25% of the households own assets worth over Tk. 1,50,000. In keeping the national characteristics asset ownership is highly skewed (Annex - 2) i.e. assets highly unequally distributed.

Table 7: Average value of assets owned by household

Assets	%Household	Area				
		Haor	Char	Beel	Hill	Total
Homestead	75.7	69542.6	85474.5	273191.7	76628.6	104579.0
Livestock value	14.9	16021.7	29956.8	8766.4	21735.4	20613.9
Other properties	9.4	9870.2	9884.4	28755.0	11259.0	13008.8
All	100	88394.8	119586.8	303015.9	104025.5	130653.8

3.2.2. Average household income

It has been observed that on an average a household earn Tk. 72,804 annually or Tk 6067 monthly (Table 8). Thus on an average two sample area live barely above poverty line.

Table 8: Average monthly income, expenditure and loan in the last year by area.

Area	Average Income		Average Expenditure		Average loan in last year
	Monthly	Yearly	Monthly	Yearly	
Haor	5434	65211	4823	57872	12523
Char	5209	62509	4577	54921	8648
Beel	8992	107903	6742	80907	43848
Hill	6788	81455	5862	703441	12538
All	6067	72804	5169	62033	13528

According to Annex - 3, 9.5 % live below poverty line. Absolute poverty is highest 12.3% in char area.

Again household in the total study area earn per above Tk. 6,000/- month that is, they live marginally above the absolute poverty line. Lower middle class accounts for 29.3% of the household. Less than 5 percent are rich, earning over Tk. 120,000 per family per year.

Poverty is highest (60.2%) in Char area, 58.8% in Haor area against national estimate of 42.0%. In the other two areas it varies between 25.7% and 35.0%. However only two sample area are impoverished. Prevailing incidence of poverty is much higher than national level incidence in 2 selected areas. Children vulnerability in education in these areas should be imagined with reference to this stark reality of poverty.

3.2.3. Monthly average expenditure

Food alone accounts for the more than 70% of total expenditure, while food and cloth together absorb 77.0%. Health and education together account for 10% of expenditure (Table 9). Thus after meeting the bare necessities of life, the sample households are left with little for medicine and education.

Table 9: Item-wise Monthly Expenditure

	Area					Total	(%)
	Haor	Char	Beel	Hill	Total		
Food	3463.9	3264.8	4650.5	4479.3	3714.4	71.3	
Medicine	314.7	281.5	355.3	217.7	298.0	5.7	
Cloth	283.2	262.5	381.9	327.5	296.9	5.7	
Education	203.6	171.6	388.2	243.4	226.5	4.3	
Others	600.6	596.3	1138.8	611.6	672.3	12.9	
Total	4866.0	4576.7	6914.7	5879.5	5208.1	100	

The above scenario is also reflected in the range of distribution of expenditure. Almost 60.0% of the household spend less than Tk. 5,000 the poverty threshold level (Annex 4). This figure compared with the income distribution scenario where 51.2% percent of household earn less than Tk. 5,000 a month. Presumably loan and on-credit purchase do enable lower income people live beyond means.

3.2.4. Loan and food deficit

9.3 % of the household are found to be indebted Tk. 1-5,000 (Table - 10). The highest percentage population taken loan Tk.10, 000 - 20,000 which is for small business. Almost 40.0% of household had deficit for upto 6 months a year (Annex - 5).

Table 10: Percent distribution of loan by area

Range	Area				Total
	Haor	Char	Beel	Hill	
< 5000	10.6	7.7	12.3	4.2	9.3
5000 - < 10000	32.2	30.9	.0	16.9	27.3
10000 - < 20000	33.9	29.4	35.4	39.4	33.3
20000 - < 50000	20.3	25.8	23.1	23.9	22.5
50000+	3.0	6.2	29.2	15.5	7.6
Total	100.0	100.0	100.0	100.0	100.0

3.3. Access to basic servicesBasic services

The physical characteristics of, the household have an important effect on environmental exposure to disease and reflect the economic condition of the household.

3.3.1. Sources of drinking water

Tube well was the major source of drinking water (97.0%) in the study area (Table - 11). Only 1.4% of household depend on deep well and 1.1% pond water. 0.6% of household obtain drinking water from rain water and river/canal.

Table 11: Source of safe drinking water

Safe drinking water	Area				Total
	Haor	Char	Beel	Hill	
Deep tube-well	2.5	.0	2.3	.0	1.4
Tube-well	95.2	99.8	97.7	96.0	97.0
Pond water	2.2	.2	.0	.5	1.1
Reservation of Rain water	.2	.0	.0	.0	.1
River/Canal	.0	.0	.0	3.5	.5
Total	100.0	100.0	100.0	100.0	100.0

3.3.2. Sanitation/Latrines facilities

95% of household have some type of toilet facilities (Table 12); however only 67.4% have hygienic toilets (ring slab/water sealed, pit toilets, septic tank/modern toilets). 4.9 percent of household have no toilet facility at all. Mostly in Haor (4.0%) and Hill area (18.0%) had no facility at all. These are the extremely poor area.

Table 12: Sanitation facility

Latrine	Area				Total
	Haor	Char	Beel	Hill	
Ring slab (with water seal)	21.7	18.8	54.1	24.5	25.9
Pet latrine with cover	10.3	10.4	7.3	17.0	10.8
Ring slab (Water seal broken)	28.8	41.7	22.9	21.5	30.7
Pet latrine (uncovered)	17.8	23.8	.5	15.0	16.7
Septic Latrine	.3	.5	12.8	.5	2.2
Hanging Latrine	17.1	2.3	1.8	3.5	8.8
No latrine facility	4.0	2.5	.5	18.0	4.9
Total	100.0	100.0	100.0	100.0	100.0

All school in the study area had toilet facilities but about 55.0% school student use unhygienic latrine.

3.3.3. Medical facilities

The survey collected information from the head of the household about seeking health care from health facilities as well as from medical practitioner. 32.0% of household reported that their first priority is to seek help from MBBS doctor. Village doctor cater serves the need of 53.9% of people as first priority. Union health centre and pharmacy serve the need of 58.5% of population. The Thana Health Complex (THC) services asked for 21.0% of people. Thus 80% of the sample population depends on either private facility or village doctor or MBBS doctor as first priority of medical care. Thus GoB facility failed to attract even the most vulnerable household in the locality, because of poor delivery of service.

Table 13: Healthcare

Healthcare	Area				Total
	Haor	Char	Beel	Hill	
No where	0.2	-	-	-	0.1
Union Health Complex	23.2	29.2	21.5	21.5	24.4
MBBS Doctor	24.4	25.2	58.2	42.5	32.0
Village Doctor	47.5	63.9	52.8	54.0	59.9
Pharmacy	40.3	33.8	31.7	17.5	34.1
Herbal / Kabiraj or Ayurvedic Practitioner	4.2	0.2	3.7	6.5	3.3
Jhar / Fuk	0.9	-	-	0.5	0.5
Homeopath	6.6	0.5	3.7	0.5	3.6
Thana Health Complex	20.5	23.6	30.7	6.5	21.0
Private Clinic	-	0.2	1.4	-	0.3
Total	100.0	100.0	100.0	100.0	100.0

3.4 School environment and facilities

Physical facilities provide necessary environment for carrying out the functions of the school. School structure, class rooms, play ground, garden, electricity, water and sanitation etc. are some of those which create such environment.

23.9% school in the study area has no playground, an essential perquisite for children's education. Only 95.7% percent school has toilet facilities but 54.5% percent of toilets are not hygienic. Only 84.8% had no electricity, tube-well supply cover only 28.3% percent of the schools. The school has mean number of 1.5 structures and on an average 3.7 number of class rooms and 60.9% percent of class-rooms are dilapidated. (Annex 11)

On an average there are 4.0 teachers and among the teacher 40.8% are female and 82.6% percent teachers are trained in c-in-ed. Teacher student ratio is (1:47). However the overall absentism among teacher are extremely high. About a quarter of teachers were found to be absent during the day of enumeration. Quality of education under such a situation will call for immediate correction and reduction of teacher-student ratio.

High teacher-student ratio, teacher-absentism and lack of basic facilities thus pose as predominant barriers before expansion of education in the study area with certain degrees of variation among the study areas.

Chapter 4

Vulnerability of Children in Education

4.1 Introduction

Bangladesh has made remarkable progress in the area of gender equality in enrolment in primary education. But still there is a long way to ensure universal quality primary education. Thirteen per cent of the school age children until now can not enroll. The rate among specific, group of children is much higher. A considerable number of villages have no primary school until now. Approximately 42 per cent of the children drop out of primary education before completing grade-V. In all more than half of the children, due to vulnerability of some kind either being non-enrolled or drop out before completing grade V. Also most of those who complete grade V prove to be poorly accomplished (Education Watch, 2008).

Vulnerability in education can be defined as exclusion from primary education. Vulnerability has different dimensions such as socio-economic, geographic, age, non-bengali speaking and gender. Child vulnerability could be the result of not just one dimension but a combination of two or more.

This study aimed at situational analysis of vulnerability in education in 5 distinct geographical areas, with comparative analysis of the areas.

Literature review identified the following types of exclusion of children from education:

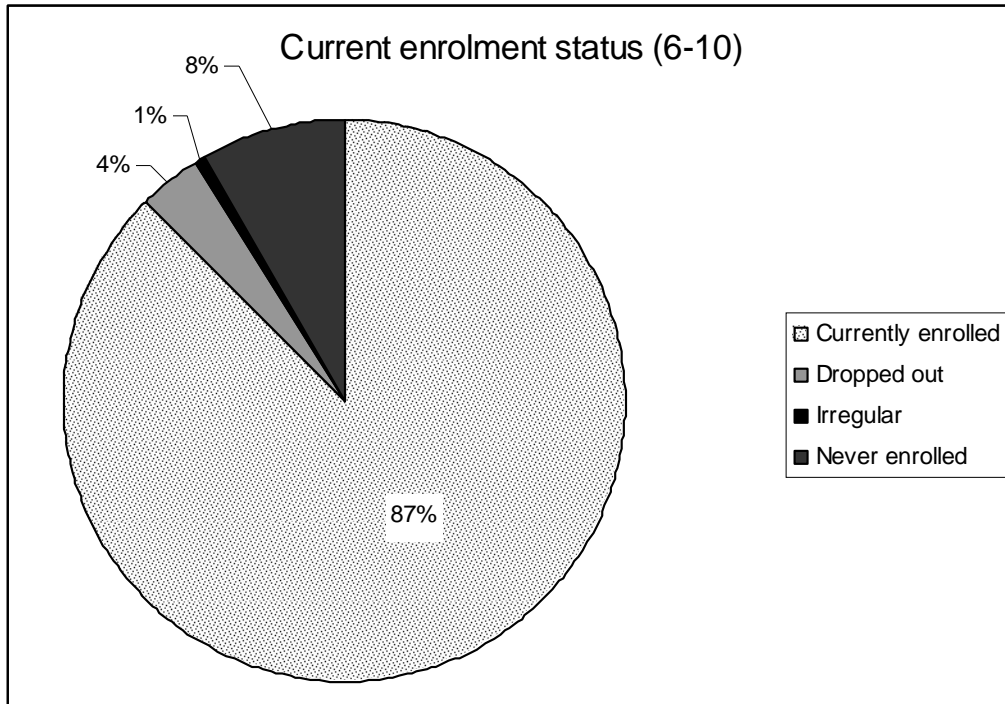
- Never-enrolled in any educational institute
- Drop-out
- Currently enrolled but irregular in class i.e. potential drop-out
- Poor performance in the class and exam i.e. potential drop-out

The purpose of the study is to identify the reasons as to their status in focusing in particular on various types of exclusion specific socially vulnerable group, identification and analysis of the reasons for their educational exclusion. The opinion collected from parents, community leaders, teachers and children (6-14) years of age through FGD on how to improve the situation were considered or key inputs in making recommendations. Implementation of this will enable the excluded children to join to the mainstream of education.

4.2. Enrolment Status

87.6 percent of children of age 6-10 years were currently enrolled in school (Figure 2). Of them remaining 12.4 percent out-of-school children i.e. 8.3 percent never enrolled and 3.6 percent enrolled but dropped out after some time and 0.5 percent irregular. The same table showed that the rate of out of school children was higher among boys than the girls. Further analysis of this confirms that majority of these children came from household where parents/guardians had no schooling and household food security status was always in deficit (Annex 7). Age-wise, 34.9 percent of the six years old, 19.6 percent of the 7 years old, 9.6 percent of the 8 years old, 8.3 percent of the 9 years old, 27.5 percent of the 10 years old child were found to be out of school (Annex 7).

Figure 2



Hill has the highest enrollment rate (89.1%) whereas Haor has the lowest enrolment rate (87.1%). The national enrolment rate is 86.4% (Education Watch, 2008). Thus the enrolment rate in the study area is higher than the national rate.

4.3. Drop-out

In the household survey drop-out rate was 3.6%, the rate was highest in Haor (4.7%) and lowest in Hill area (2.1%) (Annex 6). In the drop-out boys outnumber girls, the drop-out of boys with nearly twice as high than the girl in total sample area (Table 14). Girls in Char area do the best (1.7%) as regards to drop-out whereas boys have the worst (6.1%) in Haor area. In this two area boys also outnumber girls. In the class wise distribution of drop-out the highest drop-out found in class III (39.4%) and lowest in class V (3.0%). In area-wise analysis highest drop-out in Hill area and in class II (80.0%) and lowest in Haor in class V (2.5%) (Table - 15).

Table 14: Percent distribution of never-enrolled, dropped-out and irregularity in the school by gender and area.

Area	Gender		Never enrolled		Drop-out		Irregular	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Haor	443	408	8.1	7.3	6.1	3.2	0.4	0.5
Char	288	232	9.3	9.0	3.1	1.7	0.7	0.3
Beel	126	117	7.9	7.6	4.8	1.7	-	-
Bill	141	97	11.3	5.1	2.1	2.1	-	-
All	998	854	8.9	7.6	4.5	2.5	0.4	0.6

FGD participation reported that poverty is the principal reasons for non-enrolment and drop-out, the other reasons are migration in overseas, lack of cooperation of teachers, school is too far from home, no need for education for girls, bad condition of road in going to school, no importance at home for education and no initiative from school.

4.4. Never enrolled

The rate of never enrolled children was 8.3% (Annex 6). The highest rate of never enrolment was found in Char 9.2% (Annex 6) and lowest in Haor area (7.7%) and boys outnumber girls (Table 14).

The proportion boys not enrolled is much higher than sex ratio difference (Chapter 3). It seems boys in general have a higher tendency than girl not to enroll school. Similar tendency has been found out in case of drop-out and irregularity in attendance – boys outnumber girls.

Table 15: Percent distribution of drop-out of children age 6-10 year by attending highest class and area

Class	Area				All
	Haor	Char	Beel	Hill	
I	12.5	-	-	-	7.6
II	25.0	15.4	37.5	80.0	28.8
III	37.5	46.1	62.5	20.0	39.4
IV	25.0	30.8	-	-	21.2
V	2.5	7.7	-	-	3.0

More than 75 percent of those who, drop-out do it before completing class III (Table 15). Studies identified that student almost not learn much up to class III. Thus the drop out children did attend school but learn almost nothing. What proportion of children complete class V thus can be figure out.

4.5. Reasons for drop-out, never enrolment and irregularity

The parents of these children were asked about the reasons for keeping the children out of school. 12 specific reasons mentioned which were categorized to 9 reasons for all out of school children. (i.e. drop out and never enrolled)

Drop-out

Most of the parents frequently mentioned 3 reasons. They mentioned child has to work (36.4%), child dislike education (31.8%) and education is expensive (15.1). The other reasons were child repeatedly fails in the examination (6.1%), no interest of parents (6.1%). Compulsion to work at home serves as a dominant cause of drop-out in the study area. Lack of interest of children the next cause and cost of education lead to drop-out for significant proportion of children (Table 16). The highly correlated issues are compulsion of work at home and cost of education. While poverty compels the children to work and earn money, poor children are also affected by the cost of education.

Table 16: Percentage distribution of children ages (6-10) years by causes of drop-out and area.

Type of causes	Haor	Char	Beel	Hill	All
Education is expensive	15.0	15.4	12.5	20.0	15.1
Child has to work	37.5	30.8	37.5	40.0	36.4
Child dislikes school	32.5	30.8	50.0	-	31.8
Non-interest of parents	5.0	7.7	-	20.0	6.1
No use of education	-	7.7	-	-	1.5
Fails repeatedly	5.0	7.7	-	20.0	6.1
Others	5.0	-	-	-	3.0
Total	60.6	19.7	12.1	7.6	100.0

Never enrolment

The parents were asked to mention the most important reasons for their non-enrolment of children. 32.5% of the cases thought their children were not enough grown up to enroll in school although they were 6-8 years old (Table 17). The other reasons were the cost of education as too high (16.9%) and refusal of admission by school (13.6%), non interest of parents (11.0%) and child dislike school (9.1%). More than 5.2% never enrolled due to disability.

The dominant reason for non enrolment is “children too young to enroll” is perception of parents to child’s maturity to go to school. The tendency to “regret admission by the school authorities” and parental tendency to say “too young to enroll” are interlinked and might be rooted in the same place, not being convinced by both parents and school authorities. A system of birth registration could address many of these problems.

The second leading reason for non enrolment is “education is expensive” which is related with poverty i.e. inability to pay educational expenses. “Child dislike like school” and “non interest of parents” may be interlinked or parent do not feel the necessity of encouraging children to go to school and also school authority failed to attract children in enrolling school. Child compulsion to work due to poverty and disability of child for non enrolment are the important factors for government to motivate parents by giving opportunity of employment to tackle this problem.

Table 17: Percentage distribution of children (6-10) year by causes of non-enrolment and area

Type of causes	No of children	Haor	Char	Beel	Hill	All
Education is expensive	26	19.7	10.4	26.3	14.3	16.9
Child has to work	11	6.1	4.2	-	23.8	7.1
Too young to enroll	50	33.3	27.1	36.8	38.1	32.5
Admission refused	21	3.0	39.6	-	-	13.6
Child dislike school	14	10.6	10.4	10.5	-	9.1
Non-interest of parents	17	16.7	2.1	10.5	14.3	11.0
No use of education	3	3.0	2.1	-	-	1.9
School is too far from home	2	3.0	-	-	-	1.3
Disabled child	8	3.0	4.2	10.5	9.5	5.2
Others	2	1.5	-	5.3	-	1.3
Total	154	42.8	31.2	12.3	13.6	100.0

Reasons for late admission

The reasons for late admission in this study are “too young to enroll” and “illness of the child” (Table 18). 81.1% of the child enrolled late due to perception of parents as regard to age. According to a large number of respondents “six year is so early for school”. Illness of the children also (10.0%) poses problems of late admission. Non availability of school near to home is a challenge for the children for getting late admission.

Table 18: Percentage distribution of reasons of late admission by area.

Type of reasons	Haor	Char	Beel	Hill	All
Non availability of birth certificate	0.8	1.6	28.6	-	2.1
Too young to enroll	85.7	78.7	28.6	66.7	81.0
Illness of the child	5.0	14.8	42.9	33.3	10.0
School is far from home	4.2	-	-	-	2.6
Lack of interest in education	4.2	4.9	-	-	4.2
Total	100.0	100.0	100.0	100.0	100.0

4.6. Private cost of primary education

Although primary education in Bangladesh is free (theoretically) but 89.7% reported incurring expenditure (Table 19). The head of expenditure ranged from admission, examination, fees to subscription for various school functions. Most frequently mentioned expenditure was educational material/stationary. On average parents had spent Tk.379 over a period of 1 year (January – December, 2009). There was wide variation among the study areas. The highest amount of money (Tk. 633%) spent by Beel area and lowest in Char area (Tk 227).

Table 19: Proportion of household had to pay for primary education/schooling

Payment status	Haor	Char	Beel	Hill	All
Paid	89.8	88.9	91.3	89.5	89.7
Not paid	10.1	11.1	8.7	10.5	10.3
Total	100.0	100.0	100.0	100.0	100.0

Private expenditure for education was not equal in different heads, most money was spent on stationary (Table 20). Although textbook are free but 0.9% of total private expenditure was for collecting text books from school.

Table 20: Percentage of total expenditure shared by various item

Head of expenditure	Area				
	Haor	Char	Beel	Hill	Total
Educational materials/stationary	40.2	49.2	29.8	35.2	38.6
Examination fees	8.3	9.7	4.4	4.8	6.8
To collect books	1.2	1.2	.7	.5	.9
Admission fees	1.5	1.0	4.7	.9	2.1
Subscription for school function	16.2	.9	30.4	36.9	21.1
Academic fees	.1	2.2	8.4	.3	2.7
School dress	32.5	35.7	21.7	21.3	27.8
Total	100.0	100.0	100.0	100.0	100.0

It is unlikely that an average Bangladesh household will be able spend money as high as has been found in sample area. Over 90% of household had to pay for primary education (Table 29).

It is observed that private expenditure is substantial for a student from vulnerable family. The inability of the poor families to meet even the barest of the minimum educational needs of their children raises a serious question relating to participate in primary education. From the above analysis guardian had to pay substantial amount which is 7.33 % of total income.

4.7. Scholarship or stipend availability

Almost 35.0% of the student reported to be receiving any kind of scholarship/stipend in the study area (Table - 21). As is evident from the table only Char area 40.0% of student has received stipend. It means that 20.0% in Haor, in 15.0% Beel and Hill area failed to meet the condition of eligibility of getting stipend.

Table 21: Percent distribution of student receiving stipend

Stipend	Area				Total
	Haor	Char	Beel	Hill	
Yes	38.2	40.4	25.1	25.1	34.8
No	61.8	59.6	74.9	74.9	65.2
Total	100.0	100.0	100.0	100.0	100.0

4.8. Disability of Children

The Proportion of disabled children in the survey area is 0.8 %, while it is 0.52 in Rahman et.al (2008) study. In all 20 children are disable of which one is physically disable, 6 mentally, 8 deaf and 1 blind (Annex - 8).

In the absence of any educational or training programme, these disable children have to live a miserable life and may be ended with begging in the street for living. Government PEDP-II programme planned to introduce, inclusive education where all children including children with disability would be brought under a uniform schooling system. Until now GoB has not been done any visible activity though the project will be ended in short time.

Chapter – 5

Preparation of Fact Sheets

This chapter includes fact sheet on vulnerability of children in education.

Fact Sheet 1: Prevailing Socio-economic situation

Area	Average Household size	Sex Ratio (M/F) Children 6 - 14 years	Early Marriage in %		Adult Literacy 15+ years		Average household Assets Ownership (in Tk.)	Average Household Income (in Tk.)	Monthly Average Expenditure (in Tk.)	Average Loan in last year (in Tk.)	Food Deficit (In month)				Access to basic Service (%)				
			Male <21 yrs.	Female <18 years	Male	Female					0	1 - 3	4 - 6	6 +	Sanitation	Drinking Water	Medical Facilities		
																	No where	Govt. Health Center	Others
Haor	5.4	1.16	7.7	32.0	47.8	41.6	88395	5434	48223	12523	42.8	44.6	10.3	2.3	78.9	97.7	.1	20.8	79.1
Char	5.0	1.13	7.5	39.4	53.1	45.3	119587	5209	4577	8648	65.0	27.5	5.8	1.7	95.2	99.8	-	25.4	74.6
Beel	5.2	1.02	9.1	43.3	73.2	67.9	303016	8992	6742	43848	81.7	14.7	3.2	.5	97.6	100	-	18.1	81.9
Hill	5.3	1.12	14.4	55.9	56.8	45.0	104026	6788	5862	12539	74.0	23.5	2.5	0	78.5	96.0	-	15.9	84.1
All	5.3	1.13	8.8	39.1	54.8	45.1	130654	6067	5169	13528	59.0	32.5	6.9	1.6	100	100			

Fact Sheet 2: Vulnerability of children in education and reasons behind vulnerability

Area	Status of Enrollment (in %)				Reasons for non enrollment and Drop-out (in %)											Private Cost of Education (In Tk.)	Stipend Availability (in %)	Disability (in %)
	Enrolment	Never Enroll	Dropout	Irregular	Education is expensive	Child has to work	Too young	Admission refused	Child dislikes education	No interest of parents	No use of education	Fails repeatedly	School is far from home	Disabled child	Others			
Haor	87.1	7.7	4.7	0.5	17.9	17.9	20.8	1.9	18.9	12.3	1.9	1.9	1.9	1.9	2.8	325	38.2	1.2
Char	87.3	9.2	2.5	1.0	11.5	9.8	21.3	31.1	14.8	3.3	3.3	1.6	0	3.3	0	227	40.4	.5
Beel	88.9	7.8	3.3	-	22.2	11.1	25.9	0	22.2	7.4	0	0	0	7.4	3.7	633	25.1	.6
Hill	89.1	8.8	2.1	-	15.4	26.9	30.8	0	0	15.4	0	3.8	0	7.7	0	486	25.1	.6
All	87.6	8.3	3.6	0.5	16.4	15.9	22.7	9.5	15.9	9.5	1.8	1.8	0.9	3.6	1.8	379	34.8	.8

Fact Sheet has been prepared by selecting information from Chapter 3 and Chapter 4 on prevailing socio-economic situation on vulnerability of children in education and reasons behind the vulnerability.

Chapter 6

Conclusions and Recommendations

In Bangladesh over two thirds of the children either do not enroll in primary schools or drop-out without learning much. These children are vulnerable in access to education due to poverty. Education policies in the past have failed to reduce this vulnerability because they are devoid of the poverty dimension. The government policy emphasizes the supply side factors such as increasing the number of classrooms, furniture, teachers etc.

The demand side approach of the government aimed at raising income of parents of school going children, opening of income/employment opportunity and food for education could work much better. The harsh reality of Bangladesh Government is to undertake at least food and education responsibilities of the poor children. Food for education programme implemented by GoB was abandoned due to lack of funds. It is recommended to reintroduce the programme.

To effectively mitigate the aspect of vulnerability in education the right kind of orientation is needed to reduce the never enrolment and dropped out children. A special and separate wing for disabled children should be established within ministry of education.

Following are the recommendations based on the findings of the study:

- Average family size of the sample is 5.3; bigger than the national family size indicating that the area is least developed and needs special intervention to raise awareness to the people at national level i.e. ministry of education and health. Comprehensive population, health and attitudinal change programme must be introduced.
- Male-female ratio among children indicates the symptoms of son preference. This traditional belief together with male dominance is likely to set limits upon success of efforts aimed to expand basic education. Government and NGO should build up a programme to remove prejudice which also indicates symptoms of under development.
- Child marriage and under age marriage is prevalent in the study area. Internationally agreed upon child rights on marriage are abused in the area. Special orientation and mass media campaign need to be organized to save the future generation from the curse of early marriage. Ministry of Health and Ministry of Women and Children Affair should take the responsibility.
- In the study area less than one percent people are Bachelor and post-graduate degree holder. In terms of human capital formation the area are thus doing precariously thus jeopardizing prospect of economic growth which in turn would lead to limited success of any organized efforts aimed to expand basic education for children. Educational opportunities i.e. establishment of school to improve access, equally to boys and girls and quality should be the priority agenda for Government and NGO.
- Occupations pursued by the population are mostly low paying and prone to seasonal fluctuation, only 20.5% percent people are dependent on agriculture suggested very

limited landed property ownership on average by the households. This would tend to generate adverse circumstances for children's education. There should be appropriately organized efforts to diversify occupation in the area.

- 9.5% percent household in the total study area earn per month less than Tk. 3,000/-, that is, they live below poverty line; lower middle class accounts for 29.3 percent of the household. Less than 5.0 percent are rich, earning over Tk. 150,000/- per family year. Government should have poverty reduction strategy for these areas.
- Poverty is highest 60.0 percent in the Char and 59 percent in Haor area against national estimate of 42 percent. In the other two it varies between 35 and 26 percent. However, only two sample areas are in general impoverished. Incidence of poverty is much higher than national level incidence in two areas selected. Government should encourage NGO to develop program strategy of targeting vulnerable children in these areas.
- About 12 percent of the school age children in the total sample area are left out of the education system as "never enrolled" and "drop out" ones. Drop out accounts for almost 4 percent of the total sample area. Inter area variation is also exist. Low performing area should be given special care for that special allocation should be considered by concerned authority. There is a need to demand for education by orienting parents and children on importance of education.

Disaggregating the never enrolled children into boys and girls it is observed that boys out number girls in all the areas. The adverse trend, again, must be halted through appropriate program.

- More than 70 percent of those who drop out do it before completing class III. Those who drop out is class III learnt almost nothing, although they did attend school.
- Children compulsion to work at home serves as a dominant cause of drop out in the total study area. Lack of interest for education comes next to the ranking. Cost of education too does lead to drop out for a significant proportion of boys and girls. Decision over drop out is mostly taken by father and the student him/herself, mother's role does not weight much in this regard. Special employment guarantee scheme for parents should help release the children from obligation to work. NGO could devise appropriate awareness programme for both parents and guardians.
- It is rather perception as regards to age that seem to be largely responsible for late enrolment. Thus according to large number of respondents, six-year is "so early for school". Special awareness and motivation programme will be sorted out.
- Guardian value basic education, but are not aware of the benefit of secondary and higher education. Social mobilization programs should be designed and implemented to improve the trend.

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Annex 1: Percent distribution of household population by age group, sex and area

Age Range	Area								Total		
	Haor		Char		Beel		Hill		Male	Female	Both
	Male	Female	Male	Female	Male	Female	Male	Female			
0- 4	11.5	14.1	8.4	11.5	9.5	8.8	9.5	11.5	10.1	12.3	11.1
5 - 9	23.6	22.2	22.7	22.3	17.3	16.6	21.2	16.1	22.1	20.6	21.4
10 - 14	16.2	14.6	16.4	15.0	16.3	16.8	18.2	20.3	16.6	15.8	16.2
15 - 19	7.7	5.6	8.4	5.6	11.0	9.7	10.6	8.4	8.8	6.6	7.7
20 - 29	6.1	11.5	5.8	12.8	8.4	12.1	7.3	11.9	6.5	12.0	9.2
30 - 39	14.6	18.4	15.9	17.8	13.0	21.6	14.4	18.0	14.7	18.7	16.6
39 +	20.4	13.6	22.3	15.1	24.5	14.4	18.8	13.6	21.3	14.1	17.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Annex - 2: Percent distribution of household by assets value range and area

Asset value range	Area				All
	Haor	Char	Beel	Hill	
> 25000	19.2	11.8	6.0	10.0	13.9
25000 - > 50000	25.7	20.8	5.0	20.5	20.6
50000 - > 100000	26.5	26.2	14.7	32.5	25.5
100000 - > 150000	13.1	16.0	16.1	17.5	14.9
150000 - 200000	6.6	9.3	5.5	7.0	7.3
200000+	8.9	16.0	52.8	12.5	17.8
Total	100.0	100.0	100.0	100.0	100.0

Annex 3: Percent distribution of yearly Income by area

Yearly Income Range	Area				Total
	Haor	Char	Beel	Hill	
> 36000	12.2	12.3	2.3	2.5	9.5
36001 - 60000	46.6	47.9	23.4	32.5	41.7
60001 - 90000	27.7	25.5	32.1	39.5	29.3
90,000-120,000	8.3	9.0	22.5	15.5	11.5
120001 – 150000	2.9	3.9	5.0	5.5	3.9
150000+	2.3	1.4	14.7	4.5	4.1
Total	100.0	100.0	100.0	100.0	100.0

Annex 4: Distribution of household by expenditure and area

Monthly Expense Range	Area				Total
	Haor	Char	Beel	Hill	
> 1500	.2	.2	.0	.0	.1
1500 - > 3000	14.8	13.4	2.3	4.5	11.2
3000 - > 5000	49.7	57.4	34.9	36.5	48.0
5000 - > 7500	26.9	20.6	41.3	42.5	29.3
7500 - > 10000	6.2	6.7	10.6	11.5	7.7
10000+	2.3	1.6	11.0	5.0	3.7
Total	100.0	100.0	100.0	100.0	100.0

Annex - 5: Percent distribution of household by food security and area

Range	Area				Total
	Haor	Char	Beel	Hill	
No deficit	42.8	65.0	81.7	74.0	59.0
1 - 3	44.6	27.5	14.7	23.5	32.5
4 - 6	10.3	5.8	3.2	2.5	6.9
7 - 9	1.1	.5	.5	.0	.7
9 - 12	1.2	1.2	.0	.0	.9
Total	100.0	100.0	100.0	100.0	100.0

Annex - 6: Present distribution of children aged 6-10 years by current enrolment status, area and gender

Area	No. of children	Currently enrolled	Dropped out	Irregular	Never enrolled
Haor	851	87.1	4.7	0.5	7.7
Char	520	87.3	2.5	1.0	9.2
Beel	243	88.9	3.3	-	7.8
Hill	238	89.1	2.1	-	8.8
Gender					
Boy	994	87.1	4.0	0.4	8.4
Girl	858	88.2	3.0	0.6	8.1
All	1852	87.6	3.6	0.5	8.3

Annex - 7: Profile of the currently non-enrolled (out of school) children

Characteristics	Boys N=131	Girls N=98	Both N=229
1. Age (in years)			
6	31.9	39.5	34.9
7	15.2	26.4	19.6
8	12.3	5.5	9.6
9	7.2	9.9	8.3
10	33.3	18.7	27.5
2. Education of parents/guardians			
No education	76.8	29.2	73.8
< Class V	10.9	23.1	15.7
Class V- <SSC	10.9	5.5	8.7
SSC+	1.4	2.2	1.7
Mean (sd)			
3. Self perceived food security status			
No deficit	36.2	37.3	36.7
1-3 months deficit	44.2	38.5	41.9
4-6 months deficit	12.3	16.5	14.0
7-12 months deficit	7.2	7.7	7.4
4. Religion			
Muslim	89.3	83.9	87.1
Non Muslim	10.7	16.1	12.9
5. Area			
Haor	52.1	53.8	52.8
Char	31.1	31.9	31.4
Beel	5.8	8.8	7.0
Hill	10.9	5.5	8.7
All			

Annex 8: Disability status of the children 6-14 year of age by area

	Area				Total
	Haor	Char	Beel	Hill	
Normal	1104 98.8	658 99.5	315 99.4	321 99.4	2398 99.2
Physically	0 .0	0 .0	0 .0	1 .3	1 .0
Mental	3 .3	1 .2	1 .3	1 .3	6 .2
Blind	1 .1	0 .0	0 .0	0 .0	1 .0
Deaf	5 .4	2 .3	1 .3	0 .0	8 .3
Miscellaneous	4 .4	0 .0	0 .0	0 .0	4 .2
Total	1117 100.0	661 100.0	317 100.0	323 100.0	2418 100.0

Annex 9: Percentage distribution of children ages (6-10) years by causes of irregularity.

Type of causes	Haor	Char	Beel	Hill	All
Obligation to do work at home	1	1	-	-	2
Work in the field	2	1	-	-	3
Inability to purchase stationery	1	2	-	-	3
Monotonous in going to school daily	1	-	-	-	-
Teacher absentism	-	1	-	-	1
Illness					
Total	4	5	-	-	9

Annex 10: Mean cost of primary schooling (in taka) by expenditure heads and area

Head of expenses	Area				Total
	Haor	Char	Beel	Hill	
Educational materials	428.7	371.3	684.4	590.4	480.5
Examination fees	96.1	74.6	109.4	91.4	91.7
To collect books	58.6	28.3	175.0	127.7	57.7
Admission fees	245.1	328.8	705.5	174.7	401.1
Fees for extra curricular activities	659.7	29.7	1449.8	1162.9	863.9
Academic fees	107.3	688.8	1787.8	265.0	1233.8
School dress	432.3	361.4	563.4	413.1	436.1
Total	324.9	226.7	633.3	485.9	379.4

Annex 11: Facilities in the school

Indicators	Haor	Char	Beel	Hill	All
<i>Structure and class rooms</i>					
Mean number of structure	1.5	1.4	1.5	1.4	1.5
Mean number of class rooms	3.8	3.0	4.7	4.3	3.7
<i>Condition of class rooms (% class rooms)</i>					
Al right	42.1	21.4	33.3	71.4	39.1
Dilapidated	57.9	78.6	66.7	28.6	60.9
<i>Having playground</i>					
Having playground	84.2	71.4	66.7	71.4	76.1
<i>Electric light</i>					
Availability of electricity	-	-	100.0	14.3	15.2
<i>Drinking water and toilet</i>					
Own tube-well	57.9	71.4	100.0	85.7	71.2
Other	42.1	28.6	-	14.3	28.3
Toilet facilities availability	-	85.7	100.0	100.0	95.7
<i>Cleanliness of toilet</i>					
Neat and clean	47.7	-	100.0	71.4	45.5
Not hygienic	52.6	100.0	-	28.6	54.5
<i>Provision of learning in the school</i>					
Average no. of teacher	4.2	3.4	4.7	4.3	4.0
% of female teacher	48.1	27.7	53.6	30.0	40.8
C-in-ed training	77.2	83.0	82.1	96.7	82.6
Teacher-student ratio	1:52	1:42	1:47	1:47	47.5

Annex 12: Highest educational qualification (15+)

Terrain	Gender	Highest educational qualification						Total
		Illiterate	Below class five	Class five to below class ten	Secondary and below higher secondary	Higher secondary and below BA	BA & Above	
Haor	Male	26.9%	13.3%	8.4%	1.4%	.8%	.7%	51.6%
	Female	28.3%	12.4%	5.9%	1.4%	.3%	.1%	48.4%
	Total	55.2%	25.7%	14.3%	2.8%	1.2%	.8%	100.0%
Char	Male	24.4%	9.2%	13.5%	3.1%	.8%	.9%	51.9%
	Female	26.3%	8.1%	12.6%	.5%	.5%	.0%	48.1%
	Total	50.7%	17.3%	26.1%	3.6%	1.3%	.9%	100.0%
Beel	Male	13.5%	16.3%	17.3%	1.9%	1.1%	.3%	50.3%
	Female	15.9%	12.4%	18.7%	2.0%	.5%	.2%	49.7%
	Total	29.4%	28.6%	36.1%	3.9%	1.5%	.5%	100.0%
Hill	Male	22.0%	15.1%	10.3%	1.8%	.9%	.7%	50.8%
	Female	27.0%	11.1%	10.0%	.5%	.4%	.2%	49.2%
	Total	49.0%	26.1%	20.3%	2.4%	1.3%	.9%	100.0%
All	Male	23.4%	12.9%	11.5%	2.0%	.9%	.7%	51.4%
	Female	25.6%	11.0%	10.4%	1.2%	.4%	.1%	48.6%
	Total	49.0%	23.9%	21.9%	3.2%	1.3%	.8%	100.0%